



## **IDAHO PUBLIC CHARTER SCHOOL COMMISSION**

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# **PUBLIC CHARTER SCHOOL COMMISSION MEETING**

October 12, 2017

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

## **AGENDA**

**Thursday, October 12<sup>th</sup>, 2017 – 700 W. Jefferson Street, Capitol EW 41, 9:00 a.m.**

### **OPEN FORUM**

#### **A. COMMISSION WORK**

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

#### **B. PERFORMANCE CERTIFICATE ADOPTION**

1. Future Public School
2. Gem Prep: Meridian

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

1. Inspire Idaho Home Academy
2. Peace Valley Charter School (2<sup>nd</sup> Hearing)

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

1. Agenda Approval

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

**COMMISSION ACTION**

A motion to approve the agenda as submitted.

2. Minutes Approval

Does the PCSC have any changes or additions to the meeting minutes from August 17, 2017?

**COMMISSION ACTION**

A motion to approve the meeting minutes from August 17, 2017, as submitted.

3. Calendar

The PCSC holds regular meetings on the second Thursday of every other month, with an exception made in August due to Commissioner scheduling conflicts. The proposed date for the August 2018 regular meeting is the third Thursday of that month.

Additional, special meetings should be anticipated in early and mid-March for charter renewal consideration. These meetings will be scheduled at a later date.

**COMMISSION ACTION**

A motion to approve February 8, 2018; April 12, 2018; June 14, 2018; August 16, 2018; October 11, 2018; and December 13, 2018 as the dates and Boise, Idaho as the location for the PCSC's 2018 regularly scheduled meetings.

**DRAFT REGULAR MEETING MINUTES  
IDAHO PUBLIC CHARTER SCHOOL COMMISSION**

**August 17, 2017**

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

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

Alan Reed  
Kelly Murphey  
Brian Scigliano  
Sherilynn Bair  
Nils Peterson  
Kitty Kunz

Commissioner Wanda Quinn was absent and excused.

Tamara Baysinger, Idaho Public Charter School Commission Director, introduced Jenn Thompson, Idaho Public Charter Commission School Finance and Resource Manager, to the Commission. Jenn Thompson provided the Commission with her background, which includes extensive experience in the charter sector, including teaching, administration, board service, and new school development.

**TAB A: COMMISSION WORK**

**1. Agenda Review/Approval**

**M/S (Kunz/Peterson):** To approve the agenda as presented. *The motion passed unanimously.*

**2. Minutes Review/Approval**

**M/S (Peterson/Bair):** To approve the minutes from June 8, 2017, and June 22, 2017 as presented. *The motion passed unanimously.*

**TAB B: COMMISSION EDUCATION**

Michelle Clement Taylor, School Choice Coordinator for the Idaho State Department of Education, provided an overview of the programs the SDE provides to assist public charter schools, including those that are in improvement status. Those services include federal programs monitoring and support in the areas of leadership, curriculum, ELL, special education, and family engagement.

**TAB C: CONSIDERATION OF NEW CHARTER PETITION**

**1. Gem Prep: Meridian (First Hearing)**

Gem Prep: Meridian (GPM) petitioner Jason Bransford introduced the petition. He explained the need for the blended learning model school in Meridian and summarized recruitment efforts already underway. Mr. Bransford described the school's areas of emphasis, including its individualized learning structure, and highlighted the success of other Gem Prep schools.

Commissioner Peterson asked staff to note whether GPM's petition reflects any of the indicators from a recent Fordham Foundation Institute study that identified predictive features of charter petitions for unsuccessful schools.

Director Baysinger summarized the indicators identified by the study, emphasizing that the paper observes that the presence of any given indicator does not guarantee school failure. She said none of the indicators appear pertinent in GPM's case.

**M/S (Scigliano/Kunz):** To approve the new charter petition for Gem Prep: Meridian. *The motion passed unanimously.*

## **2. Future Public School (First Hearing)**

Future Public School (FPS) petitioners Brad Peterson and Amanda Cox introduced the petition.

Mr. Peterson introduced the key opportunities that FPS could provide through the proposed K-8 STEM school in Garden City. He said the FPS would fill an opportunity gap for economically disadvantaged students, equipping students with the knowledge, skills, and character to succeed in college and beyond.

Ms. Cox explained FPS's marketing strategy to obtain enrollment.

Mr. Peterson explained the services FPS would provide, include free full day Kindergarten, bussing, and a nutrition program, as well as before and after school programming in conjunction with the Boys and Girls Club. He summarized the school's facility plans and financial support guarantee through Bluum.

Commissioner Peterson asked whether any of predictive indicators identified by the Fordham study were applicable in FPS's case.

Director Baysinger said the FPS petition does not evidence any of the indicators of predictive failure. Although the school plans to serve a high risk population, it will offer a "high dose" program.

Chairmen Reed asked for additional information about FPS's ability to enroll a sufficient number of students.

Ms. Cox explained that FPS has attracted significant interest, but has been strategic with advertising so as not to make promises to the community until after charter approval.

Matthew Kuzio, FPS board chair, detailed the school's plan for community outreach.

Commission Kunz asked whether FPS will be able to continue operations on state funds alone after its startup funds are exhausted.

Mr. Kuzio said FPS will be able to sustain operations using a conservative budget and prudent financing strategies.

Commission Bair verified with Mr. Kuzio that FPS is prepared to sign a facility agreement with Building Hope immediately upon charter approval, in order to have the building ready to open in August 2018.

**M/S (Kunz/Peterson):** To approve the new charter petition for Future Public School. *The motion passed unanimously.*

### **3. Peace Valley Charter School (First Hearing)**

Peace Valley Charter School (PVCS) petitioner Laura Henning introduced the petition.

Ms. Henning described the Waldorf learning model and the demand for it in the Treasure Valley. She said PVCS would help teachers obtain Waldorf certification, explained the budget and facility plan, and highlighted fundraising efforts that have already shown positive results.

Commissioner Peterson asked whether any of predictive indicators identified by the Fordham study were applicable in PVCS's case.

Director Baysinger said that, as of the most recent version of the petition that the PCSC staff had the opportunity to review, the petition does evidence most of the indicators listed. She pointed out that only one of these items (child-centered curriculum) is inherent to the model itself. The other indicators, though presently evidence in the petition, could be addressed through additional work on the petition.

Commissioner Kunz asked whether the petitioners believe their interested family list will remain valid regardless of which facility option is selected.

Ms. Henning cited a transportation survey performed by the petitioners and stated that she believes that parents will be willing to travel to any of the locations.

Commissioner Murphey expressed concern that the special education budget may be underfunded.

Commissioner Peterson said he would like to see the petitioners make a stronger commitment to professional development, though he recognized that this represents additional expense.

Chairman Reed and Commissioner Bair agreed that it could be impractical to expect teachers to pay so much for their Waldorf certification.

Chairman Reed advised the petitioners to ensure that their budget reflects Idaho's funding structure, which is quite different from the structure applicable to the Utah school on which PVCS's budget is based.

In discussion, the PCSC identified concerns about PVCS's budget, professional development plan, and ability to align the Waldorf curriculum to Idaho standards. They generally agreed that they would like to see the petition succeed if these concerns can be addressed.

**M/S (Kunz/ ):** To approve the new charter petition for Peace Valley Charter School. *The motion failed for lack of a second.*

**M/S (Peterson/Scigliano):** A motion to delay the decision and direct staff to issue to Peace Valley Charter School a written response identifying the specific deficiencies in the petition, including items already identified on the Petition Evaluation Rubric included in the meeting materials, with an emphasis on the concerns identified by the PCSC, including the facility plan and its interaction with the budget. *The motion passed 4-1 with Commission Kunz dissenting.*

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

The meeting was adjourned at 12:34 p.m.

**SUBJECT**

Future Public School Performance Certificate

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. § 33-5205B

I.C. § 33-5209A

**BACKGROUND**

Idaho statute requires that all public charter schools and their authorizers execute performance certificates within 75 days of petition approval.

On August 17, 2017, the PCSC approved a charter petition for Future Public School (FPS).

**DISCUSSION**

PCSC staff has collaborated with FPS to draft the individualized sections of the performance certificate and framework. In these materials, individualized sections of the certificate are highlighted in yellow.

**IMPACT**

If the PCSC moves to execute the performance certificate, the PCSC chairman and FPS board chairman will sign the certificate, making it effective for the dates specified therein.

**STAFF COMMENTS AND RECOMMENDATIONS**

PCSC staff recommends that the FPS performance certificate be executed as presented.

**COMMISSION ACTION**

A motion to execute the Future Public School performance certificate as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried yes \_\_\_\_\_ or no \_\_\_\_\_

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 12<sup>th</sup> day of October, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Future Public School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on June 2nd, 2017, Authorizer received a petition to request the creation of a new charter school referred to as Future Public School; and

WHEREAS, on August 17<sup>th</sup>, 2017, the Authorizer approved the charter petition (the “Charter”) subject to conditions outlined in Appendix A;

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Establishment of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the establishment of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix D.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2018. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.
- C. Term of Agreement.** This Certificate is effective as of October 12, 2017, and shall

continue through **June 30<sup>th</sup>, 2023**, 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 School shall notify the Authorizer of any modification to the Articles or Bylaws 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:  
Future Public School equips students with the knowledge, skills, and character to succeed in college and the future world. We do so through a commitment to innovative STEM programming, equity, and individualization.
- B. Grades Served.** The School may serve students in **K-8<sup>th</sup> grade**.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:  
Our success is driven by:
- **Innovative STEM Implementation:** We build upon the technological fluency students bring to school, incorporate STEM across the curriculum, expand learning opportunities, and heighten human potential.
  - **Safe, nurturing, and flexible environments:** Neuroscience research reveals that students need physical and emotional safety in order to take risks and learn from successes and mistakes. The school is built around the student, with flexible learning spaces to accommodate learners of all types. With more time for learning and extracurricular

activities, the school day is reimagined and our students never imagine missing a day of school.

- *Equity, identity, and access:* Increased access to high-quality education for all students is our goal. Building up and affirming the strengths of every student through relationships and restorative practices further creates an individual sense of purpose. Zip code or parental income should not determine student destiny. We build bridges and make community together.
- *High Expectations:* We expect 100% of students to be prepared to go to and through college. We partner with families to create a clearly defined plan to make this happen and measure our progress with data.

**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 576 students, with annual per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix D.
- 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.** 511 East 43<sup>rd</sup> St., Garden City, 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: Located in Garden City within the Boise Independent School District area. Future Public School's primary area of attendance will include the shaded portion of the attendance map found in Appendix D. From Whitewater and State St. north to Glenwood and State St., west to Mountain View Dr., south down Milwaukee St., south down Emerald to N. Cole Rd., south down N. Cole Rd. to W Overland Rd., east on W. Overland Rd. to S. Roosevelt St., north on S. Roosevelt St. to Emerald St., north on S. Americana Blvd. to Shoreline Dr., north on Shoreline Dr./27<sup>th</sup> St. to Main St., south on Main St to Whitewater Park Blvd.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

## SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix 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 **October 12<sup>th</sup>, 2017.**

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**Chairman, Idaho Public Charter School Commission**

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**Chairman, Future Public School Board**

**Appendix A: Conditions of Authorization/Renewal**

**Appendix B: Performance Framework.**

**Appendix C: Pre-Opening Requirements**

**Appendix D: Charter**

**Appendix E: Public Charter School Closure Protocol**

**Appendix A: Conditions of Authorization / Renewal**

Future Public School

No conditions of authorization or renewal are applicable.

**Appendix B: Performance Framework**

# FUTURE PUBLIC 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 May 4th, 2017.

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.

<b>Academic</b>	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.
<b>Mission-Specific</b>	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.
<b>Operational</b>	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
<b>Financial</b>	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.

<b>Honor</b>	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
<b>Good Standing</b>	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.
<b>Remediation</b>	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.
<b>Critical</b>	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**

<b>Mission Statement</b>	Future Public School equips students with the knowledge, skills, and character to succeed in college and the future world. We do so through a commitment to innovative STEM programming, equity, and individualization.		
<b>Key Design Elements</b>	<p>Our success is driven by:</p> <ul style="list-style-type: none"> <li>• Innovative STEM Implementation: We build upon the technological fluency students bring to school, incorporate STEM across the curriculum, expand learning opportunities, and heighten human potential.</li> <li>• Safe, nurturing, and flexible environments: Neuroscience research reveals that students need physical and emotional safety in order to take risks and learn from successes and mistakes. The school is built around the student, with flexible learning spaces to accommodate learners of all types. With more time for learning and extracurricular activities, the school day is reimagined and our students never imagine missing a day of school.</li> <li>• Equity, identity, and access: Increased access to high-quality education for all students is our goal. Building up and affirming the strengths of every student through relationships and restorative practices further creates an individual sense of purpose. Zip code or parental income should not determine student destiny. We build bridges and make community together.</li> <li>• High Expectations: We expect 100% of students to be prepared to go to and through college. We partner with families to create a clearly defined plan to make this happen and measure our progress with data.</li> </ul>		
<b>School Location</b>	511 East 43rd St. Garden City, ID	<b>School Phone</b>	208-357-6073
<b>Surrounding District</b>	Boise School District		
<b>Opening Year</b>	2018		
<b>Current Term</b>	July 1st, 2018-June 30th, 2023		
<b>Grades Served</b>	K-8		
<b>Enrollment (Approved)</b>	576	<b>Enrollment (Actual)</b>	

**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			Future Public 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				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				
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> 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
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.			
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> 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
<b>Notes</b>	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><b>Measure 2a</b> <b>Math Proficiency Rate</b> <b>Comparison to District</b></p>	<p><b>Do math proficiency rates meet or exceed the district average?</b></p> <p><b>Exceeds Standard:</b> 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><b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 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.</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><b>Notes</b></p>	<p>Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.</p>																			
<p><b>Measure 2b</b> <b>ELA Proficiency Rate</b> <b>Comparison to District</b></p>	<p><b>Do ELA proficiency rates meet or exceed the district average?</b></p> <p><b>Exceeds Standard:</b> 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><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 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.</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 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																				
<b>Measure 3a</b> <b>Criterion-Referenced Growth</b> <b>Math</b> <b>Notes</b>	<b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math. <b>Falls Far Below Standard:</b> 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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<b>Measure 3b</b> <b>Criterion-Referenced Growth</b> <b>ELA</b> <b>Notes</b>	<b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA. <b>Falls Far Below Standard:</b> 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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OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p><b>Measure 1a</b> <b>Implementation of Educational Program</b></p>	<p><b>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Measure 1b</b> <b>Educational Requirements</b></p>	<p><b>Is the school complying with applicable educational requirements?</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Is the school meeting financial reporting and compliance requirements?</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Is the school following General Accepted Accounting Principles (GAAP)</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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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Notes																	
<p>Measure 2c Enrollment Variance</p>	<p><b>Is the school successfully enrolling the projected number of students?</b></p> <p><b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p><b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p><b>Does Not Meet Standard:</b> 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><b>Measure 3a</b>      <b>Is the school complying with governance requirements?</b></p> <p><b>Governance Requirements</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Result</b></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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15												
0												
	0											
<p><b>Measure 3b</b>      <b>Is the board fulfilling its oversight obligations?</b></p> <p><b>Board Oversight</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Result</b></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><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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 &amp; 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><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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				
<b>INDICATOR 4: SCHOOL ENVIRONMENT</b>				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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
<b>Measure 1a</b> <b>Current Ratio</b>	<b>Current Ratio: Current Assets divided by Current Liabilities</b>  <b>Meets Standard:</b> 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>  <b>Does Not Meet:</b> 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.  <b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.			50 10 0	0
Notes					
<b>Measure 1b</b> <b>Cash Ratio</b>	<b>Current Ratio: Cash divided by Current Liabilities</b>  <b>Meets Standard:</b> 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).  <b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.  <b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.			50 10 0	0
Notes					
<b>Measure 1c</b> <b>Unrestricted Days Cash</b>	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</b>  <b>Meets Standard:</b> 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>  <b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.  <b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.			50 10 0	0
Notes					
<b>Measure 1d</b> <b>Unrestricted Days Cash</b>	<b>Default</b>  <b>Meets Standard:</b> 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.  <b>Does Not Meet:</b> 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><b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b></p> <p><b>Meets Standard:</b> 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><b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p><b>Falls Far Below Standard:</b> 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><b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b></p> <p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.</p> <p><b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> 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><b>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</b></p> <p><b>Meets Standard:</b> 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><b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> 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><b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b></p> <p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet:</b> 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: Pre – Opening Requirements**

**Idaho Public Charter School Commission New School Opening  
Performance Certificate Appendix C: Pre Opening Requirements**

The following items must be collected by the PCSC for your school's files.

ITEM	COLLECTION BY PCSC
Performance Certificate Executed	
Bylaws Executed	
Articles of Incorporation	
Conflict of Interest and/or Code of Ethics Statement	
Facility Lease or Mortgage Executed	
Annual Board Approved Budget	
501c3 Approval Letter	
Org Chart	
Board Member and School Leader Contact Information (PCSC Dashboard)	
Emergency Incident Team Communication Plan	

The school has successfully completed all of the tasks as outlined in the accompanying task lists.

ITEM	PCSC Verification
Enrollment is Sufficient for Operation	
Meeting 1 Tasks	
Meeting 2 Tasks	
Meeting 3 Tasks	
Meeting 4 Tasks	
Meeting 5 Tasks	
Final Tasks and Facilities Visit	

Certificate is hereby given that all facts and representations on this assurance document are true and correct.

\_\_\_\_\_  
Printed Name and Title of Authorized Charter School Representative

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

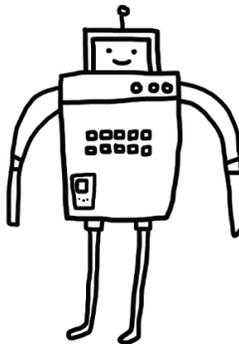
\_\_\_\_\_  
Printed Name of PCSC Representative

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## **Appendix D: Charter**

# FUTURE PUBLIC SCHOOL



A petition to create a public charter school in the Boise School District serving grades K-8 to open school year 2018-19.

Submission Date: July 18, 2017

Contact Person: Brad Petersen

Contact Address: 1010 W. Jefferson St., Ste. #210, Boise, ID 83702

Contact Phone: (208) 357-6073

Fax: (208) 336-8400

Contact Email: [bradcpetersen@gmail.com](mailto:bradcpetersen@gmail.com)

Physical Location: Within Boise School District

Enrollment will be available to all Idaho students within the primary attendance area of the Boise School District.

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

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## Tab 1 – Executive Summary, Vision, Mission, Legislative Intent

### Executive Summary

Technology continues to change industry and daily life. Small teams and individuals now hold influence in the palm of their hand, influencing and changing the world. A negative review online can disrupt months of marketing. A social media post can sell out a product in minutes. Individuals can not only disrupt industry as consumers, but also in creation of new ideas. Human capital is the most valuable resource of the future, especially as that capital becomes more diverse, and diverse ideas come from diverse groups of people. With the increased importance of human capital, McKinsey and Co. estimates that the rise of automation will affect over 50% of current jobs.<sup>1</sup> People will need to work more nimbly, and collaboration, empathy, and critical-thinking are more important than ever. These are the facts that drive us at Future Public School.

How are we developing and nurturing our human capital in the area of our state’s capital city? Many classrooms are largely didactic and teacher-driven. Few schools exist that provide students the chance to individualize their learning in a future-focused pedagogy, preparing the skills necessary in a future automation and innovation economy. A rigorous curriculum of entrepreneurship, computer-science, engineering, and creative project-based learning can prepare students for this future - for college and a life of choice. When surveying the local area, however, these opportunities are largely missing, especially from a STEM point of view. Given the importance of the STEM domains for children’s futures, as seen in part by recent legislation to identify some schools being STEM-certified, we will offer an important choice for families. The students we plan to serve currently have limited opportunities to access high quality STEM and computer science-based programs in their schools.

We live in a time of rapidly advancing computer-science and technology. Similar to the rise of literacy after the printing press, the advance of computer-science learning opportunities now makes a lack of literacy in code unthinkable. Joining computer-science curriculum together with our future-focused pedagogy, honing the capacity to collaborate, create, communicate, and critically think, will prepare 100% of our students for this rapidly changing future. It will also prepare 100% of students for college and a life full of access and choice.

A future-focused pedagogy encompasses STEM as well as critical soft-skills that lead to long-term success in life. Building character strengths in areas of social intelligence, grit, gratitude, curiosity, optimism, and zest prepares students for life just as profoundly as mathematics and literacy.

In this rise of technology it is also important to consider restructuring time and space in school. According to Dr. Paul Reville of the Harvard School of Education, the average k-12 student will only spend about 20% of his or her waking hours in school.<sup>2</sup> This is true in Idaho. K-6 students attend school for approximately 1,144 hours per year vs. 5,840 total waking hours.

For all students, but especially our most vulnerable, underserved students, this may not be enough. Vulnerable students do not always have the option for extracurricular supplemental learning activities, and summer slide may hamper and delay learning. In the Boise Independent

<sup>1</sup> <http://www.mckinsey.com/global-themes/digital-disruption/harnessing-automation-for-a-future-that-works>

<sup>2</sup> <https://www.gse.harvard.edu/ppe/program/education-redesign-building-new-model-all>

School District, economically disadvantaged students were proficient or advanced on the most recent (2015-2016) math ISAT at rates of 30.3% compared to 60% non-economically disadvantaged students. For ELA, the rates were 39.8% vs. 73%.<sup>3</sup> An extended school day and school year allows for extended learning opportunities while restructuring learning spaces, making them more flexible and individualized, will further drive forward student achievement. Partnering with community organizations such as the Boys and Girls Club to provide after-school programming expands flexible learning opportunities beyond the bounds of a typical school day.

Future Public School is a school of equity and access to opportunity. We work together to address inequities and help students achieve their highest potential through focused identity work and a commitment to the Anti-bias framework created by Teaching Tolerance. While many schools may seek to embrace a piecemeal approach to equity, ours, on the other hand, fully integrates a strong framework across content and curriculum. Our students are engineers of the future as well as engineers of society and community. 100% of our students are expected to achieve their highest potential, including being prepared for college acceptance and enrollment.

The school will reflect our surrounding community. Teachers understand the value of students from different backgrounds working together and help facilitate such opportunities to promote collaboration and teamwork. Our central location in the Garden City area serves multiple purposes. First, as one of the central areas of the surrounding population, it allows access to students from across the area. Secondly, the school will be located in a historically diverse area socioeconomically and racially. As we prepare for the future, we understand that more equitable opportunities for all students is something that must be addressed.

## Vision

Developing engineers of the future and of our community.

## Mission

Future Public School equips students with the knowledge, skills, and character to succeed in college and the future world. We do so through a commitment to innovative STEM programming, equity, and individualization.

## Measures of Success

The Board of Directors will evaluate the success of Future Public School against the following measures:

- School meets measurable proficiency outcomes as detailed in Tab 3
- 100% Future Public School alumni acceptance/enrollment in 2 or 4 year college
- 90% parent/family satisfied or very satisfied on semi annual parent survey
- 90% students satisfied or very satisfied on semi annual student survey
- 90% faculty satisfied or very satisfied on annual faculty survey
- 200+ community members attend quarterly student quest showcase nights

## Community Need and Interest

The Boise School District has a current student population of 27,275.<sup>4</sup> School districts have the challenge of keeping up with the pace of student population growth. From the year 2000 through

<sup>3</sup> <https://apps.sde.idaho.gov/ReportCard/SchoolYear/22>

<sup>4</sup> [http://www.boiseschools.org/our\\_district/academic\\_statistics/demographics/enrollment/](http://www.boiseschools.org/our_district/academic_statistics/demographics/enrollment/)

2014 school-age population of the Treasure Valley grew from 87,745 to 121,907. This school-age population is estimated to expand to 125,300 by the year 2019.<sup>5</sup> Furthermore, the Hispanic population has more than doubled between 2000-2014, and is projected to expand to 26,700 in the region by 2019.<sup>6</sup> Currently, 12 of Boise School District's 32 elementary schools utilize portable classrooms in order to provide enough space for each child.<sup>7</sup> There is a need for more school buildings of choice in Boise; Future Public School can help address this challenge.

The Treasure Valley area and its surrounding mountains incubate a large number of technology companies. Technology will play an ever-increasing role in our local economy. Idaho Business for Education (IBE) conducted a survey of 466 employers from every corner of Idaho and the top degree area ranked by these employers for the future was Computer Science / Technology.<sup>8</sup> At the same time, few educational opportunities to dive deeply into Computer Science and Technology exist, especially for low-income and less-privileged students. A future-focused curriculum will also enable students to build the future of Idaho. Communication, creativity, critical-thinking, and collaboration are elements demanded by the Boise community economy. The Boise School District recently implemented the AP Computer-Science course and 300 students enrolled. Demand in younger age students is even higher, with such relevant learning material.

Interest in charter schools is high in the region, as evidenced by the current wait lists throughout the area. For the 2015-2016 school year, Anser Charter School had a waitlist of 477 students and Sage International had a waitlist of 757 students. Future Public School can provide another choice for families in the area of attendance.

## Founding Team Leveraging Experience & Success

Future Public School brings together community-minded innovators and leaders in the education, public, and business world to accelerate the opportunities for students of the Boise area.

The founding Board of Directors provides in-depth experience in finance, engineering, law, operations, governance, education, community building, and leadership. It is the Board's aim to leverage these skills and expertise in order to provide another educational choice for Boise families.

## Key Elements

Our success is driven by:

- *Innovative STEM Implementation:* We build upon the technological fluency students bring to school, incorporate STEM across the curriculum, expand learning opportunities, and heighten human potential.
- *Safe, nurturing, and flexible environments:* Neuroscience research reveals that students need physical and emotional safety in order to take risks and learn from successes and mistakes. The school is built around the student, with flexible learning spaces to accommodate learners of all types. With more time for learning and extracurricular

<sup>5</sup> U.S. Census, Nielson, and ECONorthwest - <http://www.bluum.org/treasure-in-the-valley/>

<sup>6</sup> U.S. Census, Nielson, and ECONorthwest - <http://www.bluum.org/treasure-in-the-valley/>

<sup>7</sup> <https://www.idahoednews.org/news/look-two-boise-elementary-schools-embracing-wrecking-ball/>

<sup>8</sup> *Field Guide to Idaho Education Vol. 2*, [https://issuu.com/jkaf/docs/idaho\\_ed\\_field\\_guide\\_v2](https://issuu.com/jkaf/docs/idaho_ed_field_guide_v2)

activities, the school day is reimagined and our students never imagine missing a day of school.

- *Equity, identity, and access:* Increased access to high-quality education for all students is our goal. Building up and affirming the strengths of every student through relationships and restorative practices further creates an individual sense of purpose. Zip code or parental income should not determine student destiny. We build bridges and make community together.
- *High Expectations:* We expect 100% of students to be prepared to go to and through college. We partner with families to create a clearly defined plan to make this happen and measure our progress with data.

As we focus on the future, our optimism is boundless. We recognize the work to be done, but our relationships with the community and families thus far has clearly demonstrated what is possible. Our children build the future of Idaho today.

### Legislative Intent

Future Public School's vision and mission highlight our adherence to the legislative intent of public charter schools (Idaho Code 33-5201), including the following:

1. Future Public School's STEM and equity approach increases learning opportunities for all students as we offer these choices through Idaho's public school system. Our model will implement proven instructional strategies, scientific materials, and staffing methods to increase student performance. Student performance will be measured continuously in order to best enhance the learning process.
2. Future Public School expands the array of choices for parents and students in the Treasure Valley. Whereas no k-8 school in the Boise School District currently dedicates its curriculum and model to STEM and equity work, we provide a rare combination for parents and families to pursue.
3. Future Public School will be held accountable by a local governing board, families, and the authorizing authority to meet measurable academic outcomes, including the State of Idaho's academic standards.

## Tab 2 – Proposed Operations

### Legal Status

Future Public School 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 of Section 501(c)(3) of the Internal Revenue Code of 1986 (“IRS Code”), or the corresponding provisions of any future federal income tax code. Future Public School shall further be classified as a supporting organization under Section 509(a) IRS code, with Future Public School, a properly constituted 501c(3) organization under IRS code, as the supporting organization. In this document, Future Public School is the petitioning entity and is referred to as “Future.” Future Public School will apply to become its own Local Education Agency (LEA) and will be responsible for all programs, finances, reporting, and monitoring.

### Articles of Incorporation

Future’s Articles of Incorporation may be found in Appendix A.

### Bylaws

Future’s Bylaws may be found in Appendix A.

### Proposed Operations

Future Public School will operate as a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. It will be located in the Boise School District boundaries and enroll a diverse student population that reflects demographics of the surrounding school district. Future will operate under the leadership of the Board of Directors with the day-to-day operations managed by the school administrator. Future Public School will operate with a unique K-8 STEM educational approach guided by equity and access to opportunity.

### Proposed Location: Primary Attendance Area

The school is planned to be located in Garden City within the Boise Independent School District area. Future Public School’s primary area of attendance will include the shaded portion of the attendance map found in Appendix D. From Whitewater and State St. north to Glenwood and State St., west to Mountain View Dr., south down Milwaukee St., south down Emerald to N. Cole Rd., south down N. Cole Rd. to W Overland Rd., east on W. Overland Rd. to S. Roosevelt St., north on S. Roosevelt St. to Emerald St., north on S. Americana Blvd. to Shoreline Dr., north on Shoreline Dr./27<sup>th</sup> St. to Main St., south on Main St to Whitewater Park Blvd. A total of approximately 10.9 square miles. Residents on both sides of the streets will be included in the attendance area. Based on census data as well as a recent research report, “Treasure in the Valley,”<sup>9</sup> this area is an area with a large population of low-income, diverse students and families which would align with Future’s mission and vision to provide more equitable educational opportunities for all students.

The school may also draw students from the remainder of the Boise School District or from the West Ada School district provided students from the primary area of attendance do not enroll the school to capacity first. Boise School District recently passed bond elections to build more

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<sup>9</sup> <http://www.bloom.org/treasure-in-the-valley/>

schools to relieve overcrowding.<sup>10</sup> The Treasure Valley is growing rapidly and many families are seeking a new approach to education.

See Appendix D for a map of primary attendance area

### Charter School's Potential Effects

With a strategic location in the Treasure Valley, one of the fastest growing areas in Idaho, Future Public School is poised to alleviate pressure on local schools. The population of school-age students in the Treasure Valley is projected to grow from 121,907 in 2014 to 125,300 by 2019.<sup>11</sup> This is after an overall student enrollment growth of nearly 12,000 between 2010-2015. By 2019 it is estimated there will be a net increase of approximately 9,000 households in the region earning less than \$50,000 per year, with half of those earning less than \$25,000. With this growing population of low-income students, it is critical that a high-performing, future-focused school option be available to better cater to our most vulnerable communities.

At the same time, demand for charter schools in the Treasure Valley exceeds the current capacity of existing charter schools. As of 2015-2016 there are 1,234 students on charter waitlists within the target school districts. Though there is likely overlap of students across various waitlists, there is also the question of access and opportunity, where many families are not properly informed about availability of charter schools. Given this notion, charter waitlists are likely smaller than they might be with amplified marketing and information.

Future's impact will likely be felt the strongest in the primary attendance area as well as the rest of the Boise School District. Enrollment and funding will reduce in the local district as Future draws students and families from these local schools, although the impact will be minimized as it coincides with the overall population growth of the region. In its first year of operation, and assuming all students come from Boise School District, there will be a reduction of 10.98 support units (assuming an ADA of 95%) with an estimated reduction of State revenue support to BSD of \$1,197,428 which is approximately .0089% of their State revenue support for FY 2016-2017 (\$134,979,193).

As Future provides full-day kindergarten to families at no cost, our model will also provide long-term benefits to the surrounding school district as students are further prepared for rigorous curriculum and success in high school and beyond. Future will work in cooperation with the district in the primary attendance area and regularly share enrollment information in order to assist the district in its enrollment planning.

### Anticipated Enrollment

Anticipated class size will not exceed 32 students per learning space, with the instructional staff-to-student ratio down to 1:15. Break-even enrollment for year one would be 281 students, which is slightly higher than the approximately 259 average opening enrollment number of nearby Treasure Valley charter schools. After kindergarten, classes may be comprised of students of several different ages and several academic grades. Enrollment caps are listed through the 2022-2023 school year. Demographics will reflect surrounding Boise School District demographics, as we will emphasize a diverse student and family recruitment process. The enrollment table below reads as follows:

<sup>10</sup> <http://kboi2.com/news/local/boise-school-board-votes-to-hold-1725-million-bond-election>

<sup>11</sup> <http://www.bloom.org/treasure-in-the-valley/>

**Column 1:** Years of operation

**Column 2:** Total enrollment for the school for each school year

**Column 3:** Total kindergarten enrollment, including how many classes, and how many students for each grade.

**Column 4:** Total 1-3 grade enrollment, including how many classes, and how many students for each grade.

**Column 5:** Total 4-6 grade enrollment, including how many classes, and how many students for each grade.

**Column 6:** Total 7-8 grade enrollment, including how many classes, and how many students for each grade.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Year	Total Enrollment	Kindergarten	1-3 Multi-grade classroom	4-6 Multi-grade classroom	7-8 Multi-age classroom
Year 1 2018-2019	320 Students	2 classes 64 students  64 - K	6 classes 192 students  64 - 1st 64 - 2nd 64 - 3rd	2 classes 64 students  64 - 4th 0 - 5th 0 - 6th	0 classes 0 students  0 - 7th 0 - 8th
Year 2 2019-2020	384 students	2 classes 64 students  64 - K	6 classes 192 students  64 - 1st 64 - 2nd 64 - 3rd	4 classes 128 students  64 - 4th 64 - 5th 0 - 6th	0 classes 0 students  0 - 7th 0 - 8th
Year 3 2020-2021	448 students	2 classes 64 students  64 - K	6 classes 192 students  64 - 1st 64 - 2nd 64 - 3rd	6 classes 192 students  64 - 4th 64 - 5th 64 - 6th	0 classes 0 students  0 - 7th 0 - 8th
Year 4 2021-2022	512 students	2 classes 64 students  64 - K	6 classes 192 students  64 - 1st 64 - 2nd 64 - 3rd	6 classes 192 students  64 - 4th 64 - 5th 64 - 6th	2 classes 0 students  64 - 7th 0 - 8th
Year 5 2022-2023	576 students	2 classes 64 students  64 - K	6 classes 192 students  64 - 1st 64 - 2nd 64 - 3rd	6 classes 192 students  64 - 4th 64 - 5th 64 - 6th	4 classes 128 students  64 - 7th 64 - 8th

## Signatures of Qualified Electors

Signatures of at least 30 qualified electors of the proposed charter school are included in Appendix B.

## Demand

Future Public School has garnered significant public support in advance of its opening. Over 50 students have participated in our first two pilot educational programs at the Boys & Girls Club Moseley Center and Meridian Center - the number of students was limited by capacity, but approximately 150+ students showed interest in participating. This summer Future will run a four-week, full-day, free summer learning program for approximately 35 students in Garden City. The summer learning program includes science, robotics, community-building, and reading combined with free transportation, meals, and field trips. A number of teachers and families have expressed interest in Future's model and ongoing community meetings as well as a free summer school pilot program will continue to expand our outreach efforts to the community. With over 330 active social media followers, Future continues to build connections with community members and organizations. Similarly, we have significant support from community organizations. Please see letters of support from the Executive Director of Boys & Girls Club and Garden City Developer, Parkway Station, in Appendix F. Please also find an attached student / family interest list under our support list in Appendix F.

We have been deliberate in our recruitment strategy and development of community partnerships, particularly given the priority of serving low-income, historically marginalized populations. The mission and vision of Future Public School has been received very positively with our developing partners, including: Head Start, the Vineyard Church, Catch Life!, Glocal, and the Idaho Office For Refugees. We anticipate these partnerships to be high-yield in terms of student recruitment and the services and support they can provide for our students and families.

## Facilities

While facilities can be a challenge for charter schools in Idaho, Future is aware that a successful facility is crucial to school success and student learning. Given that Future will not have access to school district facilities, securing the best facility will be one of the more challenging pieces of the school's plan.

At its full operating capacity, Future will require approximately 35,000-40,000 square feet of space. Based on Future's flexible learning space, mixed-age model, Future will require more than the 850 square feet recommended size of elementary school classrooms recommended by the Idaho State School Facility Recommendations. Fully built out, Future will have:

- 18 learning spaces (classrooms), each approximately 1,000 square feet
- 5,000 square feet for multi-purpose use such as cafeteria, library, and gymnasium
- 4,000-5,000 more square feet for science labs and workshop areas
- 2,000 square feet administrative space
- 20% additional overall square feet for restrooms and circulation

In early years, the total space requirements reach between 34,000-35,000 approximate square feet, leaving approximately 5,000-6,000 square feet for future innovation. Future would like to secure a site with ample space as to accommodate this learning space and provide for parking

and green/play space or secure a site with partnership opportunities to share underutilized space.

In evaluating the following options, Future carefully considered traffic flow, zoning options, and location in relation to target student market.

**Option #1:** Lease portables and then new facility at 511 East 43<sup>rd</sup> St., Garden City, ID

Our connections through Building Hope have shown high interest in purchasing the land located at this address. Representatives from Building Hope in Salt Lake City and Washington, D.C. have been to Garden City and Boise to tour the area and undergo talks and express interest with the owner about a potential purchase. The owner/developer has also expressed interest in selling to Building Hope. Once the property is purchased, Building Hope would also construct a building on site, which would then be sub-leased back to Future at a low rate (no more than 4% cap). Before construction would begin, Future would spend the first two years of operations working out of portable classroom units on the property, followed by construction and entrance of new building. (See Appendix I)

The Garden City location is centrally located in the primary attendance area and provides easy access for families across Garden City and Boise with its location near Veterans Parkway and Adams Street. Furthermore, it provides access to a diverse range of students located nearby throughout Garden City. The presence of a charter school in this area would align with the city's work to provide more opportunities for students, especially historically underserved students. The Mayor has shown support for the initiative to bring a new school to the area. As part of the Garden City's plan to increase access to opportunities, it has recently constructed a beautiful park and is a great supporter of the Boys & Girls Club Moseley Center.

The building would be finished and ready for the 2020-21 school year, ADA compliant, and have with over 42,000 square feet, plentiful bathrooms, an elevator service, and accessible entry points. This school building would become a part of a larger community hub through a partnership with the adjacent Boys & Girls Club, allowing students to participate in before and after-school learning opportunities. Future has an excellent relationship with the Boys & Girls Club and a shared agreement would take place, with the school utilizing the gym and cafeteria facilities of the Club during the day and the Club using Future's space to amplify its impact and serve more children after school. Safe/dedicated loading zones for students and families to be dropped off by bus or car are available, and parking is plentiful.

Potential challenges could be securing an agreement with the city of Garden City to utilize the adjacent public park for recess purposes and the transition from portables to fully built-out facility.

**Option #2** Lease new facility at 511 East 43<sup>rd</sup> St., Garden City, ID contingent upon Albertson's funding

With the potential revenue stream of further grants from the Albertson's Family Foundation, a second option is to build the new building immediately and open 2018-19 in the new facility. Our connections through Building Hope have shown high interest in purchasing the land located at this address and building a new building right away. Once the property is purchased, Building Hope would also construct a building on site, which would then be sub-leased back to Future at a low rate (no more than 4% cap).

This second option emphasizes our school's commitment to the Garden City community and the partnership with the Boys & Girls Club. We believe that this location is the perfect location for a community hub, for organizations to partner together for the betterment of our entire community.

The building would be finished and ready for the 2018-19 school year, ADA compliant, and have with over 42,000 square feet, plentiful bathrooms, an elevator service, and accessible entry points. This school building would become a part of a larger community hub through a partnership with the adjacent Boys & Girls Club, allowing students to participate in before and after-school learning opportunities. Future has an excellent relationship with the Boys & Girls Club and a shared agreement would take place, with the school utilizing the gym and cafeteria facilities of the Club during the day and the Club using Future's space to amplify its impact and serve more children after school. Safe/dedicated loading zones for students and families to be dropped off by bus or car are available, and parking is plentiful.

Potential challenges could be securing an agreement with the city of Garden City to utilize the adjacent public park for recess purposes and the transition from portables to fully built-out facility. Another challenge would also be ensuring funding from the Albertson's Family Foundation.

Anticipated timeline for this second option includes the following steps:

- 07/19/17 - Garden City Planning & Zoning Commission meeting
- 08/15/17 – Building Hope closes on land purchase
- 09/18/17 – 10/13/17 – Permit in City
- 10/15/17 – Close on building purchase
- 11/01/17 – 07/28-17 - Construction

Future intends to comply with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code, and the Americans with Disabilities Act. We will provide certification that facilities meet all requirements for health, safety, fire, and accessibility for those with disabilities. Future will also engage in regular inspections of the facilities for health, safety, and fire compliance - and provide copies of such reports upon request.

## Administrative Services

School administrative services and operations will be provided by Future Public School's K-8 administrators and school leadership (state certification required). The Board of Directors will hire and evaluate said school administrator/leader(s). The Board will approve a job description and an evaluation plan for this position. The hired administrator will be responsible for carrying forth the mission and vision of the school. The administrator will recommend personnel for hiring to the Board and will conduct evaluations as well as provide professional development and coaching opportunities for staff. The administrator will be responsible for building a strong, positive school culture and climate, and will facilitate this by being present throughout the school, in classrooms, meetings, drop offs, and pick-ups. The school leader will also spearhead school-wide culture-building assemblies and special events. The administrator will be responsible to oversee the development of the curriculum, equipment, supplies, and technology. He or she will also supervise other administrative staff, including a business manager, office manager, clerk, and bookkeeper. These positions may be hired as part-time employees or contracted to other entities, with the exception of the office manager who will be required to

meet time and place requirements consistent with contracting guidance provided by the Internal Revenue Service. One individual may hold multiple positions as the school builds enrollment.

The administrator may also contract for services related to accounting, legal services, and other contract services that may include transportation, special education, faculty training, and/or other budgeted expenses approved by the Board of Directors.

The Board of Directors will hire an independent auditor to conduct an annual audit of the finances and internal controls of Future. The auditor will provide a report to the authorizer and the State of Idaho as required by law. The report will also be kept as an open public record at Future.

See Tab 5 - Governance for additional detail on responsibilities and for the organizational chart.

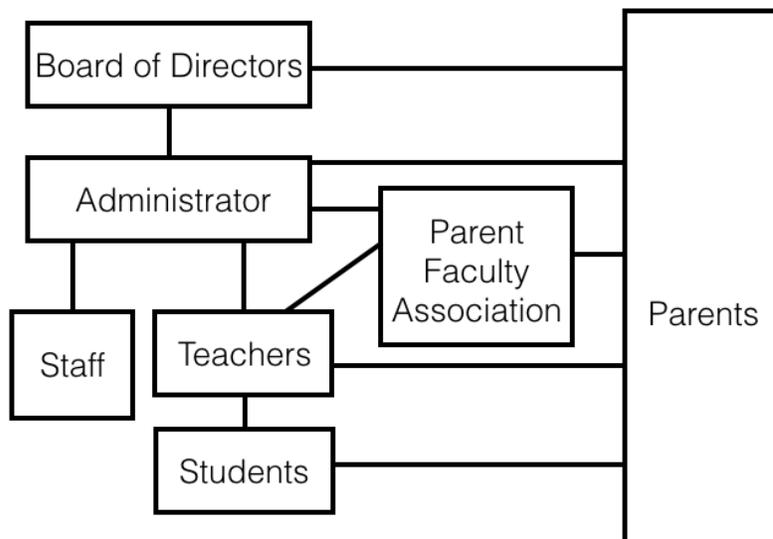
## Liability and Insurance

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

To the fullest extent permitted by law, Future Public School agrees to indemnify and hold harmless the State of Idaho, the authorizing entity, or any other sending districts and their officers, directors, agents, or employees from and against all claims, damages, losses and expenses, including but not limited to attorney's' fees arising out of or resulting from any action of the school provided that such claim, damage, loss, or expense (a) is attributable to bodily injury, sickness, disease or death, or to injury or to destruction of tangible property including the loss of use resulting therefrom; and (b) is issued in whole or in part by any negligent act or omission of the school, any contractor of the school, or anyone directly or indirectly employed by any of them who may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder. Such obligation will not be construed to negate, abridge, or otherwise reduce any other right or obligation of indemnity, which would otherwise exist as to any part or person described in this paragraph. No host, or receiving district, will be held liable for damages in an action to recover for bodily injury, personal injury, or property damage arising out of the establishment or operation of the school. Pursuant to Idaho Code 33-5204(2), the Idaho State Board of Education and the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts, or other obligations of this charter school, except as may be provided in an agreement or contract between the State and Future Public School.

Future Public School will procure and maintain a policy of general liability insurance, errors and omissions insurance, adequate property insurance, and directors and officers insurance, in the amount required by State law. Future Public 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.

### Organizational Chart



## Tab 3 – Educational Program and School Goals

### An Educated Person

An educated person is one that solves problems, manages failure, thinks creatively, communicates well, navigates collaboration opportunities, and thinks critically. In Eric Schmidt's book, *How Google Works*, he terms the kinds of people Google needs as 'smart creatives,'<sup>12</sup> implying that knowledge workers are becoming obsolete. An educated person must be able to solve problems intelligently and creatively. As we now enter the innovation age, an educated person not only learns and retains knowledge, but he or she must create and analyze new forms of knowledge.

An educated person is also agile. In our quickly changing society and economy, lifetime employment with a large corporation is increasingly unlikely. Adults will change jobs, industries, and fields multiple times within their lives. An ability to invent, iterate, pivot, develop new competencies, and be agile is evidence of an educated person.

An educated person considers and connects with the human experience. Empathy, kindness, and an open-mind are evidence of an educated person. According to recent research, income inequality in the United States is as high as it was during the Great Depression.<sup>13</sup> An educated person works to proactively make society a better place for all to enjoy. In this sense, an educated person works for tolerance and equity, and seeks to build community.

An educated person stays true to his or her values and character strengths. Soft skills such as resilience, social intelligence, curiosity, zest, self-control, optimism, and gratitude provide pathways for success in life, and are signs of an educated person.

### How Learning Best Occurs

#### *Individualized*

Research indicates that most lecture-based teaching contributes very little to real learning. Consequential learning takes place when applying knowledge to new experiences, testing assumptions, researching questions, and working on projects that inspire the individual student. As students pursue their own passions and interests, guided by teachers, true learning occurs. Each student grows at his or her own level and needs learning experiences based on said level.

#### *Project-based*

We agree with John Dewey that there exists a "fundamental unity in the idea that there is an intimate and necessary relation between the process of actual experience and education."<sup>14</sup> Experiencing learning through questions and cross-curricular projects provides for tangible learning. As an educated person is a creative problem-solver, we provide many rounds of practice for our students. This is especially true in the STEM fields of technology and computer-science. Teaching the theories of computer-science, technology, and engineering pales in comparison to actually creating and building projects. Learning through projects allows for development of soft skills such as collaboration, creativity, resilience, and curiosity. Composing

<sup>12</sup> Wagner & Dintersmith. 2015. *Most Likely to Succeed*. P.27

<sup>13</sup> Golden & Katz. (2008). *Race Between Education and Technology*, p.3

<sup>14</sup> Dewey, John. (1937) *Experience Education*

cloud-based portfolios of student projects cements learning experiences and allows students to look back on specific key lessons learned.

### *Comfortable Environment*

Learning best occurs in agile, adaptive environments where students are provided with choice. Natural light, ample space, and comfortable furnishings dramatically improve student academic outcomes. As more science and research pours into this aspect of education the findings all point to safe, comfortable environments as strong predictors of success. Students must also feel safe and cared for. As noted by Louis Cozolino, noted professor of psychology at Pepperdine University, “Brains grow best in the context of supportive relationships, low levels of stress, and through the creative use of stories.”<sup>15</sup> A comfortable learning space allows relationships to grow, stress to remain at low levels, and creates an environment rich for storytelling and creativity.

### *Continuum*

Learning is a lifelong process. Research into neural plasticity reveals the flexibility of the brain to mold itself and learn new skills regardless of age. As we prepare children for a life of learning, we understand that learning happens best at a child’s instructional level. This means arbitrary age groupings are not necessarily a key component of schooling. Flexible learning space with multi-age groupings helps students along this continuum of learning at their own pace.

### *Equitable*

Learning best occurs when each child receives what he or she needs, factoring in socioeconomic status, race, immigration status, health, and special education services. We seek to provide each child with what he or she needs so that all our students are able to go to and through college. A high-quality education should be available to all students from all walks of life.

## Educational Program and Goals

### School Goals

School Goals	As Measured By
1. 90% of students growing 1.25-1.75 years in reading and math per year	1. Measured via growth tracked in NWEA MAP Assessment taken Fall, Winter, and Spring as well as through IEPs.
2. 90% student, family, and staff satisfaction in learning journey	2. Measured via semi annual survey taken by students, families, and staff.
3. 100% student fluency in computer-science by 6th grade	3. Measured via ongoing student portfolio completion with PencilCode, Lego Robotics projects, CS-First student badges earned Scratch Awards, developing CS tools, and 6th-grade final coding quest.

<sup>15</sup> Cozolino, Louis. 2013. *Social Neuroscience of Learning*

4. 100% of students prepared for success in college and life	4. Measured via ongoing growth scores with NWEA MAP and I-Station ISIP. NWEA MAP scores are correlated with ACT scores and college admittance. Also measured via proficiency on Idaho state ISAT scores.
5. Safe, inclusive learning culture and environment.	5. Measured with ADA, school surveys, and semi annual poll.

**Overview of Educational Program**

Our students will be engineers of technology and society. They will engineer future computer and science solutions while also engineering ways to expand access to opportunity and justice for people of all backgrounds and walks of life. In our dynamic world of constant evolution, students must be prepared for a future of change. City University of New York professor and futurist Cathy Davidson has estimated that as many as 65% of the jobs our children will hold do not yet exist. We can no longer automate the education process and teach all children the precise facts and figures that prepare them for a 40-year career at a certain firm. We expand the vision of success projected out 10, 20, and 30 years by preparing students for a rapidly changing future.

Our expanded vision of student success includes preparing students for a life of constant agility, pivots, and iteration. Students will develop the social and emotional skills required to do so, including resilience, social intelligence, curiosity, creativity, critical thinking, and communication. They will also require guidance and a strong one-on-one mentor relationship. We develop these skills and prepare for such a life on a daily basis, making it the norm. Failure is not seen as taboo, rather it is a chance to learn and grow. Students are successful based on their ability to navigate problems, find solutions, and work together - not based on whether they receive an A, B, or C.

At the same time, we envision a future of equity and fairness, where we dismantle structures and systems of oppression. Students at Future will learn the nature of tolerance and acceptance, while also forming their own vision of justice for our community. They will create methods of action on a daily basis and seek to understand and embrace their own identity.

All proposed curricula are aligned and prepare students to meet and exceed the expectations of the Common Core State Standards, Idaho State Standards, and 21<sup>st</sup> Century Skills. Additionally, Future integrates and implements a Design-Thinking Framework, based upon Stanford University’s model, across all subjects. Students will be prepared to exceed the academic proficiency requirements for state (i.e. ISAT) and school (i.e. NWEA MAP) standardized testing.

**A Day in the Life of a Future Public School Student:**

We invite you to experience a day in the life of Nina, a future student at Future Public School, to more fully engage with our instructional model:

**8:00 am:** Nina, a first-grader at Future, arrives early to school. After eating breakfast, she excitedly heads to the Future Room, a large open learning space with a lot of choices, like a robotics and engineering area, comfy furniture to read books in, and laptops to work on various

projects. Nina is excited to see her friends and Nina's parents are thankful for the free before and after-school program facilitated by the Boys & Girls Club!

**9:00 am:** A drum signals students to begin forming a circle in the middle of the Future Room. Students at Future begin each day with this meaningful ritual of a community circle. In this space they daily connect their learning and experiences to the equity standard of the day; today, Future students are talking about how to "... feel good about myself without being mean or making other people feel bad." After a few songs and affirmations, students break into their learning groups.

**9:20-11:20 am:** Nina spends the morning moving flexibly between several mixed-age learning spaces. During this time, she'll participate in a guided reading group, spend time discussing texts with peers, and she might find a comfy spot to read a favorite book or complete a new lesson on I-Station. Nina will then spend some time on a writing unit, creating a story about a topic she has chosen. All of these learning experiences are designed based on Nina's specific instructional needs. Before heading to lunch, Nina snaps a photo of her writing project and posts it on her digital portfolio using the Seesaw app.

**11:20-12:20:** At lunch, Nina enjoys a meal that Future students helped pick out! She then heads outside with her friends to play in the sunshine.

**12:20-1:00:** Nina joins her peers for their class Quest. She and her first-grade friends are helping to design Future's playground! They will need to research different playground equipment, learn about safety, and research the costs of different materials.

**1:00-3:30:** Nina spends the afternoon moving flexibly between several mixed-age learning spaces as they explore STEM subjects. During this time, she'll participate in a teacher led small group centered on core math concepts, independently work on I-Station Math, and collaborate with small group on a Lego Robotics project. Nina is growing in her understanding of what it means to be have a "growth mindset" and is excited to daily try new tasks. Nina's teacher leads a small group dialogue about what it means to be a designer, asking questions such as, "How do our actions impact others?" and "What steps can we take to design rules for a game that is fair for everyone?"

**3:30-3:45:** Future students return to a community circle to close out the day, sharing how they learned through their mistakes of the day and connecting shout-outs to Future's core values.

### Student Programs

All students will participate in a workshop model academic program with the following:

- Daily mathematics, literacy (reading/writing), and Quest (science);
- A World Language program in Spanish, which incorporates cultural studies;
- Physical education 2x/week: Yoga/Pilates, Sports Skills & Taekwondo; classes switch every 12 weeks;
- Advisory 3-5x/week in addition to a weekly advisory team building session and a weekly grade-level assembly;
- Daily lunch and recess for all students; daily free play for kindergarten and first graders;
- Enrichment Class 2x/week: Music, Art, or Theater (switch every 12 weeks).

The calendars below represent the daily and weekly schedule for each student group (K, 1-3, 4-6, and 7-8). By providing an additional hour of daily instruction beyond the standard school

hours of neighboring districts, students at Future will receive 180 additional hours of instruction, equating to roughly 22 additional days, or approximately one month, in school over the course of the year.

<b>Kindergarten</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
8:15-8:30am	Homeroom				
8:32-9:42am	Rotation 1: A - Spanish, B - Math/Quest, C - ELA				
9:44-10:54am	Rotation 2: A - Math/Quest, B - ELA, C - Spanish				
10:55-11:30am	Social Centers	PE	Social Centers	PE	Social Centers
11:30am-12:00pm	Advisory Team-building	Advisory	Advisory	Advisory	Learning Lab
12:00-12:25pm	Lunch				
12:25-1:35pm	Rotation 3: A - ELA, B - Spanish, C - Math/Quest				
1:35-2:20pm	Enrichment	Social Centers	Enrichment	Social Centers	Advisory Assembly
2:20-3:00pm	Recess / Snack				
3:00-3:40pm	Learning Lab / Homeroom				
3:40-3:45pm	Dismissal				

<b>1st -3rd Grade</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
8:15-8:30am	Homeroom				
8:32-9:42am	Rotation 1: A - Spanish, B - Math/Quest, C – ELA				
9:44-10:54am	Rotation 2: A - Math/Quest, B - ELA, C – Spanish				
10:55-11:30am	PE	Social Centers	PE	Social Centers	Learning Lab
11:30am-12:00pm	Advisory Team-building	Advisory	Advisory	Advisory	Social Centers
12:00-12:25pm	Lunch				
12:25-1:35pm	Rotation 3: A - ELA, B - Spanish, C - Math/Quest				
1:35-2:20pm	Social Centers	Enrichment	Social Centers	Enrichment	Advisory Assembly
2:20-3:00pm	Recess / Snack				
3:00-3:40pm	Learning Lab / Homeroom				
3:40-3:45pm	Dismissal				

<b>4th - 6th Grade</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
8:15-8:30am	Homeroom				
8:32-9:42am	ELA	ELA	ELA	ELA	ELA
9:44-10:54am	Math	Math	Math	Math	Math
10:55-11:30am	Enrichment	Advisory	Enrichment	Advisory	Advisory Assembly
11:30am-12:00pm		PE		PE	Advisory Team- building

12:05-12:35pm	Recess	Recess	Recess	Recess	Recess
12:35-1:05pm	Lunch	Lunch	Lunch	Lunch	Lunch
1:08-2:18pm	Quest	Quest	Quest	Quest	Quest
2:20-3:30pm	Spanish	Spanish	Spanish	Spanish	Spanish
3:32-3:45pm	Homeroom / Dismissal				

<b>7th-8th Grade</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
8:15-8:30am	Homeroom				
8:32-9:42am	Math	Math	Math	Math	Math
9:44-10:54am	ELA	ELA	ELA	ELA	ELA
10:55-11:30am	Advisory	Enrichment	Advisory	Enrichment	Advisory Team- building
11:30am-12:00pm	PE		PE		Advisory Assembly
12:05-12:35pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:35-1:05pm	Recess	Recess	Recess	Recess	Recess
1:08-2:18pm	Quest	Quest	Quest	Quest	Quest
2:20-3:30pm	Spanish	Spanish	Spanish	Spanish	Spanish
3:32-3:45pm	Homeroom / Dismissal				

**Our Approach to English Language Arts Instruction:**

While no subject exists within a vacuum at Future, specific reading curricula and methodology grow the skills and habits needed to master reading and metacognition, especially at the younger age levels. Beginning in kindergarten, and according to evolving levels of students, some students might participate in guided reading with teachers or assistant teachers while other students might practice fluency or engage in the online reading program I-Station. All students will participate in reading workshops developed by Fountas and Pinnell as well as Lucy Calkins. Reading workshops allow for student ownership as students read a variety of self-selected and teacher-selected books for an extended period of time. Students then make personal and textual connections as they construct meaning from the reading. An essential component of personalization in reading involves all students seeing themselves in the books that they read, both fiction and nonfiction.

All students will develop the routines and habits of successful reading and expand upon those skills as they grow older. In the lower grades post kindergarten, students continue building upon the workshop model adding more depth and independent reading time as well as an increased focus on nonfiction science and technology areas. As students grow older, reading to learn is a habit, and we create space to read deeply each day. Cross-curricular projects require reading and synthesizing of academic research. Reading progress will be measured yearly with NWEA MAP assessment as well as the monthly I-Station ISIP assessment. These assessments will allow for personalization of learning by targeting each student’s instructional level.

We also believe in the power of writing as one of the strongest forms of communication. Writing workshops build student writing capacity from kindergarten, where students spend 1 hour per day writing in independent writing, guided writing, and collaborative writing chunks. Students continue spending significant time writing through Fountas and Pinnell’s writing workshop model. In mixed age groups 4-6 and 7-8, students approach writing through a scientific lens, both academic and real world. This includes research methodology, technical writing, and entrepreneurial writing.

**Our Approach to Math Instruction:**

At Future, we know that 100% of our students are “math people” and we teach accordingly - with a growth mindset. According to Jo Boaler, of Stanford University, teaching math with a growth mindset requires 3 primary techniques: 1.) Providing open-ended tasks, 2.) Offering a choice of tasks, and 3.) Individualizing pathways.

Future values depth over speed and we dive deep into mathematics through cross-curricular projects as well as Deep Learning daily math-focused time. Beginning in early grades, students develop number sense and fluency as they put these skills into mini projects. Students are given a short pre-assessment prior to a new topic of instruction, and then, based on the results, students are grouped into 4-5 groups ranging from students who are ready for enrichment, to students who need additional practice, to students who need small group re-teaching. Students work in these ability groups for a week or two, learning and practicing the skill(s) at the appropriate level. They then move forward with a project that may vary in length from one to six weeks. Students own the learning as they move forward through projects that solve problems or questions that are important to the student, especially as they pertain to engineering, computer-science, robotics, and technology. As students progress to the older age bands, projects become more complex and students will participate in the Invent Idaho statewide competition and other national events. 8th grade students will be prepared to take advanced math courses in high school such as geometry, algebra, trigonometry, and calculus. Students will navigate their personal journey through math with an ongoing online portfolio. A high degree of accountability is present as we hold exhibition nights on a quarterly basis, inviting family and friends to explore and inspect student work.

Cross-curricular projects will be enhanced with online math curriculum via I-Station, Khan Academy, and I-Station Math. Students will be assessed monthly in math progress through I-Station, 3 times per year with NWEA MAP assessments, and at the end of every project (via rubric).

**Our Approach to Science Instruction:**

In science, Future students grow inquiry, discovery, innovation, and creativity through real world projects and individualized pathways.

Future values depth over speed and we dive deep into science through cross-curricular projects. Beginning in early grades, students develop familiarity with scientific inquiry and critical thinking strategies as they put these skills into practice via STEM Quest projects of varying length. Projects may be as short as two weeks, or as long as 9 weeks. Students own the learning as they move forward through projects that solve problems or questions that are important to the student, especially as they pertain to engineering, computer-science, robotics, artificial intelligence, virtual reality, and other emerging technology. Younger students will participate in the Jr. First Lego League and interweave story telling with science as they engage with StoryStarter. As students progress to the older age bands, projects become more complex and students will participate in the Invent Idaho statewide competition, First Lego League (older students), and the First Tech Challenge. Projects involve students finding a problem they are passionate about, building a dataset to examine the problem, and then using the dataset and science to solve it. Students will navigate their personal journey through science with an ongoing online portfolio. A high degree of accountability is present as we hold exhibition nights on a quarterly basis, inviting family and friends to explore and inspect student work.

Cross-curricular projects will be enhanced with online science curriculum via STEM 101; Engineering is Elementary (from the Museum of Science, Boston), and teacher-curated projects. Students will be assessed monthly in science at the end of every project (via rubric).

**Academic and Nonacademic Outcomes:**

Academic outcomes measured primarily focus on individual student growth based on each student's instructional level. Reading growth outcomes will be measured via I-Station monthly ISIP and three times yearly via NWEA MAP Assessments. Math growth outcomes will be measured via I-Station, Khan Academy, and I-Station Math. All outcomes will be aligned with and inform the Idaho State Content Standards.

Performance-based measurement will be a hallmark of Future. Student projects will be recorded digitally with photos and videos and uploaded along with a performance-based evaluation. Project outcomes will be measured with the Stanford Center for Assessment, Learning, and Equity's (SCALE) cognitive skills rubric. State proficiency in math, reading, and science will be measured with the Idaho Common-Core aligned ISAT exam.

Non-academic outcomes will also be measured with the SCALE rubric, including collaboration, communication, and creativity of ideas. In addition, each week every student will have a coach meeting with a teacher. During the coach meeting, teachers will guide students through personal goals and plans for the student, and track progress toward goals based on student priorities. We will measure soft skills such as resilience through the Angela Duckworth Grit test on an annual basis. Holding every student to high expectations for success builds confidence and a personal narrative of academic success. The coach meeting also provides time for positive relationship building so that every student has a firm level of support from an adult in the building.

Furthermore, Future limits excessive homework due to homework's promulgation of inequity. Instead, Future focuses on core academic work during school hours and encourages every child and family to pursue play and reading outside of school, building social-emotional connections and a connection to reading for pleasure.

**Our Approach to Diversity, Equity, and Inclusiveness**

At Future Public School, we seek to build a community in which all voices and contributions are valued and there is shared access to resources and opportunities – we believe that diversity, equity and inclusiveness do not happen by chance; they require explicit design and innovative approaches. Our foundational belief is that every individual in our community brings unique perspective, experiences, and talent, and we clearly define equity within our mission and core values. In pursuit of creating this community, we ascribe to several principles of the National Equity Project:

We hold an equity imperative. We articulate clear, ambitious goals, while also acknowledging the reality and roots of structural inequity. We understand the shared fate of all people and communities, and commit to target strategies and resources so that students furthest from opportunity can reach their goals – no matter how wide the current gaps.

We foster a culture of inquiry and innovation; a community in which all stakeholders manifest a spirit of curiosity and questioning, rooted in a growth mindset. We encourage our community to take risks, explore ideas, experiment, and innovate. Diversity of voice and perspective makes our community stronger.

We believe in learning partnerships. These partnerships permeate our community as we strive to establish trusting relationships, knowing that these relationships will accelerate the learning for both adults and children. Learning is personalized in the service of shifting power dynamics and building alliance toward mutually agreed upon goals. We embody a shift from “I” to “We” and believe that true inclusion is reached through collective wisdom.

We achieve equity through instruction and do so by applying a lens of instructional improvement and data to inform all decisions. A compelling, shared vision of rigorous pedagogy shapes this lens. Our use of Teaching Tolerance’s Anti-Bias Framework of Identity, Diversity, Justice, and Action, are not separate or additional to our core curricula, they are the foundation.

We believe in reconciliation and peacemaking as an antidote to oppressive discipline practices, unhealthy team cultures, and broken communities. We view restorative justice practices as our pathway to a more whole and healthy school community. Student choices or behavioral challenges will not limit or take away from learning time. Instead, we take the opportunity of a wrong choice to implement restorative practices that allow for community building, keeping all our children in school 100% of the time.

#### **Additional Resources that Inform our Instructional Model:**

While we do not intend to seek certification from the International Baccalaureate program, we see deep value in creating a similar framework at Future that includes habits of mind and a learner profile. As part of this framework we include additional components of KIPP’s character education values, as well as mindset tools from Stanford’s YouCubed.

Teaching Tolerance’s Anti-Bias framework is our pathway to building social and cultural consciousness in our students. These standards span across our core academic curriculum and also inform our restorative approach to school discipline and community building. We incorporate Next Gen Learning’s comprehensive tools, such as their Global Equity Rubric, to support our design of equitable learning conditions.

Additional programs such as Design For Change, and resources from the Y-Combinator Startup Library and Stanford’s d.school, inform and shape our approach to building the skills of design-thinking and entrepreneurship within our students.

Many key elements of our school design come from our learning and relationship with the Charlotte Lab School, founded by Dr. Mary Moss Brown. Our student project/quest initiative is borrowed from their model, as is our commitment to innovative uses of learning space and time (i.e. daily and yearly school schedule).

From our collective experience working in KIPP schools, we bring a strong commitment to character strengths and habits of learning. Schools such as High Tech High and North Idaho STEM Charter School inform the future-focused STEM pedagogy we embrace. Schools like Beaver Country Day, KIPP, and Roses in Concrete Community School are informing our commitment to diversity and success for 100% of students.

#### **Our Unique Approach**

We are most excited about our unique approach and integration of STEM and equity. Imagine entering a learning space where 30 primary age students work together in small groups to plan and construct a bridge using their understanding of mechanical engineering and physics. As they construct the bridge they are able to incorporate design and artistry, and you hear students asking each other questions such as, “What do you think about this idea?” “How can we solve

this problem together?” and “Let’s generate some solutions!” They begin to prepare a presentation together using Google Slides, as next week they’ll share their design with their peers and families. As part of their presentation they’ll talk about the mechanics of their bridge, as well as what they’ve learned about themselves, and strategies to build bridges with people who are alike, and different, from them.

Future aspires to be a school in which every student experiences this type of learning - learning that grows their mind, their understanding of self, and ability to work in community with others. We believe this is necessary if we wish to prepare a generation of students that are not only ready to compete in a future job market, but also prepared to engineer the future of society.

Future Public School is founded on the belief that schools must adequately provide space for children to learn, develop, and prepare for a bright future. As such, it is Future’s goal to bring an innovative curriculum and educational program to the Treasure Valley area of Idaho. Currently, STEM components are found in schools throughout the Treasure Valley - for example in STEM-designated school in Meridian. All elementary schools in the Boise School District participate in the Hour of Code each year, which might be the extent of computer-science education at the lower school level for students. No school combines STEM and equitable access to high educational opportunities in this unique model that creates engineers of the future and engineers of society.

## Education Thoroughness Standards

1. **Standard A:** A safe environment conducive to learning is provided

**Goal:** Maintain a safe learning, teaching, and working environment that promotes positive learning and sense of identity.

To achieve this goal, Future will:

- Implement and promote a school-wide culture of character strength development that promotes self-confidence and respect for others.
- Provide a safe, welcoming facility that meets all required city, state, federal, health, accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.
- Establish guidelines for physical safety, including fire, evacuation, and lockdown drills. More guidelines include, but are not limited to methods for reporting unsafe equipment, checking students in and out of school, notification of school closures, emergency information, staff monitoring, supervision of student activity during the day, after-school program requirements, and staff communication.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior for students and staff, including weapons, violence, gangs, and use or sale of alcohol and drugs.
- Establish and promote a school-wide restorative practice behavior intervention system that is comprised of practices and systems for establishing positive behavior and relationships throughout the school.
- Create and enforce a technology use agreement for students and staff that prohibits the use of technology for harassment, cyber-bullying, or other unsafe behaviors.
- Provide ongoing professional development opportunities for staff in regards to anti-bullying / cyber bullying prevention techniques and skills to promote the importance of building strong relationships inside and outside of the school.

2. **Standard B:** Educators are empowered to maintain classroom discipline

**Goal:** Build a restorative community of engaged learning that focuses on responsibility, independence, and social intelligence.

To achieve this goal, Future will:

- Establish ongoing professional development in restorative behavioral practices that create a safe, positive, and affirming school culture and climate.
- Create and follow staff and student handbooks outlining a code of conduct, clear expectations for acceptable behavior, and systems for managing behavior detrimental to student learning and success.
- Teach school-wide character strengths and leverage these strengths within the school culture to foster positive student behavior.
- Establish a rich, joyful, engaging curriculum that intrigues student curiosity at such a high level that behavioral incidents are minimized.

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

**Goal:** Provide opportunities for students to develop and express valuable character strengths within and outside of the school walls so as to best prepare for college and beyond.

To achieve this goal, Future will:

- Infuse character strengths throughout academic and extracurricular programming.
- Establish and follow guidelines for adults to model strong character development.
- Leverage multi-age groupings to allow for older students to model strong character development for younger students.
- Collaborate with parents and families to encourage fostering of character strengths at home.

4. **Standard D:** The skills necessary to communicate effectively are taught

**Goal:** Infuse students with future-focused skills necessary to succeed in innovation economy, including presentation skills, visual communication, empathy, collaboration, reading, and writing.

To achieve this goal, Future will:

- Establish a strong love of literacy at an early age - students will read and write daily.
- Provide opportunities to practice presentations - all students will present projects and inventions on a frequent basis.
- Build a culture of collaboration between teachers that trickles into students actively seeking to work together.
- Provide access to high-quality project-based learning opportunities that teach a range of communication skills.
- Provide in-depth rubrics to facilitate student feedback regarding communication skills

5. **Standard E:** A basic curriculum necessary to enable students to enter academic or professional technical postsecondary educational programs is provided.

**Goal:** Develop college-ready innovators equipped with necessary tools to be successful in the world of tomorrow.

To achieve this goal, Future will:

- Provide a challenging range of academic programming that implements and expounds upon the Idaho Core Standards.
- Provide rich computer-science and technology learning opportunities that focus on iteration and creative problem solving.
- Establish plentiful music, arts, and physical education integration into the overall learning experience of each child.
- Provide a holistic health curriculum as required by Idaho state law.
- Heavy emphasis on science and engineering will also incorporate conservation and environmental science learning opportunities.
- Provide ongoing professional development opportunities in best learning practices, methods, and materials for all staff.
- Provide ongoing family learning nights, which focus on helping families navigate the complex and long process of aiming for college graduation.

6. **Standard F:** The skills necessary for the students to enter the workforce are taught.

**Goal:** Future-focused pedagogy and curriculum will prepare students for a bright future in a demanding world filled with innovation, constant change, and flux.

To achieve this goal, Future will:

- Provide a strong foundation in the basic subjects of education such as reading, writing, mathematics, science, social studies, computer-science, and technology.
- Enhance academic learning with development of soft skills known to be critical for adult success, such as resilience, gratitude, social intelligence, curiosity, zest, and optimism.
- Provide deep access to learning opportunities with technology, engineering, computer-science, and other future-focused elements preparatory for access to high-demand work opportunities.
- Enable students to practice the skills necessary for adult success, such as collaboration, critical thinking, communication, and creativity throughout project-based learning.
- Create an atmosphere of personal responsibility and independence where students take care of themselves, others, and their surroundings.

7. **Standard G:** The students are introduced to current technology

**Goal:** Provide students with opportunities not just to interact with technology, but to utilize and shape it to solve problems, create new inventions, and find new knowledge.

To achieve this goal, Future will:

- Constantly stay afloat of current and future technologies and seek to introduce said technologies into the school environment for the use of students.
- Utilize technology to enhance personalized learning opportunities - each student will be able to work at his or her instructional level thanks to advances in technology.
- Implement project-based learning opportunities incorporating computer-science, allowing students to find solutions to problems via computer-science.
- Technology and media literacy are core components of instructional vision and teachers will receive ongoing professional development in best instructional methods for carrying forth this vision.

- Students will be taught computer coding, robotics, 3D printing, circuitry, computer construction, visual monitor construction, web development, and other computer-science skills.

8. **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 skills, empathy, and other attributes necessary to become innovators and leaders in the community as well as on a global scale.

To achieve this goal, Future will:

- Build empathy and understanding through cultural assemblies and celebrations, field trips, and projects to find solutions to problems/questions in the community.
- Enable students to understand the interweaving network of the human experience, economics, relationships, education, and health.
- Provide extensive learning opportunities with legislation, law-making, Constitutional studies, and other governmental issues.

## Special Education

Future Public School recognizes the individual learning quest of each student and supports the rights of each student in his or her journey. Future will serve all students with different cognitive abilities. This will include: English Language Learners (ELL), students with intellectual disabilities and Autism, and Gifted and Talented Learners. Each student will receive equal access to educational opportunities; no student shall be excluded from Future or referred to surrounding schools due to unique needs. Future plans to hire a special education teacher and Para professional dedicated to special education needs in its first year. Future will implement best practice, research-based special education curriculum and instructional materials specific to each child's needs. These range from oral language programs to reading phonemic sequencing to building math concepts and fundamental writing skills.

Future's Board of Directors will adopt the 2016 Idaho Special Education Manual with all subsequent revisions. Special education policies and procedures will be developed and implemented in accordance with the mandates of the Individuals with Disabilities Education Act (IDEA), other federal laws, and Idaho state laws. The Idaho Special Education manual will also be used for identifying, evaluating, programming, developing Individual Education plans (IEP), planning services, discipline, budgeting, and providing transportation for special needs students, as necessary.

Future will plan and budget to hire or contract with highly qualified special education teacher(s) who meet Idaho state requirements for its opening year and beyond. Future will also seek out physical facilities that are truly accessible to permit access to students with disabilities. All special education personnel will be selected, hired, trained, and in the classroom by the first day of the school year.

Future will establish and put forth an ongoing Child Find system to locate, identify, and evaluate students suspected of having a disability and who may need special education, regardless of the severity of the disability. The Child Find system will similarly serve to increase public awareness of special education programs and to advise the public of the rights of students. This

will be done through newsletters and emails sent home, available information on the school's website, registration materials, and throughout social media.

Future will follow the three-step process as outlined in the Idaho Special Education Manual to determine whether or not a student requires special education services:

1. The school will locate students by establishing and implementing an ongoing Child Find system, which will include referrals by parents, school staff, etc. An individual will be appointed to coordinate the development, revision, implementation and documentation of the Child Find system.
2. Future's Child Find system will publicize and ensure that staff and constituents are informed of the availability of special education services through information included in staff orientation, on the school's website, in registration materials, and through the use of various social media.
3. Future will conduct a thorough and comprehensive evaluation for students referred to determine if the student qualifies for special education services under the Individuals with Disabilities Act. Future will adhere to the guidelines and timelines outlined in the Individuals with Disabilities Act and the Idaho Special Education Manual. As outlined in the Idaho Special Education Manual, an evaluation team, which includes (at a minimum) a special education teacher, a general education teacher, a district representative, the student when appropriate and the parent and/or adult student, will review the information from the comprehensive evaluation to determine the student's eligibility for special education. These sources include, but are not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum, and will also include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals as outlined in the Idaho Special Education Manual.

As noted in the guidelines and timelines provided by the IDEA and Idaho Special Education Manual (2016), an evaluation team including a minimum of special education teacher, a general education teacher, an administrator, the student (when appropriate), and the parent and/or adult student will meet to review the information from the comprehensive evaluation to determine the student's eligibility for special education. These sources include, but are not limited to, general education interventions, formal and informal assessments and progress in the general curriculum. They will also include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals as outlined in the Idaho Special Education Manual.

When it is determined that a student is not making adequate academic progress, the team will create a Response to Intervention (RTI) plan. The comprehensive program used will be as recommended in the Idaho Special Education Manual. This comprehensive, general education-led program will consist of the core components of problem identification, problem analysis, applying researched-based intervention and progress monitoring to determine student response to the scientifically research-based interventions. Students who do not respond adequately to the RTI program may be considered for a referral to a special education evaluation.

If, during the evaluation process, the multidisciplinary team determines the need for an evaluation by personnel not directly employed by Future Public School, such as a speech therapist, occupational therapist, school psychologist, or other required expert, such evaluations

will be contracted by a private provider. If the student qualifies for special education services, and the subsequent Individualized Education Plan (IEP) requires the need for contracting with personnel not directly employed by Future Public School, then the school will contract with the appropriate service providers to provide IEP-related services.

### **Individual Education Plans**

A qualified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. A special education teacher will provide services in an inclusion or a pullout model depending on the degree of accommodation necessary to meet the student's needs. These services will be delivered by a special education teacher or licensed provider, with supporting Para educators as allowed by the IDEA and the ESEA. The special education teacher will consult with the general education staff to utilize effective classroom accommodations, adaptations, and modifications.

The continuum of settings and services will be provided at Future, including general education classes, resource classes, and provisions for supplemental services, such as resource services, itinerant instruction provided in conjunction with the general classroom, classroom aides, replacement curricula, behavioral supports, etc.

Future will provide, as needed, supplementary aids and services such as resource services and itinerant instruction, adaptations, assistive technology, extended school year, replacement curricula, behavioral supports and transportation (even if others are not transported), for special education students when the student's IEP requires it as a result of the multidisciplinary team decision.

In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the variety of alternate placements and related services available to meet those needs. Future may contract with private providers for the provision of related services. Services may be provided by a licensed therapist, who may use a Para educator for support. In the rare event that the IEP team determines that the student's academic needs cannot be met onsite, Future may contract with other agencies to provide those services.

For all special education students, Future will develop, review and revise IEPs in accordance with state and federal laws. Future will adhere to the IDEA Procedural Safeguards and FERPA to assure protection of student and parent rights to a free, appropriate public education, including the confidentiality protections and the special services referral process. These rights are provided under the IDEA; the Elementary and Secondary Education Act (ESEA), reauthorized as the No Child Left Behind Act (NCLB); and Section 504 of the Rehabilitation Act relating to personally identifiable information in student special education records. These statutes also provide for the right to review and inspect records.

In addition, Future will ensure access to charter school programs and activities, as required by the Americans with Disabilities Act (ADA) and the Family Education Rights and Privacy Act (FERPA). Future's building plan will permit access by students with disabilities. The school will provide transportation for special education students when the student's IEP requires it as a result of the multidisciplinary team decision.

### **Child Find**

Future will form a Child Assistant Team (CAT), a problem-solving team consisting of teachers, administration, and educational specialists to problem-solve for students identified through the RTI process and/or parental input as students not meeting Idaho Core Standards or the Idaho

Early Learning Guidelines. The team will use a problem-solving process to plan accommodations and interventions within the general education classroom to ensure that referrals to consider a special education evaluation are appropriate. Data will be used to evaluate the effectiveness of alternative strategies and interventions. The student's linguistic and cultural backgrounds will also be considered in identifying needs and appropriate strategies. Following the problem-solving process, students suspected of having a disability will be referred to consider special education services.

### **Discipline**

Future will use evidence-based, restorative programming and curricula when working with students with disabilities who need supplemental or replacement curricula. Future will follow the guidelines provided by the IDEA and Idaho Special Education Manual in regard to the disciplining of a student protected under the IDEA. This will include the consideration of a Functional Behavior Assessment and subsequent Behavior Intervention Plan when the special-education multi-disciplinary team identifies that the behavior of the student impacts his or her learning or the learning of others. When the Behavior Intervention Plan is required, it will be developed with Positive Behavior Interventions and Supports. If the IEP team determines that such services are needed, they must be included in the IEP and must be implemented.

When required in accordance with the IDEA and Idaho Special Education Manual, the special education multi-disciplinary team will conduct a Manifestation Determination to establish whether or not the misconduct of a student with a disability was: (1) a demonstration of the disability, that is, an inability to understand impact and consequences or an inability to control behavior; (2) the result of an inappropriate placement; and/or (3) the lack of provision of services consistent with the IEP and placement.

Students with disabilities who are subject to disciplinary actions are entitled to all of the due process rights afforded students without disabilities under Idaho Code 33-205 and state and local policies. In addition to these rights, the IDEA provides special education rights and additional discipline procedures to a student with a disability whom the district is removing from his or her current educational placement. Students with disabilities who have been suspended or expelled for more than ten (10) consecutive or cumulative school days in a school year retain the right to a free appropriate public education (FAPE).

### **Non-Discriminatory Enrollment Procedures**

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

### **LRE Requirements**

Future utilizes methods of inclusion and cooperative teaching to allow all students to achieve their full potential. Future will provide special education and related services to eligible students in the Least Restrictive Environment (LRE), educating students with disabilities with their non-disabled peers to the maximum extent appropriate. Where necessary as a least restrictive environment, additional specifically allocated space in the school may be provided for students

with special requirements not adequately met in the assigned learning space to meet their educational needs.

Services will be determined according to the guidelines detailed in the Idaho Special Education Manual. Students found to be eligible for special educational services will receive required services in the following manner:

- Instruction for students with disabilities and the monitoring of that delivery of instruction will be provided by qualified school staff. Instructional services will follow the IEP and will be provided in the least restrictive environment as determined by the student's needs.
- If necessary, Future will contract with a private provider for the provisions of other related services, such as speech and language, occupational, and/or physical therapy as outlined in the IEP.
- Other related services may include positive behavior interventions, adaptive technologies, extended school year, or a further variety of educational environments.

### **Transfer Students**

Students transferring from an Idaho school district with a current IEP shall be provided with FAPE (Free and Appropriate Education). This includes comparable services to those described in the previously held IEP. Likewise, students transferring from an out-of-state district with a current IEP shall be provided with FAPE, including services comparable to those described in the IEP. In consultation with the student's parents, the evaluation team at Future will conduct an evaluation if it is determined necessary and will develop or adopt and implement a new IEP based on Idaho eligibility criteria.

### **Gifted and Talented**

Future will identify students possessing high-performing capabilities in specific academic, intellectual, leadership, creativity and visual/performing arts talent areas pursuant to Idaho Code 33-2003. The identification in each area will be by a variety of assessments outlined in The Best Practices Manual for Idaho Gifted/Talented Programs. Once identified, Future will implement a modification of curriculum to provide a challenging educational experience.

### **English Language Learners (ELLs)**

Future Public School will apply the federal definition of English Language Learner (ELLs) as defined by Title III and IX of the ESEA. The school will use a home-language survey upon student's enrollment. The eligibility criteria (listed below) will be used for a Home Language Survey in order to identify the primary home language other than English. Students for whom English is a second language will be assessed using the ELL placement test.

It is Future's goal to help students reach English proficiency in reading, writing, speaking, and listening. To accomplish this, English Language Learner students will take the ELL placement test upon registering, and parents will need to choose whether or not their child will participate in services. If the child enters the ELL program, an Educational Learning Plan (ELP) including curriculum, teaching strategies, academic goals, and assessment accommodations will be developed. ELP will be overseen by teachers certified in bilingual education. Due to the personalized nature of Future's academic programming, students will be supported across the curriculum. Future ELL students will use curriculum such as the Sheltered Instructional

Observation Protocol and other EL instructional approaches. Additional ELL services may be provided on site or contracted out, depending on need.

Relevant Curriculum Based Measures (CBM) and the Idaho English Language Proficiency Assessment will be used to monitor student growth. Students who meet state recommended levels of proficiency on the Idaho English Language Proficiency Assessment or other assessments will be exited from the ELL program. Additionally, the program will be evaluated based on collected data and trends. It will be revised as necessary. Evaluation of the program will be based on tracking data on swiftness of intervention, type of intervention, and comparison with peers for student improvement; availability of resources; staff training; and viable sources of assistance.

The following is the ELL program eligibility criteria:

- Registration forms given to every student will include the mandatory questions to identify possible ELL students.
- Administration from Future will review the surveys and determine whether or not a student may be an ELL.
- If the survey comes back indicating that a student may be an ELL, the student will be given an English language proficiency screener test within 30 days of registration or within two weeks of entry into the school. This test will be administered by one of Future's certified staff members.
- 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 parents will be given the opportunity to waive the services, if desired.
- If the parent does not waive the limited English proficiency services for their child, the student will be placed in a program of high-quality language instruction, including:
  - Formative assessments of phonological processing, letter knowledge, and word and text reading
  - Focused, intensive small-group reading interventions for at-risk students that include phonological awareness, phonics, reading fluency, vocabulary, and comprehension.
  - High-quality vocabulary instruction throughout the school day with essential content words taught in-depth.

An annual summative assessment for English Language Proficiency for all identified ELs will take place during the spring of each school year. Based on the student score in the spring assessment, students will continue in the EL program for the following year or exit (with monitoring).

### **Section 504**

Any student attending Future is entitled to a Section 504 Accommodation Plan if he or she has been identified and the evaluation shows that the individual has a mental or physical impairment that substantially limits one or more major life activities. This determination is made by a team of knowledgeable individuals, including the student's parents who are familiar with the student and his or her disability. Section 504 processes are not Special Education. The school counselor will be the coordinator of the 504 process at Future Public School.

Section 504 responsibilities:

- Student and Parent/Guardian:
  - Be involved in suggesting accommodations
  - Participate in Section 504 meetings
  - Benefit from the accommodations
  
- School Administrator, Counselor, Certified, and Classified Staff:
  - Conduct non-discriminatory practices in classrooms
  - Refer, identify, and evaluate students as appropriate
  - Encourage parental involvement
  - Develop and implement program modifications and accommodations
  - Coordinate Section 504 processes and training
  - Provide staff and parent training
  - Manage Section 504 grievance procedures
  - Help conduct the self-evaluation
  
- School Board of Directors
  - Provide written notice to parents, students, school personnel, and community members of the name and contact information of the 504 Coordinator
  - Have an understanding of all civil rights laws
  - Develop grievance procedures
  - Develop 504 hearing procedures

## Dual Enrollment

Dual enrollment qualifications and requirements are subject to Idaho Code 33-203. State funding of a dually enrolled student will be limited to the extent of the student's participation in Future Public School's programs. Information concerning dual enrollment option and requirements will be provided to all parents on an annual basis. At that point, the teacher, student, and parents will sit down to discuss all options and a decision will be made.

Students from Future 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) of Idaho Code. Participation fees will be consistent with those required of students attending the traditional public school. Any school district shall be allowed to include dual-enrolled public charter school students for the purposes of state funding only to the extent of the student's participation in the public school programs. Opportunities for dual enrollment will be communicated to parents and students through ongoing group and individual conferences with the counseling staff, as well as in newsletters and other regular communication from the school.

Policies will be developed and adopted within 60 days of the charter's approval. In all cases, transportation shall be provided for students by their parent(s) or the parent's representative when exercising dual-enrollment opportunities.

## Tab 4 – Measurable Standards, Accreditation, and Accountability

### Measurable student educational standards (MSES)

School Goal	Metric/MSES
100% of students are prepared for enrollment in a 2 or 4-year college.	<ul style="list-style-type: none"> <li>90% of Future first through third grade students will either meet or exceed the state legislative goals set for the IRI each spring or increase at least 55 from fall to spring.</li> <li>Measured via ongoing growth scores with NWEA MAP, IEPs and I-Station ISIP. NWEA MAP scores are correlated with ACT scores and college admittance. Also measured via proficiency on Idaho state ISAT scores.</li> <li>Future students' aggregate scores will meet or exceed the state average on the Idaho Standards Achievement test (or any other state-administered test) in Math and English Language Arts.</li> </ul>
90% of students growing 1.25-1.75 years in reading and math per year	<ul style="list-style-type: none"> <li>Measured via growth tracked in NWEA MAP Assessment taken Fall, Winter, and Spring.</li> </ul>
100% student fluency in computer-science by 6th grade	<ul style="list-style-type: none"> <li>Measured via ongoing student portfolio completion with PencilCode, Lego Robotics projects, CS-First student badges earned Scratch Awards, and 6th-grade final coding quest.</li> </ul>
Future provides a safe, inclusive learning culture and environment.	<ul style="list-style-type: none"> <li>Measured with ADA (95% or higher), school surveys, and semi annual poll.</li> </ul>

### Methods for Measuring Student Progress

In order to ensure ongoing success in meeting Future Public School's goals and mission for its student, the school will implement standards-based and performance-based assessments, both formative and summative.

### Testing

Future will participate in all state-mandated testing as required by Idaho Code 33-5205 (3), including, but not limited to, the ISAT, ISAT Alt, IRI, WIDA Access 2.0, Science End of Course exams, and NAEP. The school will have a testing coordinator that oversees the testing program and ensures the testing process as outlined by the Idaho State Department of Education is followed with fidelity for all tests. These assessments will occur during the state-mandated testing windows outlined by the Idaho State Department of Education. Future will work with stakeholders to help them understand the importance of the assessments and the information that can be gained from them.

The NWEA Measures of Academic Progress (MAP) test in literacy and mathematics will be implemented three times per year in the fall, winter, and spring windows to measure student academic growth and progress toward learning goals.

### **Student Information System**

Future Public School will research information systems and select one that meets the following criteria:

- Maintains security and safety of student records
- User-friendly for staff, students, and parents
- Interfaces with project-based, standards-based grading
- Meets budget determinations
- Tracks student attendance, demographics, and health records
- Manages fees

The student information system will be in place before the first year of operation begins.

### **Accreditation**

Before opening its doors, Future will apply to the Northwest Accreditation Commission, a division of AdvancED, for accreditation, as required in IDAPA 08.02.02.140. Future will complete the accreditation process review and obtain candidacy status within the first year of operation. The accreditation report and/or self-evaluation will be submitted to the authorizer annually, as required by Idaho Code 33-5206(7).

AdvancED is an accrediting agency committed to helping schools improve. Accreditation is obtained through a process and over a period of time. A school must be in operation for at least two years and show financial stability to be accredited.

Initially, Future will contact AdvancED and submit an application along with an accompanying \$500 application fee as well as a \$750 annual accreditation fee. Within three months following the application submissions, Future will prepare to host a Readiness Review while receiving support from AdvancED throughout the process. During this time, Future will be considered an applicant.

Once the Readiness Review has been complete, Future will be in Candidacy status and will move forward with an Internal Review, which consists of collecting student data; soliciting student, parent, and staff feedback; writing an executive summary of the school's purpose and direction; and creating an improvement plan based on data, goals, and commitment. This review needs to be done while demonstrating compliance with AdvancED and government requirements.

Future recognizes that during this time, it may not project or announce future accreditation by AdvancED. Candidacy does not equate to accreditation. Following the Internal Review, an External Review is conducted. This must be done within two years of becoming a candidate. A review team from AdvancED will visit Future and observe classroom instruction, review student performance, solicit feedback from stakeholders, conduct interviews, and examine other evidence as needed. This review team will prepare a comprehensive report on its findings and determine an IEQ Score (Index of Education Quality).

These findings and scores are reviewed by AdvancED Accreditation Commission, which meets and grants accreditation status in January and June each year. Future anticipates accreditation for a five-year term and will submit necessary documentation, including a progress report, no later than two years following each External Review. An External Review is conducted every five years to maintain accreditation. The External Review Report will be provided to the authorizer along with any other requested reports.

### **School Improvement**

If identified as a school in need of improvement, the Board will actively examine data to ensure that effective leaders are in place. In addition, the school's Board and leadership team will look closely at multiple levels of data to begin determining where and what areas need to be addressed. Strategic improvement planning will go into effect and the Idaho State Department of Education will become a resource to help guide Future in school improvement efforts. We will utilize the statewide system of support and framework for analyzing problems, identifying underlying causes, and addressing instructional issues to better understand why we have not made sufficient progress in student achievement. A highly structured comprehensive plan will be written that is specific to and focused on the school's instructional program. We will utilize a school improvement planning tool that allows us to include scientifically based research that will strengthen the core academic subjects in the school and to address the specific academic issues that caused the school to be identified for school improvement. Finally, the plan will include ongoing monitoring and involvement of the school's Board.

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

### Governance Structure

Future Public School will be a legally and operationally independent entity established by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the school under the Idaho Nonprofit Corporation Act. Future 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. This includes Idaho's Open Meeting and Public Records laws.

Future Public School will comply with all aspects of the Idaho Public Records Law. All records of students residing in the District will be immediately transferred to the district. All students will receive written notification of how to request a transfer of student records to a specific school.

The Board of Directors will serve as the public agents that govern Future. There will be no less than 5 and no more than 11 members on the Board of Directors. Initially, the Board of Directors will remain the same as the Organizing Group. Upon successful establishment of the school and after one to two years of operations, transition to a long-term governing board will be accomplished through the procedures set forth in the Restated Bylaws. The Board of Directors will comply with all Idaho Open Meeting and Public Records laws.

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

A list of Board members and their backgrounds is included as Appendix E. Please find Bylaws in Appendix A.

Governance of Future resides exclusively with the Board and not with the originators of the organization idea. The originators of the idea for Future took steps, from the outset, to minimize risk by recruiting a diverse and an independent Board immediately following organization and by declining to be voting members of the Board. From the outset, the visionaries have deliberately limited their role in the organization, providing information and vision to the Board of Directors, but allowing the Board of Directors to govern the organization. By removing themselves from positions of control, the visionaries reduced risk and long-term potential problems.

Bylaws have been adopted to promote and retain long-term commitment to the mission of Future by staggering the transition of board members so that no more than two-fifths of the board is replaced at any one time. Notwithstanding this Board continuity, the bylaws promote ongoing change in the makeup of the Board of Directors through annual elections so as to encourage fresh perspective and bring new talents to bear on the success of Future.

### Board of Director's Responsibilities

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

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

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

### **Recruiting Board Members**

Future will seek prospective board members with training and experience in business, real estate, marketing, community work, law, finance, accounting, entrepreneurship, and education.

In pursuit of building a strong and growing network of supporters, we have established “Friends of Future.” This group serves as a community of individuals and partner organizations to lend niche skills, resources, or financial support. We aspire for Friends of Future to be a point of connection for charitable donors as well as a pipeline for potential Board members. It is a priority that our Board, at minimum, be representative of our student population and the broader community.

### **Board Oversight Responsibilities**

The Future Public School Board of Directors is the governing board of the Future Public School. The Board has ultimate control over the school and all employee and parent concern. If a parent or employee has a concern, he or she will first attempt to resolve the issue with the school leader. If the issue cannot be resolved with the school leader, the parent or employee will attempt a resolution by bringing it before the Future Public School board.

The Board of Directors is responsible for:

- Policy development and review
- Educational goals, short-term and long-term
- Financial well-being of the school
- Operational oversight (long-term, not day-to day)
- Legal affairs of Future Public School
- Adopting, advocating for, and overseeing a responsive school budget that meets the school goals and needs of all students
- Conducting an annual self-evaluation of its own leadership, governance, and teamwork
- Communicating and interpreting the school’s mission and vision as well as other policy matters to stakeholders and the general public
- Ensuring a supportive, highly-functioning leadership team is in place which advocates for children and community
- School fundraising opportunities

### **Board Development**

As new Board Members are added, each is provided with a New Board Member Welcome Packet, which contains information in regards to responsibilities of being a Board Member. Within the packet responsibilities listed include, but are not limited to: Board Member roles, state statute for charter schools, ethical standards, meeting laws, policies, financial reports, budgets, and other responsibilities. As a new Board Member, an individual will also receive access to an account for an online Board management tool. This tool will be used to manage flow of information and documents as the Board works through its regular duties and responsibilities.

Throughout the year, as decided by the Board Chairman, there may be a training schedule to include, but not limited to, the roles/responsibilities of a Board, review of the school's charter, review of financial audits, the Board's Ethical Standards, and state statutes. As appropriate, the Board may include other training, including external training, as needed based on costs and time. Potential trainings include training through the Idaho Charter School Network or other regional trainings. The Chairman will make sure the Board is aware of these opportunities. Board members will be encouraged to attend parent and staff educational meetings, as well as school fundraisers and events.

BoardOnTrack, a nationally-renown Board development organization, will work closely with Future's founding Board to ensure that Board members are properly prepared to serve - and that once Board members are serving, they have access to all the tools they need to succeed.

### Ethical Standards

Future Public School will explore ISBA membership, create, and adhere to ethical standards.

### Parental Involvement

Parental involvement is a crucial aspect of student learning at Future Public School and we encourage and foster myriad ways for it to take place. Upon enrollment, parents, teachers, and students sign a Commitment to Excellence that sets forth many of the ways parents and school work together for the success of our students. In the Commitment to Excellence parents agree to:

- Make sure the child arrives at Future everyday on time.
- Make arrangements so the child can remain at school throughout the day and be picked up on time.
- Commit to participating at Future in a variety of ways, including attending parent-teacher conferences, family workshops, quest nights, and other school-related activities.
- Do all they can to support the child and the commitment he/she has made to attend Future.
- Partner with the teachers and staff of Future to help the child excel in school, both academically and emotionally.
- Help the child in the best way they know how, and do whatever it takes for him/her to learn.
- Review the child's agenda (if student has one), and let him/her call a classmate or teacher if there is a question and/or problem with the homework.
- Review, read carefully, and sign (if necessary) any papers the school sends home. Parents will ask questions if they have them.
- Make themselves available to the children and the school and address any concerns they may have. Parents will meet regularly with teachers to discuss child's progress.
- Notify the school no later than the beginning of the school day if the child is to miss school.
- Allow child to go on Future field trips.
- Always act in a respectful manner when speaking with all people in our school community.
- Help children prepare for high school, college, and life by supporting him/her and encouraging him/her to adhere to his/her Commitment to Excellence.
- Embody the school values of Future Public School.

Parents may also opt in to volunteering at the school through the Parent Faculty Association, which will run monthly school support meetings. Parents will be encouraged to attend and

participate in the Board of Directors' monthly meetings. Availability of monthly agendas, minutes, and Board needs will be posted on school website and parents will be made aware of their availability.

## Audits

Each year Future's Board of Directors will hire a certified public accountant to conduct an independent audit that complies with all related finance laws and generally accepted auditing standards. At the completion of the audit, the Board will review the results of the audit and approve and accept the audit report and findings. A copy of the audit report will be submitted to the authorizing entity and the Idaho State Department of Education. Annual audit and financial compliance will be completed pursuant to Idaho Code. The school will take action to address any concerns brought up by the audit in a timely manner.

## Financial Reporting

Future will comply with the financial reporting requirements of Idaho Code Section 33-701 (5-10). Future will also comply with all financial reporting requirements of the Idaho Public Charter School Commission. Within one hundred twenty (120) days from the last day of each fiscal year, the Board will prepare and publish an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction pursuant to Idaho Code Section 33-701(5). Such annual statements shall include, but not be limited to, the amounts of money budgeted and received and from what sources, and the amounts budgeted and expended for salaries and other expenses by category.

The school shall place copies of all teacher contracts and vendor contracts on the school website. In addition, the school will develop and maintain an expenditures website as required by Idaho Code Section 33-357.

Annually, Future Public School will file with the State Department of Education such financial and statistical reports as the SDE may require pursuant to Idaho Code Section 33-701(7). Future Public School will destroy all claims or vouchers paid five years from the date the claim or voucher was canceled and paid pursuant to Idaho Code Section 33-701(8).

Future Public School will review the school budget periodically and make appropriate budget adjustments. Amended budgets shall be submitted to the State Department of Education pursuant to Idaho Code Section 33-701(9).

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

## Tab 6 – Employee Requirements

### Qualifications

Future Public School's full-time and part-time staff will meet or exceed qualifications required by state law. All certified applicants must be able to obtain the appropriate Idaho certificate with endorsement in the content area in which they are assigned as required by Idaho Code Section 33-5205(3)(g) and will demonstrate content mastery in the teaching positions that require this designation, including Special Education teachers. These teachers will meet the qualifications outlined on the State Department of Education's website and documentation. Administrators will be certified as administrators.

Future Public School will provide all certified staff with a Board-approved written contract. All full-time and part-time staff will be expected to meet the following requirements, including but not limited to:

- All employees will be expected to possess the knowledge, character, judgment, experience, and expertise consistent with the standards of Future.
- All classified applicants must meet the minimum requirements set forth in the job description for the vacant position.
- All applicants must complete a standard employment application and interview process.
- All applicants selected for employment shall submit a criminal history check pursuant to Idaho Code 33-130, comply with Idaho Code 33-1210 (information on past job performance), and meet final Board approval pursuant to Idaho Code 33-513.
- In an effort to engage participation from the parents, extended family, and greater community, and in the event that an individual is identified as possessing a particular talent or skill, Future reserves the right to hire anyone for temporary or part-time assistance under the direct supervision of a certified staff member. This provision allows Future to draw upon the wealth of knowledge and experience found in the community by individuals who may not hold a teaching certificate. Furthermore, employed staff will be appropriately certified although volunteers may be brought in to provide specialized expertise.

Future is committed to an environment of non-discrimination in relation to race/ethnicity, national origin, religion, gender, sexual orientation, gender identity, age, social or economic status, disability, or special needs. This policy will prevail in all matters concerning staff, students, the public, educational programs, and employment practices.

### Background Checks

All employees, subcontractors, Board Members, and volunteers who have unsupervised contact with students in a PK-12 school setting are required to undergo a State of Idaho Background Investigation Check and FBI fingerprinting in compliance with Idaho Code 33-130. Each person stated above shall submit the completed fingerprint card or scan to the school who will submit such background check information to the Office of Certification at the State Department of Education.

## Health and Safety Procedures

Future will create a comprehensive Health and Safety plan in conjunction with feedback from parents and staff. Once we have a final facility, we will review and edit this plan to ensure compliance.

To ensure employee and student safety, Future will comply with the following health and safety procedures:

- All state rules and regulations for student safety will be followed.
- Conduct criminal history check for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
- Require all students to have proof of immunization before enrolling.
- Require all visitors sign in at the office, receive, and wear a visitor's pass when visiting the school building.
- 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.
- Staff will be trained in procedures outlined in the public schools' emergency plan.
- Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, and fire and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
- A healthcare/nurse space will be furnished and supplied adequately for the number of students in the school. Health records highlighting chronic issues will be held on each student and made available in emergencies.
- Emergency contact numbers will be maintained on all students. We will create a plan for quickly contacting parents during an emergency.
- Fire, evacuation, and lockdown drills will be conducted regularly. Maps illustrating fire exit routes will be posted near the exit in every room.
- Future Public School will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with Future's insurance carriers and at a minimum address the above and 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.
  - A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
  - Policies establishing that the school functions as a gun-free, drug, alcohol, and tobacco-free workplace.
  - A policy regarding Internet usage that complies with all requirements set forth in the Children's Internet Protection Act.

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

Please see Appendix M for Family Handbook, including policies on Internet / Technology.

## Suicide Prevention

Protecting the health and well being of Future students and staff at Future is of the utmost importance. The Board will adopt a suicide prevention policy that will help protect all students through the following steps:

- Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, support systems, and seeking help for themselves and friends. This will occur as part of the healthy living and exercise curriculum.
- The school administrator or counselor will serve as a suicide prevention coordinator and as a point of contact for students and/or families in crisis and to refer students to appropriate resources.
- When a student is identified as being at risk, he or she will be assessed by the school counselor or administrator who will work with the student and his or her family to help connect them to appropriate local resources.
- Students will have access to national resources which they can contact for additional support, such as:
  - The National Suicide Prevention Lifeline: 1-800-273-8255 (TALK)
  - [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)
  - The Trevor Lifeline: 1-866-488-7386
  - [www.thetrevorproject.org](http://www.thetrevorproject.org)
- When a student is identified by a staff person as potentially suicidal (i.e., verbalizes about suicide, prevents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers), the student will be seen by the school counselor within the same school day to assess risk and facilitate referral. If the counselor is not available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

## Professional Codes and Standards

Staff must comply with the professional codes and standards approved by the Idaho State Board of Education, including the Code of Ethics for Idaho Professional Educators outlined in IDAPA 08.02.02.076. Teachers or staff who are found in violation of the Code of Ethics will have action taken against them including, but not limited to, a performance review, improvement plan, suspension, termination, or legal action.

Future will make every effort to assure only qualified and effective teachers that embrace the educational and instructional philosophies (e.g., project-based, future-focused pedagogy, instructional-level teaching) of Future are retained. As a result, teachers at Future will be required to undergo annual evaluation procedures that ensure project-based effective instruction takes place. The evaluation procedures will fulfill the requirements of Idaho Code and will be based on Danielson's "Framework for Teaching" which includes: Planning and Preparation, Learning Environment, Instruction and Use of Assessment, and Professional Responsibilities. Informal administrative walk-through observations will also take place as a method of collecting reflection data for administration and teachers.

Future values parental input as part of the evaluation process. Parents or guardians will be given opportunities throughout the year to provide feedback on teacher performance. The evaluation form will include a section for input received from parents or guardians. Each certified

staff member shall receive one written evaluation completed no later than May 1, per Idaho Code. The evaluation shall include a minimum of two documented observations, one of which shall be completed prior to January 1 of each year.

If teacher performance is deemed below expectation, the teacher will be placed on probation. With input from the teacher and guidance from the Administrator, a performance improvement plan will be developed. The teacher will be guided and mentored according to the plan by the Administrator or designated administrator. Upon completion of the performance improvement plan, the teacher will either be removed from probation, continue probationary status, or will be terminated in accordance with Idaho employment laws. The performance improvement plan will be adjusted as necessary throughout the probationary period.

### Professional Development and Evaluations

As learning and curiosity are impressed values at Future, we expect teachers and staff to exhibit these values themselves. Future Public School will develop a list of research-based, best teaching practices and methods that Future teachers will be expected to incorporate into their teaching.

Teachers will be provided with initial and ongoing professional development in the following areas:

- **Personalized Learning** - Teaching method and structuring for personalizing learning as it relates to students and adults
- **Flexible Learning Spaces** - Philosophy, learning strategies, design-thinking, and science of learning environment
- **Teacher as Designer** - Training on designing personalized student curriculum, addressing individual needs, and designing opportunities
- **Restorative Practices** - Training on restorative practices from the International Institute for Restorative Practices and other resources to best build a culture of community in school.
- **Soft Skills** - Ongoing professional development to equip teachers with a framework for understanding, and resources, to integrate Teaching Tolerance's Anti-Bias standards into daily curricula, foster character strengths, and support students in developing their individual strengths.
- **Bullying Prevention** - Annual training and practices for staff using latest research-based anti bullying and anti cyber-bullying prevention methods and connections to building community rather than divisive nature of bullying.

- **Computer-science integration** - Ongoing professional development as technology continues to advance and improve, learning from Future's agile environment to best support student learning.
- **Rigorous math, reading, and writing best practices** - National, research-based curriculum training from most rigorous, best practices in math, reading, and writing to lay the foundations for our students' endeavors across the domains of other learning.
- **Teaching Tolerance's Anti-Bias Standards** - Staff will be trained on the implementation and integration of the anti-bias standards and components throughout the daily curriculum at Future.

See Appendix K for detailed Staff Professional Development Plans.

### Transfer Rights

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

### Employee Benefits

It is the intent of Future to offer competitive wages and benefits so that it can recruit and retain talented employees. All employees who currently are members of PERSI will continue their participation. All new employees that are eligible for PERSI will become member of PERSI. All employees will contribute to the Federal Social Security System. Future will make all employer contributions as required by PERSI and Federal Social Security. In addition, the school will also pay for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer as required by Idaho Code 33-1279. Future will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits. The Board will develop a process to ensure that all eligible employees are enrolled in one of the school's health insurance plans.

### Collective Bargaining

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

### Contracts

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

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

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

## Disciplinary Procedures

Future believes in reconciliation and peacemaking as an antidote to oppressive discipline practices, unhealthy team cultures, and broken communities. We view restorative justice practices as our pathway to a more whole and healthy school community. Student choices or behavioral challenges will not limit or take away from learning time. Instead, we take the opportunity of a wrong choice to implement restorative practices that allow for community building, keeping all our children in school 100% of the time.

Following the return of staff after summer break the Leadership team will review with staff the expectations of student behavior and disciplinary procedures.

At the beginning of each year the Leadership Team will review with students Future's expectations of student behavior and disciplinary procedures.

These reviews will include material contained in the handbook as well as any other information that may be pertinent. These reviews will constitute the basis to refresh/inform staff and students of policies and procedures, and should they fail to adhere to them, disciplinary action that will occur.

Future follows the restorative practice methods laid out in the International Institute for Restorative Practices Handbook. This system includes, but is not limited to, the following disciplinary and behavioral systems:

- Affective statements and questions in learning spaces
- Small impromptu conferences between students and teachers
- Community circles
- Formal conferences
- Ongoing weekly mentor meetings for every student with a caring adult

One of the basic premises of restorative practices is that human beings are happiest, healthiest, and most likely to make positive changes in their behavior when those in authority do things with them, rather than to them or for them. Restorative methods impose a consequence rather than a punishment and help to create empathy and active involvement. A consequence dramatically improves the chances that positive attitude and behaviors will be internalized and that young people will behave well, not merely out of fear, but because they want to feel good about themselves and have a positive connection to others.

Future will implement school-wide consequences, depending on child's age, severity of infraction, and history of behavior. These consequences include, but are not limited to:

1. General warning (to the entire class)
2. Non-verbal warning (that is clear to the student)
3. Verbal warning
4. Student does not earn all Future letters on agenda (kept in binder or folder)
5. Think Sheet

6. Take 5 Conversation and classroom consequence based on grade level plan
7. Parent/Guardian & Advisor contact to inform of the behavior
8. U-Lab Referral (Future Public School's ULab takes the place of what many schools refer to as "In School Suspension." ULab is so named because of the concept that we would ideally like students to be able to "turn themselves around" (make a U-turn) and return to the classroom as soon as possible.)

### **Procedures by Which Students Can Be Suspended, Expelled, and Re-Enrolled**

Future's student handbook outlines behavior expectations and consequences for unacceptable behavior. Suspension or expulsion will only be considered as a final option in a series of efforts to avoid such measures, including but not limited to the following steps, not necessarily in chronological order. Future will make every effort to match the consequence to the action:

1. Parent/Guardian notification by Teacher/Staff (written and/or verbal)
2. Parent/Guardian notification by Teacher/Staff/Administrator (written and/or verbal) and possible Guardian/Teacher/Administrator conference.
3. Possible suspension; prior to suspension, if needed, the Administrator shall grant an informal hearing on the reasons for the suspension and provide an opportunity to challenge those reasons. The student's suspension is not to exceed five school days in length.
4. Before a student may be readmitted to regular attendance, the student, parent, and administrator or designee shall meet and evaluate the incident to determine if the prospective student possesses any danger or harm to any students, faculty, or property. If it is determined that there is not a risk of danger or harm to students, faculty, or property the administrator or designee will re enroll the student based upon a behavioral plan individually created to address the specific disciplinary and safety issues of the student. Should the administrator or designee find that the reenrollment of the student could cause harm to the students, faculty, or property which in the judgment of the administrator or designee cannot be addressed through a behavioral or safety plan, the Board of Directors has authorized the administrator to extend the suspension up to 10 additional days. Upon completion of the suspension, should a student remain a threat of harm to the students, faculty, or property of Future, the student may be denied re enrollment and may be referred to the Board of Directors for further disciplinary action up to and including expulsion.
5. Expulsion process will follow Idaho Code 33-205 and will not be recommended unless all other disciplinary resources and processes have been exhausted. The recommendation for expulsion will be reported to the Board of Directors by the Administrator. An expulsion hearing will be held to determine the student's placement. Parent/Guardian(s) of the student will be provided written notice to the hearing stating time, date, location, and cause for the hearing.
6. Expulsion (Idaho Code 33-205) by Future's Board of Directors will be done by written notice to the Parent/Guardian of the pupil stating the grounds for expulsion and the time and place where the Parent/Guardian may appear to contest the action of the Board. Length of expulsion to be determined by school's Board of Directors.
7. When a student who has been expelled from another school seeks to become enrolled at Future, the Administrative team shall communicate with the prospective student's parent(s) or guardian(s) and the student's former school district 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 risk of danger or harm to students, faculty or property of Future. If it is determined that there is no risk of danger or harm to students, faculty or property of Future, Future can provide an education to the student. 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 student. Should the Administration determine that enrollment of the student would pose a danger to other students, faculty or property which cannot, in judgment of the administrative team, be addressed through a behavioral plan, the Board of Directors has authorized the Administration to provisionally deny enrollment into Future. 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 of Directors to contest this decision.

8. A student who has been expelled may appeal to the Board of Directors and petition for reinstatement in school. The Board of Directors will make a recommendation for reinstatement. If the Board of Directors recommends, "not to reinstate," the student may petition the Board for a hearing to contest the decision.

### **Using Alcohol or Under the Influence of Controlled Substances**

1. First Offense for Use or Possession (All Grades)
  - Parent of 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
  - If the student does not complete the recommendations of the assessment, then the remainder of the five-day suspension will go into effect.
2. Second Offense for Use or Possession (All Grades)
  - Parent of guardian will be contacted
  - Board of Directors may be petitioned for expulsion of a student
  - Law enforcement agency shall be contacted
  - Child Protection Services (CPS) may be contacted
3. Third Offense for Use of Possession (All Grades)
  - Parent or Guardian will be contacted
  - The student shall be suspended and the Board of Directors will be petitioned for the expulsion of the student
  - Law enforcement agency shall be contacted
  - Child Protection Services (CPS) will be contacted
4. First Offense for Selling or Delivering (All Grades)
  - Parent or guardian will be contacted
  - Law enforcement agency shall be contacted
  - The student will be suspended and the Board of Directors may be petitioned for the expulsion of the student
  - CPS may be contacted

### **Contacting Law Enforcement and a Student's Parents/Guardians**

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency is to be notified immediately. The Administrator or designee shall communicate all available information to the police and offer the full cooperation of the administration and faculty in a police investigation. The Administrator or designee will notify a parent or guardian of an interview or detainment of a minor student by law enforcement officials.

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

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

## Tab 7 – Admissions, Discipline, Student Policies

### Enrollment

Anticipated class size will not exceed 32 students per learning space. Classes will be multi-age, multi-grade, as defined in the academic program. Enrollment capacity is listed through the 2022-2023 academic year.

Annually, prior to the enrollment opportunity dates, the Board of Directors will evaluate and determine the number of spots per grade to best enhance the progression of the multi-age classrooms.

Our enrollment table reads as follows:

Column 1: Years of operation.

Column 2: Total enrollment for Future for each school year

Column 3: Total kindergarten enrollment including how many classes, and how many students.

Column 4: Total first through third grade enrollment, including how many classes, and how many students

Column 5: Total fourth through sixth grade enrollment including how many classes, and how many students.

Column 6: Total seventh grade and eighth grade enrollment including how many classes and how many students for each grade.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Year	Total Enrollment	Kindergarten	1-3 Multi-grade classroom	4-6 Multi-grade classroom	7-8 Multi-age classroom
Year 1 2018-2019	320 Students	2 classes 64 students  64 - K	6 classes 192 students  64 - 1st 64 - 2nd 64 - 3rd	2 classes 64 students  64 - 4th 0 - 5th 0 - 6th	0 classes 0 students  0 - 7th 0 - 8th
Year 2 2019-2020	384 students	2 classes 64 students  64 - K	6 classes 192 students  64 - 1st 64 - 2nd 64 - 3rd	4 classes 128 students  64 - 4th 64 - 5th 0 - 6th	0 classes 0 students  0 - 7th 0 - 8th
Year 3 2020-2021	448 students	2 classes 64 students  64 - K	6 classes 192 students  64 - 1st 64 - 2nd 64 - 3rd	6 classes 192 students  64 - 4th 64 - 5th 64 - 6th	0 classes 0 students  0 - 7th 0 - 8th
Year 4 2021-2022	512 students	2 classes 64 students  64 - K	6 classes 192 students  64 - 1st 64 - 2nd 64 - 3rd	6 classes 192 students  64 - 4th 64 - 5th 64 - 6th	2 classes 0 students  64 - 7th 0 - 8th
Year 5 2022-2023	576 students	2 classes 64 students  64 - K	6 classes 192 students  64 - 1st 64 - 2nd 64 - 3rd	6 classes 192 students  64 - 4th 64 - 5th 64 - 6th	4 classes 128 students  64 - 7th 64 - 8th

### Admissions Procedures

Future shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to Future for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated. The enrollment window and deadline will be established by the Board of Directors each January for the upcoming school year.

Returning students will not need to reapply each year, but will need to indicate a commitment to return by signing a form by the enrollment deadline to secure spot for upcoming school year.

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

Future Public School will follow the equitable selection process that is outlined in IDAPA 08.02.04.203.07 or another method that is approved by the authorizer.

### **Admissions Preferences**

If the initial capacity of Future is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to Future. Future will follow the Idaho Code Section 33-502 (j) and utilize an equitable selection process as outlined in IDAPA 08.02.04.203.07 or another method that is approved by the authorizer.

#### **Admissions Preferences for First Year**

First priority: Applicants who are children of Future's full-time employees or children of Future's Founders, not to exceed 10% of total enrollment thereafter.

Second priority: Applicants who are siblings of pupils already selected by the lottery.

Third priority: Applicants who reside within Future's primary area of attendance. The primary area of attendance will be the section of the Boise Independent School District mapped in Appendix D.

Fourth priority: Applicants who reside outside of Future's primary area of attendance.

#### **Admission Preference for Subsequent Years**

First priority: Returning students to Future in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by lottery.

Second Priority: Children of Future's full-time employees and Founders provided that this admission preference is not more than 10% of the school capacity.

Third Priority: Siblings of students already enrolled in and attending Future.

Fourth Priority: Prospective students residing in the primary attendance area of Future.

Fifth Priority: Prospective students residing outside of the primary attendance area of Future.

Future will be open to all students on a space-available basis. No student will be denied admission based on race/ethnicity, national origin, religion, gender, sexual orientation, gender identity, age, social or economic status, disability, or special needs. No out-of-state students will be enrolled.

### **Lottery Process**

A lottery will take place per grade. Once the lottery and enrollment are complete, admitted students will then be assigned to their specific multi-age classroom.

## Waiting Lists

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

Any written requests for admission received after the lottery has been conducted will be added to the bottom of the waiting list for the appropriate age-group.

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

## Notification of Acceptance

Future will comply with the Idaho State Board of Education's rules governing public charter schools (IDAPA 08.02.04) for the notification and acceptance process.

Within three days after conducting the selection process, Future shall notify the students selected for admission to Future by email or phone call.

Admission emails, phone calls, and postings will be accompanied with enrollment information to be completed by the admitted student's parent or guardian and returned to Future by the date designated in the materials. If a parent or guardian of the admitted student declines admission or fails to return the signature form for acceptance by the date designated, then the name of the student will be deleted from the final selection list, and the seat that opens in that age-group will be made available to the next eligible student on the waiting list.

Within five days after conducting the selection process, Future shall notify the students who were not admitted but put on the waiting list by mail. The notification will explain that the prospective student has been placed on a waiting list and may be eligible for admission at a later date if a seat becomes available during the upcoming school year.

If a student withdraws from Future 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 waiting list.

## Public School Attendance Alternative

Since a charter school is a public school and Future is a new entity, not a conversion, the attendance alternative would be the same as for all students in a public school district. The children located within the attendance area of the authorizing district will have the choice to enroll in or seek admission to other educational entities, be they public, private, virtual, or other.

## Notification of Enrollment Opportunities

In accordance with IDAPA 08.02.02.203.02, Future will ensure that the public notification process of enrollment opportunities will include the dissemination of enrollment information at least three months in advance of the enrollment deadline established by Future each year. The information will be posted in highly visible and prominent locations within the attendance area as well as on Future's website.

Additionally, Future will ensure that the process includes the dissemination of press releases or public service announcements in English and Spanish to media outlets such as television, radio, and newspapers that broadcast within or disseminate printed publications within the area of attendance of Future. Future will ensure that these announcements are broadcast or published by such media outlets on at least three occasions, beginning no later than 14 days prior to the enrollment deadline each year. Furthermore, Future will also ensure that a major social media campaign takes place on platforms such as Facebook, Snapchat, and Instagram. In addition, Future employees and volunteers may voluntarily canvas neighborhoods within the attendance area and notify residents door-to-door.

Future will work with culturally-based organizations in the enrollment area to reach Hispanic/Latino families, refugee families, and other families historically underserved in order to increase awareness of Future, provide access to information about application and enrollment, and access to opportunities before and after school at Future.

Enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school regardless of race/ethnicity, national origin, religion, gender, sexual orientation, gender identity, age, social or economic status, disability, or special needs.

### **Denial of Attendance**

In accordance with Idaho Code 33-205, Future's Board of Directors may deny enrollment to Future or may expel or deny attendance to Future to any student who is found to be habitually truant or whose conduct, pursuant to the judgment of the Board, is such 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 students, or who has been expelled from another school district in this state or any other state. Any student 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 re-admission shall not prevent the Board from again expelling the student for cause.

The process for expulsion and denial of attendance is in Tab 6 under Disciplinary Procedures. For Special Education cases, refer to Tab 3 under Special Education.

### **Student/Parent/Guardian Handbook**

In order to make certain that parents, guardians, and students understand the expectations for students at Future, parents/guardians will receive a copy of the student/parent/guardian handbook. The handbooks will be available on the school website and hard copies of the handbook are available upon request for admitted students. At the beginning of each school year all parents will sign an acknowledgement form within the first 30 days of school that they have reviewed and agree to abide by the handbook.

The handbook will be reviewed and updated annually by the Board of Directors. The handbook will be finalized each year prior to the admission process and will be a joint effort between the administrative staff, parents, guardians, and the Board of Directors. Once a student is admitted to Future, a deadline will be set whereby students and their parents/guardians will be required to return a signature form stating that the handbook has been received and its contents understood.

See Appendix M for a draft of the student/parent/guardian handbook.

## Tab 8 – Business Plan, Transportation, School Lunch

### Business Plan

Future Public School is organized exclusively for charitable, educational, and scientific purposes as laid out in Section 501(c)(3) of the Internal Revenue Code. More specifically, Future is organized to operate as a public charter school utilizing a STEM-rich, computer-science focused model to bring the students of the Treasure Valley area an option and opportunity not currently available in the region. (See Appendix A: Articles of Incorporation)

Future will serve grades k-4 upon opening with plans to expand eventually encompassing grades k-8. The school will be physically located within the boundaries of the Boise School District and will primarily serve students residing within the Boise School District and West Ada School District.

The objective of Future is for teachers, students, and families to unify around our central goal - college graduation and a life full of choice for all our students. We believe that excellent, computer-science; engineering education ingrained into a future-focused curriculum will set up students for success throughout life. This type of school is not currently available anywhere in the Treasure Valley and we hope to bring this option to parents and students.

Future will remain financially viable year-to-year through excellent management and fiduciary practices, strong leadership, and representation across all levels of the Future Public School community. Future will emphasize ongoing recruitment, training, and retention of the most qualified and committed faculty and staff in order to maintain long-term sustainability.

Future will report directly to the Authorized Chartering Entity.

### Marketing Plan

#### **Market Analysis**

Future Public School will serve the Boise Metropolitan Statistical Area. The high school and college graduation averages within this region exceed statewide averages, and education is a top priority of the region. In the Boise School District, the go-on rate in 2015 was 60% compared to a statewide percentage of 46%. Here, in the state's Capitol, education is important from the office of the Governor all the way down to the living rooms of local residents. Future Public School will offer an opportunity to families in the region to pursue a rigorous, science-focused academic program that will lead 100% of students finding success, graduating from college, and life. In this sense, Future will re-segment the existing education market in the Treasure Valley area. Niche re-segmentation of the market allows Future to ask questions of families about what would improve the product of education for their families, where can schools improve for students, and how should education prepare students for the future? Future will serve a diverse student population interested in school choice and equity for all students. Students and families understand the importance of future-focused education in order to prepare our students for the innovation economy.

#### **Competitive Analysis**

There are no schools that offer a future-focused, computer-science infused curriculum in the area to be served. Similarly, no school exists specifically founded on values of equity with an

emphasis on 100% student preparation for college. Exploring the academic data of schools in the region to be served reveals achievement gaps between students classified as socioeconomically disadvantaged versus those not classified as socioeconomically disadvantaged. The closest elementary schools with high emphasis on computer-science pieces of curriculum are a handful of STEM schools located in Meridian and there are no such k-8 schools.

### **Marketing Strategy**

According to Stanford, UC Berkeley, and Columbia professor and creator of the Lean Startup revolution, Steve Blank, “build it and the customers will come (regardless of the number of dollars raised) is not a successful strategy” to expand and grow an organization.<sup>16</sup> Given that many new schools follow this path, it is important to differentiate the process of Future Public School.

Germinated out of thousands of hours of student experiences and constant testing of assumptions, Future has discovered, validated, and created customers (i.e. parents and students). The founders of Future have run computer-science programs during and after school for 4 years leading up to the creation of the school. The founders have also run two pilot programs out of the local Boys & Girls Clubs of Ada County with a third program slated for summer of 2017. During that time, the experience of parents and students has been studied and carefully examined in order to form a more perfect school.

Although many families currently cannot wait to enroll in the school, constant student recruitment and retention is a top priority of the school. As such, the Board and the school administration will employ the most successful marketing strategies in order to reach out to families in our community. The foundation of Future’s marketing strategy is built on social media and electronic communication. With over 330 current social media followers, a number that grows daily, families and students in the area are kept up to date with Future’s progress. Information about the school, including announcements regarding registration and lottery will be disseminated via social network channels such as Facebook, Instagram, and Twitter. This strategy of communication will be coupled with a grass-root, feet-on-the-ground approach. Knocking door-to-door in the community to recruit students and visiting families in their homes reminds us of the urgency of our work and the importance of face-to-face communication. Holding community meetings at the Boys & Girls Clubs and local churches also allows us to connect in person. The marketing campaign understands the personal nature of human interaction and will leverage relationships so that early advocates of the school help sell the school to friends and family. Founders and volunteers will manage marketing efforts throughout the petition process, during pre-opening, and during the first year of operation.

Future aims to enroll students from historically underserved communities in our area and will focus the majority of its marketing strategy here. While doing so, Future will comply with State and Federal laws addressing diversity in the academic setting.

Current status of the marketing strategy has resulted in approximately 175 interested students and families. As social media and community outreach activities continue to expand, this number will continue to be updated.

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<sup>16</sup> Blank, Steve. (2013) *The Four Steps to the Epiphany: Successful Strategies for Products that Win*. p.18

## Management Plan

### ***Forms of School Organization***

Future is formally organized as a non-profit corporation pursuant to the Idaho Nonprofit Corporation Act, Idaho Code 30-3-1 et seq., and will be operated in accordance with the requirements of that act. Future is organized to operate a public charter school in Idaho and will be operated in accordance with the Idaho Public Charter Schools Act and other laws applicable to the operation of Idaho public entities.

### ***Board of Directors***

The business and affairs of Future will be managed by its Board of Directors, which shall consist of no fewer than five (5) and no more than (11) members. The Board of Directors will conduct its business at an annual meeting conducted on the 2nd Tuesday in November or at such other time as determined by the Board of Directors. During said meeting the Board will review annual programmatic and fiscal audits, and at monthly meetings conducted on the 2nd Thursday of each month. The Board will conduct its business transparently with all meetings being conducted in accordance with the requirements of Idaho law, including those laws applicable to open meeting requirements.

The Board of Directors will elect from its membership, at least the following officers who shall have the following responsibilities indicated:

- **Board Chair:** The Chair, subject to the control and oversight of the Board of Directors, shall in general, supervise and control all of the business and affairs of Future and may sign, with other appropriate officers as designated by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments authorized by the Board of Directors.
- **Secretary:** The Secretary shall keep minutes of all proceedings of the Board of Directors; provide required notice of all meetings of the Board of Directors; have custody of Future's business records; maintain contact information for each member of the Board of Directors; and perform all other duties incident to the office of secretary as assigned by the President or the Board of Directors.
- **Treasurer:** The Treasurer shall have charge over all funds of Future; be responsible for overseeing proper management of funds; perform all other duties incident to the office of treasurer as assigned by the Chair or Board of Directors. To the extent deemed necessary by the Board of Directors, Future may engage the services of accounting and/or bookkeeping professionals to assist the Treasurer in order to meet the needs of Future in monitoring financial performance and ensuring financial viability and success, including, if necessary, a permanent, part-time Chief Financial Officer to provide financial operations oversight for Future. Prior to beginning operations, but after approval of the charter, Future will obtain and provide documentation of appropriate bonding for all personnel involved in the school's financial operations.

In addition to the required officers previously noted, the Board of Directors may elect, from its membership, as many vice-presidents and assistant secretaries or treasurers as deemed necessary by the Board of Directors.

The Board of Directors is responsible for financial and legal requirements of Future Public School including the annual budget, expenditures, and legal compliance with local, state, and federal regulations. The President shall sign employment contracts and ensure compliance with state and federal regulatory agencies. The Board of Directors will have the responsibility to

approve the selection of the school Administrator, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Administrator with respect to changes in staffing, program, discipline or curriculum. The Board will, when necessary, adjudicate disagreements between parents and the administration.

Upon approval of a charter, the Board will develop a policy manual which shall include policies for: 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.

The Board of Directors will serve as the liaison between Future and the Authorized Chartering Entity.

### **Administrator/Organizational Structure**

Future will employ an academic administrator (the Administrator) holding an Administrator Certificate issued by the Idaho Department of Education. The Administrator will be hired by and serve at the pleasure of the Board of Directors and will report to the President.

Administrative services will be provided by the Administrator under the direction of and subject to the policies, plans, and programs established by the Board of Directors. To the extent administrative services exceed the capabilities and capacities of the Administrator, the Board of Directors reserves the right to retain contracted professional services on an as needed basis.

The Administrator will be authorized, subject to budgetary limitations, to hire and supervise other administrative staff such as an office manager, receptionist, clerk, instructional aids, and/or bookkeeper. The Administrator will also be authorized to contract for required services including, but not limited to, transportation, special education, faculty professional development, faculty training, equipment, supplies, and other budgeted expenses, subject to the limitation that all expenditures exceeding \$14,000.00 shall be subject to the approval of the Board of Directors.

The Administrator shall chair a hiring committee responsible for the hiring of all certified professionals and shall have supervisory responsibility for all such professional employed by Future. Future will initially employ an administrator, 9 teachers, and additional support staff. Future will add administrators, teachers, and support staff as necessary to accommodate growth and as finances permit.

The Administrator shall ensure compliance with relevant professional codes and standards, oversee professional development, and perform annual performance reviews for all certified staff members.

The Administrator's performance shall be reviewed annually by the Chair under the direction of and with input from the Board of Directors.

### **Operations Plan**

#### **Pre-Opening**

Operation plans for Future for the coming year include the following tasks: (1) charter approval; (2) application for charter grants and pursuit of other funding opportunities including private donation and federal charter startup dollars; (3) public notification of charter approval and opportunities through various media outlets including traditional public media and grassroots

social media campaigns; (4) recruitment of students and staff; (5) establishing a firm facilities commitment and contract. (See Appendix J: Pre-Opening Timeline)

### **Academic Day-to-Day Operations**

The Administrator of Future will have both the autonomy and accountability necessary to determine the day-to-day operations of Future subject to the policies, plans, and programs established by the Board of Directors. The President will maintain oversight authority over the operations, but will not interfere unnecessarily in the Administrator's day-to-day management.

The Administrator and the Board of Directors will work together to determine the school calendar, school schedule, and hours of operation in order to provide and go beyond the state-required 900 hours of instruction.

### **Financial Plan**

#### **Financial Management**

The Board of Directors will be responsible for the financial management of Future. The Board of Directors' role in financial management will include, but not be limited to, the following:

- Establishment of operating and capital budgets
- Long-term financial planning and preparations
- Monthly review of budget-to-actual financial performance providing for adequate oversight of financial performance and the opportunity to adjust expenditures as necessary to ensure operation within budget
- Monthly review of cash flow projections
- Establishment of internal financial policies consistent with the requirements of state law and Generally Accepted Accounting Principles to provide for adequate financial controls;
- Approval of all expenditures in excess of \$14,000.00 coupled with a monthly review of Future's general register to verify compliance with expenditure-related policies established by the Board of Directors
- Engagement on an as needed basis as determined by the Board of Directors of accounting and/or bookkeeping professionals to meet the needs of Future in monitoring financial performance and ensuring financial viability and success.

Future will maintain all financial records in accordance with Generally Accepted Accounting Principles (GAAP) and will follow all requirements set forth by the Idaho State Department of Education.

The Start-up budget and assumptions are found in Appendix G

Three year operating budget forecast is in Appendix H

The Breakeven budget is in Appendix H

#### **Operating Budget**

The Board of Directors will prepare and maintain a budget in accordance with the requirements set forth in Idaho Code 33-801 and the rules set forth by the Idaho State Board of Education. Projected budgets have been provided with Future Public School's charter petition, but a final budget will be presented as a public hearing in June of 2018 prior to the opening of Future that fall. The budget will be delivered to the Idaho State Department of Education as required by law on or before July 15. Copies of the budget will be published publicly on Future's website. The budget will be prepared, approved, and filed using the format approved by the Idaho Financial Accounting Reporting Management Systems (IFARMS).

## Income Sources

Future will rely upon the following funding sources: (1) state allocation per pupil; (2) federal start-up grants; (3) private grants; (4) private donors. Signed commitments from private and corporate donors can be found as part of Appendix F. Future has generated community support currently totaling \$150,000 from the NewSchools Venture Fund. This stems from a total grant of \$215,000, \$50,000 of which is to fund our summer 2017 camp program, \$15,000 of which is to travel to conferences, and \$150,000 to be used for 2017-2018 expenses (see grant letter in Appendix F). Future has been involved in talks with Terry Ryan and Bluum who have expressed intent to provide financial support the first year, with increased support and grant opportunities as a successful model is observed. See letter from Bluum as part of Appendix F as well as a granting letter from the J.K. and Kathryn Albertson Family Foundation where the final line of the first paragraph mentions continued support for two of Future's founders, Amanda Cox and Brad Petersen. Future has continuing communication with Building Hope who, has shown high interest in purchasing and building a school building on E. 43<sup>rd</sup> Street in Garden City. Representatives from Building Hope in Salt Lake City have been in Boise and Garden City for the purpose of visiting the 43<sup>rd</sup> St. site. They intend to purchase it and build a school building, which would be sub-leased back to Future at a very affordable rate (no more than a 4% cap) with options to grow into the space as enrollment at Future increases. The developer in the area, Parkway Station, LLC is in support of this opportunity (see letter of support in Appendix F) and the Boys & Girls Club located next-door to the property is also in support (see letter of support in Appendix F). Future has identified other potential sources for additional funding and will engage grant-writing services to prepare proposals pending approval of the school by the authorizing chartering entity. Notes regarding Assumptions are attached as Appendix I.

## Working Capital and Asset

Future has raised approximately \$150,000 in private donations and will rely upon those funds to fund Charter Application Year Operations as outlined above. Future does not anticipate having other working capital or assets until after the charter is approved.

## Fundraising

In addition to the state per pupil allocation and grants, Future will rely upon the efforts of the Board of Directors, the Administrator, and the Parent-Faculty Association to develop regular fundraising efforts to generate supplemental capital.

Members of the organizing group have experienced great success in the past with various fundraisers at local businesses and schools. Future looks forward to utilizing these talents and efforts upon approval. Future will have yearly, ongoing fundraisers that help bring in additional funds for the school. Grant writing and requests will be an ongoing key strategic element and a responsibility of the Administration.

Future intends to implement a program seeking community incremental donations to supplement per-pupil allocations. Discussions are underway for how best to execute this.

## Purchasing

Subject to the approval of the Board of Directors, the policies and procedures established by the Board of Directors, and the limitations set forth above, the Administrator will determine the procedures to be relied upon for procuring goods and services. All purchasing procedures shall comply with the requirements of applicable Idaho laws and related administrative rules and where appropriate, will involve a competitive bidding process.

## Payroll

Subject to the approval of the Board of Directors, the policies and procedures established by the Board of Directors, and the limitations set forth above, the Administrator may engage a private contractor for purposes of outsourcing Future's payroll processing, provided, however, that if it is more cost-effective and can be capably handled internally, payroll shall be handled by the Administrative support personnel as retained by the Administrator pursuant to the authority set forth above.

## Transportation Plan

Future will offer transportation services for students from the initial opening of the school for students in the primary attendance area in accordance with Idaho code 33-1501-1514. This is to ensure that lack of transportation will not negatively affect potential students for whom transportation may be a barrier to attendance. These services will be contracted out through a contractor. At the appropriate time, Future will follow transportation bidding process as per Idaho Code.

Busing is a strong priority for Future Public Schools as it is a key lever to increased access for families and is one of the safest means of transportation to and from school.

Future has been in contact with a local busing company, and based on initial estimates, Future can expect to pay in the approximate range of \$285 per bus per day for the first four hours of service (2 hours AM, 2 hours PM) and about \$28-\$30 per hour for each hour over that, based on actual driver time sign-on and sign-off. Future expects to run approximately 2 bus lines the first year and will run up to an estimated 3-4 bus lines once the school is fully enrolled.

To be eligible for transportation services, students must reside within Future's primary attendance area and they must live more than one and one-half miles from the nearest established bus stop. In accordance with Idaho Code, students who live less than one and one-half miles from the nearest established bus stop must provide their own transportation to the 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 nearest public road to the nearest door of the building or the bust stop, as the case may be. Future may transport any student a lesser distance when in its judgment, the age, health, or safety of the student warrants it.

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

The Board of Directors may approve additional transportation services, under its discretion, if fiscally viable under school budget. Transportation planning will be reconsidered yearly as dictated by student enrollment, the need and/or demand for transportation services, and financing.

Transportation for students with special needs will be provided in accordance with requirements of state and federal law. The service may be contracted following the transportation bidding process as per Idaho Code.

Transportation for field trips, excursions, and extracurricular activities will be provided by the school through contracted services.

**Student Travel for Extracurricular Activities, Field Trips, Etc.**

Unless other travel arrangements are authorized, students will board the bus at the school, which is designated as the 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**

Future will contract with an outside vendor to provide lunch, in accordance with federal requirements, during the first year of operation. As a healthy food service is critical to the physical and academic well-being of students, Future will scrutinize and carefully select the vendor that best suits the fiscal program of Future as well as the nutritional requirements of Future's students. For example, the Boys & Girls Club of Ada County has a fully-operating commercial kitchen that meets federal meal guidelines. We are currently discussing potential partnership possibilities with the Club as they have previously provided meals to charter schools and have expertise in this area. Future will ensure that no child goes hungry and is committed to providing healthy breakfast, lunch, and snack programs. Future will attend mandatory State nutritional training meetings and ensure that Future follows all required laws and procedures.

The Board of Directors will also survey families annually and plans to develop a school-sponsored lunch program that would be viable related to facilities, needs, interests, and finances. The Board will approve policies for determining eligibility of students for free and reduced-price meals. Verification reporting and record-keeping will be filed with the Idaho State Department of Education in accordance with state and federal law.

Future will collect free and reduced data annually by individual FRL forms and through Direct Certification if participating in the National Lunch Program.

## **Tab 9 – Virtual Charter Schools**

Future Public School is not a virtual charter school.

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

### Business Arrangements

Future will proactively seek to establish partnerships with businesses providing potential services and materials for education, legal, accounting, food, transportation, special education, and other services. At the current time, no such contracts exist; however, Future is actively engaged in conversations with several entities regarding potential partnerships. For example, Future is engaged in conversations with the Boys & Girls Clubs of Ada County about food service partnership possibilities. We have also been in contact with a local busing company that would be able to bid services. Future has priced curriculum and technology materials. Future has also entered talks with a local lawyer about potential legal representation. All business arrangements will be conducted according to the laws and policies of the state.

### Termination of the Charter

Future will follow all closure and termination procedures as outlined in the Idaho Public Charter School Commission's Closure Protocol.

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

When the Board determines that the school will be terminated, the Chair will execute the termination. The Chair will arrange for the sale of the assets and will use the proceeds to pay creditors. Within a month after the determination to dissolve the school, the Chair will contact the parents of past and present students informing them of the process to obtain student school records and/or to which school the records should be forwarded. The school will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution, and where and how long the records will be stored after dissolution. The school will send the records to the school requested by the parents. Parents can either email or send written instructions.

Within two months after the final school year, the Chair will direct the remaining student records to parents for whom the school has mailing addresses. Any remaining student records will be stored in a secure location for the legal limit. The school will maintain a Facebook page, Instagram account, and Twitter account stating whom to contact for student records.

The Chair will direct all personnel records to all former employees of the school. All former employees shall receive their personnel records within one month after the final school year. Employee records will be stored in a secure location for the legal limit.

The Chair will arrange for the sale of the assets for distribution of all assets and/or proceeds therefrom pursuant to the requirements of Idaho Code 33-5212(2).

Once appropriate assets have been used to pay creditors, the school will redistribute the remaining assets to the Public School Income Fund, in accordance with the requirements of

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Idaho Code 33-5212(2). Any assets bought with federal funds will be returned to the Idaho Public Charter School Commission and will not be used to pay creditors. All remaining funds will be turned over to the Public School Income Fund in accordance with the requirements of Idaho Code 33-5212(2).

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

## Tab 11 – Regional Professional Technical Schools

Future Public School is not a regional/technical 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](http://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.<sup>2</sup> 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.”<sup>3</sup>

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.

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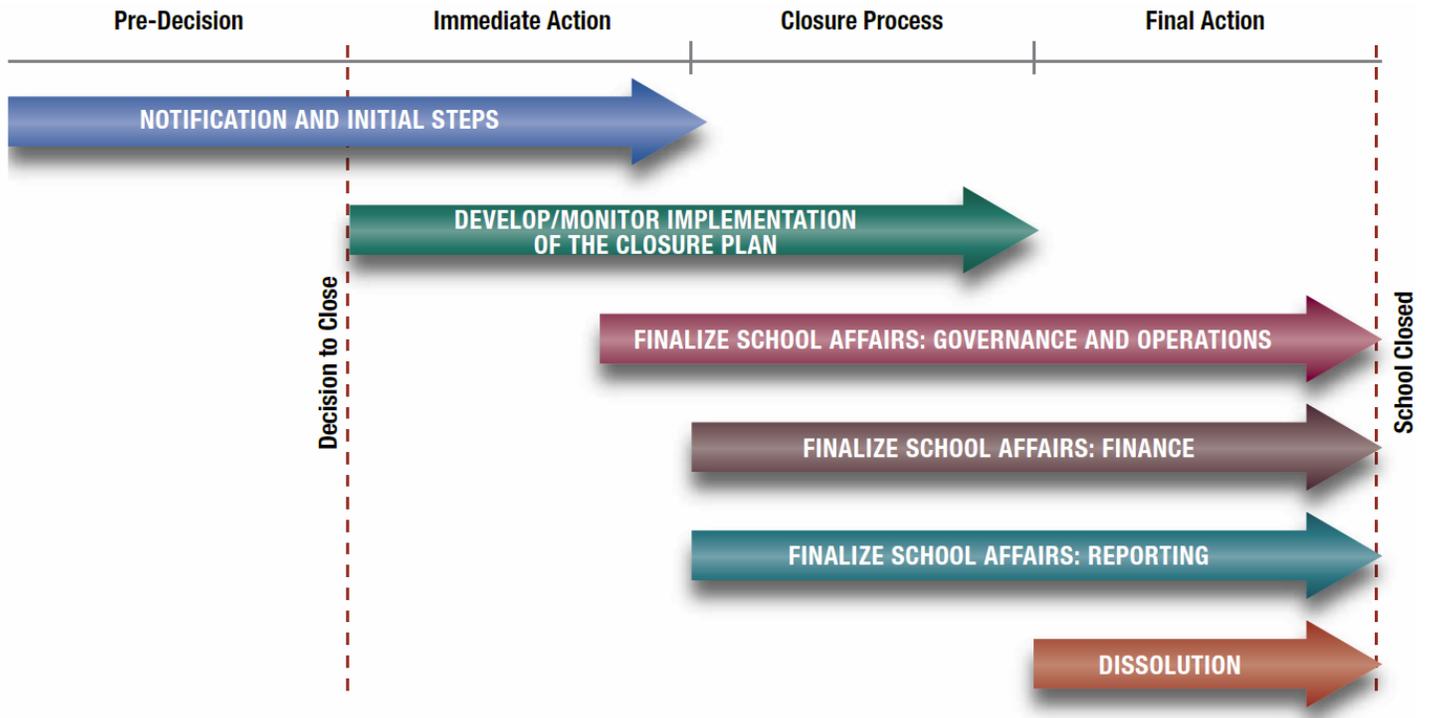
## Endnotes

<sup>1</sup> 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.

<sup>2</sup> I.C. § 33-5212

<sup>3</sup> 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><b>Meet with PCSC and SDE staff</b></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"> <li>1. Review the remaining process for finalizing the closure decision as applicable</li> <li>2. Review the Closure Protocol and tasks and clarify critical deadlines</li> <li>3. Identify points of contact for media or community questions</li> <li>4. Draft communication to staff, families, and affected districts</li> </ol>	School, PCSC, SDE			
<p><b>Notify Parents / Guardians of Potential Closure</b></p> <ol style="list-style-type: none"> <li>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"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease.</li> <li>• Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for parents/guardians with questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Notify School Districts Materially Impacted</b></p> <ol style="list-style-type: none"> <li>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"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Copy of the letter sent to parents.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Meet with Charter School Faculty and Staff</b></p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> <li>1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision.</li> <li>2. Emphasize importance of maintaining continuity of instruction through the end of the school year.</li> <li>3. Emphasize need to limit expenditures to necessities.</li> <li>4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer.</li> <li>5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work.</li> <li>6. Describe assistance, if any, that will be provided to faculty and staff to find new positions.</li> </ol>	School			
<p><b>Review and Report on Finances</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.</li> </ol>	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><b>Establish Transition Team, Develop Closure Plan, and Assign Roles</b></p> <ol style="list-style-type: none"> <li>1. Contact appropriate entities to establish a transition team, including:               <ul style="list-style-type: none"> <li>• A member of the PCSC staff</li> <li>• A member of the SDE staff</li> <li>• Charter school board chair</li> <li>• Lead administrator from the charter school</li> <li>• Lead finance person from the charter school</li> <li>• Additional members as deemed appropriate</li> </ul> </li> <li>2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.</li> </ol>	School, PCSC, SDE			
<p><b>Establish a Schedule for Meetings and Interim Status Reports</b></p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> <li>1. Reassignment of students and transfer of student records.</li> <li>2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access.</li> <li>3. Notification to entities doing business with the school.</li> <li>4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors.</li> <li>5. Sale, dissolution, or return of assets.</li> <li>6. Submission of all required reports and data to the authorizer and/or state.</li> </ol>	School			
<p><b>Submit Final Closure Report</b></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><b>Maintain Identifiable Location</b></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><b>Protect School Assets</b></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"> <li>1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan.</li> <li>2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc.</li> <li>3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.</li> </ol>	School			
<p><b>Notify Commercial Lenders / Bond Holders (if applicable)</b></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><b>Terminate EMO /CMO Agreement (if applicable)</b></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"> <li>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.</li> <li>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.</li> </ol> <p>The school and the management company agree when other services including business services will end.</p>	School			
<p><b>Notify Contractors and Terminate Contracts</b></p> <ol style="list-style-type: none"> <li>1. Notify all contractors, including food service and transportation, of school closure.</li> <li>2. Retain records of past contracts and payments.</li> <li>3. Terminate contracts for goods and services as of the last date such goods or services will be needed.</li> </ol>	School			
<p><b>Notify Employees and Benefit Providers</b></p> <ol style="list-style-type: none"> <li>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. <a href="#">WARN</a> and <a href="#">COBRA</a>) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor.</li> <li>2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> <li>• Medical, dental, vision plans.</li> <li>• Life insurance.</li> <li>• PERSI, 403(b), or other retirement plans</li> </ul> </li> <li>3. Consult legal counsel as specific rules and regulations may apply to such programs.</li> </ol>	School			

## Finalize School Affairs: Governance and Operations (continued)

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

## Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Maintain IRS 501(c)(3) Status</b> Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
<b>Notify Funding Sources / Charitable Partners</b> Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
<b>Review and Revise School Budget</b> <ol style="list-style-type: none"> <li>Review the school's budget and overall financial condition.</li> <li>Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE.</li> <li>Identify acceptable use of reserve funds.</li> </ol>	School, PCSC, SDE			
<b>List all Creditors and Debtors</b> 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"> <li>Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors.</li> <li>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.</li> </ol>	School			
<b>Notify Debtors and Process Payments</b> Contact debtors to request payment. Process and document received payments.	School			
<b>Determine PERSI Obligations</b> Contact PERSI to determine remaining liabilities for employee retirement program.	School			
<b>Notify and Pay Creditors</b> <ol style="list-style-type: none"> <li>Notify all creditors of the school's closure and request final invoices.</li> <li>Sell appropriate assets.</li> <li>Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.</li> </ol>	School			
<b>Itemize Financials</b> Review, prepare and make available the following: <ol style="list-style-type: none"> <li>Fiscal year-end financial statements.</li> <li>Cash analysis.</li> <li>Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes.</li> <li>Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.</li> </ol>	School			
<b>Close Out All State and Federal Grants</b> 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			
<b>Prepare Final Financial Statement</b> 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"> <li>All assets and the value and location thereof.</li> <li>Each remaining creditor and amounts owed.</li> <li>Statement that all debts have been collected or that good faith efforts have been made to collect same.</li> <li>Each remaining debtor and the amounts owed.</li> </ol>	School			
<b>Complete Final Financial Audit</b> 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			
<b>Reconcile with State</b> 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
<b>Prepare and Submit End-of-Year Reports</b> <ol style="list-style-type: none"> <li>1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines.</li> <li>2. Prepare and submit annual reports to the authorizer.</li> </ol>	School, PCSC			
<b>Prepare Final Report Cards and Student Records Notice</b> Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
<b>Prepare and Submit Final ISEE Report</b> Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
<b>Prepare and Submit Final Budget and Financial Reporting</b> Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
<b>Prepare and Submit All Other Required State and Federal Reports</b> <ol style="list-style-type: none"> <li>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.</li> <li>2. Prepare and submit reports to the SDE and/or federal government.</li> </ol>	School, SDE			
<b>Prepare and Submit Final Closure Report to the PCSC</b> Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> <li>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</li> <li>2. The school's final financial status, including the final independent audit</li> <li>3. The status of the transfer and storage of student records, including:               <ul style="list-style-type: none"> <li>• The school's total enrollment at the start of the final semester</li> <li>• The number and percentage of student records that have been transferred prior to closure</li> <li>• 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</li> <li>• A copy of public communication to parents regarding how to access student records after closure</li> </ul> </li> <li>4. The status of the transfer and storage of personnel records, including:               <ul style="list-style-type: none"> <li>• The school's total number of staff at the beginning of the final semester</li> <li>• The number and percentage of personnel records that have been distributed to staff and/or new employers</li> <li>• 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</li> <li>• A copy of communication to staff regarding how to access personnel records after closure</li> </ul> </li> <li>5. Additional documentation (inventories, operational info, etc.) may be included with the report</li> </ol>	School, PCSC			

## Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Dissolve the Charter School (I.C. § 30-3-110)</b></p> <ol style="list-style-type: none"> <li>1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation.</li> <li>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))</li> <li>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)</li> </ol>	School			
<p><b>Notify the Secretary of State (I.C. § 30-3-112)</b></p> <ol style="list-style-type: none"> <li>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"> <li>• The name of the non-profit corporation.</li> <li>• The date dissolution was authorized.</li> <li>• A statement that dissolution was approved by sufficient vote of the board.</li> <li>• 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</li> <li>• Such additional information as the Secretary of State determines is necessary or appropriate.</li> </ul> </li> </ol>	School			
<p><b>Notify Known Claimants (I.C. § 30-3-114)</b></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><b>End Corporate Existence (I.C. § 30-3-113)</b></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"> <li>1. Preserving and protecting its assets and minimizing its liabilities.</li> <li>2. Discharging or making provision for discharging its liabilities.</li> <li>3. Disposing of its properties that will not be distributed in kind.</li> <li>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.</li> <li>5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws.</li> <li>6. Doing every other act necessary to wind up and liquidate its assets and affairs.</li> </ol>	School			
<p><b>Notify IRS</b></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.”<sup>1</sup>

**SUBJECT**

Gem Prep: Meridian Performance Certificate

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. § 33-5205B

I.C. § 33-5209A

**BACKGROUND**

Idaho statute requires that all public charter schools and their authorizers execute performance certificates within 75 days of petition approval.

On August 17, 2017, the PCSC approved a charter petition for Gem Prep: Meridian (GPM).

**DISCUSSION**

PCSC staff has collaborated with GPM to draft the individualized sections of the performance certificate and framework. In these materials, individualized sections of the certificate are highlighted in yellow.

**IMPACT**

If the PCSC moves to execute the performance certificate, the PCSC chairman and GPM board chairman will sign the certificate, making it effective for the dates specified therein.

**STAFF COMMENTS AND RECOMMENDATIONS**

PCSC staff recommends that the GPM Performance Certificate be executed as presented.

**COMMISSION ACTION**

A motion to execute the Gem Prep: Meridian Performance Certificate as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried yes \_\_\_\_\_ or no \_\_\_\_\_

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 12<sup>th</sup> day of October, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Gem Prep Meridian, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on June 30<sup>th</sup>, 2017, Authorizer received a petition to request the creation of a new charter school referred to as Gem Prep: Meridian; and

WHEREAS, on August 17<sup>th</sup>, 2017, the Authorizer approved the charter petition (the “Charter”) subject to conditions outlined in Appendix A;

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Establishment of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the establishment of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix D.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2018. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.
- C. Term of Agreement.** This Certificate is effective as of October 12, 2017, and shall

continue through **June 30, 2023**, 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 School shall notify the Authorizer of any modification to the Articles or Bylaws 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 prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families.**
- B. Grades Served.** The School may serve students in **K-12<sup>th</sup> grade.**
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:  
**Gem Prep: Meridian will be grounded in 21st century learning and innovative school practices.**
- **High Expectations and Rigor.** The school’s focus will be on 21st century learning and critical thinking skills, as well as Common Core-alignment. Personalized learning does not effectively benefit students if students are working with content that is below their capacity. The quality and rigor of student work is framed by competency-based standards planning and challenging learning objectives and assessments. Additionally, students will be prepared for a post-

secondary education through dual credit courses taken during high school and the alignment of curriculum with Common Core standards.

- **Personalization.** The blended learning, personalized instructional model is built on the belief that each student brings unique strengths and challenges to their learning experience and must be supported accordingly. Personalized learning includes working in adaptive online learning programs, working toward informed post-secondary goals, and utilizing flexible time at the secondary level for self-directed learning.
- **Data.** The school will be grounded in the importance of using data to drive instruction, and will use formative assessment and other data to continually adjust instruction and necessary interventions.
- **Innovation.** Continual improvement and innovation are of considerable importance. The organization will constantly review performance data and make adjustments to the school model as necessary.

- 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 732 students, with annual per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix D.

- 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.** 2750 E. Gala Ct., Meridian, ID 83642. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows: West Ada School District.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

## SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix 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 **October 12, 2017**.

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**Chairman, Idaho Public Charter School Commission**

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**Chairman, Gem Prep: Meridian School Board**

**Appendix A: Conditions of Authorization/Renewal**

**Appendix B: Performance Framework.**

**Appendix C: Pre-Opening Requirements**

**Appendix D: Charter**

**Appendix E: Public Charter School Closure Protocol**

**Appendix A: Conditions of Authorization / Renewal**

Gem Prep: Meridian

No conditions of authorization or renewal are applicable.

**Appendix B: Performance Framework**

# **Gem Prep: Meridian**

## **[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 May 4th, 2017.

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.

<b>Academic</b>	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.
<b>Mission-Specific</b>	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.
<b>Operational</b>	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
<b>Financial</b>	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.

<b>Honor</b>	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
<b>Good Standing</b>	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.
<b>Remediation</b>	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.
<b>Critical</b>	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**

<b>Mission Statement</b>	To prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families.		
<b>Key Design Elements</b>	<p>The School shall implement and maintain the following essential design elements of its educational program:</p> <p>Gem Prep: Meridian will be grounded in 21st century learning and innovative school practices.</p> <ul style="list-style-type: none"> <li>• High Expectations and Rigor. The school’s focus will be on 21st century learning and critical thinking skills, as well as Common Core-alignment. Personalized learning does not effectively benefit students if students are working with content that is below their capacity. The quality and rigor of student work is framed by competency-based standards planning and challenging learning objectives and assessments. Additionally, students will be prepared for a post-secondary education through dual credit courses taken during high school and the alignment of curriculum with Common Core standards.</li> <li>• Personalization. The blended learning, personalized instructional model is built on the belief that each student brings unique strengths and challenges to their learning experience and must be supported accordingly. Personalized learning includes working in adaptive online learning programs, working toward informed post-secondary goals, and utilizing flexible time at the secondary level for self-directed learning.</li> <li>• Data. The school will be grounded in the importance of using data to drive instruction, and will use formative assessment and other data to continually adjust instruction and necessary interventions.</li> <li>• Innovation. Continual improvement and innovation are of considerable importance. The organization will constantly review performance data and make adjustments to the school model as necessary.</li> </ul>		
<b>School Location</b>	2750 E. Gala Ct. Meridian, ID 83642	<b>School Phone</b>	208-269-1213
<b>Surrounding District</b>	West Ada School District		
<b>Opening Year</b>	2018		
<b>Current Term</b>	July 1, 2018-June 30, 2023		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	582	<b>Enrollment (Actual)</b>	

**SCHOOL LEADERSHIP**


**STUDENT DEMOGRAPHICS**

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

**ISAT PROFICIENCY RATES**

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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	

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	
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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	GPM 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				
	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 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		
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 10 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> 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>
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> 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>
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON					
<b>Measure 2a</b>	<b>Do math (or similar subject area) proficiency rates meet or exceed the district average?</b>	<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			
<b>Math Proficiency Rate Comparison to District</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p>	<table border="1"> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> </tbody> </table>		50	0
	50	0			
	<p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p>	<table border="1"> <tbody> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> </tbody> </table>		30 - 45	0
	30 - 45	0			
	<p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 10 percentage points lower than the district average.</p>	<table border="1"> <tbody> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> </tbody> </table>		15 - 29	0
	15 - 29	0			
	<p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 11 or more percentage points lower than the district average.</p>	<table border="1"> <tbody> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> </tbody> </table>		0 - 14	0
	0 - 14	0			
	<p style="text-align: right;">0</p>	<table border="1"> <tbody> <tr> <td></td> <td></td> <td>0</td> </tr> </tbody> </table>			0
		0			
<b>Notes</b>	<p>The district average will be determined using the same grade set as is served by the public charter school.</p>				
<b>Notes</b>	<p>Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual or alternative schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.</p>				
<b>Measure 2b</b>	<b>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</b>	<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			
<b>ELA Proficiency Rate Comparison to District</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p>	<table border="1"> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> </tbody> </table>		50	0
	50	0			
	<p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p>	<table border="1"> <tbody> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> </tbody> </table>		30 - 45	0
	30 - 45	0			
	<p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 10 percentage points lower than the district average.</p>	<table border="1"> <tbody> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> </tbody> </table>		15 - 29	0
	15 - 29	0			
	<p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 11 or more percentage points lower than the district average.</p>	<table border="1"> <tbody> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> </tbody> </table>		0 - 14	0
	0 - 14	0			
	<p style="text-align: right;">0</p>	<table border="1"> <tbody> <tr> <td></td> <td></td> <td>0</td> </tr> </tbody> </table>			0
		0			
<b>Notes</b>	<p>The district average will be determined using the same grade set as is served by the public charter school.</p>				
<b>Notes</b>	<p>Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual or alternative schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.</p>				



**INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)**

		Result	Points Possible	Points Earned
<b>Measure 4a</b>	<b>Are students making expected academic growth in math compared to their academic peers?</b>			
<b>Norm-Referenced Growth</b>				
<b>Math</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> 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
<b>Notes</b>	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.			
<b>Measure 4b</b>	<b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b>			
<b>Norm-Referenced Growth</b>				
<b>ELA</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> 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
<b>Notes</b>	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><b>Measure 1a</b> <b>Implementation of Educational Program</b></p>	<p><b>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Measure 1b</b> <b>Educational Requirements</b></p>	<p><b>Is the school complying with applicable educational requirements?</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>  <b>Meets Standard:</b> 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.  <b>Partially Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> 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					
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following General Accepted Accounting Principles (GAAP)</b>  <b>Meets Standard:</b> 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.  <b>Partially Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> 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					
<b>Measure 2c</b> <b>Enrollment Variance</b>	<b>Is the school successfully enrolling the projected number of students?</b>  <b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. <b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year. <b>Does Not Meet Standard:</b> 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><b>Measure 3a</b>      <b>Is the school complying with governance requirements?</b></p> <p><b>Governance Requirements</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Result</b></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><b>Measure 3b</b>      <b>Is the board fulfilling its oversight obligations?</b></p> <p><b>Board Oversight</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Result</b></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><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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 &amp; 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><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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				
<b>INDICATOR 4: SCHOOL ENVIRONMENT</b>				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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		
<p><b>Measure 1a</b></p> <p><b>Current Ratio</b></p> <p><b>Current Ratio: Current Assets divided by Current Liabilities</b></p> <p><b>Meets Standard:</b> 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><b>Does Not Meet:</b> 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><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p> <p>Notes</p>	<p><b>Result</b></p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>	<p><b>Points Possible</b></p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>
<p><b>Measure 1b</b></p> <p><b>Cash Ratio</b></p> <p><b>Current Ratio: Cash divided by Current Liabilities</b></p> <p><b>Meets Standard:</b> 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><b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.</p> <p>Notes</p>	<p><b>Result</b></p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>	<p><b>Points Possible</b></p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>
<p><b>Measure 1c</b></p> <p><b>Unrestricted Days Cash</b></p> <p><b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</b></p> <p><b>Meets Standard:</b> 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><b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p> <p>Notes</p>	<p><b>Result</b></p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>	<p><b>Points Possible</b></p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>
<p><b>Measure 1d</b></p> <p><b>Unrestricted Days Cash</b></p> <p><b>Default</b></p> <p><b>Meets Standard:</b> 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><b>Does Not Meet:</b> School is in default of financial obligations.</p> <p>Notes</p>	<p><b>Result</b></p> <p>50</p> <p>0</p> <hr/> <p>0</p>	<p><b>Points Possible</b></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><b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b></p> <p><b>Meets Standard:</b> 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><b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p><b>Falls Far Below Standard:</b> 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><b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b></p> <p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.</p> <p><b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> 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><b>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</b></p> <p><b>Meets Standard:</b> 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><b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> 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																
	30																
	0																
		0															
<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p> <p>Notes</p>	<p><b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b></p> <p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet:</b> 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: Pre – Opening Requirements**

**Idaho Public Charter School Commission New School Opening  
Performance Certificate Appendix C: Pre Opening Requirements**

The following items must be collected by the PCSC for your school's files.

ITEM	COLLECTION BY PCSC
Performance Certificate Executed	
Bylaws Executed	
Articles of Incorporation	
Conflict of Interest and/or Code of Ethics Statement	
Facility Lease or Mortgage Executed	
Annual Board Approved Budget	
501c3 Approval Letter	
Org Chart	
Board Member and School Leader Contact Information (PCSC Dashboard)	
Emergency Incident Team Communication Plan	

The school has successfully completed all of the tasks as outlined in the accompanying task lists.

ITEM	PCSC Verification
Enrollment is Sufficient for Operation	
Meeting 1 Tasks	
Meeting 2 Tasks	
Meeting 3 Tasks	
Meeting 4 Tasks	
Meeting 5 Tasks	
Final Tasks and Facilities Visit	

Certificate is hereby given that all facts and representations on this assurance document are true and correct.

\_\_\_\_\_  
Printed Name and Title of Authorized Charter School Representative

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name of PCSC Representative

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## **Appendix D: Charter**

# Gem Prep: Meridian



## Charter Petition

Grades K-12

Proposed Opening: August 2018

Primary Attendance Area:

West Ada School District

Referred to IPCSC by West Ada School District: June 27, 2017

*Submitted: June 30, 2017*

*Resubmitted: July 18, 2017*

*Approved: August 17, 2017*

*Charter Submitted by:*

Jason Bransford, Gem Prep: Meridian Director

[jasonbransford@geminnovation.org](mailto:jasonbransford@geminnovation.org)

606 South Ave

PO Box 338

Deary, Idaho 83823

208.269.1213

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

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

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## Tab 1: Executive Summary, Mission, Vision, Legislative Intent

### Executive Summary

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

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

Across the state of Idaho there is an urgent need for more high quality educational options that prepare students for post-secondary success. Although there are some high performing charter and traditional schools, most of these schools are concentrated in a few areas, are overenrolled, and/or have long wait lists. This lack of high quality schooling options is limiting the potential of Idaho’s youth as well as having a detrimental impact on the state’s economy. Encompassed by the states with the lowest percentage of minimum wage earners in the nation, Idaho is currently ranked within the top ten states having the highest percentage of minimum wage earners.<sup>1</sup> Idaho’s population has one of the lowest percentages of college degrees<sup>2</sup>; ranking 46<sup>th</sup> across the nation in number of high school students matriculating to college<sup>3</sup>, with only 23% of Idahoans completing a bachelor’s degree or higher.<sup>4</sup> These educational attainment rates do not match the needs of the workforce or those of employers. The Idaho Business Exchange Workforce Needs survey has reported that 43% of workers will need a Bachelor’s degree or more to fill the jobs employers anticipate, predicting a shortage of qualified workers in the years to come. According to the Rethink

<sup>1</sup> [http://www.bls.gov/regions/west/news-release/minimumwageworkers\\_idaho.htm](http://www.bls.gov/regions/west/news-release/minimumwageworkers_idaho.htm)

<sup>2</sup> <http://media.spokesman.com/documents/2014/03/minwage-pc-3-25-14.pdf>

<sup>3</sup> National Center for Education Statistics, 2014

<sup>4</sup> *Field Guide to Idaho Education*, Idaho State Board of Education, 2014.

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

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

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

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

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

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

## Community Need and Interest

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

The Meridian community has a significant interest in charter schools. Charter schools in Meridian enrolled over 2070 students in 2016, leaving an additional 1145 students on local charter schools' waiting lists. An additional high quality educational choice for students in the Meridian area is greatly needed; one which serves students on an individualized basis utilizing innovative technology.

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

## Founding Team Leveraging Experience & Success

Gem Prep: Meridian will be operated by a seasoned charter school leadership team with over 12 years of experience managing several Idaho schools: Idaho Distance Education Academy (I-DEA), Gem Prep: Pocatello and Gem Prep: Nampa. The team is augmented by a governance board which provides expertise in all of the functions and areas needed to run a successful school. The chart below outlines the experience and areas of expertise of the school's board and founding team.

Areas of Experience and Expertise		Founding Team & Board of Directors												
Team Member	Position	Finance	Edu Programs	Edu Innovation	New School Start-up	School Facilities	Governance & Law	Operations	Community Outreach	Develop./Fundraising	School Administration	Distance Learning	Special Populations	Technology & Data
Jason Bransford	Director	X	X	X	X		X		X	X	X	X	X	
Barb Femreite	Business Manager	X			X	X	X	X		X		X		
Josh Femreite	Operations Administrator			X	X	X		X				X		X
Laurie Wolfe	Academic Administrator		X	X	X						X	X	X	X
Derek Bub	Principal		X	X				X			X			X
Allison Akhnoukh	Board Member			X	X			X		X	X			
Jill Call	Board Member		X	X										
Bonnie Freytag	Board Member								X					
Murray Stanton	Board Member						X	X						
Roger Stewart	Board Member		X	X			X		X		X		X	
Brian Trammell	Board Member						X							
Dennis Turner	Board Member				X		X	X	X					

Gem Prep: Meridian will leverage the experience and expertise of a proven administrative team with a demonstrated track record of preparing students for success in college and professional technical careers.

The team has a contagious passion for education, a passion that ignites educators and students alike, and has a keen ability to transform their passion into consistent, measurable results. The team realizes that the ultimate success as educators is not only measured by immediate student outcomes, but also by the essential preparation of students for the purpose of inheriting and succeeding in the future global economy.

I-DEA began operating as a statewide virtual charter school in 2004. During the period from 2007 to 2013, the school began receiving accolades from state and national education leaders for the high performance and the successes students were achieving. In 2013 the leadership team realized that access to the home-based virtual school was limited to students who had an adult present in their household during their academic day; therefore, most students were unable to take advantage of the individualized programs available through the distance learning model. In September 2014, the leadership team launched Gem Prep: Pocatello, a blended learning campus, to inform the expansion from a single school virtual model to managing multiple blended learning schools across the state.

Utilizing the knowledge and practices learned through I-DEA and the blended program, the leadership team and board purposed to transition in a way to meet the needs of families who desire a more individualized, adaptive, face-to-face educational program for their students.

Since 2014, the leadership team has developed and implemented a face-to-face campus program in two separate locations: Pocatello and Nampa. Gem Prep: Nampa's school charter was awarded in October 2015 followed by Gem Prep: Pocatello's school charter awarded in September 2016.

The successes of the schools managed by the leadership team are highlighted in Appendix R-4 School Highlights and Academic Data.

Gem Prep: Meridian will be operated by a seasoned charter school administrative team which has 12 + years of experience managing I-DEA and two Gem Prep schools with governance from a Board which provides expertise in all of the functions needed to run a successful school.

*Please see Appendix D-1 Board of Director Resumes and D-4 for Administrative Team Resumes*

## Vision

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

The school will graduate students who are:

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

## Mission

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

## Key Elements

Gem Prep: Meridian will be grounded in 21<sup>st</sup> century learning and innovative school practices.

- **High Expectations and Rigor.** The school's focus will be on 21<sup>st</sup> century learning and critical thinking skills, as well as Common Core-alignment. Personalized learning does not effectively benefit students if students are working with content that is below their capacity. The quality and rigor of student work is framed by competency-

based standards planning and challenging learning objectives and assessments. Additionally, students will be prepared for a post-secondary education through dual credit courses taken during high school and the alignment of curriculum with Common Core standards.

- **Personalization.** The blended learning, personalized instructional model is built on the belief that each student brings unique strengths and challenges to their learning experience and must be supported accordingly. Personalized learning includes working in adaptive online learning programs, working toward informed post-secondary goals, and utilizing flexible time at the secondary level for self-directed learning.
- **Data.** The school will be grounded in the importance of using data to drive instruction, and will use formative assessment and other data to continually adjust instruction and necessary interventions.
- **Innovation.** Continual improvement and innovation are of considerable importance. The organization will constantly review performance data and make adjustments to the school model as necessary.

## Legislative Intent

Gem Prep: Meridian’s vision and mission further enforce a focus on the legislative intent for public charter schools (Idaho Code 33-5202) as the following objectives are sought:

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

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

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

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

### Legal Status

Gem Prep: Meridian, 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 of Section 501(c) (3) of the Internal Revenue Code of 1986 (“IRS Code”), or the corresponding provisions of any future federal income tax code. The Articles of Incorporation for Gem Prep: Meridian were filed with the Secretary of the State of Idaho on Dec. 23, 2016.

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

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

*Please see Appendix A-4 for IRS determination letter*

### Articles of Incorporation

The Articles of Incorporation are included in Appendix A-1.

### Bylaws

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

### The Charter School’s Potential Effects

By locating in the Treasure Valley area, the school will provide an additional choice of a personalized, college and career preparatory school. There is a tangible need for schools that are using technology to enhance the learning experience for students, particularly adaptive technology that allows students to be challenged at their capability level on a daily basis. Additionally, the West Ada School District is the largest school district in Idaho with a significant number of students currently on waiting lists for the existing charter schools, demonstrating the demand for more charter schools. Finally, Gem Prep: Meridian’s leadership team has a significant presence in the Treasure Valley and can be leveraged in terms of talent recruitment, student recruitment and local support.

### Enrollment Trends

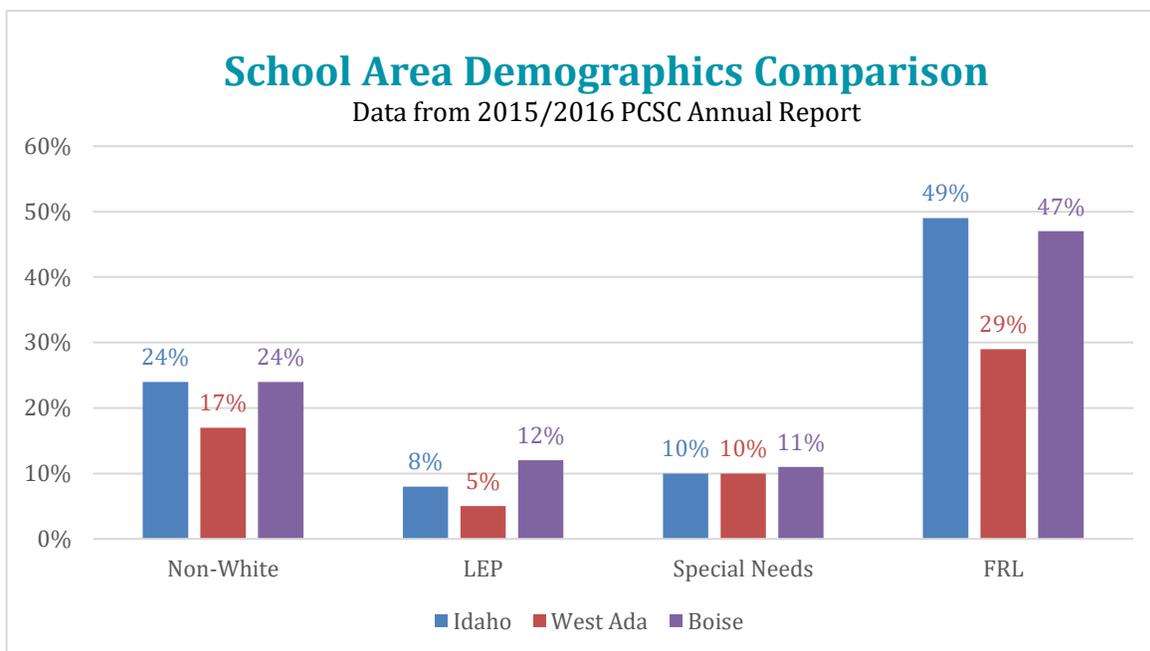
The Treasure Valley has one of the youngest urban populations in the United States, which is becoming increasingly diverse. Between 2010 and 2015, Treasure Valley public schools

saw 2% growth, or an increase of nearly 12,000 students, with charter schools growing by over 11% during the same period. Nielsen projections show an increase of 3,500 school age population by 2019.

West Ada School district enrolled 38,000 students in 2016 and has an anticipated growth of 2% over the next five years. This growth is projected to add approximately 760 school-aged individuals in the WASD. In an area where the education system is at maximum capacity, Gem Prep: Meridian can help relieve the burden, while at the same time creating a transformative educational footprint that will create opportunities for 21<sup>st</sup> century learning and for teachers.

### Student Demographics

It is anticipated Gem Prep: Meridian will mirror the student demographic population of the West Ada and Boise area school districts. See comparison chart below.



### Demand

As of the 2016-2017 school year there were 2070 students enrolled in charter schools in Meridian, with 1145 students on the waiting list of charter schools located within the attendance area. The demand for these schools is considerable in regard to available capacity. (Acknowledging that there is likely duplication of students across a number of the waitlists).

Gem Prep: Meridian will serve all children including special education, Gifted and Talented, students requiring Section 504 Accommodations and EL (English Learner) students, etc. (See Tab 3 for more information and how Gem Prep: Meridian will serve these students.)

One full year prior to opening and active recruiting, the school is generating a significant interest among local families. As of July 18, 2017, over 250 students have expressed an interest in enrollment. (83% are located in the West Ada area with 10% currently living in Boise.)

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

At its target enrollment of approximately 582 students, and because of Gem Prep: Meridian's mentor teacher counseling system, it is anticipated a high percent of students will have an advanced degree by the time they graduate from high school. Further, because most of Gem Prep: Meridian's graduates will successfully complete at least 1 college level course in high school, matriculation and completion of college will be much higher than the state averages. This will increase the number of students who are going on to college or highly employable careers, thereby having a significantly positive impact on the economic landscape of Idaho.

Gem Prep: Meridian is expected to have 372 students enrolled in year one of the charter. It is expected these students will come from various schools within the Treasure Valley area with West Ada School District being the primary source of the student transfer. Assuming all 372 new students transfer from WASD, there will be a reduction of 15.41 support units (assuming an ADA of 95%) with an estimated reduction of State foundation support to WASD of \$1,658,887 which is approximately 0.85% of their projected foundation funding for FY2018-2019.

*Please see Appendix I-2 for Detailed Fiscal Impact.*

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

The school will be physically located within the West Ada School District. Gem Prep: Meridian's attendance area will include all of WASD.

The school anticipates drawing students from Nampa School District, Boise School District, Caldwell School District, and Vallivue School District. The City of Meridian and the WASD will be the most impacted. As mentioned, the WASD is growing quickly, and many of the schools are overcrowded. Most importantly, the school hopes to provide an additional choice of a personalized, college and career preparatory school in the area.

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

### **Signatures of Qualified Electors**

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

## Facilities

At full scale, Gem Prep: Meridian will require approximately 45,000 square feet. The assumption of classroom square feet per child is broken down to 48 square feet per child in kindergarten, 35 square feet per child in grades 1-6 and 30 square feet per child in grades 7-12. There will be 7,000 square feet needed for multi-purpose areas (cafeteria, library, rec room), an additional 5,500 square feet needed for administration and faculty, and an additional 10% of total need for circulation and restrooms. Gem Prep: Meridian does not currently have any organized sports planned, so as such there will not be any planned space for these activities.

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

Gem Prep: Meridian will assure that all facilities meet state and federal health and safety laws and meet Americans with Disabilities Act (ADA) requirements. The school leadership will comply with state laws to have annual safety inspections of their facilities and address any issues that are found during those inspections.

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

Gem Prep: Meridian's school leadership has successfully secured facilities for two other school startups and is aware that finding affordable facilities that can meet the programmatic needs of schools is an essential criterion for success. Given the lack of access to school district facilities or other public subsidies, the school anticipates that securing affordable facilities may be one of the most challenging components of this plan, particularly in Meridian.

### Option 1

Gem Prep: Meridian is working with the Building Hope Foundation to secure a facility. Once the facility has been secured, Gem Prep: Meridian will enter into a lease to purchase contract

with Building Hope. At the end of five years, GPM has the option to purchase the facility from Building Hope at a purchase price equal to the remaining principal (senior and sub-debt). With this option, GPM's lease payments will build equity each year. Building Hope is currently under a purchase and sales contract for a facility located at 2750 E. Gala Court in Meridian and has a bank term sheet for purchase, pending charter approval. The building is a two story 31,200 SF facility on 4 acres that was previously used as a for-profit university. Pending charter approval, Building Hope is scheduled to close on the facility in late September to early October of 2017. The contracted price is \$4.4 million with an additional estimate of \$388,183 for renovation costs for the current facility.

The facility purchase price includes furniture, fixtures and equipment, which will decrease the first year expenses for these items.

Building Hope will construct an additional facility on the 4 acres for GPM year three expansion providing approximately 18,000 SF of additional classroom and gym space. Initial site plans for year three expansion were submitted to the City of Meridian on June 13, 2017. The expansion cost is estimated at approximately \$2.8 million.

*See Appendix J-1 for Option 1 Facilities Template and Site Plans*

## Option 2

In the event that Building Hope is unable to close on the Option 1 building, Gem Prep: Meridian will seek to secure approximately 4 acres of property within the school's attendance area through a Building Hope purchase. A potential building site on South Meridian Road has been identified. The facility budget template includes \$1.25 million for land purchase, which well exceeds the cost sheet for the potential site. Due to time constraints, the school will secure modular rentals for year one while Building Hope simultaneously begins construction on the long term facility. The school estimates it will need seven two-classroom modular buildings, two open buildings, and one restroom building for the initial year of operation. These facilities allow for 14 classrooms, one building for lunchroom, one building for restrooms and one building for administrative offices. Gem Prep: Meridian's annual lease for these accommodations is estimated to be \$380,000 with an additional \$200,000 in site prep for the facilities.

For construction of the long term facility, Gem Prep: Meridian will enter into a similar agreement as Option 1 with Building Hope to develop and construct a facility through a lease to purchase option. Gem Prep: Meridian will move into the completed long-term facility in year two of operation.

*See appendix J-2 for Option 2 Facility Details and for Meridian Road Land cost sheet*

## Administrative Services

The Administrative services will be provided by the school Administrators (state certification required), with support from the Board of Directors. Gem Prep: Meridian will

employ a part-time director, a part-time business manager, a part-time academic officer and a part-time operations officer. The certified Principal and staff provides school leadership and day-to-day operations. It is the intention of Gem Prep: Meridian to contract for professional services with a CMO at the completion of the first charter renewal cycle. See Tab 5-Governance for additional detail on responsibilities and for the organizational chart.

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

## Liability and Insurance

### Civil Liability

To the fullest extent permitted by law, Gem Prep: Meridian agrees to indemnify and hold harmless the State of Idaho, the authorizing entity or any other sending districts, and their officers, directors, agents, or employees from and against all claims, damages, losses and expenses, including but not limited to attorneys' fees, arising out of or resulting from any action of the school provided that such claim, damage, loss or expense (a) is attributable to bodily injury, sickness, disease or death, or to injury or to destruction of tangible property including the loss of use resulting therefrom; and (b) is issued in whole or in part by any negligent act or omission of the school, any contractor of the school, or anyone directly or indirectly employed by any of them who may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder. Such obligation will not be construed to negate, abridge, or otherwise reduce any other right or obligation of indemnity, which would otherwise exist as to any party or person, described in this paragraph. No host, or receiving district, will be held liable for damages in an action to recover for bodily injury, personal injury, or property damage arising out of the establishment or operation of the school. Pursuant to Idaho Code 33-5204(2), the Idaho State Board of Education and the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts or other obligations of this charter school, except as may be provided in an agreement or contract between the state and Gem Prep: Meridian. Gem Prep: Meridian will procure and maintain a policy of general liability insurance and property insurance, and directors and officers and errors and omissions insurance in the amount required by state law. Gem Prep: Meridian will have the same role as a public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities.

### Anticipated Enrollment

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

### Gem Prep: Meridian Anticipated Enrollment

Grade	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	Y1	Y2	Y3	Y4	Y5	Y6
K	48	48	48	48	48	48
1st	48	48	48	48	48	48
2nd	48	48	48	48	48	48
3rd	48	48	48	48	48	48
4th	60	60	60	60	60	60
5th	60	60	60	60	60	60
6th	60	60	60	60	60	60
7th		45	45	45	45	45
8th		45	45	45	45	45
9th			30	30	30	30
10th			30	30	30	30
11th				30	30	30
12th					30	30
	<b>372</b>	<b>462</b>	<b>522</b>	<b>552</b>	<b>582</b>	<b>582</b>

#### Recruitment

The most important lesson learned from the opening of Gem Prep: Nampa (GPN) is that identifying a physical location impacts *every* element of student recruitment. Gem Prep: Meridian has already identified a school facility over a year prior to the scheduled school opening. The ability to focus on a more narrowly defined region of West Ada surrounding the facility will greatly benefit student recruitment efforts. The facility, located close to the freeway and in a particularly populated area of West Ada, is highly visible and convenient for parents. When parents know the physical location of the school, the interested family numbers are a stronger indication of how many students will actually enroll in the school. Without a physical location, the interested family list is a much weaker predictor of actual enrollment.

GPN's location was not identified until just four months prior to school opening, and proved a detriment to filling the available seats in the first year of operation. This was the primary reason all seats were not filled. Targeted regional student recruitment was difficult and resulted in a lower than expected first year enrollment of 197 students. Further, when a location was finally identified and secured, it was situated far from the main population centers of Nampa. Adding to the recruitment difficulties, was the fact that the GPN facility was a two-year temporary location. Convenience and visibility of a location makes a significant impact on student recruitment. Understandably, parents have a limit on how far

they are willing to send their children to school each day. Even with these challenges, GPN is on track to fill every seat for the 2017-2018 school year, plus have a waiting list.

Gem Prep staff take an aggressive and focused approach to student recruitment. Prior to any active recruitment for GPM, the school has already collected a list of over 250 students interested in enrolling. In comparison, GPN's list of interested students was half the size of GPM's list one year prior to its opening. While West Ada School District, being the largest and one of the fastest growing districts in the state will help GPM recruitment, the school does not rely on this as its sole means of enrollment. Additionally, the leadership team has gained valuable insights in student recruitment strategies from opening two other Gem Prep schools, including GPN in the Treasure Valley. The lessons learned from these experiences will drive the marketing efforts for Gem Prep: Meridian. As a result, Gem Prep: Meridian recruiting will be hyper-focused in proven recruitment techniques and tools, work smarter, and draw from extensive recruitment experience. The following are factors that will help the school meet the enrollment targets.

**Treasure Valley Presence.** Gem Prep: Nampa opened in 2016 and has since established a positive footprint in the Treasure Valley community. Gem Prep's unique learning model has encouraged visits by prospective students and parents, state and local lawmakers, education advocates, state and national philanthropists and various local community leaders. In year zero, Gem Prep: Meridian will use Gem Prep: Nampa as a showcase to interested families and educators by providing tours of the school. Prospective students and parents will be able to experience the education model as it functions. This will greatly benefit meeting the enrollment goal, as parents can experience the Gem Prep blended learning model in practice and see how it can work for their student(s). Parents can be confident knowing the leadership team has created and successfully operates two Gem Prep schools; one located in the Treasure Valley.

**Recruitment Strategies.** Through the experience of opening and operating three charter schools, the leadership team has developed proven recruiting strategies such as:

- Internet and Social Media presence such as Facebook, Google ads, and the Next Door App
- Hold academic and social activities at the school facility to build relationships with prospective families
- Partner with local pre-schools to distribute information about Gem Prep
- Present the Gem Prep model to community organizations and leaders, e.g. rotary groups, church organizations, etc., building a network of supporters throughout the community.
- Face to face information sessions with parents and students
- Recruit at local family friendly events, local library summer reading programs and lunches in the parks
- Advertising through mailers and billboards

**Recruitment Goals:** GPM recognizes the importance of a large interested student list prior to lottery and has set a goal of 1.5 times the enrollment capacity in order to fill all seats when

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the school opens. In order to achieve this goal, GPM expects to meet the following intermediate goals:

- **August 31, 2017 goal:** Increase interested student list from the initial 200 to 300 (*Of the additional 100 students, the school will need 52 grade K-3 students and 48 grade 4-6 students.*)
- **October 31, 2017 goal:** Increase to 400 interested students (*Of the additional 100 students, the school will need 52 grade K-3 students and 48 grade 4-6 students.*)
- **December 29, 2017 goal:** Increase to 500 interested students (*Of the additional 100 students, the school will need 52 grade K-3 students and 48 grade 4-6 students.*)
- **February 15, 2018:** Anticipated lottery date. Increased to 600 interested students (*Of the additional 100 students, the school will need 52 grade K-3 students and 48 grade 4-6 students.*)

In order to build a strong waiting list, active student recruitment will continue throughout the spring and summer.

## Tab 3: Educational Programs and School Goals

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

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

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

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

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

### How Learning Best Occurs

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

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

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

Gem Prep: Meridian will graduate students who are:

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

- Responsible citizens

### Educational Program and Goals

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

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

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

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

The key components of our model are as follows:

- **High Expectations and Rigor.** The school will be focused on 21<sup>st</sup> century learning and critical thinking skills, as well as Common Core-alignment. Personalized learning

does not effectively benefit students if students are working with content that is below their capacity. The quality and rigor of student work is framed by competency-based standards planning and challenging learning objectives and assessments. Additionally, students will be prepared for a post-secondary education through dual credit courses taken during high school and the alignment of curriculum with Common Core standards.

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

The program at Gem Prep: Meridian is a hybrid model, with blended learning at all levels. The Christensen Institute defines blended learning as: “a formal education program in which a student learns: 1) at least in part through online learning, with some element of student control over time, path and/or pace 2) at least in part in a supervised brick-and-mortar location away from home 3) and the modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience.”<sup>5</sup>

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

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<sup>5</sup> <http://www.christenseninstitute.org/key-concepts/blended-learning-2/>

As with most innovation, Gem Prep: Meridian realizes that adjustments and improvements are often necessary as these ideas are tested and put into practice in real-world settings. Gem Prep: Meridian is committed to evaluating the academic impact of the blended learning instructional model and making any necessary adjustments in order to meet all academic goals. The School is committed to vigilance in ongoing assessments, evaluations and adjustments to facilitate successful student outcomes. We understand that newness, in and of itself, does not make something valuable, just as status quo does not always make something successful.

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

### School Goals

Gem Prep: Meridian will have the following educational goals.

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

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

## K-6 Instruction

Gem Prep: Meridian’s K-6 blended learning model will utilize a classroom rotational model that enables students to gain exposure to whole group, small group and independent (both online and offline) instruction. Gem Prep: Meridian will use multiple instructional delivery pathways to optimize student acquisition and mastery of clearly defined standards and goals. Methodology used will contain a combination of teacher created and curated content; which includes both small group instruction and adaptive online learning programs.

A daily instructional experience will likely include:

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

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

## 7-12 Instruction

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

- **Sharing of highly qualified teachers across the state.** A cornerstone of the Gem Prep: Meridian secondary school model is the sharing of teachers across all Gem Prep schools. Core subjects will be taught synchronously across the state with some students in person with the teachers while others access the lesson via telecast with a paraprofessional providing supervision. All paraprofessionals\* will be highly qualified and possess the academic knowledge and skills to support students in each subject in which they supervise far end students (students on the receiving end of the telecast). Far end students will have the ability to interact with the certified teacher during the live telecast. They will also be able to ask questions and send messages via a chat feature to the certified teacher before, during and after class, write on a virtual whiteboard, participate in class discussions, and ask and answer questions from peers around the state. Certified teachers will also have online office hours during the week so that students can receive additional help, ask questions or clarify their understanding of course material with the teacher. In addition to ensuring students across the state have access to highly qualified teachers in each subject area, this model ensure financial sustainability by enabling teacher staffing to be spread across three smaller schools.
- **Early access to college courses and interest driven electives.** Students will be encouraged to enroll in dual college credit courses both online and in person at local universities. Students across the entire 7-12 continuum will have access to over 200 courses through partnerships with Idaho Digital Learning (IDLA). In addition, high school students will have the opportunity to enroll in a vast array of courses at local universities. This program component also supports financial sustainability by reducing the number of students (particularly in grades 11 and 12) who require direct instruction and supervision on a daily basis.
- **Blended Learning: Flex Model:** The Flex Model will be used at the 7-12 level. The Christensen Institute defines a Flex model as:  
*“a course or subject in which online learning is the backbone of the student learning, even if it directs students to offline activities at times. Students move on as individually customized, fluid schedule among learning modalities. The teacher of record is on site, and students learn mostly on the brick- and-mortar campus, except for any homework assignments. The teacher of record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects and individual tutoring.”*

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

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

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

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

### 7-12 Learning Modalities

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

- **Synchronous Instruction - "Send"**. Students will receive core instruction (Math, English, Science and Social Studies) from a credentialed teacher. For a portion of these classes, the teacher will be based locally and students will interface with the teacher on site. While this teacher is working with students locally she will also be "sending" her lesson to another Gem Innovation Schools' location via telecast. During this time with the teacher, teaching strategies may include direct instruction, small group/cooperative learning, and project based learning. Please see detailed description of synchronous instruction below.
- **Synchronous Instruction - "Receive"**. For a portion of core classes, students will "receive" instruction from a teacher located in another Gem Prep School location. This instruction will be broadcast live via teleconference into the student's local campus classroom. During this period, students will be supervised and supported by a paraprofessional locally while engaging in learning with their peer students across the state. (See 'paraprofessional's role' in 7-12 instruction, above.)
- **Online**. Teacher led core instruction will be supplemented by online instruction. Students will work through content housed in the Learning Management System as well as adaptive online curriculum. Students can move at their own pace to enable reinforcement and remediation of the core concepts taught during synchronous class

time. Online learning takes place in a larger space with monitoring and support provided by a paraprofessional.

- **Asynchronous.** Students will have the opportunity to enroll in electives provided by approved vendors such as Idaho Digital Learning Academy (IDLA). These courses will be taken asynchronously with students moving at their own pace through the material.
- **Off campus.** Students in grades 11 - 12 will have the opportunity to leave campus to take courses at local universities. Participation in these courses will enable students to receive college credit while they are still enrolled at Gem Prep: Meridian. While it is anticipated that most students will be able to provide their own transportation or utilize public transportation to access college campuses, the school will evaluate the need to support students with transportation on an as needed basis.

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

## Curriculum

### K-6 Curriculum

Gem Prep: Meridian will have a robust process for selecting curriculum. A curriculum committee will meet annually to evaluate new and existing curriculum. In line with the organization’s commitment to data as described previously, each curriculum will be evaluated against demonstrated capacity to increase student achievement. Curriculum will also be closely evaluated to ensure that it aligns with Idaho Core standards in math and English Language Arts and Idaho Standards in all other subjects.

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

### Proposed Curricula for K-6:

	Offline	Online
ELA	<ul style="list-style-type: none"> <li>• Explode the Code</li> <li>• Handwriting Without Tears</li> </ul>	<ul style="list-style-type: none"> <li>• iReady</li> <li>• ReadyGen</li> <li>• Headsprout</li> <li>• RazKids</li> </ul>
Math	<ul style="list-style-type: none"> <li>• Singapore Math</li> </ul>	<ul style="list-style-type: none"> <li>• Dreambox</li> <li>• iReady</li> <li>• Zern Math</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Science Fusion student textbook</li> </ul>	<ul style="list-style-type: none"> <li>• Science Fusion</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Idaho Adventures</li> </ul>	<ul style="list-style-type: none"> <li>• My World Social Studies</li> </ul>

## Curriculum 7-12

Gem Prep: Meridian's Curriculum can be accessed by students through the Learning Management System. The delivery of the curriculum will be a hybrid of synchronous and asynchronous learning. The direct instruction component for Gem Prep: Meridian students will be further developed by the certified teachers, with supplemental resources augmenting the core curriculum and allowing for adaptivity to fit the blended learning model. Having this content housed within the organization's LMS also enables seamless integration between the days when students are receiving synchronous teacher led instruction and days when they are working independently online. This internal curriculum will be supplemented with online programs.

Similar to the elementary school model, Gem Prep: Meridian plans to utilize a curriculum committee that will meet annually to evaluate new and existing curriculum. The committee will review student achievement data against Common Core standards to assess program effectiveness. The first Gem Prep: Meridian students will matriculate to 7<sup>th</sup> grade in 2019-2020. As such, we look forward to using the next several years to research the impact of various curricula in other school models during the early years of Common Core implementation.

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

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

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

### Proposed Curricula for 7-12

	Core Curriculum	Supplemental Curriculum
ELA	<ul style="list-style-type: none"> <li>Pearson's Common Core English interactive online textbook (7-12)</li> </ul>	<ul style="list-style-type: none"> <li>ThinkCerca (7-12)</li> <li>Newsela (7-12)</li> </ul>

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

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

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

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

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00	Synchronous Math Class	Asynchronous Math Block	Synchronous Math Class	Asynchronous Math Block	Synchronous Math Class
9:05 - 10:05	Asynchronous IDLA Digital Photography				
10:10 - 11:10	Asynchronous Science Class	Synchronous Science Class	Asynchronous Science Class	Synchronous Science Class	Asynchronous Science Class
11:15 - 12:15	Synchronous English Class	Asynchronous English Block	Synchronous English Class	Asynchronous English Block	Synchronous English Class
12:15 - 12:50	Lunch	Lunch	Lunch	Lunch	Lunch

12:55 - 1:55	Synchronous PE / Health	Synchronous PE / Health	Synchronous PE / Health	Synchronous PE / Health	Synchronous PE / Health
2:00 - 3:00	Asynchronous Social Studies	Synchronous Social Studies	Asynchronous Social Studies	Synchronous Social Studies	Asynchronous Social Studies

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

## Education Thoroughness Standards

Gem Prep: Meridian will address and fulfill the requirements and goals of the Thoroughness Standards identified in Idaho Code. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

### STANDARD A

**A safe environment conducive to learning is provided.**

*Goal: Maintain a positive and safe teaching and learning climate.*

Objectives: Gem Prep: Meridian will:

- Adhere to a philosophy that is focused on character development that promotes student respect for themselves and others.
- Develop a health and safety policy to provide guidelines for physical safety. These guidelines will include and not be limited to the procedures for fire drills, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
- Provide a facility that adopts policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including weapons, violence, gangs, and use or sale of alcohol and drugs.
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

### STANDARD B

**Educators are empowered to maintain classroom discipline.**

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

Objectives: Gem Prep: Meridian will:

- Establish behavioral expectations for students, staff and visitors that encourage a positive and respectful school climate and culture that is essential to creating and maintaining a safe and supportive school community.

- Follow the guiding principles of a classroom discipline model focused on respect for oneself and one's learning environment.
- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
- Teach appropriate behaviors and foster responsible decision-making skills.
- Establish and maintain consistent rules aligned throughout the school.

### **STANDARD C**

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

*Goal: Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.*

Objectives: Gem Prep: Meridian will:

- Adhere to a philosophy that focuses on character development, emphasizing the importance of modeling by adults.
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
- Develop a sense of community and service within the school, and between the school and the larger community.

### **STANDARD D**

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

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

Objectives: Gem Prep: Meridian will:

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

### **STANDARD E**

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

*Goal: Develop an educated citizenry for the 21st century through a dynamic, interactive academic program which grounds a student in the basics of reading, writing, mathematics, science, and social studies as a means to lead students to more in depth thinking.*

Objectives: Gem Prep: Meridian will:

- Use the Idaho State Department of Education's Core Standards as a starting point to engage students in research-based and evidence-based pedagogy as a prerequisite for college and career readiness.
- Emphasize American history and the lives and writings of the Founders.
- Integrate business and economic concepts.

- Provide a strong foundation in basic reading, writing, science, social studies, and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Physical activity during the school day will be incorporated into the curriculum.

## **STANDARD F**

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

*Goal: Teach students “Habits of Mind” that are essential to post-secondary education and the work place, i.e. persistence, flexible thinking, metacognition, innovation, risk taking, lifelong learning, problem-solving, etc.*

Objectives: Gem Prep: Meridian will:

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

## **STANDARD G**

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

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

Objectives: Gem Prep: Meridian will:

- Use interactive technology as tools in an integrated educational program.
- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
- Use computers as tools for such activities as differentiated learning opportunities, remediation, acceleration, authoring, computation, record keeping and data storage, and communication.

## **Graduation Requirements**

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

### School Graduation Requirements

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

### General Support Structures

Gem Prep: Meridian recognizes the unique needs of all children and their potential for significant educational development, and will provide opportunities designed to meet each child's needs. Gem Prep: Meridian will serve all children including special education, Gifted and Talented, students requiring Section 504 Accommodations and EL (English Learner) students.

Each person has the right to learn at the most appropriate level where growth will take place. Because gifted and talented, EL, Title I and Section 504 students have special needs, they will

be provided educational experiences that will strive to meet those needs. The Gem Prep: Meridian model is centered on personalized instruction, and as such will allow teachers to tailor instruction to the specific needs of each individualized student, using online adaptive technology as well as personalized, online (“asynchronous”) courses. In addition, after school office hours in 7-12<sup>th</sup> grade will be provided as well as tutoring services in K-6<sup>th</sup> grades. Through data driven instruction, the school will provide progress monitoring and a robust intervention program, specifically, targeted differentiated instruction in small groups. If Gem Prep: Meridian qualifies for Title I funding, the school will create a Title I program, based on the school model of personalization and targeted instruction.

## Special Education

Gem Prep: Meridian will follow the requirements of IDEA, the state of Idaho, and all other federal and state mandates regarding students with special needs. The Gem Prep: Meridian Board of Directors will adopt the 2015 Idaho Special Education Manual with all subsequent revisions and implement appropriate special education policies and procedures consistent with state and federal laws, rules, regulations, and legal requirements. All children will receive appropriate services as outlined in the Individuals with Disabilities Education Improvement Act, Section 504, and the Idaho Special Education Manual. The Idaho Special Education Manual will be used for identifying, evaluating, programming, developing Individual Education Plans (IEP), planning services, developing the discipline policy, budgeting, and providing transportation for special needs students, as necessary.

Gem Prep: Meridian will plan and budget to provide Highly Qualified special education teacher(s) and other personnel, physical facilities that are appropriately accessible to permit access by students with disabilities, funding and contractual arrangements to ensure that Gem Prep: Meridian students with disabilities will receive special education and services as required in IDEA 2004 and outlined on the students’ IEPs. All special education personnel will meet highly qualified special education standards and will be interviewed, selected, hired, trained, and in place by the first day of the school year.

Gem Prep: Meridian will follow a three-step process, as outlined in the Idaho Special Education Manual, to determine whether or not a student requires special education services:

1. The school will locate students by establishing and implementing an ongoing Child Find system, which will include referrals by parents, school staff, etc. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.
2. Gem Prep: Meridian’s Child Find system will also publicize and ensure that staff and the school’s constituents are informed of the availability of special education services through information included in staff orientation, on the school’s web page, in registration materials and through the use of various social media.

3. Gem Prep: Meridian will conduct a thorough and comprehensive evaluation for students referred, to determine if the student qualifies for special education services under the Individuals with Disabilities Education Act. The school will adhere to the guidelines and timelines outlined in the Individuals with Disabilities Education Act and the Idaho Special Education Manual. As outlined in the Idaho Special Education Manual, an evaluation team, which includes (at a minimum) a special education teacher, a general education teacher, a district representative, the student when appropriate and the parent and/or adult student, will review the information from the comprehensive evaluation to determine the student's eligibility for special education. These sources include, but are not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum, and will also include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals as outlined in the Idaho Special Education Manual.

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

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

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

### **Individual Education Plans**

A Highly Qualified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. A special education teacher will provide services in an inclusion or a pull-out model depending on the degree of accommodation necessary to meet the student's needs. These services will be delivered by a special education teacher or licensed provider, with supporting para-educator(s) as allowed by IDEA and the ESSA. The special education teacher will consult with the general education staff to utilize effective classroom accommodations, adaptations, and modifications.

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

For all special education students, Gem Prep: Meridian will develop, review, and revise IEPs in accordance with state and federal laws. Gem Prep: Meridian will adhere to the IDEA Procedural Safeguards and FERPA to assure protection of student and parent rights, including the confidentiality of personally identifiable information in student special education records. These statutes also provide for the right to review and inspect records. Gem Prep: Meridian will ensure access to charter school programs, as required by the Americans with Disabilities Act (ADA). Gem Prep: Meridian facilities plan will permit access by students with disabilities.

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

**Programming**

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

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

**Nondiscriminatory Enrollment Procedures**

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

**LRE Requirements**

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

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

in accordance with the Idaho Special Education Manual, PL94-142, and as identified on each student's IEP. In many cases, the LRE will be specified within Gem Prep: Meridian. In rare cases, the LRE might be an alternative site, depending on the needs of each student. Gem Prep: Meridian will provide assessments to admitted students as required, meeting individual student needs and IDEA requirements. LRE decisions are made individually for each student. The student's goals and required services are developed prior to the determination of the location of services and settings. The services and settings needed by each student with a disability must be based on the student's unique needs that result from his or her disability, not on the student's category of disability.

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

### **Transportation Plan**

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

### **Monitoring Progress**

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

### **Confidentiality**

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

### **Gifted and Talented**

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

Pursuant to Idaho Code 33-2003 Gem Prep: Meridian will identify students possessing high performing capabilities in specific academic, intellectual, leadership, creativity and visual/performing arts talent areas. The identification in each area will be by a variety of assessments outlined in *The Best Practices Manual for Idaho Gifted/Talented Programs*.

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

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

### English Learner

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

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

ACCESS 2.0, or most current state recommended testing, as the summative annual language proficiency test. Gem Prep: Meridian parents of EL students will be invited to participate in the development, implementation, and evaluation of the EL Program. Gem Prep: Meridian will provide an interpreter for parent meetings as needed and will send home written information in the parent's language.

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

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

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

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cumulative file. Parents will be notified of the reclassification and given the opportunity to waive ELL services.

## Dual Enrollment

Gem Prep: Meridian students will be allowed to participate in dual enrollment with other schools, as required by Idaho Code 33-203. Dual enrollment is subject to school district policy and procedures, as allowed in Idaho Code 33-203. State funding of a dually enrolled student will be limited to the extent of the student's participation in the public school programs. Information concerning dual enrollment will be available on the school's website. Prior approval from the school administrator is required for dual enrollment.

Students dual enrolling with an active Individual Education Plan (IEP) will receive the services identified in an inclusion setting to meet the intent of their IEP. In all cases, transportation shall be provided to students by their parent(s) or the parent's representative when exercising dual-enrollment opportunities.

The Advanced Opportunities Program will be an essential part of Gem Prep: Meridian. The school's growth plan includes implementation of the Advanced Opportunities Program as secondary grades are added.

## Tab 4: Measurable Standards, Accreditation and Accountability

### Measurable Student Educational Standards (MSES)

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

**MSES Goal #1** At least 70% or more of Gem Prep: Meridian juniors and seniors will complete one or more dual credit course(s) during their last two years of high school, earning a grade of 'C' or better as measured by college transcripts.

#### *Measurement Tool*

Individual college transcripts from the institution from which the dual credit course was taken will be the official measure in determining successful completion of MSES Goal #1.

#### *Connection to our Mission*

The school's mission focuses on preparing students for success in college and professional technical careers. Advanced opportunities such as dual credit courses are one pathway to help them become prepared. Successful completion of dual credit courses indicates that the student is capable and prepared for post high school content.

#### *Implementation*

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

**MSES Goal #2** At least 70% or more of Gem Prep: Gem Prep: Meridian students who have been enrolled for two years or more will demonstrate mastery of college and career standards by meeting or exceeding proficiency on the math Idaho Standards Achievement Test administered each spring.

### *Measurement Tool*

Idaho Standards Achievement Test (ISAT)

### *Connection to our Mission*

A proficient score on the ISAT at the 10th grade level is an indicator of college and career readiness.

### *Implementation*

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

**MSES Goal #3** At least 70% or more of Gem Prep: Meridian students who have been enrolled for two years or more will demonstrate mastery of college and career standards by meeting or exceeding proficiency on the English Language Arts Idaho Standards Achievement Test administered each spring.

### *Measurement Tool*

Idaho Standards Achievement Test (ISAT)

### *Connection to our Mission*

A proficient score on the ISAT at the 10th grade level is an indicator of college and career readiness.

### *Implementation*

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

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

### *Measurement Tool*

College entrance exams such as SAT or ACT.

### *Connection to our Mission*

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

Meridian students, these students are provided opportunity to overcome some of the first obstacles to college entrance and success.

While these MSES goals are primarily academic in nature, Gem Prep: Meridian will also prioritize teaching and measuring non-cognitive skills such as MESH (Mindsets, Essential Skills, and Habits). At the time of consideration for renewal of the charter in approximately 2021, Gem Prep: Meridian believes that MSES goals such non-cognitive skills will be essential. Gem Prep: Meridian plans to begin administering MESH survey data in the 2018-2019 school year to establish a baseline for future years.

## Methods for Measuring Student Progress

In evaluating the school's success in meeting mission-based goals and objectives, the school will utilize both standards-based and performance-based assessments.

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

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

## Interventions and Corrections

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

## Testing

Gem Prep: Meridian will participate in all state and federally mandated testing. The school will have a test coordinator who will oversee the testing program and insure the testing process is followed with fidelity for all tests.

The leadership team is currently investigating new Student Information Systems (SIS) that better align with the school model.

Gem Prep: Meridian is considering using Illuminate or PowerSchool. In addition to the SIS the leadership team is currently investigating the addition of Illuminate’s Data and Assessment Management System, which would work with either of the student information systems. The Illuminate DNA system would give teachers and administrators access to reports, built in assessments, the ability to capture assessment data, data analysis tools and support, as well as data forecasting tools.

The organization ensures that student progress is closely tracked with two annual administrations of a criterion-referenced assessment across all grade levels. This data provides the school with important growth data over the course of a school year. Gem Prep: Meridian will consider the use of the NWEA MAP assessment for these bi-annual administrations.

### Proposed Testing Schedule:

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

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

- \*Required testing to meet NCLB/ESSA
- Growth will be measured on the spring 2019 ISAT to the spring 2020 ISAT

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

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

**English Language Learners**

- Idaho English Language Assessment (IELA) Spring 2015 only
- Access 2.0

**Benchmark Assessments and Progress Monitoring**

As part of the school's data driven instruction model, regular diagnostic and benchmark assessments will be administered. Many of the online programs which the school is considering such as Dreambox Math, iReady and Headsprouts have progress monitoring built in. The school will administer school-wide screening for reading and math at the K-3 grade levels in the fall, winter and spring, and follow up with a diagnostic assessment if a student scores in the "intensive" level on the screener. However, the administration of the following external benchmark/interim assessments are also planned:

Grade Level	Assessment	Fall	Mid-Year	Spring
K	NWEA MAP	X	As needed	X
1	NWEA MAP	X	As needed	X
2	NWEA MAP	X	As needed	X
3	ISAT Interim	X	As needed	
4	NWEA MAP	X	As needed	X
5	ISAT Interim	X	As needed	
6	NWEA MAP	X	As needed	X
7	ISAT Interim	X	As needed	
8	NWEA MAP	X	As needed	X
9-11	ISAT Interim	X	As needed	

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

**Annual Reporting of MSES**

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

**Cumulative Records**

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

**Middle School Credit Requirements**

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

**Alternate Path:**

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

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

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

**Credit Verification:** Students entering the 8th grade who transfer from homeschool or an unaccredited school may verify 7th grade core classes through online diagnostic testing in Math and English Language Arts, and a portfolio review of student work in Science and Social

Studies. The student may be asked to take a full year of Health/PE in 8th grade if credit for 7th grade is not documented.

<b>7<sup>th</sup> Grade Courses</b>	<b>Credits</b>	<b>8<sup>th</sup> Grade Courses</b>	<b>Credits</b>
Language Arts 7	2	Language Arts 8	2
Math or Pre-Algebra	2	Pre-Algebra, or Algebra I	2
Life Science 7	2	Physical Science 8	2
Social Studies 7	2	Social Studies 8	2
Health/PE 7	1	Health/PE 8	1
<b>Total</b>	<b>9</b>		<b>9</b>

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

## Accreditation

Gem Prep: Meridian will apply to Northwest Accreditation Commission, a Division of AdvancED for accreditation, as required in IDAPA 08.02.02.140.

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

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

## School Improvement

If identified as a school in need of improvement, either as a priority or focus school, the board will actively look at data to ensure effective leaders are in place. In addition, school leaders including the Leadership Team will look closely at multiple levels of data to begin determining where and what focus areas need to be addressed. Strategic improvement planning will go into effect and the Idaho State Department of Education will become a network and resource to help guide Gem Prep: Meridian in school improvement efforts. The school will utilize the State Wide System of Support and utilize the framework for analyzing problems, identifying underlying causes, and addressing instructional issues to better

understand why we have not made sufficient progress in student achievement. A plan will be written and will be comprehensive, highly structured specific and focused primarily on the school's instructional program. The school will utilize the WISE tool and or other state suggested tools that allow us to include scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement.

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

### Governance Structure

Gem Prep: Meridian Charter School is a legally and operationally independent entity managed under *the Idaho Nonprofit Corporation Act*. The Board of Directors will be legally accountable for the operation of the charter school. Gem Prep: Meridian commits to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them. The Board of Directors' meetings will generally follow Robert's Rules of Order, and will follow the Open Meetings laws, keep accurate minutes, and make the minutes available to the public, according to the Gem Prep: Meridian Bylaws and Public Records laws.

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

### Public Records

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

### Board of Directors

The Board of Directors will be legally accountable for the operation of Gem Prep: Meridian. The school commits to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them. Please see the Bylaws for number of voting and non-voting board members, election and term of office of voting and non-voting directors and officers.

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

### Selection and Replacement

Recommendations of new board candidates and elections of the Board of Directors will be held according to the Gem Prep: Meridian Bylaws.

*See Appendix A-3 Bylaws regarding election process*

### The Board of Directors Seats

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

### Board of Directors Responsibilities

The Board will be responsible for the financial health of the school, managing the school's funds responsibly and prudently while prioritizing spending with consideration given to the

school's mission, vision and educational program goals. The Board will make an effort to establish financial practices and reporting that result in accuracy and transparency. Board members will participate in fundraising activities as deemed necessary and appropriate by the Board. Board members will put the interests of the school first and will refrain from using the position for personal or partisan gain.

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

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

### **Recruiting Board Members**

Gem Prep: Meridian will seek prospective members who have training or experience in accounting/finance, law, education, publicity, marketing, and/or business.

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

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

### **Relationship between the Board of Directors and School Administration**

The Gem Prep: Meridian Board of Directors is the governing board of the Gem Prep: Meridian school and has ultimate control over the school and all employee and parent concerns. If a parent or employee has a concern, they will first attempt to resolve the issue with the principal. If the issue cannot be resolved with the principal, the parent or employee may attempt a resolution with the School Academic Administrator and then the School Director.

If their concern is still not resolved, it will be brought before the Gem Prep: Meridian School Board.

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

The Board of Directors is responsible for:

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

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

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

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

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

Academic Administrator works under the direction of the school Director. Responsibilities

include but are not limited to:

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

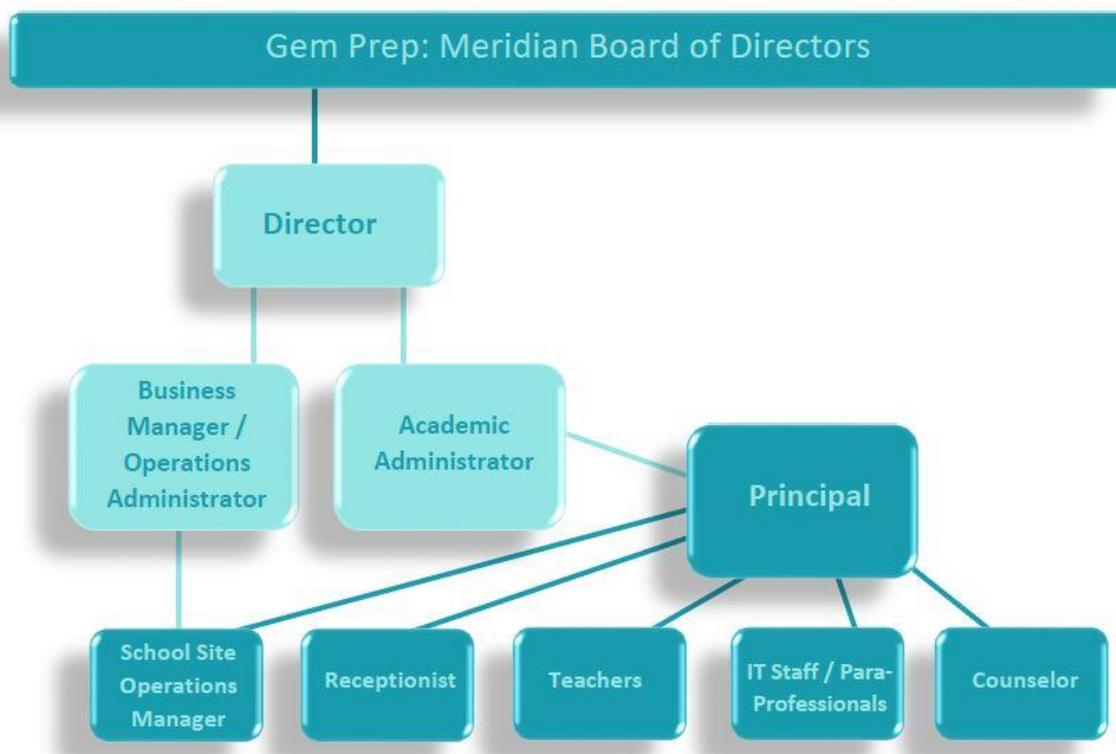
Operations Administrator works under the direction of the school Director. Responsibilities include but are not limited to:

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

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

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

The following organizational chart is the initial proposed plan. The school anticipates minor changes over the course of school growth.



### Board Development

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

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

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

The administrative team continues to disseminate research and information on blended learning to the Board, keeping them current and allowing for informed and knowledgeable decisions to be made by the governing body. The Gem Prep: Meridian School Board members are committed to continued development. In May 2015, a board representative attended a blended learning consortium held at Boise State University, and upon return, shared the insights received with the other board members. Also, each board member has read the book entitled "Blended: Using Disruptive Innovation to Improve Schools" by Heather Staker and Michael Horn. Board members also participated in an in-service specifically about blended

learning. In the 2015-2016 school year, the Board received training regarding academic assessments and also participated in training and discussion about board development and the best practices of transitioning from founding boards to long-term mature governing school boards. In April 2016, representative members of the Board attended the SDE Charter School Boot Camp. The Board believes strongly in seeking out relevant and solid guides on blended learning, and in sharing that knowledge with each other and with their constituents in an effort to make Gem Prep: Meridian a high performing, personalized learning school which prepares students for college, career and citizenship.

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

## Ethical Standards

Gem Prep: Meridian's School Board adheres to ethical standards established to ensure members conduct themselves in a trustworthy and ethical manner at all times in the performance of their duties and responsibilities. Each Board Member is required to read, understand, sign and adhere to the ethical standards of the Board. The school also includes training for Board Members on the ethics policy.

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

## Parental Involvement

Parental involvement is a cornerstone of the school, and it is recognized that parental involvement is key to student success.<sup>6</sup> Upon enrollment, parents will agree to comply with all school policy and procedures as outlined in the Student & Parent Handbook.

Gem Prep: Meridian will strongly encourage, but not require, parents to complete 20 hours of participation/volunteerism each school year, with the intention that the more parents are involved, the more they will understand and be able to positively benefit the education of their students. The School's enthusiasm toward the participation program is to impart education ownership to the parents and to truly partner with them for their students' successes. All activities that parents/guardians voluntarily participate in on behalf of the school, whether at the campus or off-campus, are counted towards their volunteer hours. Parents are also encouraged to participate in school-related activities, including those pertaining to curriculum and instruction, such as tutoring and storytelling. Volunteers

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<sup>6</sup> Numerous studies have found links between parental involvement and engagement and student academic success are strong, in fact, this link has now been deemed "undisputed". An example of these critical links includes the U.S. Dept. of Ed's 1995 report, *Strong Families, Strong Schools*. Additional researchers, including Kellaghan, Sloane, Alvarez, and Bloom (2003), and Beth Simon (1999), Topor, D, Keane, S., Shelton, T. and Calkins, S. "*The Interface of Family, School, and Community Factors for the Positive Development of Children and Youth*" (2010) have also well- documented and synthesized research on this topic.

may also be involved in monitoring the playground, student drop-off and pick-up, and assisting with school events, PTO, school socials, etc. The school will maintain a differentiated list of parent volunteer activities and a log of volunteer hours is kept in the school office. As the school grows from kindergarten through high school, the parental involvement opportunities will be updated, as appropriate.

In an effort to encourage enrollment of students from families of diverse family dynamics, parents are provided a lengthy list of opportunities in which to be involved. This allows parent volunteerism and involvement even in families with two working parents, single parent households, low income families, etc.

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

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

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

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

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

## Audits

Every year Gem Prep: Meridian will hire an independent certified public accountant to conduct an independent audit that complies with all generally accepted auditing standards. At the completion of the audit, the Board will review the results of the audit, approve and accept the audit report and findings. A copy of the audit report will be submitted to the Authorizing entity and the State Department of Education. The school will address any concerns brought up by the audit in a timely manner.

## Financial Reporting

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

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

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

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

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

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

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

## Tab 6: Employee Requirements

### Qualifications

Gem Prep: Meridian'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. Administrators will be certified as administrators.

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

### Administrator Qualifications

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

### Background Checks

All employees, subcontractors, board members, and volunteers who have unsupervised contact with students in a PK – 12 school setting are required to undergo State of Idaho Background Investigation Check and FBI fingerprinting in compliance with Idaho Code 33-130. Each person stated above shall submit the completed fingerprint card or scan to the school who will submit such background check information to the Office of Certification at the State Department of Education.

### Health and Safety Procedures

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

- 1) All state rules and regulations for student safety will be followed.
- 2) Conduct criminal history check for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
- 3) Require all students have proof of immunization before enrolling.
- 4) Require students to have a birth certificate or other identification before being enrolled at Gem Prep: Meridian.
- 5) Requires that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
- 6) Student check out during the school day will require the person picking up the child to sign the child out at the office and to produce appropriate photo identification.

- 7) Staff will be trained in procedures outlined in the public schools' emergency plan.
- 8) Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, and fire and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
- 9) A health / nurse room will be furnished and supplied adequately for the number of students in the school. Health records highlighting chronic issues will be held on each student and made available in emergencies.
- 10) Emergency contact numbers will be maintained on all students. A plan will be in place for quickly contacting parents during an emergency.
- 11) Fire and evacuation drills will be conducted regularly. Maps illustrating fire exit routes will be posted near the exit in every room.
- 12) Gem Prep: Meridian will adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the school's insurance carriers and, at a minimum, address the above and following items:
  - a) Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
  - b) Policies relating to preventing contact with blood-borne pathogens.
  - c) A policy requiring that all staff receives training in emergency response.
  - d) Policies relating to the administration of prescription drugs and other medicine.
  - e) A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
  - f) Policies establishing that the school functions as a gun-free, drug, alcohol, and tobacco free workplace.
  - g) A policy regarding internet usage that complies with all requirements set forth in the Children's Internet Protection Act.

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

## Disciplinary Procedures

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

The school realizes that creating a positive, safe, welcoming school culture is paramount to the school's success and the well-being of the students. At Gem Prep: Meridian, the Principal will be the primary lead for school culture, in conjunction with the Assistant Principal (s). S/he will design a comprehensive, consistent, school wide discipline plan with input from teachers. The plan will establish behavioral expectations for students, staff and visitors that encourage a positive and respectful school climate and culture that is essential to creating and maintaining a safe and supportive school community. The school culture plan will also focus on community building, connectedness, and creating an inclusive school—one where

teachers are in the hallways greeting students, or making sure no student is sitting alone at lunch, for example. The school will also create an anonymous reporting system for instances such as bullying, drugs and alcohol, to ensure safety.

The school culture plan will focus on the positive, will be preventative rather than reactionary and will be grounded in research based programs such as Positive Behavior Intervention Systems (PBIS) and Responsive Classrooms. At the core of the culture plan will be Gem Prep: Meridian's philosophy that character development which promotes student respect for themselves and others should be the first focus.

The key components of the school culture plan shall include:

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

Responsive Classroom<sup>7</sup> has been found to increase student achievement, improve student teacher interactions, and has led to higher quality instruction. The program is rooted in cultivating Habits of Mind that are necessary for success in school, life and the work force. These habits were created in conjunction with the Collaborative for Academic, Social and Emotional Learning (CASEL) standards on social emotional learning, which identify five areas of social emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Gem Prep: Meridian believes that these skills and habits are essential for students' future success, and as such, the school plans to integrate these programs and skills into both the school culture as well as the academic courses.

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

Discipline at Gem Prep: Meridian will emphasize a positive approach, and the school will expect students to behave in an age-appropriate, respectful way towards adults, classmates in school and personal property. When this does not occur, classroom teachers will use corrective strategies that correlate with the school's philosophy. Teachers and staff will be primarily responsible for the maintenance of proper student behavior both within and outside of the classroom setting during the school day. Every reasonable effort should be

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<sup>7</sup> Please see <https://www.responsiveclassroom.org/about-responsive-classroom> for a detailed description of Responsive Classroom.

made by teachers/staff to solve discipline problems before they are referred to administration.

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

Gem Prep: Meridian's Student & Parent Handbook follows state law (Idaho Code 33- 205) that outlines a "code of conduct" including expectations and consequences for unacceptable behavior. Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures including, but not limited to, the following steps, in chronological order:

1. Parent/Guardian notification by Teacher/Staff (written and/or verbal).
2. Parent/Guardian notification by Teacher/Staff/Principal (written and/or verbal) and possible Parent/Teacher/Principal conference.
3. Possible suspension and prior to suspension if needed, the principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Parent notification suspension not to exceed five (5) school days in length.
4. Re-admission after conference with Student/Parent/Principal. Possible additional ten (10) days suspension by the school's board of directors and provided, on a finding by the school's board of directors, that immediate return to school attendance by the suspended student would be detrimental to other pupils' health, welfare or safety, the board of directors may extend the suspension for an additional five (5) school days. Readmission after conference with student/ Parent/ Principal.
5. Expulsion (Idaho code 33-205) by school's board of directors by written notice to the Parent/Guardian of the pupil stating the grounds for expulsion and the time and place where such Parent/Guardian may appear to contest the action of the board. Length of expulsion to be determined by school's board.
6. Readmission after meeting with the Gem Prep: Meridian Board of Directors and Administrator prior to the end of the expulsion. In accordance with Idaho Code 33-205, the school's Board of Directors may deny enrollment or may expel or deny attendance to Gem Prep: Meridian to any pupil who is habitual truant, or who is incorrigible, or whose conduct in the judgement of the Board is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils. A student may be readmitted once meeting the expectations set by the board for that student's readmission. For example, if a student has been expelled for injuring another student in anger, the board may require the student to receive anger management counseling, apologize to the injured student, and meet with the teacher and school principal to discuss a plan to avoid similar instances in the future in order to be readmitted to the school.

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

### **Students with Disabilities**

A pupil identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education

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

### Contacting Law Enforcement and Student’s Parents

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency is to be notified immediately. The principal or designee shall communicate all available information to the police and offer the full cooperation of the administration and faculty in a police investigation. The principal or his/her designee will notify a parent or guardian of an interview or detainment of a minor student by law enforcement officials.

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

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

Gem Prep: Meridian will comply with Idaho Code Section 33-210. In keeping with the federal regulations established by the Drug Free Workplace Act of 1988, Gem Prep: Meridian will be committed to the concept of having a drug free work and student environment. The school’s intent is that programs and activities will be planned and carried out by the professional staff that will enable the school to achieve this goal.

The primary focus of Gem Prep: Meridian’s program shall be educational in nature, with instruction geared to discourage student experimentation of any mood altering substance. The school’s health class will be the first line of defense against drug and alcohol use. A companion focus of this program shall be aimed to assist students who have made unacceptable choices regarding any controlled substance. A necessary part of the latter focus is an attitude among teachers and other staff members that one of their responsibilities is to assist those students who need help in overcoming their potentially addictive behaviors. Gem Prep: Meridian leadership believes that it is possible to have a totally drug free environment in the school setting. If a student cannot, or will not, commit to responsible behavior to help achieve this goal, several sanctions may be imposed as a disciplinary measure. They include, but are not limited to, the following:

- Parent or guardian contacted
- Referral to assistance, such as counselors and/or health professionals
- Referral to an outside agency for chemical dependency assessment and/or treatment

- Suspension from school
- Expulsion from school

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

## Alcohol, Drugs and Tobacco

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

## Bullying and Harassment

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

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

## Suicide Prevention

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

- *Student Well-Being:* Dr. Thomas Joiner, in his book *Why People Die By Suicide*, documented two major warning signs for suicide: failed belongingness and perceived burdensomeness. School personnel and a strong school culture can play a key role in increasing student feelings of belongingness and capability/effectiveness (non-burdensomeness).
- *Training:* Staff training will include all certified school personnel, in the fall of each new school year. Training will be incorporated into the professional development days, provided to certified teachers prior to the start of each school year.
- *Student Training:* Student prevention will be administered in a regular, relevant class setting, in our health class. The curriculum will focus on warning signs; protective factors, available community mental health services, and a strong message of hope, with the purpose of helping students identify classmates or themselves to prevent suicide. The school will use the following guidelines:
  - Do not present students with curriculum until school personnel, parents, and

community mental health providers are on board and support is available for those presenting with suicide ideation.

- Do not present student suicide prevention training within six to twelve months of a completed suicide, depending on the readiness of the school community. Continue post-intervention activities.
- *Screening:* It is critical to follow up with students who are identified by the training or coursework as at risk.

## Professional Codes and Standards

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

## Transfer Rights

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

## Employee Benefits

Gem Prep: Meridian will comply with all state and federal laws addressing employment benefits and insurance. At a minimum, all eligible employees will be covered by worker's compensation insurance and unemployment insurance, will have Federal Social Security withheld along with the employer's matching contributions, will be covered under the Public Employee Retirement System of Idaho (PERSI), and will be offered health insurance. It is the intent of Gem Prep: Meridian leadership to offer competitive wages and benefits so that it can recruit and retain talented employees. All employees will contribute to the Federal Social Security System. Gem Prep: Meridian will make all employer contributions as required by PERSI and Federal Social Security. In addition, the school will also pay for worker's compensation insurance, and any other payroll obligations of an employer as required by Idaho Code 33-1279. Gem Prep: Meridian will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board provides health insurance and may establish other benefits. The Board has developed a process to ensure that all eligible employees are enrolled in one of the school's health insurance plans.

## Collective Bargaining

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

## Nondiscrimination in employment

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

## Contracts

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

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

## Teacher Professional Development

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

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

### **Retention**

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

### **Teacher Evaluation**

Professional development will take a personalized approach. After a self-assessment, teachers will set goals with the school principal at the start of the year. They will be observed multiple times per year by school leadership, and will be evaluated twice per year according to multiple measures, including student achievement and formal observations. Evaluators will meet with teachers at least three times per year to set goals, have a mid-year conference, and have an end of the year, final/summative conference.

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

Teachers who are underperforming will be given coaching and additional resources by both the Academic Administrator and the Principal. The teacher's professional development plan will be adjusted as necessary to assist them.

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

A School Leader/Principal has been hired for Gem Prep: Meridian. The contract began July 1, 2017.

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

## Tab 7: Admissions, Discipline, Student Policies

### Enrollment

Gem Prep: Meridian enrollment is capped at 732 students in grades K-12. Annually, no less than thirty (30) days prior to Gem Prep: Meridian's application deadline, the Board of Directors will establish, at its regularly scheduled meeting, by motion and vote, an 'Annual Enrollment Capacity' as follows: Based on recommendations from the Administration, the Board will establish: (1) an annual school-wide enrollment capacity not to exceed 732 students; and (2) an annual enrollment capacity for each grade. Each year, the Administration will: (1) Post the Annual Enrollment Capacity information on the Gem Prep: Meridian web site within five (5) days of the Board vote; and (2) conduct the lottery and enrollment process in compliance with the limits established in the Board's Annual Enrollment Capacity motion and vote.

### Enrollment Capacity

In order to assure availability for all students who wish to re-enroll, Gem Prep: Meridian's enrollment caps will be set at 48 students for grades K-3 and 60 students for grades 4-12. Gem Prep: Meridian will follow Idaho law in cases of over enrollment by utilizing the lottery provision. The chart below outlines the enrollment capacity plan.

Grades 7-12 numbers are larger than the actual anticipated enrollment numbers. These caps are necessitated in order for the school to accommodate all students who wish to continue enrollment. (See the chart on page 18 Tab 2 showing the anticipated enrollment projections for the school.)

## Gem Prep: Meridian Enrollment Capacity

Grade	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	Y1	Y2	Y3	Y4	Y5	Y6
K	48	48	48	48	48	48
1st	48	48	48	48	48	48
2nd	48	48	48	48	48	48
3rd	48	48	48	48	48	48
4th	60	60	60	60	60	60
5th	60	60	60	60	60	60
6th	60	60	60	60	60	60
7th		60	60	60	60	60
8th		60	60	60	60	60
9th			60	60	60	60
10th			60	60	60	60
11th				60	60	60
12th					60	60
	<b>372</b>	<b>492</b>	<b>612</b>	<b>672</b>	<b>732</b>	<b>732</b>

### Student Recruitment

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

(See Tab 2 for detailed recruitment plan and actual anticipated enrollment numbers.)

### Admissions Procedures

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

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

As a public charter school, Gem Prep: Meridian must, as a condition of its charter, have an open enrollment policy. Charter schools have a cap or limit as to the number of students they can accept. If the number of applications to a charter school exceeds the capacity of the

school, all applicants will have an equal chance of being admitted through a random selection process or lottery.

Gem Prep: Meridian will follow the model admission procedure identified by the Idaho State Board of Education.

1. Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs.
2. Prior to enrollment each year, Gem Prep: Meridian will advertise in local media and online and make application forms available online. The application will include information pertinent to filling available slots.
3. Gem Prep: Meridian's full-time employee's children will have first preference for admission to the school, with a maximum of 10% of the student population consisting of full-time employee's children.
4. Siblings of students already selected by lottery will be given next priority.
5. Prospective students residing in the primary attendance area of the school will be the next priority.
6. All other students residing outside of the attendance area will be the final priority.

Gem Prep: Meridian will substantially follow the model admission procedure identified by the Idaho State Board of Education.

### **Requests for Admission**

Gem Prep: Meridian will comply with Section 33-5205 (3)(j) Idaho Code. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend Gem Prep: Meridian. In the case of a family with more than one (1) child seeking to attend Gem Prep: Meridian, one written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, Gem Prep: Meridian on or before the enrollment deadline established by Gem Prep: Meridian. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student. If the initial capacity of Gem Prep: Meridian is insufficient to enroll all prospective students, a lottery (as outlined above) shall be utilized to determine which prospective students will be admitted to Gem Prep: Meridian. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by Gem Prep: Meridian shall be permitted in the lottery. Written requests for admission received after the established enrollment deadline will be added to the bottom of the final selection list for the appropriate grade.

## **Lottery Process**

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

## **Waiting Lists**

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

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

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

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

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

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

## **Attendance Requirements and Records**

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

## Notification of Enrollment Opportunities

In accordance with IDAPA08.02.02.203.02, Gem Prep: Meridian will ensure that the public notification process of enrollment opportunities will include the dissemination of enrollment information, at least three months in advance of the enrollment deadline established by Gem Prep: Meridian each year. The information will be posted in highly visible and prominent locations within the attendance area of the school, as well as on the school's website. In addition, Gem Prep: Meridian will ensure that such process includes the dissemination of press release or public service announcements to media outlets such as television, radio, and newspapers that broadcast within, or disseminate printed publications within, the area of attendance of the school. Gem Prep: Meridian will ensure that such announcements are broadcast or published by such media outlets on at least three occasions, beginning no later than fourteen days prior to the enrollment deadline each year. Enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

## Denial of Attendance

In accordance with Idaho Code 33-205, the school's Board of Directors may deny enrollment or may expel or deny attendance to Gem Prep: Meridian to any pupil who is a habitual truant (I.C. 33-201), or who is incorrigible, or whose conduct, in the judgment of the Board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board, but such enrollment or readmission shall not prevent the Board from again expelling such pupil for cause.

The process for expulsion and denial of attendance is in Tab 6 under Student Discipline. For Special Education cases, refer to Tab 3 under Special Education Services.

## Student & Parent Handbook

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

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

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

## Internet Use

Gem Prep: Meridian will have a comprehensive, realistic and enforceable Internet Use Policy, which will include parent permission.

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

### Business Plan

Gem Prep: Meridian is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning Section 501(c) (3) of the Internal Revenue Code of 1986 (“IRS Code”), or the corresponding provisions of any future federal income tax code and has received an IRS determination letter effective December 23, 2016. The Articles of Incorporation for Gem Prep: Meridian were filed with the Secretary of the State of Idaho on December 23, 2016. 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

Gem Prep: Meridian leadership believes that the best marketing strategy is to deliver an excellent education for students which produces strong results. The school can tell this story to a broad range of external stakeholders. In addition to the most critical audiences of prospective families and teachers, the organization will seek opportunities to proactively build a brand around innovation that establishes Gem Prep: Meridian as a national leader in the realm of next generation learning. The school will engage in a variety of marketing and relationship building activities in an effort to bolster enrollment and solidify the brand within the community. This may be accomplished through a variety of tools capable of reaching a wide cross section of the local community, which continues to include underserved and at-risk families. The school intends to participate in successful outreach opportunities such as:

- Participation in community and other **networking events**, e.g. fairs, family days, parades, special zoo events, holiday activities, etc. The current bilingual principal attends most of these community functions.
- **Social Media:** Facebook, Community Calendars
- Gem Prep: Meridian **Web site**
- **Brochures and Posters** handed out and placed on community bulletin boards, the local swimming pool, rec center, local public libraries, and other family gathering places, as well as shared with local community leadership groups such as rotary, etc. Principal participates in outreach activities where he can meet face-to-face with constituents.
- **Local media coverage**, news releases and articles - specifically identifying that the school is open to all students within the enrollment area and serves-equally-all demographics.
- **Invitations to campus** given to legislators, community leaders, philanthropists, local businesses, etc.
- **Signage on campus** and at public events; in languages appropriate to

demographics of the enrollment area.

- Participation in **community support drives** with other schools and local businesses.
- **Events** (open houses, summer socials on campus, gatherings at local community activities, and summer lunches in the park, etc.)
- Participation in **PTO activities**, fund raisers and community projects on and off campus
- **Relationship building** with local libraries; partnering with them in various venues for student story-time and outreach opportunities to reach a wide-range of constituents.

The School’s marketing plan intends to reach a diverse cross section of families. The School intends to have a diverse student body that represents many different populations including underserved populations, minorities, as well as to all within the enrollment area.

### **Management Plan**

The Gem Prep: Meridian, Inc., Board of Directors is the governing board of the Gem Prep: Meridian school and has ultimate control over the school and all employee and parent concerns. If a parent or employee has a concern, they will first attempt to resolve the issue with the school principal. If the issue cannot be resolved with the principal, the parent or employee may attempt a resolution with the School Academic Administrator and then the School Director. If their concern is still not resolved, it will be brought before the Gem Prep: Meridian board.

*Please see Appendix D-1 for resumes of the Board of Directors.*

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

The Board of Directors is responsible:

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

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

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

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

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

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

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

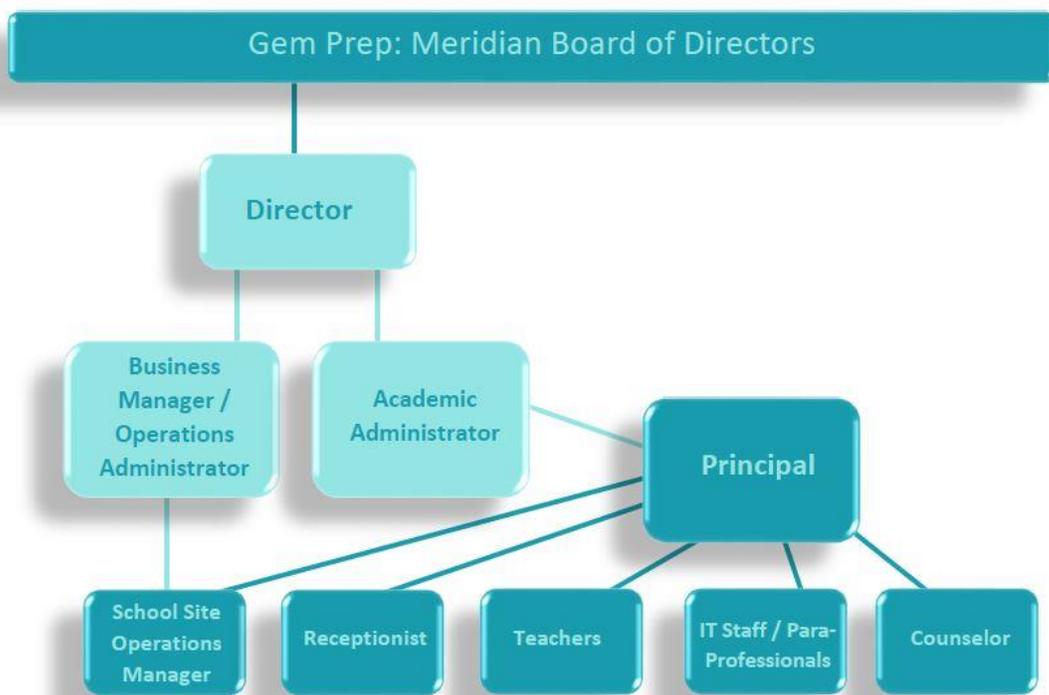
Operations Administrator works under the direction of the school Director. Responsibilities include but are not limited to:

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

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

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

The following organizational chart is the initial proposed plan. The school anticipates minor changes over the course of school growth.



## School's Financial Plan

### Budget

The budget for Gem Prep: Meridian is prepared in compliance with Idaho Code Section 33-801 and rules of the State Board of Education; is presented at a public hearing in June of each

school year; and will be delivered to the State Department of Education as required on or before July 15<sup>th</sup> for the subsequent school year. Copies of the budget will be provided to any interested parties via the Gem Prep: Meridian website. Further, the budget will be prepared, approved, and filed using the required accounts associated with the Idaho Financial Accounting Reporting Management System (IFARMS).

*See Appendix F for Three Year Operating Budget with Assumptions.*

*See Appendix I-2 for Detailed Fiscal Impact Three Year.*

### **Income sources**

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

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

The leadership team has raised over 5 million dollars in grant funding to assist Gem Prep: Meridian, as well as other Gem Prep Schools, with start-up costs.

### **Fundraising Plan**

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.

In addition, the school, will either employ or contract services for a Development Director. The Development Director will continually strive to identify, educate and cultivate key donors who are capable of making major gifts.

*Please see Appendix E-1 for the grant letter from the J.A. and Kathryn Albertson Foundation (JAKAF) and Appendix E-2 for the JAKAF Grant Distribution Letter.*

### **Operating Expenditures**

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

### **Non-operating expenditures**

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

### **Cash Flow**

The Business Manager will reconcile cash flow monthly to the bank statements and compare

the current monthly expenditures to the monthly cash plan approved by the Board, and perform a variance analysis and reports to the Board on a monthly basis.

### **Financial Management**

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

The Board of Directors will be ultimately responsible for financial management. The Board delegates the day-to-day financial management and day-to-day accounting of the school to the Business Manager. The Business Manager, in conjunction with his/her team (including the school operations manager at the school site), will complete a monthly review of operating results and present such results to the Board.

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

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

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

The pre-opening timeline can be found in Appendix M.

### **Transportation Plan**

Gem Prep: Meridian plans to offer student transportation in their first year. School leadership is currently investigating two options for transportation. Based on a successful implementation of a similar plan at Gem Prep: Pocatello, the first option will take advantage of public transportation allowing students to ride the public bus system to and from school. The school plans to negotiate with Valley Ride on the use of current and future public bus routes for their students. The second option will be contracted services. Gem Prep: Meridian will follow all state reporting requirements for transportation per Idaho Code 33-5208(4). A formal bid process as outlined by the Idaho State Department of Education and Idaho Code 33-402(2) will be followed. Transportation will be provided to the student population as outlined in Idaho Code 33-5208(4)(a)(b).

Students with special needs will be provided transportation in accordance with requirements of state and federal law. A student's IEP will determine if transportation is required and the best method of transportation. All transportation will adhere to the IDEA. Transportation of field trips, excursions, and extracurricular activities will be provided by the school through contracted services, and supported through appreciated donations from families, as well as philanthropic avenues.

## School Lunch Program

The Gem Prep: Meridian Board will adopt policies relating to school lunch in accordance with federal and state laws. Gem Prep: Meridian believes that no child should go without food and intends to provide a lunch program to students.

Gem Prep: Meridian is currently investigating two options for implementing the lunch program.

### Option 1:

Gem Prep: Meridian will seek a partnership with the West Ada School District. Following the model used at Gem Prep: Nampa, the district manages the full nutrition program including state and federal reporting, collection of FRL forms from families, and food preparation and delivery. Lunches will be delivered daily to the school. Gem Prep: Meridian expects there to be a contracted fee for delivery of the lunches, however, payments for food and federal reimbursement will flow directly through West Ada SD. The School Operations Manager will manage the serving of lunch using a combination of school staff and parent volunteers.

### Option 2:

Gem Prep: Meridian will contract with a local catering company to provide daily lunches. Families will fill out orders and make payments online through a web portal. Though this option may not include participation in the National School Lunch Program (NSLP), the school intends to offer free and reduced lunches to those who qualify. The catering company will deliver lunches daily to the school. The School Operations Manager will manage the serving of lunch using a combination of school staff and parent volunteers.

Gem Prep: Meridian may not initially participate in the National Lunch Program, however, free and reduced data will be collected annually by individual FRL forms and/or through Direct Certification. The forms will be collected at the beginning of each school year. Gem Prep: Meridian will pursue receiving a high percentage of respondents to the FRL survey. Students who qualify for free or reduced lunches will be offered a lunch for free or at a reduced price, whether or not the school participates in the NSLP program.

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

## Purchased Services

See Tab 10 for a list of possible vendors.

# Tab 9: Virtual Charter School

This section is not applicable to Gem Prep: Meridian.

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

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

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

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

**Singapore Math** grade K-5 textbooks

**Handwriting Without Tears** workbooks

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

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

### Business Arrangements

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

**Regence:** Used to service employee health insurance plans.

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

**MSBT Law:** A full service law firm, used in representing and advising in the areas of general and municipal law, education law, administrative law, employment law, etc.

**Excent Corporation:** Gem Prep: Meridian will utilize Enrich Special Education Software to facilitate file management of IEPs and student special education records.

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

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

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

**Instructure, Inc.:** Gem Prep: Meridian will utilize the Canvas software application for the administration, documentation, tracking, reporting, and data delivery for the School's learning management system.

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

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

### Possible Community Partners:

- **Gem Prep: Meridian PTO:** Administration will attend PTO meetings. The School and PTO will work well together, boosting parent involvement, communication, community awareness, project funding, etc.
- **Idaho Charter School Network:** Partner with Gem Prep: Meridian to advocate for policy conducive to positive charter school outcomes.
- **J.A & Kathryn Albertson Foundation:** Has provided generous philanthropic support for the growth of Gem Prep: Meridian.
- **Idaho School Board Association:** Utilized to provide board training, staff training and legal advice.
- **Idaho Association of School Business Officials:** Utilized as a partner for school finance training, networking, finance laws and budgeting expertise.

*Please see Appendix E-1 for JAKAF Grant Award Letter and Appendix E-2 for JAKAF Grant Distribution Letter.*

### Termination of the Charter/School Closure

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

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

Pursuant to Idaho Code 33-5212, the assets for the school shall be distributed first to satisfy outstanding payroll obligations for employees of the school, including any tax, public

employee retirement system and other employee benefit obligations, then to creditors of the school, and then to the authorized chartering entity in the case of a public charter school authorized by the board of a local school district. In the case of a public charter school authorized by any other authorized chartering entity, any remaining assets shall be distributed to the public school income fund. Assets purchased using federal funds shall be returned to the authorized chartering entity for redistribution among other public charter schools. If the assets of the school are insufficient to pay all parties to whom the school owes compensation, the prioritization of the distribution of assets may be determined by decree of a court of law.

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

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

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

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

*See Appendix A-3 for the Bylaws.*

**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](http://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.<sup>2</sup> 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.”<sup>3</sup>

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.

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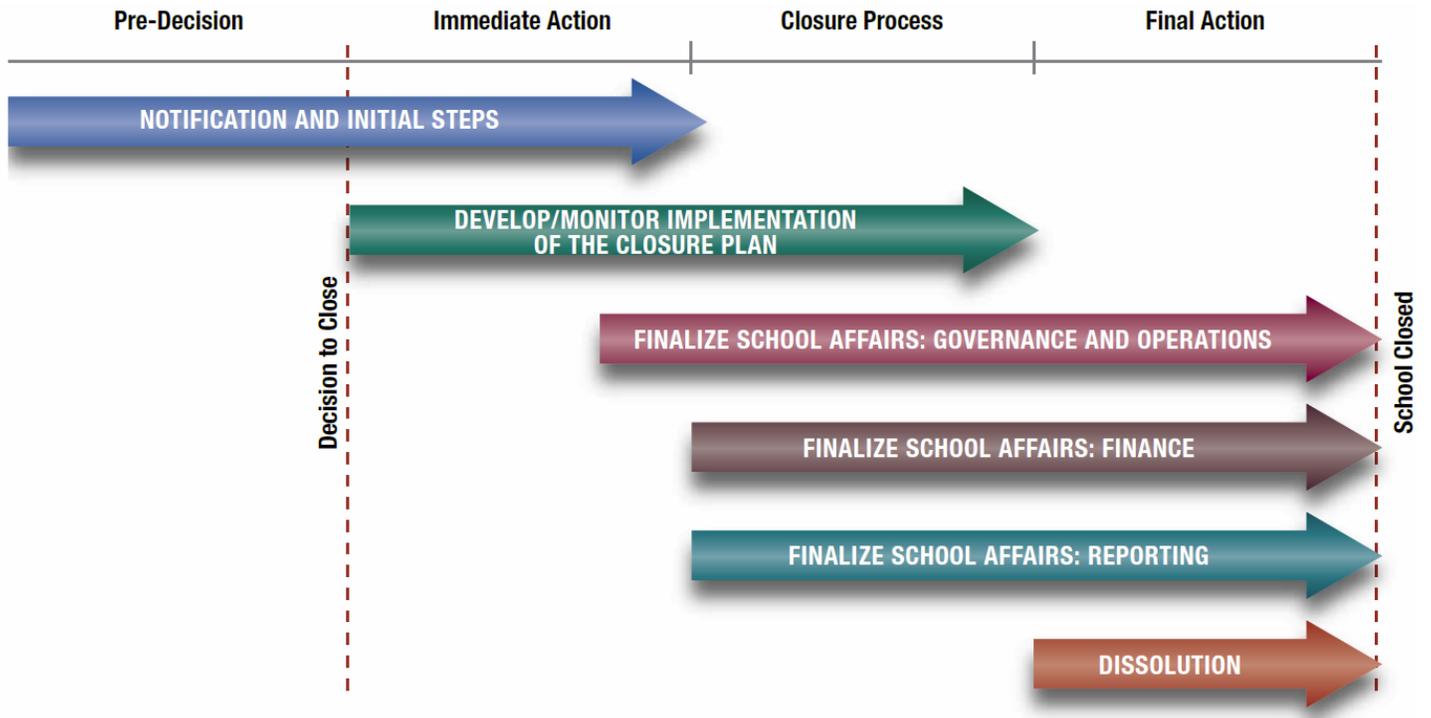
## Endnotes

<sup>1</sup> 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.

<sup>2</sup> I.C. § 33-5212

<sup>3</sup> 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><b>Meet with PCSC and SDE staff</b></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"> <li>1. Review the remaining process for finalizing the closure decision as applicable</li> <li>2. Review the Closure Protocol and tasks and clarify critical deadlines</li> <li>3. Identify points of contact for media or community questions</li> <li>4. Draft communication to staff, families, and affected districts</li> </ol>	School, PCSC, SDE			
<p><b>Notify Parents / Guardians of Potential Closure</b></p> <ol style="list-style-type: none"> <li>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"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease.</li> <li>• Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for parents/guardians with questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Notify School Districts Materially Impacted</b></p> <ol style="list-style-type: none"> <li>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"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Copy of the letter sent to parents.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Meet with Charter School Faculty and Staff</b></p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> <li>1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision.</li> <li>2. Emphasize importance of maintaining continuity of instruction through the end of the school year.</li> <li>3. Emphasize need to limit expenditures to necessities.</li> <li>4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer.</li> <li>5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work.</li> <li>6. Describe assistance, if any, that will be provided to faculty and staff to find new positions.</li> </ol>	School			
<p><b>Review and Report on Finances</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.</li> </ol>	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><b>Establish Transition Team, Develop Closure Plan, and Assign Roles</b></p> <ol style="list-style-type: none"> <li>1. Contact appropriate entities to establish a transition team, including:               <ul style="list-style-type: none"> <li>• A member of the PCSC staff</li> <li>• A member of the SDE staff</li> <li>• Charter school board chair</li> <li>• Lead administrator from the charter school</li> <li>• Lead finance person from the charter school</li> <li>• Additional members as deemed appropriate</li> </ul> </li> <li>2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.</li> </ol>	School, PCSC, SDE			
<p><b>Establish a Schedule for Meetings and Interim Status Reports</b></p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> <li>1. Reassignment of students and transfer of student records.</li> <li>2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access.</li> <li>3. Notification to entities doing business with the school.</li> <li>4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors.</li> <li>5. Sale, dissolution, or return of assets.</li> <li>6. Submission of all required reports and data to the authorizer and/or state.</li> </ol>	School			
<p><b>Submit Final Closure Report</b></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><b>Maintain Identifiable Location</b></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><b>Protect School Assets</b></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"> <li>1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan.</li> <li>2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc.</li> <li>3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.</li> </ol>	School			
<p><b>Notify Commercial Lenders / Bond Holders (if applicable)</b></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><b>Terminate EMO /CMO Agreement (if applicable)</b></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"> <li>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.</li> <li>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.</li> </ol> <p>The school and the management company agree when other services including business services will end.</p>	School			
<p><b>Notify Contractors and Terminate Contracts</b></p> <ol style="list-style-type: none"> <li>1. Notify all contractors, including food service and transportation, of school closure.</li> <li>2. Retain records of past contracts and payments.</li> <li>3. Terminate contracts for goods and services as of the last date such goods or services will be needed.</li> </ol>	School			
<p><b>Notify Employees and Benefit Providers</b></p> <ol style="list-style-type: none"> <li>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. <a href="#">WARN</a> and <a href="#">COBRA</a>) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor.</li> <li>2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> <li>• Medical, dental, vision plans.</li> <li>• Life insurance.</li> <li>• PERSI, 403(b), or other retirement plans</li> </ul> </li> <li>3. Consult legal counsel as specific rules and regulations may apply to such programs.</li> </ol>	School			

## Finalize School Affairs: Governance and Operations (continued)

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

## Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Maintain IRS 501(c)(3) Status</b> Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
<b>Notify Funding Sources / Charitable Partners</b> Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
<b>Review and Revise School Budget</b> <ol style="list-style-type: none"> <li>Review the school's budget and overall financial condition.</li> <li>Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE.</li> <li>Identify acceptable use of reserve funds.</li> </ol>	School, PCSC, SDE			
<b>List all Creditors and Debtors</b> 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"> <li>Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors.</li> <li>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.</li> </ol>	School			
<b>Notify Debtors and Process Payments</b> Contact debtors to request payment. Process and document received payments.	School			
<b>Determine PERSI Obligations</b> Contact PERSI to determine remaining liabilities for employee retirement program.	School			
<b>Notify and Pay Creditors</b> <ol style="list-style-type: none"> <li>Notify all creditors of the school's closure and request final invoices.</li> <li>Sell appropriate assets.</li> <li>Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.</li> </ol>	School			
<b>Itemize Financials</b> Review, prepare and make available the following: <ol style="list-style-type: none"> <li>Fiscal year-end financial statements.</li> <li>Cash analysis.</li> <li>Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes.</li> <li>Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.</li> </ol>	School			
<b>Close Out All State and Federal Grants</b> 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			
<b>Prepare Final Financial Statement</b> 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"> <li>All assets and the value and location thereof.</li> <li>Each remaining creditor and amounts owed.</li> <li>Statement that all debts have been collected or that good faith efforts have been made to collect same.</li> <li>Each remaining debtor and the amounts owed.</li> </ol>	School			
<b>Complete Final Financial Audit</b> 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			
<b>Reconcile with State</b> 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
<b>Prepare and Submit End-of-Year Reports</b> <ol style="list-style-type: none"> <li>1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines.</li> <li>2. Prepare and submit annual reports to the authorizer.</li> </ol>	School, PCSC			
<b>Prepare Final Report Cards and Student Records Notice</b> Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
<b>Prepare and Submit Final ISEE Report</b> Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
<b>Prepare and Submit Final Budget and Financial Reporting</b> Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
<b>Prepare and Submit All Other Required State and Federal Reports</b> <ol style="list-style-type: none"> <li>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.</li> <li>2. Prepare and submit reports to the SDE and/or federal government.</li> </ol>	School, SDE			
<b>Prepare and Submit Final Closure Report to the PCSC</b> Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> <li>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</li> <li>2. The school's final financial status, including the final independent audit</li> <li>3. The status of the transfer and storage of student records, including:               <ul style="list-style-type: none"> <li>• The school's total enrollment at the start of the final semester</li> <li>• The number and percentage of student records that have been transferred prior to closure</li> <li>• 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</li> <li>• A copy of public communication to parents regarding how to access student records after closure</li> </ul> </li> <li>4. The status of the transfer and storage of personnel records, including:               <ul style="list-style-type: none"> <li>• The school's total number of staff at the beginning of the final semester</li> <li>• The number and percentage of personnel records that have been distributed to staff and/or new employers</li> <li>• 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</li> <li>• A copy of communication to staff regarding how to access personnel records after closure</li> </ul> </li> <li>5. Additional documentation (inventories, operational info, etc.) may be included with the report</li> </ol>	School, PCSC			

## Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Dissolve the Charter School</b> (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> <li>1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation.</li> <li>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))</li> <li>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)</li> </ol>	School			
<p><b>Notify the Secretary of State</b> (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> <li>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"> <li>• The name of the non-profit corporation.</li> <li>• The date dissolution was authorized.</li> <li>• A statement that dissolution was approved by sufficient vote of the board.</li> <li>• 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</li> <li>• Such additional information as the Secretary of State determines is necessary or appropriate.</li> </ul> </li> </ol>	School			
<p><b>Notify Known Claimants</b> (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><b>End Corporate Existence</b> (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"> <li>1. Preserving and protecting its assets and minimizing its liabilities.</li> <li>2. Discharging or making provision for discharging its liabilities.</li> <li>3. Disposing of its properties that will not be distributed in kind.</li> <li>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.</li> <li>5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws.</li> <li>6. Doing every other act necessary to wind up and liquidate its assets and affairs.</li> </ol>	School			
<p><b>Notify IRS</b></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.”<sup>1</sup>

**SUBJECT**

Inspire Idaho Home Academy New Charter Petition

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. §33-52 Public Charter Schools

IDAPA 08.02.04 Rules Governing Public Charter Schools

IDAPA 08.03.01 Rules of the Public Charter School Commission

**BACKGROUND**

Inspire Idaho Home Academy (IIHA) is a proposed new statewide virtual public charter school that would serve grades K-8. The proposed virtual school intends to serve an initial enrollment of 225 and expand to 477 students by year 5. The school's target market is homeschool families.

**DISCUSSION**

**Educational Model:**

Inspire Idaho Home Academy is a proposed virtual charter school with a flexible academic model based on the Inspire Charter Schools (ICS) model, which was established in California in 2013. Information about academic outcomes is limited because ICS schools have only been in existence for a few years. However, the results that are available indicate that Inspire's ELA and math results are significantly lower than California state averages.

IIHA would provide homeschool families with \$1500 per year for each enrolled child. These funds could be used to purchase curriculum, enrichment courses such as piano or dance, and technology. IIHA's board of directors emphasized during an interview with PCSC staff that instruction will be delivered by parents. Parents will meet with certified teachers 2-4 times monthly to address student progress; it is unclear whether teachers will grade some portion of student work and how attendance will be verified.

The school does not have a defined, consistent academic curriculum that is aligned with the Idaho State Standards. Rather, parents would consult with teachers to choose curricular materials, which may be either online or textbook-based. Although the petitioners pledge that teachers will ensure each student's unique combination of curricula is aligned to Idaho standards, it is unclear how this would be accomplished on a practical level, given the challenging work involved with aligning even a single set of curricula.

Additionally, it is unclear whether IIHA's model represents a public virtual charter school, rather than a service for homeschooling parents. IIHA would not give assignments or significant instruction to pupils. Instead, IIHA's primary functions would be to:

- a. consult with parents in the creation of learning plans that would, if followed, meet Idaho's educational thoroughness standards;
- b. reimburse parents for monies spent on curriculum, materials, and enrichment such as ballet, swim, and music lessons; and
- c. ensure pupils participate in the same standardized tests as all Idaho public school students.

Idaho statute defines a virtual school 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. Schools classified as virtual must have an online component to their school with online lessons and tools for student and data management." Because Inspire students may choose textbook-based curricula rather than online curricula, it is not clear that IIHA meets this definition. An Attorney General's letter from 2006, included with these materials, addresses this issue.

**Evidence of Demand:**

To demonstrate demand, petitioners noted the enrollment success of the California based Inspire Charter Schools. However, the petitioners have not provided any meaningful evidence of demand for the model in Idaho. Petitioners did not address how IIHA will achieve enrollment goals in light of the nine virtual charter schools (in addition to numerous blended programs) that are already available in Idaho, many of which have experienced declining enrollment in the past few years.

**Board Capacity:**

The board is comprised of individuals who are enthusiastic about homeschooling, but who have little knowledge of public schools, governance, or the charter school sector. Additionally, the board has not been involved in the petitioning process. The petition was drafted by current and former employees of Inspire Charter Schools, one of whom plans to be employed by IIHA and two of whom would consult for IIHA.

**Facilities Plan:**

The facilities plans provided are underdeveloped and unclear with regard to how the school will use enrichment centers to serve students enrolled at the school. Though not highly specific, the assumed costs associated with the facility options appear reasonable.

**Budget Evaluation:**

The budget relies on a pre-opening loan from Inspire Non-Profit. (It is not clear how or whether Inspire Non-Profit is related to Inspire Charter Schools.) If the school reaches enrollment targets and the expenditure estimates are reasonable, the budget appears to be fiscally sound.

However, PCSC staff could not assess the accuracy of several key expenditures because the petition does not include documentation to support the estimates for accounting services, facilities, EMO agreement(s), etc.

### **IMPACT**

If the PCSC approves the petition, IIHA will be responsible for notifying the State Board of Education of such approval. The PCSC will have 75 days in which to execute a performance certificate with the school's governing board.

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

### **STAFF COMMENTS AND RECOMMENDATIONS**

PCSC staff recommends the denial of the Inspire Idaho Home Academy new charter petition for the following reasons:

- Idaho currently has nine virtual school options, seven of which are statewide. Many of these schools evidence low academic outcomes and stagnant or declining enrollment with high rates of attrition. It is not clear that IIHA would provide a high quality educational choice in an already crowded market.
- There is no evidence of sufficient demand to ensure the economic survival of the school.
- The IIHA board has not participated in the petitioning process and does not appear to have the necessary capacity to be a steward of a public charter school.
- IIHA would not offer a consistent curriculum that is aligned with Idaho State Standards and delivered primarily through the use of technology via the internet.
- The petition fails to demonstrate that IIHA would meet the statutory definition of a virtual school, which must deliver instruction primarily through the use of technology via the internet.
- Inspire Charter Schools, upon which IIHA's proposed model is based, does not demonstrate strong academic outcomes.

### **COMMISSION ACTION**

A motion to deny Inspire Idaho Home Academy's new charter petition on the following grounds:

- Lack of evidence that IIHA will provide a new, high quality public virtual schooling option that will attract sufficient demand and promote improved student learning in the context of numerous, existing virtual models.
- Lack of demonstrated board capacity sufficient to promote the development of a high quality public charter school.

**October 12, 2017**

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- Failure to identify a consistent, aligned curriculum and instructional program that corresponds with Idaho's statutory definition of a virtual school.

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

Idaho Public Charter School Commission

PETITION FEEDBACK MEMORANDUM

October 5, 2017

Inspire Idaho Home Academy (IIHA)

Thank you for your interest in opening a new public charter school in Idaho. Your new charter petition will be considered in accordance with §33-5205, Idaho Code. The Public Charter School Commission (PCSC) office received your completed petition on July 19, 2017. PCSC staff has reviewed the petition and developed the feedback below in order to assist you in strengthening your proposal. Remember to refer back to the New Charter Petitioner Guidance for additional support.

The PCSC will hold a public hearing to consider the Inspire Idaho Home Academy petition during its regularly scheduled meeting on October 12, 2017.

**IMPORTANT:** PCSC policy requires that all revisions, with the exception of changes to PCSC budget and facilities templates, be shown in legislative format. Please see *The Idaho Rule Writer’s Manual*, section II.4, pg. 36, for instructions in the proper use of legislative format. The “track changes” or “show markup” feature in Microsoft Word shall not be considered an acceptable substitute for legislative format. Please see PCSC Policy Section II.B for additional requirements related to the submission of petitions and petition and revisions.

INTRODUCTION

Table with 2 columns: Section Name, Feedback. Rows include Cover Page, Table of Contents, Executive Summary, and Mission Statement.

EDUCATIONAL PROGRAM

Table with 2 columns: Description of Educational Philosophy, Feedback. Row includes Description of Educational Philosophy and its corresponding feedback.

<p>Instructional Practices, and Curriculum</p>	<p>Standards is unrealistic. Alignment of a single curriculum alone is a significant task.</p> <p>The budget indicates that there will be not as many teachers as grade levels served; therefore, it appears that teachers will be responsible for students in multiple grade levels. This increases the challenge of aligning curriculum for each individual student.</p> <p>The proposal to provide homeschool families with \$1500 a year per student that may be used at families’ discretion (with some guidance by the teacher) to purchase curriculum, materials, subscriptions, tutoring, and lessons (such as music and sports) raises significant concern about appropriate use of taxpayer funds and tracking of taxpayer-funded assets.</p> <p>The petition indicates that the \$1500/student stipend may be used toward technology (computers, etc.) by families who need them. However, it appears that such students would then have less money available for curriculum.</p> <p>IIHA appears to be a replication of a model used by multiple schools in California. PCSC staff was unable to verify these schools’ academic outcomes because links to source data were not provided in the petition. Proficiency rates listed were under 40% for ELL and mathematics. Change over time in ELL and math indicated an upward trend for some of the Inspire schools, though it was not possible to assess if this increase in performance was due to overall student improvement in scores or a change in student population from year to year. Individual student growth data was not provided. In separate research conducted by PCSC staff, Inspire charter schools appeared to have low academic performance.</p> <p>PCSC staff was unable to determine the nature of the relationships among IIHA and different corporations located in California. The petition refers in various places to Inspire Non-Profit, Inspire Home Academies, and Inspire Charter Schools. The petition does not clarify the differences among these entities, whether one of them is an education management organization, and what services the entities may provide to IIHA.</p> <p>Pages 6-7 of the New Charter Petitioner Guidance provide additional support.</p>
<p>Expected Student Outcomes</p>	<p>Most virtual schools in Idaho report high student attrition during the school year, as well as year-over-year. The IIHA petition does not address anticipated attrition or how the school will track its impact on students who enroll for relatively short periods of time.</p> <p>The petition indicates that teachers will provide weekly student progress reports to families. For students using a textbook-only program, it is unclear how teachers will monitor learning when there are no online tools built into this curricular option that would enable teachers to view how well students perform on their assignments.</p>

	Pages 7-8 of the New Charter Petitioner Guidance provide additional support.
Plan for Serving All Students	<p>The narrative of the petition states that IIHA will utilize services from Children’s Therapy place to meet the needs of students with IEPs. However, IEP case management by a certified teacher is not one of the services offered by this organization. Also, the petitioners should bear in mind that parents cannot be asked to pay for special education services, and should consult with the SDE to verify which providers are eligible for reimbursement.</p> <p>The petition does not address how ELL and family support will be provided if English is not the primary language spoken in the home.</p> <p>Page 8 of the New Charter Petitioner Guidance provides additional support.</p>
Professional Development Plan	<p>The professional development plan (p 39-41) does not reflect a meaningful strategy, particularly for a model in which students will have unique curricula and teachers will not have daily responsibility for teaching the material. More detail on the learning modalities would be helpful to understand the scope of the program.</p> <p>Please note that the PCSC does not provide professional development opportunities for teachers.</p> <p>Page 8 of the New Charter Petitioner Guidance provides additional support.</p>

**FINANCIAL AND FACILITIES PLAN**

Fiscal Philosophy and Spending Priorities	<p>The petition does not fully address IIHA’s fiscal philosophy and spending priorities.</p> <p>Pages 8-9 of the New Charter Petitioner Guidance provide additional support.</p>
Financial Management Plan	<p>The financial management plan does not indicate the role of governance, nor does it reference fiscal reports or timelines for the board to receive and analyze the school’s financial status.</p> <p>Pages 8-9 of the New Charter Petitioner Guidance provide additional support.</p>
Description of Facility Needs	<p>The facility plan lacks detail and clarity regarding the desired location. The narrative states that the facility will be located in Meridian; however, both of the facility options presented in the appendices are in Boise. The narrative and the appendices should be consistent.</p> <p>See the facility section in the Appendices for additional comments.</p> <p>Page 9 of the New Charter Petitioner Guidance provide additional support.</p>

**BOARD CAPACITY AND GOVERNANCE STRUCTURE**

Description of Governance Structure	The role of Inspire Non-Profit, including the nature of its legal and corporate relationships with IIHA, is presently unclear.
Founding Board Qualifications	<p>It is unclear which individuals are on the IIHA board. PCSC staff could not ascertain from the information provided whether a conflict of interest arises from the inclusion on IIHA’s board of two individuals who are employed by Inspire Non-Profit. It appears that IIHA has a service contract with Inspire Non-Profit.</p> <p>The founding board may benefit from more depth and additional diversity of skills.</p> <p>Page 9 of the New Charter Petitioner Guidance provides additional support.</p>
Transition Plan	<p>The petition mentions transition, but does not include a sufficient plan.</p> <p>Keep in mind that employees of the school cannot serve as board members.</p> <p>Page 10 of the New Charter Petitioner Guidance provides additional support.</p>
Board Training and Recruitment	<p>The board training and development section (p 50) lacks detail and scope.</p> <p>Page 10 of the New Charter Petitioner Guidance provides additional support.</p>

**STUDENT DEMAND AND PRIMARY ATTENDANCE AREA**

Enrollment Capacity	The enrollment capacity description on page 62 is non-compliant. The charter school lottery and admissions procedures must be compliant with Idaho Code I.C. §33-5206 (11)(a)-(b) and IDAPA 08.02.04.203. Lotteries are required to be held by grade level if there are enrollment caps, as IIHA’s petition states there will be. Students must be allowed to enroll in the school if openings remain below the stated caps.
Primary Attendance Area	The primary attendance area is described as the State of Idaho, which is appropriate for a virtual school.
Community Need and Market Interest	<p>Despite the evidence of demand for the model in California, the petition does not demonstrate adequate community need and market interest in Idaho. Idaho currently has 9 virtual charter schools that provide an array of options for students wishing to study from a home-based environment. Idaho families may also choose to homeschool outside the public school system.</p> <p>Page 12 of the New Charter Petitioner Guidance provides additional support.</p>
Strategies for Enrolling Underserved Families	<p>The petition does not include specific strategies for enrolling underserved families.</p> <p>P 51 refers to provision of transportation to enrichment centers “upon request.” The petition does not clarify how this will function both practically and financially.</p>

	Page 12 of the New Charter Petitioner Guidance provides additional support.
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**VIRTUAL AND BLENDED PROGRAMS**

Rationale	<p>No clear rationale for the program is provided. Virtual school enrollment in Idaho has seen a gradual decline over the past several years. The petition does not indicate how IIHA would produce stronger academic outcomes or a meaningful expansion of educational choice beyond existing options.</p> <p>The petition mentions “credentialed teacher support” on page 71. It is not apparent that credentialed teachers will be grading all student work or providing instruction directly to students.</p> <p>It is not clear that IIHA meets the statutory definition of a virtual school.</p>
Learning Management System	<p>Additional detail regarding the role and function of the LMS is needed (p72).</p> <p>It is unclear whether IIHA will engage a management company or curriculum provider. References to replication indicate a relationship with Inspire Home Academies, but the nature of this relationship is not described.</p> <p>Page 13 of the New Charter Petitioner Guidance provides additional support.</p>
Attendance and Course Credit	<p>The petition states that ADA will be calculated by work completed. This requires that each assignment be counted as taking a certain amount of time. However, it does not appear that IIHA has developed a system by which it will determine how much work has been completed and how much time will be assigned to each lesson. This may prove particularly difficult due to the school’s intended use of multiple curricula, some of which is not web-based.</p> <p>The petition indicates that work samples (rather than all student work) will be assessed by teachers to determine ADA. This is not compliant, and the petitioners should consult the SDE for assistance in understanding how ADA data must be collected.</p> <p>Page 13 of the New Charter Petitioner Guidance provides additional support.</p>
Professional Development	<p>The professional development plan (p 74) is general in nature and does not appear to reflect meaningful consideration of training specific to the virtual environment.</p> <p>Page 13 of the New Charter Petitioner Guidance provides additional support.</p>
Student-Teacher Interaction	<p>It appears that students will have insufficient interaction with certified teachers.</p>
Student-Student Interaction	<p>The nature and level of student-to-student interaction will vary depending on interest and access to enrichment centers. The petition provides little detail regarding how student relationships would be fostered.</p>

Technical Support	<p>IIHA would rely on the Director of Educational Programs to provide technology training and support across the array of hardware and software used by teachers and families. (p 78) This plan is unrealistic and incomplete.</p> <p>Page 13 of the New Charter Petitioner Guidance provides additional support.</p>
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**APPENDICIES**

Appendix A: Articles of Incorporation	<p>IIHA’s Articles do not presently reflect adherence to the guidance regarding file-stamping.</p> <p>Page 14 of the New Charter Petitioner Guidance provides additional support.</p>
Appendix B: Bylaws	<p>IIHA’s Bylaws do not presently reflect adherence to the guidance in several areas.</p> <p>Page 14-15 of the New Charter Petitioner Guidance provides additional support.</p>
Appendix C: Board Member Resumes	<p>Due to the fact that additional resumes are included in this appendix, it is unclear which individuals are currently on the IIHA board.</p>
Appendix D: Petitioning Group	<p>It appears that the petition was written by current and/or former employees associated with Inspire Charter Schools in California. Furthermore, the petitioning group listed on page 117 does not include the board members. This suggests that the IIHA board has not been an active part of the petitioning process. The PCSC grants contracts to charter school boards, not to CMOs, so board capacity and involvement are critical.</p> <p>Some of the individuals listed as part of the petitioning group indicated that they provided services related to the development of the petition, but are not familiar with its content. (One stated that he had never read the petition.)</p> <p>Page 15 of the New Charter Petition Guidance provides additional support.</p>
Appendix E: School Leader	<p>It is unclear whether Ms. Flook, IIHA founder and intended administrator, is certified in Idaho. School administrators must hold a current ID certification.</p> <p>Most public charter schools find that they need experienced administrators due to the unusually broad scope of this role, which encompasses many duties typically performed by a superintendent.</p> <p>The level of mentorship to be provided by the California-based Inspire Non-Profit employees (Nick Nichols and Kimmi Buzzard), as noted in Appendix D, needs to be documented in a MOU/contract.</p> <p>Additionally, Mr. Nichols’ and Ms. Buzzard’s resumes cite their employer as Inspire Charter Schools, which is inconsistent with the narrative’s reference to Inspire Non-Profit.</p>

	Pages 15-16 of the New Charter Petition Guidance provide additional support.
Appendix F: Budgets	<p>The Secondary Teachers and Other Teachers lines are inconsistent in number and assumption across the Pre-Operational and Break-Even templates. Additionally, it is not clear if a special education teacher is provided for in the budget.</p> <p>PRE-OPERATIONAL BUDGET</p> <ol style="list-style-type: none"> <li>1) It is likely that the school will incur legal fees during the pre-opening year; these are not presently reflected in the expenditures.</li> </ol> <p>BREAK-EVEN/ THREE YEAR BUDGET</p> <ol style="list-style-type: none"> <li>1) The \$7,500 allocated for “instructional consulting” in year one is not explained.</li> <li>2) The assumptions on the curriculum/textbooks line note a \$1000/student allocation for a total of \$175,000. The Break-Even Budget assumes 197 students. These calculations do not match.  Also, the narrative allows \$1500/student rather than \$1000/student.</li> <li>3) The technology fees and licenses expenditure is not documented and appears too low.</li> <li>4) The narrative on page 16, the curriculum/textbooks line item, and the technology capital outlay total do not appear consistent. The petition does not indicate if the school spends technology funds on all students, in addition to the instructional funds.</li> <li>5) The break-even budget does not appear to reflect utilities expenditures. This seems to be addressed in the facilities options (Appendix G) differently than in the budget.</li> <li>6) The budget references outsourcing of accounting services, but no documentation is provided.</li> <li>7) The facilities expenditures reflected in the budget are not supported by documentation.</li> <li>8) The budget appears to allow for a very high number of administrative support positions. The petition does not explain why this staffing level is necessary, particularly for a virtual school.</li> <li>9) The narrative regarding the pre-opening loan on page 133 is inconsistent with other portions of the budget and the documentation provided.</li> </ol>

	<p>CASH FLOW NOTES:</p> <ol style="list-style-type: none"> <li>1) No funds are allocated for employee recruitment expenses.</li> <li>2) The payment schedule for loan repayment is inconsistent with the documentation provided.</li> </ol> <p>Page 16 of the New Charter Petition Guidance provides additional support.</p>
Appendix G: Facility Options	<p>Both of the facility options are located in Boise, while the narrative states that the facility will be in Meridian.</p> <p>It appears that the school is proposing to provide 3 hours, once a week, of organized “enrichment activity” and otherwise use the space for uncertified, extra-curricular instruction. This important aspect of the structure of the educational program is not detailed elsewhere in the petition and needs further clarification. It is unclear how and how often the enrichment centers will be used by students.</p> <p>Pages 8 and 16 of the New Charter Petitioner Guidance provide additional support.</p>
Appendix H: Supporting Documentation	<p>Relevant contracts, estimates, etc. to support cost estimates for expenses such as remodeling, furniture, and IT would be helpful here.</p> <p>If an educational management organization is to be used, the contract must be provided.</p> <p>Pages 16-17 of the New Charter Petitioner Guidance provides additional support.</p>
Additional Appendices (optional)	

**IMPORTANT:** Petition requirements for public charter schools are found in Idaho Code § 33-5205. Those requirements changed effective July 1, 2017. IIHA’s petition to establish a new public charter school was submitted after July 1, 2017. However, the petition form submitted by IIHA was based on the requirements prior to July 1, 2017. As a result, the petition contains additional information that the Legislature has subsequently removed from Idaho Code § 33-5205.

This petition feedback memo focuses on a substantive review of IIHA’s petition for compliance with Idaho Code § 33-5205 (effective July 1, 2017). PCSC staff did not perform a complete substantive review of the petition information that the Legislature removed when it revised Idaho Code § 33-5205. However, PCSC staff has some concerns that the additional information in the petition may not comply with Federal and/or State laws, rules and regulations, and policies. IDAPA 08.02.04.300.01 requires a public charter school comply with Federal and State laws, rules and regulations, and policies. Therefore, PCSC staff

recommends IHA's attorney review the petition and appendices for legal compliance. The Public Charter School Commission will make the final decision on whether to approve the petition.

## Idaho Public Charter School Commission New Petition Board Interview

Petitioning School	Inspire Idaho Home Academy (IIHA)
Date of Interview	September 29, 2017
PCSC Staff who Conducted Interview	Tamara Baysinger, PCSC Director Kirsten Pochop, Senior Accountability Program Manager
Board Members Interviewed	Christian Cook Miriam Cook Tasha Jones (by phone) Rebecca Sobolewski

PCSC staff interviewed four members of the Inspire Idaho Home Academy (IIHA) board of directors. The interview addressed board perceptions of the characteristics of a successful charter school, the California Inspire Charter Schools model upon which the petition is based, a day in a life of a typical IIHA student, the role of a charter school board, their experience with running complex operations, the special education needs they expect to see in their proposed school population, and the role of the authorizer.

IIHA's petition was written by a former Inspire Charter School teacher who recently relocated from California to the Treasure Valley. This individual, who aims to open a sister school in Idaho and serve as its administrator, recruited board members who were enthusiastic about home schooling. The board appears to be in an early stage of development, and two of the members met each other in person for the first time at the board interview. The group includes a school nurse, former Kuna SD elementary school teacher who is now working for Northwest Lineman College (NLC), a small business owner, and an administrative professional also working for NLC.

The board expressed enthusiasm for the Inspire Idaho Home Academy school concept. When asked about how the model differed from the eight other statewide virtual charter schools in Idaho, members stated that they were only aware of one virtual school in Idaho. Regarding this model, they stated that IIHA would be different from this other option because at their school, the "parent is the primary teacher" while the role of the state certified teacher was reduced to a twice monthly visit between the parent and teacher. They consistently referred to the model as a homeschooling option. When asked about a day in the life of an IIHA student, they stressed that it would be very individual to the child, as parents would determine students' schedules.

When asked about the means by which a charter school board can ensure the development of a high quality school, the board seemed confused about the role of governance verses management. Members discussed how they would check in with families and teachers about how the school was running, a task usually relegated to management. However, they also discussed the importance of providing oversight for the school's finances, a typical board task.

PCSC staff asked about the nature of the relationship between IIHA and the California company Inspire Charter Schools (ICS). The board did not know if ICS was an education management organization and did not believe that there would be a contractual relationship between IIHA and ICS. They stated that ICS would be providing free advice to the Idaho school.

The board was also unsure about the expectations of a public charter school regarding both special education requirements. Board members seemed unaware that charter schools must provide special education services, and could not rely on local school districts to do so. Additionally, some comments were made that raised concern about the board's level of familiarity with FERPA and the importance of protecting student information.

When asked to describe the role of a quality charter school authorizer, the board members stated that they weren't familiar with the authorizer's role. They were also unacquainted with the petitioning process, the status of IIHA's petition, and the performance outcome expectations of a PCSC portfolio school.

Strengths of the board:

- Enthusiasm for the proposed academic model

Areas of concern:

- Lack of understanding of the role and responsibilities of a public charter school board
- Unfamiliarity with the distinction between homeschooling and virtual public schooling
- Inability to distinguish between the role of governance and management
- Lack of understanding of the virtual public school market in Idaho
- Lack of understanding of the role of the authorizer



STATE OF IDAHO  
OFFICE OF THE ATTORNEY GENERAL  
LAWRENCE G. WASDEN

March 3, 2006

VIA HAND DELIVERY

The Honorable Marilyn Howard  
Superintendent of Public Instruction  
Idaho Department of Education  
650 West State Street  
Boise, Idaho

Re: Our File No. 2006STA007  
Definition of Public Virtual School

Dear Dr. Howard:

You have asked for legal guidance regarding the interpretation of the definition of "public virtual school" as set forth in Idaho Code § 33-5202A(6), and the definition of "home-based public virtual school", as that phrase is used in Idaho Code § 33-1006(7).

As I understand your concern, the interpretation of those definitions affects payments made to public virtual schools pursuant to Idaho Code § 33-1006(7), which addresses transportation cost reimbursement, and Idaho Code § 33-5208(8), which relates to funding for public virtual schools from the state educational support program. Of particular concern to you is the current request of the Idaho Distance Education Academy ("IDEA") for transportation reimbursement money pursuant to Idaho Code § 33-1006(7).

You have indicated that, under its program, IDEA provides a contact teacher who assists the parents in developing an Individual Learning Plan ("ILP") for their child. Once the plan is approved, the parents select curriculum materials ordered through the IDEA website, and the parents provide the instruction under the selected curriculum. It is the parents who assess the child's progress and then inform IDEA of that progress. The parents receive a monthly contact by telephone or e-mail from the contact teacher and are to check their e-mail once a week (but preferably daily) for any communication from the IDEA contact teacher.

## CONCLUSION

Given the fact that there appears to be no instruction provided by a certificated teacher directly to pupils and very little interaction, if any, between a certificated teacher and pupils, a court would most likely determine that IDEA does not meet the definition of a "public virtual school" or a "home-based public virtual school." However, with respect to your request for more general guidance, without more guidance from the legislature as to the definition of a "public virtual school" in terms of actual "contact time" or interaction with a certificated teacher, it is not possible to determine legislative intent with any degree of specificity. We need the legislature to clarify its intent by describing some minimum required standards for delivery of instruction by a virtual school. For example, the legislature should clarify how much a public virtual school can rely on a parent to provide instruction to the student and still qualify as a virtual school. If the legislature wishes to fund a program such as you have described for IDEA, then more clearly established minimum standards for delivery of instruction by a public virtual school should encompass this program.

## ANALYSIS

The definition of a "public virtual school" is found in Idaho Code § 33-5202A(6):

"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.

"Legislative definitions of terms included within a statute control and dictate the meaning of those terms as used in the statute." White v. Mock, 140 Idaho 882, 104 P.3d 356 (2004). A court would follow the normal process of statutory interpretation, which process "always begins with an examination of the words of the statute." Johnson v. Boundary School Dist. No. 101, 138 Idaho 331, 335, 63 P.3d 457, 461 (2003) (citing In re Permit No. 36-7200, 121 Idaho 819, 822, 828 P.2d 848, 851 (1992)). There exists no Idaho case law interpreting the statutory definition found at Idaho Code § 33-5202A(6).

The definition of a public virtual school calls for the school to deliver instruction through virtual distance learning or online technologies. Delivery of instruction clearly contemplates some type of interaction or contact between the school, presumably via its teachers, and its pupils. For that reason, we believe a court would find that IDEA does not meet the definition, as IDEA apparently provides no contact in terms of instruction between its teachers and its pupils and very little, if any, interaction between teachers and pupils.

However, to what extent the legislature contemplates such interaction and contact must occur in order to meet the definition cannot be ascertained from the language provided in the statute. The complete spectrum of potential interpretations of the definition can reasonably extend from IDEA at one end, where the parents appear to provide all of the individual instruction, and at the other end by a program such as the Idaho Digital Learning Academy, which provides online courses by certificated teachers. The problem with the current definition is that it is not clear where the legislature intended to draw the line regarding teacher-pupil interaction via the Internet and what other minimum requirements for delivery of instruction, if any, are required in order to meet the definition.

The legislature has defined a "traditional public school" simply as "any school existing or to be built that is operated and controlled by a school district in this state." Idaho Code § 33-5202(7). The legislature has not defined what it means by a "charter school", except to say that a "public charter school" is "a school that is authorized under this chapter to deliver public education in Idaho." Idaho Code § 33-5202(6). Neither of those definitions explains what the legislature believes to be the definition of the term "school" as it relates to teacher-pupil contact or interaction.

A basic problem in determining the intent of the legislature in defining "public virtual school" is the lack of any clear definition of a "school" in general. No meaningful definition of "school" exists in the Idaho Code. For a brief time, the Idaho Code did define "school" as follows:

School shall mean a group comprising more than one school building, or a separate school building, or a unit of several grades in any one building, whenever such unit is the basis for computing classroom units according to the provisions of sections 33-1006 through 33-1007 as amended.

Idaho Code § 33-1005(g) (1960). That definition was enacted during the 1959 legislature and deleted by amendment by the 1961 legislature.

For purposes of discontinuing a school pursuant to Idaho Code § 33-511.3, the Idaho Supreme Court defined the term "school" as follows:

The noun "school" is subject to many and varying definitions, depending upon the context in which it is used. Webster's Third New International Dictionary (1967) lists over twenty definitions and subdefinitions. As the term is used in the instant controversy, a school is an institution, maintained at public expense, for instruction in the basic areas of learning. This course of study generally spans a period of twelve years, each year encompassing one class or grade. An individual school ordinarily includes some, but not all, of the twelve grades.

Lang v. Board of Trustees of Joint School District No. 251, 93 Idaho 79, 80, 455 P.2d 856, 857 (1969). For purposes of Article 9, §§ 1, 2, 4 and 5 of the Idaho Constitution, the Idaho Supreme Court has defined the phrase "public schools" as follows:

By section 1 of article 9 of the Constitution guarantees a "system of public, free common schools." There can be no doubt but that the "public, free common schools" here mentioned means the free school system which has been generally adopted in this country, and had specific reference to the district schools throughout the state established for the training and instruction of the youth of the state in the primary and elementary branches of learning.

Pike v. State Board of Land Commissioners, 19 Idaho 268, \_\_\_, 113 P. 447, 451 (1911). Neither definition provided by the Idaho Supreme Court is of any assistance in interpreting the definition of a "public virtual school."

The legislature has defined attendance requirements for purposes of the governance of schools by a board of trustees pursuant to Idaho Code § 33-512. There are rules that outline daily attendance minimums and required instructional time. See, IDAPA 08.02.01.250.03.a; 08.02.01.250.05. These attendance rules, which reference teacher-pupil contact, predate the enactment of Chapter 52 of Title 33 and form at least part of the basis for calculation of attendance figures upon which the traditional schools are funded under the Foundation Formula in Chapter 10 of Title 33.

It appears that up until the creation of public virtual schools, the state was able to function in large part by allowing the local school districts to determine what their schools would be. The legislature created teacher-pupil interaction minimums through the mechanism of tying funding to average daily attendance and setting required instructional time. The Idaho Code and the rules are silent as to how attendance is to be determined at a public virtual school, and the code does not tie funding to attendance per se, rather it uses either attendance (which is not defined from a virtual school standpoint) or to percentage of coursework completed, whichever is more advantageous to the virtual school. Idaho Code § 33-5208(8)(b).

Other states have drafted statutes regarding virtual schools and, in doing so, have been more specific about their intent regarding the manner used to provide instruction. For example, Kansas defines a virtual school as "any kindergarten or grades one through 12 course offered for credit that uses distance-learning technologies which predominantly use internet-based methods to deliver instruction and for which the course content is available on an 'anytime, anyplace' basis, but the instruction occurs asynchronously with the teacher and pupil separate locations not necessarily located within a local education agency." K.S.A. §72-6407(p).

Ohio defines its distance learning or internet-based program as follows:

"Internet- or computer-based community school" means a community school established under this chapter in which the enrolled students work primarily from their residences on assignments in nonclassroom-based learning opportunities provided via an internet- or other computer-based instructional method that does not rely on regular classroom instruction or via comprehensive instructional methods that include internet-based, other computer-based, and noncomputer-based learning opportunities.

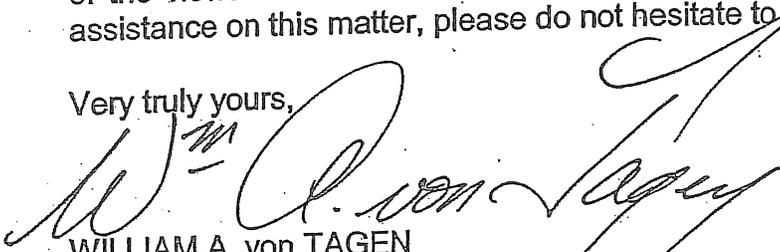
R.C. Ohio § 3314.02(7).

California has a program for "monitoring and evaluating pupil participation in online asynchronous interactive instructional programs conducted over the internet." Cal. Educ. Code § 51705.3. The teacher of the online course must "be online and accessible to the pupil on a daily basis to respond to pupil queries, assign tasks, and dispense information." *Id.* Further, a school offering online courses must "maintain records to verify the time that a pupil spends online and related activities in which a pupil involved," and "maintain records verifying the time the instructor was online."

Until the legislature clarifies key concepts in the definition of a "public virtual school," I cannot provide a reasonable interpretation. I can state that if IDEA is doing little more than assisting parents in purchasing curriculum materials and tracking progress, it is unlikely that a court will find it meets the definition of a public virtual school or of any school to be supported with public funds. If IDEA is, in fact, providing more teacher-pupil contact than indicated, or changes its programs to do so, then another analysis will be necessary based on the specifics of the program. The same applies to any other virtual school. If the legislature does not take action to set clear minimum standards for what constitutes a public virtual school, administrative agencies and the courts will be forced to assess the issue on a case by case basis, looking at the particular facts of the school operation until a judicially determined minimum is established.

This letter is provided to assist you. It represents an informal and unofficial expression of the views of this office based on the research of the author. If I can be of further assistance on this matter, please do not hesitate to contact me.

Very truly yours,

  
WILLIAM A. von TAGEN  
Deputy Attorney General  
Chief, Intergovernmental and Fiscal Law Division



K-8  
Year Opening 2018  
A Statewide Virtual School

~~September 11, July 18, 2017~~  
Submitted by:  
Idaho Inspire Home Academy  
1687 N. Mansfield Way  
Eagle, ID 83616  
Contact Person: Natasha Flook  
Contact Phone: (208) 391-5886  
natasha@inspirehomeacademy.org

**Non Discrimination Statement:**

Inspire Idaho Home Academy does not discriminate on the basis of race, religion, color, national origin, sex, disability or any other state/federal recognized protected classification as is applicable to an Idaho public school in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or email.

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## Introduction Tab 1 – Executive Summary, Vision, Mission, Legislative Intent

*“The real path to greatness, it turns out, requires simplicity and diligence. It requires clarity, not instant illumination. It demands each of us to focus on what is vital – and to eliminate all of the extraneous distractions.” Jim Collins*

### **001. INTRODUCTION**

#### **01. Executive Summary**

Idaho Inspire Home Academy (IIHA) will provide a home-based school choice to homeschool Kindergarten through Eighth (8<sup>th</sup>) Grade students that meets their learning needs. IIHA’s ~~non-traditional~~, educational setting and program ~~that will~~ addresses their each student’s unique and specific learning needs, while providing credentialed teacher support, quality curriculum, accountability, interest-led enrichment opportunities, and the flexibility ~~provided by two models~~ enabling students to truly personalize their learning path.

With regard to existing ~~public and non-public~~ schools, the idea is ~~would not be~~ to compete for students that attend traditional brick and mortar schools, but rather to offer a high quality, blended home-based learning option. ~~to give families greater choice by finding the right school and learning model that works best for the student and the family~~. IIHA seeks to fulfill the need for greater choice and flexibility to help students attain academic growth.

IIHA’s programmatic philosophy and focus is the whole child. Upon enrollment, students undergo immediate initial, grade level, standards-based assessment of their learning strengths and areas of challenge through both formal and informal assessments. The credentialed teacher is trained to identify the specific learning modality that best fits the students, and would then utilize both the learning needs and the learning modality to develop a standards based, personalized learning plan.

Teachers will engage and communicate with students and families on a regular basis with weekly check-ins via both virtual and in person interactions. Following the personalized learning plan, the teacher ensures the student is making appropriate progress through the standards. By collecting and reviewing student work samples the teacher will determine the student’s level of success with mastery of standards and identify any and all areas of concern, prescribing interventions and appropriate supports when needed.

Before opening its doors, Inspire Idaho Home Academy IIHA will apply to Northwest Accreditation Commission, a Division of AdvancED for accreditation, as required in IDAPA 08.02.02.140. Inspire Idaho Home Academy IIHA Charter School will complete the accreditation process review and obtain candidacy status within the first year of operation. All required reports including but not limited to the accreditation report will be submitted to the authorizer annually, as required by Idaho Code §§ 33-5206(7).

Inspire Idaho Home Academy seeks to fulfill the need for greater choice and flexibility to help students attain academic growth. Inspire Idaho Home Academy will offer two models for learning:

1. Pure Virtual Model— Students living farther than 15 miles from an Enrichment Center will be in the Pure Virtual Model. This model consists of online curriculum, or other approved curriculum along with virtual or in-person meetings with a certificated teacher. The assigned teacher will be available virtually through Blackboard Collaborate or Zoom meeting platform to provide direct instruction, help with assignments, and answer questions as needed. Students will have the option to attend an Enrichment Center if they provide their own transportation.

IIHA will establish Enrichment Centers based on high student enrollment areas. The Enrichment Centers are a place for teachers and students to engage in academic support classes and supplemental enrichment activities. The Centers would also be a place for parent workshops, resource libraries, computer lab access, and testing administration. The Enrichment Centers are places to build school community and provide opportunities for students to engage with their peers. In California, there are currently thirty-five (35) Enrichment Centers serving over 3,500 students throughout the state.

2. Blended Model— Students living within 15 miles of an Enrichment Center will attend in-person with a whole, or small group, and receive individualized instruction and enrichment with a frequency in line with their level of needed support. This gives all students the flexibility and choice to learn using the level of in-person support that best meets their needs. On-line and other approved curriculum is offered in this model. Once enrollment reaches 40 students per Enrichment Center, an Enrichment Academy will be offered. The Enrichment Academy will be a once a week ½ day class taught by a certificated teacher. The teacher will provide direct instruction to small groups in all of the core subjects. Local vendors will also be invited to hold classes for Inspire students at the Enrichment Center. Classes may include writing and literacy workshops, dance, art, music and others based upon the interests of the students.

With both models, parent/teacher meetings will be held a minimum of every 20 school days, or more often if needed to ensure student success. Teachers will review work that has been completed, collect samples for the student's portfolio, and provide guidance for the next learning period. The benefits of both the in-person support and curriculum with online components will provide students with the tools and resources to address their unique needs and learning styles.

● **Definition of success,**

Inspire Idaho Home Academy will prepare self-motivated, competent, lifelong learners for the 21<sup>st</sup> century. The charter school will employ a variety of methods and strategies to ensure all students gain the knowledge and skills necessary to meet or exceed state performance standards and be successful members of the community after graduation.

Inspire Idaho Home Academy shares the vision of Partnership for 21<sup>st</sup> Century Skills (P-21) that students are part of an increasingly complex, demanding, and competitive 21<sup>st</sup> century. Inspire Idaho Home Academy's approach aligns with P-21's view of needed skills, which are embodied in the 4C's (critical thinking, communication, collaboration, and creativity). The 4C's from the Partnership for 21<sup>st</sup> Century Skills (P-21) are detailed below:

1. Communication — Inspire Idaho Home Academy students share thoughts, questions, ideas, and solutions through face to face and online conversations between peers and teachers. We will achieve this through group projects, small group interactions, and student- and teacher-initiated meetings.
2. Collaboration — Inspire Idaho Home Academy students work together to reach a goal, putting talent and expertise in projects that require collaboration with other students and/or family and community members. We will achieve this through collaborative science fair projects, group Blackboard Collaborate and Zoom learning sessions, and clubs such as Yearbook, ASB, and community service.
3. Critical Thinking — Inspire Idaho Home Academy students look at problems in a new way by reaching conclusions based on evidence, and also cross-curriculum learning of subjects and disciplines as demonstrated by students giving detailed written responses that show their thought process and understanding of the material. Students are engaged in rigorous curriculum that challenges them to use higher level thinking skills by analyzing patterns and ethics within interdisciplinary subjects.
4. Creativity — Inspire Idaho Home Academy students try new approaches to experience and attain learning goals, including exercising innovation and invention through projects that call on students to exercise the higher levels of thinking. Students can participate in various extracurricular activities such as talent shows,

community service, leadership groups, science fairs, and student showcase programs to share, showcase their abilities and accomplishments.

- **Community need and interest.**

Inspire Idaho Home Academy seeks to serve homeschool students statewide. With the Pure Virtual Model and Blended Model approach, homeschool families will have access to certified teachers for guidance and accountability. Students will have access to high quality curriculum and community involvement which might not be available by homeschooling on their own. Since homeschool is not regulated in Idaho, the exact number of privately homeschooled students is unknown, however it is likely that thousands of students statewide are homeschooled without the support of a charter school or equivalent program.

- **Motivation and collective qualification of petitioning group.**

Inspire Idaho Home Academy is being petitioned by a group of educators highly committed to student success and choice. The Executive Director has opened and operated numerous successful charter schools in California. The proposed Director of Homeschool has a Master's degree in Administration and School Leadership; has been a classroom teacher and homeschool charter teacher; and currently homeschools two children. Each member of the group offers specialized skills in different areas such as records management, school accountability, and grant writing, to name a few.

We seek a founding board that will bring professional experience, community and cultural awareness, knowledge of cutting edge educational and technological trends, and a growth mindset focused towards the school's mission and vision.

Specific information for each of the actual founding board members has yet to be determined. We are actively engaged in the selection of our founding board, with two out of five positions being elected parents of the community.

Note: Proposed members will be required to complete board training as specified in the charter, sign an Annual Conflict of Interest policy statement, and have no un-resolved findings for recovery with the State of Idaho Auditor.

**Vision**

The goal of Inspire Idaho Home Academy is to create a school that motivates and assists all students in becoming self-motivated, competent, lifelong learners. The school will ensure alignment of its curriculum with Idaho State Content Standards in the areas of English Language Arts, Mathematics, Science, and Social Studies in order to ensure success for all students in the administration of state required achievement 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. The methods for measuring pupil outcomes are consistent with the way the school will report information on its school accountability report card. Several assessments listed are not reported on the school accountability report card, but which the school will use to gain a fuller picture of student achievement. The outcomes listed below have been carefully designed to align to the mission of Inspire Idaho Home Academy, exit outcomes, and curriculum.

**02. Mission Statement**

Inspire Idaho Home Academy provides a flexible, personalized learning experience, centered around the whole child, empowering families certified teachers to tailor a program designed around the specific needs of each student. In collaboration with highly certified teachers, Students engage in diverse and dynamic learning pathways and unparalleled enrichment opportunities to achieve personal and academic success. Inspire Idaho Home Academy shall pursue the following measurable student outcomes:

(Some sections crossed out have been moved to other areas of the petition)

~~School-Wide Outcomes~~

OUTCOME	METHODS OF MEASUREMENT
Inspire Idaho Home Academy shall meet or exceed a 90% attendance rate.	Daily Attendance Records
Inspire Idaho Home Academy shall provide accurate and consistent information about student progress toward English language arts, Mathematics, Science, Social Studies, and college and career readiness.	Idaho State Tests <ul style="list-style-type: none"> <li>● English language arts: Grades 3-8</li> <li>● Mathematics: Grades 3-8</li> </ul>

Summative and formative assessments will show the level of student consistent incremental progress.	<ul style="list-style-type: none"> <li>● Science: Grades 3-8</li> <li>● Social Studies: Grades 3-8</li> </ul>
Inspire Idaho Home Academy shall strive to meet or exceed its growth target school-wide and within reportable subgroups on an annual basis.	Idaho School Report Card
Inspire Idaho Home Academy shall receive an average score of "satisfied" or "very-satisfied" on annual parent satisfaction surveys, including questions specifically focused on the educational program.	Annual parent satisfaction surveys
Inspire Idaho Home Academy shall strive to meet or exceed the county-wide average scores on the ISTs in ELA and Math as broken down into reportable subgroups.	Idaho State Tests
Students shall increase math and reading scores pre- to post-testing by an average of one grade level proficiency per year.	Renaissance Star 360
Inspire Idaho Home Academy dropout rate shall be no more than 10% of the local District.	Dropout calculations
Inspire Idaho Home Academy shall meet its AMO target growth goals in each year.	AMO calculations
Inspire Idaho Home Academy shall have a reclassification rate for English Learners that is within 8% of the rate of the District.	Idaho English Language Proficiency Assessment

Inspire Idaho Home Academy will review student performance data to reflect upon and make ongoing improvements as necessary to its educational program and to these stated outcomes, and to further break these school wide outcomes into shorter term benchmarks.

**Legislative Intent**

Idaho Code 33-5201 provides the legislative intent for establishing charter schools. Include the specific applicable intent(s) and how the school fulfills that intent(s).

The intents are as follows:

1. Improve student learning;
2. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students;
3. Include the use of different and innovative teaching methods;
4. Utilize virtual distance learning and on-line learning;
5. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
6. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
7. Hold the schools established under this chapter (Chapter 52 Idaho Code) accountable for meeting measurable student education standards.

## **Tab 2 – Proposed Operations**

### **Legal Status of the school**

Inspire Idaho Home Academy, a nonprofit corporation, is registered in the State of Idaho, organized exclusively for educational purposes under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code. In this document, the Charter School is the petitioning entity and is referred to as IHHA. Inspire Idaho Home Academy will apply to become its own LEA and will be responsible for all programs, finances, reporting, and monitoring. The Inspire Idaho Home Academy Articles of Incorporation and Bylaws are included in this document as Appendix A.

### **Charter School's Proposed Operations**

#### **Proposed Location**

Inspire Home Academy will operate as a virtual school statewide. Offices called, "Enrichment Centers" will be provided in Meridian for the first year, and then Pocatello, and Coeur d'Alene as enrollment increases in accordance with our Blended Model Program. Attendance area is statewide.

#### **Charter School's Potential Effects**

##### **Anticipated Enrollment**

We have chosen to focus on the elementary and middle school grade levels for the first two years in order to maximize the opportunity for early support and intervention. Total enrollment goal for Year 1 is 225 students. Planning for smaller class sizes will increase the teachers' ability to provide greater attention and support to each student. In the future, Inspire would hope to expand its grade level offerings to high school.

##### **Demand**

Community interest has been gleaned from in-person information meetings and public interest surveys. Data documenting interest in our school concept also includes the number website visits and social media comments.

#### **Charter School Facilities**

The Enrichment Centers will be a multi-purpose space. The proposed space would include 3-4 classrooms, 2 offices, and reception/office area. The building space would be leased. Classrooms would be used for different purposes including, but not limited to Enrichment Academies once per week (3 hours daily), specialty classes, meeting space

for teachers and parent/students, and testing. Computers will be accessible for student use, as well as a lending library where families can turn in curriculum and materials that they are no longer using to make them available for other families to use.

### **Administration Services**

The leadership of the school will include an Executive Director, Dr. Nick Nichols, and an Administrator, Natasha Flook. A Business Manager will be contracted out as a part time service until enrollment is high enough to warrant a full time position.

### **Liability and Insurance**

#### **Civil Liability**

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

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

#### **Insurance: List all of the insurance types that will be secured.**

- Appropriate Facility Insurance

## **002. EDUCATIONAL PROGRAM AND School Goal**

### **An Educated Person**

At Inspire Idaho Home Academy, an educated person is someone who is a critical thinker, responsible citizen, and innovative leader. Both the Pure Virtual Model and the Blended Model allow for a flexible personalized learning experience empowering students and parents to choose a learning pathway that best fits their need. In collaboration with highly qualified

teachers, students engage in diverse and dynamic learning paths and participate in community enrichment opportunities.

### **How learning best occurs**

Learning best occurs when students are actively engaged. By allowing students to collaborate with their teachers on choosing their own learning paths, students are highly invested in their curriculum and learning. With the constant support of their parents and teachers, students develop their individual gifts and are excited about learning new things. Students come to Inspire with particular needs that may not be adequately addressed in traditional school settings. For example, when engaged in the curriculum, students have choice in assignments and the opportunity to delve deeper in subjects based on their interest levels. The students can meet learning the objectives and all Idaho Learning Standards in ways that are in tune with their individual learning styles and specific learning needs.

## **Educational Program and Goals**

### **01. Description of Educational Philosophy, Instructional Practices and Curriculum**

#### **Personalized Support**

Inspire will support parents/guardians while in their home classrooms by providing tips, workshops, and trainings in effective parent support for learning done away from the Enrichment Centers.

All students are supported by teachers to the extent needed by the student to succeed. For example, a student may need less support in reading but struggle with math. He or she may meet with his or her teacher several times a week for in-person support at the school site. Also, some students succeed with very little assistance from teachers, while others benefit from a more intensive support.

IIHA's academic program is focused on the whole child and personalized learning. Here is how the Inspire way works! Learning best occurs when students are actively engaged and interested in the subject matter. Each year, students are provided with a Personalized Educational Package to include curriculum, technology, and enrichment amounting up to \$1500. One of the teacher's main roles is to design each students' Personalized Education Package to ensure that the funds are utilized in purposeful and appropriate ways. By allowing students to collaborate with their teachers on choosing their own learning paths,

IIHA teachers work one on one with students to identify learning strengths and needs through the Star 360 Assessment. In addition, parents will complete a Learning

Modalities questionnaire to pinpoint the style of learning their student relates best to. The teacher provides expert knowledge of instructional practices and assigns appropriate work to be completed. Using the Star 360 results and the Learning Modality indicators, the teacher is able to create the student’s Personalized Learning Plan to align with the grade level Idaho Thoroughness Standards for the year and to ensure that their Personalized Educational Package is used appropriately to align with student learning needs. Other factors considered while creating the personalized learning plan, include curriculum choice, deficits in foundational skills, and identification of what makes the student excited about learning. The Personalized Learning Plan would include quarterly assignments and goals to ensure completion of all grade level Idaho Thoroughness Standards by the end of the school year. Teachers would use a grade level standards checklist, called I CAN Statements to document and track proficiency of the Idaho Thoroughness Standards. preferred learning students are highly invested in their curriculum and learning. With the constant support of their parents and teachers, students develop their individual gifts and are excited about learning new things.

Please refer to this second grade example of a Personalized Learning Plan and standards checklist/I CAN Statement document to illustrate how teachers design the learning pathways for the year.



**Inspire Idaho Home Academy Personalized Learning Plan**

Student Name:		Student ID#:		Grade:	2
IIHATeacher:		SED:		Start Date:	
Semester:					
Subject	# Assignments per week	Total Assignments for Semester	Specific Assignment Due Dates:	Curriculum:	
Second Grade Math	5	90			
Second Grade Language Arts	5	90			
Second Grade Social Studies	5	90			
Second Grade Science	5	90			
Learning Period 1		Learning Period 2		Learning Period 3	
Math:	[Teacher will list the specific standards to be covered in correlation with the I CAN Statements for each Learning Period.]	Math:	Math:	Math:	
LA:		LA:	LA:	LA:	
History:		History:	History:	History:	
Science:		Science:	Science:	Science:	
Additional Notes:					
STAR 360: Student will complete assigned STAR 360 assessments in Math and Language Arts during the testing window (Within two weeks of enrollment).					
Student is assigned to complete the Idaho Standards Achievement Test (ISAT) . ISAT will take place for a duration of 2-4 days at a designated location.					

As an example, first two sections of the Second Grade I CAN Statement Check List:



## I CAN STATEMENT CHECK LIST

### **Mathematics 2 (1000-Ma-2:S1.16846)**

2 - Mathematics Common Core Content Standards - CDE (2013)

#### ***Module 1: Operations and Algebraic Thinking***

##### **Objective**

*Represent and solve problems involving addition and subtraction.*

*Add and subtract within 20.*

*Work with equal groups of objects to gain foundations for multiplication.*

##### **Assignment**

2.OA Operations and Algebraic Thinking

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number represent the problem.

2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of grade 2, know from memory all sums of two one-digit numbers.

2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

## **Module 2: Numbers and Operations in Base Ten**

### **Objective**

*Understand place value.*

*Use place value understanding and properties of operations to add and subtract.*

### **Assignment**

\_\_\_ 2.NBT Number and Operations in Base Ten

\_\_\_ 2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

\_\_\_ 2.NBT.1a 100 can be thought of as a bundle of ten tens - called a "hundred".

\_\_\_ 2.NBT.1b The numbers 100, 200, 300, 400, 500, 600, 700, 800 and 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

\_\_\_ 2.NBT.2 Count within 1000; skip-count by 2s, 5s, 10s and 100s.

\_\_\_ 2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

\_\_\_ 2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$  and  $<$  symbols to record the results of comparisons.

\_\_\_ 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between adding and subtraction.

\_\_\_ 2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

\_\_\_ 2.NBT.7 Add and subtract within 1000, using concrete models to drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

\_\_\_ 2.NBT.7.1 Use estimation strategies to make reasonable estimates in problem solving.

Ongoing formal and informal assessment data gathered throughout the year, guides each student's individual learning plan and academic instruction. Twice yearly administration of the Star 360 assessment will identify early in the year areas of strength and conversely specific areas of challenge to help teachers guide instructional practices, implement appropriate interventions, and allocate learning time. The Star 360 assessment seeks to evaluate reading and math skills. In conjunction with a review of student work and parent input, the teacher would ascertain the areas of struggle or challenge and create a

Personalized Learning Plan to help identify student learning goals. If deficits continue regarding reading competency or math an action plan would be created targeting specific skills in need of reinforcement. The teacher would also initiate the SST process. The end of the year administration of the Star 360 assessment during the spring will show a measure of growth made by the student over the course of the school year.

The eight schools in California using the same program mode to IIHA's have enjoyed great feedback and growth amongst the homeschooling communities throughout the state. California families have exercised their right for school choice, selecting Inspire as a public school option that meets the learning needs of their students, while enabling them to school at home.

Inspire students in California enroll for a range of reasons. These students enjoy the format of our school program and include:

- Student athletes, musicians, and actors/performers
- Advanced learners who do not want be held back from new learning
- Struggling learner who want to be able to slow down and revisit foundational skills or take additional time to master a concept
- Students that want to get away from negative social influences
- Students that are being bullied
- Students that are find too many distractions in crowded classrooms

Students come to Inspire with particular needs like the ones listed above that may not be adequately addressed in traditional school settings. For example, a special education student from one of the California Inspire Schools came into the program as a struggling 7th grader. He had been unsuccessful in a brick and mortar school setting, and was feeling defeated. Upon entering Inspire Charter Schools, he was matched with a certified teacher that could assess his needs and put a Personalized Learning Plan into place. According to his STAR 360 testing results, he was at third grade, fifth month (3.5) reading level. His teacher chose standards based curriculum that fit his needs, and after implementing interventions and providing specialized academic instruction taught by a certified special education teacher for the past year, he is now at a sixth grade, eighth month (6.8) reading level. With his new built confidence in himself, the student is learning more at a faster pace.

Another California Inspire Charter Schools student has recently joined the cast of the the National Broadway Tour of *School of Rock!* This fourth grader is an amazing musician, singer, and dancer and through the Inspire model is able to school while maintaining a

rigorous rehearsal schedule. He is able to pursue his personal passions and receive a high quality education through Inspire.

### **Access to Curriculum, Technology, and Enrichment**

There are several different school adopted options for curriculum, technology, and enrichment. The Common Core aligned curriculum options can include McGraw Hill, Edgenuity, OdysseyWare, and Time4Learning. McGraw Hill has can be used as a complete textbook only option or incorporates an online component. Edgenuity, OdysseyWare, and Time4Learning, are both one hundred percent online. Technology choices include a laptop computer with Microsoft Office and a printer.

### **Sample Personalized Educational Packages**

<b>Example Package #1</b>		
<b>Core Curriculum</b>	StrongMind	\$550
	Time 4 Learning (Supplemental)	\$180
<b>Technology</b>	Laptop Computer	\$250
	Printer	\$100
<b>Enrichment</b>	Dance	\$30/month for 9 months
	World Language	\$60
<b>TOTAL:</b>		\$1,410

<b>Example Package #2</b>		
<b>Core Curriculum</b>	Edgenuity (ELA, History, & Science)	\$550
	McGraw Hill Math	\$300
<b>Technology</b>	Tablet	\$150
<b>Enrichment</b>	Music	\$80/month for 5 months

	Art	\$100 for 10 classes
<b>TOTAL:</b>		\$1,500

<b>Example Package #3</b>		
<b>Core Curriculum</b>	OdysseyWare	\$225
<b>Technology</b>	Laptop Computer	\$250
	Printer	\$100
<b>Enrichment</b>	Drama	\$77 for 8 week class
	Coding/STEM Classes	\$100 for 8 months
<b>TOTAL:</b>		\$1,452

~~Inspire Idaho Home Academy will allocate up to \$1,500 of yearly Instructional Funds for each student that can be used in several different ways depending on the unique needs and interests of each student. The Instructional Funds can be used towards online, textbook, or other approved curriculum, technology, outside tutoring, and/or enrichment services or products. Curriculum choices are made with the approval of the teacher. Should a student need technology to enhance their learning he/she may select from a technology package that includes laptops, desktops, printers, and Microsoft Office.~~

~~All non-consumable items purchased with school funding are the property of IIHA and will be "loaned" out to students while they are enrolled. If a student leaves the program, all materials are to be returned to the School Office. All returned items can be used by students attending the Enrichment Centers. All purchases must be appropriate for educational purposes, approved by a credentialed teacher, and may not have any religious content.~~

~~If a student would like to utilize their Instructional Funds for individual tutoring based on area(s) of need, this would be available through the use of their free-choice Instructional Funds. Lastly, and most exciting, are the greater opportunities for learning outside of the student's home or Enrichment Academy Center classroom. Vast enrichment opportunities are available to students, expanding their ability opportunities to experience a variety of new and interesting learning activities through school approved vendors an~~

~~approved vendor list. Vendors range from lessons in music, dance, performing arts, athletics, world language, art, tutoring, and skill building to online programs, supplemental textbooks or other educational materials. Whether those classes/services are in-person or online, students can pursue their passions and areas of interest, creating a truly engaging and personalized learning path. Students might also desire to select supplemental materials to enhance their learning, again based on need or interest.~~

~~IIHA Inspire Idaho Home Academy offers a unique educational program that is not currently available in the local communities in Idaho. While there are other virtual charter schools available, none offer the curriculum and enrichment choices that IIHA. Other charter schools, traditional public schools, and private schools do not ~~don't~~ offer the level of personalized learning as is found in the Personalized Educational Package and Personalized Learning Plan. ~~student choice and use of their Instructional Funds.~~ Due to the nature of a virtual school, IIHA can make this educational program available to all Idaho students.~~

~~(The following sections were moved elsewhere to align with the new petitioner's guide)~~

### ~~Education Thoroughness Standards~~

~~The standards are:~~

- ~~1. A safe environment conducive to learning is provided;~~
- ~~2. Educators are empowered to maintain classroom discipline;~~
- ~~3. The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized;~~
- ~~4. The skills necessary to communicate effectively are taught;~~
- ~~5. A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided;~~
- ~~6. The skills necessary for students to enter the work force are taught;~~
- ~~7. The students are introduced to current technology; and~~
- ~~8. The importance of students acquiring the skills to enable them to be responsible citizens of the homes, schools, and communities is emphasized.~~

### ~~Special Education~~

~~Inspire Idaho Home Academy plans to adopt the Idaho Special Education Manual from the State Department of Education. Inspire Idaho Home Academy will have the responsibility to identify, refer, and work cooperatively in locating Inspire Idaho Home Academy students who have or may have exceptional needs that qualify them to receive special education services. Inspire Idaho Home Academy will implement policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil will be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.~~

~~It is the understanding of Inspire Idaho Home Academy we will contract the services of a PSI provider or similar that will provide Inspire Idaho Home Academy with any assistance it generally provides its LEAs in the identification and referral process.~~

~~As an LEA, Inspire Idaho Home Academy will contract for services as needed to ensure the provision of all services required by the IEPs of Inspire Idaho Home Academy students, including special education teachers, paraprofessionals, resource specialists, speech therapists, occupational therapists, behavioral therapists, and psychologists.~~

~~To ensure that all students receive appropriate services, Inspire Idaho Home Academy will use service delivery methods appropriate to a learning model that is primarily online. Inspire Idaho Home Academy will identify a viable, contracted service provider. This provider will be an Idaho Department of Education certified, nonpublic agency that provides high quality online services and offers students access from home or in person to speech and language therapy, occupational therapy, behavioral support, school counseling, and resource specialist services. Families will also have an option to receive face-to-face services at appropriate locations near their home.~~

~~All special education services at Inspire Idaho Home Academy will be delivered by individuals or agencies qualified to provide special education services as required by Idaho's Education Code and the IDEA.~~

~~In the event that Inspire Idaho Home Academy receives a parent written request for assessment, it will work collaboratively with the parent/guardian to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, Inspire Idaho Home Academy will provide the parent/guardian with a written assessment plan within fifteen days of receipt of the written request and will hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.~~

~~Inspire Idaho Home Academy will follow child find procedures to identify all students who may require assessment to consider special education eligibility and special education related services in the case that general education interventions do not provide a free and appropriate public education to the student in question.~~

## **English Learners**

Inspire Idaho Home Academy will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

### **ELL Testing**

All students who indicate that their home language is other than English will be assessed using the Idaho English Language Proficiency Assessment, ("IELPA") within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

All teachers administering the ELL assessment or working with EL students will have the appropriate endorsement issued by the Idaho State Department of Education. ELL training will be provided to those teachers that are not currently endorsed.

Inspire Idaho Home Academy will notify all parents/guardians of its responsibility for IELPA testing and of IELPA results within thirty days of receiving results from publisher.

### **Reclassification Procedures**

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to the IELPA.
- Participation of the pupil's homeschool teacher 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/guardians of the language reclassification and placement, including a description of 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 SBA 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.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

### **English Learner Instructional Strategies and Curriculum**

Courses available for English Learners include an option for students to listen to the text in English on the screen in addition to reading it themselves. This strategy increases

student comprehension of the material while supporting their English language skills. The individual support Inspire Idaho Home Academy offers students will benefit English Learners in serving their individual needs as well.

ELL students will receive additional English Language Development assistance from teachers. This assistance will include academic support in vocabulary development and comprehension both inside and outside of the student's core courses. Assistance may also include working with the core course instructor(s), (in Enrichment Academies where applicable) to insure the students receive the help they need to increase their English language development and be successful in their courses.

This support will be centered around SDAIE (Specially Designed Academic Instruction for English) strategies applicable to an independent study context, including the use of graphic organizers.

Choral reading in a virtual classroom with other ELL students, reading logs, vocabulary cards, and small group or one on one teaching virtually.

All teachers instructing English Language Learners will hold an ELL endorsement issued by the Idaho State Department of Education.

### **Monitoring and Evaluation of Program Effectiveness**

The Executive Director and School Leader will evaluate the program effectiveness for ELL's in the Charter School with the following guidelines:

- Adhere to Inspire Idaho Home Academy's adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of availability of adequate resources.

Students who are academically low achieving will be identified by Inspire Idaho Home Academy's teachers through ongoing progress, attendance reports, placement tests, course assessments, standardized test results, and regular parent and student observations. Inspire Idaho Home Academy will utilize strategies to improve student success such as curriculum modification where teacher's scaffold instruction to support learning. For example, teachers can create hands-on learning experiences and provide concrete experiences for students who are struggling or need assistance. Teachers can also provide one on one or small group support in a virtual classroom. Teachers and parents/guardians have opportunities to follow interests and connect their previous

knowledge to new concepts and learn with a variety of modalities and strategies that meet their needs.

Students will utilize the McGraw Hill online and offline curriculum. This curriculum, along with guided support, instructional strategies and benchmark assessments from teachers, in person or online are to provide students with the necessary skills to become proficient readers.

The Math Foundations course, for example, integrates carefully paced, guided instruction with interactive practice to remediate math skills required for students to succeed. Literacy development is supported for below-proficient or struggling readers with structured remediation and scaffolded instruction including intensive practice activities that focus on the development of skills in reading comprehension, writing and composition.

Inspire Idaho Home Academy will provide support to parents/guardians by offering tips, workshops, and trainings. Teachers can model and assist students and parents/guardians with helpful strategies, progress monitoring tips, scheduling, time management, best practices, extension activities, interventions, and resources. This can be done in a meeting, or a small group workshop.

Inspire Idaho Home Academy will utilize a Student Success Team ("SST") process to develop a plan to address student's individual needs. Parents/guardians of low-achieving students shall be included in the development of strategies to meet the specific needs of the student. If a student is struggling with any subject, we would assemble our SST team and evaluate the student using the Renaissance STAR 360 Assessment Tools to guide remediation. From this point, we would ascertain the areas of struggle or challenge and create an individualized learning plan to help get the student back on track. If deficits continue regarding reading competency or math, then the team would reassemble and devise a plan that might include additional supporting curriculum, supplemental materials, the use of Study Island, and/or concentrated tutoring.

A SST uses a systematic problem-solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns, develops strategies, organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher and student. A SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths, concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents/guardians, counselors, doctors, administration, social workers and law enforcement.

~~If the student is not successful after implementation of an SST plan and follow up, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed appropriate by the SST.~~

### **Dual Enrollment**

~~A) Dual enrollment qualifications and requirements are subject to all provisions of Idaho Code §§33-203 and any related Idaho Administrative Procedures Act requirements. 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. At that point, the teacher, student, and parent(s) may meet to discuss all dual enrollment options.~~

~~Policies will be developed and adopted once the administration team is in place.~~

## **02. Expected Student Outcome**

### **Measurable Student Educational Standards (MSES)**

~~Parents/guardians and students will be routinely informed of student progress through regularly scheduled weekly check-in meetings. The monthly progress meetings will be followed up with a written summary of the meeting from the teacher. Individualized student evaluation data will be utilized by the teacher in tailoring the student's educational Personalized Learning Plan program and updating or adjusting as necessary. To ensure regular communication between the teacher, parent, and student, weekly progress reports will be provided to families through e-mail. Parents/guardians may discuss student progress with the school at any time, and Inspire Idaho Home Academy IHA staff will typically meet with parents/guardians a minimum of every 20 school days, and particularly if at any time students are not progressing as expected. School administrators and board will receive student progress data information from the advisory teachers and this data will be reviewed monthly, on an ongoing basis.~~

~~(Portions of the following sections were moved to align with the new petitioner's guide.)~~

~~Faculty will receive data on student achievement on an ongoing basis. Data will be gathered using Star 360 assessment. Additionally, the McGraw-Hill assessments will provide data to influence instructional and programmatic decisions. Faculty will review student work samples noting skills that are mastered and those that need continued support. This data will assist in helping to monitor and improve Inspire Idaho Home~~

Academy's academic programs. Areas of low performance for student sub-groups will be analyzed and addressed to design instruction and refine teaching strategies. Program success will be a regular topic of discussion at weekly staff meetings and in regular program review evaluations.

The school's Governing Board will monitor overall student performance and review data in order to ensure that the school stays true to its mission and charter. The Board will hear analysis and recommendations presented by the school's leadership, and consider actions to continually improve the school's performance.

The school will also survey parents/guardians on an annual basis to get valuable program feedback regarding student learning results, concerns, and or ideas. A parent satisfaction survey will be provided electronically to all parents/guardians each school year. The survey will be developed specifically to assess parent input on effectiveness of all aspects of the community school from their perspective, related to their experience. The results of this survey will be reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, and student success to identify the key program areas that may require modification for the coming school year.

**Grade Level SMART Goals:**

At least 90% of kindergarteners and first graders in attendance for the full year will reach the end-of-year reading and mathematics benchmarks as outlined in the curriculum by the end of each school year.

At least 95% of second graders in attendance for the full year will pass the Idaho Reading Indicator (IRI) assessment by the end of the school year, along with mathematics benchmarks as outlined in the curriculum pacing guides by the end of each school year.

At least 90% of third-eighth graders in attendance for the full year will reach the end-of-year reading and mathematics benchmarks as outlined in the curriculum pacing guides by the end of each school year.

**Value-added SMART Goals:**

At least 90% or more of students in attendance for the full year will demonstrate at least one year's growth between the Fall and Spring STAR 360 administration in reading and math.

At least 50% of students in attendance for the full year who enroll in school showing significant achievement gaps (more than 1 year behind grade-level peers) will demonstrate at least 1.5 years' growth between the Fall and Spring STAR 360 administration in reading and math.

~~Value-added goals will be met across the entire student body and within subgroups, as applicable.~~

**Subject Matter SMART Goals:**

~~As measured by the Idaho Standards Achievement Test (ISAT), 75% or more of students in attendance for the full year will score Proficient or above in mathematics.~~

~~As measured by the Idaho Standards Achievement Test (ISAT), 75% or more of students in attendance for the full year will score Proficient or above in English language arts.~~

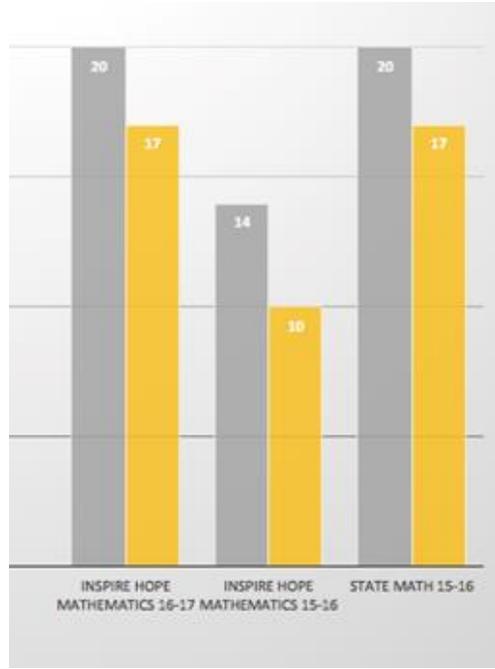
~~As measured by the Idaho Standards Achievement Test (ISAT), 75% or more of all students in attendance for the full year in grades five and seven will score Proficient or above in Science.~~

**Student Cohort SMART Goals:**

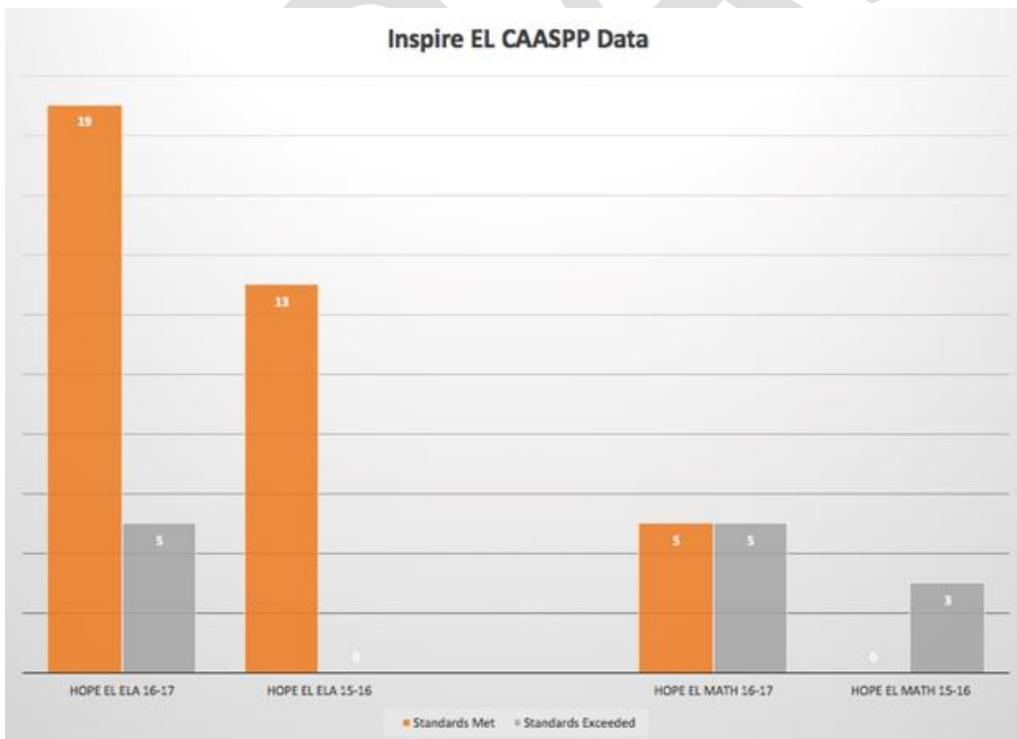
~~At least 85% or more of students who are learning one or more grades below their actual grade level in attendance for the full year will demonstrate one year's growth as measured on the Fall to Spring STAR 360.~~

~~All of our students with disabilities will increase .5 to one year's worth of growth as measured by comparison of results from the Fall to Spring to STAR 360.~~

By replicating the successful school model in the Inspire California Schools, the goal would also be to replicate the positive student achievement. For example, in the chart below, the percentage of students that scored Proficient (3) or Advanced (4) in 2015-16 was 24%. One year later in 2016-17, that number grew to 37%. This was not only a growth amount of 13%, but it also matches what the state scores were in 15-16. Currently, the 2016-17 overall state percentages have not yet been published.



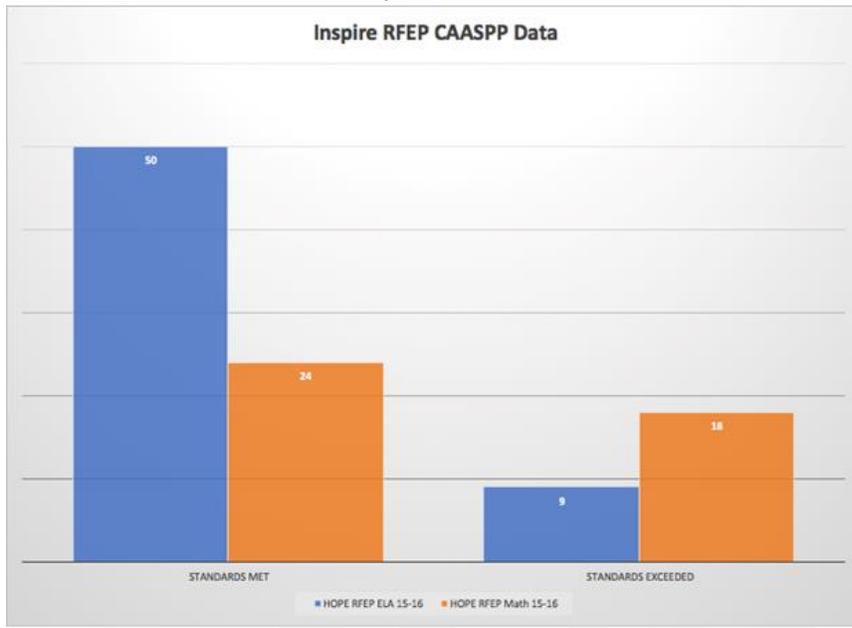
The next example shows English Learning growth as shown on the 2015-16 and 2016-17 state tests.



For ELA, there were no students that exceeded standards, while 13% met standards. When compared to 2016-17, there were 5% that exceeded standards and 19% that met

standards. With an overall increase from 13% to 24% of students that met or exceeded standards, the EL program and supports are effectively increasing the number of proficient students.

There was smaller, but significant increases in math growth from 2015-16 to 2016-17, with an overall increase of 7% from one year to the next of students that met or exceeded standard mastery.



In addition, 59% of our RFEP students, met or exceeded ELA standards in 2015-16 and 42% in math.

## **Testing**

Inspire Idaho Home Academy IIHA Charter School will participate in all state mandated testing, including, but not limited to, the ISAT, ISAT Alt, IRI, WIDA Access 2.0, Science End of Course exams, SAT, and NAEP. The school will have a test coordinator who will oversee the testing program and insure the testing process is followed with fidelity for all tests. Inspire Idaho Home Academy IIHA Charter School will work with stakeholders to help them understand the importance of the assessments and the information that can be gained from them. Results of testing will be made available to teachers, parents, students, the Commission, and the public.

## **Accreditation**

~~Before opening its doors, Inspire Idaho Home Academy will apply to Northwest Accreditation Commission, a Division of AdvancED for accreditation, as required in IDAPA 08.02.02.140. Inspire Idaho Home Academy Charter School will complete the~~

accreditation process review and obtain candidacy status within the first year of operation. All required reports including but not limited to the accreditation report will be submitted to the authorizer annually, as required by Idaho Code §§ 33-5206(7).

### **School Improvement**

If identified as a school in need of improvement, the board will actively examine data to ensure that effective leaders are in place. In addition the school's board and leadership team will look closely at multiple levels of data to begin determining where and what areas need to be addressed. Strategic improvement planning will go into effect and the Idaho State Department of Education will become a resource to help guide Inspire Idaho Home Academy Charter School in school improvement efforts. We will utilize the state-wide system of support and framework for analyzing problems, identifying underlying causes, and addressing instructional issues to better understand why we have not made sufficient progress in student achievement. A highly structured comprehensive plan will be written that is specific to and focused on the school's instructional program. We will utilize a school improvement planning tool that allows us to include scientifically based research that will strengthen the core academic subjects in the school and to address the specific academic issues that caused the school to be identified for school improvement. Finally the plan will include on-going monitoring and involvement of the school's board.

### **School-Wide Academic Outcomes**

OUTCOME	METHODS OF MEASUREMENT
Inspire Idaho Home Academy shall meet or exceed a 90% attendance rate.	Daily Attendance Records

<p>75% of all IIHA students will achieve proficiency of at least level 3 on the ISAT. Inspire Idaho Home Academy shall provide accurate and consistent information about student progress toward grade level proficiency of the Idaho Thoroughness Standards for English Language Arts, Mathematics, Science, and Social Studies, and college and career readiness. Summative and formative assessments will show the level of students' consistent incremental progress.</p>	<p>Idaho State Tests</p> <ul style="list-style-type: none"> <li>● English Language Arts: Grades 3-8</li> <li>● Mathematics: Grades 3-8</li> <li>● Science: Grades 5,7</li> <li>● Social Studies: Grades 3-8</li> </ul>
<p>95% of all K-3 IIHA students will score at a proficient level in Reading.</p>	<p><u>Idaho Reading Indicator Grades K-3</u></p>
<p>Inspire Idaho Home Academy IIHA shall strive to meet or exceed its <u>academic growth (AMO)</u> target of at least one year of academic growth school-wide and within reportable subgroups on an annual basis.</p>	<p>Idaho School Report Card</p>
<p>Inspire Idaho Home Academy shall receive an average score of "satisfied" or "very-satisfied" on annual parent satisfaction surveys, including questions specifically focused on the educational program.</p>	<p>Annual parent satisfaction surveys</p>
<p>Inspire Idaho Home Academy shall strive to meet or exceed the countystate-wide average scores on the ISATs in ELA and Math as broken down into reportable subgroups.</p>	<p>Idaho State Tests</p>

Students shall increase math and reading scores pre- to post-testing by an average of one grade level proficiency per year.	Renaissance Star 360
<del>Inspire Idaho Home Academy dropout rate shall be no more than 10% of the local District.</del>	<del>Dropout calculations</del>
<del>Inspire Idaho Home Academy shall meet its AMO target growth goals in each year.</del>	<del>AMO calculations</del>
Inspire Idaho Home Academy shall have a reclassification rate for English Learners that is within 5% of the rate of the District.	Idaho English Language Proficiency Assessment
85% of IIHA students enrolled for a full school year that are two or more grade levels below their age appropriate grade, shall make learning gains of between 1.5 and 2 years annually.	ISAT & Star 360
IIHA students will discover and grow a connection to their community through service and leadership.	Community Service Projects

~~Inspire Idaho Home Academy IIHA will review student performance data to reflect upon and make ongoing improvements as necessary to its educational program with specific attention and to these stated outcomes, and Data reflection will also seek to further break these school wide outcomes into shorter term benchmarks.~~

### **03. Plan for Serving All Students**

IIHA's school program lends itself the utmost in personalization and creativity. The teacher's ability to gauge each student's specific learning needs and preferred learning modality ensures that each is set up for an intentional year of learning and growth. Based on assessments, parent input, teacher observations, and Special Education input (if applicable), the student will have a customized learning plan created, so whether they are an advanced or struggling learner, one whose first language was not English, or a student with special needs they would have the resources and tools needed to be successful.

### **Monitoring and Evaluation of Program Effectiveness**

~~The Executive Director and School Leader~~ School leadership will evaluate the program effectiveness for ELL's in the Charter School with the following guidelines:

- Adhere to ~~Inspire Idaho Home Academy's~~ IIHA's adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of availability of adequate resources.

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Students ~~can~~ will utilize one of the school adopted curriculum options like the McGraw Hill online and offline curriculum. This curriculum, along with guided support, instructional strategies and benchmark assessments from teachers, in person or online, are to provide students with the necessary skills to become proficient readers. As an example, the Math courses ~~Foundations course, for example,~~ integrates carefully paced, guided instruction with interactive practice to remediate math skills required for students to succeed. Literacy development is supported for below-proficient or struggling readers with structured remediation and scaffolded instruction including intensive practice activities

that focus on the development of skills in reading comprehension, writing and composition.

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~~Inspire Idaho Home Academy's IIHA~~ will utilize a Student Success Team (SST) process to develop a plan to address student's individual needs. Parents/guardians of low-achieving students shall be included in the development of strategies to meet the specific needs of the student. If a student is struggling with any subject, ~~we~~ the school would assemble our SST team and evaluate the student using the Renaissance STAR 360 Assessment Tools to guide remediation. From this point, ~~we~~ the teacher would ascertain the areas of struggle or challenge and create an individualized learning plan to help get the student back on track. If deficits continue regarding reading competency or math, then the team would reassemble and devise a plan that might include additional supporting curriculum, supplemental materials, the use of appropriate interventions ~~Study Island~~, and/or concentrated tutoring.

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If the student is not successful after implementation of an SST plan and follow up, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed appropriate by the SST.

### **Education Thoroughness Standards**

The standards are:

1. ~~A safe environment conducive to learning is provided;~~
2. ~~Educators are empowered to maintain classroom discipline;~~

3. ~~The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized;~~
4. ~~The skills necessary to communicate effectively are taught;~~
5. ~~A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided;~~
6. ~~The skills necessary for students to enter the work force are taught;~~
7. ~~The students are introduced to current technology; and~~
8. ~~The importance of students acquiring the skills to enable them to be responsible citizens of the homes, schools, and communities is emphasized.~~

### **Special Education**

~~Inspire Idaho Home Academy IIHA plans to adopt the Idaho Special Education Manual from the State Department of Education. Inspire Idaho Home Academy IIHA will have the responsibility to identify, refer, and work cooperatively in locating Inspire Idaho Home Academy IIHA students who have or may have exceptional needs that qualify them to receive special education services. Inspire Idaho Home Academy IIHA will implement policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil will be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.~~

~~It is the understanding of Inspire Idaho Home Academy IIHA we will contract the services of a PSI provider or similar that will provide Inspire Idaho Home Academy IIHA with any assistance it generally provides its LEAs in the identification and referral process.~~

~~As an LEA, Inspire Idaho Home Academy IIHA will contract for services as needed to ensure the provision of all services required by the IEPs of Inspire Idaho Home Academy IIHA students, including special education teachers, paraprofessionals, resource specialists, speech therapists, occupational therapists, behavioral therapists, and psychologists.~~

~~To ensure that all students receive appropriate services, Inspire Idaho Home Academy IIHA will use service delivery methods appropriate to a learning model that is primarily online. Inspire Idaho Home Academy IIHA will identify a viable, contracted service provider. This provider will be an Idaho Department of Education certified, nonpublic agency that provides high quality online services and offers students access from home or in person to speech and language therapy, occupational therapy, behavioral support, school counseling, and resource specialist services. Families will also have an option to receive face-to-face services at appropriate locations near their home. One vendor, The Children's Therapy Place based in Boise, has a virtual therapy program in place, and is ready to work with students located anywhere in Idaho. They are also offering a discounted rate to IIHA of seventy-five dollars (\$75) per hour.~~

All special education services at ~~Inspire Idaho Home Academy~~ IIHA will be delivered by individuals or agencies qualified to provide special education services as required by Idaho's Education Code and the IDEA. In the event that ~~Inspire Idaho Home Academy~~ IIHA receives a parent written request for assessment, it will work collaboratively with the parent/guardian to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, ~~Inspire Idaho Home Academy~~ IIHA will provide the parent/guardian with a written assessment plan within fifteen days of receipt of the written request and will hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

~~Inspire Idaho Home Academy~~ IIHA will follow child-find procedures to identify all students who may require assessment to consider special education eligibility and special education related services in the case that general education interventions do not provide a free and appropriate public education to the student in question.

### **English Learners**

English Learners are provided integrated instruction in the core curriculum and have specific designated supports:

- English in a Flash
- Pathblazer
- Designated English Language Support classes

The English language proficiency of Inspire Charter Schools in California English learners has been assessed using the CELDT. In the 2016-17 school year, the following percentages of students were reclassified as English proficient:

California School 1 - 12%

California School 4 - 16%

California School 2 - 23%

California School 5 - 7%

California School 3 - 9%

Looking more specifically at the proficiency ranges, the students are beginning to show increases in their levels of proficiency. For example, in California School 5, the number of students who tested at Advanced increased from 11% in 2015-16 to 16% in 2016-17.

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### **ELL Testing**

All students who indicate that their home language is other than English will be assessed using the Idaho English Language Proficiency Assessment, (IELPA) within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

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- Participation of the pupil's homeschool teacher 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/guardians of the language reclassification and placement, including a description of 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 SBA 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.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

### **English Learner Instructional Strategies and Curriculum**

Courses available for English Learners include an option for students to listen to the text in English on the screen in addition to reading it themselves. This strategy increases student comprehension of the material while supporting their English language skills. The individual support ~~Inspire Idaho Home Academy~~ IIHA offers students will benefit English Learners in serving their individual needs as well.

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This support will be centered around SDAIE (Specially Designed Academic Instruction for English) strategies applicable to an independent study context, including the use of graphic organizers.

Choral reading in a virtual classroom with other ELL students, reading logs, vocabulary cards, and small group or one on one teaching virtually.

~~All teachers instructing English Language Learners will hold an ELL endorsement issued by the Idaho State Department of Education.~~

### **Dual Enrollment**

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Policies will be developed and adopted once the administration team is in place.

## **04. Professional Development Plan**

Professional development will be provided on an ongoing basis and will be built into the school calendar. Professional development is planned to occur at the following times:

- An intensive training program during the summer to train teachers on the effective methods of implementing a blended learning model, attendance reporting, as well as instructional strategies that address the needs of our targeted student population.
- Regular staff meetings.
- Other designated professional development days scheduled throughout the school year.

Professional development needs will be assessed through analysis of student assessment data, annual parent surveys, and formal staff discussions on recommended modifications to the educational program.

### Teacher Orientation, Training, Professional Development, and Evaluation

Below is an example of what an annual professional development calendar may include. This Professional Development schedule is subject to change with opportunities from the Commission and other agencies.

#### August:

Mandatory, week long professional training to include: highly effective teaching, teacher evaluation process, equity initiative, NWEA, plan for state testing, education model, learning modalities, school structure, school culture, effective strategies for working with diverse populations, developing and maintaining ILPs, curriculum format, using Outlook, time management, student information system, Mandated Reporter, FERPA, bullying, harassment and intimidation identification, prevention and actions to take and any other mandatory training that is required from time to time in Idaho public schools.

#### September:

Beginning of the year - Using STAR 360 data to improve student achievement.

Learning Modalities & Philosophies - Part 1

#### October:

Holding high expectations with student work, plan for testing

Learning Modalities & Philosophies - Part 2

#### November:

Common Core - Online Webinar

Learning Modalities & Philosophies - Part 3

#### January:

Cyber Civics - Online PD

Learning Modalities & Philosophies - Part 4

#### February:

Diversity competencies, plan for testing

Learning Modalities & Philosophies - Part 5

March:

Learning Modalities & Philosophies - Part 6

April:

School-wide team building, equity initiative

Learning Modalities & Philosophies - Part 7

May:

Using data to improve student achievement

Learning Modalities & Philosophies - Part 8

June:

YET (Year End Transition)

Learning Modalities & Philosophies - Year End Certification

### **Teacher Training & Support**

New teachers will participate in a series of in-person and virtual modules to provide training on executing the roles and responsibility of the teacher. This includes extensive training on developing students' Personalized Learning Plans and Personalized Educational Packages. New teachers will also be partnered with a veteran team member or mentor.

All teachers have the opportunity to attend charter conferences like the National Charter School Conference covering topics such as student achievement, Common Core, NGSS, Intervention, charter law, compliance, and data analysis. All teachers also complete the Safe Schools Training modules including Sexual Harassment, Blood Borne Pathogens, Mandated Reporter, FERPA, Online Safety, and Drug Free Workplace.

Teachers are encouraged to utilize online resources such as [Edu-Speak](#), a Learning Philosophies Blog and the IIHA Teacher Handbook that will house all departmental information, process, forms, and training videos.

### **Tab 4 – Measurable Standards, Accreditation, and Accountability**

#### **Measurable student educational standards (MSES)**

~~Parents/guardians and students will be routinely informed of student progress through regularly scheduled meetings. The monthly progress meetings will be followed up with a written summary of the meeting from the teacher. Individualized student evaluation data will be utilized by the teacher in tailoring the student's educational program and updating~~

or adjusting as necessary. To ensure regular communication between the teacher, parent and student, weekly progress reports will be provided to families through e-mail. Parents/guardians may discuss student progress with the school at any time, and Inspire Idaho Home Academy staff will typically meet with parents/guardians a minimum of every 20 school days, and if at any time students are not progressing as expected. School administrators will receive student progress data information from the advisory teachers and this data will be reviewed monthly, on an ongoing basis.

Faculty will receive data on student achievement on an ongoing basis. Data will be gathered using Star 360 assessment. Additionally, the McGraw-Hill assessments will provide data to influence instructional and programmatic decisions. Faculty will review student work samples noting skills that are mastered and those that need continued support. This data will assist in helping to monitor and improve Inspire Idaho Home Academy's academic programs. Areas of low performance for student sub-groups will be analyzed and addressed to design instruction and refine teaching strategies. Program success will be a regular topic of discussion at weekly staff meetings and in regular program review evaluations.

The school's Governing Board will monitor overall student performance and review data in order to ensure that the school stays true to its mission and charter. The Board will hear analysis and recommendations presented by the school's leadership, and consider actions to continually improve the school's performance.

The school will also survey parents/guardians on an annual basis to get valuable program feedback regarding student learning results, concerns, and or ideas. A parent satisfaction survey will be provided electronically to all parents/guardians each school year. The survey will be developed specifically to assess parent input on effectiveness of all aspects of the community school from their perspective, related to their experience. The results of this survey will be reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, and student success to identify the key program areas that may require modification for the coming school year.

### **Grade Level SMART Goals:**

~~At least 90% of kindergarteners and first graders in attendance for the full year will reach the end-of-year reading and mathematics benchmarks as outlined in the curriculum by the end of each school year.~~

~~At least 95% of second graders in attendance for the full year will pass the Idaho Reading Indicator (IRI) assessment by the end of the school year, along with mathematics benchmarks as outlined in the curriculum pacing guides by the end of each school year.~~

~~At least 90% of third-eighth graders in attendance for the full year will reach the end-of-year reading and mathematics benchmarks as outlined in the curriculum pacing guides by the end of each school year.~~

#### **Value-added SMART Goals:**

~~At least 90% or more of students in attendance for the full year will demonstrate at least one year's growth between the Fall and Spring STAR 360 administration in reading and math.~~

~~At least 50% of students in attendance for the full year who enroll in school showing significant achievement gaps (more than 1 year behind grade-level peers) will demonstrate at least 1.5 years' growth between the Fall and Spring STAR 360 administration in reading and math.~~

~~Value-added goals will be met across the entire student body and within subgroups, as applicable.~~

#### **Subject Matter SMART Goals:**

~~As measured by the Idaho Standards Achievement Test (ISAT), 75% or more of students in attendance for the full year will score Proficient or above in mathematics.~~

~~As measured by the Idaho Standards Achievement Test (ISAT), 75% or more of students in attendance for the full year will score Proficient or above in English language arts.~~

~~As measured by the Idaho Standards Achievement Test (ISAT), 75% or more of all students in attendance for the full year in grades five and seven will score Proficient or above in Science.~~

#### **Student Cohort SMART Goals:**

~~At least 85% or more of students who are learning one or more grades below their actual grade level in attendance for the full year will demonstrate one year's growth as measured on the Fall to Spring STAR 360.~~

~~All of our students with disabilities will increase .5 to one year's worth of growth as measured by comparison of results from the Fall to Spring to STAR 360.~~

## **Testing**

~~Inspire Idaho Home Academy Charter School will participate in all state mandated testing, including, but not limited to, the ISAT, ISAT Alt, IRI, WIDA Access 2.0, Science End of Course exams, SAT, and NAEP. The school will have a test coordinator who will oversee the testing program and insure the testing process is followed with fidelity for all tests. Inspire Idaho Home Academy Charter School will work with stakeholders to help them understand the importance of the assessments and the information that can be gained from them. Results of testing will be made available to teachers, parents, students, the Commission, and the public.~~

## **Accreditation**

~~Before opening its doors, Inspire Idaho Home Academy will apply to Northwest Accreditation Commission, a Division of AdvancED for accreditation, as required in IDAPA 08.02.02.140. Inspire Idaho Home Academy Charter School will complete the accreditation process review and obtain candidacy status within the first year of operation. All required reports including but not limited to the accreditation report will be submitted to the authorizer annually, as required by Idaho Code §§ 33-5206(7).~~

## **School Improvement**

~~If identified as a school in need of improvement, the board will actively examine data to ensure that effective leaders are in place. In addition the school's board and leadership team will look closely at multiple levels of data to begin determining where and what areas need to be addressed. Strategic improvement planning will go into effect and the Idaho State Department of Education will become a resource to help guide Inspire Idaho Home Academy Charter School in school improvement efforts. We will utilize the state-wide system of support and framework for analyzing problems, identifying underlying causes, and addressing instructional issues to better understand why we have not made sufficient progress in student achievement. A highly structured comprehensive plan will be written that is specific to and focused on the school's instructional program. We will utilize a school improvement planning tool that allows us to include scientifically based research~~

~~that will strengthen the core academic subjects in the school and to address the specific academic issues that caused the school to be identified for school improvement. Finally the plan will include on-going monitoring and involvement of the school's board.~~

### **003. FINANCIAL REPORTING & FACILITIES PLAN**

#### **01. Fiscal Philosophy and Spending Priorities**

IIHA's fiscal philosophy centers around the goal of doing what is best for students and how best to impact student achievement. All instructional and operational fiscal allocations and decisions stem from these tenants. Non-negotiables include cutting edge and engaging standards based curriculum and competitive salaries for highly qualified teachers and administrators. Also required is a facility that is safe and clean, in a centrally located area, outfitted with the infrastructure to support learning. Should enrollment or funding not meet initial expectations as planned within the school budget, an enhanced computer lab and library would be scaled down. A safety net built into the financial plan would be the option to take out a low interest loan from the Inspire Educational Foundation, which primarily establishes Career and Technology Educational Pathways and Professional Development, but also has the ability to lend monies to other deserving organizations, like IIHA.

#### **02. Financial Management Plan**

In conjunction with a back office, IIHA administration and school board will share responsibility of the fiscal management and checks and balances of the school. Monthly business and financial department meetings will be help to monitor and manage cash flow, needed funding, and reporting. One of the first part-time operational positions will be a business manager, who will monitor the day to day invoices, accounts payable, and payroll. Bi-weekly aging reports will be compiled and submitted to the Director of Educational Programs for review and approval. The Director of Educational Programs would ensure that the back office compiled monthly and annual fiscal reports including projections and actuals, all of which would be presented to the board to demonstrate fiscal responsibility and assurances of proper allocation of funds towards the school's mission.

~~Inspire Idaho Home Academy~~ IIHA will comply with the financial reporting requirements of Idaho Code Section 33-701 and/or any other applicable reporting requirement as such

may be changed from time to time. Within one hundred twenty (120) days from the last day of each fiscal year, the Board will prepare and publish an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction pursuant to Idaho Code Section 33-701(5)(6). Such annual statements shall include, but not be limited to, the amounts of money budgeted and received and from what sources, and the amounts budgeted and expended for salaries and other expenses by category. The annual statement will be submitted to the State Department of Education as required by law.

The school shall place copies of all teacher contracts and vendor contracts on the school website. In addition, the school will develop and maintain an expenditures website as required by Idaho Code Section 33-357.

Annually, ~~Inspire Idaho Home Academy~~ IIHA Charter School will file with the State Department of Education such financial and statistical reports as the SDE may require pursuant to Idaho Code Section 33-701(7). ~~Inspire Idaho Home Academy~~ IIHA Charter School will destroy all claims or vouchers paid five years from the date the claim or voucher was canceled and paid pursuant to Idaho Code Section 33-701(8).

~~Inspire Idaho Home Academy~~ IIHA Charter School will review the school budget periodically and make appropriate budget adjustments. Amended budgets shall be done in accordance with the requirements of the Idaho Code and thereafter submitted to the State Department of Education pursuant to Idaho Code Section 33-701(9).

Inspire Idaho Home Academy IIHA Charter School will invest any idle monies as permitted by Section 67-1210 of the Idaho Code.

### **03. Description of Facility Needs**

IIHA will require an initial building to function as both the central office and resource/learning center. The office portion of the facility would need to have at minimum three office spaces and a medium-large sized conference room or assembly/meeting space. The resource/learning center would have at least five medium to small classrooms for the purpose of instructional and enrichment activities. Currently, IIHA is considering a total space with approximately 2800 square feet (\$14/square foot) located in Meridian. As enrollment grows, additional facilities would be acquired in locations where the student enrollment pools develop.

## **004. BOARD CAPACITY AND GOVERNANCE STRUCTURE, PARENTAL INVOLVEMENT, AUDITS**

### **01. Description of Governance Structure**

~~Inspire Idaho Home Academy IIHA~~ Charter School will be a legally and operationally independent entity, established by the nonprofit corporation's Board of Directors. The ~~elected~~ appointed Board of Directors will be legally accountable for the operation of the charter school. ~~Inspire Idaho Home Academy IIHA~~ commits to adhering to all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations and complying with them. This includes Idaho's Open Meeting and Public Records laws.

~~Inspire Idaho Home Academy IIHA~~ is governed by its own Board of Directors, which shall be selected, serve, and govern the charter school in accordance with its adopted corporate bylaws, which shall be maintained to align with the terms of this charter and applicable law. The Board shall have five voting members. Two Director positions will be reserved for a parent or community representative. Subsequent to the initial Directors serving a staggered series of terms, Directors will serve three-year terms.

#### **Board Duties**

The Board of Directors will be responsible for the operation and fiscal affairs of Inspire Idaho Home Academy including but not limited to:

- Approval of the annual Charter School budget, with the assistance of the school's designated fiscal officer.
- Approval of the annual calendar, salary schedules, employment contracts, major fundraising events, and grant writing.
- Negotiation and approval of an MOU or other contracts with the Sponsor.
- Approval of all leases, purchases, contracts exceeding 10,000 dollars.
- Approval of bylaws, resolutions, and policies and procedures of school operation.
- Approval of all changes to the charter to be submitted to the Commission as necessary in accordance with applicable law.
- Long-term strategic planning for the school.
- Participation as necessary in dispute resolution.
- Monitoring overall student performance.
- Monitoring the performance of the school and taking necessary action to ensure that the school remains true to its mission and charter.
- Reviewing annual administrative evaluations of school leaders.

- Monitoring the fiscal solvency of the school.
- Participation in the school's independent fiscal audit.
- Participation in the school's performance report to the Commission.
- Participation as necessary in student expulsion matters.
- Increasing public awareness of Inspire Idaho Home Academy.
- Fundraising efforts.

Inspire Idaho Home Academy IIHA will update the Commission regarding any changes to the Board of Directors.

The School's Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which community schools are established.

### **Board Delegation of Duties**

The Board 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 or contractor of the School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

### **Board Meetings**

The Board of Directors will meet in accordance with the Idaho Open Meetings Act. There will be twelve scheduled meetings, held monthly each school year. The Board of Directors meetings will be headed by a Board Chairman, who will be elected annually amongst the Board at the concluding meeting of the school year. As long as quorum exists as defined by the corporate bylaws and Idaho Code, measures voted on by the Board of Directors may be passed with a simple majority of present members.

The public will be notified in advance of all monthly board meetings including the date, time, location, and purpose through postings on the school website and any other location as identified and selected by the Board. Any meetings that are not listed on the regular schedule will be announced in accordance with the Idaho Open Meetings Act, and will include the date, time, location, and purpose again via the school website and any other location as identified and selected by the Board. For sudden emergency meetings, notification will be made via the school website immediately after calling for the meeting. Complete and accurate meeting minutes, including closed sessions, will be carefully taken and archived by the Board Secretary.

## Audits

Every year, Inspire Idaho Home Academy Charter School will hire an independent certified public accountant to conduct an independent audit that complies with generally accepted auditing standards. Upon completion of the audit, the Board will review, approve, and accept the audit report and findings. A copy of the audit report will be submitted to the authorizing entity and the State Department of Education. Annual audit and financial compliance will be completed pursuant to Idaho Code.

## Ethical Standards

~~Inspire Idaho Home Academy Charter School's ethical standards for board members is included in Appendix E.~~

### 02. Founding Board Qualifications Board Oversight Responsibilities

~~Inspire Idaho Home Academy IIHA~~ has a number of founding board members already in place, recognizing parental membership is to be addressed in full board composition as referenced below. One member is a former elementary school teacher in the Kuna School District with over 25 years of experience. She currently works as a Learning and Development Consultant for Northwest Lineman College in Meridian. Another board member is a Business Development Officer with Wells Fargo Bank. He has served on numerous non-profit boards in the past, and is well versed in financial aspects of business planning and management. His wife homeschools their two children as well. The third board member is currently a Chiropractor in the city of Meridian and has been a successful entrepreneur over the past ten years. IIHA ~~We also have~~ has a board member ~~who has a~~ whose background in real estate, and was homeschooled as a child all the way through high school. The last board member is a registered school nurse, and has experience as a homeschool mom. For a time, the founding board will include two administrators with first hand experience with the IIHA learning model and establishing new charters in California.

### **03. Transition Plan**

The two school administrators serving as founding members will step down after the opening year to allow for others to serve on the board. At least one IIHA parent would be sought.

Members

~~There will be five members of the School Board. Three of those positions will be appointed positions. The remaining two positions will be elected parents of Inspire Idaho Home Academy.~~

#### **04. Board Training and Recruitment** ~~Members Recruitment & Selection Process & Criteria~~

Board members will be sought for their professional experience and expertise, level of community service, and desire to serve the community. Desired areas of expertise include education, finance, business, and law. Candidates will submit letters of intent, a resume, and complete an information form/questionnaire to be considered for a board position.

##### Officer Positions

- Chairman
- Vice Chairman
- Secretary
- Treasurer
- Board Member

##### Board Training & Development

The members of the governing board ~~authority of a community school~~, shall complete training on an annual basis on the public records and open meetings laws, so they may comply with those laws. Two of the founding board members have attended the SDE's Charter Start Workshop early in 2017. The remaining board members will attend the Charter Start Workshop the next time it is offered. Additional trainings may be provided by Educational Agencies, Organizations and experienced trainers within the state of Idaho.

##### **Parental Involvement**

~~Inspire Idaho Home Academy will use several strategies to consult on a regular basis with their parents/guardians regarding the school's educational program.~~

- ~~Inspire Idaho Home Academy will provide parents/guardians with surveys twice a year.~~
- ~~Parents/guardians may address the Board through public comment or by communicating directly with board members (within the parameters of Open Meeting Laws).~~
- ~~Two Board of Director position will be reserved for parents or community members.~~

- ~~Parents/guardians can communicate with the School Leaders/Administrators at any time.~~

~~Inspire Idaho Home Academy will strive to meet the needs of the students and families so that we are offering a valuable school of choice. To inform planning, we assess the needs of the students and community members on an ongoing basis through parent surveys, Parent Teacher Organization (PTO) meetings, parent workshops, board meetings, and recruiting events. The parent satisfaction surveys will be provided electronically to all parents/guardians. The survey will be developed specifically to assess parent input on effectiveness of all aspects of Inspire Idaho Home Academy from their perspective, related to their experience. The results of this survey will be reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, and student success to identify the key program areas that may require modification for the coming school year.~~

~~All staff and faculty at Inspire Idaho Home Academy will have an open door policy. As a homeschool charter, parents have 100% participation in their child's learning. Parents collaborate with teachers continually throughout each month to get the support and guidance they need to assist their children in the chosen learning path.~~

~~Parents will be given the opportunity to volunteer in the Enrichment Centers (where applicable), participate in field trips, and community service projects. They will also receive invitations to all board meetings.~~

### **Audits**

~~Every year, Inspire Idaho Home Academy Charter School will hire an independent certified public accountant to conduct an independent audit that complies with generally accepted auditing standards. Upon completion of the audit, the Board will review, approve, and accept the audit report and findings. A copy of the audit report will be submitted to the authorizing entity and the State Department of Education. Annual audit and financial compliance will be completed pursuant to Idaho Code.~~

### **Financial Reporting**

~~Inspire Idaho Home Academy will comply with the financial reporting requirements of Idaho Code Section 33-701 and/or any other applicable reporting requirement as such may be changed from time to time. Within one hundred twenty (120) days from the last day of each fiscal year, the Board will prepare and publish an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction pursuant to Idaho Code Section 33-~~

~~701(5)(6). Such annual statements shall include, but not be limited to, the amounts of money budgeted and received and from what sources, and the amounts budgeted and expended for salaries and other expenses by category. The annual statement will be submitted to the State Department of Education as required by law.~~

~~The school shall place copies of all teacher contracts and vendor contracts on the school website. In addition, the school will develop and maintain an expenditures website as required by Idaho Code Section 33-357.~~

~~Annually, Inspire Idaho Home Academy Charter School will file with the State Department of Education such financial and statistical reports as the SDE may require pursuant to Idaho Code Section 33-701(7). Inspire Idaho Home Academy Charter School will destroy all claims or vouchers paid five years from the date the claim or voucher was canceled and paid pursuant to Idaho Code Section 33-701(8).~~

~~Inspire Idaho Home Academy Charter School will review the school budget periodically and make appropriate budget adjustments. Amended budgets shall be done in accordance with the requirements of the Idaho Code and thereafter submitted to the State Department of Education pursuant to Idaho Code Section 33-701(9).~~

~~Inspire Idaho Home Academy Charter School will invest any idle monies as permitted by Section 67-1210 of the Idaho Code.~~

## **Tab 6 – Employee Requirements Qualifications**

~~Inspire Idaho Home Academy Charter School's full time and part time staff will meet or exceed qualifications required by state law. All instructional staff shall be certified teachers as required by Idaho Code Section 33-5205(3)(g) and 33-5210(4)(a) and applicable rule of the State Board of Education, and will be demonstrate content mastery in the teaching positions that require this designation, including Special Education teachers. These teachers will meet the qualifications outlined on the State Department of Education's website and documentation. Administrators will be certified as administrators.~~

### **Background Checks**

~~All instructional staff, classified employees and certificated administrators shall undergo a State of Idaho Background Investigation check and FBI fingerprint compliance in compliance with Idaho Code 33-512 and 33-5210(4)(d). Additionally, other substitute employees, subcontractors, board members, and volunteers who have unsupervised contact with students in a PK – 12 school setting are required to undergo a State of Idaho Background Investigation Check and FBI fingerprinting in compliance with Idaho Code 33-130 and 33-5210(4)(d). Each person stated above shall submit the completed fingerprint card or scan to the school who will submit such background check information to the Office of Certification at the State Department of Education.~~

### **Professional Development and Evaluations**

~~Briefly outline plan for professional development and staff evaluations. Include a reference to the full plan in the appendices.~~

### **Professional Codes and Standards**

~~Staff must comply with the professional codes and standards approved by the State Board of Education, including the Code of Ethics for Idaho Professional Educators outlined in IDAPA 08.02.02.076. If a staff member violates any of the applicable provisions of the Code of Ethics for Idaho Professional Educators, the IIHA Charter School Board will pursue the proper and lawful process to dismiss and/or otherwise discipline such staff member.~~

### **Employee Benefits**

~~It is the intent of Inspire Idaho Home Academy Charter School to offer competitive wages and benefits so that it can recruit and retain talented employees. All employees who currently are members of PERSI will continue their participation. All new employees that~~

~~are eligible for PERSI will become members of PERSI. All employees will contribute to the Federal Social Security System. Inspire Idaho Home Academy Charter School will make all employer contributions as required by PERSI and Federal Social Security. In addition, the school will also pay for worker's compensation insurance, unemployment insurance and any other payroll obligations of an employer, including but not limited to those as addressed in Idaho Code 33-1279. Inspire Idaho Home Academy Charter School will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217 address sick leave and other leaves generally as provided in Idaho Code 33-1217, including development of board policy where appropriate. The Board will provide health insurance and may establish other benefits. The Board will develop a process to ensure that all eligible employees are enrolled in one of the school's health insurance plans.~~

### **Collective Bargaining**

~~The staff at Inspire Idaho Home Academy Charter School shall be considered a separate unit for purposes of collective bargaining.~~

### **Contracts**

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

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

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

### **Health and Safety**

~~Our school program is entirely student centered with staff and all stakeholders focused on ensuring and promoting student health and safety. In collaboration with a School Safety Consultant, an exhaustive set of policies will be developed to ensure student and staff safety both during office and Enrichment Academy hours, but also at any field trip or experiential school outing. These include, but are not limited to: FERPA, Mandated Reporting as required by Idaho Code (suicidal tendencies, abuse, abandonment, neglect), General Emergency Preparedness, Disaster Plans (fire, earthquake, etc.), Active Shooter, and Health Emergencies.~~

~~In addition to the safety areas described above, Blood Borne Pathogens, and First Aid trainings will be held annually for staff. Students will be provided with emergency preparedness drills and food allergy awareness classes as appropriate. The school will develop and adopt a Threat Assessment and Suicide Prevention policy. All programs and school-wide decisions hinge on the goal of doing what is best for students.~~

In accordance with Idaho Code 33-161 and related IDAPA regulations, the school will develop and implement a comprehensive policy and program relating to Bullying, Harassment and Intimidation. Such will include proper dissemination of such policies to students, staff and parents. Such will include an affirmation that school personnel are authorized and expected to intervene or facilitate intervention on behalf of student facing harassment, intimidation and/or bullying. Ongoing professional development as to these subject matters will be provided to aid in building skills of all school staff members to identify and respond to such situations. Such disciplinary policies relating to Bullying, Harassment and Intimidation will include a series of graduated consequences. The school shall also report such bullying incidents to the Idaho State Department of education to the extent required by law.

## **Disciplinary Procedures**

### **Definition of Expulsion**

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Expulsion shall be defined as permanent dismissal from Inspire Home Academy, with or without re-enrollment privileges, and must be approved by the Inspire Home Board or their authorized designee as provided in Section 33-205.

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### **Definition of Suspension**

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Suspensions shall be defined as a temporary leave of absence from Inspire Home Academy that may occur at the discretion of the individual Inspire Home Academy teacher, the coordinator of an enrichment academy or learning center or Inspire Home Academy Board and must follow the due process procedures provided in Idaho Code 33-205.

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### **Due Process Statement**

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Inspire Home Academy shall provide for the fair treatment of students facing suspension and expulsion by affording them due process rights as provided by Idaho Code 33-205. Rules regarding suspension and expulsion shall be revised periodically as required by any changes in Inspire Home Academy policy, regulation, or law.

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In all cases, Inspire Home Academy disciplinary policies shall afford students due process. To this end, the Inspire Home Academy Board shall develop rules and regulations governing the procedures by which students may be suspended or expelled.

~~Inspire Home Academy's Executive Director shall notify staff, students and parents/guardians about the Inspire Home Academy disciplinary policy, including policies governing student suspensions and expulsions. Students and their parents or guardians will be notified in writing at the time of enrollment.~~

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~~In the event of an expulsion, students recommended for expulsion will be entitled to written notice of the grounds for their proposed removal and will be given a due-process proceeding in regard to the proposed expulsion. Parents or guardians will also be given written notice in advance of said hearing so that they may attend and participate in accordance with the provisions of Idaho Law.~~

~~-~~

### ~~**Students with Disabilities**~~

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~~A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion which apply to regular education students. All the procedural safeguards established by Charter School policies and regulations shall be observed in considering the suspension or expulsion of students with disabilities. In the case of a suspension or an expulsion of a student identified as having special education needs, Inspire Home Academy shall comply with federal and state law.~~

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### ~~**Grounds for Suspension and Expulsion**~~

~~A student may be subject to suspension and/or expulsion when it is determined that he/she, while on or within view of the learning center or enrichment academy, at a school sponsored activity, or as a participant in Inspire Home Academy school:~~

~~-~~

- ~~• Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.~~
- ~~• Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other deadly or dangerous object.\*\*~~
- ~~• Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance alcoholic beverage, or intoxicant of any kind, including synthetic and look-alike products, as defined in school policy.~~

~~-~~

- ~~• Unlawfully offered, arranged, or negotiated to sell, exchanged or otherwise transmitted any controlled substance as defined Idaho Law, alcoholic beverage or intoxicant of any kind, including synthetic and look alike products.~~
- ~~• Committed or attempted to commit robbery or extortion.~~
- ~~• Caused or attempted to cause damage to school property or private property.~~
- ~~• Stole or attempted to steal school property or private property.~~
- ~~• Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to: cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew, and packets, including synthetic and look-alike products. This restriction shall not prohibit a student from using or possessing his/her own prescription products.~~
- ~~• Committed an obscene act or engaged in habitual profanity or vulgarity.~~
- ~~• Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in by school policy.~~
- ~~• Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.~~
- ~~• Knowingly received stolen school property or private property.~~
- ~~• Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item pursuant to Idaho Code 18-3302D.\*\*~~
- ~~• Committed or attempted to commit a sexual assault or sexual abuse as defined by school policy.~~
- ~~• Harassed, threatened, or intimidated a student who is a witness or complaining witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.~~

- ~~• Made terrorist threats against school officials, students, and/or school property.~~
- ~~• Committed sexual harassment as defined in school policy.~~
- ~~• Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in school policy.~~
- ~~• Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment including, but not limited to, acts outlined in the Harassment section.~~
- ~~• Engaged in conduct such that the student is an habitual truant (as defined by Idaho Code 33-206 and school policy), or who is incorrigible or whose conduct, in the judgment of the Directors, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school or whose presence is detrimental to the health, safety and welfare of other students or school personnel.~~
- ~~• Who has been denied enrollment or expelled from any other school within the state or any other state (may be denied enrollment at the discretion of the Directors as opposed to expulsion).~~

~~\*\* The Directors recognize the obligation of expulsion pursuant to Idaho Code 33-205 with regard to students who carry a weapon or firearm on school property in this state or any other state, including the exceptions that allow the Directors to deviate from the mandatory one (1) year expulsion requirement for such students. Directors will likewise follow the appropriate law enforcement reporting requirement for such events.~~

### **Contacting Law Enforcement and student's parents**

~~When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, habitual truancy (Idaho Code 33-207) or the possession of a deadly or dangerous weapon or firearm (Idaho Code 33-205), the local law enforcement agency is to be notified immediately. The principal or designee shall communicate all available information to the~~

police and offer the full cooperation of the administration and faculty in a police investigation. The principal or his/her designee will notify a parent or guardian of an interview or detainment of a minor student by law enforcement officials.

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

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

**Tab 7 – Admissions, Discipline, Student Policies  
Enrollment**

<b>Grades</b>	<b>Number of Students</b>				
	<b>Year 1 2017-18</b>	<b>Year 2 2018-19</b>	<b>Year 3 2019-20</b>	<b>Year 4 2020-21</b>	<b>Year 5 2021-22</b>
<b>K</b>	25	30	36	44	53
<b>1</b>	25	30	36	44	53
<b>2</b>	25	30	36	44	53
<b>3</b>	25	30	36	44	53
<b>4</b>	25	30	36	44	53
<b>5</b>	25	30	36	44	53
<b>6</b>	25	30	36	44	53
<b>7</b>	25	30	36	44	53
<b>8</b>	25	30	36	44	53
<b>9</b>	N/A	N/A	36	44	53
<b>10</b>	N/A	N/A	20	36	44
<b>11</b>	N/A	N/A	15	20	36
<b>12</b>	N/A	N/A	10	15	20
<b>Ungraded</b>	N/A	N/A	N/A	N/A	N/A
<b>Total Students</b>	<b>225</b>	<b>270</b>	<b>405</b>	<b>511</b>	<b>630</b>
<b>Glasses Per Grade</b>	<b>1</b>	<b>1.5</b>	<b>1.5</b>	<b>2</b>	<b>2.5</b>
<b>Average Number of Students Per Class*</b>	<b>25</b>	<b>20-25</b>	<b>20-25</b>	<b>20-25</b>	<b>20-25</b>

### Admissions Procedures

Inspire Idaho Home Academy Charter School will be open to all students on a space-available basis. No student will be denied admission based on race, color, national or

ethnic origin, religion, creed, gender, disability/special needs, or place of residence. No out-of-state students will be enrolled.

Inspire Idaho Home Academy Charter School will follow the equitable selection process that is outlined in IDAPA 08.02.04.203.07 or another method that is approved by the authorizer. The admission preference groups include: none for the initial year and none for the subsequent years, subject to change if required by revisions to Idaho Code §§32-5205 and/or IDAPA 08.02.04.203.07.

### **Waiting Lists**

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

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

### **Notification of Enrollment Opportunities**

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

~~or disability/special needs. Where appropriate, such marketing materials may be available in languages other than English.~~

### **Denial of Attendance**

~~In accordance with Idaho Code 33-205, the school's Board of Directors may deny enrollment or may expel or deny attendance to Inspire Idaho Home Academy Charter School to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board, but such enrollment or readmission shall not prevent the Board from again expelling such pupil for cause.~~

~~The process for expulsion and denial of attendance is in Tab 6 under Student Discipline. For Special Education cases, refer to Tab 3 under Special Education Services.~~

### **Student/Parent Handbook**

~~In order to ensure that both parents and students understand the expectation for students at Inspire Idaho Home Academy Charter School, parents will receive a student handbook at registration and it will be posted on the school's website.~~

~~See Appendix M for the draft student/parent handbook. The handbook will be finalized once the administrative team has been hired and before the first school year starts.~~

## **005. STUDENT DEMAND AND PRIMARY ATTENDANCE AREA**

### **Tab 7 – Admissions, Discipline, Student Policies**

#### **Anticipated Enrollment**

~~IIHA has~~ We have chosen to focus on the elementary and middle school grade levels for the first two years in order to maximize the opportunity for early support and intervention. Total enrollment goal for Year 1 is 225 students. Planning for smaller class

sizes will increase the teachers' ability to provide greater attention and support to each student. In the future, Inspire would hope to expand its grade level offerings to high school.

IIHA will serve grade Kindergarten through 8th grades. Total enrollment capacity of the school and Enrichment Centers is not determined by grade levels, but rather the allowable space in the Enrichment Centers themselves as well as the budget. Should the budget not allow for growth in a given year, a waiting list would be created and a plan developed to establish new Enrichment Centers in future school years.

### **01. Enrollment Capacity**

The chart below shows projected expansion and enrollment growth by grade level over the course of five school years.

Grades	Number of Students/School Year				
	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
<b>K</b>	25	30	36	44	53
<b>1</b>	25	30	36	44	53
<b>2</b>	25	30	36	44	53
<b>3</b>	25	30	36	44	53
<b>4</b>	25	30	36	44	53
<b>5</b>	25	30	36	44	53
<b>6</b>	25	30	36	44	53
<b>7</b>	25	30	36	44	53
<b>8</b>	25	30	36	44	53

<b>9</b>	N/A	N/A	36	44	53
<b>10</b>	N/A	N/A	20	36	44
<b>11</b>	N/A	N/A	15	20	36
<b>12</b>	N/A	N/A	10	15	20
<b>Ungraded</b>	N/A	N/A	N/A	N/A	N/A
<b>Total Students</b>	<b>225</b>	<b>270</b>	<b>405</b> <b><u>324</u></b>	<b>511</b> <b><u>396</u></b>	<b>630</b> <b><u>477</u></b>
<b>Classes Per Grade</b>	<b>1</b>	<b>1.5</b>	<b>1.5</b>	<b>2</b>	<b>2.5</b>
<b>Average Number of Students Per Class*</b>	<b>25</b>	<b>20-25</b>	<b>20-25</b>	<b>20-25</b>	<b>20-25</b>

## 02. Primary Attendance Area

### **Proposed Location**

Inspire Home Academy IIHA will operate as a virtual school statewide. Offices called, "Enrichment Centers" will be provided in Boise Meridian for the first year, and then Pocatello, and Coeur d'Alene as enrollment increases in accordance with our Blended Model Program. Attendance area is statewide, however will likely see greater enrollment in more populous areas.

## 03. **Community Need and Market Interest**

IIHA believes that families desire a school that focuses on the whole child and supports and nurtures students that are learning in a virtual, home-based environment. Over the past four years, Inspire Schools in California have experienced extreme exponential growth by striking a chord and fulfilling a need for a high quality, tuition-free, non-site based public charter school. Full blown marketing campaigns were not necessary as the word of mouth and home-grown, grass roots methods worked far better and at rates

that exceeded all anticipated enrollment projections. The few hundred Inspire families the first year of operation in California had positive experiences with teachers and found the academic program/format extremely to their liking. They shared with their circles of family and friends who did the same. The ripple effect was both staggering and exciting.

Inspire California School Growth:

2014-15

- 207.37 ADA
- 1 school

2016-17

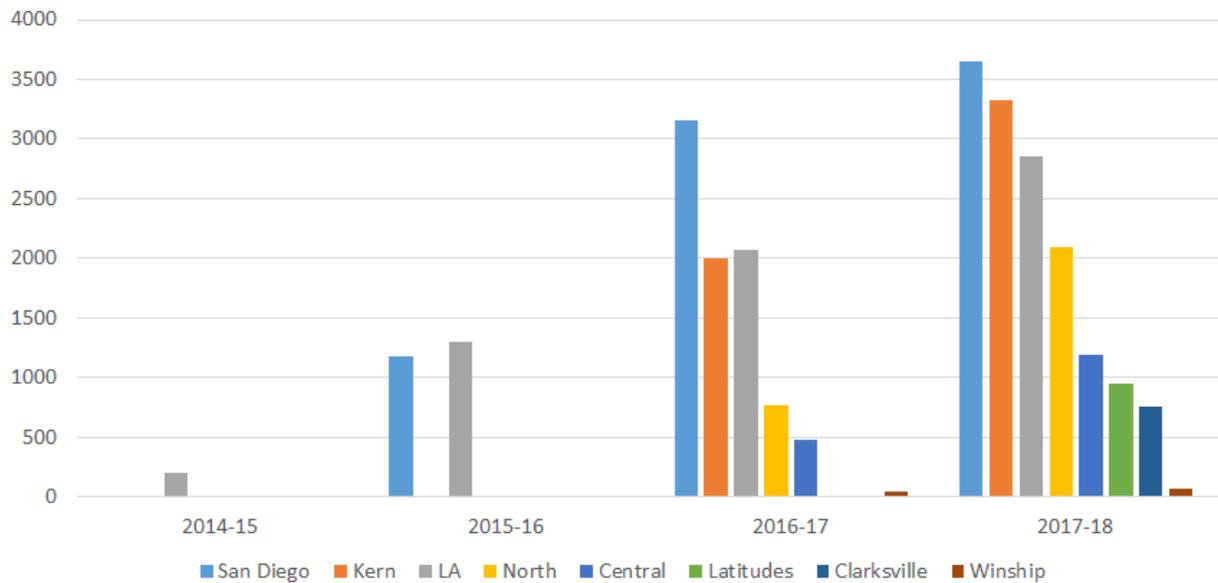
- 8,500 ADA
- 6 schools

2015-16

- 2,475.05 ADA
- 2 schools

2017-18

- 15,000 ADA
- 8 schools



IIHA will target families with similar needs and learning desires in Idaho as in California. The responses from various outreach efforts to gauge interest are positive and support the model as one that would be favorable to meeting the needs of families looking for greater school options. There is also a trend of Californians relocating to Idaho and have recognized Inspire! ~~Inspire Idaho Home Academy~~ IIHA seeks to serve homeschool students statewide. ~~With the Pure Virtual Model and Blended Model approach,~~ Through IIHA, homeschool families will have access to certified teachers for guidance and accountability. Students will have access to high quality curriculum and community involvement which might

not may not be available by homeschooling on their own. Since homeschool is not regulated in Idaho, the exact number of privately homeschooled students is unknown, however it is likely that thousands of students statewide are homeschooled without the support of a charter school or equivalent program.

There is interest by Idaho families in Nampa, Twin Fall, and Boise. Homeschooling families such as the Massingham family, and the Gilbert family expressed wanting to know more about IIHA's program and possible locations for the Enrichment Centers. The IIHA Facebook page has a following. These individuals have provided valuable input as to the development of the school and what they hope to see it look like. Emails and face to face meetings also indicate a positive interest in IIHA. Weekly live webinars have given the opportunity for Idaho families to learn more about IIHA and provide suggestions for development. Community interest has been gleaned from in-person information meetings and public interest surveys. Data documenting interest in our school concept also includes the number website visits and social media comments.

#### **04. Strategies for Enrolling Underserved Families**

##### **Notification of Enrollment Opportunities**

In accordance with IDAPA 08.02.04.203.02, ~~Inspire Idaho Home Academy~~ IIHA Charter School will ensure that the public notification process of enrollment opportunities will include the dissemination of enrollment information, taking into consideration the language demographics of the attendance area, at least three months in advance of the enrollment deadline established by ~~Inspire Idaho Home Academy~~ IIHA Charter School each year. The information will be posted in highly visible and prominent locations within the state ~~attendance area of the school~~, as well as, on the school's website. In addition, Inspire ~~Inspire Idaho Home Academy~~ IIHA Charter School will ensure that this process shall include the dissemination of press release or public service announcements to media outlets such as television, radio, and newspapers that broadcast within, or disseminate printed publications statewide ~~within, the area of attendance of the school~~. Inspire ~~Inspire Idaho Home Academy~~ IIHA will ensure that such announcements are broadcast or published by such media outlets on at least three occasions, beginning no later than ~~fourteen~~ sixty days prior to the enrollment deadline each year. Enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school regardless of race, color, national or ethnic origin, religion, creed, gender, social or economic status, or disability/special

needs. Where appropriate, such marketing materials may be available in languages other than English.

Among some of the most effective school growth strategies is the relationship based interactions between the school and families. These will take place both in person and online to ensure that families have multiple opportunities and methods to engage with school staff to get to know about IIHA. IIHA will host numerous and ongoing meet and greets, open house events, and family friendly excursions/meet-ups in areas all over the state. Virtual live and recorded webinars give families an online way to engage with the school.

### **Tab 8 – Business Plan, Transportation, School Lunch Business Plan**

#### **Business Description**

Inspire Non-Profit will be the agent to bring the successful California educational model of Inspire Charter Schools to Idaho. Inspire Non-Profit will provide support and direction for the leadership of Inspire Home Academy. Inspire Non-Profit will also provide a 120,000 loan for the pre-opening of Inspire Home Academy.

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

Inspire Home Academy will have a pre-opening timeline starting on January 1, 2018. At this time, the administrator will begin looking for a suitable office space. Acquisition of the office space will take place by March 1, 2018. Community event marketing will begin in January 2018 in Boise, Nampa, Caldwell, Emmett, Meridian, and surrounding areas. Radio ads will also be put into place at this time. On-going social media and internet advertising will be put into place as soon as Commission approval for the charter has been received. All costs incurred during the pre-opening will be paid for through a loan from Inspire Non-Profit. The loan will have a 3% interest rate which will be paid back in the first two years.

Staff will be hired beginning on January 1, 2018. One administrator and one assistant will be hired until enrollment justifies further employees. Teachers will begin to be hired July 1, 2018. Training for all staff will take place in the initial two weeks of hire date, and will be on-going as needed.

Contracts with local vendors will begin to be pursued immediately following Commission charter approval. Businesses will include suitable educational experiences for students in multiple cities. Building relationships in the community is high priority.

## **Marketing Plan**

The target audience for Inspire Idaho Home Academy is homeschool students. Homeschool families may not have a way to measure their students' success, whereas Inspire Idaho Home Academy students have access to credentialed teachers, assessments, tutoring, technology, and grade level state standard aligned curriculum. In order to reach these families, the Director of Homeschool will be posting flyers on various homeschool Facebook pages and inviting families to community events hosted by Inspire Idaho Home Academy. Events will take place in various locations like neighborhood parks, that are convenient for all families to attend. Inspire Idaho Home Academy will also partner with local vendors and hold, "vendor fairs" to showcase the extracurricular options that are available. The Director of Homeschool will also hold, "Meet and Greets" led by administration with teachers where parents can ask questions and receive information about the charter school. Minimal funding will be allotted for this marketing plan as community parks will be utilized for venues, and local businesses will be offered advertising for donations of goods/services. Marketing will begin during the pre-opening timeline, and continue throughout the first three years.

Enrollment information utilized through this marketing plan 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, creed, gender, social or economic status, or disability/special needs. Where appropriate, such marketing materials may be available in languages other than English.

## **Management Plan**

### Board Members

There will be five members on the School Board. Three appointed positions, and two elected parent positions. Board members will be sought after for their professional experience and expertise, level of community service, and desire to serve the community. Candidates will submit letters of intent, resume, and complete an information form/questionnaire to be considered for a board position.

### Officer Positions

- Chairman, Vice Chairman, Secretary, Treasurer

### Board Meetings

The Board of Directors will meet in accordance with the Idaho Open Meetings Laws. There will be twelve scheduled meetings, held monthly each school year.

The Board of Directors meetings will be headed by a Board Chairman, who will be elected annually amongst the Board at the Annual meeting.

As long as quorum exists as defined by the corporate bylaws and Idaho law, measures voted on by the Board of Directors may be passed with a simple majority of present members.

The public will be notified in advance of all monthly board meetings including the date, time, location, and purpose through postings on the school website. Any meetings that are not listed on the regular schedule will be announced in accordance with the Idaho Open Meetings Laws, and will include the date, time, location, and purpose again via the school website. For sudden emergency meetings as limited by Idaho Law, notification will be made via the school website immediately after calling for the meeting. Complete and accurate meeting minutes, including closed sessions, will be carefully taken and archived by the Board Secretary.

#### Board Training and Development

The members of the governing authority of a community school, shall complete training on an annual basis on the public records and open meetings laws, so that they may comply with those laws.

#### Board of Directors

Inspire Idaho Home Academy is governed by its own Board of Directors, which shall be selected, serve, and govern the School in accordance with its adopted corporate bylaws, which shall be maintained to align with the terms of this charter and applicable law. The Board shall have five voting members. Two Director position will be reserved for a parent or community representative. Other than the initial Directors who shall serve staggered terms, Directors will serve three-year terms.

#### Board Duties

The Board of Directors will be responsible for the operation and fiscal affairs of the School including but not limited to:

- Approval of the annual Charter School budget, with the assistance of the school's designated fiscal officer.
- Approval of the annual calendar, salary schedules, employment contracts, major fundraising events, and grant writing.
- Negotiation and approval of a MOU or other contracts.
- Approval of all leases, purchases, contracts exceeding 10,000 dollars.
- Approval of bylaws, resolutions, and policies and procedures of school operation.
- Approval of all changes to the charter to be submitted to the Commission as necessary in accordance with applicable law.
- Long-term strategic planning for the School.
- Participation as necessary in dispute resolution.
- Monitoring overall student performance.
- Monitoring the performance of the School and taking necessary action to ensure that the School remains true to its mission and charter.

- ~~Reviewing annual administrative evaluations of school leaders.~~
- ~~Monitoring the fiscal solvency of the School.~~
- ~~Participation in the School's independent fiscal audit.~~
- ~~Participation in the School's performance report to the Sponsor.~~
- ~~Participation as necessary in student expulsion matters.~~
- ~~Increasing public awareness of the School.~~
- ~~Fundraising efforts.~~

~~The School's Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which community schools are established.~~

#### Board Delegation of Duties

~~The Board 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 or contractor of the School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.~~

#### **School Financial Plan**

~~Inspire Home Academy will be funded according to the reported ADA of the school. All expenditures will be reported to the School Board, State Board of Education, and Commission monthly. Administration will work directly with the CFO who will ensure that all spending is within the budget guidelines. Financial management will be provided by Transaction Partners. Please see the included budget proposal for details.~~

~~The Start-up budget and assumptions are in Appendix XX.  
Three year operating budget forecast is in Appendix XX.  
The Breakeven budget is in Appendix XX.~~

#### **Fundraising**

~~Inspire Home Academy will partner with local restaurants for fundraising efforts. Discount cards with local business support will also be sold. All available state and federal grants will be applied for with the assistance of the Board of Directors and Inspire Non-Profit. Additional fundraising activities may occur from time to time as approved by the school's Board.~~

#### **Transportation Plan**

~~From the initial year of operation, Inspire Idaho Home Academy will offer transportation services for students within a 15 mile radius of an Enrichment Center upon request. This~~

is to ensure that lack of transportation will not negatively affect students for whom transportation may be a barrier to attendance. These services may be provided by a contractor or by the school. At the appropriate time, Inspire Idaho Home Academy will follow transportation bidding process per Idaho Code 33-1510.

#### **School Lunch Program**

No lunch program.

## **006. VIRTUAL AND BLENDED PROGRAMS**

### **Tab 9 – Virtual Charter Schools**

In accordance with Idaho law, a virtual school is a school that delivers a full-time program of instruction primarily through the use of technology via the internet in a distributed environment. Inspire Home Academy IIHA meets this requirement by providing on-line curriculum to students. Programs include StrongMind, Odysseyware, Edgenuity, and McGraw-Hill Little Lincoln, and K-12. Students who chose off-line curriculum still use a virtual platform to communicate and/or receive instruction with teachers via virtual meeting platforms such as Blackboard Collaborate or Zoom.

#### **Learning Management System**

The School Pathways, (student information system) along with Parent Portal, (LMS) is a highly intuitive and customizable platform. It maximizes efficiency while personalizing the learning experience with a robust assortment of tools and features. The LMS fosters continuous communication and individualized support between teacher and student. With an interactive student dashboard, all student information, progress, and communication is housed in one central location. It also functions as a communication tool between the teacher, student, and families.

### **01. Rationale Educational program**

Inspire Idaho Home Academy IIHA offers a unique program that no other charter school is providing. Parents and students are the drivers of their education, while teachers come alongside them to offer support, knowledge, accountability, and guidance. Parents take the lead on teaching and are involved 100% of the time with the teacher in determining the needs of each student. Currently in the state, many homeschool families don't want public charter school involvement because they won't have choices in their child's curriculum. Inspire Idaho Home Academy

~~offers that curriculum choice, along with extra-curricular options, and technology options. The school will provide a home-based school choice to Kindergarten through Eighth (8<sup>th</sup>) Grade students that meets their learning needs, while also providing a local Enrichment Center space to hold instructional and enrichment activities, a collaborative workspace for teachers and students alike, and parent workshops. IIHA's, educational setting and program addresses each student's unique and specific learning needs, while providing credentialed teacher support, quality curriculum, accountability, interest-led enrichment opportunities, and the flexibility provided by two models enabling students to truly personalize their learning path.~~

~~Inspire Idaho Home Academy IIHA will meet the needs of all students. Instructional Funding can be used for computers, laptops, or tablets to ensure access virtually. Students' with disabilities will have their educational needs met meet through the special education plan previously proposed. Gifted and Talented students will be able to choose more challenging curriculum and supplement with extra-curricular activities that meet their interests. Each child and parent can form will have their own unique learning path under the guidance and supervision of a highly qualified teacher. The teacher will review and grade student work, monitoring each student's academic growth and ensuring mastery of the content standards by utilizing the Personalized Learning Plan and I CAN Statements.~~

~~The role of the online teacher is to provide accountability for students. Parents and students meet with their teacher either in person or on-line to review work and develop the next learning period lesson plans. Meetings are held every 20 school days in which the teacher will select work samples to be electronically stored in the student's portfolio. Meetings can occur more or less frequently based on needs of the student. Teachers are available via email Monday-Friday 8:00am-4:00pm.~~

~~Teachers will interact with students via Blackboard Collaborate, Google Hangout, or through other on-line sources. For students living within 15 miles of an Enrichment Center, students have the option to meet with their teacher in person. When enrollment reaches 40 students per Enrichment Center, an Enrichment Academy will open allowing students to attend a once per week class led by a teacher.~~

~~Student work will be assessed by the assigned teacher. Parents and students will provide the teacher with a healthy sampling of student work from all subjects during that learning period. Teacher will assess the samples, and choose one to retain for the student's on-line portfolio. Teachers can request more frequent meetings with the student if needed.~~

~~Inspire Idaho Home Academy will provide several monthly field trips in order to facilitate students engagement with one another. Each field trip will be organized by a teacher or administrator, and will include outings to local parks, historic sites, community events, and tours of local businesses.~~

~~Inspire Idaho Home Academy~~ IHA will contract out to service vendors, like “The Children’s Therapy Place “ to provide special education services to students with IEPs.

~~Inspire Idaho Home Academy~~ IHA will rent out facilities in each attendance area during the standardized testing window. The facilities will house a sufficient number of computers and qualified teachers to proctor tests.

## **02. Learning Management System**

The School Pathways, (student information system) along with Parent Portal, (LMS) is a highly intuitive and customizable platform. It maximizes efficiency while personalizing the learning experience with a robust assortment of tools and features. The LMS fosters continuous communication and individualized support between teacher and student. With an interactive student dashboard, all student information, progress, and communication is housed in one central location. It also functions as a communication tool between the teacher, student, and families.

The LMS will also provide an invaluable, grade level standards checklists that the school will use to ensure students are working appropriately through the grade levels. This will act as the “equalizer” amongst the different curriculum option available by teachers developing a

## **03. Attendance and Course Credit**

Student work will be assessed by the assigned teacher. Parents and students will provide the teacher with a healthy sampling of student work from all subjects during that learning period. This is the process by which the school ensures and reports Average Daily Attendance. Based on the completion and quality of the student’s work, the appropriate course grade/credit will be given. During the teacher/student meetings, students show samples of their work completed in their own handwriting, or by verbally explaining subject matter that they have learned on-line to ensure authenticity. Teacher will assess the samples, and choose one to retain for the student’s on-line portfolio. Teachers can request more frequent meetings with the student if needed.

## **Technology**

~~All students of Inspire Idaho Home Academy can use their Instructional Funds for technology equipment if needed. This includes hardware and software.~~

~~Inspire Idaho Home Academy will have a qualified technology person available via email or phone for any technical support needed.~~

The Director of Homeschool will be familiar with all of the hardware and software made available for families. The Director will then train the teachers that are supporting students using the hardware/software. Teachers will then be able to assist students and parents in using their hardware/software correctly.

#### 04. Professional Development

Professional development will be provided on an ongoing basis and will be built into the school calendar. Professional development is planned to occur at the following times:

- An intensive training program during the summer to train teachers on the effective methods of implementing a blended learning model, attendance reporting, as well as instructional strategies that address the needs of our targeted student population.
- Regular staff meetings.
- Other designated professional development days scheduled throughout the school year.

Professional development needs will be assessed through analysis of student assessment data, annual parent surveys, and formal staff discussions on recommended modifications to the educational program.

#### Teacher Orientation, Training, Professional Development, and Evaluation

Below is an example of what an annual professional development calendar may include. This Professional Development schedule is subject to change with opportunities from the Commission and other agencies.

##### June:

YET (Year End Transition)

##### August:

Mandatory, week long professional training to include: highly effective teaching, teacher evaluation process, equity initiative, NWEA, plan for state testing, education model, school structure, school culture, effective strategies for working with diverse populations, developing and maintaining ILPs, curriculum format, using Outlook, time management, student information system, bullying, harassment and intimidation identification, prevention and actions to take and

any other mandatory training that is required from time to time in Idaho public schools.

October:

Holding high expectations with student work, plan for testing

January:

Record keeping, plan for Idaho State Testing

February:

Diversity competencies, plan for testing

April:

School-wide teambuilding, equity initiative

May:

Using data to improve student achievement

June:

Record keeping, powerful teaching

Teachers will have the ability to work with their students face to face while at the Enrichment Center or at a meeting time, but they will be able to utilize online platforms. Teachers will interact with students via Zoom Blackboard Collaborate, Google Hangout, or through other online sources. Being a virtual educator, the teachers must continually hone their craft, incorporating engaging and interactive strategies. Teachers will be provided with online instruction training that will focus on giving teachers the technology tools (applications, platforms, etc.) needed to be a strong virtual educator.

Teachers will be evaluated annually with the traditional pre and post-evaluation meetings. Similar to the students, each teacher would be guided to recognize both strengths and areas of challenge. He/She would be asked to reflect on what they did well and to develop SMART Goals to impact teacher effectiveness and practices. Please refer to Appendix G for the Teacher Evaluation Forms.

**Teacher Evaluation Timeline:**

**STEP 1: GETTING STARTED**

- Teacher Evaluation & SMART Goal Form
- Each Teacher will complete the Evaluation Form as a self-reflection

### **STEP 2: REVIEW**

- Teachers' Evaluation Forms Review

### **STEP 3: FEEDBACK & PROFESSIONAL IMPROVEMENT PLAN**

- Schedule and hold Individual Evaluation Meetings
- For the teachers that Need Improvement, work with the teacher's supervisor to develop a Professional Improvement Plan.
- A Professional Improvement Plan includes:
  - a. Development of Plan
  - b. Presentation of Plan
  - c. Implementation of Plan & Support
  - d. Evaluation and review of Plan for effectiveness over time
  - e. Repeat c-d as needed

## **05. Student -Teacher Interaction**

Students will be required to check in weekly with their teacher either online, or in person. At these check-ins, teachers will review work completed, answer questions, and prepare the student for the next week's assignments.

All teachers will plan and facilitate monthly field trips in which all students are welcome to participate in. Field trips will take place in multiple locations in the state where teachers live.

Students can also participate in weekly Enrichment Center activities, which are led by a certified teacher.

### **Parental Involvement**

Inspire Idaho Home Academy IIHA believes that the parent engagement and communication are key to the student-teacher relationship and academic outcomes. IIHA will use several strategies to consult on a regular basis with their parents/guardians regarding the school's educational program. **Student/Parent Handbook**

In order to ensure that both parents and students understand the expectation for students at Inspire Idaho Home Academy IIHA Charter School, parents will receive a student handbook at registration and it will be posted on the school's website.

~~See Appendix M for the draft student/parent handbook. The handbook will be finalized once the administrative team has been hired and before the first school year starts.~~

- ~~• Inspire Idaho Home Academy IIHA will provide parents/guardians with surveys twice a year.~~
- ~~• Parents/guardians may address the Board through public comment or by communicating directly with board members (within the parameters of Open Meeting Laws).~~
- ~~• Two Board of Director position will be reserved for parents or community members.~~
- ~~• Parents/guardians can communicate with the School Leaders/Administrators at any time.~~

~~Inspire Idaho Home Academy IIHA will strive to meet the needs of the students and families so that we are offering a valuable school of choice. To inform planning, the school will we assess the needs of the students and community members on an ongoing basis through parent surveys, Parent Teacher Organization (PTO) meetings, parent workshops, board meetings, and recruiting events. The parent satisfaction surveys will be provided electronically to all parents/guardians. The surveys will be developed specifically to assess parent input on effectiveness of all aspects of Inspire Idaho Home Academy IIHA from their perspective, related to their experience. The results of this survey will be reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, and student success to identify the key program areas that may require modification for the coming school year.~~

~~All staff and faculty at Inspire Idaho Home Academy IIHA will have an open door policy. As a homeschool charter, parents have 100% participation in their child's learning. Parents collaborate with teachers continually throughout each month to get the support and guidance they need to assist their children in the chosen learning path.~~

Parents will be given the opportunity to volunteer in the Enrichment Centers (where applicable), participate in field trips, and community service projects. They will also receive invitations to all board meetings.

## 06. Student - Student Interaction

~~Inspire Idaho Home Academy-IIHA~~ will provide several monthly field trips in order to encourage and facilitate students engagement with one-another. Each field trip will be organized by a teacher or administrator, and will include outings to local parks, historic sites, community events, and tours of local businesses and colleges. The Enrichment Center also provides weekly in-person interaction opportunities among students. Families can also access Inspiration Station for up to date information on events, field trips, workshops, resources, and a blog. Here is the example Inspiration site from California.

[HOME](#) [BLOG](#) [FIELD TRIPS](#) [EVENTS](#) [RESOURCES](#) [CONNECT](#) [SUBSCRIBE](#)

**Inspiration Station**  
A HOMESCHOOL COMMUNITY FOR ALL

Find Field Trips in Your Area!

**BLOG** **FIELD TRIPS** **RESOURCES**

## 07. Technology Technical Support

All students of Inspire Idaho Home Academy IIHA can be provided ~~use their Instructional Funds for~~ with technology equipment if needed. This includes hardware, ~~and software, and internet.~~ In this way, all students will be able to access online curriculum and coursework. Student will also be able to communicate via email or virtual platforms for instructional support sessions. The teacher would incorporate the technology into the student's Personalized Educational Package, factoring in any eligible Student Transportation Reimbursements.

Inspire Idaho Home Academy IIHA will have a qualified technology person available via email or phone for any technical support needed by students and staff. In addition, The Director of Educational Programs ~~Homeschool~~ will be familiar with all of the hardware and software made available for families. The Director will then train the teachers that are supporting students using the hardware/software. Teachers will then be able to assist students and parents in using their hardware/software correctly.

**APPENDICES**

DRAFT

**Appendix A: Articles of Incorporation**

**AMENDED and RESTATED ARTICLES OF INCORPORATION  
OF  
IDAHO INSPIRE CHARTER SCHOOLS, INC.**

**I.  
Name**

The name of the Corporation is changing to Idaho Inspire Home Academy, Inc., f/k/a Idaho Inspire Charter Schools, Inc.

**II.  
Period of Duration**

The period of duration for the Corporation shall be perpetual.

**III.  
Nonprofit Status**

The Corporation is a nonprofit corporation.

**IV.  
Purposes**

The Corporation is a nonprofit corporation and is not organized for the private gain of any individual. It is organized under the nonprofit corporation law for public and charitable purposes. The specific purposes for which this Corporation is organized are to:

- A. To establish, conduct, manage, operate, guide, direct, promote and maintain one or more Idaho public charter schools, for an "educational purpose"; pursuant to the provisions of Chapter 52, Title 33, Idaho Code and the extent law, 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 (or under the corresponding provisions of any future United States Internal Revenue law). Notwithstanding any other provisions of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purpose of the Corporation.

- C. To exercise all powers granted by law necessary and properly to carry out the forgoing purposes, including but not limited to, the power to accept donations of money, property whether real or personal, or any other things of value.

**V.  
Registered Office and Agent**

The location of the Corporation is in the city of Meridian, County of Ada, and in the state of Idaho. The name and address in the state of Idaho of the Corporation's Initial Agent for Service of Process is Amy White, Anderson Julian & Hull, LLP, 250 S. Fifth Street, Suite 700, Boise, ID 83702.

**VI.  
Limitations**

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 net earnings, income or assets of the Corporation shall inure to the benefit of or be distributed 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 purpose set forth herein. 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) a corporation exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code of 1986; or (b) by a corporation, contributions to which are deductible under Section 107(c)(2) of the Internal Revenue Code or the corresponding section of any future federal tax code.

**VII.  
Members**

The Corporation shall not have any members and all business affairs of the Corporation shall be conducted by its Board of Directors.

**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) and no more than seven (7) Directors. The names and addresses of the persons who serve as the initial Board of Directors are:

1. Greg Smith  
5290 S. Conestoga Pl.  
Boise, ID, 83709
2. Rebecca Sobolewski  
7600 S. Meridian Rd.  
Meridian, ID 83642
3. Christian Cook  
9065 S. Linder Rd.  
Meridian, ID 83642
4. Tasha Jones  
2449 N. Archery Way  
Meridian, ID 83646
5. Miriam Cook  
979 N. Casa Loma Dr.  
Meridian, ID 83642

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.

#### **IX. Distribution upon Dissolution**

Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provisions for the payment of all liabilities of the Corporation, distribute all the assets of the Corporation consistent with the purposes of the Corporation under the applicable provisions of the Idaho Code, specifically Section 33-5212(2), Idaho Code as said law may, from time to time, be amended. ~~to such organization or organizations as shall at that time qualify as an exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1986 (or under the corresponding provisions of any future United States Internal Revenue law).~~ Any such assets shall be distributed in accordance with 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.

Under dissolution, any assets purchased or otherwise acquired through the use of federal funds shall be disposed of in accordance with any and all laws, rules and regulations applicable

to the dissolution of Public Charter Schools as such applies to funds and/or assets purchased with federally provided funds, as such law may, from time to time, be subsequently amended.

**X.  
Incorporator**

The name and street address of the incorporator is:

Christian Cook  
9065 S. Linder Rd.  
Meridian, ID 83642

**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 15 day of Sept, 2017



Name Christian Cook  
Incorporator

**Appendix B: Elector Signatures**

STATE OF IDAHO, )  
 ) ss.  
 County of ADA )

To the Chairman, Idaho Public Charter School Commission, for the State of Idaho:

I, Christopher D. Rich, County Clerk of Ada County hereby certify that 8 signatures on this petition are those of qualified electors.

By Christopher D. Rich  
 County Clerk

Inspire Idaho Home Ac 8

RECEIVED  
 ADA COUNTY ELECTIONS

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		Inspire Idaho Home Academy				
School District Where New Charter School will be Physically Located		virtual statewide school				
<ul style="list-style-type: none"> <li>I am currently a qualified elector in the above-named school district.</li> <li>I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.</li> </ul>						
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date	
1 Devonina Weuff	<i>Devonina Weuff</i>	995N. Starbright Lane	Star	512-940-3223	2/6/17	
2 Cassie Farnsworth	<i>Cassie Farnsworth</i>	1784 W. Teranga Dr.	Muna	(208) 244-2684	2/6/17	
3 Dennis Sanchez	<i>Dennis Sanchez</i>	2005 S. Greenwood	BOISE	(208) 401-9746	2/6/17	
4 Melanie King	<i>Melanie King</i>	2957 Chieftain	BOISE	208-253-5951	2-6-17	
5 Anne Magrilli	<i>Anne Magrilli</i>	415 S Wilson street	Boise	208-849-2008	2-11-17	
6 Kerri Covinska	<i>Kerri Covinska</i>	510 N. ANNE AVE	Meridian	2088416504	2/6/17	
7 Vanessa Calaver	<i>Vanessa Calaver</i>	1877 C. Bl. Lincoln St.	Meridian	208-477-3081	2/6/17	
8 Katelyn Bartles	<i>Katelyn Bartles</i>	1830 S. ATLANTIC	BOISE	208 8662052	2/6/17	
9 Michele Madison	<i>Michele Madison</i>	503 W. Trial	Kuna	208-353-4631	2/6/17	
10 Angela Jenkins	<i>Angela Jenkins</i>	2304 N. 31st St.	Boise	208-748-4607	2/6/17	
11 Deanna L. Evans	<i>Deanna L. Evans</i>	26141 Lansing Lane	Meridian	208-585-3843	2/6/17	
12 Marla Abbott	<i>Marla Abbott</i>	1022 N. 13th	Boise	208 900-8317	2/6/17	
13 Matt Pappas	<i>Matt Pappas</i>	2498 E. LUCAS DR.	MERIDIAN	2088306532	2/6/17	
14 Rosita Naranjo	<i>Rosita Naranjo</i>	1906 S. Pennington Dr.	Boise, ID	(541) 212-6046	2/16/17	
15 Beatrice Yetter	<i>Beatrice Yetter</i>	203 S. Utah St	BOISE, ID	(208) 819-2326	2/16/17	

STATE OF IDAHO, )  
 ) ss.  
 County of ADA )

To the Chairman, Idaho Public Charter School Commission, for the State of Idaho:

I, Christopher D. Rich, County Clerk of Ada County hereby certify that 8 signatures on this petition are those of qualified electors.

By Christopher D. Rich  
 Deputy Clerk  
 IDAHO

8

Petition to Establish a New Idaho Public Charter School

RECEIVED  
 ADA COUNTY ELECTIONS  
 2017 MAR -3 PM 12:40

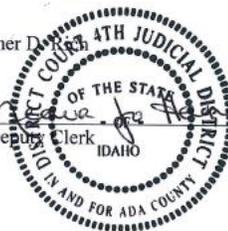
This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		Inspire Idaho Home Academy			
School District Where New Charter School will be Physically Located		Virtual Statewide School			
<ul style="list-style-type: none"> <li>I am currently a qualified elector in the above-named school district.</li> <li>I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.</li> </ul>					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
16 Brian K. Julian	<i>[Signature]</i>	2286 S. Crosscreek Ln	Boise	870-1120	2/16/17
17 Wes Johnson	<i>[Signature]</i>	2802 S. Juniper Pl	Boise	744-5800	2/16/17
18 Bret Welter	<i>[Signature]</i>	1401 Jonie Dr.	Meridian	867-8802	2/16/17
19 Adam Miller	<i>[Signature]</i>	7705 N. Canyon	Boise	585-3157	2/20/17
20 Robert A. D.	<i>[Signature]</i>	4100 N. Wood	Boise	809-552-492	2/24/17
21 Ron M. Malloy	<i>[Signature]</i>	3505 S. Clearwater	Boise	437-5746	2/24/17
22 Tim Proctor	<i>[Signature]</i>	3666 S. Black Hills	Boise	995-1712	2/21/17
23 Anna Simpson	<i>[Signature]</i>	3422 N. Stonecreek Way	Boise	860-8436	06/24/17
24 WEDDIE	<i>[Signature]</i>	1108 N. 7th	Boise	342-2591	2/21/17
25 LAUREN WAINMAN	<i>[Signature]</i>	250 S. 5th Street Suite 840	Boise	672-0888	2/24/17
26 LAURA WINSLOW	<i>[Signature]</i>	750 S. 5th St. Suite 840	Boise	672-0888	2/24/17
27 Tracy Crane	<i>[Signature]</i>	1736 E. Seaside Ct	Boise	336-7450	4/21/17
28 Pam Peterson	<i>[Signature]</i>	948 W. Crestwood	Meridian	869-5959	2/24/17
29 Jamie Carmichael	<i>[Signature]</i>	5701 N. Avilisc Ave	Meridian	890-1052	2/24/17
30 Ashley Cometto	<i>[Signature]</i>	4423 S. Silvermaple Pl.	Boise	255-9034	2/24/17

STATE OF IDAHO, )  
 ) ss.  
 County of ADA )

To the Chairman, Idaho Public Charter School Commission, for the State of Idaho:

I, Christopher D. Rich, County Clerk of Ada County hereby certify that 9 signatures on this petition are those of qualified electors.

By Christopher D. Rich  
 Deputy Clerk  


Petition to Establish a new Idaho Public Charter School

RECEIVED  
 ADA COUNTY ELECT  
 2017 MAR -3 PM 12:40

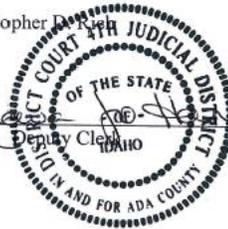
Name of new proposed Charter School	Inspire Idaho Home Academy
School District where new Charter School will be Physically Located	Virtual Statewide School
	<ul style="list-style-type: none"> <li>I am Currently a qualified elector in the above - named School District.</li> <li>I agree that the above - named proposed new Charter School should be approved as an Idaho Public Charter School.</li> </ul>

Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
Tamara Weick	<i>Tamara Weick</i>	628 N Louisa	Kuna	(208) 996-7353	3-1-17
Jennifer Muir	<i>Jennifer Muir</i>	3091 S Hudspath	Meridian	(208) 409-9403	3-2-17
Katie Birkenstein	<i>Katie Birkenstein</i>	1017 E Shady Ridge Dr	Kuna	714-403-5895	3-2-17
Jimmy J Peterson	<i>Jimmy J Peterson</i>	4919 CHERRY LN.	Nampa	(760) 223-5416	3-2-17
Michael D Dion	<i>Michael D Dion</i>	2355 W SANDALWOOD	Meridian	534-521-8280	3-2-17
MICHAEL J. APPLERD	<i>Michael Applerd</i>	9874 W. PRIMORE CT.	STAR	760-532-3088	3-2-17
Arthur R Lohr Jr	<i>Arthur R Lohr Jr</i>	5740 W Hwy 52	Emmett	530-310-1700	3-2-17
BRIAN SPRAGUE	<i>Brian Sprague</i>	2530 S. SUBSTATION RD.	EMMETT	208-346-1269	3-2-17
Chriss Jordan	<i>Chriss Jordan</i>	105 N Van Wycke	Cascade	208-631-1685	3-2-17
Ken Holloway	<i>Ken Holloway</i>	655 E Ridgestone	KUNA	208-349-4225	3-2-17
Kandice Ringeney	<i>Kandice Ringeney</i>	2000 N. HEURICH DR.	Kuna	208-965-9893	3-2-17
Jesie Torkelson	<i>Jesie Torkelson</i>	9633 W Pattie Ct	Buise	208-968-3912	3/2/17
CHARLES MARCIEN	<i>Charles Marcien</i>	1196 W. SPANGLER DR	BOISE	208-225-9372	3/2/17
Payton Warner	<i>Payton Warner</i>	8963 S Pinnac Ave	Kuna	541-620-3066	3/2/17
John Chris Eng	<i>John Chris Eng</i>	1146 Mahawk	Boise	208-440-8727	3/2/17
Alan McConaughey	<i>Alan McConaughey</i>	2907 N Arthur St	Boise	208 671 9208	2/2/17

STATE OF IDAHO, )  
 ) ss.  
 County of ADA )

To the Chairman, Idaho Public Charter School Commission, for the State of Idaho:

I, Christopher D. Rich, County Clerk of Ada County hereby certify that 5 signatures on this petition are those of qualified electors.

Christopher D. Rich  
 By   
 Deputy Clerk  


5

Petition to Establish a New Idaho Public Charter School

RECEIVED  
 ADA COUNTY ELECTIONS  
 2017 MAR 16 PM 1:49

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		Inspire Idaho Home Academy			
School District Where New Charter School will be Physically Located		Virtual Statewide School			
<ul style="list-style-type: none"> <li>I am currently a qualified elector in the above-named school district.</li> <li>I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.</li> </ul>					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1 Angela Johnson		2555 W. Malad St.	Boise	209-440-4607	3.15.17
2 Rob Anderson		23 E. Crestline Dr	Boise	208-344-0570	3.15.17
3 Robert Mills		2641 W. Marway	Meridian	245-623-6374	3.15.17
4 Allie Suppe		2020 S. Lusk Blvd	Meridian	208.610.3666	3.15.17
5 Jamie Sanchez		438 N. Carmen Ave.	Boise	208-410-2460	3.15.17
6					

**Appendix: B: Bylaws**

**AMENDED BYLAWS  
OF  
IDAHO INSPIRE CHARTER SCHOOLS, INC.**

**ARTICLE I  
NAME**

**Section 1 Name:** The name of this Corporation is Idaho Inspire ~~Charter Schools~~ Home Academy, Inc., f/k/a Idaho Inspire Charter Schools.

**ARTICLE II  
PRINCIPAL CORPORATE OFFICE**

**Section 2.1 Registered Offices:** The registered office for the transaction of the activities and affairs of the Corporation is Amy White, Anderson Julian & Hull, LLP, 250 S. Fifth Street, Suite 700, Boise, Idaho 83702. The Board of Directors may change the location of the Principal Office. Any such change in location must be noted in this Section as may be amended to state the new location.

**Section 2.2 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 III  
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

**Section 3.1 General and Specific Purposes:** The Corporation is a nonprofit Corporation and is not organized for the private gain of any individual. It is organized under the nonprofit corporation law for educational purposes. The specific purposes for which this Corporation is organized are:

- A. To establish, conduct, manage, operate, guide, direct, promote and maintain one or more Idaho public charter schools, for an “educational purpose” pursuant to the provisions of Chapter 52, Title 33, Idaho Code and the extent law, 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 (or under the corresponding provisions of any future United States Internal Revenue law). Notwithstanding any other provisions of these articles, the Corporation shall not, except to an insubstantial degree,

engage in any other activities or exercise of power that do not further the educational purpose of the Corporation.

- C. To exercise all powers granted by law necessary and property to carry out the forgoing purposes, including but not limited to, the power to accept donations of money, property whether real or personal, or any other things of value.

**Section 3.2 Limitations:** 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 net earnings, income or assets of the corporation shall inure to the benefit of or be distributed 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 purpose set forth herein. 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) a corporation exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code of 1986; or (b) by a corporation, contributions to which are deductible under Section 107(c)(2) of the Internal Revenue Code or the corresponding section of any future federal tax code.

#### ARTICLE IV CONSTRUCTION AND DEFINITIONS

**Section 4.1 Construction and Definitions:** Unless the context indicates otherwise, the general provisions, rules of construction and definitions in the Idaho Nonprofit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural indicates the singular, and the term "person" includes both a legal entity and a natural person.

#### ARTICLE V DEDICATION OF ASSETS

**Section 5.1 Dedication of Assets:** This Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Corporation's Charter. No part of the net earnings, income, properties or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. ~~On liquidation or dissolution, all properties and assets remaining after payment,~~

Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provisions for the payment of all debts and liabilities of the Corporation, shall be distributed 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 an exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1986 (or under the corresponding provisions of any future United States Internal Revenue law), the applicable provisions of the Idaho Code, specifically Section 33-5212(2), Idaho Code as said law may, from time to time, be subsequently amended. Any such assets shall be distributed in accordance with 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.

Upon dissolution, any assets purchased or otherwise acquired through the use of federal funds shall be disposed of in accordance with any and all laws, rules and regulations applicable to the dissolution of Public Charter Schools as such applies to funds and/or assets purchased with federally provided funds, as such law may, from time to time, be subsequently amended.

## ARTICLE VI MEMBERS

**Section 6.1 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 VII BOARD OF DIRECTORS

**Section 7.1 General Powers:** Subject to the limitations of the Corporation's nonprofit status and applicable laws, 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.

**Section 7.2 Designated Directors and Terms:** Within the limits specified herein, 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 seven (7), but may never be less than the number otherwise required by law.

- A. All directors shall have full voting rights, consistent with the Idaho Education Code.
- B. Except for the first Board of Directors named in the Articles of Incorporation, and as may be provided herein, the directors shall be elected at the Annual Meeting of the Board of Directors.

- (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 staggered terms of service of either one (1), two (2) or three (3) years, as to be determined by Board Resolution, from the date of incorporation of the Corporation. The initial Board of Directors shall be as follows:
  1. Greg Smith Three (3) year term  
5290 S. Conestoga Pl.  
Boise, ID, 83709
  2. Rebecca Sobolewski Two (2) year term  
7600 S. Meridian Rd.  
Meridian, ID 83642
  3. Christian Cook Three (3) year term  
9065 S. Linder Rd.  
Meridian, ID 83642
  4. Tasha Jones Three (3) year term  
2449 N. Archery Way  
Meridian, ID 83646
  5. Miriam Cook Three (2) year term  
979 N. Casa Loma Dr.  
Meridian, ID 83642
- (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 (3) 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 director from seeking to serve additional terms of office.

- (6) Any reduction in the authorized number of directors shall not serve as the basis for removal of a director from office before his or her term of office expires.

**Section 7.3 Restriction on Interested Persons as Directors:** No interested person may serve on the Board of Directors. An interested person is (a) any person who is currently or who has been compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any spouse, sibling including in-law, parent including in-law, child including in-law of such person to the extent prohibited by Idaho Code. Any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest. This provision does not have application to the initial Incorporating Board. Should any incorporating board member be in conflict with the provisions of this Agreement, such individual shall step off of the Board prior to official final approval of the charter school.

**Section 7.4 Contracts with Board Members/Loans and/or Guarantees for Directors:** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest unless otherwise permitted by Idaho Law. Further, the Corporation shall not lend any money or property to or guarantee the obligation of any director, provided however the Corporation may advance money to a director for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director would be entitled to reimbursement for such expenses of the Corporation.

**Section 7.5 Nominations by Committee:** The Chairman of the Board of Directors may appoint a committee to designate qualified candidates for election to the Board.

**Section 7.6 Vacancies:**

- A. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order of judgment of any court to have breached a duty under Idaho Nonprofit Corporation Law; or (c) the increase of the authorized number of directors as determined by the Board of Directors through resolution.
- B. 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. The successor shall serve the un-expired term of the vacancy directorship.

**Section 7.7 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.
- B. Unless otherwise provided by law or the Articles of Incorporation, any director may be removed without cause by the affirmative vote of two-thirds of the directors then in office.
- C. A director may resign at any time by giving written notice to the Board of Directors, the Chairman of the Board or the Board's Clerk. Unless otherwise specified in such written notice, a resignation shall take effect upon delivery thereof. It shall not be necessary for a resignation to be accepted before it becomes effective. If a director's resignation is effective at a later date than delivery, the Board may elect a successor to take office as of the date when the resignation becomes effective.
- D. No director may resign if the Corporation would be left without a duly elected director or directors.
- E. 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 30-30-615, Idaho Code.

**Section 7.8 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. The compensation of directors may be on such basis as is determined by the Board of Directors. Any director may waive compensation for any meeting.

**ARTICLE VIII  
MEETINGS**

**Section 8.1 Place of Meetings:** The Board of Directors may hold meetings, both regular and special, either within or without the State of Idaho. All meetings of the Board shall be called, noticed, held, conducted and documented in accordance with the Idaho Open Meetings Law.

**Section 8.2 Annual Meeting:** The Annual Meeting 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 such date and time designated by the Board of Directors and stated in the notice of the meeting.

- A. The Annual Meeting shall be held for the purpose of organization, appointment of offices as the transaction of such other business as may be properly brought before the meeting.

**Section 8.3 Regular Meetings:** Regular meetings of the Board of Directors may be held at such time and place as may, from time to time, be determined by the Board of Directors.

**Section 8.4 Special Meetings:** Special meetings of the Board of Directors may be called by the Chairman of the Board, on twenty-four (24) hours' notice to each director and the public.

- A. 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, or upon the written request of one-half or more of the directors then in office.
- B. Notice of said meeting shall be given as provided in this Section and consistent with the mandates of the Idaho Open Meetings Law.

**Section 8.5 Quorum:** 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, except that in no event shall a quorum consist of fewer than the greater of one-third (1/3) of the directors in office or two (2) directors. 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.

- A. 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.
- B. Directors may not be considered in attendance nor may they vote through proxy.

**Section 8.6 Meetings by Telephone or Technological Devices:** The Board of Directors may permit participation in a Regular or Special meeting through the use of telecommunication and/or other technological device forms of communication.

- A. For such meeting to be deemed a lawful meeting pursuant to the Idaho Open Meetings Law, at least one (1) member of the Board or the

Executive Director/governing director must be physically present at the meeting location designated in the meeting notice.

- B. To ensure that the public may attend such meeting, the communications among directors must be audible to the public attending the meeting in person as well as members of the Board of Directors.
- C. A director participating in a meeting by this means is deemed to be present in person at the meeting.

**Section 8.7 Adjournment:** A majority of the directors present, whether or not a quorum is present, may adjourn any Board meeting. If such meeting is adjourned to a later time or place, notice of such shall be properly given pursuant to the Idaho Open Meetings Law, appropriately timed for the scheduled meeting.

## **ARTICLE IX COMMITTEES**

**Section 9.1 Committees:** The Board of Directors, by resolution adopted by a majority of the Board, may create one or more committees.

- A. Board Committees shall consist of two (2) or more directors, to serve at the pleasure of the Board. Appointments to Board Committees shall be by majority vote of the directors. The Board may appoint one (1) or more directors as alternative members of any such committee, who may replace any absent member at any meeting. Board Committees, where required by law, may not take final action in place of the Board.
- B. The Board may also create one (1) or more Advisory Committees composed of directors and non-directors, to serve at the pleasure of the Board. Appointments to Advisory Committees shall be by a majority vote of the directors. It is the intent of the Board to encourage participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings.
- C. Committee meetings shall follow the applicable provisions of the Idaho Open Meetings Law regarding notice, agenda postings, format and attendance. Minutes of each meeting shall be kept and shall be filed with the corporate records.
- D. The Board may adopt rules for the governance and operation of any committee as long as such are consistent with these Bylaws. If the Board does not adopt rules, the committee may do so.

## ARTICLE X NOTICES

**Section 10.1 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, facsimile, 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 10.2 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 XI OFFICERS

**Section 11.1 Designations:** The officers of the Corporation shall be chosen by the Board of Directors.

- A. The Board of Directors may choose a Chairman of the Board, Vice-Chairman, a Secretary, a Treasurer and other officers and agents as it shall deem necessary or appropriate.
- B. 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.
- C. Any two (2) offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board.

**Section 11.2 Term of Office; Removal/Resignation:** The Board of Directors shall appoint officers at its Annual Meeting.

- A. Officers elected or appointed shall serve for such term as may be designated by the Board of Directors.
- B. 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.
- C. An officer may resign during the course of the term.
- D. A vacancy occurring in any office of the Corporation may be filled by the Board of Directors.

**Section 11.3 The Chairman of the Board:** The Chairman of the Board shall preside at Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time and/or as required by Idaho law.

**Section 11.4 The Vice Chairman:** In the absence of the Chairman, the Vice Chairman shall preside at Board meetings and shall perform such other powers and duties as the Board may assign from time to time and/or as required by Idaho law.

**Section 11.5 The Secretary:** The Secretary shall:

- A. Keep or cause to be kept, at the Corporation's Principal Office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board and committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of directors present at Board and Committee Meetings; and a record all votes and the proceedings of the meetings. All such records shall be consistent with Idaho Open Meeting Law.
- B. Give or cause to be given, and posting of notice of all meetings of the Board and to properly develop and post an agenda for all meetings of the Board as required by Idaho Law.
- C. Keep or cause to be kept the seal of the Corporation, with authority to affix the same to any instrument requiring it, and, when so affixed, the seal may be attested by his signature.
- D. Keep or cause to be kept all public records of the Corporation.

- E. Keep or cause to be kept a copy of the Articles of Incorporation, Bylaws, Board Policies, Charter and website content as required by Idaho Law.
- F. Perform such other powers and duties as the Board or the Bylaws may require and/or as required by Idaho law

**Section 11.6 The Treasurer:** The Treasurer shall:

- A. Prepare or cause to be prepared the Corporation's annual budget, including appropriate posting notification requirements and submission requirements to governmental entities upon Board approval.
- B. Keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties, assets, transactions, liabilities, and indebtedness.
- C. Send or cause to be sent such financial statements and reports required by law, Bylaws or the Board, to the members of the Board, the Idaho State Department of Education, the Idaho State Board of Education or the Idaho Public Charter School Commission.
- D. Make available to cause to be available all financial accounts and records to be open to inspection by any director at all reasonable times.
- E. 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 designated by the Board.
- F. Disburse or cause to be disbursed the Corporation's funds as the Board may order.
- G. Cause to be prepared all financial audits required by state and federal law.
- H. Perform such other powers and duties as the Board or the Bylaws may require and/or as required by Idaho law.

**ARTICLE XII  
INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES AND  
AGENTS**

**Section 12.1 General Indemnification:** Reference is made to the Idaho Nonprofit Corporation Act, §30-30-101, *et. seq.*, 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 12.2 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 12.3 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 XIII INVESTMENTS**

**Section 13.1 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 13.2 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 XIV EXEMPT ACTIVITIES**

**Section 14.1 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 XV RIGHT OF INSPECTION**

**Section 15.1 Directors' Right to Inspect:** Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by Idaho and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by Idaho and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with Idaho or federal law (e.g., restrictions on the release of educational records under FERPA, release of individual personnel file records for matters not pending before the board pursuant to Idaho law) pertaining to access to books, records and documents.

**Section 15.2 Accounting Records and Minutes:** On written demand on the Corporation, any director may inspect, copy and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of

any subsidiary of the Corporation. Such request must be consistent with the provisions of Idaho law.

**Section 15.3 Maintenance and Inspection of Articles and Bylaws:** This Corporation shall keep at its Principal Office in Idaho the original or copy of the Articles of Incorporation, Bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

## ARTICLE XVI GENERAL PROVISIONS

**Section 16.1 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 16.2 Seal:** The corporate seal shall have inscribed thereon the name of the Corporation and the words, "Corporate Seal" and "Idaho".

**Section 16.3 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 16.4 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.

**Section 16.5 Maintenance of Corporate Records:** The Corporation shall keep:

- A. Adequate and correct books and records of account;
- B. Written minutes of the proceedings of the Board and Board Committees; and
- C. Such reports and records as required by law.

**Section 16.6 Compliance with Laws Governing Student Records:**

- A. The Corporation and the Board shall comply with all applicable provisions of the Family Education Rights Privacy Act (FERPA) as set forth in Title 20 of the United States Code, Section 1232g, and attendant regulations as they may be amended from time to time and provisions of the Idaho Education Code.
- B. The Corporation and the Board shall comply with all regulations and mandated reports required by the Idaho State Board of Education,

State Department of Education and the Idaho Public Charter School Commission.

**Section 17.1 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 XVIII  
DISSOLUTION**

**Section 18.1 Dissolution:** Upon dissolution of the Corporation, assets shall be distributed to creditors as mandated in the Articles of Incorporation or any successively adopted state and/or federal law applicable to the Public Charter School.

**CHAIRMAN'S CERTIFICATE**

I, Christina Golt, Board Chairman of, IDAHO INSPIRE CHARTER SCHOOLS Incorporated (the "corporation"), an Idaho corporation, DO HEREBY CERTIFY that the foregoing is a true and correct copy of the Corporation's Amended Bylaws as adopted by the Board of Directors of the Corporation as of September 16, 2017.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the Corporate Seal of the Corporation as of the 16 day of September, 2017.



Chairman of the Board

[Corporate Seal ]

~~Appendix C: Charter Start 101 Workshop Certificates~~

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



**Certificate of Attendance**

This certificate is awarded to

**Natasha Flook**

**Charter Start! 101 Workshop  
February 16 & 17, 2017**

*Michelle Clement Taylor*  
School Choice Coordinator



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



**Certificate of Attendance**

This certificate is awarded to

**Nick Nichols**

**Charter Start! 101 Workshop  
February 16 & 17, 2017**

*Michelle Clement Taylor*  
School Choice Coordinator



**Appendix C: Board Member Resumes**

DRAFT

**CHRISTIAN COOK, DC****BORN MAY 29 1980 IN MESA ARIZONA**

9065 S. Linder Rd. Meridian, ID 83642 • (913)291-6646 • c\_cook\_45@yahoo.com

**Objective:**

• BUSINESS DEVELOPMENT • MARKETING STRATEGIST • CONTRACT ADMINISTRATION • STRONG MANAGERIAL BACKGROUND • PROJECT MANAGEMENT

**PROFILE**

- Effective leader with exceptional focus on continuous improvement.
- Founded, operated and managed a multitude of companies
- Excellence in leadership roles and effective communicator through many business deals.
- Extensive and specific knowledge of ergonomic principles, work related injuries, safety implementation and safety accountability.
- Advanced knowledge of business development tools and marketing strategies.
- Understand team development, goal orientated and focus driven.
- Proficient project management and efficient communication with subcontractors.

**CAREER TRACK****Back 2 Life Medical Center****Chiropractor and Operations Manager**

- Providing Chiropractic care within a multidisciplinary practice to patients with various diagnosed issues.
- The sole provider in the Boise area specializing independent medical validations.
- Providing operational management and expert marketing strategies with outstanding results.
- Specializing in DME support, training and education for patients.
- Conducting specialty NCV testing
- Recruit, train, and maintain employees accountabilities, objectives and sales goals.

**Crigger Ridder INC, Overland Park, KS 2014-sold 2016****Nuisance Wildlife Specialist, CEO**

- Certified wildlife removal specialist, co-owner, and CEO.
- Providing operational advice to the team of employees.
- Organizing marketing ideas, implementing latest and greatest business growth tools.
- Purchased the company in 2014 and have grown the equity within the company by over 400% in the first year.
- Constantly maintaining cost analysis, forecasting and data entry.
- Operating 24hours per day constitutes shift work oversight and providing specialized services to residential and commercial companies.
- Providing General contracting experience for all repairs needed after animal damage.
- Sold the company and moved to Idaho for family.

**Urgent Care Chiropractic, Overland Park, KS, 2012-sold 2016****Chiropractor, Owner and Manager**

- Practicing chiropractor providing wellness care as well as specialized treatment for auto accident, sport injury and workplace injury recovery. Maintain all required continuing education.
- Intimate knowledge of safe work practices, ergonomic principles and Workers' Compensation operation.
- Recruit, select, train and evaluate support staff.

- Manage all aspects of the business including operation, health insurance assistance, financial reporting and maintenance.
- Project Manager on the buildout of the office
- Well versed in safety issues; regularly educate patients in functioning with a higher degree of safety.
- Develop health goals for patients; assist patients in achieving those goals.

**Chiro-Construction, Inc., Overland Park, KS, 2008-2016****Owner and Licensed General Contractor**

- Founded and operated this company while gaining chiropractic degree. The company specialized in commercial and residential construction. Sold the company to enter chiropractic practice.
- Met with clients and provided estimates for their projects.
- Oversaw work teams of tradespeople with varied backgrounds.
- Served as project manager ensuring that projects were completed on schedule and on budget.
- Project manager of rebuilding homes from the ground up. Duties included foundation repair, framing, HVAC, Electrical, Plumbing, Finish carpentry and final walk through.

**The Palapa Guy INC, Phoenix, AZ, 2005-sold2008****Owner and CEO**

- Owned, operated and managed this medium sized construction company specializing in outdoor hardscape.
- Recruited, selected, trained, assisted and supervised work crewmembers, ensuring safe operation.
- Built over 400+ outdoor shade structures both commercial and residential.
- Met with clients to discuss ideas, plans and provided estimates for their projects.
- Oversaw tradespeople to help with project design and labor.
- Served as project manager ensuring projects were completed on schedule and on budget.
- Sold the company to finish my doctorate in chiropractic.

**Starbucks Corporation, Gilbert, AZ 2001-2002****Barista**

- Duties include proficiency of cash drawer and maintaining flow of beverages.
- Achieved a certified barista award after six months of service.
- Head barista for high volume store and worked the busiest shifts because of the proficiency achieved.
- Worked with supervisors, managers and team members and maintained relationships with customers.

**Cox Communications, LLC Phoenix, AZ 1999-2001****Cable Technician**

- Utilize computerized and electronic devices to trace any problem in the field.
- Investigate the cause of the problem and advises the subscribed consumers of any necessary repairs or corrections in the installed line of service.
- Documentation of all inspection of the completed job and reports uploaded to the computer system for other field service employees to monitor.
- Was given the responsibility of a personal work truck to perform daily tasks and consisted of more than 100 miles per day of travel.
- Was given an award for work performance and efficiency.

**Big O Tires, Chandler, AZ, 1996-1999****Tire Technician, Supervisor, Manager**

- Install, balance, and repair tires.
- Take customer vehicles for test drives to ensure our work was completed properly.

- Unload, check-in and stock all tires coming in for storage.
- Follow all OSHA safety standards to minimize the risk of injury.
- Promoted to supervisor and responsible for all outside tire and lube techs.
- Later promoted to tire sales and customer inquiries manager.
- Responsible for data entry, financial sales reports, and closing sales reports.

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### EDUCATION

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**Doctor of Chiropractic, Cleveland Chiropractic College, Overland Park, KS, 2008-2012**  
 10850 Lowell Ave Overland Park KS 66210 1800-467-2252

- Cleveland Chiropractic student body representative
- Business development assistant doctor
- Internship with Corner Stone Chiropractic

**BS, Agribusiness Finance, Arizona State University, Tempe Arizona, 2001-2005**

- Excellence in Leadership Award
- Arizona State spinning instructor
- Arizona State Student Body Association
- Internship with Merrill Lynch

**General Contractor License**

- Completed General Contracting course and Test in Arizona
  - Class C License
- Completed General Contracting course and Test in Kansas/Missouri
  - Class C License

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### INTERNSHIP

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1. Cornerstone Chiropractic, 2012 Overland Park, KS
2. Merrill Lynch Corporation, 2007 Louisville, KY

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### AFFILIATIONS AND REFERENCES

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Name	Employer	Title	Phone	Email
Matt Burkhart	Self Employed	Chiropractor/Business Owner	913-291-7543	burkhartchiro@gmail.com
George Cook	Dept.	ICE Agent	480-242-	gtcook4@yahoo.com

	Homeland Security		3670	
David Hamblin	Republic Services	Operations Divisional Manager	602-793-9866	dhamblin@republicservices.com
Brad McBee	Platt City Bank	Vice President	816-866-2073	bmcbee@plattvalleybank.com

4470 S. Temperance Ave.  
 Fresno, CA 93725  
 480-332-7770  
 mimcook4@yahoo.com

## **Miriam Abigail Cook**

- Objective** As a Registered Nurse I would like to work in a collaborative and positive patient centered atmosphere.
- Certifications** California Registered Nurse: 95049389  
 Arizona Registered Nurse: 188000  
 BLS, expires March 2019  
 ACLS, expires March 2017  
 PALS, expires January 2017
- Work Experience**
- West Ada School District August 2017**  
**Fresno County Office of Education August 2016- July 2017**  
 Provide direct health services to identified students, following standardized procedures. Identify and remedy physical, emotional, and social problems that interfere with the child's educational process. Communicate and collaborate with regional, district, and school staff, as well as Fresno County Office of Education and personnel, community agencies, students, and parent groups. Organize and participate in health clinics for students as well as coordinate follow up and case management for treatment and remediation of health problems. Ensure that health education is provided to parents and students in order to increase their level of awareness concerning preventative health measures. Initiate and maintain student health records. Provide computer generated reports. Collect data as required specific to students and families. Prepare and maintain reports of health services rendered to students quarterly. Maintain medical supplies and related equipment.
- Adventist Medical Center August 2015-August 2016**  
 Registered Nurse: provided and supervised nursing care for acute medical surgical patients according to established standards. Utilized the nursing process in assuring comprehensive nursing care to a wide variety of patients. Responsible for the delivery of coordinated nursing care for a patient or an assigned group of patients within a patient care unit. Responsible for the day-to-day management and supervision of the related clinical activities within the area on the Nurse's shift. Responsible for supervising and responsibly directing the activities of various levels of assigned nursing and ancillary personnel utilizing professional and supervisory discretion and independent judgment.
- Desert Senita Community Health Center November 2014- April 2015**  
 Registered Nurse: Utilized the nursing process to provide direct nursing care. Documented procedures, medications, delivery of care, and pertinent information regarding nursing care rendered to the patient. Provided patient education and maintained patient confidentiality. Essential functions include; taking vital signs, assessing patients head to toe, using diagnostic testing (UA, strep, HCG, glucose), starting and running IV's, giving allergy shots, giving medication (oral, injections, and intravenous), providing wound care, inserting/removing urinary catheters, giving ear lavage, putting on Unna boots, assisting with surgical procedures and pelvic exams, and triaging patients (by phone and walk-ins).
- A.A.S. in Nursing** Chandler Gilbert Community College, July 2014  
**B.S. in Applied Psychology** Arizona State University, December 2004  
**Certified Nursing Assistant** Pima Medical College, July 2002

## Tasha Jones

2449 N. Archery Way, Meridian, ID 83646 • (208) 917-3355 • [Tashaanne@gmail.com](mailto:Tashaanne@gmail.com)

### Professional Profile:

A tech savvy, detail oriented people person with a passion for education. Focused on creating a benchmark first impression for new and existing customers. Ensuring quality and top notch customer service both on the phone and in person. Ability to manage tight deadlines with attention to detail with an emphasis on quality control. Management experience leading 10+ person teams ensuring corporate objective are met while keeping employee retention high. Implemented new processes for the use of CRM software while streamlining the employee training manual.

### Certifications, Specialized Skills, and Awards:

- 65+ WPM
- 100+ 10 Key
- Trained in CRM programs
- Licensed in Real Estate

### Work Experience:

#### Admissions Consultant: Northwest Lineman College >1 year

Provides tours to prospective students  
Processes campus specific applications by entering accurate information into the database in a timely manner; process prospective student requests for catalogs, applications, and financial information  
Performs general admissions related tasks; answering phones, responding to emails in a timely manner  
Maintains digital student and alumni records according to NLC and ACCSC standards and ensures files are kept up-to-date

#### Real Estate Agent: Urban Nest Realty • Boise, ID • 2 years

Extensive experience in the recruitment of future clients through Cold Calling, Lead Generation and follow-up, online marketing, and one-on-one meetings.  
Negotiated multiple client deals with accuracy and quality customer service.  
Facilitated tours of new and existing homes.  
Extensive experience in the recruitment of future clients through phone calls and one on one meetings.

#### Property & Casualty Insurance Supervisor: Schmoekel Insurance • Sacramento, CA • 5 years

Supervised daily scheduling and job functions of a 5 person team  
Involved in the recruitment and hiring of new employees  
Communicated corporate objectives during weekly staff meetings  
Streamlined data entry and filing processes, improving accuracy and client retention  
Directed the revision of employee training manual improving efficiency and employee retention  
Implemented a new training program for the CRM software

#### Tax Consultant & Manager: Liberty Tax • Rexburg, ID • 2 Years

Involved in the organizational planning and recruitment of employees  
Hired, supervised, coached and trained new and existing employees  
Managed monthly payroll and financial stability  
Provided benchmark customer service preparing and assisting customers with their yearly taxes

### Education:

A.S. General Studies, Brigham Young University – Idaho 2012  
Emphasis: Business Administration

**GREGORY D. SMITH**  
 5290 S Conestoga Pl  
 Boise, ID 83709  
 (208) 608-8611

<b>PROFILE</b>	Experienced professional specializing in internal and external sales, financial analysis, auditing, financial reporting, and personnel reporting and functions. Enthusiastic team player with excellent written, oral and interpersonal communication skills.	
<b>EXPERIENCE</b>		
<i>December 2006- Current</i>	<b>WELLS FARGO COMMERCIAL BANK</b>	<b>BOISE, IDAHO</b>
	<b>Business: Development Officer (September 2014 - Current)</b>	
	<ul style="list-style-type: none"> <li>• Successfully instituted a sales culture change through a sales fundamentals process across a relationship management team of six bankers located in two offices.</li> <li>• Increased the global prospect universe by 40% and growing since arrival in a mature and heavily penetrated market.</li> <li>• Driving collaborative dialogue and joint calling efforts with our product partners across the state resulting in new business opportunities for both groups.</li> <li>• Exceeding calling effort goals across statewide market coverage.</li> <li>• Consistently increased the office's year over year (yoy) generation of packages, proposals, and new customers won since joining the office resulting in new customer additions at a 40% average yoy increase in the first full year and over a 250% increase in year two.</li> </ul>	
	<b>WELLS FARGO BUSINESS CREDIT</b>	<b>ARIZONA, COLORADO</b>
	<b>Business: Development Officer Inter-Mountain West (July 2009 - August 2014)</b>	
	<ul style="list-style-type: none"> <li>• Responsible for sourcing, structuring, negotiating, and closing of identified ABL prospects.</li> <li>• Successfully developed three territories despite being brought in from outside the existing markets.</li> <li>• Consistently exceeded calling effort goals across regional market coverage.</li> <li>• Generated over 550 internal and external deals referred.</li> <li>• Closed 19 transactions representing \$190MM in new commitments.</li> </ul>	
	<b>Business: Development Officer Direct Marketing (January 2008 - July 2009)</b>	
	<ul style="list-style-type: none"> <li>• Responsible for developing a new direct marketing program within the Business Credit Western Region.</li> <li>• Developed data search process providing initial regional prospect lists totaling ~25,000, resulting in ~4,000 potential ABL hits.</li> <li>• Created monthly activity reports and quarterly program summaries for distribution to management.</li> <li>• Worked a total of 538 prospects through the new process, sending out 348 letters/emails and placing ~1,500 calls.</li> <li>• Simultaneously covered the Utah market for 10 months while maintaining the direct marketing program.</li> </ul>	
	<b>Business: Analyst (December 2006 - December 2007)</b>	
	<ul style="list-style-type: none"> <li>• Responsible for analyzing complex companies and industries and conducting presentations on findings to senior management.</li> <li>• Analyzed and Formalized documentation of loan transactions and/or credit history of customers.</li> <li>• Prepared credit reports for presentation to lending officers and/or approval committees on existing and new customers.</li> <li>• Participated in sales calls for internal, new, and existing customers.</li> <li>• Streamlined internal procedures relating to Patriot Act and Bank Secrecy Act requirements.</li> <li>• Earned Service Excellence Award for role in successfully underwriting a deal allowing for expeditious closing and funding to meet extremely short customer deadline.</li> </ul>	
<i>August 2006- December 2006</i>	<b>NATIONAL BANK OF ARIZONA</b>	<b>PHOENIX, ARIZONA</b>
	<b>Commercial Loan Officer</b>	
	<ul style="list-style-type: none"> <li>• Responsible for establishing, developing and maintaining an aggressive prospect calling program to generate deposits and income fees, and supported the development and maintenance of profitable commercial banking relationships. Closed four new deals during this short term position.</li> <li>• Interpreted and implemented commercial loan policies in order to contribute effectively to a sound and profitable loan portfolio with maximum income and minimum losses. Managed a portfolio of ~\$20MM in outstanding balances.</li> <li>• Minimized problem credits and/or delinquencies by maintaining high credit standards, good documentation procedures and timely collection efforts.</li> <li>• Made loan presentations and decision recommendations to senior lenders and loan committees as required.</li> </ul>	
<i>August 2004- August 2006</i>	<b>WELLS FARGO BUSINESS CREDIT</b>	<b>PHOENIX, ARIZONA</b>
	<b>Collateral Asset Base Examiner</b>	
	<ul style="list-style-type: none"> <li>• Conducted complex audits of borrowers and potential borrowers financial records.</li> <li>• Completed many initial collateral exams for both Business Credit prospects as well as Commercial Banking and Business Banking prospects.</li> <li>• Trained and provided guidance to more junior staff.</li> <li>• Earned Service Excellence Award for lead role in a successful workout and recovery of high outstanding loans owed from an operationally ceased customer.</li> <li>• Received review rating at top of scale for outstanding performance.</li> </ul>	

July 2002- July 2004	<b>FIRST COMMUNITY FINANCIAL CORP.</b>	<b>PHOENIX, ARIZONA</b>
	<b>Credit Administration</b> <ul style="list-style-type: none"> <li>• Financial Review of potential client packets. Participation in credit committee determinations and approvals, and issuance of financial facility proposals.</li> <li>• Financial Analysis of existing clients within the portfolio for monitoring levels of performance.</li> <li>• Preparation and Review of legal documents for new and existing clients.</li> <li>• Performed most aspects of finance relating to research and analysis within many of the major domestic industries.</li> <li>• Responsible for piloting a direct marketing campaign, resulting in successfully obtaining prospect financial information leading to issuance of proposals, ultimately leading to two funded facilities during the initial 6 months of the project.</li> </ul>	
January 2002- July 2002	<b>QUALITY FIRST MFG., INC.</b>	<b>GLENDALE, ARIZONA</b>
	<b>Accounting Manager</b> <ul style="list-style-type: none"> <li>• Executed all aspects of Finance: A/R, A/P, G/L, Bank Reconciliation and preparation of Month-End financial information.</li> <li>• Responsible for managing three departments simultaneously; Accounting, Customer Service and Sales Administration.</li> <li>• Managed office inventory, purchasing, and collections.</li> <li>• Integrated new company position directing operations and staff through single office.</li> <li>• Created forms for tracking and monitoring information, enhancing existing systems.</li> </ul>	
December 1999- October 2001	<b>PROFESSIONAL PLACEMENT &amp; PRO-TEM SERVICE, INC.</b>	<b>PHOENIX, ARIZONA</b>
	<b>Accounting Manager</b> <ul style="list-style-type: none"> <li>• Executed all aspects of Finance: A/R, A/P, G/L, Bank Reconciliation and preparation of Month-End financial information.</li> <li>• Responsible for managing all areas of temporary Payroll for 100+ employees to include tax functions.</li> <li>• Performed personnel management; Payroll and Benefits.</li> <li>• Managed operations and staff, purchasing, and collections.</li> <li>• Designed multiple spreadsheet reports for tracking all areas of operations.</li> <li>• Analyzed, audited and solved six month Payroll Database error inside two weeks of initial employment.</li> </ul>	
January 1996- December 1999	<b>THERAPY WORKX, INC.</b>	<b>MESA, ARIZONA</b>
	<b>Controller (December 1997 - December 1999)</b> <ul style="list-style-type: none"> <li>• Executed all aspects of Finance: A/R, A/P, G/L, Bank Reconciliation and Financial Statements</li> <li>• Performed personnel management; Payroll, Benefits and Recruiting.</li> <li>• Managed operations and staff, purchasing, and collections</li> <li>• Designed multiple spreadsheet reports for tracking all areas of operations.</li> <li>• Created and implemented three-year company budget for multiple sites and administration.</li> </ul>	
	<b>Human Resources Manager (January 1997 - November 1997)</b> <ul style="list-style-type: none"> <li>• Maintained personnel files, personnel tracking, licensing and certification.</li> <li>• Administered employee insurance, payroll and all company coverage's.</li> <li>• Performed employee recruiting, written correspondence, interviews and personnel set up.</li> <li>• Redesigned, trained and implemented employee manual company wide.</li> <li>• Successfully transitioned company away from employee leasing entity, enabling the company to offer a full range of benefits resulting in a 14% reduction in benefit costs.</li> </ul>	
	<b>Account: Receivable / Collection: (February 1996 - December 1996)</b> <ul style="list-style-type: none"> <li>• Performed posting daily receipts, bank deposits and daily / monthly reporting.</li> <li>• Reduced average collection days from 72 to 60 days.</li> <li>• Designed and successfully implemented collection protocols, increasing collection productivity.</li> </ul>	
April 1991- March 1995	<b>UNITED STATES ARMY</b>	
	<b>Imagery Analyst (Honorable Discharge)</b> <ul style="list-style-type: none"> <li>• Distinguished Honor Graduate at the Imagery Analyst Training School (USAICS), an 18-week course.</li> <li>• Received two Army Commendation Medals and two Certificates of Achievement for professional performance and technical expertise.</li> <li>• Analyzed aerial and ground permanent record imagery developed by photographic and electronic means, and planned the use of all ground and aerial sensor systems for surveillance and reconnaissance missions.</li> <li>• Trained three major commands in computer operations resulting in the successful completion of a major exercise.</li> <li>• Significantly improved document accountability and streamlined final product circulation, allowing dissemination of intelligence to higher echelons.</li> <li>• Maintained clearance level of Top Secret / Special Background Investigation (TSSBI).</li> </ul>	
<b>EDUCATION</b>		
December 2006	<b>GRAND CANYON UNIVERSITY</b> Masters of Business Administration (Finance)	<b>PHOENIX, ARIZONA</b>
November 1998	<b>UNIVERSITY OF PHOENIX</b> Bachelor of Science in Business Administration	<b>PHOENIX, ARIZONA</b>

**Rebecca L. Sobolewski**  
 2651 North Ridgebury Avenue  
 Meridian, Idaho 83646  
 208-963-0474  
 charlieandbecky@hotmail.com

**Professional Objective:** Serve as a Board Member for Inspire Charter School

**Education:** Masters of Arts Education, Curriculum and Instruction  
 Boise State University (BSU) May 2015  
 Math Coaching Teacher Endorsement Boise, ID

Bachelor of Science  
 Black Hills State University May 1989  
 Major: Elementary Education Spearfish, SD  
 Minor: Psychology

**Teaching Experience:** Learning and Development Consultant Northwest Lineman College 2015-current  
Fourth and Sixth Grade Teacher, Crimson Point Elementary, Kuna, ID 2006-2015  
Fourth Grade Teacher, Horace Mann Elementary, Rapid City, SD 2005-2006  
Second through Fifth Grade Teacher Martin Grade School, Martin, SD 1997-2005  
Fourth Grade Teacher Medina Valley Schools, Castroville, TX 1995-1997  
Fourth and Fifth Grade Teacher Lincoln Elementary, Rapid City, SD 1991-1995  
First/Second Grade Teacher Midland Elementary, Midland, SD 1989-1990

**Related Experience:** Curriculum Writer District Level Math Language Arts, Kuna, ID 2011-2015  
 Mentor Teacher for Student Teachers from BSU, Kuna, ID 2009-2013  
 Delivered District Level Professional Development, Kuna, ID 2008-2015  
 Honor Society Faculty Council and Student Adviser, Kuna, ID 2008-2012

**Awards:** Outstanding Educator, Northwest Lineman College 2016  
 Mentor of the Year, Boise State University 2015  
 Educator of the Year, Kuna School District 2012

**Recent Educational Courses:** Google Bootcamp, Northwest Nazarene University Summer 2015  
 Google Sites, Northwest Nazarene University Summer 2015  
 Issues in Education, Boise State University Fall 2014

**Recent Committees:** Standards Based Grading, Kuna, ID 2015  
 School Leadership Team, Kuna ID 2011-2015

**Community Involvement:** Celebration Dance Founder/Instructor Kuna, ID 2011-2013  
 Millennium Dance Founder/Instructor Martin, SD 1999-2004  
 Founder/Manager Bennett County Wellness Center Martin, SD 2003

**Herbert Nichols**

627 W. Duell Street  
Glendora, CA 91740  
(818) 207-3837  
[nick@inspireschools.org](mailto:nick@inspireschools.org)

**Education:**

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles, CA  
Doctor of Education with an emphasis in K-12 Leadership, 2007

NATIONAL UNIVERSITY, La Jolla, CA  
Master of Education in Cross-Cultural Teaching, 2003

THE MASTER'S COLLEGE, Santa Clarita, CA  
Bachelor of Arts in History, graduated Cum Laude, 2000

**Credentials:**

- Professional Clear Single Subject Credential in Social Science with CLAD emphasis
- Specific Subject Authorization in Computer Concepts and Applications
- Professional Clear Multiple Subject Credential with CLAD emphasis
- Preliminary Tier 1 Administrative Services Certificate

**Professional Experience:**

Inspire Charter Schools, Duarte, CA, July 2014 to Present

**Executive Director for Inspire Charter School/Inspire Charter School – South (2 years)**

- Overall Focus on Vision and Mission
- Oversight of Instructional Program
- Oversight of Financial and Legal Matters

Los Angeles Unified School District, Los Angeles, CA, July 2001 to June 2015

**WASC/PD Coordinator for Teacher Prep Academy (2 years)**

- Facilitated all department chairs taking responsibility for the WASC recommendations that apply to teachers. This took the form of a Full Self-Study.
- Results: School received a Six-Year Accreditation with a one day visit.

**Title I Coordinator for Manual Arts High School (2 years)**

- Directly supervise eleven instructional aides and teacher assistants who support hundreds of students daily.
- Supervised teachers and teacher assistants in the before and after school tutoring program.
- Acted as Saturday School Administrator supervising twelve teachers and four support staff.
- Increase parent involvement by working with CEAC parent members as partners in their children's education.

**WASC/Single Plan Coordinator for Manual Arts High School (2 years)**

- Facilitated all department chairs and SLC Leads in taking responsibility for the WASC recommendations that apply to teachers. This was accomplished by the design of a template that included our 14 WASC Growth Areas and all applicable feedback from the last two WASC visits. Department chairs and SLC Leads were responsible for working with their particular teacher groups and reaching agreement on how every member of that group would change practice to satisfy the assigned WASC recommendation.
- Authored two WASC Progress Reports that went out to the WASC visiting teams prior to their visit both for our one day Revisit (February 12, 2009) and for our two day Mid-Term Visit (April 19-20, 2010). Resulting in a maximum Mid-Term accreditation of three years.

**Instructional Coach at Manual Arts High School (1 year)**

- Facilitate staff developments for Local District 7 English teachers on district designed and mandated curriculum initiatives.
- Lead and organize parent literacy nights as Reading Is Fundamental (RIF) coordinator.
- Assist Manual Arts' high school teachers with good instructional practice, by observing, debriefing, consulting, and performing demonstration lessons on a regular basis.
- Authored as project leader a unit of the 11<sup>th</sup> Grade English Composition curriculum, which is a requirement for all LAUSD juniors.

**Instructional Expert for the Secondary Literacy Branch at the district's central office (1½ years)**

- Contributed to the LAUSD English Language Arts Instructional Guide and periodic assessments.
- Manage, gather, and analyze data from LAUSD Secondary English Language Arts programs.
- Act as Coordinator of on-site data for AB466 Governor's Reading Institutes. Responsible to gather, manage, and deliver data from AB466 Governor's Reading Institutes to the Sacramento County Office of Education (SCOE) Reading Lions Center.

**Instructor for the Instructional Technology Branch (concurrent with teaching positions below)**

- Plan and facilitate professional development days for the Mars Rover Project.
- Plan and facilitate a full week of professional development at the Thacher School for the Teach The Teachers Collaborative (TTTC) in the area of Science.

**Computer Science Teacher, North Hollywood High School, 9-12<sup>th</sup> grade (½ year)**

- Integrated technology and literacy by creating lessons which teach computer keyboarding skills, while building mastery in the following literacy skills: Subjects, Verbs, Verb Phrases, Complete Sentences, Run-On Sentences, Prepositions, and Commas.

**6<sup>th</sup> Grade Multiple Subject/Elective Teacher, Olive Vista Middle School, 6-8<sup>th</sup> grade (4 years)**

- Integrated technology and literacy by creating the 6<sup>th</sup> Grade Technology Academy. Utilizing technology as a tool to facilitate significant growth in students with low literacy skills.
- Created Technology Expert elective as a dynamic service elective where students take and process pictures and digital video footage; performed computer maintenance and assisted students in the computer labs.
- Supervised Future Scholars Program and Cal State Northridge college students as an after school program designed to increase students' mastery in Literacy and Math skills.

**Professional Affiliations:**

PHI DELTA KAPPA – USC CHAPTER, Los Angeles, CA

Chapter President – July 2014 to Present

Vice-President of Membership/Meeting Logistics/Other – July 2006 to June 2014



# Kimmi Buzzard

714-785-6280 • kbuzzard@verizon.net • 13608 Ramona Drive, Whittier, CA 90602

## OBJECTIVE

To obtain a position in the education field that would enable me to contribute to a positive, nurturing environment that encourages learning.

## CERTIFICATION

2005 National University La Jolla, CA  
**Multiple Subject Teaching Credential**

2000 University of California, Irvine Irvine, CA  
**Bachelor of Arts in Social Science**  
 Specialization in Social Studies: Minors: History & Educational Studies

## ADMINISTRATIVE EXPERIENCE

6/15-Present Inspire Charter Schools Duarte, CA  
**Deputy Executive Director**

- Oversee Instructional Departments & Academic Program
- Oversee Operational Departments of the school (Records, School Accountability, Student Information Systems, and Enrollment)

11/14-6/15 Inspire Charter Schools Duarte, CA  
**Director of School Growth**

- Support staff and school programs
- Develop and support Specialty Enrichment Programs
- Marketing and recruitment

## TEACHING EXPERIENCE

08/08-11/14 California Virtual Academy Los Angeles County, CA  
**Teacher**

- Monitor & support independent study students in grades Kindergarten through eighth (2008-2011) & in grades sixth through eighth (2011-present).
- Provide teaching adults with educational strategies, curriculum guidance, supplemental activities, learning resources, & technical support.

10/06-06/08 Roosevelt School Paramount, CA  
**Teacher**

- Implement fourth & fifth grade language arts & math intervention programs
- Implement fourth grade curriculum for all subject matter & standards

09/00-06/06 Carl Harvey Elementary School Santa Ana, CA  
**Lead Teacher/Program Coordinator**

- Create thematic units in a wide range of subjects for grades first through fifth
- Supervise After School Staff, organize staff development, & see to monthly payroll
- Serve on multiple school committees: California Distinguished School Writing Team, Project NEST 2000 Grant Recertification Writing Team, Yearbook, Family Nights, Career Fair & College Day, Carnival, & more.

**Appendix D: Attendance Area Map and Boundaries**

~~Inspire Idaho Home Academy will be a virtual school with attendance areas throughout the state of Idaho.~~

**Appendix D: Petitioning Group**

**Natasha Flook** - Director of Educational Programs for IIHA. Mrs. Flook is the co-writer of the petition and will serve the administrator.

**Kimmi Buzzard** - Deputy Executive Director of Inspire Charter Schools. Mrs. Buzzard is the co-writer of the petition and will serve as a mentor and advisor to Mrs. Flook in the pre-opening year and beyond.

**Dr. Nick Nichols** - Executive Director and founder of Inspire Charter Schools. Dr. Nichols will provide support and guidance during the initial stages of starting IIHA, and will continue in that role, as well as be a mentor to Mrs. Flook.

**George Coburn** - Retired CFO from North Star Charter School. Mr. Coburn prepared the budget portion of the petition.

**Amy White** - Attorney at Anderson, Julian & Hull LLP in Boise. Ms. White specializes in education law and has prepared the Articles of Incorporation and Bylaws for IIHA. She has also assisted with Idaho charter laws, and overall petition review. Ms. White will continue on as legal counsel for IIHA.

**Appendix E: Resumes of the directors**

~~The following documents will be signed and completed at the first official board meeting to take place July 2017.~~

~~The following Code of Ethics Policy (the "Code") of Inspire Idaho Home Academy (the "School"), an Idaho non-profit corporation and tax exempt organization, is intended to guide ethical decision making by its directors, officers and staff members.~~

~~IT IS HEREBY RESOLVED that the Code is based on the following key values:~~

- ~~1. Respect for all persons.~~
- ~~2. Transparency for our actions.~~
- ~~3. Responsibility for our decisions and their consequences.~~
- ~~4. Accountability for our actions.~~
  - ~~a. We are committed to being responsible, transparent and accountable for all our actions.~~
  - ~~b. We are committed to avoiding conflicts of interest.~~
  - ~~c. We are committed to complying with the spirit and the letter of all applicable laws.~~
  - ~~d. We are committed to treating our staff members with respect and fairness in a workplace that safeguards the rights and welfare of all.~~
  - ~~e. We are committed to a philanthropic and educational community that is transparent and accountable.~~

~~IT IS FURTHER RESOLVED that the School has and will retain a number of policies and procedures in place to assume and effectuate ethical conduct. The following are examples of the major policies and procedures that support and reflect our Code:~~

- ~~1. The School has a detailed Conflict of Interest Policy to protect its interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director or may result in a possible excess benefit transaction. If any conflict is found, the officer or director must abstain from voting on the particular proposal and the abstaining officer or director is not counted toward a quorum for a vote.~~

~~2. The audit committee retains an independent auditor and/or fiscal officer; reviews the quality and integrity of the School's annual financial statements; oversees the performance of the School's internal accounting functions; and handles complaints and concerns regarding corporate accounting practices, internal~~

~~controls and auditing matters in accordance with the School's Whistleblower Policy. All current members of the audit committee are financially literate.~~

~~3. There is no salary compensation of the officers and directors of the School, except as provided within the Bylaws/Code of Regulations and as in accordance with Idaho law.~~

**ADOPTION**

It is hereby resolved that this Code of Ethics, with/without amendment, as moved \_\_\_\_\_ by \_\_\_\_\_, and seconded \_\_\_\_\_ by \_\_\_\_\_.

**ROLL CALL:**

Board Member	YES	NO		Other

This Code of Ethics Policy was duly adopted on this \_\_\_\_ day of \_\_\_\_\_, 2017.

\_\_\_\_\_  
 \_\_\_\_\_, **Secretary/Chair**  
**Inspire Idaho Home Academy**

\*\*\*\*\*

**Code of Ethics Policy Acknowledgement**

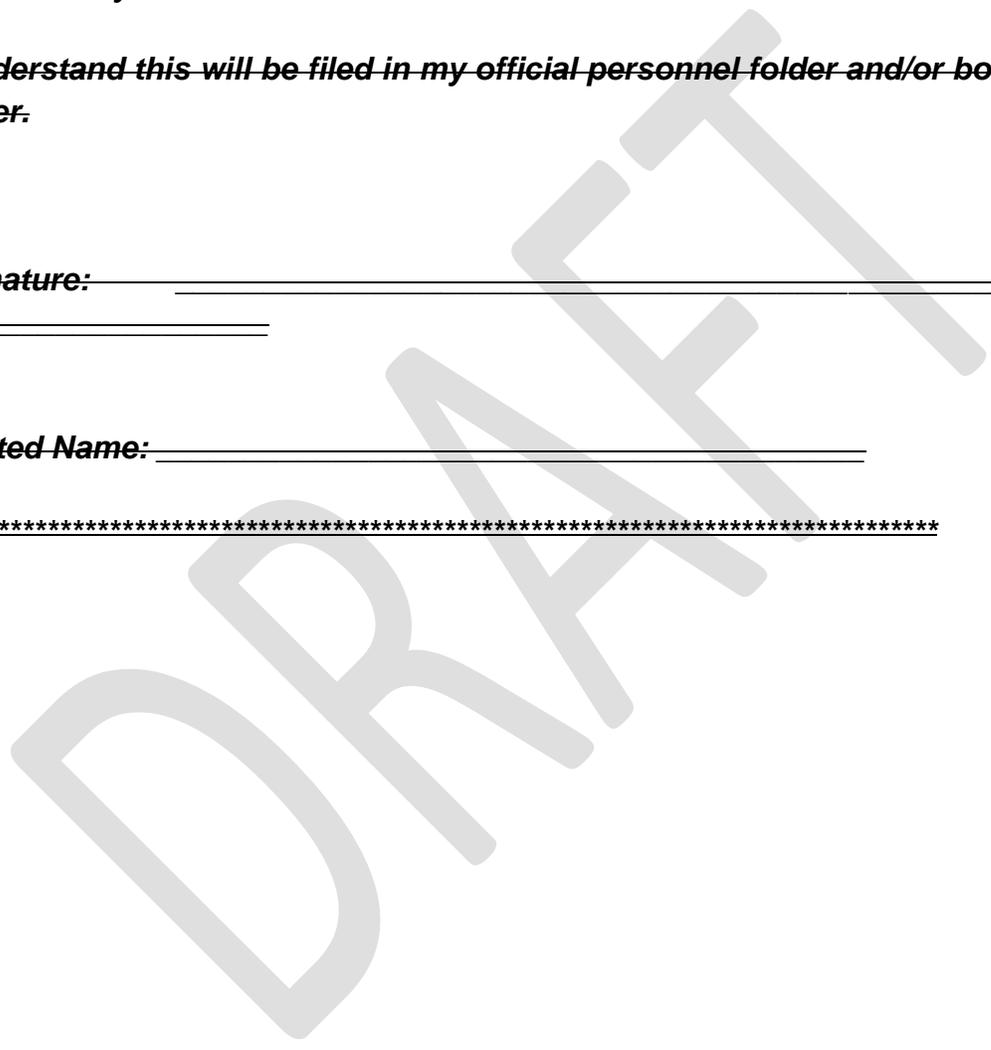
~~This is to acknowledge receipt of Idaho Home Academy's Code of Ethics Policy. I have carefully read and understand the policy and procedures contained in the Code of Ethics Policy and acknowledge that it applies to me both in my present capacity and in any future position I may hold with the School and/or board of directors. I will comply with all said policies and procedures as set forth in the Code of Ethics Policy. I understand that I should immediately report any violation of this Policy.~~

~~I understand this will be filed in my official personnel folder and/or board member folder.~~

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
\_\_\_\_\_

**Printed Name:** \_\_\_\_\_

\*\*\*\*\*



**GOVERNING AUTHORITY  
DISCLOSURE STATEMENT**

I, \_\_\_\_\_, a member of the Governing Authority of Inspire Idaho Home Academy, hereby do attest to the following

1. \_\_\_\_\_ I am not aware of any immediate relatives or business associates employed by the Commission, our Sponsor, at present or within the past three years.
2. \_\_\_\_\_ I am not aware of any immediate relatives or business associates employed by any Educational Service Center that contracts with our School at present or within the past three years.
3. \_\_\_\_\_ I am not aware of any immediate relatives or business associates employed by any vendor that is or has been engaged in business with our School at present or within the past three years.

or

4. \_\_\_\_\_ I am aware of the following employment or contracts between immediate relatives and/or business associates presently or within the past three years.

<u>Name</u>	<u>Relationship</u>	<u>Employment Position</u>
_____	_____	_____
_____ <u>Date</u>		

5. I will immediately disclose to the Board President of the Governing Authority during this calendar year if I find out that any immediate relatives or business associates accept employment or engage in business with our School or have done so within the past three years.



**Appendix F: ~~Contract, Leases, Agreements~~**

~~No contracts or leases have been signed yet. Inspire Idaho Home Academy will provide copies of all contracts as they are signed.~~

DRAFT

**Appendix F: Budgets**

**Pre-Opening Budget**

Idaho Public Charter School Commission									
Charter Petition: Budget Assumptions									
Inspire Charter School - Idaho									
Revenue									
Explanations Related to Key Revenue Line Items (required)									
[Includes most common; please insert rows as needed to match your school's revenue accounts]									
Line Item / Account	Pre-Opening Budget		Year 1		Year 2		Year 3		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
School Fees & Charges / Fundraising	-	-	-	-	-	-	-	-	-
Contributions / Donations	-	-	-	-	-	-	-	-	-
Other Local Revenue	-	1,71,000.00	-	-	-	-	-	-	Please see terms and conditions attached
Base Support	-	-	1,034,761.13	-	1,254,593.92	-	2,039,765.17	-	Based on enrollment and SDE formula
Exceptional Child	-	-	-	-	-	-	-	-	-
Benefit Apportionment	-	-	133,222.59	-	163,051.37	-	267,548.86	-	Based on SDE Formula
Other State Support Total (details below)	-	-	-	-	-	-	-	-	-
College and Career and Student Mentors	-	-	7,000.00	-	7,000.00	-	14,000.00	-	Based on SDE Special Distributions 2017-18
Content & Curriculum	-	-	1,633.93	-	1,633.93	-	1,633.93	-	Based on SDE Special Distributions 2017-18
Continuous Improvement Plans & Training	-	-	6,600.00	-	6,600.00	-	6,600.00	-	Based on SDE Special Distributions 2017-18
Gifted / Talented	-	-	3,000.00	-	3,000.00	-	3,000.00	-	Based on SDE Special Distributions 2017-18
IT Staffing	-	-	5,779.95	-	6,868.05	-	10,941.45	-	Based on SDE Special Distributions 2017-18
Leadership Premiums	-	-	6,500.89	-	7,801.07	-	11,701.61	-	Based on SDE Special Distributions 2017-18
Literacy Proficiency	-	-	1,800.00	-	1,800.00	-	1,800.00	-	Based on SDE Special Distributions 2017-18
Math & Science	-	-	-	-	-	-	31,200.00	-	Based on SDE Special Distributions 2017-18
Professional Development	-	-	20,432.14	-	21,518.57	-	24,777.86	-	Based on SDE Special Distributions 2017-18
Remediation	-	-	630.00	-	756.00	-	1,134.00	-	Based on SDE Special Distributions 2017-18
Safe and Drug free Schools	-	-	4,808.00	-	5,369.60	-	7,054.40	-	Based on SDE Special Distributions 2017-18
School Facilities (Lottery)	-	-	13,824.00	-	16,588.80	-	24,883.20	-	Based on SDE Special Distributions 2017-18
Technology	-	-	19,190.00	-	23,353.70	-	29,160.00	-	Based on SDE Special Distributions 2017-18
<b>REVENUE TOTALS</b>		<b>\$171,000.00</b>		<b>1,259,182.64</b>		<b>1,519,935.01</b>		<b>2,475,200.48</b>	

Additional Notes or Details regarding Revenue: Estimated support units used for Base Support calculations =

Expenses by Category & Budget									
Staffing (required)									
[Please insert rows as needed to clarify your school's exact staffing model]									
CERTIFIED STAFF	Pre-Opening Budget		Year 1		Year 2		Year 3		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Classroom Teachers	-	-	5.00	260,050.73	6.00	286,227.68	7.20	355,989.22	Number of teachers based on 35 students per 100% FTE
Elementary Teachers	-	-	-	-	-	-	-	-	-
Secondary Teachers	-	-	1.43	65,730.36	1.71	79,457.14	4.37	208,694.19	SPED teacher based on 20 students per 100% FTE
Other Teachers (clarify in assumptions)	-	-	0.66	33,125.00	0.74	38,032.75	1.18	62,407.44	Online classes, scheduled 35 students per teacher
Classroom Teacher Subtotals	0.0	-	7.1	358,906.09	8.5	403,717.57	12.7	627,090.85	Average classroom size:
Special Education	-	-	-	-	-	-	-	-	-
SPED Director / Coordinator	-	-	-	-	-	-	-	-	-

Proposed FINAL Budget 5-31-17 - revised 7-5-17.xlsx revised 9-11-17 (3)

Pre-Opening Budget

	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Special Education Subtotals	FTE	Amount	FTE	Amount	FTE	Amount	FTE
Other Certified Staff	0.0	-	0.0	-	0.0	-	0.0
Administrator	0.5	35,000.00	1.00	70,000.00	1.00	72,100.00	1.50
Other Certified Staff Subtotals	0.5	35,000.00	1.00	70,000.00	1.00	72,100.00	1.50
CERTIFIED STAFF TOTALS	0.5	\$35,000.00	8.1	\$428,906.09	9.5	\$475,817.57	14.2

CLASSIFIED STAFF	Pre-Opening Budget	Year 1		Year 2		Year 3		Assumptions / Details / Sources
		FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessionals- General	-	-	-	11,406.36	-	17,622.83	-	FTE per 150 students, combined to include SPED students
Paraprofessionals-SPED	-	-	-	-	-	-	-	FTE per 150 students, combined to include SPED students
Admin / Front Office Staff	0.7	25,000.00	1.25	50,000.00	4.00	169,950.00	6.00	Admin support will increase in Year 2 and three based on the opening of two additional sites
CLASSIFIED STAFF TOTALS	0.7	\$25,000.00	1.3	\$55,785.71	4.0	\$186,756.35	6.0	based on 9 sick days and three personal days @ \$75 per day

BENEFITS	Pre-Opening Budget	Year 1		Year 2		Year 3		Assumptions / Details / Sources
		Rate	Amount	Rate	Amount	Rate	Amount	
PERSI	7,839.00	0.13	57,800.96	0.13	83,307.65	0.13	121,654.25	For PERSI and Sick leave, based on the estimated rate for 2018-19
Workers comp	500.00	-	1,500.00	-	1,530.00	-	1,560.60	Based on annual premiums for similar schools at the anticipated FTE level
FICA/Medicare	4,590.00	0.08	34,287.03	0.08	49,192.55	0.08	71,728.41	Do not anticipate and Fed increases over three years
Group insurance	4,650.00	-	34,286.83	-	49,417.09	-	72,163.83	Based on participation with a premium cost of approximately \$500 per employee
Paid time off [clarify in assumptions]	-	-	-	-	-	-	-	-
BENEFIT TOTALS	\$17,579.00	-	\$127,874.82	-	\$183,447.30	-	\$267,107.09	-

CERTIFIED & CLASSIFIED STAFF TOTALS	\$60,000.00	\$484,691.80	\$662,573.94	\$967,506.68
TOTAL STAFF & BENEFITS TOTALS	\$77,579.00	\$612,566.62	\$846,021.23	\$1,234,613.78

Educational Program (required)  
 [Includes most common; please insert rows as needed]

Overall Educational Program & Special Programs Costs	Pre-Opening Budget	Year 1		Year 2		Year 3		Assumptions / Details / Sources
		Rate	Amount	Rate	Amount	Rate	Amount	
Professional Development	500.00	-	4,170.54	-	5,226.39	-	7,623.96	Based on 2 days @ \$250 per day for each FTE
SPED Contract Services	-	-	26,500.00	-	29,540.00	-	47,060.00	These will BE for Speech and language, Psych and OT support
Other Contract Services [clarify in assumptions]	-	-	-	-	-	-	-	-
Overall Educ Pym & Special Pgs- Subtotals	500.00	-	30,670.54	-	34,766.39	-	54,683.96	-
Elementary Program	-	-	-	-	-	-	-	-
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Elementary Supplies Total (details below)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Based on annual expenditures per enrolled at \$1,000 per student
Curriculum / text books	-	-	-	-	-	175,000.00	-	210,000.00	-	-	-	-	-	252,000.00	Based on annual expenditures per enrolled at \$1,000 per student
Other supplies [clarify in assumptions]	-	-	-	-	-	17,500.00	-	21,000.00	-	-	-	-	-	25,200.00	Based 10% of textbook and curricular costs for consumable expenses of the students
Elementary Contract Services [clarify in assumptions]	-	-	-	-	-	7,500.00	-	7,500.00	-	-	-	-	-	7,500.00	Instructional consulting in Year 1
<b>Elementary Pgm Subtotals</b>	-	-	-	-	-	200,000.00	-	238,500.00	-	-	-	-	-	284,700.00	-
<b>Secondary Program</b>	<b>Pre-Opening Budget</b>	<b>YR1 Projected Budget</b>	<b>YR2 Projected Budget</b>	<b>YR3 Projected Budget</b>	<b>YR1 Projected Budget</b>	<b>YR2 Projected Budget</b>	<b>YR3 Projected Budget</b>	<b>YR3 Projected Budget</b>	<b>Assumptions / Details / Sources</b>						
Secondary Supplies Total (details below)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Curriculum / text books	-	-	-	-	-	50,000.00	-	60,000.00	-	-	-	-	-	153,000.00	Based on annual expenditures per enrolled at \$1,000 per student
Other supplies [clarify in assumptions]	-	-	-	-	-	5,000.00	-	6,000.00	-	-	-	-	-	15,300.00	Based 10% of textbook and curricular costs for consumable expenses of the students
Secondary Contract Services [clarify in assumptions]	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Secondary Pgm Subtotals</b>	-	-	-	-	-	55,000.00	-	66,000.00	-	-	-	-	-	168,300.00	-
<b>EDUCATIONAL PROGRAM TOTALS</b>	<b>\$5000.00</b>	<b>285,670.54</b>	<b>339,266.39</b>	<b>507,683.96</b>	<b>285,670.54</b>	<b>339,266.39</b>	<b>507,683.96</b>								

Additional Notes or Details regarding Educational Program Expenditures:

**Technology (required)**

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Contract Services Total (details below)	-	-	-	-	-
Internet	-	-	-	-	-
Technology fees & licenses	-	19,188.69	19,572.47	19,963.92	PowerSchool and related add-ons, Band width, Internet and phones, and operating licenses
<b>TECHNOLOGY TOTALS</b>	<b>-</b>	<b>19,188.69</b>	<b>19,572.47</b>	<b>19,963.92</b>	

Additional Notes or Details regarding Technology Expenditures:

**Non-Facilities Capital Outlay (required)**

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Educational Pgm Cap. Outlay Total (details below)	-	-	-	-	-
Furniture [clarify types in assumptions]	2,000.00	15,250.00	17,370.00	17,492.40	11250 furniture and technology allowance for each office; 4000,per year for classrooms; and 2000 for staff office furnishings
Other Outlay [clarify types in assumptions]	-	56,250.00	11,250.00	33,750.00	Initial investment in texts and curriculum materials per new student
Technology Capital Outlay Total (details below)	-	78,750.00	15,750.00	126,000.00	student, then replaced every two years thereafter
Computers for staff use	-	-	-	-	See furniture above
Other Technology [clarify in assumptions]	-	-	-	-	-
Other Capital Outlay [clarify in assumptions]	12,000.00	-	12,240.00	2,080.80	\$10k for general office equipment, copiers, fax, shredder, desktop equipment, \$2k miscellaneous

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Pre-Opening Budget

<b>CAPITAL OUTLAY TOTALS</b>	14,000.00	150,250.00	56,610.00	179,323.20
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Additional Notes or Details regarding Non-Facilities Capital Outlay Expenditures: Other capital outlay costs in preopening budget are to set up the initial office, with furn, equipment, etc.

**Board of Directors (required)**

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Budget	Projected Budget	Assumptions / Details / Sources
Board Training	-	1,000.00	1,020.00	-	1,040.40	Annual Board training
Other Contract Services [clarify in assumptions]	18,500.00	47,939.72	57,958.79	-	68,989.00	These expenditures include marketing, out sourcing for Accounting; Recruitment and travel, and misc supplies
Legal	-	3,200.00	3,264.00	-	3,329.28	Ongoing annual legal fees
Audit	-	7,000.00	7,140.00	-	7,282.80	Annual Independent Audit
Comprehensive Insurance	2,500.00	5,000.00	5,100.00	-	5,202.00	Multi lines insurance with ICRMP
<b>BOARD OF DIRECTORS TOTALS</b>	<b>\$21,000.00</b>	<b>64,139.72</b>	<b>74,482.79</b>	<b>\$0.00</b>	<b>85,843.48</b>	

Additional Notes or Details regarding Board of Directors Expenditures:

**Facilities Details (required if not provided in Facilities Template)**

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Budget	Projected Budget	Assumptions / Details / Sources
Construction / Remodeling (if applicable)	20,000.00	-	20,000.00	-	20,000.00	Includes construction costs associated with the acquisition of three buildings over the first four years, pre opening thru year 3
Mortgage or Lease payments (specify in assumptions)	-	-	-	-	-	-
Repairs and Maintenance	4,000.00	10,000.00	20,000.00	-	30,000.00	Represents annual repairs and maintenance of 10,000 per year per building, 1 building yr 1; 2 buildings year 2; and 3 buildings year 3
Utilities Total (details below)	-	-	-	-	-	-
Electric and Gas	2,000.00	6,000.00	12,000.00	-	18,000.00	Represents annual utility costs of 6,000 per year per building, 1 building year 1; 2 buildings year 2; and 3 buildings year 3
Other (specify in assumptions)	-	-	-	-	-	-
Rent	13,230.75	39,692.25	83,353.00	-	131,279.00	Pre opening for 6 months starting in March. Yr 1 one office ~2,655 Sq ft at 14.95/ year (\$1.25 per month month), assumes a 5% escalation cost per year. Assumes adding building #2 in year 2; adding building #3 in year 3; all on similar terms
<b>FACILITIES TOTALS</b>	<b>39,230.75</b>	<b>55,692.25</b>	<b>135,353.00</b>	<b>\$0.00</b>	<b>199,279.00</b>	

Additional Notes or Details regarding Facilities Expenditures:

**Transportation/Nutrition (optional)**

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Budget	Projected Budget	Assumptions / Details / Sources
<b>Proposed FINAL Budget 5-31-17 - revised 7-5-17.xlsx revised 9-11-17 (3)</b>						
<b>Pre-Opening Budget</b>						

Contract Services [Specify in assumption]	-	-	-	-	-
Special transportation (SPED, field trips, etc.)	-	-	-	-	-
<b>TRANSPORTATION TOTALS</b>	-	\$0.00	\$0.00	\$0.00	\$0.00

Additional Notes or Details regarding Transportation Expenditures:

Other Expenses (optional)  
[Please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Loan repayments (P&I)	-	17,613.00	17,613.00	17,613.00	Represents loan repayment (\$171,000) over 10 years, at 3% interest
<b>OTHER TOTALS</b>	\$0.00	\$17,613.00	\$17,613.00	\$17,613.00	

Additional Notes or Details regarding Transportation Expenditures:

**Narrative: Pre-Opening & Operational Budgets**

[If there is any additional information or cost breakdowns that you feel will be valuable for the PCCS to understand in reviewing your Pre-Opening or Operational Budgets, please provide it here.]  
The school plans on opening its offices in January for a start of school the following school year. Will initially hire an Administrator, front office support and part time tech support

**Narrative: 1st Year Cash Flow**

[If there is any information that you feel will be valuable for the PCCS to understand in reviewing your 1st Year Cash Flow, please provide it here.]  
The school will get a pre opening loan from Inspire Schools - Non profit in the amount of up to \$140,000, to be repaid over two years at 3%. Loan repayment to be made in June of each year.

**List of Attachments**

[If you have supporting documentation related to your budget assumptions or cash flow (cost-breakdowns, contract services quotes, etc.), please list them here and identify their location.]

Attachment Title	Location (Appendix_)	Description

**Financial Summary**

Revenues	Pre-Opening Budget	Year 1			Year 2			Year 3			Assumptions / Details / Sources
		Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget		
School Fees & Charges / Fundraising	-	-	-	-	-	-	-	-	-	-	-
Contributions / Donations	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue	-	1,034,761.13	-	1,254,593.92	-	2,039,765.17	-	-	-	-	Based on enrollment and SDE formula
Base Support	-	-	-	-	-	-	-	-	-	-	-
Exceptional Child	-	-	-	-	-	-	-	-	-	-	-
Benefit Apportionment	-	171,000.00	-	133,222.59	-	163,051.37	-	267,548.86	-	-	Based on SDE Formula
Other (see above)	-	-	-	51,576.77	-	57,417.45	-	113,948.59	-	-	#VALUE!
Technology	-	-	-	19,190.00	-	23,353.70	-	29,160.00	-	-	Based on SDE Special Distributions 2017-18
Professional development	-	-	-	20,432.14	-	21,518.57	-	24,777.86	-	-	Based on SDE Special Distributions 2017-18
<b>REVENUE TOTALS</b>	<b>171,000.00</b>	<b>-</b>	<b>1,259,182.64</b>	<b>-</b>	<b>1,519,935.01</b>	<b>-</b>	<b>2,475,200.48</b>	<b>-</b>	<b>-</b>	<b>-</b>	

Expenses	Pre-Opening Budget	Year 1			Year 2			Year 3			Assumptions / Details / Sources
		Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget		
Staff and Benefit Totals	\$77,579.00	\$612,566.62	\$846,021.23	\$1,234,613.78	-	-	-	-	-	-	Based on specific enrollment requirements, see detail assumptions above
Educational Program Totals	\$500.00	285,670.54	339,266.39	507,683.96	-	-	-	-	-	-	See detail above
Technology Totals	-	19,188.69	19,572.47	19,963.92	-	-	-	-	-	-	See detail above
Capital Outlay Totals	14,000.00	150,250.00	56,610.00	179,323.20	-	-	-	-	-	-	See detail above
Board of Directors Totals	\$21,000.00	\$64,139.72	\$74,482.79	\$85,843.48	-	-	-	-	-	-	See detail above
Facilities Totals	\$39,230.75	55,692.25	135,353.00	199,279.00	-	-	-	-	-	-	See detail above
Transportation/Nutrition Totals	\$0.00	\$0.00	\$0.00	\$0.00	-	-	-	-	-	-	0
Loan repayment	\$0.00	\$17,613.00	\$17,613.00	\$17,613.00	-	-	-	-	-	-	Loan amortized over 10 years at 3%
<b>EXPENSE TOTALS</b>	<b>\$152,309.75</b>	<b>\$1,205,120.82</b>	<b>\$1,488,918.88</b>	<b>\$2,244,320.33</b>	<b>-</b>	<b>-</b>	<b>\$2,475,200.48</b>	<b>-</b>	<b>-</b>	<b>-</b>	

<b>Operating Income (Loss)</b>	<b>18,690.25</b>	<b>54,061.82</b>	<b>\$31,016.13</b>	<b>\$230,880.15</b>
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Break Even & 3 Year Budget

**Idaho Public Charter School Commission**

**Charter Petition: Budget Assumptions**

School Name: Inspire Charter School - Idaho

**Revenue**

Explanations Related to Key Revenue Line Items (required)

Assumptions / Details / Sources

Line Item / Account	Break-Even Budget	Estimated No. of Students for Each Year:			Assumptions / Details / Sources
		197	225	270	
School Fees & Charges / Fundraising	-	-	-	-	
Contributions / Donations	-	-	-	-	
Other Local Revenue	-	-	-	-	
Base Support	957,341.35	1,034,761.13	1,254,593.92	2,039,765.17	Based on enrollment and SDE formula
Exceptional Child	-	-	-	-	
Benefit Apportionment	123,255.01	133,222.59	163,051.37	267,548.86	Based on SDE Formula
Other State Support Total (details below)	-	-	-	-	
College and Career and Student Mentors	7,000.00	7,000.00	7,000.00	14,000.00	Based on SDE Special Distributions 2017-18
Content & Curriculum	1,586.50	1,633.93	1,633.93	1,633.93	Based on SDE Special Distributions 2017-18
Continuous Improvement Plans & Training (strategic Planning)	6,600.00	6,600.00	6,600.00	6,600.00	Based on SDE Special Distributions 2017-18
Gifted / Talented	3,000.00	3,000.00	3,000.00	3,000.00	Based on SDE Special Distributions 2017-18
IT Staffing	5,347.50	5,779.95	6,868.05	10,941.45	Based on SDE Special Distributions 2017-18
Leadership Premiums	6,500.89	7,801.07	7,801.07	11,701.61	Based on SDE Special Distributions 2017-18
Literacy Proficiency	1,800.00	1,800.00	1,800.00	1,800.00	Based on SDE Special Distributions 2017-18
Math & Science	-	-	-	31,200.00	Based on SDE Special Distributions 2017-18
Professional Development	20,432.14	20,432.14	21,518.57	24,777.86	Based on SDE Special Distributions 2017-18
Remediation	551.60	630.00	756.00	1,134.00	Based on SDE Special Distributions 2017-18
Safe and Drug free Schools	4,561.00	4,808.00	5,369.60	7,054.40	Based on SDE Special Distributions 2017-18
School Facilities (Lottery)	12,608.00	13,824.00	16,588.80	24,883.20	Based on SDE Special Distributions 2017-18
Technology	17,765.00	19,190.00	23,353.70	29,160.00	Based on SDE Special Distributions 2017-18
<b>REVENUE TOTALS</b>	<b>1,168,349.00</b>	<b>1,259,182.64</b>	<b>1,519,935.01</b>	<b>2,475,200.48</b>	

Break-even operating assumption is the school staffs for year one enrollment of 225 and achieves a lesser number of students, namely 197, while unable to scale back contracted costs, the result for the year would be breakeven.

Additional Notes or Details regarding Revenue: Estimated support units used for Base Support calculations = Yr. 1=12.43; Yr = 14.77; and Yr 23.53. Enrollment in years 1 & 2 are K-8 only. Year 3 enrollment K-12; Breakeven number of pupils would approximate 11.5 support units or approximately 197 ADA students

**Expenses by Category & Budget**

Staffing (required)

(Please insert rows as needed to clarify your school's exact staffing model)

CERTIFIED STAFF	Break-Even Budget		Year 1		Year 2		Year 3		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Classroom Teachers									
Elementary Teachers	5.0	260,050.73	5.0	260,050.73	6.0	286,227.68	7.2	355,989.22	Number of teachers based on 35 students per 100% FTE
Secondary Teachers	1.4	65,730.36	1.4	65,730.36	1.7	79,457.14	4.4	208,694.19	Number of teachers based on 35 students per 100% FTE
Other Teachers (clarify in assumptions)	0.7	33,125.00	0.7	33,125.00	0.7	38,032.75	1.2	62,407.44	SPED teacher based on 20 students per 100% FTE
Classroom Teacher Subtotals	7.1	358,906.09	7.1	358,906.09	8.5	403,717.57	12.7	627,090.85	Online classes, scheduled 35 students per teacher
Special Education									
SPED Director / Coordinator									
Special Education Subtotals	0.0	-	0.0	-	0.0	-	0.0	-	Approximately 6% of total population in Spec Ed
Other Certified Staff									
Other Certified Staff Subtotals									

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PSC Breakeven & 3 Year

Administrator	1.0	70,000.00	1.0	70,000.00	1.0	72,100.00	1.5	74,263.00	100% FTE, starting at day one, annual increases at 3%
Other Certified Staff Subtotals	1.0	70,000.00	1.0	70,000.00	1.0	72,100.00	1.5	74,263.00	
<b>CERTIFIED STAFF TOTALS</b>	<b>8.1</b>	<b>\$428,906.09</b>	<b>8.1</b>	<b>\$428,906.09</b>	<b>9.5</b>	<b>\$475,817.57</b>	<b>14.2</b>	<b>\$701,353.85</b>	

CLASSIFIED STAFF Position	Break-Even Budget		Year 1		Year 2		Year 3		Assumptions / Details / Sources
	FTE	Amount	Projected Budget FTE	Projected Budget Amount	Projected Budget FTE	Projected Budget Amount	Projected Budget FTE	Projected Budget Amount	
Paraprofessionals- General		-	0.0	-	11,406.36		17,622.83		None in Yr one, beyond year one, based on one FTE per 150 students, combined to include SPED students
Paraprofessionals- SPED		-	0.0	-	-		-		None in Yr one, beyond year one, based on one FTE per 150 students, combined to include SPED students
Admin / Front Office Staff	1.3	50,000.00	1.3	50,000.00	4.0	169,950.00	6.0	242,050.00	Admin support will increase in Year 2 and three based on the opening of two additional sites
Substitutes	-	5,785.71	-	5,785.71	5,400.00		6,480.00		Substitutes will be for Certificated teaching staff based on 9 sick days and three personal days @ \$75 per day
<b>CLASSIFIED STAFF TOTALS</b>	<b>1.3</b>	<b>\$55,785.71</b>	<b>1.3</b>	<b>\$55,785.71</b>	<b>4.0</b>	<b>\$186,756.36</b>	<b>6.0</b>	<b>\$266,152.83</b>	

BENEFITS Type	Break-Even Budget		Year 1		Year 2		Year 3		Assumptions / Details / Sources
	Rate	Amount	Projected Budget Rate	Projected Budget Amount	Projected Budget Rate	Projected Budget Amount	Projected Budget Rate	Projected Budget Amount	
PERSI	13.07%	57,800.96	13.07%	57,800.96	13.07%	83,307.65	13.07%	121,654.25	For PERSI and Sick leave, based on the estimated rate for 2018-19
Workers comp		1,500.00		1,500.00		1,530.00		1,560.60	Based on annual premiums for similar schools at the anticipated FTE level
FICA/Medicare	7.65%	34,287.03	7.65%	34,287.03	7.65%	49,192.55	7.65%	71,728.41	Do not anticipate and Fed increases over three years
Group insurance		34,286.83		34,286.83		49,417.09		72,163.83	Based on participation with a premium cost of approximately \$500 per employee
Paid time off [clarify in assumptions]		-		-		-		-	
<b>BENEFIT TOTALS</b>		<b>\$127,874.82</b>		<b>\$127,874.82</b>		<b>\$183,447.30</b>		<b>\$267,107.09</b>	

<b>CERTIFIED &amp; CLASSIFIED STAFF TOTALS</b>	<b>\$484,691.80</b>	<b>\$484,691.80</b>	<b>\$662,573.94</b>	<b>\$967,506.68</b>
<b>TOTAL STAFF &amp; BENEFITS TOTALS</b>	<b>\$612,566.62</b>	<b>\$612,566.62</b>	<b>\$846,021.23</b>	<b>\$1,234,613.78</b>

Additional Notes or Details regarding Staffing Expenditures:

**Educational Program (required)**

[Includes most common; please insert rows as needed]

Overall Educational Program & Special Programs Costs	Break-Even Budget		Year 1		Year 2		Year 3		Assumptions / Details / Sources
	Amount	Projected Budget							
Professional Development	4,170.54	4,170.54		5,226.39		7,623.96		Based on 2 days @ \$250 per day for each FTE	
SPED Contract Services	26,500.00	26,500.00		29,540.00		47,060.00		These will be for Speech and language, Psych and OT support	
Other Contract Services [clarify in assumptions]	-	-		-		-			
Overall Educ Pgm & Special Pgm Subtotals	30,670.54	30,670.54		34,766.39		54,683.96			
Elementary Program	-	-		-		-			
Elementary Supplies Total (details below)	-	-		-		-			
Curriculum / text books	175,000.00	175,000.00		210,000.00		252,000.00		Based on annual expenditures per enrolled at \$1,000 per student	
Other supplies [clarify in assumptions]	17,500.00	17,500.00		21,000.00		25,200.00		Based 10% of textbook and curricular costs for consumable expenses of the students	
Elementary Contract Services [clarify in assumptions]	7,500.00	7,500.00		7,500.00		7,500.00		Instructional consulting in Year 1	

Elementary Pgm Subtotals		200,000.00	200,000.00	238,500.00	284,700.00
Secondary Program	Break-Even Budget	YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	Assumptions / Details / Sources
Secondary Supplies Total (details below)	-	-	-	-	
Curriculum / text books	50,000.00	50,000.00	60,000.00	153,000.00	student
Other supplies (clarify in assumptions)	5,000.00	5,000.00	6,000.00	15,300.00	Based 10% of textbook and curricular costs for consumable expenses of the students
Secondary Contract Services (clarify in assumptions)	-	-	-	-	Types of anticipated Contractors:
Secondary Pgm Subtotals	55,000.00	55,000.00	66,000.00	168,300.00	
<b>EDUCATIONAL PROGRAM TOTALS</b>	<b>285,670.54</b>	<b>285,670.54</b>	<b>339,266.39</b>	<b>507,683.96</b>	

Additional Notes or Details regarding Educational Program Expenditures:

**Technology (required)**

[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Contract Services Total (details below)	-	-	-	-	
Internet	-	-	-	-	
Technology fees & licenses	19,188.69	19,188.69	19,572.47	19,963.92	Day to day tech software requirement such as PowerSchool and related add-ons, Band width, Internet and phones, and operating licenses such as MS Office
<b>TECHNOLOGY TOTALS</b>	<b>19,188.69</b>	<b>19,188.69</b>	<b>19,572.47</b>	<b>19,963.92</b>	

Additional Notes or Details regarding Technology Expenditures:

**Non-Facilities Capital Outlay (required)**

[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Educational Pgm Cap. Outlay Total (details below)	-	-	-	-	
Furniture (clarify types in assumptions)	15,250.00	15,250.00	17,370.00	17,492.40	11250 furniture and technology allowance for each office; 4000,per year for classrooms; and 2000 for staff office furnishings
Other Outlay (clarify types in assumptions)	56,250.00	56,250.00	11,250.00	33,750.00	Initial investment in texts and curriculum materials per new student
Technology Capital Outlay Total (details below)	78,750.00	78,750.00	15,750.00	126,000.00	Initial investment in technology per new student, then replaced every two years thereafter
Computers for staff use	-	-	-	-	See furniture above
Other Technology (clarify in assumptions)	-	-	-	-	
Other Capital Outlay (clarify in assumptions)	-	-	12,240.00	2,080.80	\$10k for general office equipment, copiers, fax, shredder desktop equipment, \$2k miscellaneous
<b>CAPITAL OUTLAY TOTALS</b>	<b>\$150,250.00</b>	<b>\$150,250.00</b>	<b>\$56,610.00</b>	<b>\$179,323.20</b>	

Additional Notes or Details regarding Non-Facilities Capital Outlay Expenditures:

**Board of Directors (required)**

[Includes most common; please insert rows as needed]

Proposed FINAL Budget 5-31-17 - revised 7-5-17.xlsx revised 9-11-17 (3)

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Board Training	1,000.00	1,000.00	1,020.00	1,040.40	Annual Board training
Other Contract Services [clarify in assumptions]	47,939.72	47,939.72	57,958.79	68,989.00	These expenditures include marketing, out sourcing for Accounting, Recruitment and travel, and misc supplies
Legal	3,200.00	3,200.00	3,264.00	3,329.28	Ongoing annual legal fees
Audit	7,000.00	7,000.00	7,140.00	7,282.80	Annual Independent Audit
Comprehensive Insurance	5,000.00	5,000.00	5,100.00	5,202.00	Multi lines insurance with ICAMP
<b>BOARD OF DIRECTORS TOTALS</b>	<b>\$64,139.72</b>	<b>64,139.72</b>	<b>74,482.79</b>	<b>85,843.48</b>	

Additional Notes or Details regarding Board of Directors Expenditures:

**Facilities Details (required if not provided in Facilities Template)**

[Includes most common, please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Construction / Remodeling (if applicable)			20,000.00	20,000.00	Includes construction costs associated with the acquisition of three buildings over the first four years, pre opening thru year 3
Mortgage or Lease payments (specify in assumptions)					
Repairs and Maintenance		10,000.00	20,000.00	30,000.00	Represents annual repairs and maintenance of 10,000 per year per building, 1 building yr 1; 2 buildings year 2; and 3 buildings year 3
Utilities Total (details below)					
Gas					
Electric		6,000.00	12,000.00	18,000.00	Represents annual utility costs of 6,000 per year per building, 1 building year 1; 2 buildings year 2; and 3 buildings year 3
Other [specify in assumptions]					
Rent	39,692.25	39,692.25	83,353.00	131,279.00	Pre opening for 6 months starting in March, Yr 1 one office ~2,655 Sq ft at 14.95/ year (\$1.25 per month month), assumes a 5% escalation cost per year. Assumes adding building #2 in year 2; adding building #3 in year 3; all on similar terms
<b>FACILITIES TOTALS</b>	<b>\$39,692.25</b>	<b>55,692.25</b>	<b>135,353.00</b>	<b>199,279.00</b>	

Additional Notes or Details regarding Facilities Expenditures:

**Transportation/Nutrition (optional)**

[Includes most common, please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Contract Services [specify in assumption]					
Special transportation (SPED, field trips, etc.)					
<b>TRANSPORTATION TOTALS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	

Additional Notes or Details regarding Transportation Expenditures:

**Other Expenses (optional)**

[Please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
<b>FINAL BUDGET 5-31-17 - revised 7-5-17, MISREVISIED 9-11-17 (3)</b>					

Loan repayment plus interest	17,613.00	17,613.00	17,613.00	17,613.00	17,613.00	Represents loan repayment (\$171,000) over 10 years, at 3% interest
<b>OTHER TOTALS</b>	<b>17,613.00</b>	<b>17,613.00</b>	<b>17,613.00</b>	<b>17,613.00</b>	<b>17,613.00</b>	

The school will have a pre opening year, starting in January and will receive a loan up to \$140,000 for pre opening costs at a rate of 3%, to be repaid over two years

**Narrative: Break-Even & Operational Budgets**  
 [If there is any additional information or cost breakdowns that you feel will be valuable for the PCSC to understand in reviewing your Pre-Opening or Operational Budgets, please provide it here.]  
 The school will have a pre opening year, starting in January and will receive a loan up to \$140,000 for pre opening costs at a rate of 3%, to be repaid over two years

**The school will incur its start up costs during the first year of operation..**  
 [If there is any information that you feel will be valuable for the PCSC to understand in reviewing your 1st Year Cash Flow, please provide it here.]  
 . Please see attachment for a schedule of start up costs.

**List of Attachments**  
 [If you have supporting documentation related to your budget assumptions or cash flow (cost-breakdowns, contract services quotes, etc.), please list them here and identify their location.]

Attachment Title	Location (Appendix...)	Description
Schedule of Start Up costs		

Financial Summary

Revenues	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
School Fees & Charges / Fundraising	-	-	-	-	
Contributions / Donations	-	-	-	-	
Other Local Revenue	-	-	-	-	

Base Support	957,341.35	1,034,761.13	-	1,254,593.92	-	2,039,765.17	Enrollment, SDE support units and SDE funding calculations
Exceptional Child	-	-	-	-	-	-	
Benefit Apportionment	123,255.01	133,222.59	-	163,051.37	-	267,548.86	Enrollment, SDE support units and SDE funding calculations
Other State Support Total (details below)	-	-	-	-	-	-	
Other (see above)	-	51,576.77	-	57,417.45	-	113,948.59	Based on SDE Special Distribution Guidelines 2017-18 for all funds
Technology	17,765.00	19,190.00	-	23,353.70	-	29,160.00	Based on SDE Special Distribution Guidelines 2017-18 for all funds
Professional development	-	20,432.14	-	21,518.57	-	24,777.86	Based on SDE Special Distribution Guidelines 2017-18 for all funds
<b>REVENUE TOTALS</b>	<b>1,168,349.00</b>	<b>1,259,182.64</b>		<b>1,519,935.01</b>		<b>2,475,200.48</b>	

Expenses	Break-Even Budget	Year 1			Year 2			Year 3			Assumptions / Details / Sources
		Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	
Staff and Benefit Totals	\$612,566.62	\$612,566.62	\$846,021.23	\$1,234,613.78	Based on specific enrollment requirements, see detail						
Educational Program Totals	285,670.54	\$285,670.54	\$339,266.39	\$507,683.96	assumptions above						
Technology Totals	\$19,188.69	\$19,188.69	\$19,572.47	\$19,963.92	See detail above						
Capital Outlay Totals	\$150,250.00	\$150,250.00	\$56,610.00	\$179,323.20	See detail above						
Board of Directors Totals	\$64,139.72	\$64,139.72	\$74,482.79	\$85,843.48	See detail above						
Facilities Totals	\$39,692.25	\$39,692.25	\$135,353.00	\$199,279.00	See detail above						
Transportation/Nutrition Totals	\$0.00	\$0.00	\$0.00	\$0.00							
Loan Repayment - P&I	\$0.00	\$17,613.00	\$17,613.00	\$17,613.00							
<b>EXPENSE TOTALS</b>	<b>\$1,171,507.82</b>	<b>\$1,205,120.82</b>	<b>\$1,488,918.88</b>	<b>\$2,244,320.33</b>							
<b>Operating Income (Loss)</b>	<b>(3,158.82)</b>	<b>54,061.82</b>	<b>31,016.13</b>	<b>230,880.15</b>							





Inspire Charter School -  
Year One  
Cash Budget

Year One Final Accrual Budget	
CASH	
\$	

1 Account #  
Summary

Account #	Summary	Prior Year	Jul												Current Year	LESS Prior Year	ADD Current Year	FINAL Cash Current Year			
			Total	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May					Jun	Year	
100-864320-000-000-0	MAINTENANCE	10,000	0	0	909	909	909	909	909	909	909	909	909	909	909	909	909	10,000	0	0	10,000
	Supplies - building repairs & maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Building alterations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Grounds expense	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
100-865410-000-000-0	Total maintenance	10,000	0	0	909	909	909	909	909	909	909	909	909	909	909	909	909	10,000	0	0	10,000
100-881390-000-000-0	Other	187,744	0	0	46,936	46,936	46,936	46,936	46,936	46,936	46,936	46,936	46,936	46,936	46,936	46,936	46,936	0	0	0	187,744
	Start up costs	187,744	0	0	46,936	46,936	46,936	46,936	46,936	46,936	46,936	46,936	46,936	46,936	46,936	46,936	46,936	0	0	0	187,744
379,134.00	Total Other expenses	187,744	0	0	46,936	46,936	46,936	46,936	46,936	46,936	46,936	46,936	46,936	46,936	46,936	46,936	46,936	0	0	0	187,744
1,187,508	TOTAL EXPENSES	1,187,508	0	51,182	169,922	169,927	106,177	106,177	106,177	106,177	106,177	106,177	106,177	106,177	106,177	106,177	58,538	75,283	63,750	1,148,970	
71,675	EXCESS REVENUES before debt serv	71,675	0	240,814	86,974	-169,927	-97,057	115,740	-59,240	-115,288	-143,608	-49,418	-40,298	59,755	-63,250	-17,613	0	0	0	38,638	1,187,508
17,613	Loans	17,613	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17,613
54,062	EXCESS REVENUES after debt service	54,062	0	240,814	86,974	-169,927	-97,057	115,740	-59,240	-115,288	-143,608	-49,418	-40,298	59,755	-81,863	-17,613	0	0	0	19,761	1,187,508
18,690	Beginning cash	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690
18,690	Ending cash	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690

**Appendix I: Facilities**

~~Office space has not been secured yet. Inspire Idaho Home Academy will provide all facility documents upon acquisition of a space.~~

**Appendix G: Facility Options**

The Enrichment Centers will be a multi-purpose space. The proposed space would include 3-4 classrooms, 2 offices, and reception/office area. The building space would be leased. Classrooms would be used for different purposes including, but not limited to Enrichment Academies once per week (3 hours daily), specialty classes, meeting space for teachers and parent/students, and testing. Computers will be accessible for student use, as well as a lending library where families can turn in curriculum and materials that they are no longer using to make them available for other families to use.

Two “realistic” facility options that exemplify what the school needs are follow:

Realistic Facility Options

Option #1



**Idaho Public Charter School Commission  
Charter Petition: Facility Details**

<p><b>School Name:</b> Inspire Idaho Home Academy</p> <p><b>Facility Name / Title:</b> Enrichment Center</p> <p><b>Location Address:</b> 925 South Allante Place, Boise, Idaho 83709</p>	<p><b>Details for (in order of preference):</b> Please Select..</p> <p><b>Option Status:</b> Please Select..</p> <p><b>Primary Vendor Information (if applicable)</b> [Please include vendor name, address, website, and phone number.] Cushman &amp; Wakefield, Pacific Commercial Realty Advisors, 398 South 9th Street, Ste 260 Boise, Idaho 83702 <a href="http://www.paccra.com">www.paccra.com</a> 208-287-9500</p>
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**Narrative**

925 South Allante Place in Boise offers 2,655 sq. ft. at \$14.95 per sq. ft. totaling \$39,692 for the year. This space would be leased. Currently the space has four (4) offices, a large open area, reception area, two (2) restrooms, conference room, and kitchenette. Built in 2006, it was recently remodeled in 2013 and is on a 0.132 lot. Minimal construction would be needed to transform this space into the IIHA model of three (3) offices, three (3) classrooms, and workspace. It is centrally located in Boise, and has close freeway access.

**Draft Facility Budgets**

**Pre-Opening Expenses (required)**

[Please insert rows as needed]

Description	Qty	Unit Cost	Total Cost	Comments
Lease Starting March 2018	4	3,308	13,231	Lease amount for 4 months
Utilities	4	500	2,000	
Construction Fees to transform space	1	20,000	20,000	New paint, carpet, knocking down walls to make larger, "classroom" areas.
Office furniture/equipment	1	14,000	14,000	
<b>TOTAL Pre-Opening Costs</b>			49,231	

**Operating Expenses: Year 1 & Year 2 (required)**

[Please insert rows as needed]

Description	Year 1 Qty	Year 1 Unit Cost	Year 1 Total Cost	Year 2 Qty	Year 2 Unit Cost	Year 2 Total Cost	Comments	
Lease - Annual	12	3,308	39,692	12	3,473	41,676	Reflects 5% annual increase	
Utilities	12	500	6,000	12	500	6,000		
Maintenance	12	800	9,600	12	800	9,600		
Janitorial	12	200	2,400	12	200	2,400		
General Office Supplies	12	500	6,000	12	750	9,000	Reflects increase in enrollment which would require additional office supplies	
Technology & Licenses	12	1,667	20,000	12	2,083	25,000	Reflects increase in office staff	
<b>TOTAL Year 1</b>			83,692	<b>TOTAL Year 2</b>			93,676	



Costs

Costs

**Operating Expenses: Year 3 (required) & Year 4 or Future Expansion (optional)**

[Please insert rows as needed]

Description	Year 3 Qty	Year 3 Unit Cost	Year 3 Total Cost	4 / Exp Qty	Year 4 or Expansion Unit Cost	Year 4 or Expansion Total Cost	Comments
Lease - Annual	12	3,473	43,759				Reflects 5% annual increase
Utilities	12	500	6,000				
Maintenance	12	800	9,600				
Janitorial	12	200	2,400				
General Office Supplies	12	1,000	12,000				Reflects increase in enrollment which would require additional office supplies
Technology & Licenses	12	2,083	30,000				Reflects increase in office staff
		<b>TOTAL Year 3 Costs</b>	103,759		<b>TOTAL Year 4 or Expansion Costs</b>		

**List of Attachments**

**Attachments (required)**

[Please insert rows as needed. List all documents related to this facility's location, costs, etc.]

Attachment Title	Brief Description	Notes or Considerations
Fact Sheet	Description of property and location	





FOR SALE & LEASE

## Century Landmark Center

925 South Allante Place, Boise, Idaho 83709

RECENTLY REMODELED OFFICE



### Property Highlights

Sale Price	\$389,000 (\$146.51/SF)
Lease Rate	\$14.95/SF MODG
Available	2,655 SF
T.I. Allowance	Negotiable - Contact Agent
Zoning	City-of-Boise C-3D/DA
Lot Size	0.137 Acres
Building Status	Remodeled in 2013, Built in 2006
Parking	Ample - On-Site Parking
Avallblitty	Immediate
LockBox	Yes, Located on Front Door

### Listing Features

- Building Consists of a Reception Area, Cubicle Area, 4 Private Offices, Conference Room, 2 Restrooms, Kitchenette
- Building Offers Signage Space Visible from Interstate 84
- Great Location for Almost Any Type of Office or Service Type User, Including Medical
- Ample On-Site Parking for Clients and Staff
- Installed Security System, Status Unknown
- Surrounded by Various Retailers, Restaurants, Financial Institutions and Other Professional Services
- Utilize On-Site LockBox or Contact Agent to Schedule a Walk Through Today!!

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FOR SALE & LEASE

**Century Landmark Center**

925 South Allante Place, Boise, Idaho 83709



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## Idaho Public Charter School Commission Charter Petition: Facility Details

<p><b>School Name:</b> Inspire Idaho Home Academy</p> <p><b>Facility Name / Title:</b> Enrichment Center</p> <p><b>Location Address:</b> 827 La Cassia Dr. Boise, ID 83705</p>	<p><b>Details for (in order of preference):</b></p> <p>Option 1 <input type="button" value="v"/></p> <p><b>Option Status:</b> Possible <input type="button" value="v"/></p> <p><b>Primary Vendor Information (if applicable)</b> [Please include vendor name, address, website, and phone number.]</p>
--	--

### Narrative

Office space at 827 La Cassia Dr. in Boise offers 2,494 sq. ft. at, \$12 per sq. ft. totaling \$30,768 for the year. This space would be leased. Currently the space has seven (7) offices, break room, reception area, two (2) restrooms, conference room, and large workroom. Minimal construction would be needed to transform this space into the IIHA model of three (3) offices, three (3) classrooms, and workspace. It is centrally located in Boise, and is only a half (.5) mile from Bowden Park.



**Draft Facility Budgets**

**Pre-Opening Expenses (required)**

[Please insert rows as needed]

Description	Qty	Unit Cost	Total Cost	Comments
Year Lease Starting March 2018	4	2,564	10,256	Lease amount for 4 months
Utilities	4	500	2,000	
Construction Fees to transform space	1	20,000	20,000	New paint, carpet, knocking down walls to make larger, "classroom" areas.
Office furniture/equipment	1	14,000	14,000	
<b>TOTAL Pre-Opening Costs</b>			<b>46,256</b>	

**Operating Expenses: Year 1 & Year 2 (required)**

[Please insert rows as needed]

Description	Year 1 Qty	Year 1 Unit Cost	Year 1 Total Cost	Year 2 Qty	Year 2 Unit Cost	Year 2 Total Cost	Comments	
Lease - Annual	12	2,564	30,768	12	2,692	32,304		
Utilities	12	500	6,000	12	500	6,000		
Maintenance	12	800	9,600	12	800	9,600		
Janitorial	12	200	2,400	12	200	2,400		
General Office Supplies	12	500	6,000	12	750	9,000		
Technology & Licenses	12	1,667	20,004	12	2,083	25,000		
<b>TOTAL Year 1 Costs</b>			<b>74,772</b>	<b>TOTAL Year 2 Costs</b>			<b>82,304</b>	

**Operating Expenses: Year 3 (required) & Year 4 or Future Expansion (optional)**

[Please insert rows as needed]



Description	Year 3 Qty	Year 3 Unit Cost	Year 3 Total Cost	4 / Exp Qty	Year 4 or Expansion Unit Cost	Year 4 or Expansion Total Cost	Comments
Lease - Annual	12	2,827	33,924				
Utilities	12	500	6,000				
Maintenance	12	800	9,600				
Janitorial	12	200	2,400				
General Office Supplies	12	1,000	12,000				
Technology & Licenses	12	2,083	30,000				
		<b>TOTAL Year 3 Costs</b>	93,924		<b>TOTAL Year 4 or Expansion Costs</b>		

### List of Attachments

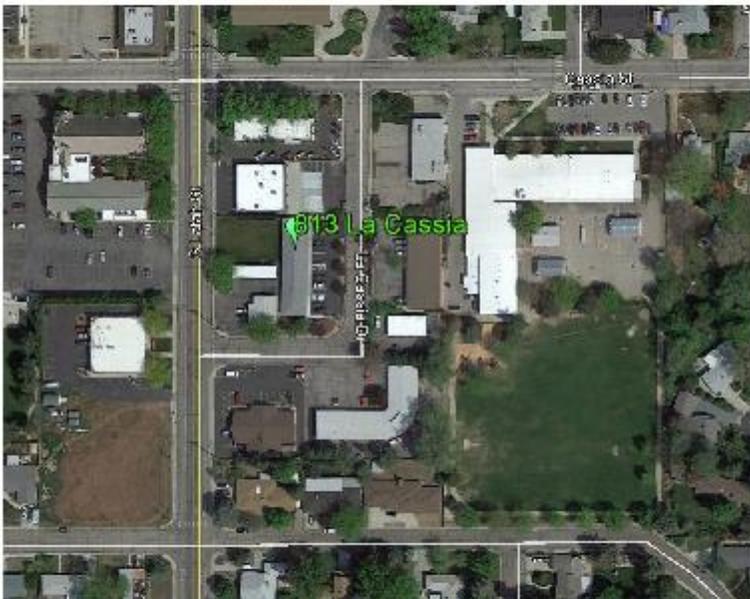
**Attachments** (required)

[Please insert rows as needed. List all documents related to this facility's location, costs, etc.]

Attachment Title	Brief Description	Notes or Considerations
Fact Sheet	Description of property and location	



**La Cassia Office Building  
813 La Cassia  
Boise, Idaho 83705  
FOR LEASE**



**MOTIVATED  
LANDLORD**

**LEASE  
INCENTIVES**

**PROPERTY INFORMATION**

Available: Immediately  
Office Size: 1500 SF  
Parking: Ample  
Zoning: L-OD  
Single Story Office

Excellent Bench Office

New Paint and Details

**ASK ABOUT FREE RENT  
MOVING ALLOWANCE**

**LEASE TERMS**

- \$10.90 SF first year
- Modified Gross
- Term 3-5 YEARS
- Reception, 5 large Offices
- Conference Room
- Break Room
- Work Room
- Easy Access to Downtown Boise

**Lock Box on Front Door**

**CLASS "B" OFFICE**



**STEVE YATES**  
Cell: 208-830-3173  
Steve.Yates@CBCAdvisors.com

**Industrial • Investment • Land • Office • Retail**

CBCAdvisors.com • (208) 947-0019 • 1409 W. Main Street, Suite 110 • Boise, Idaho 83702  
The information was obtained from sources believed reliable but is not guaranteed. All information should be verified prior to purchase or lease.

Appendix H: Supporting Documents

2017  
-  
2018

# SMART GOAL FOR

TEACHER GROWTH & DEVELOPMENT

### SMART GOAL CHECKLIST

- Specific
- Measurable
- Achievable
- Relevant
- Time-Bound

### WHY IS THE GOAL IMPORTANT?

.....

.....

.....

.....

.....

### SMART GOAL STATEMENT

### WHAT IS NEEDED TO ACCOMPLISH THIS GOAL?

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....



### Teacher Evaluation Form

<b>Teacher Name:</b>	<b>Date:</b>
----------------------	--------------

**Type of Review:**

Annual       Other \_\_\_\_\_

Teachers shall be provided feedback on their performance throughout the year with a formal evaluation conducted annually. The purpose of the evaluation is to provide Teachers with information on their performance and behavior in order to reinforce their strengths, to provide Teachers with an opportunity to participate in appropriate professional development activities, and to jointly formulate goals and performance development plans, as necessary. All ratings of “Minimal” or “Poor” shall include specific examples of behaviors/performance that require improvement and a detailed plan for the employee to grow.

**Rating Scale:**

5	Exceptional	Exceeds expectations
4	Above Average	Meets and often exceeds expectations
3	Satisfactory	Consistently meets expectations
2	Minimal	Inconsistently meets expectations; May often fall short of expectations
1	Poor	Often falls short of expectations; Significant improvement needed

Performance Standards	Mark using Rating Scale	Narrative/Evidence
-----------------------	-------------------------	--------------------

**1.0 Engages and Supports all Students in Learning**

1.1 Provides access and support in the utilization of various instructional strategies, resources, and technologies to meet students’ diverse learning needs.	1 2 3 4 5	
1.2 Promotes opportunities for critical thinking and reflection, during regular student, parent, and teacher interaction.	1 2 3 4 5	
1.3 Monitors student learning and adjusting instructional practices.	1 2 3 4 5	
1.4 Engages students in educational discussion.	1 2 3 4 5	
1.5 Provides and individualizes student support based on student needs.	1 2 3 4 5	

<b>2.0 Understands and Organizes Subject Matter for Student Learning</b>		
2.1 Demonstrates knowledge of subject matter, academic content standards, and curriculum frameworks and platforms.	1 2 3 4 5	
2.2 Provides appropriate intervention as well as addressing the needs of English Learners and students with special needs.	1 2 3 4 5	
2.3 Regularly engages in conversations with parent and students regarding use of instructional funds based on their interests and needs.	1 2 3 4 5	
<b>3.0 Contributes to a Successful School Culture</b>		
3.1 School Culture <ul style="list-style-type: none"> <li>• Attends Inspire events to successfully build community.</li> <li>• Demonstrate understanding of different learning philosophies.</li> <li>• Engages positive communication with students, families, and staff.</li> </ul>	1 2 3 4 5	
3.2 Communication <ul style="list-style-type: none"> <li>• Responds to all calls and emails in a timely manner.</li> <li>• Communicates with parents, students, and staff appropriately.</li> </ul>	1 2 3 4 5	
3.3 Professional Standards <ul style="list-style-type: none"> <li>• Schedules and attends weekly/monthly meetings with families/students.</li> <li>• Accurately completes all required paperwork and other work tasks by assigned due dates.</li> <li>• Monitors, records, &amp; ensures student progress goals are met each learning period.</li> <li>• Attends all required meetings and trainings.</li> </ul>	1 2 3 4 5	
3.4 Individualizing Student Support <ul style="list-style-type: none"> <li>• Provides and individualizes student support based on student needs.</li> <li>• Ensures that all accommodations are met</li> <li>• Connects state standards in student learning objectives.</li> <li>• Applies knowledge of all offered curriculum options and homeschooling philosophies.</li> </ul>	1 2 3 4 5	
<b>Summary of Evaluation Scores</b>		

Standards	Total	Average
1.0 Engaging and Supporting all Students in Learning	_____ out of 25 possible	
2.0 Understanding and Organizing Subject Matter for Student Learning	_____ out of 15 possible	
3.0 Contributing to a Successful School Culture	_____ out of 20 possible	

**Final Administrator Comments: Areas of Strength/Commendation**

**Areas of Concern/Improvement Needed**

**Teacher Goals (Choose two based on above Performance Standards)**





**INSPIRE EDUCATIONAL FOUNDATION**  
 1740 Huntington Drive #205, Duarte, CA 91010  
 (626) 932-1802 • Fax (626) 932-1804

July 15, 2017

Idaho Inspire Home Academy  
 1687 N. Mansfield Way  
 Eagle, ID 83616

This letter is to inform you of Inspire Educational Foundations commitment to provide Idaho Inspire Home Academy a loan in the amount of \$171,000 at a 10 year fixed interest rate of 3% to be paid over the course of 10 years. The loan would close in June of 2027.

Sincerely,

A handwritten signature in black ink, appearing to read "Ed Rubillard", written over a horizontal line.

Dr. Ed Rubillard, President

Accepted this 15 day of July, 2017

By: \_\_\_\_\_

Natasha Flook, Director of Educational Programs

## LOAN AGREEMENT

### ACKNOWLEDGEMENT OF DEBT

Entered into between:

Inspire Educational Foundation  
("The Lender")

and

Idaho Inspire Home Academy  
("The Borrower")

1.) Amount of loan

The Lender hereby agrees to lend the sum of \$171,000 to the Borrower on the terms set out hereunder.

2.) Payment of loan to Borrower

It is agreed between the parties that the first payment of the loan amount will not be made to the Borrower before July 1, 2018. It is further agreed that the Lender shall not be entitled to interest for the period preceding July 1, 2018.

3.) Period of loan

This loan shall endure for a period of 120 months calculated from July 1, 2018.

4.) Interest

The Borrower shall be obliged to pay interest at the rate of 3% (percentage) per annum, the interest and capital to be paid in equal monthly instalments of \$1,467.75

5.) Place and time of repayment

If repayment is made by way of monthly instalments all payments must be made by the Borrower on or before the third business day of every month at 1740 E. Huntington Dr. #205 Duarte, Ca 91010 (address of payment) or such other address as the Lender may at a later stage advise in writing.

7 Acceleration clause

If the Borrower fails to pay any installment on due date the Lender shall be entitled but not obliged to claim the full balance of the loan together with interest up to the date of payment.

8 Waiver

No relaxation by the Lender of enforcing the acceleration clause at any stage shall amount to waiver of the Lender's rights in terms of that clause.

9 Prepayment by Borrower

The Borrower shall be entitled to pay larger instalments than prescribed or the full balance of capital and interest at any time prior to the prescribed dates of payment. In any such event interest shall be calculated up to the date of payment.

10 Breach of terms

If the Borrower fails to make payment of any instalment on due date and the Lender decides to enforce the acceleration clause, he shall give written notice to the Borrower calling upon him or her to make payment within 30 days, failing which the Lender shall be entitled to claim payment of whatever is due in terms of this agreement by way of summons.

Signed [Signature] (Lender) Date 9/11/17

Signed [Signature] (Borrower) Date 9/11/17

**Appendix J: Pre-opening Timeline**

<b>► Phase 1: Immediately after Receiving Charter</b>					
Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)
Marketing	Begin Social Media Advertising	Admin	Natasha Flook		ongoing
Board Meetings	Begin regularly scheduled board meetings	Board of Directors	Christian Cook	July 2017	ongoing

<b>► Phase 2: 6 to 9 Months before Opening</b>					
Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)
Facilities	Acquire Office Space/Supplies	Admin	Natasha Flook	January 2018	March 2018
Human Resources	Hire Office Assistant	Admin	Natasha Flook	January 2018	March 2018

<b>► Phase 3: 3 to 6 Months before Opening</b>					
Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)
Human Resources	Hire Teachers as needed	Admin	Natasha Flook	April 2018	ongoing
Marketing	Attend community events for marketing	Admin/staff	Natasha Flook	March 2018	ongoing
Marketing	Radio Advertising	Admin	Natasha Flook	January 2018	ongoing

<b>► Phase 4: 0 to 3 Months before Opening</b>					
Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)
Enrollment	Enroll students	Office staff	Natasha Flook	March 2018	ongoing

## **Appendix K: Staff Professional Development and Evaluation**

Professional development will be provided on an ongoing basis and will be built into the school calendar. Professional development is planned to occur at the following times:

- An intensive training program during the summer to train teachers on the effective methods of implementing a blended learning model, attendance reporting, as well as instructional strategies that address the needs of our targeted student population.
- Regular staff meetings.
- Other designated professional development days scheduled throughout the school year.

Professional development needs will be assessed through analysis of student assessment data, annual parent surveys, and formal staff discussions on recommended modifications to the educational program.

### Teacher Orientation, Training, Professional Development, and Evaluation

Yearly evaluations of staff will be performed by administration with feedback, and action plans if needed. Below is an example of what an annual professional development calendar may include. This Professional Development schedule is subject to change with opportunities from our Sponsor and other agencies.

#### June:

YET (Year End Transition)

#### August:

Mandatory, week long professional training to include: highly effective teaching, teacher evaluation process, equity initiative, plan for state testing, education model, school structure, school culture, effective strategies for working with diverse populations, developing and maintaining ILPs, curriculum format, using Outlook, time management, student information system

#### October:

Holding high expectations with student work, plan for testing

#### January:

Record keeping, plan for Idaho State Testing

#### February:

Diversity competencies, plan for testing

#### April:

School-wide teambuilding, equity initiative

May:

Using data to improve student achievement

June:

Record keeping, powerful teaching

**Appendix L: Outreach activities**

Describe completed and planned community outreach activities.

Note: This is one way to illustrate activities:

Date	Activity	# impacted	Outcome
July 2017-ongoing	Official FaceBook Page	All homeschool groups in the state and friends/family	
January 2018-ongoing	Distribute flyers	Hung flyers in 25 locations including coffee shops, laundromats...	
January 2018-Ongoing	Radio Advertising	Public radio station, Spanish language station, ....	Ads will run during drive time and lunch time.
January 2018-ongoing	Attend community events in Ada county and surrounding areas	Families that attend evnts	

**Appendix M: Student Handbook**

Inspire Idaho Home Academy  
2018-2019 School Year

—Guidebook

—**For Homeschool Parents**



Children must  
be taught how  
to think, not  
what to think.

*Margaret Mead*

Welcome to Inspire Idaho Home Academy  
2018-2019

Heart for  
Homeschool  
Families



#### A Note from your HST (Homeschool Teacher)

I hope you are ready to launch into a new and exciting homeschool year. I am looking forward to being part of the educational process for your child, and I feel privileged and honored to have this opportunity. I want you to know first and foremost that I am here to support you in this very important educational process. As you embark on this journey, know that it is not an easy endeavor, and that is why as an Inspire teacher, I am here to come alongside you and your student. I believe that your child's education is important, and I will do my best to support you in making your homeschooling experience valuable and rewarding.

Please let me a help to you in this journey. It is such a special option that we are all so blessed to be able to do. I want to be here for you whenever you need me, but at the same time I know you are your child's teacher and no one knows and understands them better than you. I am a graduate of the Teacher Credentialing Program at Cal State Bakersfield and I was a classroom teacher for 6 years. Homeschooling was never something I thought about until I became dissatisfied with our school situation and began looking for different options. I am so grateful for the choices we all have to meet the individual learning styles of our children so that we can meet them where they are rather than push them forward when they are not ready or hold them back when they are.

The start of the year can be overwhelming as curriculum decisions need to be made, orders are flying around, kids are coming out of summer, emails are exchanged and schedules are hanging over our heads. But as I have learned, the year flies by all too quickly and before we know it, holiday time is upon us and then we will be waving goodbye for another summer! So, sit back, take a deep breath, and try to enjoy each moment along the way. Do not worry everything will get done, your curriculum will arrive, enrichment certificates will get processed, learning plans will come together, and schedules will get ironed out. Be patient with yourself, with your student(s), with Inspire and with me. We are a team. We want the best for you and your student(s). Please feel free to contact me with any issues, concerns, questions. Once again, I am looking forward to the adventure with you!

Warmly,

Natasha Flook

## Contact Information

**Natasha Flook**

**Phone:** (208)391-5886

**E-mail:** [Natasha@inspirehomeacademy.org](mailto:Natasha@inspirehomeacademy.org)

Visit the Inspire Charter School [Homeschool Helper](#) for many Resources, School Information, Upcoming Events **Contact Hours:** Wed, 8:00am-5:00pm, etc...

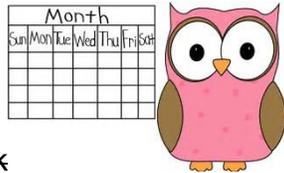
Please take a moment to "Like" our Facebook page:  
Inspire Idaho Home Academy

Inspiration Station

[https://www.inspirationstationics.com/?action=analyse&controller=stats&email\\_id=32&urlpassed=aHR0cDovL2luc3BpcmF0aW9uc3RhZGlvbmljcy5jb20vZXZlbnRzLWw%3D%3D&user\\_id=589&wysija-page=1&wysijap=subscriptions](https://www.inspirationstationics.com/?action=analyse&controller=stats&email_id=32&urlpassed=aHR0cDovL2luc3BpcmF0aW9uc3RhZGlvbmljcy5jb20vZXZlbnRzLWw%3D%3D&user_id=589&wysija-page=1&wysijap=subscriptions)



Use the above link and make sure to sign up for the Inspiration Station emails regarding Inspire Field trips. Many of these you can use funds to purchase.



2018-2019 Calendar/Track

Inspire Home Academy is pleased to offer different calendar tracks to help meet the needs of your family. I will be confirming that you are currently listed on your desired calendar/track. Please see dates below for 2 tracks- B & C and decide what works best for your family.

Learning Period	Start Date	End Date	Holidays
LP 1	8/20/18	9/17/18	9/3
LP 2	9/18/18	10/16/18	10/8
LP 3	10/17/18	11/16/18	11/12, 11/19- 11/23
LP 4	11/26/18	12/21/18	12/24-1/4

LP 5	1/07/19	2/04/19	1/21
LP 6	2/05/19	3/05/19	— 2/18
LP 7	3/6/19	4/2/19	
LP 8	4/3/19	5/14/18	4/15-4/26
LP 9	5/15/18	6/12/18	5/27

**Track B Learning Period Dates/Holidays**

Learning Period	Start Date	End Date	Holidays
LP 1	9/4/18	10/1/18	
LP 2	10/2/18	10/30/18	10/8
LP 3	10/31/18	12/5/18	11/12, 11/19-11/23
LP 4	12/6/18	1/11/19	12/24-1/01
LP 5	1/14/19	2/11/19	1/21
LP 6	2/12/19	3/12/19	— 2/18
LP 7	3/13/19	4/9/19	
LP 8	4/10/19	5/14/19	4/22-4/26
LP 9	5/15/19	6/13/19	5/27

**Track C Learning Period Dates/Holidays**

**Enrichment Academy**

We are excited to offer Enrichment Academies one day a week at various locations! Students may attend one Enrichment Academy FREE of instructional funds. Enrichment Academies are located in Meridian and all classes are taught by credentialed Inspire Teachers. More EA locations will be available based on enrollemnt. Each EA is a little different based on family requests and teacher strengths. More information [HERE](#). Space is limited and registration is now open!



**Funding for 18-19**

Instructional funds can be used to purchase curriculum, educational supplies and pay for educational activities and enrichments to expand student knowledge and experiences. Visit the [FAQ about the Enrichment Centre](#) for more information.

Grades	Funding available July 1, 2018	Second Installment December 1, 2018	Total
Kindergarten	\$400	\$400	\$800
Grades 1-8	\$800	\$800	\$1600

Any unused funds from the previous year will roll over into your account.



Services include, but are not limited to, fine art classes, academic extension courses, physical education classes, tutoring from an established business, dance lessons, music lessons or any other service that requires instructor to student interaction in an in person setting.

Services are only authorized through Inspire approved vendors. See list of Vendors [Here](#).



**Products**— You may order products from any secular online website open for individuals for purchases. This includes, but is not limited to, Amazon Prime, Walmart, Rainbow Resource, Math-U-See. Products include day field trips, museum memberships, educational games, educational supplemental curriculum, novels that support student educational learning, and materials necessary to support student learning.

*IGS cannot purchase items that must be placed permanently at your residence and items that serve to enhance non-school related experiences; therefore, furniture, storage, organizational items, and technology parts to upgrade non-school owned computers will not be approved for purchase.*

Please be aware that all non-consumable items are the property of Inspire Home Academy. If you decide to withdraw from Inspire for any reason, items are due upon the commencement of the checkout process. Non-consumable items can be kept until you are no longer a student with Inspire.

All curriculum and products ordered with IHA funds must be secular, but do not need to come from an approved vendor. Religious products may be used in your learning, but may not be purchased with public funds.

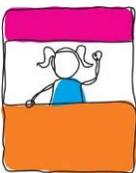
### Online Subscription Package



New for 2018-19 (Work in progress--Stay Tuned)

15 online subscription options will be offered for the 2018-19 school year. Each student will have the option of choosing 8 subscriptions to make a package. The full list of online subscriptions will be available later this summer, but current options are as follows:

 <a href="#">Brain Pop</a>	 <a href="#">ABC Mouse</a>	<a href="#">Time4Learning</a> 	<a href="#">Discovery Education</a> 
<a href="#">DreamBox</a> 	<a href="#">Reading Eggs</a> 	<a href="#">Math Seeds</a> 	<a href="#">IXL</a> 



### New Vendors

The Enrichment Team is working on following up with all vendor requests from families. Encourage your preferred businesses to complete any necessary tasks to become approved right away. Have new vendors visit [Vendor Lobby](#) to start process.

[Local Vendors](#) can be found here.



### **Curriculum Decisions**

The task of deciding what curriculum will be best for your homeschool journey can be very daunting! There are so many wonderful choices! A few things you can start to do is some online research, visit A Brighter Child, talk to our curriculum specialist, talk to other homeschool parents, visit park days to network with other families and discuss options with your HST. Inspire offers parents freedom to choose what curriculum will work best for the student(s) so take your time and ask questions until you feel comfortable with your choices.



### **How to Order with Instructional Funds**

Please watch the [Enrichment Centre Overview](#) explaining the Enrichment Centre and how to place orders.

You may place an order for services/products by logging in to the [Enrichment Centre/Vendor Lobby](#). You will receive an email from Enrichments with your username and password. The email will go to the email address we have on file, so it is very important to confirm you have provided an accurate email address. Please check your spam folder too!

[The IIHA Tech Centre](#) offers a variety of technological devices that can be ordered with

instructional funds. Parents will create a separate login for the tech centre.



All technology MUST be ordered through the IIHA Tech Centre and NOT Vendor Lobby

### Attendance:



The Student Attendance Process is the way that the school accounts for the student's attendance each school day. You will complete attendance through an online Parent Portal.

Check each date that educational activity was attempted; each box needs a check mark. Parents must sign the **Attendance Form**.

### Parent Portal:

See attached doc for [Parent Portal](#) information and how to claim attendance. Your Parent Portal Login will be provided by your HST.



### Work Samples:

Students will work in every subject area throughout the learning period, and this work will show evidence of the progress they are making toward mastery of the "I Can Statements", as well as school attendance.

For K-8th grade, your teacher will collect ONE sample from either Math, Science, History, or Language Arts (that will be asked of you) each learning period. By the end of the school year, you will have submitted at least one sample from each subject.

Samples may be original works, copies, or photographs of activities from the current learning period.

All work samples must be non-sectarian (non-religious) in nature. Each assignment must have the

student's first and last name and parent grade in the upper right hand corner. Your HST

will provide more detailed instructions on work samples.





### "I Can Statements"

~~I CAN statements are simple sentences based off the power standards or learning objectives for the grade level written in student friendly language. I CAN statements address specific learning for each lesson, and there can be more than one I CAN statement for each power strand. The neat thing about I CAN statements is that if they are used consistently and accurately, they can help students become more responsible for their learning and more reflective of their own work.~~

~~Learning is co-planned with students, parents, and teachers. Learning plans are informed by what the student has and has not mastered and the individual learning styles and interests of each student. Together, parents and teachers are encouraged to use these guides to match up objectives that have been met by the student's coursework. Your HST will provide appropriate grade level I CAN statements for you.~~

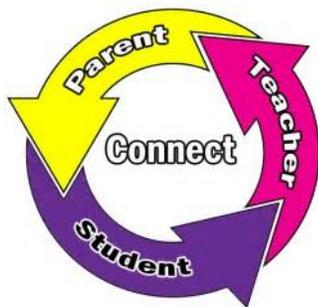


### Learning Record Meetings

~~Your HST will meet with you and your student(s) once a learning period. These meetings are a time to get to know each other and share the work and progress your student has made with your HST. Your HST is also there to answer questions, address concerns and offer support. This will be a time where student work samples will be collected as well.~~



~~Inspire HST's are here to support you in your homeschool journey, place the utmost importance on developing relationships with families and look forward to this time with you. Your HST will connect with you to set up a meeting schedule.~~





PE Requirements:

The state of Idaho requires that students in grades K-8 participate in 150 minutes of PE activity every 5 school days. This equates to about 30 minutes of physical exercise a day. PE does not need to be logged, but please be sure to include this time when planning your school day.



Yearly Assessments:

Each year Inspire students will participate in state mandated and school wide assessments.

1. **CELDT** (Gr. K-8 if needed. You will be contacted about this assessment if it is needed)
2. **ISAT** Idaho Standards Achievement Tests (Grades 3-8)
3. **IRI** Idaho Reading Indicator (Grades K-3)
4. **NAEP** National Assessment of Education Progress (Grades 4 and 8)
5. **STAR 360** (All grades, given at beginning and end of the year as benchmark assessment)

Assessments give important information about how students are progressing in their education. These assessments are not the entire picture of your child's academic growth; they are simply an example of how the student performed that day. These assessments are important for the sustainability of Inspire Charter Schools through our partnership with



the Idaho Public Charter School Commission.

Important Login Information



<b>Parent Portal</b>	
<b>Username</b>	
<b>Password</b>	
<b>Enrichment Center</b>	
<b>Username</b>	
<b>Password</b>	
<b>Star 360</b>	
<b>Username</b>	
<b>Password</b>	
<b>Username</b>	
<b>Password</b>	
<b>Username</b>	
<b>Password</b>	



## Getting Ready to Start Homeschooling



## Setting up your Learning Area

Designating an area of your home for schooling has a positive effect on the homeschooling experience for both you and your children. The area does not have to be large, but does need to be comfortable and organized. There are many ways to do this and everyone finds what works best for them. Think through how you want to organize your materials and your students' materials, and think about how your area will incorporate a variety of learning modalities. Keep in mind that you will probably be changing and modifying all year, but it's important to have a place to start. Some ideas of areas to include are a box for each student's personal materials, a place to store games, sensory materials, a technology area, PE equipment, scrap paper bin, art supplies, etc... Here are some links to help you get ideas:

[Ideas for setting up your school room](#)  
[Sample School Room](#)  
[Homeschool Room Sample](#)  
[School Supply Station](#)

## Take A Learning Style Quiz

All students have different learning styles and knowing what your child's is will be helpful in determining how to approach homeschooling. This is a fun and helpful activity to do leading up to the school year.



[Learning Style Quiz](#)

[Learning Style Quiz 2](#)

[Take this quiz to support your child's Learning Personality](#)

[Ideas for Kinesthetic Learners](#)

### Education/Career Planning for Older Students

This is a great website to explore career options and gather information on how to plan for and reach your future goals:



EducationPlanner provides practical advice so you can find the career and educational path that's right for you. Take a look:

- [Career Planning](#)
- Don't worry if you don't yet know what your future career is. Let us help you find out.
- [Preparing for School](#)
- Applying to college can be a daunting task. Get tips on preparing yourself for admissions success.
- [Paying for School](#)
- Worried about the costs of school but don't know where to begin? You've come to the right place.
- [Self-Assessments](#)
- Use our interactive self-assessments to find out more about yourself and discover what you're good at.

- [Ask a Counselor](#)
- Take a look at some common questions counselors get from students.
- [My Smart Borrowing](#)
- Become a smart borrower so you are prepared for the future.

#### Other Ideas To Prepare for the Year:

- Sign up for [Teachers Pay Teachers](#), it is free and has many amazing resources.  Teachers Pay Teachers

- **Get a library card to your local library**

#### **Attend Park Days and other Inspire Events to start creating a community**

Ready to Start the Journey....

#### **Day One:**

- Brainstorm some GOALS for the semester and year with your child. Place a written page of these goals in the front of your student binder.
- Help younger children write their goals and they can draw a self-portrait. Older students can write out their goals. [Sample Printable Goal Sheet](#) or [Goals Art Project](#)
- Discuss expectations and write a set of home school rules together.
  - Review Online Safety with your child: [Safe Kids](#) or [Kids.gov](#)
  - Preview curriculum (online or books)



#### **-During the Year:**

- Make learning fun. Find creative projects and use variety of activities along with your curriculum.
- Incorporate field trips into your learning. Inspire field trip info on FB page.
- Provide opportunities for your child to practice keyboarding on regular basis. This is a valuable skill for them as they get older and need to use more technology.

[Top 5 Keyboarding Sites for Kids](#)

#### **Schedules:**

- 4-6 hours per day; make a daily routine and stick to it. It is helpful to write this out for student to see.

- ~~Multiple students: Meet with one child to give oral instruction, and have another child reading silently or doing independent work.~~
- ~~Create a daily time schedule for your schoolwork and family activities. It is a good idea to write it out for your students to see.~~
- ~~Plan breaks into your schedule. Get outside, incorporate movement!~~
- ~~Have a selection of books available for your child to begin each day with silent reading, as you prepare for the day.~~



### **Lesson Planning:**

- ~~Use a planning tool (HST can provide a Learning Plan template for you) and “I Can” Statements to plan a long-range view of topics you’ll teach for the year.~~
- ~~Use a Weekly Plan Book to create a detailed plan of your assignments.~~
- ~~Help your student gain independence by using a daily plan sheet.~~

### **Grading:**

- ~~K-5: Grade work daily for immediate feedback. Keep work organized and be prepared to share progress with your Teacher.~~
- ~~6-8: Keep track of grades for each child in a grade book of your choice.~~
- ~~K-8: Use your “I Can” Statements to keep track of subject matter mastery.~~
- ~~This article has a valuable description of [how to grade as a Homeschool Parent.](#)~~



### **Organization:**

- ~~Set up a school area where your child can easily find all of their materials and curriculum. If using online curriculum, post login information by computer or in front page of student binder.~~
- ~~Use a 3-ring binder with subject matter sections or separate folders to store work for each Learning Period. Even students using mainly online curriculum should have a place to store assignments from classes at the site and any~~

worksheets you may print to go along with their assignments online. Have student bring this binder into site once a Learning Period for HST to review and collect samples if needed. If the binder starts to get too full, remove the work. Your child can choose work they want to save and store in a file box. You may want to have a separate hanging file with tabs for each grade level.

- Consider using a paper tray or pocket folder for your child to turn in work. Once graded, place work in their binder and review with your child.



**Helpful**

**Reminders:**

- Provide a good balance between giving direct instruction and independent work.
- Provide time limits on work so your child knows when an assignment is due.
- Be clear about expectations and model with examples. Talk about suggestions and ways they can complete a project.
- Reading Logs are a great way to keep track of books read.
- Make use of the [Home School Helper](#) for resources and project ideas.

At A Glance Planning Calendar



for Our Homeschool Year

August	September	October	November

December	January	February	March
April	May	June	Summer Prep

Notes/Questions:

**Note:** This checklist is provided as an aid when writing the special education section of the charter. It should not be in the final petition.

### **Charter Petition Special Education Sufficiency Review Checklist**

This is a checklist of Special Education services or items to consider when creating a public charter school. This checklist is a guide, provided by Idaho's Student Achievement and School Improvement Department. It is provided as a tool to assist charter petitioners as they consider the continuum of services public schools provide, required by the Individual with Disabilities Education Act.

<b><i>Special Education Item</i></b>
<b><i>Manual:</i></b> Plan to adopt Idaho Special Education Manual from State Dept. of Ed
<b><i>Physical facilities:</i></b> ensure that facilities are appropriately accessible to permit access by students with disabilities
<b><i>Teacher:</i></b> Plan to hire Special Ed Teacher/Coordinator
<b><i>Provide Continuum of Services:</i></b> the continuum of setting includes gen ed classes, special classes, etc. making provision for supplemental services, such as resource services or itinerant instruction, to be provided in conjunction with the general classroom. 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.
<b><i>Related Services:</i></b> Plan to contract/hire related services to meet IEP requirements i.e.; SLP, OT, PT, School Psych. Etc.
<b><i>Supplementary Aids, Services:</i></b> transportation for those students who's IEP requires it; even if others are not transported, extended school year, assistive technology, paraprofessional, etc.
<b><i>Related Services:</i></b> Positive Behavioral Intervention, Adaptive Technology, Extended School Year
<b><i>Determine eligibility:</i></b> Determining student eligibility under IDEA; an evaluation team (which includes educators and the parent and/or adult student) reviews information from multiple sources including, but not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum.

<p><del><b>LRE:</b> IDEA requires students with disabilities be educated with students who are nondisabled to the maximum extent appropriate, continuum of services, variety of education environments such as general education classroom, resource room for direct instruction or replacement curriculum, behavioral supports, etc.</del></p>
<p><del><b>Research Based Curriculum;</b> Use of supplemental and replacement for students with disabilities, requires curriculum that s scientifically research based curriculum due to the increased accountability.</del></p>
<p><del><b>Discipline of student under IDEA;</b> following IDEA for students with an IEP that may need a Behavior Intervention Plans (BIPS) for student whose behavior impact their learning or the learning of others</del></p>
<p><del><b>Discipline of student under IDEA:</b> When manifestation determinations occur, proactive use of Positive Behavioral Interventions and Supports (PBIS)</del></p>
<p><del><b>Contractual arrangements:</b> IEP team determines that the student’s academic needs cannot be met on site, contract with another agency to provide those services. The charter is responsible to continue to monitor student progress.</del></p>
<p><del><b>Child Find:</b> (RTI or Intervention) provide a formal process in place 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.</del></p>
<p><del><b>Child Find:</b> website, applications, etc. publicize that your charter is a public school and therefore provides a free and appropriate education to students with disabilities</del></p>
<p><del><b>Confidentiality;</b> protect student and parent rights; protect the confidentiality of personally identifiable information</del></p>

**Additional Appendices**

Content from initial petition submission based on Charter Template issued prior to the current one, issued July 1, 2017.

**Definition of success**

Inspire Idaho Home Academy will prepare self-motivated, competent, lifelong learners for the 21<sup>st</sup> century. The charter school will employ a variety of methods and strategies to ensure all students gain the knowledge and skills necessary to meet or exceed state performance standards and be successful members of the community after graduation.

Inspire Idaho Home Academy shares the vision of Partnership for 21<sup>st</sup> Century Skills (P-21) that students are part of an increasingly complex, demanding, and competitive 21<sup>st</sup> century.

Inspire Idaho Home Academy's approach aligns with P-21's view of needed skills, which are embodied in the 4C's (critical thinking, communication, collaboration, and creativity). The 4C's from the Partnership for 21<sup>st</sup> Century Skills (P-21) are detailed below:

1. Communication – Inspire Idaho Home Academy students share thoughts, questions, ideas, and solutions through face to face and online conversations between peers and teachers. We will achieve this through group projects, small group interactions, and student- and teacher-initiated meetings.
2. Collaboration – Inspire Idaho Home Academy students work together to reach a goal, putting talent and expertise in projects that require collaboration with other students and/or family and community members. We will achieve this through collaborative science fair projects, group Blackboard Collaborate and Zoom learning sessions, and clubs such as Yearbook, ASB, and community service.
3. Critical Thinking – Inspire Idaho Home Academy students look at problems in a new way by reaching conclusions based on evidence, and also cross-curriculum learning of subjects and disciplines as demonstrated by students giving detailed written responses that show their thought process and understanding of the material. Students are engaged in rigorous curriculum that challenges them to use higher level thinking skills by analyzing patterns and ethics within interdisciplinary subjects.
4. Creativity – Inspire Idaho Home Academy students try new approaches to experience and attain learning goals, including exercising innovation and invention through projects that call on students to exercise the higher levels of thinking. Students can participate in various extracurricular activities such as talent shows, community service, leadership groups, science fairs, and student showcase programs to share, showcase their abilities and accomplishments.

## **An Educated Person**

At Inspire Idaho Home Academy, an educated person is someone who is a critical thinker, responsible citizen, and innovative leader. Both the Pure Virtual Model and the Blended Model allow for a flexible personalized learning experience empowering students and parents to choose a learning pathway that best fits their need. In collaboration with highly qualified teachers, students engage in diverse and dynamic learning paths and participate in community enrichment opportunities.

## **How learning best occurs**

Learning best occurs when students are actively engaged. By allowing students to collaborate with their teachers on choosing their own learning paths, students are highly invested in their curriculum and learning. With the constant support of their parents and teachers, students develop their individual gifts and are excited about learning new things. Students come to Inspire with particular needs that may not be adequately addressed in traditional school

settings. For example, when engaged in the curriculum, students have choice in assignments and the opportunity to delve deeper in subjects based on their interest levels. The students can meet learning the objectives and all Idaho Learning Standards in ways that are in tune with their individual learning styles and specific learning needs.

### **School Improvement**

If identified as a school in need of improvement, the board will actively examine data to ensure that effective leaders are in place. In addition the school's board and leadership team will look closely at multiple levels of data to begin determining where and what areas need to be addressed. Strategic improvement planning will go into effect and the Idaho State Department of Education will become a resource to help guide Inspire Idaho Home Academy Charter School in school improvement efforts. We will utilize the state-wide system of support and framework for analyzing problems, identifying underlying causes, and addressing instructional issues to better understand why we have not made sufficient progress in student achievement. A highly structured comprehensive plan will be written that is specific to and focused on the school's instructional program. We will utilize a school improvement planning tool that allows us to include scientifically based research that will strengthen the core academic subjects in the school and to address the specific academic issues that caused the school to be identified for school improvement. Finally the plan will include on-going monitoring and involvement of the school's board.

### **Motivation and collective qualification of petitioning group.**

Inspire Idaho Home Academy is being petitioned by a group of educators highly committed to student success and choice. The Executive Director has opened and operated numerous seven successful charter schools in California. The proposed Director of Homeschool has a Master's degree in Administration and School Leadership; has been a classroom teacher and homeschool charter teacher; and currently homeschools two children. Each member of the group offers specialized skills in different areas such as records management, school accountability, and grant writing, to name a few.

We seek a founding board that will bring professional experience, community and cultural awareness, knowledge of cutting edge educational and technological trends, and a growth mindset focused towards the school's mission and vision.

Specific information for each of the actual founding board members has yet to be determined. We are actively engaged in the selection of our founding board, with two out of five positions being elected parents of the community.

Note: Proposed members will be required to complete board training as specified in the charter, sign an Annual Conflict of Interest policy statement, and have no un-resolved findings for recovery with the State of Idaho Auditor.

## **Vision**

The goal of Inspire Idaho Home Academy is to create a school that motivates and assists all students in becoming self-motivated, competent, lifelong learners. The school will ensure alignment of its curriculum with Idaho State Content Standards in the areas of English Language Arts, Mathematics, Science, and Social Studies in order to ensure success for all students in the administration of state required achievement 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. The methods for measuring pupil outcomes are consistent with the way the school will report information on its school accountability report card. Several assessments listed are not reported on the school accountability report card, but which the school will use to gain a fuller picture of student achievement. The outcomes listed below have been carefully designed to align to the mission of Inspire Idaho Home Academy, exit outcomes, and curriculum.

Faculty will receive data on student achievement on an ongoing basis. Data will be gathered using Star 360 assessment. Additionally, the McGraw-Hill assessments will provide data to influence instructional and programmatic decisions. Faculty will review student work samples noting skills that are mastered and those that need continued support. This data will assist in helping to monitor and improve Inspire Idaho Home Academy's academic programs. Areas of low performance for student sub-groups will be analyzed and addressed to design instruction and refine teaching strategies. Program success will be a regular topic of discussion at weekly staff meetings and in regular program review evaluations.

The school's Governing Board will monitor overall student performance and review data in order to ensure that the school stays true to its mission and charter. The Board will hear analysis and recommendations presented by the school's leadership, and consider actions to continually improve the school's performance.

The school will also survey parents/guardians on an annual basis to get valuable program feedback regarding student learning results, concerns, and or ideas. A parent satisfaction survey will be provided electronically to all parents/guardians each school year. The survey will be developed specifically to assess parent input on effectiveness of all aspects of the community school from their perspective, related to their experience. The results of this survey will be reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, and student success to identify the key program areas that may require modification for the coming school year.

### **Grade Level SMART Goals:**

At least 90% of kindergarteners and first graders in attendance for the full year will reach the end-of-year reading and mathematics benchmarks as outlined in the curriculum by the end of each school year.

At least 95% of second graders in attendance for the full year will pass the Idaho Reading Indicator (IRI) assessment by the end of the school year, along with mathematics benchmarks as outlined in the curriculum pacing guides by the end of each school year.

At least 90% of third-eighth graders in attendance for the full year will reach the end-of-year reading and mathematics benchmarks as outlined in the curriculum pacing guides by the end of each school year.

### **Value-added SMART Goals:**

At least 90% or more of students in attendance for the full year will demonstrate at least one year's growth between the Fall and Spring STAR 360 administration in reading and math.

At least 50% of students in attendance for the full year who enroll in school showing significant achievement gaps (more than 1 year behind grade-level peers) will demonstrate at least 1.5 years' growth between the Fall and Spring STAR 360 administration in reading and math.

Value-added goals will be met across the entire student body and within subgroups, as applicable.

### **Subject Matter SMART Goals:**

As measured by the Idaho Standards Achievement Test (ISAT), 75% or more of students in attendance for the full year will score Proficient or above in mathematics.

As measured by the Idaho Standards Achievement Test (ISAT), 75% or more of students in attendance for the full year will score Proficient or above in English language arts.

As measured by the Idaho Standards Achievement Test (ISAT), 75% or more of all students in attendance for the full year in grades five and seven will score Proficient or above in Science.

### **Student Cohort SMART Goals:**

At least 85% or more of students who are learning one or more grades below their actual grade level in attendance for the full year will demonstrate one year's growth as measured on the Fall to Spring STAR 360.

~~All of our students with disabilities will increase .5 to one year's worth of growth as measured by comparison of results from the Fall to Spring to STAR 360.~~

### **Legislative Intent**

Idaho Code 33-5201 provides the legislative intent for establishing charter schools. Include the specific applicable intent(s) and how the school fulfills that intent(s).

The intents are as follows:

1. Improve student learning;
2. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students;
3. Include the use of different and innovative teaching methods;
4. Utilize virtual distance learning and online learning;
5. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
6. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
7. Hold the schools established under this chapter (Chapter 52 Idaho Code) accountable for meeting measurable student education standards.

### **Admissions Procedures**

Inspire Idaho Home Academy IIHA Charter School will be open to all students on a space-available basis. No student will be denied admission based on race, color, national or ethnic origin, religion, creed, gender, disability/special-needs, or place of residence. No out-of-state students will be enrolled.

Inspire Idaho Home Academy IIHA Charter School will follow the equitable selection process that is outlined in IDAPA 08.02.04.203.07 or another method that is approved by the authorizer. The admission preference groups include: none for the initial year and none for the subsequent years, subject to change if required by revisions to Idaho Code §§32-5205 and/or IDAPA 08.02.04.203.07.

### **Waiting Lists**

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

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

## **Denial of Attendance**

In accordance with Idaho Code 33-205, the school's Board of Directors may deny enrollment or may expel or deny attendance to Inspire Idaho Home Academy IIHA Charter School to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board, but such enrollment or readmission shall not prevent the Board from again expelling such pupil for cause.

~~The process for expulsion and denial of attendance is in Tab 6 under Student Discipline. For Special Education cases, refer to Tab 3 under Special Education Services.~~

## **Tab 2 – Proposed Operations**

### **Legal Status of the school**

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

The Inspire Idaho Home Academy Articles of Incorporation and Bylaws are included in this document as Appendix A.

### **Charter School's Proposed Operations**

### **Charter School's Potential Effects**

#### **Services**

The leadership of the school will include an Executive Director, Dr. Nick Nichols, and an Administrator, Natasha Flook. A Business Manager will be contracted out as a part time service until enrollment is high enough to warrant a full time position.

#### **Liability and Insurance**

## **Civil Liability**

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

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

### **Insurance: List all of the insurance types that will be secured.**

- Appropriate Facility Insurance

## **Termination of the Charter**

If Inspire Idaho Home Academy were to be terminated, ~~the Executive Director would be responsible for the dissolution of the school.~~ all payments to creditors would be made in accordance with Idaho law. All student records would be transferred to either the parent or the student's new school per parent/school request. Personnel records would be transferred to the Board of Directors distributed to employees and/or arrangements will be made with a local public school to become the custodian of records of such personnel records in order to comply with the provision requirements of Idaho Code 33-1210. Any assets bought with federal and/or state funds will be returned to the Idaho Public Charter School Commission and will not be used to pay creditors. All remaining federal funds will be turned over to the authorized chartering entity, per Idaho State Statute, 33-5212.

Inspire Home Academy will fund and complete a final fiscal audit. The audit will be submitted to the Idaho Public Charter School Commission and the State Department of Education.

## **Tab 6 – Employee Requirements**

### **Qualifications**

Inspire Idaho Home Academy Charter School's full time and part time staff will meet or exceed qualifications required by state law. All instructional staff shall be certified teachers as required

by Idaho Code Section 33-5205(3)(g) and 33-5210(4)(a) and applicable rule of the State Board of Education, and will be demonstrate content mastery in the teaching positions that require this designation, including Special Education teachers. These teachers will meet the qualifications outlined on the State Department of Education's website and documentation. Administrators will be certified as administrators.

### **Background Checks**

All instructional staff, classified employees and certificated administrators shall undergo a State of Idaho Background Investigation check and FBI fingerprint compliance in compliance with Idaho Code 33-512 and 33-5210(4)(d). Additionally, other substitute employees, subcontractors, board members, and volunteers who have unsupervised contact with students in a PK – 12 school setting are required to undergo a State of Idaho Background Investigation Check and FBI fingerprinting in compliance with Idaho Code 33-130 and 33-5210(4)(d). Each person stated above shall submit the completed fingerprint card or scan to the school who will submit such background check information to the Office of Certification at the State Department of Education.

### **Professional Development and Evaluations**

Briefly outline plan for professional development and staff evaluations.

Include a reference to the full plan in the appendices.

### **Professional Codes and Standards**

Staff must comply with the professional codes and standards approved by the State Board of Education, including the Code of Ethics for Idaho Professional Educators outlined in IDAPA 08.02.02.076. If a staff member violates any of the applicable provisions of the Code of Ethics for Idaho Professional Educators, the IIHA Charter School Board will pursue the proper and lawful process to dismiss and/or otherwise discipline such staff member.

### **Employee Benefits**

It is the intent of Inspire Idaho Home Academy Charter School to offer competitive wages and benefits so that it can recruit and retain talented employees. All employees who currently are members of PERSI will continue their participation. All new employees that are eligible for PERSI will become members of PERSI. All employees will contribute to the Federal Social Security System. Inspire Idaho Home Academy Charter School will make all employer contributions as required by PERSI and Federal Social Security. In addition, the school will also pay for worker's compensation insurance, unemployment insurance and any other payroll obligations of an employer, including but not limited to those as addressed in Idaho Code 33-1279. Inspire Idaho Home Academy Charter School will also allow for accumulation of sick

leave as allowed by Idaho Code 33-1217 address sick leave and other leaves generally as provided in Idaho Code 33-1217, including development of board policy where appropriate. The Board will provide health insurance and may establish other benefits. The Board will develop a process to ensure that all eligible employees are enrolled in one of the school's health insurance plans.

### **Collective Bargaining**

The staff at Inspire Idaho Home Academy Charter School shall be considered a separate unit for purposes of collective bargaining.

### **Contracts**

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

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

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

### **Health and Safety**

Our school program is entirely student centered with staff and all stakeholders focused on ensuring and promoting student health and safety. In collaboration with a School Safety Consultant, an exhaustive set of policies will be developed to ensure student and staff safety both during office and Enrichment Academy hours, but also at any field trip or experiential school outing. These include, but are not limited to: FERPA, Mandated Reporting as required by Idaho Code (suicidal tendencies, abuse, abandonment, neglect), General Emergency Preparedness, Disaster Plans (fire, earthquake, etc.), Active Shooter, and Health Emergencies.

In addition to the safety areas described above, Blood Borne Pathogens, and First Aid trainings will be held annually for staff. Students will be provided with emergency preparedness drills and food allergy awareness classes as appropriate. The school will develop and adopt a Threat Assessment and Suicide Prevention policy. All programs and school-wide decisions hinge on the goal of doing what is best for students.

In accordance with Idaho Code 33-161 and related IDAPA regulations, the school will develop and implement a comprehensive policy and program relating to Bullying, Harassment and Intimidation. Such will include proper dissemination of such policies to students, staff and parents. Such will include an affirmation that school personnel are authorized and expected

to intervene or facilitate intervention on behalf of student facing harassment, intimidation and/or bullying. Ongoing professional development as to these subject matters will be provided to aid in building skills of all school staff members to identify and respond to such situations.

Such disciplinary policies relating to Bullying, Harassment and Intimidation will include a series of graduated consequences. The school shall also report such bullying incidents to the Idaho State Department of education to the extent required by law.

## Disciplinary Procedures

### **Definition of Expulsion**

Expulsion shall be defined as permanent dismissal from Inspire Home Academy, with or without re-enrollment privileges, and must be approved by the Inspire Home Board or their authorized designee as provided in Section 33-205.

### **Definition of Suspension**

Suspensions shall be defined as a temporary leave of absence from Inspire Home Academy that may occur at the discretion of the individual Inspire Home Academy teacher, the coordinator of an enrichment academy or learning center or Inspire Home Academy Board and must follow the due process procedures provided in Idaho Code 33-205.

### **Due Process Statement**

Inspire Home Academy shall provide for the fair treatment of students facing suspension and expulsion by affording them due-process rights as provided by Idaho Code 33-205. Rules regarding suspension and expulsion shall be revised periodically as required by any changes in Inspire Home Academy policy, regulation, or law.

In all cases, Inspire Home Academy disciplinary policies shall afford students due process. To this end, the Inspire Home Academy Board shall develop rules and regulations governing the procedures by which students may be suspended or expelled. Inspire Home Academy's Executive Director shall notify staff, students and parents/guardians about the Inspire Home Academy disciplinary policy, including policies governing student suspensions and expulsions. Students and their parents or guardians will be notified in writing at the time of enrollment.

In the event of an expulsion, students recommended for expulsion will be entitled to written notice of the grounds for their proposed removal and will be given a due-process proceeding in regard to the proposed expulsion. Parents or guardians will also be given written notice in advance of said hearing so that they may attend and participate in accordance with the provisions of Idaho Law.

## **Students with Disabilities**

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion which apply to regular education students. All the procedural safeguards established by Charter School policies and regulations shall be observed in considering the suspension or expulsion of students with disabilities. In the case of a suspension or an expulsion of a student identified as having special education needs, Inspire Home Academy shall comply with federal and state law.

### **Grounds for Suspension and Expulsion**

A student may be subject to suspension and/or expulsion when it is determined that he/she, while on or within view of the learning center or enrichment academy, at a school sponsored activity, or as a participant in Inspire Home Academy school:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other deadly or dangerous object.\*\*
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance alcoholic beverage, or intoxicant of any kind, including synthetic and look-alike products, as defined in school policy.
- Unlawfully offered, arranged, or negotiated to sell, exchanged or otherwise transmitted any controlled substance as defined Idaho Law, alcoholic beverage or intoxicant of any kind, including synthetic and look alike products.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to: cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew, and packets, including synthetic and look-alike products. This restriction shall not prohibit a student from using or possessing his/her own prescription products.

- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in by school policy.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item pursuant to Idaho Code 18-3302D.\*\*
- Committed or attempted to commit a sexual assault or sexual abuse as defined by school policy.
- Harassed, threatened, or intimidated a student who is a witness or complaining witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Made terrorist threats against school officials, students, and/or school property.
- Committed sexual harassment as defined in school policy.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in school policy..
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment including, but not limited to, acts outlined in the Harassment section.

- Engaged in conduct such that the student is an habitual truant (as defined by Idaho Code 33-206 and school policy), or who is incorrigible or whose conduct, in the judgment of the Directors, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school or whose presence is detrimental to the health, safety and welfare of other students or school personnel.
- Who has been denied enrollment or expelled from any other school within the state or any other state (may be denied enrollment at the discretion of the Directors as opposed to expulsion).

\*\* The Directors recognize the obligation of expulsion pursuant to Idaho Code 33-205 with regard to students who carry a weapon or firearm on school property in this state or any other state, including the exceptions that allow the Directors to deviate from the mandatory one (1) year expulsion requirement for such students. Directors will likewise follow the appropriate law enforcement reporting requirement for such events.

### **Contacting Law Enforcement and student's parents**

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, habitual truancy (Idaho Code 33-207) or the possession of a deadly or dangerous weapon or firearm (Idaho Code 33-205), the local law enforcement agency is to be notified immediately. The principal or designee shall communicate all available information to the police and offer the full cooperation of the administration and faculty in a police investigation. The principal or his/her designee will notify a parent or guardian of an interview or detainment of a minor student by law enforcement officials.

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

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

## **Tab 8 – Business Plan, Transportation, School Lunch**

### **Business Plan**

### **Business Description**

Inspire Non-Profit will be the agent to bring the successful California educational model of Inspire Charter Schools to Idaho. Inspire Non-Profit will provide support and direction for the leadership of Inspire Home Academy. Inspire Non-Profit will also provide a 120,000 \$171,000 loan for the pre-opening of Inspire Home Academy.

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

Inspire Home Academy will have a pre-opening timeline starting on January 1, 2018. At this time, the administrator will begin looking for a suitable office space. Acquisition of the office space will take place by March 1, 2018. Community event marketing will begin in January 2018 in Boise, Nampa, Caldwell, Emmett, Meridian, and surrounding areas, as well as throughout the state. Radio ads will also be put into place at this time. On-going social media and internet advertising will be put into place as soon as Commission approval for the charter has been received. All costs incurred during the pre-opening will be paid for through a loan from Inspire Non-Profit. The loan will have a 3% interest rate which will be paid back over ten(10) years in the first two years.

Staff will be hired beginning on January 1, 2018. One administrator and one assistant will be hired until enrollment justifies further employees. Teachers will begin to be hired July 1, 2018. Training for all staff will take place in the initial two weeks of hire date, and will be on-going as needed.

Contracts with local vendors will begin to be pursued immediately following Commission charter approval. Businesses will include suitable educational experiences for students in multiple cities. Building relationships in the community is high priority.

### **Marketing Plan**

The target audience for Inspire Idaho Home Academy IIHA is homeschool students. Homeschool families may not have a way to measure their students' success, whereas Inspire Idaho Home Academy IIHA students have access to credentialed teachers, assessments, tutoring, technology, and grade level state standard aligned curriculum. In order to reach these families, the start-up staff Director of Homeschool will be posting flyers on various homeschool Facebook pages and inviting families to community events hosted by Inspire Idaho Home Academy IIHA. Events will take place in various locations like neighborhood parks, that are convenient for all families to attend. Inspire Idaho Home Academy IIHA will also partner with local vendors and hold, "vendor fairs" to showcase the extracurricular options that are available. The Director of Educational Programs Homeschool will also hold "Meet and Greets," led by administration with teachers where parents can ask questions and receive information about the charter school. Minimal funding will be allotted for this marketing plan as community parks will be utilized for venues, and local businesses will be offered advertising for donations

of goods/services. Marketing will begin during the pre-opening timeline, and continue throughout the first three years and beyond.

Enrollment information utilized through this marketing plan 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, creed, gender, social or economic status, or disability/special needs. Where appropriate, such marketing materials may be available in languages other than English.

## **Management Plan**

### **School Financial Plan**

Inspire Home Academy will be funded according to the reported ADA of the school. All expenditures will be reported to the School Board, State Board of Education, and Commission monthly. Administration will work directly with the CFO who will ensure that all spending is within the budget guidelines. Financial management will be provided by Transaction Partners. Please see the included budget proposal for details.

### **Fundraising**

Inspire Idaho Home Academy IIHA will partner with local restaurants for fundraising efforts. Discount cards with local business support will also be sold. All available state and federal grants will be applied for with the assistance of the Board of Directors and Inspire Non-Profit. Additional fundraising activities may occur from time to time as approved by the school's Board.

### **Transportation Plan**

From the initial year of operation, Inspire Idaho Home Academy will offer transportation services for students within a 15 mile radius of an Enrichment Center upon request. This is to ensure that lack of transportation will not negatively affect students for whom transportation may be a barrier to attendance. These services may be provided by a contractor or by the school. At the appropriate time, Inspire Idaho Home Academy will follow transportation bidding process per Idaho Code 33-1510.

### **School Lunch Program**

No lunch program.

## **Tab 10 – Business Arrangements, Community Involvement, School Closure**

## **Business Arrangements**

Inspire Home Academy plans to have multiple curriculum options and will partner with K-12, McGraw-Hill, Odysseyware, Strongmind, and Edgenuity to provide those options. The School will also have business arrangements with both local and online vendors to provide products and services to the students. Local vendors would include dance studios, gymnastics centers, karate studios, art classes, music lessons, and other local enrichment opportunities. Online vendors include Rainbow Resource, Amazon, HomeSchool Buyers Co-op, Timberdoodle, and many more. Special Education services will be contracted out to local vendors as needed. These services could include speech and language services, occupational therapy, or other services required by a student's IEP. Inspire Home Academy has retained legal services from Amy White with Anderson, Julian & Hull LLP, as well as financial consulting services from Bill Russel and George Coburn with Transaction Partners.

**SUBJECT**

Peace Valley Charter School New Charter Petition (Second Hearing)

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. §33-52 Public Charter Schools

IDAPA 08.02.04 Rules Governing Public Charter Schools

IDAPA 08.03.01 Rules of the Public Charter School Commission

**BACKGROUND**

Peace Valley Charter School (PVCS) is a proposed, new public charter school to be located in Boise, Idaho. PVCS would provide a Waldorf-inspired model of education for up to 320 students in grades K-6 during its first year of operations, ultimately serving 540 students by its 5<sup>th</sup> year of operations.

The PVCS petition was first heard at the August 17, 2017, regular PCSC meeting. The PCSC moved to delay the decision to allow time for the petitioners to address identified deficits in the petition, particularly with regard to the facility plan, professional development, curriculum alignment, and assessment of student outcomes.

Because PVCS began the petitioning process prior to the effective date of H279, the petition is subject to the outgoing statutory process rather than the new statutory process.

**DISCUSSION**

**Educational Model:**

The petitioners plan to provide a Waldorf-inspired educational program including Spanish immersion, farm and garden, music, handwork, eurhythm, and other special subjects in addition to core subjects. The Waldorf philosophy focuses on whole-child learning at a developmentally appropriate pace. Petitioners stress that they will scale the program offerings to make them affordable within the constraints of the Idaho public school funding system.

The final version of the PVCS petition demonstrates an increased understanding of the substantial effort that will be required to align the Waldorf curriculum with the Common Core and Idaho Content Standards. PVCS has not yet aligned its curriculum to state standards, but pledges to complete this process by June 2018, prior to beginning operations. The petitioners plan to use the Common Core curriculum alignment developed by the Alliance for Public Waldorf Education as a guide as they work through this process.

PVCS's commitment to become accredited through the Northwest Accreditation Commission provides additional assurance of its commitment to developing an educational program that is fully aligned with Idaho standards while maintaining the fidelity of the Waldorf model.

The petitioners have made modifications to their professional development plan from earlier drafts. PVCS will fund an annual, week-long Waldorf training program for teachers and offer professional development throughout the school year. Teachers will be encouraged to complete a multi-year Waldorf teaching certification program, which would be undertaken at their own expense. Teachers who successfully complete this certification would be eligible for a salary increase.

**Evidence of Demand:**

The petition marks significant and growing community support and enrollment interest. The petitioners have been successful in their recruiting efforts through social media and public events.

**Board Capacity:**

The petitioning group shows great passion and enthusiasm for the Waldorf model. The board is currently in a transition phase because they have recently added three new members, while four members plan to move into employee roles if the petition is approved. The three new members add depth to the board's capacity through project management expertise, board training experience, and business acumen.

**Facilities Plan:**

PVCS has identified an ideal location for its primary facility option. While the petitioners have made improvements in the clarity of their facility plan, there is still room for improvement, particularly regarding documentation of costs from the developer/financier and portable classroom installation. Furthermore, in the first choice property option, petitioners are still in negotiations with the land owner over who will cover certain site prep costs. Thus, pre-opening costs remain uncertain.

There is also confusion in the facilities plan regarding the costs of building a permanent facility. The financier/developer has not provided thorough cost estimates, including those for a permanent facility to be built in year 3 of operations. It is unclear whether the budgeted facility payments are adequate, since payments would be based on a percentage of the developer's total project cost, which is unknown.

**Budget Evaluation:**

While the intelligibility of the budget has improved with the assistance of an outside entity's accounting services, there still appears to be confusion about portable classroom installation expenses. The pre-opening budget,

facilities template, and supporting documentation from the vendor are inconsistent, ranging from \$22,000 to \$49,000 per unit.

On the revenue side, also regarding the pre-opening year, founders have increased their pledged donations to \$58,000. However, PVCS's budget continues to rely primarily on a start-up loan, which must be repaid during the early years of operation. The operating budget depends upon volunteers and revenue from the after-care program and all-day kindergarten.

### **IMPACT**

If the PCSC approves the petition, PVCS will be responsible for notifying the State Board of Education of such approval. The PCSC will have 75 days in which to execute a performance certificate with the school's governing board.

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

### **STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends that the PCSC approve the petition for Peace Valley Charter School with the following conditions:

- PVCS will amend the petition to satisfactorily address the remaining deficiencies noted in the petition evaluation rubric, as evaluated by PCSC staff, prior to 8:00 a.m. on December 4, 2017.
- PVCS will file the draft amendment to Article 9 of its Articles of Incorporation with the Secretary of State prior to 8:00 a.m. on December 4, 2017.
- PVCS will demonstrate completion of the alignment of its K-6 curriculum with the Idaho Content Standards no later than June 1, 2018. Curriculum for any additional grades will be fully aligned by June 1 of each calendar year in which PVCS begins offering those grades.
- PVCS will achieve accreditation candidacy status by July 1, 2019, and full accreditation through the Northwest Accreditation Commission by July 1, 2021.

### **COMMISSION ACTION**

A motion to approve the petition for Peace Valley Charter School with the following conditions:

- PVCS will amend the petition to satisfactorily address the remaining deficiencies noted in the petition evaluation rubric, as evaluated by PCSC staff, prior to 8:00 a.m. on December 4, 2017.

**October 12, 2017**

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- PVCS will file the draft amendment to Article 9 of its Articles of Incorporation with the Secretary of State prior to 8:00 a.m. on December 4, 2017.
- PVCS will demonstrate completion of the alignment of its K-6 curriculum with the Idaho Content Standards no later than June 1, 2018. Curriculum for any additional grades will be fully aligned by June 1 of each calendar year in which PVCS begins offering those grades.
- PVCS will achieve accreditation candidacy status by July 1, 2019, and full accreditation through the Northwest Accreditation Commission by July 1, 2021.

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

**OR**

A motion to deny the petition for Peace Valley Charter School on the following grounds:

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

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



## IDAHO PUBLIC CHARTER SCHOOL COMMISSION

650 W. State Street • P.O. Box 83720 • Boise, ID 83720-0037

208/334-2270 • FAX: 208/334-2632

e-mail: [charter@osbe.idaho.gov](mailto:charter@osbe.idaho.gov)

August 21, 2017

Peace Valley Charter School  
Board of Directors c/o Laura Henning  
12853 W. Broadleaf Street  
Boise, ID 83713

Dear Peace Valley Charter School Board of Directors:

Thank you for your presentation at last week's meeting of the Public Charter School Commission (PCSC). As you know, the PCSC moved to delay a decision on the Peace Valley Charter School (PVCS) new charter petition. The Commissioners stated that PVCS should work on bringing the petition up to the Petition Evaluation Rubric (PER) standard in all areas, and placed particular emphasis on the importance of documenting facility costs in order to support the validity of the overall budget.

As you work on revising your petition, please keep the following guidance in mind:

- Review each indicator on the PER and address all concerns. While some issues may seem less weighty than others, it is important to correct all deficiencies.
- Be especially thorough in addressing the following, significant concerns noted by the PCSC and staff:
  - Professional development. Discuss how PVCS will ensure that it can successfully provide sufficient training, including for teachers who choose not to seek Waldorf certification, to ensure successful implementation of the educational model. Consider the impact of related expenses on both teachers and the school.
  - Curriculum alignment. As recommended during your board interview and in the PER, we advise you to submit a sample scope and sequence (aligned with Common Core and Idaho Thoroughness Standards) for at least one grade and subject area. This will help demonstrate your capacity to perform the necessary work.
  - Assessments and use of data. Be sure that your petition reflects a clear understanding of how PVCS will use specific assessments to analyze students' academic outcomes, then apply this information to improve instruction. Consider the time and financial expenditures associated with your chosen assessments, your rationale for selecting those assessments, and your expectations for student proficiency and growth.

- Facility plans, including documented cost estimates. Clearly indicate which entity (the landowner, PVCS, or Giza) will cover which costs. Support cost estimates with documentation such as quotes for portables and installation, site preparation, letters of intent, draft leases specific to PVCS, etc. Because PVCS's payment to Giza will be based on a percentage of Giza's expenditures, it is critical to document what those expenditures are anticipated to be.
- Budget documentation. In areas where PVCS believes its expenditure projections are adequate, though they may appear low to the PCSC and staff, provide relevant documentation to support your estimates. Additionally, provide relevant documentation to support major line items such as the Giza startup loan.
- Board membership. In particular, address who will be responsible for governing PVCS after many of the founding members shift to employment positions within the school.
- Remember to show all changes made since your July 18 petition revision in legislative format. Update headers, footers, appendix numbers, and associated references as needed to ensure accuracy.
- Before submitting your revised petition to the PCSC office, consider asking some individuals who are unfamiliar with the details of your proposal to read the document. They can help you catch areas in which additional clarity would be helpful.

As you revise your petition, remember that the PCSC will base its decision on the information contained within the petition document. The updated details you addressed verbally during the meeting should be reflected, with appropriate supporting documentation, in your revised petition.

Your final petition revisions are due to the PCSC office on the standard meeting materials deadline of September 12, 2017. Your second petition hearing will be held during the PCSC's regular meeting in Boise on October 12, 2017.

We look forward to continuing to work with you toward the success of your proposal, and welcome you to contact us with any questions.

Sincerely,



Tamara L. Baysinger  
Public Charter School Commission Director

# PUBLIC CHARTER SCHOOL COMMISSION - PETITION EVALUATION RUBRIC

## ADOPTED ON FEBRUARY 13, 2014

Name of school: Peace Valley Charter School

Previous name: NA

File Number: 2017-01

Date petition originally submitted to PCSC office: 5/30/2017

Date "considered received": 6/8/2017

Date of this revision's submission: 9/12/2017

Date of this review: 10/5/2017

Date(s) of previous review(s) of this petition: 6/20/2017, 7/21/2017

Means by which petition came to PCSC:

Virtual School

Referred by School District: Boise School District

(Reason: The District believes that because the school, if authorized, would draw from both the West Ada District and Boise School District that it would be preferable for the PCSC to authorize the school. In addition the District noted several concerns about the financial viability of the budget as well as the legality of the student fee structure.)

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

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

SBOE redirected petition for consideration by PCSC

### Using the Public Charter School Petition Evaluation Rubric

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

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

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

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

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#### TAB 2

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POTENTIAL EFFECTS  
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#### TAB 3

EDUCATIONAL PHILOSOPHY  
EDUCATIONAL PROGRAM  
GOALS  
EDUCATIONAL THOROUGHNESS STANDARDS  
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#### TAB 4

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#### TAB 5

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#### TAB 8

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OTHER APPENDICES

### GENERAL QUALITY INDICATORS

**GENERAL COMMENTS ON PETITION**

<b>Cover Page and Table of Contents</b>					
The cover page must include the information listed in IDAPA 08.03.01.401.01. The Table of Contents shall begin on page 2 of the petition pursuant to IDAPA 08.03.01.401.02.					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
<b>Cover Page</b>	Cover page does not contain all required elements.		Cover page contains all required elements: 1) the name of the school 2) the year the school is petitioning to open in 3) the name of school districts affected by your attendance area 4) the location of the school (or the main office for virtual schools) 5) the name, address, phone number, and e-mail address of an authorized representative of the school	Cover page contains all required elements, is professionally formatted, and clearly reflects the submission date of the current version.	
<b>Table of Contents</b>	Table of contents is poorly organized, incomplete, or inaccurate.	Table of contents contains few, minor errors.	Table of contents is well-organized, with accurate page numbers and hyperlinks to each tab.		

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

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

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**General Comments regarding Tab 1:**

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

Potential Effects	Potential effects are not addressed.	Potential effects are addressed in insufficient detail.	Potential effects address the impact of the proposed school on local and neighboring school districts, as well as the community. Demographic and fiscal impact information is included with source material referenced.	Comments from affected districts are included by reference to the appendix.	
Target Market	Primary attendance area is not addressed.	Primary attendance area is insufficiently clear or appears inappropriate for the school’s targeted mission, enrollment, or demographic.	Primary attendance area is clearly described and appears appropriate.	Map of attendance area is included as an appendix and boundaries are clearly explained. Documentation demonstrates that the attendance area is appropriate.	
	Level of market interest in the school is not addressed.	Level of market interest in the school is insufficient or insufficiently demonstrated.	Petition sufficiently demonstrates and documents interest in and demand for the school.	Aggregate demographic data regarding families interested in enrollment is included by reference to the appendix.	
Facilities Summary	Petition does not include a facilities summary or references to appropriate appendices with facilities options details.	Petition includes a facilities summary and appropriate references to appendices, but summary is vague or incomplete.	Petition includes a facilities summary and appropriate references to appendices with details. Facilities summary includes basic information about the three facility options and a reference to the facility details included in the appendices (using the PCSC Facility Options Template).	Petition includes a facilities summary and appropriate references to appendices. Facilities summary includes clear, concise information about the facility options including location and total projected cost, and a plan for how alternative spaces will be identified if any of proposed options become unfeasible.	Page 27, paragraph 2: “PVCS will require more than 850 square elementary school classrooms” may be a typo. This statement needs to be aligned with the first bullet point referencing 19 classrooms at approximately 1000 square feet.

Admin Services	Administrative services are not clearly defined.	Administrative services plans are weak or unrealistic.	Administrative services are clearly addressed and appropriate for school size.	Organization chart is provided to illustrate administrative structure.	<p>It appears that the petitioners' intention may be for the executive director to oversee the administrator. This may be problematic because the executive director will not be certified to perform administrative functions, and should likely not be an authority over these matters. (For example, student discipline must be handled by a certified administrator, and it would be inappropriate for a non-certified individual to direct the administrator's decisions in this regard.)</p> <p>Additionally, please note that a non-certified executive director may not perform teacher evaluations, as Appendix L suggests.</p>
Civil Liability	Potential civil liability effects are not addressed.	Potential civil liability effects require additional clarification or explanation.	Potential civil liability effects on the school, authorizer, and local district(s) are clearly addressed and in compliance with statute.		
Insurance	A list of the types of insurance to be obtained is not provided.	The petition lists the types of insurance that will be provided, but omits one or more required policies.	The petition lists all the types of insurance that must be provided.	The petition commits to obtaining Errors and Omissions insurance, which is recommended but not required.	

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**General Comments regarding Tab 2:**

In the demographics section, at the top of page 21, it is noted that 32.3% of TVCS students participate in the NSLP, the petitioners may instead be referring to the FRL program.

The demand section on page 21 states that “there is now research and statistical data to support the public model...” This data does not appear to be provided.

Tab 3

See IDAPA 08.03.01.401.05

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

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

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

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**General Comments regarding Tab 3:**

Tab 4					
See IDAPA 08.03.01.401.06					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Measurable Student	The MSES do not appear to reflect the school’s mission, vision or previously stated educational program goals.		The MSES reflect the school’s mission, vision, and previously stated educational program goals.		

	MSES are not included or none of the MSES are appropriate or rely on measurement tools that are not consistent and objective.	Some of the MSES are not outcome based and/or do not use an appropriate, logical research methodology. Some of the MSES rely on measurement tools that are not consistent or objective or it appears the petitioners do not fully understand the measurement tools.	The MSES are outcome-based; utilize an appropriate, logical research methodology; and rely on measurement tools that are consistent and objective. Any measurement tools specific to the school's educational model are research-based and/or demonstrably reliable.		
	The methods by which student progress in meeting the MSES will be measured are not addressed.	The methods by which student progress in meeting the MSES will be measured reflect limited understanding of the measurement tools.	The methods by which student progress in meeting the MSES will be measured are addressed in a manner that reflects clear understanding of the measurement tools.	The petition clearly describes how MSES will be measured. Other diverse, research-based methods by which student progress will be measured are addressed. The petition explains how the resultant data (from MSES and other assessments) will be applied to improve student outcomes.	
	Plan for annual reporting of results related to MSES is not included.	Plan for annual reporting of results is vague or insufficient.	Plan for annual reporting of results related to MSES is clear and ensures transparency to stakeholders, authorizer, and the public.		
	The manner in which students will be tested with the same standardized tests as other Idaho public school students is not addressed.	The manner in which students will be tested with the same standardized tests as other Idaho public school students requires revision.	The petition addresses the manner in which students will be tested with the same standardized tests as other ID public school students and outlines how the school will ensure strong participation.		
Accreditation	Accreditation is not addressed, or the petition does not commit to obtaining such for grades 9-12.	The petition commits to obtaining accreditation for grades 9-12. However, the petitioners appear to lack understanding of the accreditation process.	The petition commits to obtaining accreditation for grades 9-12 and demonstrates a clear understanding of the process.	The petition commits to obtaining accreditation for all grades.	

Accountability and School Improvement	The petition does not demonstrate an understanding of state's accountability system.	The petition demonstrates limited understanding of the state's accountability system.	The petition demonstrates solid understanding of the state's accountability system.	The petition evidences an understanding of how data from the state's accountability system should be interpreted and applied at the school, classroom, and student levels.	PCSC staff appreciate the board's recognition that, if approved, they will need to seek significant, additional training in this area.
	A plan for how the school will respond if it is ever identified as being "in need of improvement" by the state is not provided.	The plan for how the school will respond if it is identified as "in need of improvement" by the state is incomplete or has not been customized to the proposed school.	The plan for how the school will respond if it is ever identified as "in need of improvement" by the state is complete and customized to the proposed school.	The plan includes specific steps that will be taken to avoid the circumstance of being "in need of improvement."	

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**General Comments regarding Tab 4:**

Tab 5					
See IDAPA 08.03.01.401.07					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Governance	Governance structure is unaddressed or non-compliant.	Description of governance structure is incomplete or inadequate.	Governance structure is well explained and indicates that the board of directors shall be legally accountable for the school's operations. Petition is consistent with Articles of Incorporation and Bylaws.		
	The petition does not have a reference to an appendix that includes ethical standards for the members of the board.		Petition has a reference to an appendix that includes ethical standards agreement to be signed by all the members of the board of directors.		

	Transition from founding to governing board is not addressed.	Plan for transition from founding to governing board appears inadequate.	Plan for smooth transition from founding to governing board is clear and likely to be effective. Issues related to avoidance of “founders’ syndrome” and ensuring commitment to the mission and vision are addressed.		<p>While a plan is outlined (p 72), PCSC staff continue to be concerned about the petitioning team’s ability to carry it out and avoid founder’s syndrome, particularly since four of the current board members plan to take positions at the school. Also, the roles of the administrator and the executive director remain unclear. For example, the org chart on page 70 is inconsistent with the management plan described in Tab 8.</p> <p>The roles of the Executive Director and Administrator appear to overlap. Internal conflict often arises in these types of situations and can be detrimental to the health of a young school.</p>
	Plan for ongoing recruitment of board members is not provided.	Plan for board member recruitment appears unlikely to be effective in securing members with critical skill sets.	Plan for board member recruitment identifies specific qualifications for board members and includes strategies for grooming prospective board members.		
	Board training and evaluation plan is not provided.	Board training and evaluation plan is inadequate or lacks detail.	Board training and evaluation plan is detailed and specific, addressing the needs of both the initial and future board members. Self-evaluations will be completed at least annually.	Board training and evaluation plan addresses continuous improvement that includes certification through board training modules for all new members of the board of directors. Plan identifies strategies for improvement based on annual evaluations.	

	Commitments to comply with Open Meeting Law and Public Records Law are not included.	The commitments to comply with Open Meeting Law and Public Records law require revision for clarity or accuracy.	Clear commitments to comply with Open Meeting Law and Public Records Law are included.		
Parental Involvement	No discussion of parental involvement is included.	Described opportunities for parental involvement appear similar to those at most public schools.	Described opportunities for parental involvement exceed those available in most public schools. Petition contains a plan for making parents aware of governance, volunteer, and other opportunities.		
Audits	Commitment to obtain annual, independent fiscal audit is not included.		Commitment to obtain annual, independent fiscal audit is included.		
	Plan for reporting of financial information to authorizer and community is not provided.	Petition provides limited information regarding fiscal transparency and related requirements.	Petition demonstrates a clear understanding of fiscal transparency requirements, including maintenance of an expenditure website.		

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**General Comments regarding Tab 5:**

Tab 6					
IDAPA 08.03.01.401.08					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Employee Qualifications	Teacher and administrator certification is not addressed.	Petition’s statement regarding teacher and administrator certification requires editing for clarity or accuracy.	Petition states that teachers and administrators will be certified in accordance with statute.		
	Petition does not state that all teachers will be Highly Qualified.	Petition’s statement regarding HQT requires editing for clarity or accuracy.	Petition states that all teachers will be Highly Qualified.		

	Criminal background checks are not addressed.	Statement regarding criminal background checks is incomplete.	Petition states that all school employees and volunteers in direct contact with students will undergo criminal background checks.	Petition states that all school employees, members of the board of directors, and volunteers will undergo criminal background checks.	
	There is no plan for professional development and evaluation of staff is included in the appendices.	There is a plan for professional development and evaluation of staff included in the appendices, but no reference to the plan is included in Tab 6.	There is a plan for professional development and evaluation of staff included in the appendices, and a reference to the plan is included in Tab 6.		Please see comments regarding the professional development plan in the appendix section of this PER.
Health and Safety	Health and safety procedures are not addressed.	General health and safety procedures are outlined; however, additional specificity is required.	School climate is designed to ensure health and safety of students and staff. Specific procedures are detailed and address: drugs/alcohol, suicide prevention, bullying, and disaster preparedness.	School climate is clearly defined and follows best practices or research-based methods for creating safe schools. Specific procedures and staff training plans are detailed.	
	Procedure for contacting parents and law enforcement regarding suspected use of controlled substances is not included.	Procedure for contacting parents and law enforcement regarding suspected use of controlled substances requires editing.	Procedure for contacting parents and law enforcement regarding suspected use of controlled substances is realistic and implementable.		
Student Discipline	Little or no information and student discipline is provided.	Student discipline section fails to clearly describe classroom management philosophy and methods, as well as disciplinary protocol.	Classroom management philosophy and methods, as well as disciplinary protocol, are clearly explained.	Classroom management and discipline procedures align with the school's mission and vision, and are designed to encourage the development of a positive school culture.	
	Disciplinary procedures, including suspension, expulsion, and re-enrollment are unaddressed or non-compliant.		Disciplinary procedures, including suspension, expulsion, and re-enrollment are clear and compliant.		
Employee Benefits	Employee benefits are not addressed or are non-compliant.	Statement regarding employee benefits is incomplete.	Petition states that all staff members will be covered by PERSI, federal social security, unemployment insurance, workers compensation, and health insurance.		

Employee Status	Transfer rights are not addressed or are non-compliant.	Statement regarding transfer rights is incomplete.	Petition clearly addresses the transfer rights of charter school employees.		
	Collective bargaining is not addressed or non-compliant.		Petition states that staff will be a separate unit for purposes of collective bargaining.		
Employee Contracts	Teacher and administrator contracts are not addressed.	Petition's statement regarding teacher and administrator contracts requires editing for clarity or accuracy.	Petition states that teacher and administrators will be on signed contracts in a form approved by the state superintendent of public instruction.		NA due to changes in Idaho Statute

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**General Comments regarding Tab 6:**

Tab 7					
See IDAPA 08.03.01.401.09					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Admissions Procedures	Enrollment capacity section is absent or addresses only total capacity.	Enrollment capacity section is unclear.	Enrollment capacity section includes total school capacity as well as grade-level capacity.		
	Growth plan is not provided.	Growth plan is unclear or fails to detail plan from year one through final expansion.	Growth plan is clear and complete from year one through final expansion.	Growth plan includes a backup strategy for dealing with lower than expected enrollment.	The growth plan is aggressive and the school may struggle to meet these enrollment targets, particularly in the middle school and upper elementary grades.
	Admissions procedures are incomplete or non-compliant.	See note.	Admissions procedures, including timelines, are clearly explained and compliant.		

	Equitable selection processes are incomplete, unclear, or non-compliant and/or include preference groups not allowed by state law, or preferences are listed in the wrong order.		Equitable selection processes, including plan to address over-enrollment, development of the final selection list, and plan to renew the selection list in subsequent years are complete and compliant. Selection processes permit only preference allowed by statute, and the preferences are ordered correctly.	Policies regarding preference groups are included with the petition. (For example, “founder” and “sibling” are defined.)	
Alternatives	<i>If petition is for a traditional public school applying to convert to a charter school:</i>  Public school alternatives are not addressed.	<i>If petition is for a traditional public school applying to convert to a charter school:</i>  Public school alternatives are provided, but list is incomplete.	<i>If petition is for a traditional public school applying to convert to a charter school:</i>  Public school alternatives are provided and include other charter schools (if applicable) and virtual charter schools.		NA
Enrollment Opportunities	Process for making citizens aware of enrollment opportunities is unaddressed or non-compliant.	Process for making citizens aware of enrollment opportunities is vague.	Process for making citizens aware of enrollment opportunities is compliant, clearly defined, and includes specific timelines.	Plans include a variety of strategies to inform the public of enrollment opportunities; methods are appropriate for the target demographic and local community.	
	Plan for denial of school attendance is unaddressed or non-compliant.	Plan for denial of school attendance is incomplete.	Plan for denial of school attendance is clear and compliant.		
Student Handbook	There is no draft student handbook included in the petition’s appendices.	A draft student handbook is included in the appendices, but the reference to the appendix or the plan for distribution of the handbook is lacking or absent.	A draft student handbook is included in the appendices. Tab 7 includes a brief plan for finalizing and the handbook and ensuring stakeholder access to, and review of, the document. The section includes a reference to the location of the Draft Handbook in the appendices.		

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**General Comments:**

**Tab 8**

See IDAPA 08.03.01.401.10

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

Business Plan: Management	Management plan is not provided.	Management plan is vague or incomplete.	Comprehensive management plan identifies roles and responsibilities of the board of directors, administration, business management, contractors (including EMO / CMO, if applicable), and support staff. If a management company is to be used, costs and services are clearly described, and a copy of the proposed contract is included in the appendix.	School has provided an organizational chart that demonstrates the connections and reporting structure(s) between the board of directors, administration, contracts, and school staff.	<p>Tab 8’s description of the management plan (p102) is inconsistent with the org chart in Tab 5 on page 70 regarding the roles of the administrator and the executive director. For example, on page 102, the petition states that the executive director will hire instructional aides, while the org charts assigns that duty to the administrator. It is unclear why it would be appropriate for the executive director to hire and supervise the instructional aides.</p> <p>Additionally, the board stated during its second interview that a contractor will be hired to provide some services, but this is not reflected in the petition. The scope of contracted services should be clarified and supported by the budget.</p>
Business Plan: Finances	Financial oversight plan is unaddressed or non-compliant.	Financial oversight plan is incomplete or likely to be ineffective.	Financial oversight policies and plans are described and demonstrate understanding of proper fiscal oversight.	Financial oversight plan includes details about the school’s intended policies for: budgeting, processing and monitoring of revenue and expenses, and managing cash flow. Plans demonstrate a strong understanding of proper fiscal oversight. Thorough, appropriate financial policies have been adopted by the board of directors.	

	No fundraising or grant writing plan is provided.	Fundraising or grant writing plan is incomplete, or the budget relies on fundraising/grants to remain viable.	Realistic fundraising and grant writing plan identifies specific strategies, grantors, and goals. However, the budget does not rely on fundraising or grants to remain viable.	Successful fundraising strategy has been enacted. Documentation of guaranteed donations and/or grants is provided.	
Transportation	No plan for the provision of student transportation is in place.	Plan is to add student transportation in future years, but the service will not be offered immediately.	Clear, documented plan is in place to offer student transportation.	Clear, documented plan is in place to offer student transportation beginning in year two or sooner	
	Transportation plan does not consider how the plan (or lack thereof) will impact the ability of all interested families to enroll.	Transportation plan partially addresses how the plan will impact the ability of all interested families to enroll.	Transportation plan includes narrative regarding how the plan will impact the ability of all interested families to enroll, influencing student demographics and school finances.		
Nutrition	Student nutrition is not addressed.	Student nutrition service plans vague or undocumented.	Description of whether and how student nutrition will be provided is clear and documented.	Student nutrition will be provided beginning in year one.	
	Free and reduced lunch (FRL) eligibility is unaddressed or non-compliant.	Plan for identifying students who are eligible for FRL is unclear or inadequate.	Appropriate plan is in place for identifying students who are eligible for FRL.		There is a plan to collect data. However, it seems there may be a misunderstanding on page 21. NSLP may be used mistakenly for FRL. This should be clarified.

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**General Comments regarding Tab 8:**

It is unclear how the board will have the resources (financial and personnel) to develop an after-school program, in addition to the charter school itself, during the pre-opening year. This is a heavy lift for a group that is primarily volunteering their time. While the after-school program itself is beyond the scope of this petition, the budget does rely upon revenues from the program, making its fidelity important to the success of the school.

Tab 9

**Virtual Schools and Blended Programs Only.** See IDAPA 08.03.01.401.11

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

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

	Means of awarding course completion is unaddressed.	Means of awarding course completion is vague or insufficient.	Means of awarding course completion is clearly described.		
	Administration of standardized testing is not addressed.	Plan for administration of standardized tests is impractical for the school and/or families. Inadequate participation appears likely.	Strategies for administering standardized testing to all students are practical and affordable.	Strategies include methods for motivating participation and assisting families with limited resources.	

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**General Comments regarding Tab 9:**

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

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

	No plan is in place for completion of final, independent fiscal audit.		Plan is in place for funding and completion of final, independent fiscal audit.		The language on page 114 has clearly been copied and pasted from another school's petition. The reference should be updated to reflect the correct school name.
	Long term record storage is not addressed.	Long term storage plans are vague or inappropriate.	Plans for secure, long-term storage of records, including student and personnel records, are clear. Process for accessing records will be available to the public.		
	Student records transfer plan is not provided or is non-compliant.	Student records transfer plan is vague or inadequate.	Process for transferring student records is clear, includes identification of responsible individuals, and will be available to the public.		
	Personnel records transfer plan is not provided or is non-compliant.	Personnel records transfer plan is vague or inadequate.	Process for transferring personnel records is clear, includes identification of responsible individuals, and will be available to the public.		
Additional Info	Additional information is repetitive or unnecessary.		Additional information is new (not repetitive of previous content) and is helpful and appropriate.		NA
	Additional information is given in the appendices, but there are no references in Tab 10.		There are appropriate references in Tab 10 to additional information provided in the appendices.		

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**General Comments regarding Tab 10:**

## Appendices

The appendices section must include the information listed in IDAPA 08.03.01.401.13. Additional appendices may be included as referenced in other sections of the petition. Appendices should be organized in a logical manner.

	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds - 3	Comments
A: Articles Incorporation & Bylaws	Articles of Incorporation are not included, or are included but unsigned.	Signed Articles of Incorporation are included but require revision.	Signed Articles of Incorporation, including any amendments thereto, are included as an appendix to the petition.	It is clear that the petitioners understand the nature and purpose of the Articles.	If the petition is approved, Article 9 will need to be amended to be consistent with I.C. 33-5212.
	Bylaws are not included, or are included but unsigned.	Signed Bylaws are included, but require revision.	Signed Bylaws are included as an appendix to the petition.	It is clear that the petitioners understand the nature and purpose of the Bylaws.	
	Bylaws do not address the process by which members of the school's board of directors will be selected.	Bylaws partially address the process by which members of the school's board of directors will be selected. Process for board selection may be addressed, but bylaws lack full clarity and detail.	Bylaws outline a clear process for selection of members of the school's board of directors, including: number and designation of seats, board member terms, elections vs. appointments, nomination and voting procedures, eligible voters, applicable definitions, etc.		
B: Elector Signatures	Elector petition and/or documented proof of elector qualifications are not included, or the number of electors is insufficient.		Elector petition and documentation for proof of elector qualifications are included.		
C: Charter Workshop	No members of the petitioning group attended the SDE's Charter Start! Workshop.	Documentation confirms the petitioning group's attendance at the SDE's Charter Start! Workshop. However, only 1 member attended or the attendee(s) is/are no longer actively involved in the petitioning process.	Documentation confirms that at least 2, active members of the petitioning group attended the SDE's Charter Start! Workshop.	Documentation confirms that all active members of the petitioning group attended the SDE's Charter Start! Workshop.	

D: Board Resumes & Petitioning Group List	Resumes for all members of the school's board of directors are not included.	Resumes provided may be incomplete, unprofessional, or lacking references.	Professional resumes for all members of the school's board of directors are included and provide several references, with contact information, for each board member.	Resumes are accompanied by a brief narrative explaining the individual and collective qualifications of the members of the board of directors, focusing on their capacity to assume responsibility for public funds and the education of Idaho students.	
	Board membership reflects a lack of diverse experience and skills.	Board membership reflects some diversity of experience and skills.	Board membership reflects diverse experience and skills (such as education, law, real estate, management, financial planning, and community outreach). It is evident all members of the board of directors are active in the petitioning process.	Board membership includes experience with charter school leadership.	The board has new members that broaden its capacity. Ongoing board training will be critical to ensuring that the board is well prepared to govern the school.
	A list of the petitioning group, including names and primary roles of persons involved with petition development is not provided.	The list of names and roles of those involved in the development of the petition is incomplete or vague.	The petition includes a list of the names and primary roles of all persons significantly involved with development of the petition, including: founders, members of the board of directors, contractors, employees, and community volunteers. List identifies individuals expected to remain involved with the school during pre-opening and operations.		We recommend that PVCS consult its legal counsel regarding whether step children should be included in the definition of "sibling." (Step children are presently excluded from PVCS's definition, p 47.)
	Ethical standards for the members of the board of directors are not addressed.	Ethical standards to which the petition refers are vague or inadequate.	Appendices include an appropriately detailed ethical standards agreement to be signed by all the members of the board of directors.		

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

G: Pre-Opening / Start-up Budget	Pre-opening year budget is not provided.	Pre-opening year budget is incomplete, poorly documented, or appears insufficient to cover activities described in the petition.	Pre-opening year budget reflects reasonable expenditures that align with remainder of petition, including: marketing, facilities, staffing, insurance, contractors, memberships, certifications, audits, curriculum, technology, exceptional student services, etc. Revenues and expenditures are supported by documentation.		<p>The source of the \$8,175.00 listed as a carryover from previous year is unclear. This may be the savings account to which the petitioners referred during their initial PCSC hearing.</p> <p>FTE numbers in the pre-operational column are missing.</p> <p>The pre-opening budget refers to portables setup costs (including transport, prep, and anchoring). However, the \$22,000 budgeted for setting up 5-7 units does not appear to correlate with the \$8,100 per unit setup quote from Design Space.</p> <p>The one-time fee for portables set-up is inconsistent throughout the appendices. In the pre-operational budget, it is listed as \$22,000. In the facilities template on page 104, it is listed as \$49,000. Neither amount matches the quote from Design Space. Please clarify.</p>
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	Spending priorities do not clearly align with the stated mission and educational program.	An attempt has been made to align spending priorities with the mission and educational program, but resources allocated appear inadequate to meet pre-opening needs.	Pre-opening budget is adequate to meet the schools pre-opening needs while also demonstrating thoughtful, conservative budgeting practices.	Spending priorities align with the mission and educational program and resources.	Giza's letter of intent indicates they are willing to loan PVCS \$150,000. The repayment of this loan is factored into the operational budget based on a loan amount of \$200,000.  Donations of \$58,000 are pledged in writing; \$61,000 in donations are reflected in the budget.  The budget also includes \$10,000 in fundraising revenue, which is not a guaranteed source of funds.
H: 3-year Operating Budgets	Operating budgets for the first three years of operations are not provided, are incorrectly formatted, or are incomplete.	Operating budgets for the first three years of operations are incomplete, poorly documented, or appear insufficient.	Operating budgets for the first three years of operations are provided on the PCSC's template.  Budgets are provided for best-case, worst-case, and most-likely-case scenarios.  Revenues and expenditures appear reasonable and are supported by documentation.	Five-year budget projections are provided.	See notes below regarding the break-even budget.
	Projected growth appears unrealistic or inadequate to meet long range financial plans.	Growth projections are not clearly supported by realistic data and/or supported by expanded staff and facilities.	Projected growth is realistic, adequate to meet long range financial plans, and supported by expanded staff and facilities.		The growth plan is aggressive, particularly in the upper elementary and middle school grades. This indicates that the break-even budget is a likely scenario.
	Spending priorities do not clearly align with the mission and educational program.	An attempt has been made to align spending priorities with the mission and educational program, but resources allocated appear inadequate to achieve stated goals.	Resources are adequate to achieve the school's stated goals while also demonstrating thoughtful, conservative budgeting practices.	Spending priorities align with the mission and educational program.	

I: 1 <sup>st</sup> year Cash Flow	First-year cash flow projection is not provided.	First-year cash flow projection is incomplete, inadequate, or indicates insufficient understanding of public school funding.	Adequate first-year cash flow projection reflects thorough understanding of public school funding. Cash flow is presented on the PCSC Cash Flow Template.		
J – L: Facilities	Specific facility options have not been identified, or too few facility options are provided.	Descriptions of multiple, specific facility options are included; however, detail is insufficient or the facilities may not be adequate to ensure full implementation of the educational program.	Descriptions of three or more realistic facility options are provided with sufficient detail indicating that the facilities are appropriate and sufficient. Facility options are presented using the completed PCSC Facility Options template.	<p>The primary facility option is unusually strong, such as a guaranteed donation of a building or land.</p> <p>Reasonable, well-supported backup options are also included.</p>	<p>PVCS remains in negotiation with A&amp;M LLLP regarding who will cover certain site prep costs. For this reason, staff is unable to verify whether or not the budget assumptions are adequate.</p> <p>The MOU from Giza indicates that Giza will cover the cost of land and temporary facilities and site prep, followed by construction of a permanent building in Year 2. The Year 2 and 3 operating budget does not appear to accommodate payments at the 9.5% of Giza’s total expenditures for site prep and both temporary and permanent structures.</p> <p>Additionally, the petition does not include documentation from Giza indicating what Giza’s expenditures will be during the pre-opening year and Year 1. Some of this information can be deduced from other quotes, but it is difficult to determine whether PVCS has budgeted an appropriate amount for its payments to Giza.</p>

	One or more of the proposed facilities are not located within the primary attendance area and/or the district by which the petition was referred to the PCSC.		All of the proposed facilities are located within the primary attendance area and the district by which the petition was referred to the PCSC.		
	Timelines for facility completion are absent or unreasonable.	Timelines for preparation of one or more of the facility options are aggressive and may not be attainable.	Reasonable and appropriate timelines for completion of all facility options are provided.	Contingency plans are provided for use in the event that facility preparation timelines cannot be met.	
	Petition does not demonstrate that the facilities is (or can be) in compliance with applicable codes, health and safety laws, ADA requirements, etc.	Petition partially demonstrates that the facilities are (or can be) in compliance with applicable codes, health and safety laws, ADA requirements, etc. However, additional information is needed to ensure compliance.	Petition demonstrates that the facilities are (or can be) in compliance with applicable codes, health and safety laws, ADA requirements, etc.	Certificates to verify compliance and/or written quotes for bringing facilities into compliance are included by reference to the appendix.	
M: Pre-Opening Timeline	Pre-opening timeline is not provided using the PCSC's Pre-Opening Timeline Template.	Pre-opening template requires additional development to ensure timely completion of preparation to begin operations.	Complete, pre-opening timeline is provided using the PCSC's Pre-Opening Timeline Template and reflects strong understanding of the steps involved in preparing for operations.		
N: Staff Professional Development & Evaluation	Professional development plan is not included or is reflects a plan with minimal offerings that is poorly aligned with the mission or clearly inadequate to ensure successful implementation of the educational program.	Petition expresses an intention to base professional development on teacher needs, student progress, and school mission, but plan is vague. Plan needs additional development to ensure successful implementation.	Professional development strategy is thorough, specific, and sufficient to ensure successful implementation of the educational program and fulfillment of the mission. Adequate resources are committed to initial and ongoing professional development.	Professional development plan is sufficient (both in content and resources) to ensure successful implementation and integrates staff feedback and school and staff evaluation data in determining future training needs.	PVCS will not require teachers to obtain Waldorf certification; however, they will attend a week-long, Waldorf-specific training (The Art of Teaching) prior to the beginning of the school year.  If approved, the school will need to maintain a consistent focus on PD to ensure the implementation of a high-quality, effective public Waldorf model.

	Plans for teacher and administrator evaluations are not included or are non-compliant.	Plans for teacher and administrator evaluations are vague or insufficient.	Petition includes clear process for evaluating teacher and administrator effectiveness and using results to improve student outcomes.	Plans for working with underperforming teachers/administrator(s) are included.	
O: Outreach Activities	Petitioners have not engaged in significant outreach activity.	Past and planned outreach activities may not be adequate to ensure community interest and involvement.	Outreach activities designed to reach a broad audience have resulted in documented enrollment interest and community involvement with school development. Planned outreach is specific and ongoing.		
P: Interested Family List	A list of interested families is not included in the appendices.	A list of interested families is included in the appendices but does not demonstrate an adequate level of market interest based on the school's stated enrollment targets.	A list of interested families is included in the appendices and demonstrates an adequate level of market interest based on the school's stated enrollment targets.	The list of interested families is well organized and detailed, and includes a number of potential students that <i>far</i> exceeds the school's stated enrollment targets.	
Q: Student Handbook	Draft student handbook is not provided.	Draft student handbook is incomplete or has not been tailored to the school.	Complete, draft student handbook is tailored to the school.		<p>Note that the 30-hour volunteer expectation can be very difficult for families that do not have a flexible working schedule or work more than one job.</p> <p>While good nutrition is certainly important for learning, messaging in this regard should be carefully phrased so as not to cause a chilling effect on enrollment of families pressed for time or income.</p> <p>Similarly, while it is admirable to encourage limited screen usage at home, it cannot be seen as requirement for families who enroll in the school.</p>

Other Appendices	Appendices are poorly organized or lacking critical information.		Appendices are logically organized and include all critical information without providing unnecessary or redundant materials.		
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**General Comments regarding Appendices:**

Break-Even Budget

1 – A minor mistake appears in the “Financial Summary” section of the break-even template. This does not materially affect the budget.

2 - The draft service agreement with Red Apple Financial states that their fees for pre-operational year services are \$12,000, but that the school may defer payment until the first operational year and make equal payments across that year. However, the budget is unclear regarding where the relevant expenditure is included. (Page 87 of the appendix indicates that the Red Apple fees may be waived, but this is not consistent with the draft service agreement.)

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

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

Communication	Petitioners did not communicate with the SDE or PCSC regarding questions, updates, or issues in the petitioning process.		Petitioners communicated appropriately and professionally communication with the SDE and PCSC. Petitioners sought out assistance from the SDE and PCSC when needed and kept the PCSC updated during the petitioning process regarding any issues / changes.		
Compliance	Petition format is not consistent with IDAPA 08.03.01.400.	Petition format is mostly consistent with IDAPA 08.03.01.400.	Petition format is consistent with IDAPA 08.03.01.400.		
	Petitioners did not follow the petitioning process as outlined in ID §33-52 and PCSC policy.		Petitioners followed all appropriate steps of the petitioning process as outlined in ID §33-52 and PCSC policy.		

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**GENERAL COMMENTS REGARDING THE PETITION**



*“Learning to Change the World”*

Petition to Establish a K-8 Public Charter School  
Located within the Boise School District,  
Impacting Boise School District and Joint District #2  
with a proposed opening in August 2018

Respectfully submitted September 12~~July 18~~, 2017

**Contact Person**

Laura Henning  
12853 W. Broadleaf St. Boise, ID 83713  
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**Non-Discrimination Statement:**

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

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## Tab 1 – Executive Summary, Vision, Mission, Legislative Intent

### Executive Summary

“The need for imagination, a sense of truth, and a feeling of responsibility — these three forces are the very nerve of education.”

Rudolf Steiner

Peace Valley Charter School recognizes each child’s unique potential and provides children an education that gives them the tools and skills to flexibly meet every challenge the future brings. Peace Valley’s educational philosophy has its roots in an independent educational movement of more than 1,800 Waldorf schools worldwide. 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. For almost a hundred years, using the mediums of art and nature as their point of departure, Waldorf schools have provided a rigorous academic education, recognized for its students’ flexibility of thought, ingenuity, and practical ability, and their devotion to community service. ~~Following in this rich tradition, Peace Valley seeks to be a catalyst for social change and reach a diverse student population to create an inclusive educational experience for local families.~~

### School Concept

Peace Valley’s educational model is a compelling public choice, incorporating research-based strategies that improve and enhance student achievement, cognition, and social and emotional health. It provides an innovative and creative method for delivering Idaho Content Standards to students in the Treasure Valley. Peace Valley will be guided by the Core Principles of Public Waldorf Education, offering a rich curriculum that simultaneously addresses students’ academic, artistic and practical skills. Peace Valley will foster a nurturing, multisensory, multicultural, and nature-based learning environment where the arts are integrated into academic lessons to help stimulate students’ imaginations. Peace Valley’s model recognizes that children pass through distinctive developmental stages, which is why it will provide an open, creative environment that nurtures the emerging capacities at each age through:

- A cross-disciplinary approach with block scheduling and rigorous, relevant, balanced, developmentally based curriculum
- Sustainable living practices, environmental stewardship, and experiential learning through outdoor nature experiences, animal husbandry, and gardening skills
- Multi-sensory learning through singing, painting, movement, drawing, theater arts, storytelling, handwork, and the playing of recorders, flutes and stringed orchestral instruments
- A robust foreign language program where the goal is immersion and fluency
- A ‘looping’ or continuing relationship between the primary teacher and his or her respective class across the grades.

The curriculum unfolds in ‘main-lesson’ (approximately the first two hours of daily instruction) blocks of two to four weeks’ duration. Main lesson subjects alternate primarily between language arts, math and science based blocks across the year. Once the main lesson is finished, the school day continues with an arrangement of specialty subjects (visual and movement arts, music, gardening, handwork, woodwork, and foreign language classes), interspersed with practice classes for the continued refinement of math and language arts skills.

Peace Valley students will learn reading, writing, mathematics, geometry, history, geography, geology and natural sciences, while also learning to sing, play a musical instrument, draw, paint, model, carve and work with wood, act in plays, garden, cook, do handwork such as knitting and sewing, speak a foreign language, think critically and independently, and work harmoniously and respectfully with others.

## Definition of Success

Peace Valley's definition of success is well expressed by author, psychologist and educator Dr. Madeline Levine: "Our job is to help [children] know and appreciate themselves deeply, to be resilient in the face of adversity, to approach the world with zest, to find work that is satisfying, friends and spouses who are loving and loyal, and to hold a deep belief that they have something meaningful to contribute to the world." To that end, Peace Valley aims to give children the confidence that they can achieve mastery in every sphere of academic and artistic endeavor. Students will graduate Peace Valley ready to embrace the next step with confidence and security. Evidence of this capacity will be seen in their test scores, in their community service, and in the ease with which they will transition to higher levels of education.

The Board of Directors will measure against the following goals when evaluating PVCS's overall success: 1. Meets measurable proficiency outcomes detailed in Tab 4. 2. 90%+ of parents indicate they are satisfied or very satisfied on the annual parent survey. 3. 90%+ of faculty indicate they are satisfied on the annual faculty survey. 4. ~~85%+ Peace Valley graduates go on to a 2 or 4-year College.~~

## Community Need and Interest

Currently, no school using Waldorf principles exists in the Treasure Valley and community interest has been steadily growing. There has been overwhelming support for Peace Valley since its creation, as evidenced by participation in all Peace Valley social media pages, surveys, Open Houses and Family Festivals. To Date: ~~66559~~ *Boise Waldorf Initiative* Facebook followers, ~~56624~~ *Peace Valley Facebook* followers (since 1/21/17), ~~3635~~ newsletter\_subscribers, 313 survey results, 150+ distinct families attended four Open Houses, 120+ visitors at 2017 Kid's Expo, 45+ parents attended Simplicity Parenting Presentation and 55+ families at two Family Festivals.

## Motivation and Collective Qualification

Peace Valley Charter arose from a collective experience with the beauty, effectiveness, and innovation of Waldorf education. Having experienced this education as students, teachers, parents, and academics, the founders united to make this educational methodology available to Treasure Valley students. The founders decided to seek Charter authorization because they believe deeply in the importance of public education and the need for alternative education methods to be broadly available to all students, ~~regardless of socioeconomic status~~. Founders are drawn from a variety of backgrounds, including: Construction Management, MBA, Program Management, Real Estate, IT, Waldorf and Public Education, Government, Non-Profit Sector, Marketing and Business. Each founder holds a passion for the curriculum, principles, and successes of developmentally appropriate, arts and nature-based, Waldorf-inspired education.

## Vision

*“Our highest endeavor must be to develop free human beings, who are able of themselves to impart purpose and direction to their lives.” Rudolf Steiner*

### **Who is Rudolf Steiner and what are the Principles for Public Waldorf Education?**

Waldorf education is the fastest growing independent school movement in the world. The modern philosophy behind “Waldorf” education is based on an innovative school started in Stuttgart, Germany in 1919 by the Austrian philosopher, scientist, and thinker Rudolf Steiner. In responding to a request to start a school during the cultural upheaval in Germany following World War I, Steiner outlined a model for education that has since inspired many schools called “Waldorf” after the first Steiner school. At its very inception, the first Waldorf School embraced a sense of equity and social responsibility: educating boys and girls together, being open to all children, stretching across a wide range of grades, and involving teachers in school governance. Underlying all instruction is a threefold model of human development, which acknowledges how, in different stages, children grow in their capacities to will (meaning move and do), to feel, and to think. Peace Valley’s approach to education is built on this rich philosophy and commitment to education for social renewal.

This educational philosophy’s success can be seen in various Waldorf/Steiner campuses around the world, most poignantly, in areas where tremendous racial tensions exist. During the South African apartheid regime, the local Waldorf school was one of the rare examples where Caucasian and African students attended classes together. Today, at the Harduf Kibbutz Waldorf school in Israel, Jewish and Arab students and faculty learn from each other.

Tamrat El Zeitoun is the first school that provides a Waldorf education steeped in the beauty of the Arab culture and language. Not only do children also learn Hebrew and English, but all the different religions and sects of Arab people are represented and work together: Muslims, Christians, Druze and Bedouins. Bringing these diverse Arab religious communities together in one school is unique, and Tamrat El Zeitoun provides a model for how to integrate Waldorf education into the Arab culture.

*-Lana Nasrallah, Founding teacher*

### **Peace Valley Charter School’s History**

Peace Valley aims to learn from the success of other Public Waldorf schools and create a school that is representative of its families and its location. The name Peace Valley was chosen by the founding families to honor the Valley’s history. For the Native American tribes that lived in Idaho before the mid-1800s, the Boise Valley, or Peace Valley as it was sometimes called, was a place of gathering for feasting and trade. There were four main tribes that met here, the Shoshoni, the Paiute, the Bannock and the Nimiipuu (also called Nez Perce). <https://parks.cityofboise.org/media/975738/Peace-Valley-NEW-small.pdf>

Peace Valley Charter School's educational philosophy is founded on the conviction that all children are innately curious about themselves and the world; they inherently want to learn, discover, and create. The school's role is to nourish and guide this natural exuberance, energy and delight in the quest for meaning and knowledge.

Peace Valley Charter School has developed a powerful educational vision that incorporates the Core Principles of Public Waldorf Education with the Idaho Content Standards (see Appendix M) and embraces the developmental model of the unfolding child. This education, built on a strong academic foundation, also brings forth creative imagination, critical thinking, self-confidence, and a sense of delight, wonder and respect for nature and humanity. At the heart of this developmental philosophy is the conviction that education is an art. Whether the subject is mathematics, history or physics, the presentation must be alive, must speak to the child's world through direct experience, and must inspire the imagination. The goal is to teach children in a safe, protective and naturally beautiful environment using methods that fill them with delight, wonder and enthusiasm.

### **Peace Valley's Values**

~~Peace Valley recognizes that diversity and equitable opportunity and support are essential in providing an education that develops the full potential of each student.~~ Peace Valley believes that every child can excel, every child should be seen and recognized for his unique contributions, and every child should be given the time, space and tools to grow and develop into her best self. Peace Valley further believes in providing the highest possible educational experience to all students, regardless of race, gender, socioeconomic status, or ability. A student body that is philosophically, religiously, culturally, racially, socio-economically diverse ~~student body~~ is critical to deepening students' learning experience and enriching the community. Peace Valley welcomes and encourages families of all backgrounds to join in its effort to build a healthy school community that accurately reflects our community ~~the population~~. Peace Valley believes in looking beyond oneself to service to those around us. Whether it be through artistic performance and sharing, care for the land and local ecosystem, or the making or building of items that are of practical value to community members (for example, knitted blankets for the elderly), students will learn compassion and a sense of common responsibility.

The values that are embedded in our curriculum and our work with each other can be distilled into four statements—our Code of Conduct.

## **THE CODE OF CONDUCT**

***We are kind***

***We are safe***

***We are respectful***

***We are responsible***

The Code of Conduct is simple enough to be understood by a young child, yet it contains all the issues with which an eighth grader might wrestle. It informs our guidelines for working with the children and their interactions with each other.

## World Citizenship

The experiential study of world cultures enriches students' expanding worldview, giving an appreciation for diversity, flexibility of thinking, and an intrinsic empathic understanding of social and cultural issues. Peace Valley's emphasis on world citizenship is demonstrated by its dedication to offering a Spanish Immersion Kindergarten and rich foreign language programs, as well as an emphasis on other languages and cultures throughout the curriculum. Peace Valley's overall educational approach is designed to instill in its students not only high standards for academic achievement and civic responsibility, a sense of delight and respect for nature and humanity, and valuable interpersonal and intrapersonal life skills.

## Educational Vision Fundamentals

### Developmentally Appropriate Education

"Pushing skills before children are biologically ready sets them up to fail."  
*M. Baker, M.D. - Executive Director - Gesell Institute of Human Development*

The foundation of Waldorf pedagogy is the belief that for children to best develop critical thinking skills, their imaginative capacity must first be cultivated. Likewise, many of the processes required for the development of academic and analytical abilities are connected to and enhanced by developed physical capabilities. When core academic subjects are taught through visual arts, movement, music, or simple observation of the natural world, the whole child becomes engaged in ways that promote the development of practical skills, increased creativity, and ultimately the capacity for penetrating, perceptive, innovative thought. To use a paradigm drawn from Waldorf pedagogy, this education develops three primary aspects of a child's capacities, namely the ability to:

- "will" or move, do and create (the "Hands");
- "feel" or imagine and engage material with a personal connection (the "Heart"); and
- "think" or analyze and form judgments and conclusions (the "Head").

Great care is taken to meet children at the appropriate developmental stages, with material that will not prematurely tax their intellectual strength at the expense of their growing physical and imaginative capacities. A preschool or kindergarten aged child, it is presumed, will profit far more from exposure to sand and water, the soil and plants of a garden, or imaginative play with peers, than she will from being forced to sit still and look at textbooks or screens.

The early childhood program cultivates and supports the child's natural trust and basic reverence for the world as a good place to live. Until age six or seven, children learn primarily through physical activity and imitation, with teachers who guide them by always being busily engaged in practical and community-directed tasks (bread-making, washing dishes, setting and serving at table, knitting, sweeping the path), even in moments when the children are freely at play. The soothing, home-like environment, and simple natural materials of the kindergarten encourage creative imaginative play without overstimulating the children. Through storytelling, arts and crafts, and healthy movement, a strong foundation is laid for the formal academic instruction that will begin in first grade.

In grades 1-5, children learn best when academics are conveyed through painting, drama, music, storytelling and other direct experiences that stir their emotions. The arts are used primarily as a means to understand and relate to the world, and also as an avenue for personal self-expression. Science is also foundational, at first through the direct kinesthetic observation of the natural properties of such materials as sand or water, in the play-yard outside, and gradually across the grades in increasing levels of complexity and depth of research. Zoology, botany and geology (all still primarily based in direct observation of the plant, animal and mineral kingdoms) are offered in 4th, 5th and 6th grades, and anatomy, physiology, physics and organic chemistry in 7th and 8th grades.

## Classroom Organization and Materials

Waldorf classrooms, materials 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 technologies are used primarily as a practical necessity for computer based testing, and research purposes. At Peace Valley, each class will be appointed and arranged in a manner that will be most conducive to the appropriate mood, and most efficiently meet the academic needs of the developmental age it will serve. For example, in kindergarten, the class will be arranged in a manner described by Todd Oppenheimer in his Atlantic Monthly article, "Schooling the Imagination":

Walking into the kindergarten class at the San Francisco Waldorf School one morning, I felt my stomach relax. The lights were dim, the colors soft pastel. Intriguing materials for play were everywhere. The children had organized them into a half dozen distinctly different fantasy worlds -- there was a make-believe woodshop in one corner; in another, reminiscent of a farmhouse bedroom, two girls were putting a curiously bland doll to bed in a cradle. This doll, I learned, is standard issue in Waldorf kindergartens. It's the old-fashioned sort, simple stuffed cotton, with almost no facial features. "The only thing an intelligent child can do with a complete toy is take it apart," a kindergarten teacher told me. "An incomplete toy lets children use their imaginations." There were also wild hats and capes, pinecones and driftwood, bowls of nuts and other items from the natural world. John Bloom explained that the raw materials are meant not to celebrate nature but to challenge children's spatial creativity.

## Special Subjects

In general, we presume that one is better off with more brain cells than fewer. As a child grows, the brain grows as well. Research has shown that there are five ways to build brain cells. (Begley 1996, Hancock 1996. See also Chugani 2011) These ways are: music, art, handwork, movement and personal connections to adults. All of these ways are strongly represented in Waldorf education.

Robert C Oelhaf, A Case for Waldorf Education

Special subjects are a unique aspect of Peace Valley's educational vision and assist students in holistically developing a variety of skills. In addition to their core subjects, students will regularly participate in subjects such as music, form drawing and visual arts, handwork and woodwork, physical education and movement, eurythmy, foreign language, bio-dynamic gardening and sustainability arts.

### **Engaged Teaching**

Commitment to great teachers stands at the core of why excellence is a given at Peace Valley. Teachers stretch their own boundaries, deepen their understanding of child development, stay curious, and constantly learn new material. Teachers grow as they follow their students throughout the grades and master new subjects. Peace Valley teachers are artists, creators, experts, mentors, and examples of human beings that are worthy of emulation. Teachers are engaged in school governance and decision-making. All teachers will have or work toward dual certification by the state and by a Waldorf Teacher Certification.

### **Connection to Families**

Building on excellence in teaching is Peace Valley's vision of collaboration with families. The core of this vision is the understanding that families and teachers work together to create a comprehensive learning environment that values and supports whole-child education equally. As valued members of the school community, parents are a critical component in fostering a sense of creativity and passion for learning. Parent volunteers support many aspects of the program, including gardening, recycling, field trips, the arts, celebrations and festivals, and projects. Peace Valley is committed to parent participation and maintaining a community-based school that incorporates the Treasure Valley's unique qualities with parent participation, and opportunities for learning both within the classroom and in the greater community.

### **Mission**

Peace Valley Charter School educates K8 students in the Treasure Valley, guided by the Core Principles of Public Waldorf Education, in a public school setting.

Peace Valley Charter's mission is to provide a developmentally appropriate, arts and nature based education, nurturing children's innate creativity and inspiring them to become lifelong learners who are mindful, active, and engaged global citizens.

### **Supporting Body of Research**

Waldorf Education addresses the child as no other education does. Learning, whether in chemistry, mathematics, history or geography, is imbued with life and so with joy, which is the only true basis for later study. The textures and colors of nature, the accomplishments and struggles of humankind fill the Waldorf students' imaginations and the pages of their beautiful books. Education grows into a union with life that serves them for decades. By the time they reach us at the college and university level, these students are grounded broadly and deeply and have a remarkable enthusiasm for learning. Such students possess the eye of the

discoverer, and the compassionate heart of the reformer which, when joined to a task, can change the planet.

-Arthur Zajonc, Ph.D., Associate Professor of Physics, Amherst College

There is a growing body of research substantiating Waldorf practices, curriculum and the holistic, balanced approach to education. Incidental commentary drawn from such research is cited throughout this document. Peace Valley's curriculum places emphasis on a strong academic foundation, artistic expression, social development, and attention to each child's needs. Waldorf curriculum has been proven to be an effective educational method for many children who struggle in traditional classrooms, as well as gifted students, and typically developing students.

A large body of evidence from the last twenty years of neuroscientific inquiry supports the fundamental principles of Waldorf pedagogy. The timing and organization of brain development are prime considerations in establishing the optimal sequence for learning, as is the knowledge that the brain operates optimally when all parts are equally developed, valued, and engaged. Its holistic approach is designed to stimulate optimal brain functioning and follow a developmentally appropriate sequence to educate the child's whole being integrating thinking, feeling, and doing. The foundation of Waldorf education lies in providing the right experience at the right time. Dr. Regalena Melrose, a licensed clinical and credentialed school psychologist with nearly 20 years' experience working with children and adolescents in schools, clinical settings, and private practice, has done extensive research in this area. In *Why Waldorf Works: From a Neuroscientific Perspective* she writes (Appendix P),

An overwhelming body of evidence from the last 20 years of neuroscientific inquiry supports Steiner's theories, including some of the most fundamental foci of Waldorf Education. Three foci thrill me the most, both as a parent of a Waldorf student and as an international speaker on the topic of learning, behavior, and the brain: holism, play, and nature. An emphasis on all three is consistent with how the brain learns best: when the whole brain is engaged at any given moment, when its foundational neural connections have been given ample time to develop, and when it is in an optimally aroused state.

Because brain development occurs at a different pace for each child, the Waldorf approach helps students thrive until their learning skills catch up with their development. Several studies have shown significant correlations between academic success, enhanced critical thinking abilities, and positive attitudes towards community for students who are educated in an arts-integrated curriculum. This model of education through the arts awakens imagination and creativity, bringing vitality and wholeness to learning. Play is also an essential part of learning and Peace Valley's educational vision gives ample time and space for children to unstructured play. According to Dr. Melrose, "numerous studies have shown that play at every stage of development improves IQ, social-emotional functioning, learning, and academic performance. The findings of several studies conducted over a 4-year period found that spending one-third of the school day in physical education, art, and music improved not only physical fitness, but attitudes toward learning, and test scores...."

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 (Appendix P), 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 only preparing them for standardized tests. In her assessment of four California public schools that use Waldorf methods, Oberman found that some students tested slightly 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. Peace Valley students should achieve these same results or better.

California, which has the most Public Waldorf Charter Schools, has the greatest amount of data regarding the academic and social benefits of this educational model. They have data showing the development and progress of test scores and the versatility of the model with various student populations. For example, ample research supports the use of Waldorf principles for at-risk populations. 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 by R. Babineaux found that students had "improved attitudes toward learning, better social interaction and excellent academic progress." 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 (Arline Monks, Appendix P). Likewise, after the Bill & Melinda Gates Foundation helped launch the first public Waldorf high school, the George Washington Carver School of Arts and Science in Sacramento, California, scores on the California Statewide Tests rose dramatically. In this case, the methods proved highly effective for under-achieving and special needs students. In 2011, just three years after adopting Waldorf methods and pedagogy, only 12% of 11th graders scored "far below basic" or "below basic" on Statewide English tests, compared to 67% of 11th graders scoring at below basic levels when the school opened.

A 2009 study comparing Waldorf and public school students in New Zealand (Appendix P) found that, the Waldorf students who had no formal instruction in reading in preschool 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." 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.

Finally, in an extensive research study conducted by the Stanford Center for Opportunity Policy in Education (SCOPE) Growing a Waldorf-Inspired Approach in a Public School District documents the practices and outcomes of Alice Birney, a Waldorf-Inspired School in Sacramento City Unified School District (SCUSD). (Appendix P) This study highlights how such a school addresses students' academic, social, emotional, physical, and creative development. Birney students outperform similar students in SCUSD on several behavioral and academic measures

In particular graduates report they approached their continued education with the assumption that their voices were worth hearing and sharing, be it with peers or their classroom teachers, even if they were taking a minority or unorthodox position. Driven to pursue personally relevant educational

interests, for the purpose of self-improvement and curiosity, they did not fear failure but understood it to be a part of the learning process. Profoundly, many students commented on the social responsibility they felt to engage the world in a meaningful way that makes the world a better place.

Based on the research cited above and the lived experience of its founders, Peace Valley is confident it can achieve its vision and implement its educational philosophy for students in the Treasure Valley. Peace Valley's vision will allow for flexibility and adaptability to meet the various needs of students who will become part of the school. Because Peace Valley's educational framework focuses on the developmental, social and emotional needs of children, it is well suited to educate children across the academic spectrum and simultaneously achieve high-academic standards.

## Legislative Intent

As the first school in the Treasure Valley guided by the Core Principles of Public Waldorf Education, Peace Valley provides a successful, time-tested, but wholly new approach to education in this region, creating substantially increased choice in educational models while improving student learning and promoting innovative teaching methods.

In response to Idaho Code 33-5201 providing legislative intent for establishing charter schools, Peace Valley Charter School will:

### *1. Improve Student Learning*

Perhaps the most valuable aspect of an education that is based in Waldorf philosophy is that it teaches students how to think. Imaginative play, emphasized in Kindergarten, develops imaginative thinking as a child matures into the grades. The capacity for imaginative thinking enables students to perceive events with clarity, to comprehend complex situations fully, and then to envision creative solutions for life's challenges. In Peace Valley's capacity building curriculum, academic mastery is achieved through immersion in experiential learning. By building a playhouse, third graders first imagine their construction, then learn measuring, reinforce math skills, and master practical building abilities to bring their playhouse into form. A fifth grader studying ancient Greece will compete in an Olympic pentathlon and might play the role of Pythagoras his annual class play. Reading is taught on a foundation of rich oral literacy that begins Kindergarten and continues to develop as students' progress through the grades. In addition to academic mastery and artistic development, learning how to learn is a primary goal for Peace Valley students. Peace Valley's purpose is to improve student learning by employing new and creative methods of education that will create an innovative, developmentally-appropriate educational choice for students and parents within the public sphere and meet the unique learning styles and needs of many students that may not be flourishing in the traditional-model schools available in the community. Peace Valley improves student learning through its arts integrated, interdisciplinary and developmentally differentiated "Main Lessons" which present core subjects in 2 to 4 week units. Peace Valley's educational model nourishes students' natural curiosity and passion for learning by respecting the unique developmental stages each child experiences. All facets of the school are structured around a comprehensive understanding of human development—an understanding that nurtures a community of self-awareness, respect, and dignity to improve each student's learning.

## *2. Increase learning opportunities for all students, with special emphasis on expanded learning experiences*

The arts are integrated throughout the Peace Valley's curriculum to access and develop students' emotional intelligence. Artistic activities such as painting, drawing, drama, singing and instrumental music are used in combination with core academic standards to enrich the learning experience. Through the arts, Peace Valley facilitates the development of compassion, responsibility and stewardship. ~~An orchestral performance or a class play requires enormous teamwork among teachers and students.~~ By working together consciously throughout the curriculum, students develop a capacity for emotional involvement that is both sensitive and resilient. They become caring individuals committed to one another and to the greater good. Enrichment subjects, most taught by specialty teachers, like foreign languages, singing, flute and recorder, violin, painting, drawing, modeling, knitting, sewing, woodworking, drama and movement, garden and eco-literacy are all excellent learning opportunities for students that go beyond the core subjects and are usually unavailable in other local schools. ~~Several studies referenced above have shown significant correlations between academic success, enhanced critical thinking abilities, and positive attitudes towards community for students who are educated with arts integrated curricula.~~ Concepts are interwoven throughout the curriculum and are taught through oral presentations, writing, reading, recitation, drama, painting, drawing and movement. This multi-dimensional approach expands learning experiences and engages students in a powerful and concentrated experience and promotes active listening, memory, imagination and vocabulary.

## *3. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site*

Teachers are encouraged to cultivate within themselves a sense of wonder and discovery throughout the process of developing and presenting lesson material, while also teaching from the richness of their experience. This, in combination with the practical necessity of presenting ~~developing~~ new curricula each year as one advances or loops through the grade levels, invariably leads to creative and innovative lesson plans. The execution of Steiner's philosophy through its curriculum, pedagogy, and school structure is strongly supported by the sustained relationships formed between and among teachers, students, and families. ~~Central to this relationship is looping, where teachers ideally commit to staying with their students from first through fifth grade. This sustained relationship fosters deep and lasting ties between teachers and their students as well as teachers and the families of the children in their classes.~~ The curricular freedom that looping affords its teachers directly impacts the pacing of instruction as well. When teachers have the luxury of time, as well as the primary responsibility for their students' education, they are not under pressure to prepare students to a certain level of proficiency at an arbitrary point in time in order to hand off to their next teacher. Teachers can be responsive to the students' needs, readiness for new learning, and skill development in designing their instruction.

School leadership is conducted through shared responsibilities within established legal structures. Faculty, staff, administration and the Governing Board will collaborate to guide and lead the school with input from stakeholder groups. To the greatest extent possible, decisions related to the educational program are the responsibility of those faculty and staff with knowledge and experience of Rudolf Steiner's educational insights. Governance and internal administration are implemented in a manner that cultivates active collaboration, supportive relationships, effective leadership, consequential action,

and accountability for teachers. Key to this approach is the notion of and support for teachers as lifelong learners who are continually developing their craft.

*4. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system*

As the first school in the Treasure Valley guided by the Core Principles of Public Waldorf Education (Appendix P), Peace Valley provides a successful, time-tested, but wholly new approach to education in the area, creating substantially increased choice in educational models while improving student learning and promoting innovative teaching methods. It allows parents access to a long standing and fast-growing educational option that doesn't currently exist in the Treasure Valley. It provides parents and students desiring a whole child, developmentally appropriate, arts and nature based approach to education in the public sector.

## Tab 2 – Proposed Operations

### Peace Valley’s Proposed Operations

Superintendent Jonathan Raymond of Sacramento, CA Unified School District has this to say about Waldorf-methods schools:

"Our society will greatly benefit from more Waldorf-educated young people. Having a Waldorf school should be a critical piece of every district’s portfolio."

#### Legal Status of the school

Peace Valley Charter School, Inc., a nonprofit corporation organized and managed under the Idaho Nonprofit Corporation Act. The corporation is registered in the State of Idaho, organized exclusively for educational purposes within the meaning of under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code. In this document, the Charter School is the petitioning entity and is referred to as Peace Valley (PVCS). Peace Valley Charter School will apply to become its own Local Education Agency (LEA) and will be responsible for all programs, finances, reporting, and monitoring.

The Peace Valley Charter School Articles of Incorporation and Bylaws are included in this document as Appendix A.

#### Proposed Operations

Peace Valley Charter School, Inc. will operate as a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. It will be located in be in the Boise School District boundaries and enroll a student population that reflects demographics similar to those of area charter schools. Peace Valley will operate under the leadership of the Board of Directors with the day-to-day operations managed by the school Administrator. Peace Valley will operate with a unique educational approach guided by the Core Principals of Public Waldorf Education.

#### Proposed Location and Attendance Area

Interest in Peace Valley comes from families across the Treasure Valley, however-and the school plans to be located in the Boise Independent School District. However, it proposes to locate within the Boise School District where the greatest support has been demonstrated. The three proposed locations within the District are accessible to demographic areas of high interest, while remaining accessible across the wider Treasure Valley. Focus groups and survey results have demonstrated a preference for land in the desired locations that will meet the school’s short and long term needs rather than a preexisting facility. Facility details for the three proposed options are found in Appendix J.

Peace Valley proposes a moderately sized attendance area that covers the largest areas of interested families across the Valley. PVCS Survey data shows concentrations of interested families in the North, South, East and West parts of the attendance area with the largest concentrations in the Northend, Bench and West Boise. The proposed attendance area will cover

both West Ada and Boise School Districts. ~~The attendance boundaries are as follows: (Map provided in Appendix D)~~

~~Listed residential streets, drives, ways, culs-de-sac, etc. will include addresses on both sides of the road also to include future addresses that are built on said roads. Higher capacity roads and highways listed will act as a boundary only, not to include residences outside of the overall encompassed attendance area. The attendance boundaries are as follows: Listed residential streets, drives, ways, culs-de-sac, etc. will include addresses on both sides of the road also to include future addresses that are built on said roads. Higher capacity roads and highways listed will act as a boundary only, not to include residences outside of the overall encompassed attendance area.~~

The N.W. corner begins at Eagle Rd. and State Highway 44 / State St. Following State St. east to Highway 55 then following 55 north to connect to Hill Rd. The boundary follows Hill Rd. southeast to N. Pierce Park Ln. and includes the residential streets just north of Hill Rd., W. Summer Hill Dr., W. Autumnwood St., and W. Wintergard St. The boundary follows N. Pierce Park Rd. that changes into and continues westward as N. Cartwright Rd. The boundary continues southwest and will include the residential side roads that jettison from Cartwright Rd. nearing N. Bogus Basin Rd. as follows, N. Blue Wing Pl., W. El Pelar Dr., N. Sanada Way, N. La Mesita Way, W. Tequila St., N. La Fontana Way, and La Fontana Way. The boundary follows N. Cartwright Rd. south to N. Bogus Basin Rd. then turns southeast to follow W. Curling Dr. The boundary then turns briefly west to wind through Cashmere Rd., south onto N. Whidden St., then east onto W. Highland View Dr. After the street turns into N. 15th St., the boundary turns southeast onto Hill Rd. After Hill Rd. changes to N. 13th St., the boundary will turn east onto W. Lemp St, then south briefly onto N. 8th St., then east again onto N. 7th St. The boundary will turn briefly east onto W. Alturas St. before turning south onto N. 6th St., then southeast onto W. Fort St. The road will change into E. Fort St., then turn southeast onto E. Jefferson St. This road will turn into E. McKinley St., and then the boundary will briefly turn south into N. Maple Ave., then east onto Hillview Dr., then again onto Bacon Dr., then once again onto E. Warm Springs Ave. This road will change into E. Barber Dr., and then the boundary will turn south onto N. Harris Ranch Rd, and then once again east onto E. Warm Springs Ave until connecting with Highway 21. Heading west on Highway 21 the boundary follows I-84 northwest until the S. Orchard St. exit to continue onto W. Victory Rd. The boundary continues to S. Cole Rd. and turns south to W. Desert Ave. This continues west to S. Maple Grove Rd., continues south to E. Lake Hazel Rd. then west to S. Eagle Rd. to create the southwest corner of the boundary. Eagle Rd. is the western boundary that connects to State Highway 44 / State St. to complete the boundary.

Peace Valley's primary area of attendance will include the area inside the outlined portion of the attendance map found in Appendix D.

### **Target Population**

~~Internationally, Waldorf education has sought to be an agent of cultural transformation. In this vain, Peace Valley intends hopes to serve a diverse group of students whose parents desire an~~

innovative, holistic public school of choice. Families seeking an alternative educational choice are attracted to various aspects of Peace Valley's educational plan. In part, the target population is distinct in that many families already familiar with the model are excited to have a public Waldorf school available, because none currently exists in the area. Families new to Peace Valley's educational philosophy will be attracted because of the innovative, holistic, arts and nature based approach to the curricula, as well as the respectful, nurturing environment at the core of all successful Waldorf education. See Tabs 7 and 8 for details.

### Charter School's Potential Effects

Peace Valley will offer parents across the Treasure Valley an alternative public school of choice that does not currently exist. By ultimately enrolling students in grades K-8, Peace Valley will provide a grade configuration that aligns with the Waldorf curriculum and resembles that of other successful charter schools. The Treasure Valley is one of the fastest growing areas in Idaho and many families are seeking a new approach to education. Peace Valley will help alleviate pressure on local schools and meet this growing need. The population of school age students in the Treasure Valley is projected to grow from 121,907 in 2014 to 125,300 by 2019. <http://www.bloom.org/treasure-in-the-valley/>. This is after an overall student enrollment growth of nearly 12,000 between 2010-2015.

At the same time, demand for charter schools in the Treasure Valley exceeds the current capacity of existing charter schools. As of 2015-2016 there are 1,234 students on charter waitlists within the target school districts and while the true number of students waiting to enroll in a charter school is not known, its potential can only increase as more people have an accurate understanding of the nature of public Charter Schools and their open access to the public. An attendance area greater than just Boise School District will ensure that Peace Valley will not take students from any one specific geographic area and that there will be no noticeable impact on either District or on any K8 school within those Districts, fiscally or otherwise. Comments from West Ada are found in an Article in the Meridian Press,

“West Ada school board Chairman Philip Neuhoff said he does not foresee a new public charter school having a big impact on West Ada’s enrollment or state funding. The district would lose per-pupil funding for the students who switch to Peace Valley, he said, but it also would not be providing services to those students. Having enough students is not a concern for the district, which is growing rapidly, he added.”

From the letter received from the Boise School District and conversations with Superintendent Coberly, Boise School District does not perceive any negative effect on their district finances or population and we hope to have a positive relationship with them as they do with the other Charter schools operating in their District. Peace Valley will work in cooperation with the districts in the primary attendance area and regularly share enrollment information in order to assist them in their enrollment planning.

## Anticipated Enrollment

In its opening year, Peace Valley intends to enroll a modestly sized student body of ~~264~~ 32000 K-6 students and grow each year by adding one new upper grade and one additional lower grade with a maximum capacity of 540 students. Peace Valley anticipates offering three Kindergarten classes: 1 full day (with tuition), 2 half days. Kindergarten class size will be a maximum of 20 students per class. Grades 1-6 vary in class size between 27-30 students ~~276 students in grades 1-8 is proposed with a maximum final class size of 20 kindergarten student with a maximum of two classes per grades 1-8 with a maximum of 30 students each. in grades 1-8.~~ Peace Valley anticipates offering three Kindergarten classes: 1 full day (with tuition), 2 half days. (one half day will be Spanish Immersion). Survey data shows overwhelming support for Spanish Immersion Kindergarten. 64% of parents asked, "If you have a child attending Kindergarten, would you be interested in Spanish Immersion?" answered yes and 25% responded "maybe". Break-even enrollment for year one would be 183 students, which is lower than the approximately 259 average opening enrollment number of nearby Treasure Valley charter schools.

Initial survey data of ~~338~~ 40 interested parents shows overwhelming demand for the lower grades and very strong interest in the upper grades, demonstrating overall support for our enrollment projections. (Appendix Q). A robust city-wide marketing campaign is ready to be launched upon authorization.

~~A city wide marketing campaign has not taken place yet, but will commence late summer 2017. Based on the strong survey response received in a few months and the building desire for this school over the past five years, Peace Valley anticipates filling its first year K-6 student enrollment and maintaining a waiting list like most Charter schools in the area. Should enrollment approach the minimum for financial viability, which is projected to be 153 students, the Board of Directors shall act including, but not limited to the following: Increase enrollment demand through a marketing campaign. Increase fundraising from external sources. Eliminate or defer expenses.~~

## Class sizes

~~However, the educational model can easily support larger class sizes of up to 30 students per class, which would be the maximum class size. The Board will set the class size each year in anticipation of the upcoming year's lottery, with consultation from the Administration and Faculty Council. Initially, class size will be limited to give teachers and administration time to understand the vision and mission of the school. It will also allow most the teachers obtain Waldorf certification before an increase in class size is considered.~~

## Student Demographics

PVCS anticipates student ethnic demographics to be similar to those of the West Ada/Boise School District, area Charter Schools and Idaho demographics, which report about 75% Caucasian students on average . ~~PVCS expects around 775% of the student population identifying as Caucasian, and 10% Hispanic with the remaining 15% divided among African American, Asian and other ethnicities.~~

The number of students needing ELL services has grown in the BSD in recent years, and thus PVCS expects around 5% of enrolled students to require some level of ELL services. PVCS anticipates students with special needs to be around 40-11%, which is consistent with local District and state statistics. PVCS anticipates the socio-economic demographics to be 28%, a little lower than similar to The Village Charter in Boise which reported 32.3% of their K-12 public school students participate in the National School Lunch Program (NSLP) (See Tab 7 for enrollment details)

Boise School District demographics

<https://www.boiseschools.org/cms/one.aspx?portalId=508306&pageId=1526827>

West Ada School District demographics

<http://westada.org/domain/6088> and <http://westada.org/Page/34856>

## Demand

Currently, there are more than 1,800 Waldorf schools and kindergartens in more than 85 countries worldwide (International Forum of Waldorf/Steiner Schools (2016), Appendix P) and 54 Public Waldorf Charter Schools in the USA. These schools exist in large cities and small towns, suburbs and rural enclaves. Most recently, in 2016, Wasatch Charter in Salt Lake City, the first Public Waldorf Charter in Utah, opened its doors to 540 students and is now in its second year with over 1,000 students on its waiting list. A second public Waldorf in Utah has been approved for 2018. Every state that borders us has private and/or public Waldorf schools. The Waldorf philosophy has been very successfully adapted as a public school model and the number of new schools continues to grow nationally every year. There is now research and statistical data to support the public model as well as support nationally from the Alliance. The growth the Treasure Valley has experienced the last ten years, especially from California, has increased the demand for this model of education. Many around the country have their children in Waldorf schools and when they consider relocation to Boise, they look for a similar school.

Peace Valley Charter School reflects and represents the values of a growing population of families in the community, many of whom have first-hand experience with Waldorf education from other states or countries and many who are looking for a holistic educational option. The current Board President helped start and worked in a Waldorf-inspired preschool and early Elementary in Peru before returning to Boise in 2016.

Survey results through social media, webpage and open houses have demonstrated proven a strong demand in the Treasure Valley to offer an elementary and middle school program guided by the Core Principles of Public Waldorf Education and Peace Valley's other key components. (Appendix Q) Peace Valley supporters include a wide variety of families from homeschoolers, those in traditional schools and those in private schools who connect to the various aspects of Peace Valley's vision. Many local families currently home-school or supplement their children's educational experience at home with Waldorf inspired lessons and culture.

Local interest in a Waldorf-based Elementary school has steadily grown in the Treasure Valley over the past ten years. Local families have been celebrating Festivals other related Waldorf-Inspired events together. The Facebook page, *Boise Waldorf Initiative (formerly Dry Creek Initiative)* had 640 followers before the creation of the new, *Peace Valley Charter* Facebook page.

created in October 2016, which currently has 56653 followers. Peace Valley's website has yielded an additional 130 interested families who are not on Facebook have requested to receive Peace Valley's newsletter and information. Furthermore, in the past 8 months, more than 15 people from outside Idaho nationally and internationally have written with great interest in the school and are considering relocating to Boise because this educational option is available. Many of them currently participate in Waldorf communities and want this educational option to continue for their children.

Since Peace Valley's inception, several events, organized by founding families, have taken place. On November 11, 2016, a traditional Lantern Walk took place at Kathryn Albertson Park with 20 families participating. Many families gathered the week before for a sponsored Craft Day to make the lanterns used for the walk. In 2017, Community Open Houses were held on January 21 and February 18 and April 22 with about 150 different families participating and learning about Peace Valley's mission and vision through hands-on demonstrations, workshops and presentations. On February 25, 2017, Board members participated in the Kids Expo at Expo Idaho and connected with a very diverse population of over 120 families and children. We had a hands-on weaving activity with yarn and sticks. (See photos). On March 21, we hosted *Simplicity Parenting: Using the Extraordinary Power of Less to Raise Calmer, Happier, and More Secure Kids*, facilitated by Carrie Thomas Scott, MA, LCPC Certified Simplicity Parenting Coach, Adjunct Faculty and about 50 area parents attend at the Eagle Senior Center. On May 20<sup>th</sup>, we celebrated May Faire Family Festival and Fundraiser at Veterans Memorial Park with about 30 families attending. There was traditional Maypole dancing with children and other activities like: cupcake walk, gunny sack race, origami window stars, jump roping, making crowns with flowers and more. Since January 2017, about 338-15 people have filled out the online planning survey. See Appendix N for a list of those who have expressed a desire to choose Peace Valley Charter School and some of the skills sets offered.

In addition to the list of families interested in enrolling in Peace Valley (Appendix N), about 20 unsolicited emails have been received from teachers, administrators and other education professionals, locally and nationally, who are interested in being a part of Peace Valley. An Education Committee has been formed and includes veteran public school teachers, Waldorf teachers, specialty teachers and a Special Education director.

### **Organizational Structure-Administrative Services**

Peace Valley Charter School It is governed by a Board of Directors that is responsible for the school's overall policy, direction and compliance of the school. Peace Valley will be a legally and operationally independent entity, established by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the charter school. If financially feasible, the school-The Governing Board will employ an Executive Director to oversee the implementation of its mission and vision and supervise staff. The Executive Director may also contract for services related to accounting, legal services, and other contract services that may include transportation, special education, faculty training, and/or other budgeted expenses approved by the Board of Directors. -school's effective operation and growth. He or she will serve as a strong advocate for the school's core values and work collaboratively with the

~~Administrator, Business Manager, Office Staff, Parent Council, and Board of Directors to provide consistent and effective school leadership in non-academic areas. The Administrative services will be provided by An Idaho State Certified Administrator. The Board will approve a job description and an evaluation plan for this position. The Administrator will recommend personnel for hiring to the Board and will conduct evaluations as well as provide professional development and coaching opportunities for staff. The Administrator will also supervise the Receptionist, Pedagogical Consultant, Student Services Coordinator (Counselor) Janitorial Staff, Nurse and other positions needed as the school enrollment grows. These positions may be hired as part-time employees or contracted to other entities and one individual may hold multiple positions as the school builds enrollment. will be responsible for all academic school functions. He or she will The Administrator will be responsible for building a strong, positive school culture and climate, and will facilitate this by being present throughout the school, in classrooms, meetings, drop offs, and pick-ups to foster a culture of positive, engaged learning, and serve as a strong advocate for the school's core values.~~

The Administrator will:

- ~~Oversee curriculum development and implementation and class scheduling~~
- ~~Monitor and analyze student performance data and prepare reports~~
- ~~Foster teacher leadership and shared decision making~~
- ~~Facilitate professional development and teacher evaluations~~
- ~~Oversee staff/teacher meetings, and instructional planning meetings~~
- ~~Ensure educational and regulatory compliance at all governmental levels~~
- ~~Develop and implement discipline policies, in conjunction with staff~~

~~The Board of Directors will hire an independent auditor to conduct an annual audit of the finances and internal controls of Peace Valley. The auditor will provide a report to the authorizer and the State of Idaho as required by law. The report will also be kept as an open public record at Peace Valley.~~

### **Educational Concept**

~~Peace Valley's educational model is a compelling public choice, incorporating research-based strategies that improve and enhance student achievement, cognition, and social and emotional health. It provides an innovative and creative method for delivering Idaho Content Standards to students in the Treasure Valley. Peace Valley will be guided by the Core Principles of Public Waldorf Education, offering a rich curriculum that simultaneously addresses students' academic, artistic and practical skills. Peace Valley will foster a nurturing, multisensory, multicultural, and nature-based learning environment where the arts are integrated into academic lessons to help stimulate students' imaginations. Peace Valley's model recognizes that children pass through distinctive developmental stages, which is why it will provide an open, creative environment that nurtures the emerging capacities at each age through:~~

- ~~A cross-disciplinary approach with block scheduling and rigorous, relevant, balanced, developmentally based curriculum~~
- ~~Sustainable living practices, environmental stewardship, and experiential learning through outdoor nature experiences, animal husbandry, and gardening skills~~

- Multi-sensory learning through singing, painting, movement, drawing, theater arts, storytelling, handwork, and the playing of recorders, flutes and stringed orchestral instruments
- A robust foreign language program where the goal is immersion and fluency
- A 'looping' or continuing relationship between the primary teacher and his or her respective class across the grades.

As a new school, Peace Valley will be a work in progress. Not all aspects of the curriculum will be implemented the first year. The Governing Board will decide which special subjects will be included each year based on finances and staffing. PVCS intends start with four special subjects; handwork, foreign language, farm and garden and music.

### Charter School's Potential Effects

Peace Valley will offer parents across the Treasure Valley an alternative public school of choice that does not currently exist. By ultimately enrolling students in grades K-8, Peace Valley will provide a grade configuration that aligns with the Waldorf curriculum and resembles that of other successful charter schools. It will also allow students to easily transition into neighboring high schools. Demographic survey results show a wide dispersion of families across the proposed attendance area (Appendix D). An attendance area greater than just Boise School District will ensure that Peace Valley will not take students from any one specific geographic area and that there will be no noticeable impact on either District or on any K8 school within those Districts, fiscally or otherwise. Comments from West Ada are found in an Article in the Meridian Press,

“West Ada school board Chairman Philip Neuhoff said he does not foresee a new public charter school having a big impact on West Ada’s enrollment or state funding. The district would lose per pupil funding for the students who switch to Peace Valley, he said, but it also would not be providing services to those students. Having enough students is not a concern for the district, which is growing rapidly, he added.”

Peace Valley hopes to mirror the demographics from its attendance area and plans to reach out to diverse communities in its pre-opening marketing plan. See Tab 7 and Appendix QR for demographic survey results. From the letter received from the Boise School District and conversations with Superintendent Coberly, Boise School District does not perceive any negative effect on their district finances or population and we hope to have a positive relationship with them as they do with the other Charter schools operating in their District.

### Demand

Currently, there are more than 1,800 Waldorf schools and kindergartens in more than 85 countries worldwide (International Forum of Waldorf/Steiner Schools (2016), Appendix P) and 54 Public Waldorf Charter Schools in the USA. These schools exist in large cities and small towns, suburbs and rural enclaves. Most recently, in 2016, Wasatch Charter K-8 the first Public Waldorf Charter in Utah, opened its doors to 540 students with over 400 students on its waiting list in Salt Lake City, and a second public Waldorf in North Utah is being developed for 2018. Every state

that borders us has private and/or public Waldorf schools. The Waldorf philosophy has been very successfully adapted as a public school model and the number of new schools continues to grow nationally every year. There is now research and statistical data to support the public model as well as support nationally from the Alliance. The growth the Treasure Valley has experienced the last ten years, especially from California, has increased the demand for this model of education. Many around the country have their children in Waldorf schools and when they consider relocation to Boise, they look for a similar school. Many families have decided not to move here because there is not currently a Waldorf based educational option.

Peace Valley Charter School reflects and represents the values of a growing population of families in the community, many of whom have first-hand experience with Waldorf education from other states or countries and many who are looking for a holistic educational option. The current Board President helped start and worked in a Waldorf inspired preschool and early Elementary in Peru before returning to Boise in 2016.

Survey results through social media, webpage and open houses have demonstrated proven a strong demand in the Treasure Valley to offer an elementary and middle school program guided by the Core Principles of Public Waldorf Education and Peace Valley's other key components. (Appendix QR) Peace Valley supporters include a wide variety of families from homeschoolers, those in traditional schools and those in private schools who connect to the various aspects of Peace Valley's vision. Many local families currently home school or supplement their children's educational experience at home with Waldorf inspired lessons and culture.

Local interest in a Waldorf based Elementary school has steadily grown in the Treasure Valley over the past ten years. A few years ago, a group started the Dry Creek Initiative to start a public charter, but lacked sufficient leadership to see it to completion and out of that grew a Cooperative school in Eagle. Local families have been celebrating Festivals other related Waldorf Inspired events together. Facebook has been an invaluable point of connection. The Facebook page, *Boise Waldorf Initiative (formerly Dry Creek Initiative)* had 640 followers before the creation of the new, *Peace Valley Charter* Facebook page, created in October 2016, which currently has 522453 followers. Peace Valley's website has yielded and additional 130 interested families who have requested to regularly receive Peace Valley's newsletter and information who are not on Facebook. These pages have been critical tools for ongoing education of relevant topics to families and as a communication tool to those who want to support Peace Valley. Furthermore, in the past 8 months, more than 15 people from outside Idaho nationally and internationally have written with great interest in the school and are considering relocating to Boise because this educational option is available. Many of them currently participate in Waldorf communities and want this educational option to continue for their children.

Since Peace Valley's inception, several events, organized by founding families, have taken place. On November 11, 2016, a traditional Lantern Walk took place at Kathryn Albertson Park with 20 families participating. Many families gathered the week before for a sponsored Craft Day to make the lanterns used for the walk. In 2017, Community Open Houses were held on January 21 and February 18 and April 22 with about 150 different families participating and learning about Peace Valley's mission and vision through hands-on demonstrations, workshops and presentations. On

February 25, 2017, Board members participated in the Kids Expo at Expo Idaho and connected with a very diverse population of over 120 families and children. We had a hands-on weaving activity with yarn and sticks. (See photos). On March 21, we hosted *Simplicity Parenting: Using the Extraordinary Power of Less to Raise Calmer, Happier, and More Secure Kids*, facilitated by Carrie Thomas Scott, MA, LCPC-Certified Simplicity Parenting Coach, Adjunct Faculty and about 50 area parents attend at the Eagle Senior Center. On May 20<sup>th</sup>, we celebrated May Faire Family Festival and Fundraiser at Veterans Memorial Park with about 30 families attending. There was traditional Maypole dancing with children and other activities like: cupcake walk, gunny sack race, origami window stars, jump roping, making crowns with flowers and more. It was a beautiful and successful event that also raised funds to support our endeavors. Since January 2017, about 315 people have filled out the online planning survey. See Appendix N for a list of those who have expressed a desire to choose Peace Valley Charter School for a variety of reasons and some of the skills sets offer. There is also a separate folder of photos submitted of the various events that have taken place.

In addition to the list of families interested in enrolling in Peace Valley (Appendix N), about 20 unsolicited emails have been received from teachers and administrators and other professionals, locally and nationally, who are interested in being a part of Peace Valley, some are now part of our Educational Committee and most have already submitted resumes for consideration. Several of those interested are experienced teachers with M. Ed degrees and many years of experience in various education fields

The N.W. corner begins at Eagle Rd. and State Highway 44 / State St. Following State St. east to Highway 55 then following 55 north to connect to Hill Rd. The boundary follows Hill Rd. southeast to N. Pierce Park Ln. and includes the residential streets just north of Hill Rd., W. Summer Hill Dr., W. Autumnwood St., and W. Wintergard St. The boundary follows N. Pierce Park Rd. that changes into and continues westward as N. Cartwright Rd. The boundary continues southwest and will include the residential side roads that jettison from Cartwright Rd. nearing N. Bogus Basin Rd. as follows, N. Blue Wing Pl., W. El Pelar Dr., N. Sanada Way, N. La Mesita Way, W. Tequila St., N. La Fontana Way, and La Fontana Way. The boundary follows N. Cartwright Rd. south to N. Bogus Basin Rd. then follows N. Bogus Basin Rd. up the mountain to include a residential area to the west including the streets W. Paso Fino Dr. and N. Mountainside Ln. Approximately 12.7 miles up the mountain the boundary continues east on National Forest Road 275, Shafer Butte Rd. NF 275 changes names to Boise Ridge Rd. as it veers south and continues south until changing into Shaw Mountain Road. Upon reaching the Intermountain Bird Observatory, the boundary road continues south and turns into Rte. E. Shaw Mountain Rd. The boundary follows to Rte. E. Highland Valley Rd. to meet up with Highway 21 and continues south toward Lucky Peak Lake. Heading west on Highway 21 the boundary follows I-84 northwest until the S. Orchard St. exit to continue onto W. Victory Rd. The boundary continues to S. Cole Rd. and turns south to W. Desert Ave. This continues west to S. Maple Grove Rd., continues south to E. Lake Hazel Rd. then west to S. Eagle Rd. to create the southwest corner of the boundary. Eagle Rd. is the western boundary that connects to State Highway 44 / State St. to complete the boundary.

## Charter School Facilities

While facilities can be a challenge for charter schools in Idaho, PVCS is aware that a successful facility is crucial to school success and student learning. Given that Peace Valley will not have

access to school district facilities, securing the best facility will be one of the more challenging pieces of the school's plan. Peace Valley's educational philosophy greatly values nature and hopes to find a suitable facility option that allows its vision to be realized. Like many new Charter school's Peace Valley will have to start modestly and grow over time.

At its full operating capacity, Peace Valley will require approximately 40,000 square feet of space. Based on its educational model, PVCS will require more than the 850 square elementary school classrooms recommended by the Idaho State School Facility Recommendations. Fully built out, Peace Valley will have:

- 19 learning spaces (classrooms), each approximately 1,000 square feet
- 5,000 square feet for multi-purpose use such as assembly space, library, and indoor play area
- 4,000-5,000 more square feet for specialty classes, labs and workshop areas
- 2,000 square feet administrative space
- 20% additional overall square feet for restrooms and circulation

~~We'd like enough land to be able to have outdoor play space, a small orchard, and farm and garden space. Town Hall discussions at Open Houses' overwhelmingly indicated the preference for a natural school setting with portables or a partial built structure, rather with portables or temporary facilities on site rather than leasing renovated commercial or industrial site for the school's initial years. The three proposed facility options reflect this priority. They are also are centrally situated for maximum accessibility and fit within the proposed budget. Therefore, Peace Valley plans hopes to either lease land and use portable structures or lease an existing building until its enrollment and finances are stabilized to build a permanent facility. There are no plans to build a gym. Students will spend free time outside in a natural play space. Neither are there plans to have a designated cafeteria. Students will eat in their classrooms. A library is not planned for the first years either, but PVCS plans to investigate the collaboration with Public Libraries and work toward having a dedicated space and materials available. A couple of open spaces that can be used in a variety of ways such as for music class and eurythmy are planned.~~

PVCS Board has an agreement is has been working with Giza Development from Utah that financed and built Wasatch Waldorf Charter and has developed several other Charter schools in Utah as well as an experienced Waldorf Architect Jeff Dickenson, to achieve the school's facility goals. , who financed and built Wasatch Waldorf Charter facility in Salt Lake in 2015 and has developed several other Charter schools in Utah. Depending on the option chosen, Giza will purchase land Michael Wright has agreed to work with the Governing Board to achieve the school's facility goals which could include financing: and pay for financepurchase, portables, and site development costs. like utility installation, parking, landscaping etc a PVCS will lease the facility and land at rate of 9.5% a year for an anticipated five years with the intention of buying the investor at the end of that time. Peace Valley will pay for the transportation, installation and lease of the portables with pre-opening funds. Any land purchased and developed would be owned by Giza Development until the school bonds to buy out Giza. This partnership will allow PVCS to stay within its projected 15% expenditure for facilities and allow the school to steadily grow and

eventually purchase the location. In evaluating the following options, Peace Valley carefully considered traffic flow, zoning options, and location in relation to target student market.

**Option 1:** Lease Portables and then a permanent facility on The Simunich Homestead located at 2521 W Victory and Vista Ave which has been. ~~It has been~~ a family farm for over 80 years and is not currently on the market.

This option is a 5 acre parcel that is part of a 60 acre family farm, located just off the freeway at Vista Ave in Boise. It is flat farmland that can easily be used for buildings and for open space. The land was not originally on the market, but the family agent has been working with PVCS on a plan to lease and then build a school on the northeast corner of the property. It is in a residential area with great access from all directions.

The remaining site development costs and portable classrooms will be financed by our investor Developer, Michael Wright of Giza Development and leased back to the school at an annual lease rate of 9.5% of the total project cost, with the intention to purchase the land and buildings in the future.

The land is level and flat, with access along W. Victory approximately 380ft of frontage. Site improvements (development of site plus portable setup/pad preparation) includes the following

- Clearing, Grubbing, Rough Grading Site for portable pads plus parking lots
- Placing paving for student drive through and parking lots
- Installing water, sewer, electric, and fire to portable pads, including routing and connections to portables
- Installing fences around immediate footprint of school

PVCS is negotiating with the land owner to to include the following in their lease to PVCS:

- Conditional Use Permit
- Lot Line Adjustments
- Initial clearing of farm vegetation and stripping top layer of organic material unacceptable for use as engineered fill in the site development
- Covering costs for up to 50% of the site utility construction (Electric, Sewer, Water, Storm), including associated tap/impact fees

PVCS has an agreement with the land owner to lease the land for \$60,000 year one and will increase lease payment, equivalent to our enrollment growth, for years two and three for a minimum of three years with the option to purchase in the future. PVCS is negotiating with the owner to include pre-development improvements in the lease cost such as land line adjustment, conditional use permit and sidewalks. The estimated overall value of the site development is approximately \$206,000. The estimated overall value of portable pad preparation and portable trailer setup is approximately \$150,000. Both items are covered in the Giza Development 9.5% leasing agreement. See Facility Appendix J.

~~PVCS has proposed to the family agents to lease about 4-5 acres on the northeast corner of the 60 acres of agricultural land they own. This property is located on the Bench in a lower socio-economic neighborhood that would allow a diverse population to walk to school.~~

~~It will also give ample room for outdoor education and allow the growth from portables to a permanent facility. Many families living in the west and south could access the school via the freeway as well as easy access for families to the north and east. It is in a residential area with excellent access from several directions. Negotiations are underway with family agents to pay for site improvements such as conditional use permit, sidewalks and pre-development costs. Boise Planning and Zoning are in support of a conditional use permit and the current zoning allows for use of portables and school use. ACHD finds the location in a good traffic zone and anticipates no road improvements to the site other than to meet an authorized school checklist. All Utilities are in the frontage road with easy hookup.~~

~~The proposed 4-5 acres will be leased for at least three years with the future option to purchase. PVCS will pay land lease of \$60,000 year one with an increase proportional to the growth in enrollment. The total cost for this site is \$164,538.~~

**Option 2: Lease land on State and Roe, Lease portables and build permanent facility.**

This option is a 4-5 acre parcel that is part of a 60 acre family farm, located near State Street and Roe. It is a previously developed commercial space with many of the utilities stubbed and readily available at the North side of the property. The site development costs and portable classrooms will be financed by our Investor/Developer, Michael Wright of Giza Development and leased back to the school at an annual lease rate of 9.5% of the total project cost, with the intention to purchase the land and buildings in the future. It is centrally located with easy access from all directions. The main entrance would be on the back side of the property furthest from State.

The land is level and flat, with access along Limelight Street. Site improvements (development of site plus portable setup/pad preparation) include the following:

- Demolition of existing structures, clearing, grubbing, rough grading existing site to accommodate new school layout
- Placing paving for student pickup
- Installing fire services for the school facility, Installing water, sewer, and electric to portable pads, including routing and connections to portables.
- Installing fences around immediate footprint of school.

The estimated overall value of the site development is approximately \$174,000. The estimated overall value of portable pad preparation and portable trailer setup is approximately \$159,000. Both items are covered in the Giza Development 9.5% leasing agreement.

**Option 3: Lease of Eastern Portion of Existing Facility at 3100 Lakeharbor**

The Lakeharbor property is in a great location off of State street with a traffic signal and dedicated turn lanes. There is easy access from all directions. This location is within walking distance of the greenbelt and Willow Athletic Complex.

Approximately 14,756 SF of existing office/retail space is available at Lakeharbor near Collister and State Street. Under new ownership by Sawtooth Development/Whiting-Leasure and represented by Thornton-Oliver-Keller, the flexible and available space at this site allows us

flexibility in the tenant improvements to construct a K-8 school space with many maintenance services covered by the Landlord under a full-service lease agreement.

Overall tenant improvements for Lakeharbor include the following:

- Demolition of existing space not needed for the classroom spaces, including existing partition walls, flooring, carpet, ceiling tile as required, and areas needed for new restrooms exclusive for the school
- Re-frame/finish walls as required to meet code compliance
- HVAC tie-ins to existing mechanical systems to provide additional space conditioning required for school occupancy
- Tie ins and re-layout of existing lighting and power systems to accommodate school occupancy classrooms (electrical systems appear adequate to support classroom use rooms and the minimal IT/Data requirements needed to support the Waldorf-inspired educational methods)
- Flooring, finishes, door and specialty hardware required to support school occupancy

The 3-year plan includes planned expansions on years 2 and 3 at roughly 1,800 SF / year to accommodate student growth, which this space is readily able to provide.

See Appendix J for the PCSC Facility Options Template with full details of these three options.

### **Civil Liability and Insurance**

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

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

## Tab 3 – Educational Program and School Goals

When approached by the news media and asked the question, "What did Waldorf Education do for you?," Norwegian Prime Minister Jens Stoltenberg replied, "It encouraged me to always strive to become a better human being."

### An Educated Person

Today's students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world, in which they can expect to have several careers across a lifetime. Those who invent, rather than follow convention, increasingly shape the 21st century. Peace Valley's educational approach is ideally suited to this emerging world. Peace Valley's goal is to engage young minds in the wonder of learning. Peace Valley students not only learn the core curriculum, but their curiosity and creativity are unleashed as they develop confidence in their own unique abilities. We live in a time of rapid change. What is innovative today will be obsolete tomorrow. Peace Valley will work to prepare students for a world that does not yet exist, but in which they will be able to adapt and thrive.

"Our highest endeavor must be to develop free human beings, who are able of themselves to impart purpose and direction to their lives." If this goal, here articulated by Rudolf Steiner, is to be realized— if children are to be motivated of themselves to engage in the world as teenagers and young adults, then they must have both the tools for success and a sense of purpose and efficacy to counteract the apathy and cynicism so rampant today.

No matter how Peace Valley grows and develops, it has Core Principles and values that are immutable. Chief among them is the abiding respect for each child that comes into our community and the belief that the school's job, in partnership with parents, is to help students become fully and confidently able to master every skill they turn their hand to and to take up any challenge the world presents them with.

By the time their experience with Peace Valley ends, students are well prepared to go into the next phase of their journey, having built a powerful academic foundation and the confidence to go with it. How to recognize a Peace Valley graduate? Look for individuals whose thoughtful intelligence, creativity, originality and compassion make them leaders in any environment. Peace Valley graduates will be people who cultivate peace, foster communication, and encourage tolerance. They are engaged in the advancement of the arts, the sciences, and the well-being of the planet. They are a powerful force for good, because they are confident in meeting the world with passion and vision. They have learned not only to ask "why?" but also to ask, "why not?"

Recent research supports Peace Valley's concept of an educated person. A recent study conducted by the Stanford Center for Opportunity Policy in Education highlights the effectiveness of many important areas that are harder to test,

Interviews with graduates reveal that their K–8 experiences support their continued growth and learning orientation through high school and college. In particular, graduates report they approached their

continued education with the assumption that their voices were worth hearing and sharing, be it with peers or their classroom teachers, even if they were taking a minority or unorthodox position. Driven to pursue personally relevant educational interests, for the purpose of self-improvement and curiosity, they did not fear failure but understood it to be a part of the learning process. Profoundly, many students commented on the social responsibility they felt to engage the world in a meaningful way that makes the world a better place.

*Growing a Waldorf-Inspired Approach in a Public School District*, by Diane Friedlaender, Kyle Beckham, Xinhua Zheng, and Linda Darling-Hammond

Peace Valley believes in a new kind of thinker—one who meets the world with curiosity and interest, who sees possibility where others see limits, and who solves problems with empathy and creativity. Progress calls for new ideas, fresh perspectives and an abundance of imagination. Peace Valley Charter School aims to build the character and creative intellect of tomorrow's leaders.

## How learning best occurs

At the core of Peace Valley'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 meets the students' need for doing, feeling, and thinking. 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 rich and remarkably effective curriculum. The founders of Peace Valley believe that a Waldorf-based program has distinctive features that create an environment where learning best occurs.

The research cited in Tab 1 and in Appendix 0, research like *Why Waldorf Works: From a Neuroscientific Perspective* demonstrates that long standing philosophies and methods started by Rudolph Steiner are as relevant today as when he began them.

## Educational Program and Goals Overview

The heart of the Waldorf method is that education is an art—it must speak to the child's experience. To educate the whole child, his heart and his will must be reached, as well as the mind.

Rudolph Steiner

### **Specially Tailored Curriculum**

Peace Valley will integrate a traditional Waldorf curriculum with the Idaho Content Standards. Waldorf curriculum is designed to develop critical, intellectual personal, emotional, and social skills. As the Idaho Standards state, the primary areas of focus are teaching students these same kinds of skills. Upon authorization, Peace Valley's Education Committee will build upon the work done by the Alliance and other successful public schools to which the Common Core Standards are aligned, to help prepare its students for success now and in the future.

(<http://www.journeyschool.net/21st-century-learning-aligning-waldorf-the-common-core> ) The committee will create a scope and sequence tailored for Idaho specific Content Standards before the school opens. This will provide teachers with a roadmap for each grade. More details can be found in Appendix M.

### **Teacher Engagement**

Peace Valley sees the teacher as the key text and source from which students learn. The role of the teacher is more than just dispensing information or following a pre-determined set of lessons; rather the teacher is an artist, a professional, and a mentor. In the tradition of Waldorf education, teachers at Peace Valley are encouraged to create lessons that are alive and tailored to the needs of the students in their classrooms; technology is not used as a replacement for live instruction. Learning occurs best when students are part of a positive and cooperative environment and feel they belong.

### **Development of Lessons**

Peace Valley teachers are not given one set text from which to teach, but are encouraged to draw upon various well-researched and proven methods to craft their instruction. Peace Valley ensures the availability of and access to a variety of well-established and interactive curriculum resources for core subjects through training programs. In addition, materials on teaching in the Waldorf method and authoritative sources on the various subject matters are available in a shared teacher library. Ample time is provided to classroom teachers for lesson preparation using time when students are being instructed by specialty teachers. In addition, all teachers attend annual workshops designed to immerse themselves in the content areas to be taught in the coming year and facilitate the development of lesson plans. Those teachers who are working on Waldorf certification will participate in monthly webinars with trained mentors that will greatly assist in regular lesson development.

### **Excellence in Teaching**

Within a safe and encouraging learning environment, teachers set high yet attainable standards for their students. They work to learn each student's strengths and areas that need improvement, which will allow the educator and student to work together to create learning experiences that benefit and best support educational and developmental goals. Teachers are encouraged to use differentiated instruction that caters to varied strengths/intelligences and promotes the use of authentic assessment. In this way, teachers at Peace Valley create a learning environment in which all students can advance and succeed. Differentiated instruction can be approached through tiered learning experiences that integrate the arts, physical activity, connection with the environment, and practical work. The differentiation of tasks allows each student to approach content material at his/her own ability level utilizing personal strengths. In addition, the use of

authentic assessment allows students to utilize his/her own strengths to succeed in the creation of a product that represents their growth and knowledge of a subject.

### **Teacher Looping**

Cohorts of students move 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 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. 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
- It builds an emotional and intellectual climate that encourages complex thinking, risk-taking, and involvement
- Standardized test scores show significant growth in students' core academic subjects

According to researchers, "the most important variable in a positive elementary school program is the constant attention of a single teacher/caregiver with whom a child can develop a predictable and meaningful relationship" (Grant and Johnson). Looping saves an average of 6 weeks instructional time at the beginning of each year. Classroom community is developed as students form strong bonds with their peers and teacher. Looping also allows for greater partnerships with parents, and encourages a sense of community to be developed between parents, children, and teachers. Relationships deepen as the teacher remains with the same class each year, allowing teachers to grow with, and come to more deeply understand, their students and provide students the opportunity to develop loving, connected, and meaningful relationships. The strong teacher-parent bond also helps all involved work through problems instead of handing them off to a different teacher the following year. At the end of each school year a multilevel discussion will take place to decide the best method of looping for the next year, given the variables that arise within the faculty.

### **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. 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.).

## The Role of the Arts

I think that it is not exaggerated to say that no other educational system in the world gives such a central role to the arts as the Waldorf School Movement. There is not a subject taught that does not have an artistic aspect. Even mathematics is presented in an artistic fashion and related via dance, movement or drawing to the child as a whole. Steiner's system of education is built on the premise that art is an integral part of human endeavors. He gives it back its true role. Anything that can be done to further his revolutionary educational ideals will be of the greatest importance.

Konrad Oberhuber  
Curator of Drawings, Fogg Art Museum,  
Professor of Fine Arts, Harvard University

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 lives. 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. 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. 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. 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).

### 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.

### Teaching through the Oral Tradition of Storytelling

Another key feature of Peace Valley's learning program is storytelling. During Main Lesson teachers deliver core material in the form of compelling stories, drawn from material which they have learned by heart, and spoken in their own words. The subject matter of these stories ranges from fairy tale and fable in the youngest grades to biography of famous men and women, or

accounts of discoveries or significant historical events in the higher grades. 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.

### **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.

### **Imagination at Work**

As advocates for childhood, Peace Valley 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. 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 a complex way that facilitates creative achievement.

### **Connection to Natural World and Environment**

A significant part of Peace Valley's curriculum is delivered through observation-based science studies, gardening, outdoor classrooms, and activities.

### **Foreign Language Immersion**

Language is best taught at an early age and immersion allows for easier language acquisition for students. Students begin in the first grade with an immersion method that includes songs, games and other relevant methods that make learning joyful and profound.

## **Educational Program**

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, Ph.D., Professor of Education and Art, Stanford University; Past President, American Educational Research Association; Author, Curriculum and Cognition: Educating Artistic Vision

Peace Valley offers an educational program that is not found anywhere else in the Treasure Valley. In opening a public charter school guided by the Core Principles of Public Waldorf Education, Peace Valley is building on nearly 100 years of educational innovation and success. By using an established, researched and proven methodology and curriculum, Peace Valley can ensure that its practices will lead to strong educational outcomes. There is a well-established and growing body of research substantiating Waldorf curriculum practices and demonstrating how this holistic, balanced approach to education can be incorporated into Idaho Content Standards.

Using the guiding principles and methodologies of Public Waldorf Education and the educational paradigm of eco-literacy, Peace Valley Charter School will provide an education that ignites the imagination, engages the heart, develops the mind and opens the world for each student to find their unique place within it. The school will support the growth of each child into a confident, creative, self-directed person with a sense of social responsibility, compassion, integrity and a respect for all life.

There is a growing body of evidence that shows student involvement in the arts can make a significant difference in improving academic achievement and students' motivation and engagement in learning. See Appendix P for reference citations.

### **Description of Curriculum**

Using a Waldorf approach to teach the Idaho Content Standards, Peace Valley's curriculum is designed to ensure adequate and appropriate preparation for life. It ensures that students meet the state objectives of being prepared for college and the workplace (as defined by core standards), but it also adds to the richness of these academic objectives by providing experiences which further students' human development. Follow this link to Waldorf Curriculum Overview <http://www.beaconmama.com/WaldorfTable.pdf> for a more complete understanding of the curriculum's depth and breadth. An example of Peace Valley's plan for an integrated curriculum scope and sequence is in Appendix M.

### **Developmental Model**

Waldorf curriculum is based on a developmental model where the subject matter taught aligns with the developmental stage. Peace Valley curriculum is harmonized with the traditional presentation of subjects and themes in Waldorf schools. Presentation of subjects is related to the age and stage of the children. Slow beginnings are honored, and each student is encouraged to learn and blossom at her own pace. Homework and additional projects are limited and always connected to deepening learning and supporting the child.

### **Global and Cultural Scope**

The Waldorf curriculum is an ascending spiral with new information and competencies building upon those introduced in earlier years. Much of the language arts and history instruction can be found in the study of stories: tales, fables, myths, cultural practices and history that is drawn from the global sphere and then presented creatively as the students explore the world through the ideas, traditions and stories of ancient and modern cultures. History, language arts, science, math, and history are taught in main lesson blocks of three to five weeks during the morning main

lesson hours and then reinforced and integrated through specialty classes in the afternoons. Topics covered in main lessons include:

### **Primary Grades 1-3**

Pictorial introduction to the alphabet, writing, reading, spelling, poetry, and drama. Folk and fairy tales, fables, legends, ancient Hebrew stories. Numbers, basic mathematical processes of addition, subtraction, multiplication, and division. Nature stories, model house building, and gardening.

### **Middle Grades 4-6:**

Writing, reading, spelling, grammar, poetry, and drama. Norse myths, local and regional history and stories of ancient civilizations. Review of the four mathematical processes, fractions, percentages, and geometry. Local and world geography. Comparative zoology, botany, and elementary physics.

### **Upper Grades 7-8**

Creative writing, reading, spelling, grammar, poetry, and drama. Medieval history, Renaissance, world exploration, US history, and biography. Mathematics, geography, physics, chemistry, astronomy, and physiology.

### **Daily Schedule**

Peace Valley will emphasize a rhythm throughout the school day. Not only will the curriculum be balanced, but the school day will be balanced as well. Instruction is organized using a schedule, which includes Main Lesson, Practice Periods, and Specialty Subjects. This predictable schedule and flow of activities creates a rhythm within each day, a breathing quality to the sequence and scope of activities and a predictable, sustaining force to the students. It also eliminates the fragmentation that is common in most school days and allows the child to become fully absorbed in a subject day after day. The main lesson has been a defining characteristic of Waldorf education since its inception, and has been found to improve student performance and coherence of the curriculum even in situations with high student transience. Peace Valley is considering a modified early release one day a week, possibly Wednesdays to allow the Faculty Council to meet for regular planning, support and professional development.

### **Greeting & Circle Time**

Students are greeted by teachers at the door. Handshakes, eye contact, and the chance to recognize and perceive the emotional state of each child at the commencement of each day provide a connection between student and teacher and a means from which to begin individuating the day's activities. Once welcomed into the classroom, students will join in an opening activity. In the lower grades, this is often described as "circle time" and involves the recitation of poetry, singing of songs, movement and rhythmic activities that engage the body, teach coordination, and introduce mathematical facts and concepts. In upper grades, this continues to involve recitation and some movement, but songs and math facts may transition to more complex speech activities and mental math problems often taking a shorter amount of time and not performed in a "circle."

## Main Lesson

Main Lesson is typically a 2-hour block of time in which new information is presented to students each morning. This means that new, academic information is always presented in the mornings, when children's brains are awake and receptive. Additionally, rather than jumping from subject to subject in small, fragmented chunks of time, main lessons allow for depth and exploration of subject matter through various methodologies. For example, integrated into a 4th Grade main lesson focused on Norse mythology, teachers may include activities that involve identifying parts of speech, writing, art, comparing and contrasting, movement, and mathematics. Later, the 4th Grade main lesson may be focused on fractions, but in learning fractions students may engage in writing and drawing and baking dish which may then be divided into fractions, in addition to traditional math "practice problems." In this way, the curriculum invites students to practice a variety of skills and develop many capacities in an imaginative and more applied context.

**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 6th 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 contrasts with 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. 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 an essential part of learning. Research corroborates that the brain processes sensory information in significant ways during phases of deep sleep (Sleep, Learning, and Memory).
- **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 using critical thinking strategies. In the example above, the 6th Grade geometry students have now worked with complex theorems and can solve challenging math problems since their learning has been appropriately structured. Teachers work hard to present information from whole to parts 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. It is expected that the main lesson block will regularly include movement based activities, and often some time spent outdoors in activities that relate to the content of the subject being studied and are directly supervised by the teacher.

### Practice Period

Practice periods provide an opportunity for students to reinforce and deepen skills in mathematics and other subjects on a consistent basis. These practice periods allow them, particularly in the upper-grades, to regularly apply and utilize the math facts and practice operations that have been previously taught in main lesson blocks. Usually, students will have 3 math practice periods and one language arts practice period a week; however, this ratio may be adjusted based on teacher's on-going formative assessment and determination of students' needs.

### Teaching Art

In addition to the artistic component that accompanies most main lessons, the class teachers at Peace Valley will also provide weekly artistic classes for their students. These weekly classes are closely connected to the curriculum (in that the subject matter of a particular block is in some way connected to the artistic lesson) and afford an opportunity for the class teacher to deepen the student's understanding and experience of the subject matter as well as to teach the student artistic skills in modeling, painting and drawing.

### Drawing

Class teachers at Peace Valley guide their students step by step in artistic drawing classes to instruct them in basic drawing techniques. The artistic medium used in each grade is chosen for a pedagogical reason. From Early Childhood through Grade 2, block and stick beeswax crayons are used to facilitate ease of motion and avoid conventional line drawing techniques. In third grade, colored pencils are provided for drawing and writing when more precision is required. Later, in Grades 6 to 8, other artistic materials are introduced, such as pastel, oil pastel, charcoal, and pen and ink.

These drawing lessons, for all the grades, help to enhance the quality and understanding of main lesson book-work, as well as to broaden the student's artistic abilities. From simple colorful representations, the students go on to black and white sketching techniques, perspective drawing and portraiture in the upper grades.

### 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. 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.

First graders begin with forms based on straight lines and curves, but soon graduate to ‘running’ forms (one simple motif repeated across an entire line). This supports the development of cursive handwriting. The teacher, having told a tale which gives rise to a particular form (the crenellation of the top of a castle, say, or a set of waves represented by running cursive c’s) allows the children to practice the form through large body movements, mapping it out on the blacktop, drawing it in the air or on the floor, and then helps them bring it to the pages of their workbooks as they refine their small-motor skills.

In the older grades, the class teacher introduces forms that are symmetrical around an imaginary vertical or horizontal line, or both, and forms that metamorphose in sequence. In Grades 4 and 5, students replicate braided knot and free hand geometric forms; in Grades 6 to 8, they draw complex geometric forms using compasses, straightedges, rulers, and protractors.

## Specialty Classes

In addition to the broad arts-infused academic curriculum, Peace Valley offers a variety of specialty classes taught by teachers with a focus on a particular subject. Some classes are taught throughout all grades and others are introduced in the upper grades, as appropriate. These classes further integrate and reinforce the core content and subjects studied during main lessons.

## Practical Arts (Handwork/Woodworking)

### Handwork

In handwork classes, children work with natural materials to transform them into something beautiful and useful. The handwork curriculum unfolds in such a way as to meet the developmental needs of the growing child and in a way that complements the main lesson studies.

In first grade, the children begin the handwork curriculum by making their own knitting needles. They learn to knit and create items based on square or rectangular shapes. In second grade, the children learn the purl stitch, and learn to increase and decrease stitches. This enables them to work on more complicated projects such as knitting animals. These activities develop concentration and encourage dexterity and fine-motor skills.

In third grade, the children learn to crochet and create useful items, first based on squares, (pencil bags, belts and purses), and then moving on to more complex patterns such as hats. These include the first projects to be worn. Crocheting emphasizes work with the dominant hand.

From fourth grade on handwork moves through a progression of skills: cross-stitch and needlepoint, with an emphasis on the creation of patterns, sock-making (knitting with five needles), sewing projects that require hand-stitching, the use of a gusset, and of a sewing pattern, wet felting, bookbinding, hand-sewn dolls, and simple machine-sewn juggling balls.

In eighth grade, handwork projects have included marionette making, doll making, and machine sewing of simple clothing such as pajama pants. The use of the sewing machine offers an opportunity for students to observe how a machine works and to experience directly the impact of machines on the craft of sewing.

### **Woodworking**

The appreciation for wood as an artistic and functional medium begins early, and this impulse is carried upward through the grades. First graders make their own wooden knitting needles by sanding wooden dowels and applying a finish. In third grade, a building project using wood or other natural materials often results in a structure that the whole school can use and enjoy. Sixth graders begin the process of shaping a block of mahogany into a top. They learn about the properties of the wood, care and use of hand tools such as chisels, and techniques for shaping, smoothing and finishing their top. Sometimes in the same year, the sixth graders move on to making a wooden spoon from blocks of mahogany, sycamore or basswood. The students' own design for the spoon is sketched on the block of wood, an exercise that strengthens their ability to visualize forms in three dimensions. Then, gradually as the excess wood is removed with chisels, mallets, files, rasps and other hand tools, the form of the spoon takes shape. It is smoothed with sandpaper and a beeswax or mineral oil finish is applied.

In Grade 7, students take on more complex projects (such as a model boat) that may require learning to work from written plans or shop drawing. In Grade 8, as the students enter the modern age in their studies, they are introduced to the use of modern woodworking machinery and the techniques of joinery. A typical project is a three-legged stool, which requires the use of the lathe, band saw, router, and drill press.

### **Foreign Language**

Spanish as a second language begins in Kindergarten and a second foreign language such as French or Latin will be considered for the upper grades. Spanish Immersion Kindergarten will be offered with an integrated language approach through the grades.

#### **Grades 1-3**

Because language is best taught through immersion, the Spanish teacher interacts with the children only in Spanish, using songs, verses, stories, circle games, folk dances, and cooking or other cultural activities. Classes have two Spanish periods each week and students learn to identify parts of the body, objects in the classroom or the home, colors, animals, weather, numbers, etc., and to engage in simple greetings, responses and dialogues. All instruction is completely oral and learning is achieved through imitation and repetition. The third graders also make their first simple Spanish reader.

#### **Grades 4 and 5**

Here the focus shifts to include reading and writing, still entirely through immersion. The children read aloud to strengthen good pronunciation, rhythm and fluency. At the same time, the teacher introduces parts of speech, grammar and spelling as the children write their own sentences in much the same process they followed when learning to write in English. The content of the texts and lessons reflects and enhances each grade's main lesson curriculum.

## Grades 6 and 7

Longer and more complex oral stories are introduced, as well as basic readers. Question and answer exercises naturally follow both stories and reader, designed to gauge comprehension and stimulate speaking. Students continue to read and recite stories and poetry in groups and then individually in order to refine speech patterns; they practice dialogues, engage in rapid-fire question and answer, and regularly perform drill exercises in grammar and syntax.

## Grade 8

In the eighth grade, a new focus on concentrated thought and diligence goes hand in hand with the mastery of grammar. The students make notebooks that are divided into vocabulary, grammar and writing sections, the latter replete with essays and illustrations drawn from studies of Latin American history, culture and biography, a kind of “personal text book” for future reference. The class reader is now approaching the complexity of a simple chapter book.

## Music

Many teachers have discovered that music can also be a powerful means of integrating other aspects of the curriculum. By tapping into the experiential and expressive aspects of music, teachers can add a distinctive dimension to instruction in other subjects. This insight has been used to develop interesting and productive pedagogical models like the Waldorf schools in Europe and the United States. In the Waldorf schools, for example, the goal is the education of the whole human being by paying attention to the needs of the human spirit. The arts particularly are used as part of a theory of human development that helps children find nonverbal modes of expression and understanding.

From *Growing Up Complete: The Imperative for Music Education, The Report of the National Commission on Music Education, March 1991*

## Singing

Early Childhood: Kindergarten students at Peace Valley will frequently hear and join in with singing in a treble register, as teachers sing songs during circle time, and to accompany various daily activities. Singing as a regular part of class activities, and to signal transitions, will continue through third grade, and from fourth grade on, will be given designated time in the curriculum through junior and senior choirs, in which all children will participate. Additionally, each class will continue to sing regularly with their class or homeroom teacher. In junior choir, rounds and two-part singing will cultivate the strength of alto and soprano voices. In senior choir, a bass or tenor section is possible, as many of the children’s voices have deepened. Both choirs will be accompanied by piano, and work from octavo music, strengthening sight-reading skills as well as a continuing familiarity with solfeggio.

## Instruments

In first grade, the children are introduced to wooden flutes or recorders. All musical instruction is oral, with the children learning by imitation. Teachers may conduct students in flute-playing by using a series of pitch-based hand-signals or solfeggio. New songs are taught first through singing, then playing on the flute. All vocal and flute music is treble, unison, and with simple beat (no syncopation). Small percussion instruments may at times be used for accompaniment.

In grade three, students are taught simple rounds, to be sung and played on their flutes. Beginning music notation is introduced, addressing note value, and the notes of the treble clef.

In grade four, twice-weekly violin or ukulele lessons begin, in which the children are taught correct posture and bowing position, as well as basic scales. Using a beginning-level book, the students learn to sight-read and play simple pieces, as they learn to recognize key signatures, rest notation, etc. Students may have the option of taking cello or viola instead of violin. Other accommodations are made for children with physical challenges which preclude the holding of a traditional stringed instrument; for example, a lap-held kantala or lyre, or percussion instrument may be played. Strings class will continue for all students through eighth grade, culminating in a school orchestra for grades 7 and 8, by which time all students will proficiently read musical notation for their respective instruments. Incoming students with no previous exposure to orchestral instruments will be accommodated by appropriate extra instruction in strings, or the selection of a simpler orchestral instrument. Regular flute or recorder work continues to be a regular part of the curriculum across the grades, with new voices (descant, alto, tenor and bass) being added over time. By seventh and eighth grade, each class can perform as a recorder ensemble, using the regular sight reading of new pieces as a means to deepen the abilities of seasoned players, and cultivate proficiency in newer class members.

## Eurythmy

A dance-like movement art, eurythmy may be the most distinctive course offered in Waldorf-inspired schools. The word “eurythmy” stems from Greek roots meaning beautiful or harmonious rhythm. Eurythmy choreography and gestures seek to visibly express music and language, through the movement of bodies on the dance floor. Classes for Grades 1 to 8 have significant portions of piano accompaniment to their eurythmy. Moving to music develops a sense of rhythm and musical timing; awareness of pitch, melody and harmony; and familiarity with scales and intervals, all of which have specific codified gestures or choreography in eurythmy.

As a somatic art, eurythmy supports a child's development of balance, ease of movement, uprightness and dexterity. It also supports many aspects of the development of language arts, dramatic arts and music across the grades. From kindergarten through Grade 8, each class is carefully crafted to meet the needs of the developing child, and to co-ordinate with the content of their main lessons and other studies.

Through its interweaving forms and increasingly complex choreographies, eurythmy is a potent tool in the development of every class, every school's social fabric. A group practicing eurythmy hones a sense of precision in its movement together, allowing for a heightened perception of interconnectedness. Eurythmy is usually taught by a specialist who has been specifically trained

in eurythmy, typically for at least four years. In addition to pedagogical eurythmy, there are also therapeutic and performance oriented forms of the art.

### **Physical Education and Movement**

Peace Valley's movement curriculum is designed to meet the growing developmental needs of children from kindergarten to eighth grade. At all ages, specific skills are taught which aid the children in developing balance, coordination, strength and dexterity, whether the exercise is one which challenges each child individually or as a member of a team. From simple games to team sports, the children are taught to play with each other before playing against each other. They are taught how to play safely, and are exposed to a full range of movement modalities, so that they become confident, graceful, and capable. Knowing their bodies, they know themselves, and thereby enter a healthier relationship with the world and its requirements.

In the early years, kindergarten teachers introduce movement through imitation of daily activities, circle games, singing, string games, and imaginative play. Movement in kindergartens fosters the development of social and communication skills as well as laying the groundwork for cognition.

From grades 1 to 4, physical education is taught through various games to help develop an enhanced awareness of personal space with clearly defined boundaries. Physical activities are emphasized through games using imagery, story, rhythm, and imitation. Specific skills, such as ball skills, juggling, running and gymnastics are introduced and built up through the grades, as are four square and games that involve the net. In the fifth grade, there is a focus on beauty, grace, and style, as well as strength and endurance. The experience culminates in participation in the Pentathlon, where each child strives to perform the five Olympic disciplines with beauty, grace and the correct form, to accomplish their best in each event. Spatial Dynamics™ exercises which enhance posture and strengthen students' spatial awareness also begin in fifth grade, as does instruction in circus arts.

Each child learns several circus skills such as tight wire walking, stilt walking, juggling, poi, unicycling, etc., and participates in putting together a performance which is shared with the entire school community. In grades 6, 7 and 8, more conventional sports are introduced into the movement curriculum. Now the student can have real respect for the law of rules and understand how a team works together. At the same time the child is developing self-discipline and a competitive nature and will aspire to exactness, technique, and timing as he or she becomes more aware of the world.

During these years, the students are trained in archery, javelin, discus, and shot put. They participate in a track and orienteering meets and receive instruction and team experience in lacrosse, basketball, and soccer.

### **Biodynamic Sustainable Garden Program**

Students have the opportunity to learn many basic skills that are rapidly becoming lost in today's industrialized society. Peace Valley's sustainable biodynamic garden is a working, living project that promotes environmental stewardship and allows students to grow their own organic food while exploring nature through inquiry based learning and engaging in hands-on experiences. Students work the soil, build compost, plant, harvest, and prepare food. Repeating this work over

years provides insight into the rhythm of nature and seasons to gain a deeper awareness of the natural world.

- Students connect with cultural rituals that have provided sustenance for humans across the ages:
- Compost materials from the garden and school's usage
- Utilize rain water and optimal sun position to maintain school garden
- Celebrate our harvest and share our skills with the community
- Learn cooking and preservation skills with our bounty
- Plant and grow food for farm to lunch school program and for the local farmer's market

### **Program Growth – Community Outreach**

Peace Valley has a larger vision which includes several growing gardens as well as a greenhouse that will one day provide a sustainable garden to school-lunch program for students and even beyond.

- Offer community garden workshops, cooking classes, and healthy lifestyle classes to the community.
- Offer a community garden food program for those in need to receive free bounty.
- Offer our space to the community to learn and grow using our resources.
- Offer a meals scholarship program for food delivery for healthy, free meals to those in need.
- Offer Summer Garden Camp program to community families.

### **Speech and Drama**

A visiting speech specialist works with students on the qualities of the spoken word to enliven children in the use of speech. Drama is a component part of the annual class plays in each grade, and is taught as a special class for older students, often in conjunction with speech and /or eurythmy.

### **Technology and Ethics**

This subject begins in 6th Grade as students begin to use technology in the classroom for more than state testing. This is a specific curriculum that has been developed for use in schools and helps students to consider their use of online resources, social media and other current issues in the digital age.

### **Outdoor Adventures**

Peace Valley plans to provide monthly opportunities for students in the upper grades to connect their learning to nature through trips off campus. These may include traveling to observe caves or mineral deposits studied in 6th Grade, learning about the muscular and respiratory systems and their function during anatomy or physiology and then making observations and comparisons of the two during a hiking or biking outing, or studying references to nature in renaissance writing while in the foothills. A naturalist will regularly come to classrooms to teach hands-on lessons about nature and the environment. The lesson will be followed up on a different day with a full-day hike

and outdoor activities in the Treasure Valley. Other optional outdoor education field trips and assemblies will also take place throughout the year.

### **Three Streams Student Support**

Student support serves as the basis for defining agreed upon behaviors in the school community, resolving conflicts, teaching a social and emotional health curriculum, and facilitating a strong school community.

Among the challenges that face us today, isolation and disorientation are experiences that stand out in terms of the emotional distress in childhood and teen years that can color the rest of our lives. Yet when a child is subtly excluded from his/her class community or feels disoriented and behaves badly, the reflection both the class and the students hold of each other, and the relationship with the teacher can be strongly affected. Exclusion, emotional, learning and behavioral problems carry the possibility for distress and the feeling of being stigmatized, but if resolved in an insightful and warm way it brings the opportunity to experience dynamic human encounters through which the essential individuality of the child and teen grows.

#### **From Sustainability Center, Kim John Payne**

“At the core of this approach is the belief that...There is no such thing as an antisocial or disobedient child, only a disoriented one. What this means in practice is that when a social, emotional or behavioral problem comes up, teachers and parents are given support to find the tools they need to help orient the child. This is much more than just a kind way of talking about difficult issues; it can be a paradigm shift. “

#### **What Makes the Healthy School Culture (HSC) Process Different?**

- Unlike standard mediation, behavior modification and diagnosis based “labeling” practices, this approach, developed and refined over 25 years, is specifically designed to address social and behavioral issues in the context of the curriculum and day to day interactions.
- Keeping the child and teen in the center, it creates teamwork between parents and teachers rather than allowing strain in adult relationships to simmer, build and distract.
- This process sees conflict and challenging behavior as being a part of social and emotional learning that all students experience at times.
- Without blaming and shaming the children or teens who are disoriented, it helps them see the implications of their actions and be involved in planning how to put things right.
- It is a whole community approach spearheaded by a small group of trained faculty and parents who form a Student Support Executive Group. The parents in this process focus on parent education and support.
- It creates a transparent process and communication. This means that parents, teachers and the student know where they stand and what strategies are being used to help improve the situation.
- Student ‘citizenship’ is fostered by establishing a Student Social Action Committee made up of older students who help with social issues in the younger grades.
- Students see that this approach is a fair and effective way to work through social and discipline issues that helps rather than punishes them.

- It forms a “three-legged stool” of support for a student. So often discipline, learning and social issues tend to come together and become confused. This process establishes and ensures the smooth running of these three streams within the school.
- It makes life easier for the teachers and helps keep their focus on the class and the curriculum.
- It is sensitive to the personnel limits of the school and does not overburden the teachers with unreasonable extra committee work.

## **Curriculum Development and Alignment with Idaho Content Standards**

Peace Valley understand the importance of aligning Waldorf Curriculum with Idaho Content Standards for state assessments to have fidelity and will insure there is a clear curriculum map to assist teachers during the academic year. It has the support of the other successful public Waldorf schools around the United States that have already aligned their curriculum. The Alliance for Public Waldorf Education, of which Peace Valley is a member, has compiled comprehensive recommendations regarding the placement of Common Core Standards in the public Waldorf classroom. The Waldorf-Common Core Curriculum Alignment and Handbook (see Appendix P) is an exploration not just of “what and when” but also “how” public Waldorf schools can address these standards while remaining true to Waldorf philosophy and pedagogy. The Handbook is organized as a set of grade-level documents, K–8, each including a summary overview of that grade’s Waldorf curriculum and tables of the Common Core Standards in English Language Arts and Mathematics. Using the Handbook as a resource, and with careful attention to the distinct characteristics of the Idaho Content Standards, upon authorization, PVCS’s Education committee, comprised of experienced Waldorf and traditional public educators and a Special Education Director, will create an integrated curriculum scope and sequence Peace Valley Education Committee, led by Board member Ruth Bucklin, a Waldorf pedagogy specialist, will directly and thoroughly correlate of the Waldorf curriculum with Idaho Content Standards that will be completed before June 2018 before opening its doors. Details of this process can be found in Appendix M.

Clear and consistent leadership in advance of its opening will allow Peace Valley to be well prepared to meet teachers’ and students’ needs Upon authorization, this committee of Waldorf and public educators will to create an integrated curriculum scope and sequence. The Faculty Council will continue with regular review to see continually review and ensure that academic benchmarks are being met. The Board intends to contract with the incoming Administrator to be part of the integration process as soon as that person is identified.

The pedagogical team will continue collaboration with Christine Fonner, former Administrator of Syringa Mountain School and with Prairie Adams, Pedagogical Director at Wasatch Charter, is being explored, as they have worked this past year to develop this integrated framework for their own public Waldorf schools. Any curricular gaps will be addressed by selection and implementation of additional research-based curricula and in consultation with The Alliance, who provides ongoing support in this area to its members. Peace Valley’s desire for educational innovation does not aims to not alter essential content, but rather the method in which it is taught. The Idaho Content Standards represent worthy goals in teaching students higher order thinking skills, application of knowledge, and deeper understanding of concepts; success in this endeavor will come with excellent teachers and instructional methodologies in well-supported classrooms.

## Standardized Testing

~~The~~ Furthermore, Peace Valley is its own educational entity and does not intend to be an exact replica of any school already in existence. PVCS will have a unique identity and character and thus, be free to choose how to appropriately direct and adapt its educational plan. As a public school, Peace Valley will have differences from private Waldorf schools and has the freedom to choose, as many of the other successful public Waldorf schools around the country, other educational resources that align with its mission and vision. Peace Valley is not trying to replicate a pure Waldorf model in a public setting, but rather it a public school that integrates the values and philosophies of Public Waldorf Education and other relevant educational resources to create an alternative educational model for local families.

~~There are over 60 successful public Waldorf schools around the United States that have already aligned their curriculum to the State and National Common Core Standards, and created highly successful schools. In addition to collaborating with Syringa and Wasatch, which are newer schools, PVCS has cultivated relationships with Journey School in Orange County~~  
~~<http://www.journeyschool.net/> and Mariposa School of Global Education~~  
~~<http://www.mariposaglobal.org/domain/620> over the past year to learn from schools with high academic standards and very successful but distinct educational models.~~

~~By utilizing the time before Peace Valley opens, it will insure there is a clear curriculum map to assist teachers during the academic year. This work will lay the foundation for success in helping students demonstrate their competencies of the Content Standards. The Faculty Council, Administrator and Pedagogical Consultant will continually work together to discuss how each grade level will need to adequately prepare students throughout the year to take standardized tests and to feel comfortable with the appropriate technology. Although Waldorf schools traditionally don't use technology in the lower grades, Peace Valley as a public school embraces the need for state testing. PVCS~~ Peace Valley's comprehensive plan will have a comprehensive plan, led by the Administrator and Pedagogical Consultant, to ensure that students have the necessary time and tools to adequately prepare students for these exams. The Administrator will work with teachers on the state testing schedule to ensure teachers will have access to computers throughout the year to ensure these goals for their students. PVCS' expectation is that students will mirror other public Waldorf schools and show a slower start, but a very strong finish.

Peace Valley Charter believes that if students are engaged in deep and meaningful ways, their academic experience will be one that puts them on the path to becoming critical thinkers and lifelong learners – growing and improving every year to reach their greatest academic potential. Peace Valley believes that growth is the cornerstone of achievement and will strive to help students achieve high growth each year. Because Peace Valley has not existed previously in any form, it does not have baseline testing data. However, the expectation is that PVCS will match the longstanding trends found in other public Waldorf schools regarding testing data and will meet or exceed district peers on all levels by fifth grade and above, especially for those students who have two or more consecutive years at Peace Valley.

## Curriculum Resources

~~Peace Valley's priorities for the Planning Year of 2018 include hiring a Business Manager, Executive Director and Administrator on an hourly basis to focus on specific implementation tasks~~

starting in early 2018, as well as investing in professional development for teachers and the Board the summer before school starts. By funding these three key priorities, Peace Valley will create a foundation for successful curriculum development, alignment and implementation as outlined in Section 8.

The comprehensive K-6 set of Christopherus Curriculum materials has been purchased for the teacher resource library to assist teacher's main lesson development. Books related to teaching each main lesson in each grade will also be purchased and a teachers' library created. These materials will provide full lessons for all the language arts, math, science, history main lessons plus a full year's worth of specific lessons and ideas for handwork, crafts, painting, drawing, modeling, form drawing, music, movement and games, cooking and other lessons as appropriate. In the grades where it is appropriate, there will also be "practice lessons" in math and language arts. The Christopherus Curriculum emphasizes art, with full color drawings and paintings in all volumes, including "pictures in steps" – drawings and paintings in stages and with instructions so that people can understand how they were created. The intention is that from these materials, along withse and other original source books and curriculum materials resources donated from veteran Waldorf instructors, will assist teachers in will designing their classroom lessons each year. In addition, Peace Valley will work with experienced consultants in public Waldorf education to assist in the ongoing curating of curriculum resources and outlining of the scope and sequence of instruction for each grade as needed.

Peace Valley Charter School believes that if students are engaged in deep and meaningful ways, their academic experience will be one that puts them on the path to becoming critical thinkers and lifelong learners—growing and improving every year to reach their greatest academic potential. Peace Valley believes that growth is the cornerstone of achievement and will strive to help students achieve high growth each year. Because Peace Valley has not existed previously in any form, it does not have baseline testing data. However, the expectation is that PVCS will match the longstanding trends found in other public Waldorf schools regarding testing data and will meet or exceed district peers on all levels by fifth grade and above, especially for those students who have two or more consecutive years at PVCS.

The Board acknowledges that Peace Valley's goals may expand to meet needs identified in the future. Peace Valley's staff will collaborate with the Board to create and polish goals essential to its mission over time, and target excellence for students that staff has gotten to know, assess and educate. The skills and viewpoints of Peace Valley's Highly Qualified staff will be critical to ongoing goal development and achievement. Therefore, the following goals are general guides for the first year, in addition to projected goals for accreditation.

## Peace Valley Goals

The students at Peace Valley will demonstrate mastery of the traditional Waldorf curriculum adapted for public schools and Proficiency in Idaho Content Standards K-8 upon graduation. It goes without saying that Peace Valley's ultimate goal is to create a school where all students show proficiency and yearly academic growth, in measurable areas. The rationale for the measures of each educational goal is based on meeting or exceeding State comparisons, demonstrating year over year school-wide growth and developing the social, moral, emotional,

and cognitive competence of each individual child through an authentic Waldorf approach to education and in accordance with the Peace Valley Mission. Work has already been done in this area. <http://www.journeyschool.net/wp-content/uploads/Part-I-PublicWaldorfCommonCore.pdf>

Students attending Peace Valley will work toward achieving these goals. (It is expected that students continually enrolled for two or more consecutive years will show greatest proficiency).

1. **MASTERY** of the traditional Waldorf curriculum adapted for public schools and aligned to the Idaho Content 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).
2. **LITERACY** as evidenced by performance on 3rd grade IRI and ISAT ELA testing and 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.
3. **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.
4. **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.
5. Peace Valley students will develop strong knowledge of the principles of good **HEALTH** and a healthy lifestyle, and how that relates to them personally as well as the whole community. Since Waldorf education engages the students, in body and mind, students experience many opportunities to utilize and develop their physical capacities, throughout the curriculum. The Highly Qualified, Waldorf trained teacher observes and records all aspects of each child's development (including physically) throughout the year. Students will demonstrate enthusiasm for outdoor, physical free play and activities. Students will be continuously engaged in hands-on curriculum components in agricultural and cooking arts. Outings, relevant to the different Main Lesson Blocks, will be organized to focus on providing physical activities for students.

6. **REVERENCE AND STEWARDSHIP** as evidenced by strong performance on Student Progress Reports, End of Year Narrative Report, Individual Student Portfolio (Main Lesson Book Review) and the Measurable Student Educational Standards (MSES).

**Strategies for Eco-literacy:** At Peace Valley, students develop an appropriate of humanity's impact on the environment in which we live. Recycling is a campus-wide effort and discussions about reduced-trash lunches and snacks are had regularly as students eat in their classrooms with their teachers. Peace Valley school gardens will include compost areas and vermi-culture in which students understand first-hand the relationship between the products they use and its relationship with the earth. Student art materials are also made from natural resources such as beeswax crayons and natural dye watercolor paint. Each classroom will have a nature table which displays items from the environment that change with the seasons. The kindergarten tends a small organic garden near their play yard while the grades will maintain crops on a larger scale in their classroom planter boxes. Peace Valley is in the process of founding partnerships with local nature conservation and education entities such as the MK and Foothills Learning Centers, North End Organic Nursery and Edwards Nursery. It also has the commitment of Boise native, Naturopath and Herbalist, Dr. Brent Mathieu to provide lectures about relevant subjects. These and other ongoing planning will assist with the implementation of Science lessons delivered through animal husbandry and farm and garden lessons to enable students to model and practice reverence for and responsibility to all living things.

7. **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. The curriculum reinforces qualities such as responsibility, self-reliance, bravery, courage.
8. **LIFELONG 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 curriculums imaginatively and interdisciplinary so that students understand content in a larger context.
9. **COMMUNITY OUTREACH:** It is a priority at Peace Valley that students learn compassion and a sense of responsibility for the society in which they live. As such students are engaged in learning about ways to help others and participating in community outreach activities such as Food, Clothing, Book Drives, and bringing them to communities in need. PVCS will possibly partner with a local assisted-living facility in which seniors will visit the school throughout the year and students will have an opportunity to get to know them through various activities such as storytelling, reading books together, and playing games. Each year, through a multilevel process, the school will pick a specific outreach focus.

## Research-based, Proven Educational Outcomes

*American schools are having a crisis in values. Half the children fail according to standard measures and the other half wonder why they are learning what they do. As is appropriate to life in a democracy, there are a handful of alternatives. Among the alternatives, the Waldorf school represents a chance for every child to grow and learn according to the most natural rhythms of life. For the early school child, this means a non-competitive, non-combative environment in which the wonders of science and literature fill the day without causing anxiety and confusion. For the older child, it offers a curriculum that addresses the question of why they are learning. I have sent two of my children to Waldorf schools and they have been wonderfully well served.*

*Raymond McDermott, Ph.D., Professor of Education and Anthropology, Stanford University*

Dr. Mary B. Goral's *Transformational Teaching: Waldorf-inspired Methods in the Public School* specifically addresses Waldorf education in the public setting. Goral looks at public school teachers who implemented Waldorf-inspired teaching into their urban classrooms in Louisville, Kentucky. This qualitative study found that students in these classrooms were more engaged in the learning process and were happier in school. Teachers reported that methods inspired by Waldorf education helped them build strong classroom communities and kept the teacher's" passion for teaching alive. (Appendix P)

In "Learning from Rudolf Steiner: The Relevance of Waldorf Education for Urban Public-School Reform," a study published in 2008, 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 conducted a study comparing standardized test scores between Waldorf Charter Schools and schools of similar demographics in California. This study showed that 2nd Grade Waldorf students perform slightly below their peers, while 4th Grade students are about equal or above in performance. By 8th Grade, the Waldorf students match the top 10% of their peers and far surpass the average scores on the California Statewide Tests; and no children are well-below grade level. (Appendix P).

While *private* Waldorf students are less exposed to standardized testing (such tests are generally minimal in the elementary school years, but exist in some form in all schools), U.S. Waldorf pupils' SAT scores have usually come above the national average, especially on verbal measures (Oppenheimer). Studies comparing students' performance on college-entrance examinations in Germany found that Waldorf graduates passed the exam at double to triple the rate of students graduating from the state education system, 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 a partial Waldorf education (Ullrich). ~~A 2006 PISA study of Austrian students found that Austrian~~ these goals should reflect high standards for the target population.

## Education Thoroughness Standards

### **Standard 1: A safe environment conducive to learning is provided.**

*Goal:* Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others. Waldorf schools honor and protect the wonder of childhood. Every effort is expended to make Peace Valley safe, secure and nurturing environments for students, and to protect their childhood from harmful influences from the broader society.

*Objectives:* Peace Valley Charter School will:

- Develop guidelines for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities;
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools;
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including 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 2: Educators are empowered to maintain classroom discipline.**

*Goal:* Create a positive teaching and learning environment with an emphasis on high expectations of behavior and participation.

*Objectives:* Peace Valley Charter School will:

- Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior. It will be on the web page and handed out at the mandatory parent meeting at the beginning of the year.
- Set a school-wide philosophy (3 Streams Approach) for teachers to handle minor and major infractions in the classroom setting
- Teach appropriate behaviors and foster responsible decision-making skills.

### **Standard 3: 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:* Peace Valley Charter 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, older students will mentor younger students
- Develop a sense of community and service within the school, and between the school and the larger community. Community outreach 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.**

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

*Objectives:* Peace Valley Charter School will:

- Emphasize meaningful language experience in the language arts, enhanced by dramatization, memorization and exposure to a foreign language
- When appropriate for upper grades, provide access to computers to teach students basic computer skills and appropriate communication through technology (e.g., e-mail, Internet, on-line learning) and,
- Provide instruction in a foreign language(s). Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.

**Standard 5: A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.**

*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:* Peace Valley School will:

- Use the Idaho Content Standards as a starting point to be enhanced the Waldorf pedagogy.
- Emphasize foreign language; and offer a Spanish Immersion Kindergarten option.
- Teach a comprehensive health curriculum, as required by the state. Physical activity during the school day will be incorporated into the curriculum.

**Standard 6: 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:* Peace Valley will:

- Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, and Eco-literacy
- Enable students to develop the following intellectual habits important in the workplace: 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 qualities and personal habits important in the workplace: 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

### **Standard 7: 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:* Peace Valley 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.
- Encourage the effective use of technology as a tool in the workplace of the 21st century.

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

*Goal:* Provide to students the skills and understanding necessary to become international citizens in their respective jobs and communities of the 21st century.

*Objectives:* Peace Valley will:

- Provide outreach experiences that reflect 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 through composting, reducing waste and keeping an eye on the school's carbon footprint, reusing materials when possible and recycling all possible materials; and,
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

## **Special Education**

Peace Valley is committed to the belief that education is a means by which each student can reach his or her fullest potential; all students have a right to educational experiences that challenge their individual development whether it is below, at, or beyond the level of their same-aged peers. Waldorf education appeals to multiple intelligences and is multisensory in nature. The curriculum is presented in a wide range of modalities, allowing for students of varied disabilities and learning styles to access content. Thus, Waldorf education is uniquely positioned to provide a well-rounded education for all populations of students.

Peace Valley is committed to providing eligible students with disabilities a free and appropriate public education (FAPE) consistent with appropriate laws and regulations for charter schools. Peace Valley is also committed to serving children with special needs, whether such children are currently or newly identified as such. Peace Valley will not deny admission to students on the

basis of disability. No student will be excluded from PVCS, counseled out, or referred to other schools in the district because of their special needs.

Peace Valley will follow the requirements of IDEA, the state of Idaho, and all other federal and state mandates regarding students with special needs. The Peace Valley Board of Directors will adopt the 2007 Idaho Special Education Manual with all subsequent revisions, and implement appropriate special education policies and procedures consistent with state and federal laws, rules, regulations, and legal requirements. All children will receive appropriate services as outlined in the Individuals with Disabilities Education Improvement Act, Section 504, and the Idaho Special Education Manual. PVCS will plan and budget to provide a highly qualified special education teacher and at least one paraprofessional, and physical facilities that are appropriately accessible to permit access by students with disabilities. PVCS will make funding and contractual arrangements to ensure that PVCS students with disabilities receive special education and services as required in IDEA 2004 and outlined on the students' IEPs.

All special education personnel will meet highly qualified special education standards and will be interviewed, selected, hired, trained, and in place by the first day of the 2018-2019 school year. To meet these expectations, PVCS will conduct a yearly Child Find activity. PVCS will follow a three-step process, as outlined in the Idaho Special Education Manual, to determine whether a student requires special education services:

The school will locate students by establishing and implementing an ongoing Child Find system, which will include referrals by parents, school staff, etc. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.

PVCS's Child Find system will also publicize and ensure that staff and the school's constituents are informed of the availability of special education services through information included in staff orientation, on the school's web page, in registration materials and using various social media.

PVCS will conduct a thorough and comprehensive evaluation for students referred, to determine if the student qualifies for special education services under the Individuals with Disabilities Education Act. PVCS would adhere to the guidelines and timelines outlined in the Individuals with Disabilities Education Act and the Idaho Special Education Manual. As outlined in the Idaho Special Education Manual, an evaluation team, which includes (at a minimum) a special education teacher, a general education teacher, an administrator, a district representative, the student when appropriate and the parent and/or adult student, will review the information from the comprehensive evaluation to determine the student's eligibility for special education. These sources include, but are not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum, and will also include all referrals by parents and/or other adults including teachers, counselors, or other school professionals as outlined in the Idaho Special Education Manual.

PVCS will implement and utilize a comprehensive Response to Intervention program as recommended in the Idaho Special Education Manual. This comprehensive, general education-led program will consist of the core components of problem identification, problem analysis,

applying researched-based intervention and progress monitoring to determine student response to the scientifically research-based interventions. Students who do not respond adequately to the Response to Intervention program may be considered for a Referral to Consider a Special Education Evaluation. If during an evaluation process, the multidisciplinary team determines the need for an evaluation by personnel not directly employed by PVCS, such as a school psychologist, speech therapist, occupational therapist, or other required experts not currently employed by the school, such evaluations will be contracted with a private provider. If the student qualifies for special education services, and the subsequent Individualized Education Plan (IEP) requires the need for contracting with personnel not directly employed by PVCS, then the PVCS will contract with the appropriate service providers to provide IEP-related services (i.e. Speech and Language Pathologist, Occupational Therapist, Physical Therapists etc.).

### **Staffing**

Most children with academic goals receive 30-60 minutes of service a day, depending on whether they have goals for language arts, math, or both. They're typically seen in small groups of 4-6. Anticipating a special education population of about 10-11%, staffing in year 1 would need about 7 instructor hours/day, year 2 would need about 10 instructor hours/day, and year 3 about 12 instructor hours/day. Because of the testing, meeting, and paperwork requirements for special education, we plan to have paraprofessional support starting year one. Year 1 - 1 teacher, 0.5 para, Year 2 - 1 teacher, 1 para, Year 3 - 1 teacher, 1.5 para and continue to meet the need using this ratio. Contracted services for SLP and OT are also included in the budget to assist with speech-language goals and fine motor or sensory goals. These are often in consultation with teachers to meet these needs.

### **Individual Education Plans**

A Highly Qualified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. A special education teacher will provide services in an inclusion or a pull-out model depending on the degree of accommodation necessary to meet the student's needs. These services will be delivered by a special education teacher or licensed provider, with supporting para-educators as allowed by IDEA and the ESEA. The special education teacher will consult with the general education staff to utilize effective classroom accommodations, adaptations, and modifications. The continuum of settings and services that will be provided at PVCS includes: general education classes, resource classes, and provisions for supplemental services such as resource services, itinerant instruction provided in conjunction with the general classroom, classroom aides, replacement curricula, behavioral supports, etc. In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the variety of alternate placements and related services available to meet those needs. PVCS may contract with private providers for the provision of related services. Services may be provided by a licensed therapist, who may use a para-educator for support. In the rare event that the IEP team determines that the student's academic needs cannot be met on site, PVCS may contract with other agencies to provide those services.

For all special education students, PVCS will develop, review, and revise IEPs in accordance with state and federal laws. PVCS will adhere to the IDEA Procedural Safeguards and FERPA to assure protection of student and parent rights, including the confidentiality of personally

identifiable information in student special education records. These statutes also provide for the right to review and inspect records. PVCS will ensure access to charter school programs, as required by the Americans with Disabilities Act (ADA). PVCS's building plan will permit access by students with disabilities. The school will provide transportation for special education students when the student's IEP requires it because of the multidisciplinary team decision. PVCS uses evidenced-based programming and curricula when working with students with disabilities who need supplemental or replacement curricula.

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

### **Nondiscriminatory Enrollment Procedures**

PVCS will not deny enrollment to a student with a disability because of that student's need for special education or related aids and services. All appropriate services will be provided for students with disabilities who meet the federally- established eligibility criterion for such services. Enrollment policies described elsewhere in this charter petition are consistent with the mission of PVCS and civil rights requirements. The nondiscriminatory policy will be stated on the school's website, applications, advertisements, etc. LRE Requirements. PVCS will provide special education and related services to eligible PVCS students in the Least Restrictive Environment (LRE), educating students with disabilities with their non-disabled peers to the maximum extent appropriate.

Related services may include (but is not limited to) Positive Behavior Interventions, Adaptive Technologies, Extended School Year, etc. This will be in accordance with the Idaho Special Education Manual, PL94-142, and as identified on each student's IEP. In many cases, the LRE will be specified within PVCS. PVCS will provide assessments to admitted students as required, meeting individual student needs and IDEA requirements. LRE decisions are made individually for each student. The student's goals and required services are developed prior to the determination of the location of services and settings. The services and settings needed by each student with a disability must be based on the student's unique needs that result from his or her disability, not on the student's category of disability.

### **English Learners**

Peace Valley, in accordance with its 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 who have limited

English proficiency will be identified, assessed, and provided appropriate services. PVCS 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. PVCS 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.

Peace Valley will provide services to all English Language students in line with Office for Civil Rights and Title III regulations (if applicable) under ESSA. English language development services will be provided for students who enroll in Peace Valley and are eligible for these services. Peace Valley will administer a Home Language Survey (HLS) to all students registering for enrollment in order to identify students who may speak another language or come from a home environment where a language other than English has a significant impact on the level of English. See Appendix P for sample HLS. The HLS and incoming evidence will determine whether an EL screening test is required. A person from the Administration team will be designated to oversee the process and receive proper training to conduct the HLS and administer the WIDA ACCESS Placement Test to screen for EL program eligibility. Students meeting the criteria will receive EL instruction based on best current research and practices. Students will continue in the EL program and be monitored by staff until they meet the exit requirements. All teachers will be aware of EL needs and receive necessary training as needed. Statewide EL entrance and exit procedures will be adopted.

### **Dual Enrollment**

Dual enrollment of Peace Valley students at Boise 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 PVCS to benefit most fully from their unique educational offerings. Dual enrollment qualifications and requirements are subject to all provisions of Idaho Code §§33-203. State funding of a dually enrolled student will be limited to the extent of the student's participation in the public school programs.

The Peace Valley Charter administration will work closely with families to provide 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. PVCS will not accommodate Boise School District students seeking dual enrollment at PVCS. Policies will be developed and adopted once the administration team is in place.

## Tab 4 – Measurable Standards, Accreditation, and Accountability

The heart of the Waldorf method is that education is an art – it must speak to the child’s experience. To educate the whole child, his heart and his will must be reached, as well as the mind.

Rudolf Steiner

~~by synergizing Waldorf curriculum with Idaho Content Standards, students will excel academically and transition gracefully into any upper level public high school settings. Student achievement will be measured and evaluated using a variety of methods such as, portfolio reviews, parent teacher conferences, and in depth written evaluations by all teachers. A spirit of open and honest communication underlies all aspects of these evaluations. In addition, Peace Valley will utilize and benefit from Idaho state state required standardized assessments. Building on the Educational Goals in Tab 3 and by utilizing Waldorf curriculum in conjunction with Idaho Content Standards, students will excel academically and transition successfully into any upper level high school setting. Student achievement will be monitored throughout the learning process. The Waldorf curriculum consistently relies on formative assessments which, combined with Idaho state interim assessments, offer a good sense of student progress. Peace Valley intends to use both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) that connect to the Smarter Balanced assessments. These interim assessments, along with the Waldorf Whole Child rubric (given twice yearly) will offer insight and data that teachers will use when personalizing learning. End of year summative assessments, including ISATs will be included in student’s comprehensive portfolios, providing a holistic student evaluation.~~

### Measurable Student Educational Standards (MSES)

~~The following measurable goals reflect Peace Valley’s expectations for its students. have been set but may need to be revised to reflect attainable, realistic, yet aggressive measures of proficiency and growth after looking at cut scores and proficiency rates determined by ISDE.~~

#### Standardized Testing

1. ~~**Idaho Reading Indicator -English Language Arts:** In the first year, at least 75%0 percent of third graders will either meet or exceed the state legislative goals set for the spring IRI will score a minimum of 3 on the Spring ISAT. Following year one, students attending two or more consecutive years will show the greatest proficiency with the goal to reach 90% of third graders meeting or exceeding the state legislative goals set for the spring IRI~~
- a. ~~**2. ISAT Testing grades 3-8-** Peace Valley’s students’ aggregate scores will meet or exceed the state average on the Idaho Standards Achievement test (or any other state-administered test) in Math, English Language Arts and Science. 90% of 3rd graders will receive grade level proficiency or above on the Spring ISAT ELA.~~

- b. ~~**Mathematics:** At least 80 percent of third through eighth graders will achieve proficient or advanced on the ISAT 2.0 Math Assessment.~~
- e. ~~**Science:** At least 80 percent of the fifth and seventh graders will achieve grade-level proficiency or above as measured by the ISAT 2.0 Science Assessment.~~

## School Specific Measurements

1. **Global Citizenship Responsibility:** Conducted before school starts and Spring  
[http://www.peecworks.org/peec/peec\\_inst/01795CBE-001D0211.0/furcosurvey%20civicrespons.pdf](http://www.peecworks.org/peec/peec_inst/01795CBE-001D0211.0/furcosurvey%20civicrespons.pdf)

- At least 80% of Kindergarten through 5th graders will score a 2 or above on the Civic Responsibility Survey Level 1 Post-test.
- At least 80% of 6th through 8th graders will score a 4 or better on the Civic Responsibility Survey Level 2 Post-test.

### Student Progress Reports (Whole-Child Rubric)

Assess student progress in academic, social and motor skills based on teacher observation K – 8 in mid-October, early April.

Symbol Key: E = Exceeds Standards M = Meets Standards P = Progressing Towards Standards B = Below Standards

At least 70% of K-6 students will score M=Meets or E=Exceeds Standards and 90% of will score P=Progressing toward Standards or greater and 100 percent of students will show growth in scores between the Fall, Winter and Spring testing.

Symbol Key: A = Advanced P = Proficient B = Basic BB = Below Basic C = Credit FB = Far Below Basic NC = No Credit

Fall and Winter and Spring Assessment At least 70% of 6-8 students will score Proficient or greater and 90% will score 85% score Basic or greater and 100% of students will show growth in scores between the Fall and Spring testing.

## Testing

Peace Valley Charter School will participate in all state mandated testing, including, but not limited to, the ISAT, ISAT Alt, IRI, ~~WIDA Access 2.0~~. The school will assign a test coordinator who will oversee the testing program and insure the testing process is followed with fidelity for all tests. Most of PVCS's potential families have not experienced a Waldorf school previously, and therefore, they don't have any comparison or preconceived idea about testing. Peace Valley Charter will communicate with families to help them understand the importance of the assessments and the information that can be gained from them. Faculty and Administration will clearly state in the Parent Handbook and to all parents at the beginning of the year orientation that Peace Valley students are expected to participate in state standardized testing for all grades, unlike many private Waldorf schools who use standardized testing for upper grades only. Use of all forms of written and electronic communication will be employed to inform parents. The

~~Administrator/An a~~ Assessment Coordinator will be designated from the Administrative Team and will ensure that a portable computer lab or Library facility is prepared on designated test dates and that all faculty and parents will have ample notice of the testing schedule. These online assessments will occur during the state-mandated testing windows outlined by the Idaho State Department of Education.

The conventional model of assessment in education: Teach, test, grade, move on. This can be described as, at best, auditing achievement. Think of assessment as information for improving teaching and learning . . . to advance learning . . . by providing useful feedback to teachers and students that is then built into the process of teaching and learning.

--Grant Wiggins—co-author of Understanding by Design

### **Formative Assessment and Evolving Teaching Practices**

In order to ensure ongoing success in meeting Peace Valley's goals and mission for its students, the school will implement formative and summative standards-based and performance-based assessments. Peace Valley will intend to use a variety of methods for formative standards-based assessment. Peace Valley's The Student Information System will have a built in component to track student progress on a regular basis. The student Assessment team will have instant access to this data and will work quarterly with the Faculty Council and teacher to assess individual student growth across the year.

Students' growth Other dimensions will be measured through the teacher's regular review of student work, such as determining whether certain conventions are being used in student writing, and others may be assessed through on-going teacher observations, such as coordination skills, social skills, and conversational abilities. For each skill listed on the checklist an appropriate assessment method will be identified. After each main lesson block During each semester, teachers will make regular assessments of students using these various means and tracking their formal and informal observations on the assessment tool and input into the SIS. For each skill or competency listed, the teacher will indicate the student's level of proficiency. This will enable teachers to clearly track students' development of competencies and skills and adapt their teaching as appropriate. ~~Each semester~~ The results of the formative assessment will serve as the basis for reports to parents and parent-teacher discussions based on the Whole Child Rubric.

Further, the data from the assessments will be collected by the Administrator/Assessment Coordinator who will work with teachers to identify gaps and trends: Where is the whole class struggling? Are certain demographic groups lagging behind their peers in a particular area? ~~What about at the level of the individual student?~~ Data gathered from these assessments will also be augmented with survey data (from parents and teachers related to school-wide priorities) and demographic data (such as attendance records) to ~~also~~ help identify areas of concern. Data collected will be used by the Administrator, Pedagogical Director, Class Teachers, Specialty Teachers, and Learning Specialists to help guide and adjust instruction at Peace Valley, with the

intention of reaching every student and reporting regularly to the Governing Board on school-wide progress towards goals.

### **Methods for Measuring Student Progress**

~~In addition to assessment of individual students, Peace Valley will implement a variety of measures for determining the success of the overall school program and the school staff. PVCS 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 will be examined and direction will be set for the next school year. Although this process will begin immediately, it will become formalized beginning in year three of operations.~~

~~Peace Valley will utilize information from both standardized evaluations and alternative assessment measurements and will emphasize assessments that enhance learning. Teachers will use assessments as an evaluation of student learning and a reflection of their teaching to help drive instructional decisions. Students will view assessments as learning experiences, challenges and opportunities to understand how they have grown.~~

Longitudinal data will be collected in a variety of ways. At all grade levels, direct observation will be recorded to note the child's strengths and weaknesses in specific skill areas and will be used as a continuous measure of student progress. These assessment reports will be shared at faculty meetings and Board meetings, when applicable and appropriate, to demonstrate growth in learning. Waldorf assessments are unique in that they "travel" with the child throughout their education. Teachers pass along these assessments to each student's future teacher (for example, if a teacher or student must leave the class prior to completing the 1-8 grade cycle, or when moving on to high school).

### **Individual Student Portfolio**

~~Peace Valley students will meet or exceed the Idaho Content Standards. Student progress will be assessed through a variety of assessments as delineated by the Faculty Council. Students will regularly track their progress and evidence of their learning in a portfolio that catalogs their learning experiences and reflects the individual achievement, proficiency and progress toward proficiency as related to the Idaho Content Standards. In addition to the objective measures of student achievement, student portfolios will include samples of the students' main lesson books, projects, pieces of art, and practice papers and exams.~~

Peace Valley student portfolios will evidence academic achievement in core academic areas and the Idaho Content Standards. Portfolios are assessed according to school-wide rubrics, with input from the class teacher and Subject Specialists across content areas. Teachers also write Narrative Reports to add to the Portfolios and provide parents with an analysis of the summative and formative assessments conducted throughout the year. The portfolios will demonstrate student growth and proficiency in core academic and mission specific subjects.

### **Student-Led and Teacher-Led Conferences**

~~Communicating student learning with the student's family is of the utmost importance. In addition to regular communication between the classroom teacher and the parents/guardians, the school will invite students and their families to attend formal conferences during which the student, family~~

and teacher will review and analyze the student's portfolio of learning. Additionally, students will set goals for improvement with the support of their families and teacher as they explain their areas of strength and areas in need of improvement. The tone of the conference will be positive with a focus on continuous improvement.

### **Readiness Assessments**

Readiness assessments for 1st Grade and 2nd Grade will measure physical, cognitive, social, and emotional development. Kindergarten and 1st Grade teachers will prepare students for the 1st and 2nd Grade readiness assessments and conduct ongoing observation and informal assessment of student readiness throughout the year. In late spring, a team of teachers from the Kindergartens and grades will conduct the assessments. These readiness assessments are an evaluation of the child as a whole, based both on the teachers' observations of the child's developmental changes throughout the year, and on a series of exercises. Children enjoy this assessment time with the teacher team, seeing it as a grand series of games to play.

~~The 1st Grade Readiness Assessment measures fine and gross motor skills, visual, tactile and auditory development; speech, language, and cognitive development; social and emotional integration; and other aspects of early childhood development. This assessment is needed since the school's 1st Graders' learning experience requires significantly different developmental readiness than the Kindergarten program. Much of the school's grades curriculum is delivered through the teachers' rich oral presentation of international and multicultural myths, histories, and biographies. Students deepen their learning of this material by listening, and then being able to recreate what they have learned orally, artistically, and in writing. This means that Peace Valley students, beginning in 1st Grade, need to be able to sit and focus quietly for extended periods of time during listening and seatwork activities, such as writing and illustrating. (See <http://www.waldorfhomeschoolers.com/first-grade-readiness> for example questions).~~

The 2nd Grade Assessment is focused on evaluating students' motor-sensory development as a basis for continued academic learning. Areas evaluated include fine and gross motor skills; bodily coordination, such as crossing the midline, rhythm (which incorporates hearing and timing) and hand foot coordination; and balance and spatial and temporal orientation. These assessments provide data that informs future instruction including needed physical-spatial exercises and improves remediation and extension programs.

### **External School Evaluation**

~~The school will typically engage an independent knowledgeable evaluator from outside the school community. Evaluation will include an assessment of the instructional program as well as other qualitative and quantitative information about school operations, culture and teaching. This will ensure the school is adhering to its mission and meeting its intended goals. External evaluation will also be part of the accreditation cycle.~~

### **Parent Involvement**

The school will internally review the level of parent involvement and the school's accomplishments over the course of a year to measure overall success. ~~As a charter school,~~ Peace Valley Charter 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 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.

### Annual Reporting of MSES

Annual reports will be made available to the Idaho State Department of Education and the Idaho Public Charter School Commission regarding Peace Valley's MSES. Non-student specific MSES results will also be made available to parents and other stakeholders on the school's website, within 60 days of receipt of data. Student-specific data will be shared with parents at the parent teacher conferences at least once a year.

Peace Valley will work with parents to ensure high testing participation. As a public school, parents will understand this is a regular part of academics. The majority of PVCS students will come from other schools where testing is a regular part of the academic year. Peace Valley will help parents understand that these measurable tests are part of the comprehensive view of student assessment and will provide valuable data for teachers, administration and the Governing Board to ensure we are meeting academic benchmarks. Because there is no local, private Waldorf school where testing might not happen in younger grades, there is no comparison for a culture of "opt out". Furthermore, Peace Valley will use several of the communication techniques found in this article <https://www.naesp.org/sites/default/files/resources/2/Principal/2007/N-Dp12.pdf> with parents. PVCS plans to lead by example with open and honest communication on all levels to ensure strong participation.

### Accreditation

Peace Valley is not seeking authorization for grades 9-12 as this time. However, accreditation for all grades is desired and in its first year of operation, Peace Valley will apply to Northwest Accreditation Commission, a Division of AdvancED for accreditation, as required in IDAPA 08.02.02.140. Peace Valley Charter School will complete the accreditation process review and obtain candidacy status within the first year of operation and work to achieve accreditation within three years. The accreditation report and/or self-evaluation will be submitted to the authorizer annually, as required by Idaho Code §§ 33-5206(7).

### School Improvement

~~Peace Valley Board of Directors will work diligently to ensure the school will never be identified as in need of improvement. It will work with the Executive Director to secure adequate enrollment, quality teachers and staff and conservative fiscal management and it will work with the Administrator to insure academic benchmarks are reached. Finances will always be scrutinized with an overestimation of expenses and underestimation of income. Monthly review of all pertinent data as well as on-going strategic planning will help insure the school's overall health.~~

However, if at any point PVCS is identified as a school in need of improvement, the Board will actively examine data to ensure that effective leaders are in place. In addition, the school's board and leadership teams will look closely at multiple levels of data to begin determining where and what areas need to be addressed. Strategic improvement planning will go into effect and the Idaho State Department of Education will become a resource to help guide Peace Valley Charter School in school improvement efforts. Peace Valley will utilize the statewide system of support

and framework for analyzing problems, identifying underlying causes, and addressing instructional issues to better understand why it has not made sufficient progress in student achievement. A highly structured comprehensive plan will be written that is specific to and focused on the school's instructional program. Peace Valley will utilize a school improvement planning tool that allows us to include scientifically based research that will strengthen the core academic subjects in the school and to address the specific academic issues that caused the school to be identified for school improvement. Finally, the plan will include on-going monitoring and involvement of the school's board.

A wide variety of achievement data will be used in the educational planning process. The school administration and the Governing Board will review school-wide achievement data that includes academic proficiency and growth with at least 95% of students participating in the state mandated tests. In addition, they will review school-wide proficiency and growth data twice a year. If necessary, the administration and faculty will develop action plans for improvement that would include differentiated instruction within the classroom and intervention plans for students. The Pedagogical Director and the Faculty Council will meet quarterly to review student achievement data and to make necessary adjustments to instructional plans that include differentiated instruction, implementation of interventions, and frequent monitoring of progress.

Peace Valley will utilize state suggested tools that allow it to include scientifically based research to strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement.

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

### Governance Structure

Peace Valley Charter School is governed by a Governing Board that is responsible for the overall policy, direction and compliance of the school. Peace Valley will be a legally and operationally independent entity, established by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the charter school.

A list of current Board members and their backgrounds is included as Appendix E. Peace Valley commits to adhering to all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations and complying with them. This includes Idaho's Open Meeting and Public Records laws. Meeting dates will be posted on the main doors to the building and on the school website in accordance with the school's bylaws.

Peace Valley has chosen to use an Executive Director model in addition to rather than only an Idaho Certified Administrator. Although it is costlier, Peace Valley's Board believes that the investment in an Executive Director will help insure the school's short and long-term success and prevent the missteps of other local Charters. In year one the Executive Director will be a half-time position and will grow to full-time by year three. However, if enrollment were to fall below the breakeven point, the Board would consider eliminating this position and the duties would be absorbed by the Governing Board and the Administrator. Charter schools are more demanding on school Administrators than traditional schools, which have the financial and administrative support of their districts. Furthermore, as a school guided by the Alliance's Principles of Public Waldorf Education, it is critical to safeguard the core educational tenets. The rapid growth of Waldorf schools across the country has made it difficult to find qualified public administrators, especially in states like Idaho, where Charter School Administrators must be state certified. Other states, like Colorado, do not require Charter Administrators to be State certified and hire qualified candidates with Waldorf experience. At present, there are no Administrators certified by the Idaho State Board of Education who also have Waldorf Experience and the prospects of finding one nationally are unlikely. The Executive Director, experienced in Waldorf philosophy and methodology and with demonstrated leadership, will can focus on the school's mission and vision non-academic demands of the school and will support work in cooperation with while supporting an enthusiastic newer Administrator willing to learn and grow in the school's mission and vision.

The Executive Director will work strategically on financial and facility development as well as community engagement and Student Services. The Administrator will focus on all academic and faculty related matters. Peace Valley's Administrator is responsible for Administrator responsibilities and the day-to-day academic operations. will be provided by Peace Valley's Administrator (Idaho certification required). And The school Administrator will oversee scheduling, student testing, teacher evaluations, student behavior discipline and curriculum support. A part-time Curriculum Director (Pedagogical Consultant) will be hired starting year one to assist the Administrator with curriculum implementation and teacher support. An Administrative Assistant will complete paperwork and required reporting, in addition to other duties.

The Governing Board has an agreement with Red Apple Financial (Red Apple) for pre-opening back-office assistance and contract with Red Apple Financial for back office financial services starting year one. Red Apple and will serve as the school's Business Manager. Red Apple currently works with 28 charter schools in the western United States, including public charter schools with a Waldorf emphasis. Red Apple will oversee the accounting, financial compliance and strategic financial management of the school. See Appendix F.

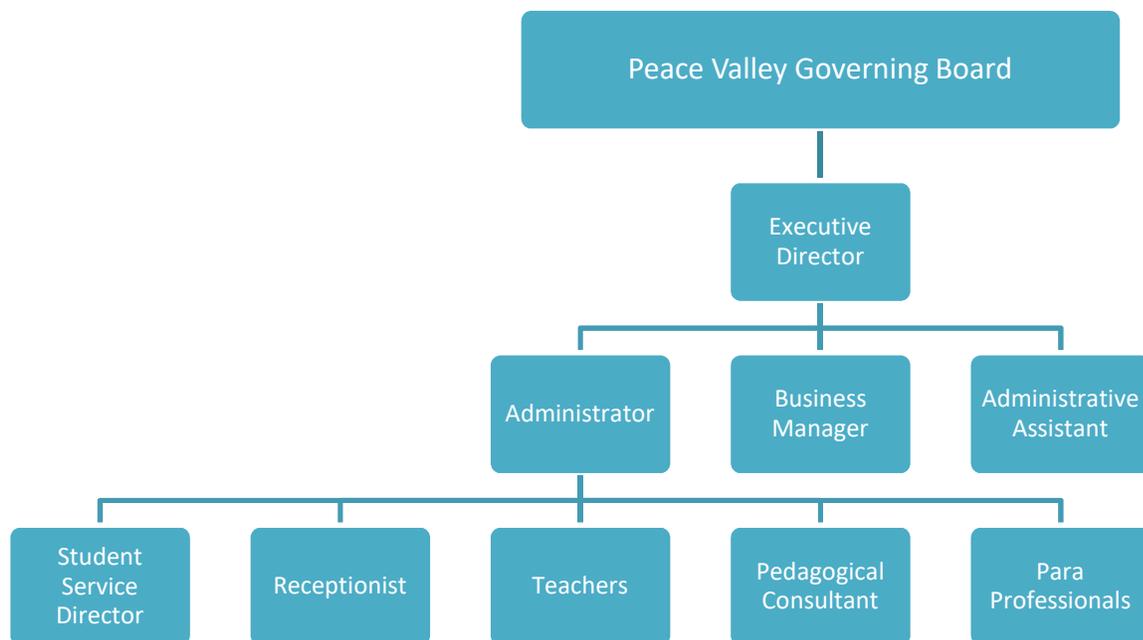
~~The Business Manager will oversee the school's fiscal affairs. The composite administrative team may, at the direction of the Governing Board, be further organized to operate as a self-directing administrative/management team with cross-training and appropriate joint decision making and collaboration, so long as requirements for certification as required by the Idaho Code are fully observed.~~

To provide for clarity in roles and expediency in decision-making, Peace Valley will develop a differentiated decision-making paradigm that clearly articulates for each council/committee/administrator how decision-making will occur on various issues. Methods of decision-making will include

- Administration makes the decision and then communicates its decision to faculty/community
- Administration solicits input from faculty/community and then decides
- All members of faculty/community have an equal voice and discussion will occur until consensus is reached
- Administration will delegate decision-making to the faculty/community. By providing clarity to all Councils on the scope of responsibility and involvement, true collaboration can occur and all members of the Peace Valley community will be empowered contributors to school decision-making.

~~To ensure proper a transition from founding board to governing board and to avoid any founder's syndrome, much of the founding board will be stepping down during the pre-opening year and a new board will be selected following the process set out in the bylaws. Some current members will possibly transition into positions within the school itself. This will allow new Board members with new insights and skills who have not been part of the creation of the school to continue to grow and develop the school's mission and vision. Some potential new Board members have already been identified and expressed a willingness to serve.~~

The essence of teaching, and truly all education, is found in relationships. The success of the Waldorf approach to education is not to be found in the curriculum or methods alone, but in the full commitment and intention of teachers and administrators who see, know, teach, connect with and inspire students.



## Ethical Standards

As outlined in Section 4.6 of the bylaws, upon taking the Oath of Directors, Board members are required to sign and abide by the Code of Ethics for School Board Members. Peace Valley Charter School’s ethical standards for board members are included in Appendix E.

## Board Oversight Responsibilities

Peace Valley Charter School is committed to effective school governance. The Peace Valley School Board is legally responsible for the school’s operations. The Board shall consist of Directors elected or appointed for a four (4) 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 thirteen (13) Directors. The Board members will make every attempt to include a balance of skills and vocations on the Board as new members are determined in accordance with the procedures set forth in the Restated Bylaws. 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 have been adopted to promote and retain long-term commitment to Peace Valley’s mission by staggering the transition of Board members so that board members are not all replaced at any one time. A variety of skills and vocations are desired and included, but are not limited to: legal expertise, financial/accounting expertise, Waldorf and public education expertise including administration, instruction, and special education, and business operations expertise. To

assist with this aim, it is anticipated the Board will organize from within its membership a Recruiting Committee committed to and tasked with identifying potential new board members. In collaboration with the Parent and Faculty Councils, the Board will maintain a list of potential future board members from individuals. In addition to identifying potential future board members, the Recruitment Committee will be tasked with: assessing the skills, experience, and expertise of the existing board to identify gaps, evaluating potential future board members against identified needs, extending invitations to potential board members to run for vacancies, and establishing an orientation program to assist new directors in becoming familiar both with the Peace Valley and the responsibilities of board members.

### **Non-Profit Corporation**

~~Peace Valley is organized and operated as an Idaho Non-Profit corporation and is legally and operationally independent from Boise School District. Articles of Incorporation provide the legal parameters within which the Peace Valley Charter Board operates. Peace Valley's current by-laws provide a full description of the organization of the school. PVCS is applying for its tax-exempt status under Section 501(c)(3) by the IRS based on its charitable purposes and operations is in process and should be finalized by September. (All of the above documents are found in Appendix A).~~

### **Responsibilities of Governing Board Members**

Because Peace Valley is a non-profit organization and a public charter school, as described above, the Governing Board is the entity that is legally obligated to oversee the organization's activities. Their primary functions involve:

- ensuring that the activities of the school align with its mission and vision
- creating a strategic plan for the school
- ensuring compliance with all relevant state and federal regulations
- enacting and exercising oversight over the budget to ensure the responsible management of public funds
- overseeing fundraising and marketing activities of the school
- being responsible public servants who represent the school and community well
- creating policies to guide the practices and procedures followed at the school
- hiring the Executive Director, Administrator and Business Manager and faculty

Peace Valley Board of Directors will receive ongoing training, especially during the transition year and on a regular basis through Gradalis and ISBA. To ensure that members of Peace Valley Governing Board are well-versed in their responsibilities, including:

- governing, oversight and strategic planning
- sound and well-accounted financial management of public funds
- compliance with all state and federal legal obligations; responsibility to represent the community's interests
- and ensuring alignment of activities with the mission and vision of Peace Valley

As Governing Board members turn over, it is intended that the practices of regular strategic planning and professional development will continue at monthly meetings. In addition, orientation

meetings provided by the President and Executive Director along with the creation of Board member agreements and Board books will help to smooth the transitions and provide education to incoming Governing Board members regarding their responsibilities and the mission and vision of Peace Valley.

1. Training for Governing Board members by ISBA “Duties and Responsibilities” and Gradalis upon the charter’s authorization. <http://gradalis.com/business-services/>
2. On-going professional development at monthly meetings, ~~including adopting a discussion schedule that includes completion ISBA training.~~
3. Preparation to submit background checks on all Governing Board Members and Employees hired upon Charter authorization.
4. Utilize Alliance for Public Waldorf Education resources for Board training and support.
5. Formation of a Board Development Committee to oversee and implement ongoing professional development, creation of board member agreements and board books, and scheduling a strategic planning meeting for Spring 2018.
6. Creation of a Board Calendar including, but not limited to:
  - a. Annual Budget Approval (for upcoming and previous year)
  - b. Governing Board Meetings
  - c. Committee Meetings
  - d. Target Dates for Executive Director Hiring and Evaluation Process
  - e. Review of Board Member Agreements & Conflict of Interest Forms
  - f. Annual Retreat (including review of mission, vision, charter, and goals)
  - ~~g. 501(c)(3) submission~~
  - gh. Application submissions for start-up funds
  - hi. Application submissions for grants
  - i. Fund-raising events
  - j. Dates for completion of website and marketing materials
  - k. Dates for completion of facility-related events

The Governing Board is an autonomous body that delegates significant authority for operational responsibilities and execution of policy and procedure to the Executive Director and Administrator. 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 Faculty Council and the Parent Council. All groups work interdependently and support each other.

### **Transition from Founding Board to Governing Board**

Peace Valley has been founded on a shared leadership and decision-making model and the members have worked collaboratively during the entire creation process. A transition plan for the founding board to governing board is in place and being followed as Peace Valley evolves into a functioning school. This transition will ensure clarity for expectations and responsibilities.

~~During the initial year of operation, the PVCS Board will be comprised of some of the Founders and some new Directors that (Appendix E) 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.” Peace Valley’s Governing Board has an Education Committee, Facilities Committee and a Marketing and Fundraising Committee, each chaired by a Director. These committees are made of 4-7 experts in these fields; have between 4-7 to assist in the school’s pre-opening organization and development.

~~As the Founding Board’s terms end, the Governing Board on student recruitment, growth, sustainability, solvency, and academic success. Capital campaigns also are part of the Governing board’ work. To continue with the metaphor, t~~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 terms ensures that founders are replaced systematically. In this way, the working memory and original purpose of the organization are preserved at the same time new ideas and directions are .~~In the case of Peace Valley, it is anticipated that three or four of the currently nine ~~seven~~ founding board members will potentially step down to become school employees: Board President, Laura Henning, potential Executive Director. Secretary Treasurer, Alan Mulligan, potential Elementary Teacher, Ruth Bucklin, Pedagogical Consultant and Special Class Teacher and Karli Love, possible Administrative Assistant ~~Business Manager~~. The members who will potentially move into staff positions at the school will assist in the school’s transition. ~~and create new Board openings. Potential replacements have been found and are listed in Appendix E.~~

### **Board Recruitment, Training and Evaluation**

The Peace Valley School Board will actively seek new board members as needed 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 possible, committee selection will represent the different school interests, demographics and constituents including parents, community members, business, and students when possible.

### **Board Training and Evaluation**

~~Upon authorization, Peace Valley 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. ~~from Gradalis.~~ As new

Board Members are added, each is provided with a New Board Member Welcome Packet, which contains information in regards to responsibilities of being a Board Member. Within the packet responsibilities listed include, but are not limited to: Board Member roles, state statute for charter schools, ethical standards, meeting laws, policies, financial reports, budgets, and other responsibilities.

~~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. This will ensure continuous improvement and training for all new Board members. The calendar will also ensure the annual board self-assessment is conducted and analyzed. As members of the Alliance for Public Waldorf Education working with a specific educational model, Peace Valley will also be working with Gradalis Waldorf Consulting & Services. GRADALIS' Mentors are Waldorf Trained and have years of experience as Waldorf teachers and administrators in Waldorf Public and/or Independent Schools. Specific in-depth topics will be offered as part of training in Waldorf education to insure the Charter's vision and mission continuance and provide stability in the early years. An annual Board self-assessment will identify future areas of professional development and develop strategies to implement the areas of improvement identified. Board members will also be encouraged to attend 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, and professional development needs.~~

### **Founders**

Founders are those who have made material contributions to the establishment of Peace Valley by giving their time, effort, energy and resources to the creation and formation of the charter, including the formation of the school and its policies, mission statement, methods and governance structure. The original founders' names and requirements to meet the status are found on Appendix E.

~~Additional Founders may be added up to the time of the school's initial year's lottery, by majority vote of the Board of Directors. These additional Founders may be persons, employees, or staff who contribute significantly to the development of the school in ways such as: participating as volunteers in the creation and development of the school's physical location, structures, grounds, and general campus, and by other action.~~

### **Parental Involvement**

Parental involvement is vital to education and is an important purpose of charter schools. Peace Valley will empower parents and guardians of students with a wide range of meaningful opportunities to participate at Peace Valley, resulting in a strong and supportive community of parent stakeholders.

Parents will be at the heart of the operation of Peace Valley and will have opportunities to participate in all levels of school governance. Parents and family members of students will have the opportunity to be elected to the Family Council or Governing Board.

Peace Valley's Family Council will meet monthly to plan and coordinate efforts to involve families in a vibrant school community. Further, members of the Family Council will assist in school direction and governance in the following ways:

- Oversee student-related activities at the school
- Plan and direct festivals
- Help with recruitment of students and families
- Oversee use of volunteers within the school
- Direct various aspects of the school, such as garden, farm and lunch program
- Provide Governing Board and Faculty Council insight into student needs
- Coordinate PVCS cooperation with outside groups
- Assist in fundraising efforts

Peace Valley's Executive Director will encourage an inclusive, collaborative environment at the school by soliciting feedback and information from parents through surveys and focus groups. Inclusion of parents in decision-making will give all parents a voice and create a sense of shared ownership of the school. Parents will be encouraged to actively participate in their student's schooling by attending regular parent education nights. These will include an orientation to the school and the ~~Three Streams Process~~, seminars on various topics related to Waldorf education, and periodic enrichment evenings with class and specialty teachers.

In addition, parents will participate in Parent-Teacher Conferences, participating in the establishment of student goals and communicating openly regarding student progress and challenges. Families will be invited to attend open houses and family festivals, and volunteer. There may be opportunities for parent volunteers to accompany classes on local trips as chaperones. Parents may serve on various committees and participate in fundraising, traffic/parking lot assistance, musical and handwork assistance, playground monitoring, aiding classroom teachers, library assistance, at-home teacher assistance, providing snacks for classes, and extracurricular activities. Teachers will be asked to look for activities in which parents can assist them. Parents may be surveyed to provide information about their availability and areas of interest.

The Family Council will establish a Parental Involvement Committee responsible for supporting the Administration, teachers, and other parent committees to identify involvement opportunities and notify parents of opportunities. Such opportunities may be posted on PVCS's website, emailed to parents, sent home in classroom flyers or listed in a school wide newsletter. Personal invitations may also be extended where interest and aptitude are known. Peace Valley will ~~strongly~~ encourage, but not require, each family to contribute at least 5 hours of volunteer service per child to the school each month, 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. Family volunteer hours will not affect student opportunities to participate in activities nor affect enrollment. Peace Valley believes families will want to be involved in the

experiences the school will offer and that if they are adequately informed of the wide-ranging opportunities to participate they will be willing and anxious to do so. Additionally, parents are asked to attend education evenings that are critical to providing consistency between home and school practices, and to enhancing parent understanding of Peace Valley's educational model. 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 solidifies the community's ties. Parents are asked to attend and volunteer at festivals. This high level of parental involvement enables parents/guardians to become integrally involved in shaping Peace Valley, ensuring it fulfills its overall mission. Parent involvement will be documented using an online reporting system to assist the Parent Council in volunteer coordination. 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.

Regular means for communication with parents and families will be established, likely including but not limited to: a school newsletter, regular weekly emails from class teachers, use of class websites to convey information, online tracking of student progress, Open Door Days with the Administration, teacher office hours, sharing assemblies, festivals and home visits. Peace Valley intends that parents are partners in the education of their children. They know their child, and teachers and administrators at Peace Valley intend to learn from families and build long-term relationships with them that will support each child's optimal growth.

Students with 504 plans and support under IDEA will have school assistance as they communicate to resolve issues. Parents will make teachers and administrators aware of student needs in order to develop individual plans for students in these circumstances, and school personnel will seek to work with parents to meet the needs of every child.

## **Audits**

Every year, Peace Valley Charter School will hire an independent certified public accountant to conduct an independent audit that complies with generally accepted auditing standards. Upon completion of the audit, the Board will review, approve, and accept the audit report and findings. A copy of the audit report will be submitted to the authorizing entity and the State Department of Education. Annual audit and financial compliance will be completed pursuant to Idaho Code.

## **Financial Reporting**

Peace Valley will comply with the financial reporting requirements of Idaho Code Section 33-701 (5-10). Within one hundred twenty (120) days from the last day of each fiscal year, the Board will prepare and publish an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction pursuant to Idaho Code Section 33-701(5). Such annual statements shall include, but not be limited to, the amounts of money budgeted and received and from what sources, and the amounts

budgeted and expended for salaries and other expenses by category. In addition, the school will develop and maintain an expenditures website as required by Idaho Code Section 33-357.

Annually, Peace Valley Charter School will file with the State Department of Education such financial and statistical reports as the SDE may require pursuant to Idaho Code Section 33-701(7). Peace Valley Charter School will destroy all claims or vouchers paid five years from the date the claim or voucher was canceled and paid pursuant to Idaho Code Section 33-701(8). Peace Valley Charter School will review the school budget periodically and make appropriate budget adjustments. Amended budgets shall be submitted to the State Department of Education pursuant to Idaho Code Section 33-701(9). Peace Valley Charter School will invest any idle monies as permitted by Section 67-1210 of the Idaho Code.

## Tab 6 – Employee Requirements

### Qualifications

Peace Valley Charter School's full time and part time staff will meet or exceed qualifications required by state law. All regular classroom instructional staff shall be certified teachers as required by Idaho Code Section 33-5205(3)(g) and will demonstrate content mastery in the teaching positions that require this designation, including Special Education teachers. These teachers will meet the qualifications outlined on the State Department of Education's website and documentation, and all teachers will be Highly Qualified. School Administrator will hold an ISDE Administrator Certificate.

~~Employees will be required to possess personal characteristics, knowledge, experience, and expertise consistent with the philosophy, mission, and expectations of Peace Valley.~~

- 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 Peace Valley.
- All applicants must complete a standard employment application and interview process.
- All applicants selected for employment shall submit a criminal history check pursuant to Idaho Code 33-130, comply with Idaho Code 33-1210 (information on past job performance), and meet final Board approval pursuant to Idaho Code 33-513.
- Teachers must have completed Waldorf training, be in an approved Waldorf training program or will also begin pursue Waldorf certification within two years of being hired. with the school's support. See details in Appendix L.

To engage wider participation from parents, extended family and the greater community, Peace Valley reserves the right to hire any individual identified as possessing a particular talent or skill 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, and allows PVCS to draw upon the wealth of knowledge and experience found in the community by individuals who may not hold a teaching certificate. The ultimate goal is to employ highly qualified educators as defined by the SDE and as appropriate to the position. All staff, whether temporary or permanent, will be required to pass a background check.

### Background Checks

All employees, subcontractors, board members, and volunteers who have unsupervised contact with students in a PK – 12 school setting are required to undergo a Background Investigation Check and FBI fingerprinting in compliance with Idaho Code 33-130. Each person stated above shall turn in a completed fingerprint card to the school, which will submit this background check information to the Office of Certification at the State Department of Education. All subcontractors will pay for their own background checks.

## Professional Development and Evaluations

Waldorf teachers play a unique role in Waldorf schools because they not only present lessons to a class of students, they must also act as facilitators, mentors and guides to individual students. Peace Valley's vision is to create a climate which fosters life-long learning. As a part of this process, Peace Valley staff is expected to actively participate in continuous professional development. Professional development is an essential component in the growth, leadership, and development of excellent teachers. Peace Valley is committed to ongoing, personalized professional development for its teachers and staff. Professional development opportunities will be offered during the summer and throughout the year for all teachers and staff. Details of Professional Development and Assessment are found in Appendix L.

In addition to Professional Development opportunities, PVCS will provide faculty a Reference Library that will include original source materials and books for each grade, and the complete set of books and resources binders of the Christopherus K-6 Waldorf Curriculum for. The curriculum also comes with a subscription to their exclusive online forum that includes many requested grade specific threads as well as sub forums dedicated to The Early Years, Personal Development, Planning, Waldorf Philosophy and more. New questions and conversations paired with 5 years of archived content (2006 – 2011) provide a wealth of support for those using this curriculum.

In addition to the on-site professional development offered to all staff members, all Peace Valley teachers will participate in the Art of Teaching course prior to the school opening. This week-long offering will give all staff a great foundation, preparing them for the school year and build a stronger community. The professional development cost will be covered by the school. Details are in Appendix L.

~~, Annual participation Rudolf Steiner College Public School Institute ([www.rudolfsteinercollege.edu/public-school-institute](http://www.rudolfsteinercollege.edu/public-school-institute)), participation in workshops on teaching and professional development specific topics, completion of individually designed development and inquiry program involving topical study and an analysis of how to integrate new skills into the classroom. Details of Professional Development and Assessment are found in Appendix L.~~

## Oversight and Evaluation

~~The Administrator, with support from the Pedagogical Consultant, is involved in regular oversight of instruction and will visit all classrooms weekly to offer continuous support and evaluation. Because recruiting trained Waldorf teachers or teachers who are committed to learning the methodology is critical, Peace Valley has begun to look for teachers and has already received several unsolicited resumes from local teachers, many of whom have many years of experience and who are excited about the possibility of teaching at Peace Valley. Peace Valley intends to employ teachers as early as possible, and will employ a hiring and screening process used successfully at other Waldorf charter schools to identify teachers who connect with Peace Valley's mission and methods.~~

Peace Valley also values parental input as part of the evaluation process. Parents will be given the opportunity to provide feedback on teacher performance yearly. The evaluation process will

include a section for input received from parents or guardians. Each certificated staff member shall receive one written evaluation completed no later than May 1, per Idaho Code. The evaluation shall include a minimum of two documented observations, one of which shall be completed prior to January 1 of each year.

If teacher performance is deemed below expectation, the teacher will be placed on probation. With input from the teacher and guidance from the Administrator, a performance improvement plan will be developed. The teacher will be guided and mentored per the plan by the Administrator. Upon completion of the performance improvement plan, the teacher will either be removed from probation, continue probationary status, or will be terminated. The performance improvement plan will be adjusted as necessary throughout the probationary period.

### Evaluating Administrators

~~Idaho has adopted the Interstate School Leaders Licensure Consortium (ISLLC) standards for administrators. The Board of Directors will complete the evaluation. Peace Valley administrators will be evaluated based on these standards, which are divided into 14 components, clustered into three domains:~~

#### ~~Domain 1: School Climate~~

~~An educational leader promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.~~

~~School Culture: The Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.~~

- ~~• Communication: The Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future and the successes and challenges to all stakeholders.~~
- ~~• Advocacy: Administrator advocates for education, the district and school, teachers, parents and students that engenders school support and involvement.~~

#### ~~Domain 2: Collaborative Leadership~~

~~An educational leader promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. In collaboration with others, an educational leader uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.~~

- ~~• Shared Leadership: Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents and cultivates professional growth.~~

- ~~Priority Management: Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational and community leadership priorities.~~
- ~~Transparency: Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.~~
- ~~Leadership Renewal: Administrator strives to continuously improve leadership skills through professional development, self-reflection and utilization of input from others.~~
- ~~Accountability: Administrator establishes high standards for professional, legal, ethical and fiscal accountability of self and others.~~

### Domain 3: Instructional Leadership

~~An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.~~

- ~~Innovation: Administrator seeks and implements innovative and effective solutions that comply with general and special education law.~~
- ~~Instructional Vision: Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject~~
- ~~High Expectations: Administrator sets high expectations for all students academically, behaviorally and in all aspects of student well-being.~~
- ~~Aligns Resources: Principal Administrator aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.~~
- ~~Evaluation: Principal Administrator uses teacher evaluation and other formative feedback mechanisms to continuously improve teacher effectiveness.~~
- ~~Recruitment and Retention: Principal Administrator recruits and maintains a high quality staff. Administrators are required to obtain proof of proficiency in conducting teacher evaluations.~~

Teachers will be supported, not only through professional development but through the Faculty Council and the Pedagogical Consultant. The Student Services Coordinator (Counselor) visits classrooms on a regular basis addressing teachers' unique concerns about their instruction and classroom management. This leadership team will give helpful feedback to teachers to improve classroom management and academic learning.

~~Teachers will also be evaluated by a student's growth rather than merely grade level expectations, and therefore the analyzing of portfolios and individual student assessment data is imperative. Teachers must feel confident they can express concerns and doubts, and support and resources will be given to them to help them succeed. Collaboration in curriculum development from the Faculty Council is essential and teachers will share their unique talents and gifts so the community mutually benefits and has a wealth of knowledge and support. The entire staff will work as a team to support teachers, students, and the leadership team in a safe environment to build a community of lifelong learners.~~

## Professional Codes and Standards

Staff must comply with the professional codes and standards approved by the State Board of Education, including the Code of Ethics for Idaho Professional Educators outlined in IDAPA 08.02.02.076. If a staff member violates any of the Code of Ethics, the Peace Valley Charter School Board will deliberate and decide about the member's status.

## Transfer Rights

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

## Employee Benefits

It is the intent of Peace Valley Charter School to offer competitive wages and benefits so that it can recruit and retain talented employees. All employees who currently are members of PERSI will continue their participation. All new employees that are eligible for PERSI will become members of PERSI. All employees will contribute to the Federal Social Security System. Peace Valley Charter School will make all employer contributions as required by PERSI and Federal Social Security. In addition, the school will also pay for worker's compensation insurance, unemployment insurance and any other payroll obligations of an employer as required by Idaho Code 33-1279. Peace Valley Charter School will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits. The Board will develop a process to ensure that all eligible employees are enrolled in one of the school's health insurance plans.

## Collective Bargaining

The staff at Peace Valley Charter School shall be considered a separate unit for purposes of collective bargaining.

## Contracts

All teachers and administrators will be on a written contract with Peace Valley Charter School, approved by the Board. All contracts will be conditioned upon valid certification being held by such professional personnel at the time of commencement of said duties. A copy of all teacher and administrator contracts along with certificates for certified teachers and administrators will be on file in the school office. Job postings and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

## Health and Safety

“The healthy social life is found when in the mirror of each human soul. The whole community finds its reflection, and when in the community, the virtue of each one is living.” - Rudolf Steiner

As outlined in the Thoroughness Standards discussed in Tab 3, Peace Valley 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. ~~Upon authorization, the Board will adopt policies/procedures referencing the ISBA and other relevant school's policies.~~ The Peace Valley

Board and Staff strive to create a learning environment that is conducive to active, imaginative learning. Peace Valley will provide a positive, safe, engaging school climate that includes school life, facilities, relationships, teaching and learning, and the school environment. Peace Valley Charter School and its staff strive to provide the best possible environment to nurture developing minds. As a seed flourishes best in fertile soil, so too will a proper environment enhance the teaching, learning, and relationships on campus. To that end, specific policies are put in place to positively impact productivity and minimize dangers to the health and safety of the students and staff.

“School climate” refers to the quality and character of school life. A positive school climate nurtures children's innate creativity to become lifelong learners who are mindful, active, and engaged citizens in our community. This is done by establishing and maintaining close relationships with students so that potential issues can be addressed promptly. 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.

Throughout the day, teachers respond to any issue or need that a student or students may have. For specific issues like bullying/harassment, Peace Valley will adopt policies implementing the Three Streams Approach. Similarly, suicide prevention is addressed through the relationship between teachers and students. As previously noted, teachers greet students' at the door each day to connect with each student and take a brief inventory of his mental and physical state. Teachers will receive basic instruction in suicide detection to be able to note changes in student behavior that could be a warning sign. In compliance with Idaho Code §33-512 B, Suicidal Tendencies-Duty to Warn and Idaho Administrative Procedures Act (IDAPA) 08.02.03.160, if a student should exhibit signs of self-harm, teachers are encouraged to question the student regarding their motives and assess the course of action. ~~feasibility of accomplishing these tasks.~~ If there is no immediate danger, the teacher will document the incident and speak with the parent and student, following up as necessary.

~~Peace Valley A School Nurse~~ will maintain health records highlighting chronic issues on each student and make them available in emergencies. Emergency contact numbers will also be maintained for all students. First aid kits will be readily available ~~on~~ at the Main Office, and a portable first aid kit will be taken on all off-campus excursions. The Peace Valley Charter Campus will hope to have an on-site nurse one day a week to oversee immunization records, health forms and monitoring of student health needs and assessments. A designated “sick-bed” for students to rest while waiting to be picked up from a parent is planned. Peace Valley Charter School will maintain a drug, alcohol, and smoke-free environment.

To reduce the risk of serious injury, staff training will be provided for emergency and first aid response on a yearly basis. All staff will be trained in emergency response protocols and will be

provided an emergency response binder for use in the classroom at the beginning of each year. Staff will also be trained to identify the use of drug, alcohol, and use of mood-altering substances. Staff will also be trained to address health and psychological issues with the students appropriately.

Peace Valley Charter School will comply with Idaho Code Section 33-210. In keeping with the federal regulations established by the Drug Free Workplace Act of 1988, Peace Valley Charter School is committed to upholding a drug-free environment.

Pursuant to Section 39-4130 of the Idaho Code, representatives from the Division of Building Safety, Bureau of Logging and Industrial Safety, Industrial Safety Section will perform regular inspections of the facility. By so doing, the Board will ensure the facility is in compliance with Idaho Code §39-4130 to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. The facility will pass inspection by fire and safety officials using the same guidelines for all public schools. Proper signage will be placed in key locations illustrating fire exit routes, safety reminders, restroom cleanliness, etc. Students will be periodically reminded of health and safety concerns appropriate to the season, including proper dress and slipping hazards. Fire and evacuation drills will be conducted during the first week of school, and during the first week back after extended breaks.

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. Peace Valley will provide parents and students copies of the policies prior to the commencement of the school year. Parents will be required to affirm they understand these rules before enrolling their student and sign that they received a copy at the mandatory Parent Meeting. Teachers and staff will meet with students individually or in small groups to address any issues that arise. If a problem continues, the teacher will contact the student's family and may request a parent/guardian-teacher conference.

## **Bullying and Harassment**

Peace Valley defines bullying as a pattern of aggressive, intentional or deliberately hostile behavior that occurs repeatedly and over time. Bullying behaviors normally fall into three categories, physical, emotional, and verbal; and may include, but are not limited to, intimidation, assault; extortion; oral or written threats; teasing; putdowns; name-calling; threatening looks; gestures, or actions; rumors; false accusations; hazing, social isolation, relationship abuse, sexual assault and cyber-bullying.

### **Cyber Bullying**

Peace Valley defines cyber bullying as bullying using technology or any electronic communication. This includes, but is not limited to, electronic mail, internet communications, instant messaging, posting on social networking sites, or facsimile communications. Cyber-bullying includes creating a web page or blog in which the creator assumes the identify of another person, the knowing impersonation of another person as the author of posted content or messages, or the distribution by electronic means or communication of messages that meets the definition of bullying above, whether

distributed directly or creating a posting that may be accessed by one or more persons. Since most cyberbullying takes place off school grounds, for the school to intervene and discipline the administrator must make the determination the cyberbullying has adversely affected the educational environment and that, because of the cyberbullying, there is an imminent threat to the safety of a student or to the school learning environment. For more details see the Parent/Student Handbook Appendix O.

## Media Viewing Policy

The cumulative effect of repeated exposure to television, video games, movies, radio and computers can negatively impact a child's development, especially during important early years. It is well documented that media exposure in early childhood causes developmental damage to the brain and central nervous system. Both the National Association of Pediatrics and the National Association for the Education of Young Children have established guidelines for media exposure which are very similar to Peace Valley's. It is encouraged that before sixth grade, electronic media (video games, tablets, phones, computers, etc.) be eliminated from the child's life. After sixth grade, this exposure should be kept to a minimum (and not allowed on school days). With older children, it is important to review movies beforehand and discuss the content afterwards. Eliminating television from a child's life may seem like a radical step at first, but families who do it say that it significantly improves the child's attitude at home as well as at school. Ongoing workshops will inform and support this policy. (Parent Student Handbooks Appendix O)

~~Peace Valley Charter School will comply with Idaho Code Section 33-210. In keeping with the federal regulations established by the Drug Free Workplace Act of 1988, Peace Valley Charter School is committed to the concept of having a drug-free environment.~~

~~Pursuant to Section 39-4130 of the Idaho Code, representatives from the Division of Building Safety, Bureau of Logging and Industrial Safety, Industrial Safety Section will perform regular inspections of the facility. By so doing, the Board will ensure the facility is in compliance with Idaho Code §39-4130 to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. The facility will pass inspection by fire and safety officials using the same guidelines for all public schools. Proper signage will be placed in key locations illustrating fire exit routes, safety reminders, restroom cleanliness, etc. Students will be periodically reminded of health and safety concerns appropriate to the season, including proper dress and slipping hazards. Fire and evacuation drills will be conducted during the first week of school, and during the first week back after extended breaks.~~

## Disciplinary Procedures

Peace Valley's intention is that violations of PVCS's Code of Conduct, particularly any conduct that could lead to suspension or expulsion, might be detected early and remedied in accordance with the school's disciplinary plan before such action would need to be taken. However, Peace Valley recognizes its responsibility to provide a safe environment conducive to learning for all students. If the class teacher is not able to handle the situation alone and prevention of the behavior has not succeeded, this course of action may be taken:

1. If the child involved has been identified as disabled, a determination will be made as to whether the behavior in question is a manifestation of the child's disability, and appropriate care will be taken to comply with IDEA in any disciplinary actions.
2. All teachers who are involved with the student would meet in Faculty Council to discuss the concerns.
3. All teachers would pay attention to the student in question over a course of time determined by the council before meeting in council again.
4. At the end of the designated time, a second Faculty Council will discuss what the next course of action should be to ensure the student's success in correcting the problem.
5. The parents and student may be invited to attend a meeting with the Faculty Council and Administrator to discuss the problems needing attention. A plan of action may be written and implemented by teachers and parents in an effort to remedy the problem.
6. In cases where student behavior poses an imminent harm to fellow students or members of the Peace Valley community, as outlined in the Suspension and Expulsion Policy and Procedure, the Administrator may consult with the relevant class teacher, student and parents, and make an immediate plan of action, which may include suspension or expulsion if necessary. The above steps would then be followed in order to determine how to most appropriately support the student's re-entry into the classroom.
7. If these efforts fail and the problem continues, the Administrator will notify the parents in person or by phone or email if the school intends to suspend the student. In the event of suspension/dismissal the PVCS staff will act in accordance with IDEA and all other applicable state and federal laws. Further all suspensions and expulsions shall be conducted in accordance with the published PVCS Suspension and Expulsion Policy and all applicable State and Federal laws to ensure that the student's property right to an education and due process rights are duly protected.

If expulsion is deemed necessary by teachers and Administrator, they will petition the Governing Board for expulsion in accordance with PVCS's Policies and Procedures Governing Suspension and Expulsion. Expulsion (Idaho code 33-205) by the Peace Valley's Board of Directors will be done by written notice to the Parent/Guardian of the pupil stating the grounds for expulsion and the time and place where the Parent/Guardian may appear to contest the action of the Board.

There is a zero-tolerance policy regarding the possession, handling, or transporting of any deadly or dangerous object while engaged in a school activity, on school property, and/or while riding school-provided transportation. A dangerous object is defined as any object used in a dangerous and/or inappropriate manner that may cause harm to a person or property, as defined in Section 921 of Title 18 of the United States Code.

Violation of the weapons policy will result in immediate suspension and possible expulsion as determined by the Board on a case-by-case basis. The suspension and expulsion includes participation in 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 on a case-by-case basis. 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.

Per Idaho Code 33-205, the school's Board of Directors may deny enrollment to Peace Valley Charter School to any student whose conduct is continuously disruptive of the school spirit, as determined by the Board.

### **Contacting Law Enforcement and student's parents**

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency is to be notified immediately. The administrator or designee shall communicate all available information to the police and offer the full cooperation of the administration and faculty in a police investigation. The administrator or his/her designee will notify a parent or guardian of an interview or detainment of a minor student by law enforcement officials. Any search, seizure, or subsequent disciplinary action shall be subject to applicable school policies, regulations, state laws, and student handbook rules. The policy will be included in the student handbook (Appendix O) and on the school's website.



## Tab 7 – Admissions, Discipline, Student Policies

### Enrollment

Anticipated initial enrollment is 320261 K-6 students; adding 2 new classes a year (one additional lower grade and one upper grade) to reach capacity of two classes of each grade through the 8<sup>th</sup> grade. Peace Valley has an enrollment cap of 540 students for grades K-6, ~~comprised of 60 Kindergarten students and 2 classes of each grade with a maximum of 30 students in each class.~~ If there is demand to open more grades after the initial year the Board will consider accelerating the growth timeline but will not exceed the enrollment cap without permission from the Authorizer.

PVCS Governing Board is confident its initial enrollment can be reached based on the strong desire for a school integrating Waldorf principles in the Treasure Valley by families locally, nationally and internationally. Peace Valley has received strong support in the last 10 months, without a concerted marketing campaign, and is confident the initial enrollment can be reached. ~~Peace Valley's strong support has been received in the past nine months without a concerted marketing campaign and is confident the initial enrollment can be reached. Since mid-January 2017, Peace Valley has gathered the data of over 350 interested families (Appendix N), representing 324 K-6 students and 119 PreK students and 26 students designated as "other". A strong base of those familiar with Peace Valley's educational model has already been established and efforts to reach those new to Peace Valley's philosophy will take place this summer, as well as coverage on NPR and through Channel 6, where contacts have already been established. Once the school is authorized and the location confirmed, a door-to-door campaign will take place in neighborhoods within a mile of the school's location.~~

~~This initial enrollment creates a healthy sized school that can be financially self-sustaining and meet the projected demand in the area. There is widespread interest across the Treasure Valley from Middleton, Nampa to extreme end of Southeast Boise. There are concentrated areas of interest in Meridian/Eagle and Northend and Bench communities. Planning survey results show an overwhelming demand for Kindergarten and there is also very definitive interest in a Spanish Kindergarten option. The Founder's initial planning survey results also indicate interested parents have a strong desire to enroll in Peace Valley. 97% of respondents with school aged children responded with likely or very likely to attend in 2018. In addition, many of the people responding are offering to assist the efforts and have joined committees. Based on the experiences of other Public Waldorf Charters and most recently the overwhelming success of Wasatch Charter School in Salt Lake City, that opened full, with 540 K8 students in 2016, Peace Valley's plan to grow to capacity in less than five years is very attainable and allows for measured and steady growth to allow for the growth and development of teachers, families and students.~~

~~As discussed in Tab 2, Peace Valley would like to maintain moderate sized classes. Traditionally, many schools have equated small class size with better student learning. Waldorf educational models typically intentionally strive for elementary class sizes of over 20 students and upwards of 30 students. Waldorf education is a social education, and students are taught to work in groups from early childhood on. They do their math problems together, they take nature walks together, they paint together, they do science experiments together, they act in plays together – even to the point of learning all of each other's' lines. Invaluable yet hard to measure lessons are learned: Because everybody does everything, students come to celebrate and appreciate each other's strengths in different areas.~~

Teachers often look to the students who are ahead in one area to assist those who need extra help. Students are taught to support each other and share what they have learned.

In a class of 30 or so, there is a healthy mix of personalities, and students must learn to resolve conflicts with those unlike themselves. A variety of temperaments play a decisive role in the makeup of a healthy Waldorf class. Classes that are too small in number may be dominated by a few children. In a larger class, on the other hand, every child has the opportunity to learn how to function respectfully within a group—a skill that Rudolf Steiner thought was essential to creating change in society.

Because a Waldorf class teacher stays with a class from year to year, he or she comes to know each student extremely well. It can be easier, then, for a Waldorf teacher to work with a class of 25-30 than it might be for a teacher in traditional school who typically has the same students for only one year. The Board will consider class size growth each year with a maximum of 30 students in the grades, but will add an additional Kindergarten rather than increase class size. The Governing Board will monitor enrollment data to be prepared to meet full enrollment earlier if necessary.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
K	5260	6052	6052	6054	6054	54	60
1	5260	6052	6052	6052	6054	54	60
2	5256	6052	6052	6052	6052	54	60
3	5054	5652	6052	6052	6052	52	60
4	2130	562	5852	6052	6052	52	60
5	3018	3024	582	6052	6052	52	60
6	3016	3021	5026	6052	6052	52	60
7	0	3019	3024	5026	542	52	60
8	0	0	3022	5026	2650	52	60
Total	320261	38224	466384	418520	540446	474	540

### Admissions Procedures

Peace Valley shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to Peace Valley for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated. The enrollment window and deadline will be established by the Governing Board of Directors each January for the upcoming school year. Peace Valley Charter 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 Peace Valley Charter School. In the case of a family with more than one (1) child seeking to attend Peace Valley Charter School, one written request for admission must be submitted on behalf of all siblings. If the initial capacity of Peace Valley Charter School is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to PVCS. Only those written requests for admission submitted on behalf of prospective students that are received

prior to the enrollment deadline established by Peace Valley Charter School shall be permitted in the lottery. Written requests for admission received after the established enrollment deadline and those students requesting transfer to PVCS during the school year will be added to the bottom of the final selection list for the appropriate grade.

Returning students will not need to reapply each year, but will need to indicate a commitment to return by signing a form by the enrollment deadline to secure a spot for upcoming school year. Peace Valley 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. Peace Valley will follow the equitable selection process that is outlined in IDAPA 08.02.04.203.07 or another method that is approved by the authorizer.

### **Enrollment Opportunities**

Peace Valley Charter School will take the following steps to ensure the primary attendance area is aware of the enrollment opportunities at Peace Valley Charter School (per Section 33-5205 (3)(s) Idaho Code). While taking into consideration the language demographics of the attendance area (Appendix D), at least three (3) months in advance of the enrollment deadline established by Peace Valley each year, information will be posted in highly visible and prominent locations within the area of attendance. In addition, Peace Valley 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 Peace Valley. Peace Valley Charter School will ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. The outlets chosen for dissemination of information will be focused on the age range of students for which the greatest number of openings is anticipated. ~~Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs (4-11-06). Some publicity and all enrollment materials will be available in Spanish. shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to Peace Valley for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.~~

### **Enrollment Deadline**

~~Each year Peace Valley Charter School shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend Peace Valley for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.~~

### **Requests for Admission**

~~The written request for admission must be submitted to, and received by, PVCS on or before the enrollment deadline established by Peace Valley Charter School. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student. If the initial capacity of Peace Valley Charter School is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to PVCS. Only those written requests for admission submitted on behalf of prospective students that are received prior to the~~

~~enrollment deadline established by Peace Valley Charter School shall be permitted in the lottery. Written requests for admission received after the established enrollment deadline and those students requesting transfer to PVCS during the school year will be added to the bottom of the final selection list for the appropriate grade.~~

### Admission Preferences for Initial Enrollment

If the initial capacity of Peace Valley Charter School is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to Peace Valley. Peace Valley Charter School will follow Idaho Code Section 33-502 (j). Prospective students will be placed in priority groups as follows:

1. **First Priority:** The first priority group of Peace Valley will include the children of full-time employees and Founder's children (provided that this admission preference shall be limited to not more than ten percent (10%) of Peace Valley's initial capacity. See Appendix E.
2. **Second Priority:** The second priority group is siblings of pupils already selected by the lottery.
3. **Third Priority:** The third priority group is students who reside in the primary attendance area of Peace Valley Charter School.
4. **Fourth Priority:** The fourth priority group includes students who reside outside of the primary attendance area of Peace Valley Charter School.

### Admission Preferences for Subsequent Enrollment Periods

1. **First Priority:** Pupils returning to Peace Valley 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 lottery.
2. **Second Priority:** To children of founders and full time employees provided that this admission preference shall be limited to not more than 10% of school enrollment.
3. **Third Priority:** Siblings of pupils already enrolled in Peace Valley Charter School.
4. **Fourth Priority:** Prospective students residing in the primary attendance area of Peace Valley Charter School.
5. **Fifth Priority:** Prospective students residing outside the primary attendance area of Peace Valley Charter School.

### Proposed Attendance List for Lottery

Peace Valley Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Proposed Attendance List for Lottery.

### Equitable Selection Process

Peace Valley Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Equitable Selection Process.

### Final Selection List

Peace Valley Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Final Selection List.

### Notification and Acceptance Process

Peace Valley Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Notification and Acceptance Process.

## Subsequent School Years

Peace Valley Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for Subsequent School Years.

## Initial Enrollment Capacity of the Charter School

Peace Valley Charter School's initial enrollment is anticipated to be 257 students in grades K-6.

~~Annually, no less than two (2) months prior to Peace Valley Charter School's lottery application deadline, the Board of Directors will establish, at its regularly scheduled meeting, by motion and vote, an 'Annual Enrollment Capacity', as follows: Based on recommendations from the Administration and facility capacity, the Board will establish: (1) an annual school-wide enrollment capacity not to exceed 540 students; and (2) an annual enrollment capacity for each grade. Each year, the Administration will: (1) Post the Annual Enrollment Capacity information on the PVCS web site within five (5) days of the Board vote; and (2) conduct the lottery and enrollment process in compliance with the limits established in the Board's Annual Enrollment Capacity motion and vote.~~

~~Should enrollment approach the minimum for financial viability, the Board of Directors shall take action including, but not limited to, the following:~~

- ~~• Increase enrollment demand through a marketing campaign~~
- ~~• Increase fundraising from external sources~~
- ~~• Eliminate or defer expenses~~

~~Peace Valley Charter School will offer four kindergarten classes (two half day and two full day). For the full day class parents will cover the difference in cost from a funded half day to full day.~~

## Waiting Lists

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

## Public School Attendance Alternative

Not applicable

## Notification of Enrollment Opportunities

~~In accordance with IDAPA 08.02.04.203.02, Peace Valley Charter School will ensure that the public notification process of enrollment opportunities will include the dissemination of enrollment information, taking into consideration the language demographics of the attendance area, at least three months in advance of the enrollment deadline established by Peace Valley Charter School each year. The information will be posted in highly visible and prominent locations within the attendance area of the school, as well as, on the school's website. In addition, Peace Valley Charter School will ensure that this process shall include the dissemination of press release or public service announcements to media~~

~~outlets such as television, radio, and newspapers that broadcast within, or disseminate printed publications within, the area of attendance of the school. Peace Valley Charter School will ensure that such announcements are broadcast or published by such media outlets on at least three occasions, beginning no later than fourteen days prior to the enrollment deadline each year. Enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.~~

~~To reach demographics similar to the Boise School District, Peace Valley will utilize its Spanish speaking Founders and Board members to provide written materials in Spanish and utilize appropriate media outlets. In addition, Peace Valley intends to connect with the area's immigrant population through organizations like the Agency for New Americans. Founders participated in the 2017 Kids Fair which had 5,000 attendees from a wide cross section of area demographics in all sectors.~~

### **Denial of Attendance**

In accordance with Idaho Code 33-205, the school's Board of Directors may deny enrollment or may expel or deny attendance to Peace Valley Charter School to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board, but such enrollment or readmission shall not prevent the Board from again expelling such pupil for cause. The process for expulsion and denial of attendance is in Tab 6 under Student Discipline. For Special Education cases, refer to Tab 3 under Special Education Services.

### **Student/Parent Handbook**

To ensure that both parents and students understand the expectation for students at Peace Valley Charter School, parents will receive a student handbook at the mandatory parent meeting at the beginning of the year and will sign they have received a copy, and it will be posted on the school's website. See Appendix O for the draft student/parent handbook. The handbook will be finalized once the administrative team has been hired and before the first school year starts

## **Tab 8 – Business Plan, Transportation, School Lunch**

### **Business Plan Description**

Peace Valley Charter School is organized exclusively for charitable, ~~educational and scientific~~ purposes, under Idaho non-profit statutes. The Articles of Incorporation for Peace Valley Charter School as filed and approved by the Secretary of State for the State of Idaho on November 8, 2016 can be found in Appendix A. The Non-Profit Corporation is organized exclusively for ~~charitable and~~ educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. Charter Schools face the challenges of tight budgets resulting in part from not having access to the local taxes that traditional public schools enjoy, and having to pay for facilities from the reduced amount. The non-profit status is important in accessing contributions from entities that offer grants and donations to the programs of

public charter schools. Peace Valley's 501c3 status is in process and should be received from the IRS by late September.

Peace Valley will operate as a public charter school of choice and is required to follow most, but not all the rules and regulations of traditional schools. It will educate students in the Treasure Valley incorporating the core principles of Public Waldorf education. Peace Valley Charter School will initially serve kindergarten through sixth grade beginning in August 2018, and grow to include seventh and eighth grades. Peace Valley will be located within the Boise School District boundaries and plans to serve students from the Boise and West Ada School Districts.

Peace Valley's objective is to develop students into lifelong learners who are mindful, active, and engaged global citizens. This will be achieved by providing a developmentally appropriate education, using a rigorous curriculum brought to life through instruction using arts and nature to inspire the innate curiosity and creativity of students.

Peace Valley is committed to sound management practices and a conservative fiscal approach to assure the viability and long-term sustainability of the school. Peace Valley will prioritize strong leadership and emphasize the need to recruit, train, and retain highly qualified and committed faculty and staff.

## Pre-Opening Plan and Timeline

### Marketing Plan

Competitive Analysis - There are no schools that offer a curriculum guided by Public Waldorf Education in the area to be served. There are many private pre-schools with similar values but families don't currently have an option beyond Kindergarten. Peace Valley offers a unique educational option for Treasure Valley families wanting a focus on developmentally appropriate educational principles.

As stated in Tab 2 regarding demand, the desire for this educational option has been steadily growing in the Treasure Valley for the past five years and had had lots of support through local Waldorf based co-ops and playgroups. Building on this strong foundation, Peace Valley started marketing in 2016 through a family lantern festival on November 11th. A logo, website and new Facebook page were created. Subsequently, online surveys were conducted and several Open House events took place. (See Appendix N for Outreach details). Although many families currently cannot wait to enroll in the school, constant student recruitment and retention is a top priority of the school. The Board and the school administration will employ the most successful marketing strategies in order to reach out to families in our community. The foundation of Peace Valley's marketing strategy has been built on social media, electronic communication and a series of Open Houses. With over 550 current social media followers, a number that grows daily, families and students in the area are kept up to date with Peace Valley's progress and educational values. Information about the school, including announcements regarding registration and lottery will be disseminated via social network channels such as Facebook, Instagram, and Twitter. This strategy of communication will be coupled with a grass-root, feet-on-the-ground approach to recruit students, which is the foundation of building real relationships with families. The marketing campaign understands the personal nature of human interaction and will leverage relationships so that early advocates of the school help sell the school to friends and family. Founders and volunteers on the Marketing Committee will manage marketing efforts throughout the petition process, during pre-opening, and during the first year of operation. As mentioned in Tab 2, the target

~~audience is all parents of children ages 3 to 11 who live in the attendance area desiring a holistic school of choice. Peace Valley intends to serve a diverse student body including those families currently homeschooling, those in private schools and in public schools. Many families who are already knowledgeable about Waldorf philosophy and some will be those new to the model but will have the common desire ing for an innovative, holistic, nature and arts based educational alternative. Although many Waldorf schools are private, Peace Valley wants to make its educational model available to all families, regardless of economic status. Through our aggressive marketing plan, PVCS aims to create strong relationships with local neighborhoods and non-profits, working with families to make them aware of this new school option. The Pre-opening timeline is included as Appendix K.~~

A Marketing Committee has been formed and is working to promote a consistent message linked to Peace Valley's vision, mission, and values with the goal of engaging parents, board, staff, students, and community members. The Marketing Committee includes at least one Board Member, two founders who are marketing professionals and other volunteers who will continue to communicate Peace Valley's mission, using a variety of communication modalities. ~~To ensure a broad audience is reached from the beginning and becomes part of Peace Valley's culture, the proposed facility locations, especially option 1, are in lower income or underserved neighborhoods. Once the school's location is secured, the marketing team will mobilize a door to door canvas of the surrounding neighborhoods to meet and inform local families about PVCS. A broad range of media outlets will be used to notify the community about the school's mission and vision, as well as logistics such as the enrollment and lottery process. Media coverage and marketing will utilize as many free or low-cost options as possible, and will ensure universal access. The various budgets reflect the line-item expenditure to fund the various marketing efforts. Various people and companies have already donated free printing and graphic art services. An article has recently been published by Meridian Press ([http://www.mymeridianpress.com/news/peace-valley-founders-propose-to-open-treasure-valley-s-first/article\\_74c1d580-6424-5877-99e6-b1a851194a9f.html](http://www.mymeridianpress.com/news/peace-valley-founders-propose-to-open-treasure-valley-s-first/article_74c1d580-6424-5877-99e6-b1a851194a9f.html) )~~

Peace Valley will continue to collect data from the public at informational events, and will monitor public comments on Facebook to inform decision making throughout the pre-opening timeline (Appendix K). Marketing to local preschools that align with Peace Valley's mission and vision has begun and will continue. Events already completed: March- Simplicity Parenting Presentation open to the public; April- Open House and Kite Making; May Fair family festival held in a local park and monthly participation in the Farmer's Markets June-September.

~~Peace Valley Charter seeks to create a diverse social balance.~~ Prospective students are given the opportunity to enroll regardless of race, color, nationality or ethnicity, religion, gender, social or economic status, or special needs. The advertising process for PVCS includes all current requirements as stated in Idaho Code § 33-5205. PVCS takes into consideration language demographics of the attendance area and disseminates information accordingly. Peace Valley may recruit students for enrollment by, but not limited to, the following:

- ~~Utilizing PVCS's marketing committee a special committee which is responsible for advertising to all demographics of families high, mid and low socioeconomic status families, including students with various cultural backgrounds and special needs students in the attendance area, and informing them of enrollment opportunities.~~

- utilizing the school website, as well as social networking tools
- ~~sending direct mailings and fliers targeting primary attendance area households~~
- posting advertising materials in prominent locations within the District
- utilizing the media through press releases and articles, word-of-mouth referrals
- developing a multimedia advertisement campaign

Post-Authorization Media outreach examples include:

- Strategies for Reaching At-Risk Youth and Underserved Families
  - Information booth at community events
  - Information at neighborhood retail spaces
  - Neighborhood Canvas
- Community calendars on television, internet, websites and radio including Spanish-language stations
- Ads/articles in local newspapers or other print publications
- Follow up with Boys and Girls Club for potential families
- Connect with local YMCA programs nearest the location
- Continue collaboration with Agency for New Americans
- Open houses, parent education events, and festivals
- Information tables at local events/festivals.
- School website (peacevalleycharter.org) as well as Facebook ([www.facebook.com/boisewaldorf](http://www.facebook.com/boisewaldorf))
- Public presentations: Chambers of Commerce, Rotary, news/radio, etc
- Development and publication of news releases

Peace Valley is fortunate to have several founding and Board members and volunteers who are fluent Spanish speakers, so it is well prepared to share its vision in Spanish. To ensure all prospective students and families are reached with the marketing plan, including at-risk and non-English speaking students as well as underserved students (Idaho Code § 33-5205) the marketing committee will specifically target outreach to these groups as follows:

- 1) Form partnerships with groups who can help us to effectively deliver our message to the non-English speaking community including: the Idaho Office on Refugees, Idaho Commission on Hispanic Affairs, the Idaho Hispanic Chamber of Commerce, Agency for New Americans and other groups. (Beginning in Summer 2017)
- 2) Provide press releases in Spanish to (local Spanish language publications) and public service announcements to Spanish language radio stations. (Ongoing pre-post opening)
- 3) Post enrollment information and forms posted in Spanish on the PVCS website. (Fall 2017)
- 4) Post advertising print and electronic materials in English and Spanish in prominent locations (i.e. the libraries, churches, hospital, clinics, preschools) (Fall 2017)
- 5) Provide materials in Spanish at all public events, whenever English materials will be distributed. (Fall 2017)
- 6) Advertising materials will state Peace Valley's non-discrimination policy (Summer 2017)
- 7) New website design will also include a Spanish version. (Summer 2017)

~~As families with lower incomes, including those of Hispanic heritage, may be less likely to have access to the internet and therefore less likely to hear about Peace Valley through social media, online media and traditional media, Peace Valley will partner with culturally based organizations and social service nonprofits to assist in targeted information campaigns to Hispanic and low income households.~~

## Marketing Committee Timeline

	Sept. 2017	Oct. 2017	Nov. 2017	Dec. 2017	Jan. 2018	Feb. 2018	March 2018	April 2018	May 2018
<b>Lottery Applications</b>									
application period begins				X					
application period ends					X				
winners announced					X				
<b>Emailers</b>									
notification after hearing		X							
monthly update of progress			X	X	X	X	X	X	X
<b>Farm to Table Dinner</b>									
invitation out	X								
guest list finalized		X							
event		X							
<b>Silent Auction</b>									
online auction set up	X								
publicity push for auction		X							
auction items in and grouped		X							
auction start		X							
auction finish		X							
<b>Direct ask</b>									
direct ask structure finalized				X					
direct ask information sent out					X				
direct ask follow ups						X			
<b>Idaho Gives</b>									
get PVCS set up - webinar					X		X		
set Committee					X				
event									X
<b>Public Notification of Lottery</b>									
have plan set (including meetings, publicity to several population groups)		X							
plan implemented			X						
<b>Mayfaire</b>									
set committee					X				
event									X
<b>Farmer's Market</b>									

	Sept. 2017	Oct. 2017	Nov. 2017	Dec. 2017	Jan. 2018	Feb. 2018	March 2018	April 2018	May 2018
booth		X							
booth		X							
<b>Grants</b>									
completed list			X						
<b>Recognition</b>									
strategy for tiers completed			X						
<b>Passive Fund Raising Support</b>									
local business for donations list completed						X			

## Management Plan

Peace Valley is formally organized as a non-profit corporation pursuant to the Idaho Nonprofit Corporation Act, Idaho Code 30-3-1 et seq., and will be operated in accordance with the requirements of that act. Peace Valley is organized to operate a public charter school in Idaho and will be operated in accordance with the Idaho Public Charter Schools Act and other laws applicable to the operation of Idaho public entities

The Governing Board is the entity that is legally obligated to oversee the organization’s activities. The Governing Board members are responsible for ensuring: the success of Peace Valley’s academic program, that the school’s programs and operations are faithful to its charter’s terms, and that the school is a viable organization. (See Appendix E for Board resumes) Its primary functions involve:

- ensuring that the activities of the school align with its mission and vision
- creating a strategic plan for the school
- ensuring compliance with all relevant state and federal regulations
- enacting and exercising oversight over the budget to ensure the responsible management of public funds
- overseeing fundraising and marketing activities of the school
- being responsible public servants who represent the school and community well
- creating policies to guide the practices and procedures followed at the school; and
- ~~hiring the Executive Director and/or Administrator and approving all school employees.~~

The Board of Directors is responsible for financial and legal requirements of Peace Valley including the annual budget, expenditures, and legal compliance with local, state, and federal regulations. The President shall sign employment contracts and ensure compliance with state and federal regulatory agencies. The Board of Directors will have the responsibility to approve the selection of the school Executive Director. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Administrator with respect to changes in staffing, program, discipline or curriculum. The Board will, when necessary, adjudicate disagreements between parents and the administration.

Upon approval of a charter, the Board will develop a policy manual which shall include policies for: 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. The Board of Directors will serve as the liaison between Peace Valley and the Authorized Chartering Entity.

## Administrative Roles and Responsibilities

### Contractual services

Financial services will be contracted out to licensed and bonded entities. 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.

### Executive Director

~~When PVCS reaches minimum enrollment, it Peace Valley intends to hire an Executive director as a half-time position year one to develop to full-time. This position collaborates with the Governing Board in its mission to guide and direct the school. The Executive Director will focus on the non-educational components of the school as determined by the Governing Board, thus allowing the Administrator to focus on the school's day to day operations and duties regarding regular student instruction, teacher support and evaluation. The Executive Director will work with the Governing Board to assist in implementation and oversight of its ~~ts non-educational~~ mission and vision. It will also support the Family Council and the school's Development functions to advance the school's financial and facility goals.~~

~~Because it will be extremely difficult to find a Waldorf trained Administrator with an Idaho Administration Certification, the Board believes a Pedagogical Consultant will help insure the integrity of the school's educational model. The Executive Director will also represent Peace Valley within the community. The Executive Director must be capable of embodying Peace Valley's vision, mission, and goals and will serve as an ex-officio member of the Governing Board and will regularly report to the Board on school progress and status. The Governing Board will seek to hire an Executive Director with the skills, abilities and knowledge of PVCS necessary to ensure its full success. The Governing Board will seek an Executive Director who:~~

~~Holds an advanced degree (Master's or higher) in a relevant field of study and has relevant experience in management and education~~

~~Is committed to Peace Valley's mission, vision, and goals~~

~~Has a demonstrated commitment to the principles of Waldorf education, e.g., training and/or certification in Waldorf education, experience working in a Waldorf school; or commitment to gain certification within three years of employment.~~

~~Has a working knowledge of the relevant State and Federal regulations affecting PVCS~~

~~Demonstrates sound judgment and decision-making skills~~

~~Possesses excellent communication and relationship building skills~~

~~is responsive to various stakeholders, such as the Public Charter School Commission, faculty, parents, students~~

~~The Governing Board will interview qualified applicants and hire, on a part time basis, an Executive Director, who best meets the qualifications above and demonstrates an ability to effectively lead Peace Valley upon charter authorization. The Executive Director will begin work on a part-time contract basis after authorization the lottery process to help implement Peace Valley's startup, as detailed in the timeline. To the extent administrative services exceed the capabilities and capacities of the Executive Director, the Board of Directors reserves the right to retain contracted professional services on an as needed basis.~~

~~The Executive Director will be authorized, subject to budgetary limitations, to hire and supervise other administrative staff such as an office manager, receptionist, clerk, instructional aids. The Executive Director will also be authorized to contract for required services including, but not limited to, transportation, special education, faculty professional development, faculty training, equipment, supplies, and other budgeted expenses, subject to the limitation that all expenditures exceeding \$14,000.00 shall be subject to the approval of the Board of Directors. Current plans include contracting hiring Laura Henning (current Board President) as interim Executive Director in the pre-opening year to assist the school in moving from conceptual to functioning.~~

### **The Administrator**

~~As the day-to-day leader of the school, the Administrator must embodying the school's vision, mission, and goals and translate them into effective policies and procedures. The Administrator is responsible for instruction and curriculum, personnel decisions and hiring, and legal compliance. The Administrator shall chair a hiring committee responsible for the hiring of all certified professionals and shall have supervisory responsibility for all such professional employed by Peace Valley.~~

~~Peace Valley's Administrator will have both the autonomy and accountability necessary to determine Peace Valley's day-to-day operations subject to the policies, plans, and programs established by the Board of Directors. The President will maintain oversight authority over the operations, but will not interfere unnecessarily in the Administrator's day-to-day management. Specifically, the Administrator will:~~

- Work with the Executive Director to ensure that PVCS activities are aligned with the mission and goals set forth by the Governing Board.
- Oversee the development and implementation of curriculum and assessment
- Supervise and evaluate PVCS teaching staff
- Meet regularly with Faculty with weekly in-class visits
- Oversee student enrollment process and development of class schedules
- Periodically teach students
- Work with the Pedagogical Team to oversee teacher training and evaluation
- Coordinate, maintain and report student assessment data
- Ensure compliance with all relevant State and Federal Regulations
- Coordinate fire and other drills and implementation of emergency procedures
- Oversee all school-sanctioned fund-raising activities

Although the search for an Administrator will begin upon authorization The Administrator will be hired as soon as possible, but, it is anticipated that anyone hired will be on contract at another school through 2017-2018 school year. Therefore, the Governing Board, Executive Director and Committees will take on the pre-opening work. An Open House will be planned before school starts to allow families to meet the Administrator and begin building this important relationship. The Administrator will also be invited to Professional Development training in the summer and other opportunities to know the Board, staff and families.

- ~~The Governing Board will seek an Administrator who:~~
    - ~~Holds an advanced degree (Master's or higher) in Education and is certified as an Administrator in the State of Idaho~~
    - ~~Is committed to Peace Valley's mission, vision, and goals~~
    - ~~Has a demonstrated commitment to the principles of Waldorf education, e.g., training and/or certification in Waldorf education, experience working in a Waldorf school; or commitment to gaining Waldorf certification and training within three years of employment.~~
    - ~~Has a working knowledge of the relevant State and Federal regulations affecting PVCS~~
    - ~~Demonstrates sound judgment and decision-making skills~~
    - ~~Possesses excellent communication and relationship building skills~~
    - ~~Has a knowledge of Idaho Content Standards, required assessments, and relevant pedagogical methods~~
    - ~~Is organized, efficient, and hard-working~~
    - ~~Is capable of effectively hiring, managing, supervising and mentoring other staff~~
- ~~Pedagogical Consultant~~
- ~~The Pedagogical Consultant works with the Administrator to ensure the quality of instruction. This experienced Waldorf teacher serves as a curriculum specialist to mentor and assist newer teachers in using Waldorf methods to teach the Idaho Content Standards. Specifically, the Pedagogical Consultant will:~~
- ~~Mentor teachers on the implementation of Waldorf curriculum and classroom management~~
  - ~~Facilitate training and development opportunities for teachers~~
  - ~~Meet frequently with teachers in team settings~~
  - ~~Work with teachers on the implementation of the Waldorf Curriculum;~~
  - ~~Procure and facilitate the development of new curriculum and materials;~~
  - ~~Ensure the school's curriculum aligns with standards and Peace Valley goals; and~~
  - ~~Instruct students during class periods, as needed~~

~~The Pedagogical Consultant will be hired by the Executive Director, with Board approval, to provide instructional leadership and assist in the development and implementation of the curriculum, the training, development and mentoring of teachers, and student support services. Because teacher training is the key to effective implementation of the Waldorf curriculum, an experienced Waldorf teacher will be sought for this position. The Pedagogical Consultant should:~~

~~Be a certified Waldorf teacher and/or an experienced Waldorf classroom teacher with a comprehensive knowledge of the methods, materials, practices, and development of the pedagogy, preferably with experience in teaching all grades~~

Understand how to teach the Idaho Content Standards through Waldorf methodologies;  
Have experience in the administration, interpretation and development of formative and summative assessments  
Be skilled in building relationships with and supporting classroom teachers, students, and other members of the school community  
Have experience in mentoring and/or evaluating teaching staff

PVCS plans to hire current Board member Ruth Bucklin as Pedagogical to provide continuity and success of the school's educational model. As Ruth is new to Boise, she brings a wealth of experience and will provide clear distinction in roles between the Executive Director, Administrator and Pedagogical Consultant. Each position is distinct and separate in their role and function. Ruth also comes from collaborative Waldorf models that will assist in healthy communication processes and avoid founder syndrome.

### **Business Administrator**

The Business Administrator's responsibilities will include oversight of the budget and accounting functions at Peace Valley. The Business Administrator will be hired by the Executive Director, with approval from the Governing Board, to oversee the financial management and budget compliance responsibilities at PVCS. The Business Manager should:

- Have a degree in a relevant field (e.g., Business Management, Accounting)
- Have experience in budgeting, accounting, preferably at a charter school
- Demonstrate sound judgment
- Have experience in Idaho school finance
- Can clearly communicate financial data to the relevant stakeholders
- Have experience managing funds for a business, non-profit, school, or other large organization
- Be committed to PVCS's long term growth and sustainability
- Possess an understanding of relevant federal and state laws regarding the use of funds, accounting, and reporting.

Current plans include hiring current Board treasurer Karli Love as interim Business Manager during the pre-opening year. Lisa Lechner from Sage International has agreed to mentor our Business Manager for the first year of operation, if he or she does not have prior Idaho school finance experience. Additionally, the Board will insure the Business Manager has extensive training before the commencement of the school year. A complete hiring process will take place January 2018 for a permanent Business Manager.

Other potential non-certified employees at Peace Valley include, as needed based on priority/budget:

- Student Services Director/Counselor
- Nurse
- Assessment Coordinator:
- Librarian
- IT Specialist
- Maintenance Supervisor/Gardener
- Community Outreach & Development Coordinator (when school reaches capacity)

## School Financial Plan

The Governing Board will be responsible for Peace Valley's financial management. The Board of Directors' role in financial management will include, but not be limited to, the following:

- Establishment of operating and capital budgets
- Long-term financial planning and preparations
- Monthly review of budget-to-actual financial performance, providing for adequate oversight of financial performance and the opportunity to adjust expenditures as necessary to ensure operation within budget
- Monthly review of cash flow projections
- Establishment of internal financial policies consistent with the requirements of state law and Generally Accepted Accounting Principles to provide for adequate financial controls
- Approval of all expenditures in excess of \$14,000.00 coupled with a monthly review of Peace Valley's general register to verify compliance with expenditure-related policies established by the Governing Board.
- Engagement on an as-needed basis, as determined by the Board of Directors, of accounting and/or bookkeeping professionals to meet Peace Valley's needs in monitoring financial performance and ensuring financial viability and success.

The Start-up budget and assumptions are found in Appendix G

Three year operating budget forecast is in Appendix H

The Breakeven budget is in Appendix H

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

## Budget

The budget 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 the school Website. The budget will be prepared, approved and filed using the required Idaho Financial Accounting Reporting Management System (IFARMS) format.

Start-Up and Long-Term Budget: An initial budget with forms, three-year operating budget, and first year month-by-month cash flow form are attached. See Appendices G, H and I.

## Income Sources

Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships and donations. The fundraising committee, along with a grant writer, has already identified several potential sources of additional funding and will prepare proposals pending the school's approval by the authorizing chartering entity. However, the general budget is prepared assuming no soft money, and based on State funding.

## Expenditures: Purchasing Process

The Executive Director will determine procedures for procuring goods and services with approval from the Governing Board of Directors.

### Payroll Processing

Peace Valley will outsource its payroll processing to Red Apple the initial year, as determined by the Administration and with approval from the Governing Board of Directors. However, if it is more cost-effective and can be capably handled internally, payroll shall be handled by the Administrative support personnel as retained by the Administrator pursuant to the authority set forth above. PVCS will review the best payroll method on a yearly basis.

### Financial Management

Accounting records will be kept in accordance with GASB principles. Peace Valley 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.

### Revenues

Estimates of funding sources will include state allocation as based on the Support Unit Calculation for Charter Schools. Peace Valley 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 if it appears there are sufficient students to qualify. 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. Peace Valley 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 Executive Director and Governing 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 procedures will be in compliance with State Law, Idaho Code 33-601. The board will develop and implement policies and procedures before February 1 of the opening year. Purchases of goods or services by Peace Valley will follow state guidelines provided by the Idaho Department of Administration, Division of Purchasing. Peace Valley 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 Business Manager will prepare monthly financial reports for the Board that will include the dispersal of funds for the purchases. The yearly financial audit will also review the purchase as an additional safeguard.

### Reports and Audits

Peace Valley will conduct an independent financial audit annually. A yearly independent audit will be performed as required by Idaho statute regarding audit reporting. The 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 Marketing and professional and Peace Valley Founder Jo Burgoon and her husband Evan Lynam, together with the Development Committee, led by Board Member Jo Burgoon, has created a multi-tiered fundraising plan that begins in August 2017 and will continue during the pre-opening year and beyond. It includes a private donor campaign, grant writing, special events and family festivals. Founders and supporting families have already helped compile a list of potential donors, both private individuals and businesses. (See Appendix N for details on pre-opening details)~~

- ~~➤ Farm to Table Dinner – August 26<sup>th</sup> 6-9pm. sponsored by Development Committee. 50-75 people. \$50 a person, \$95 a couple. Pig donated from Peaceful Belly. Wine discount from Co-Op, Keg donated from Payette Brew. 2 high value silent auction items. Local band providing entertainment.~~
- ~~➤ Natural Herbal Remedy Class – Sept 1<sup>st</sup>. Donated by the host, local acupuncturist and herbalist. 20 people, \$20 donation.~~
- ~~➤ Yoga in the Park and Goat Yoga – September 3 events. We have two founders who are yoga instructors. \$15 per person. Yoga in Park unlimited participation. Goat Yoga Intro Class max 25 people. Coffee and snacks provided.~~
- ~~➤ Winterfaire 2017 – Dec 9<sup>th</sup> – Handmade goods craft fair. Silent Auction and Farm to Table dinner. \$15-\$30 craft items, approx. 75 items. 100 people. Dinner \$95 a couple, \$50 a person. All food and services donated.~~
- ~~➤ Mayfaire 2018 – May – Maypole dance, cake walk, face painting, shortcake and lemonade etc. averages \$25 per family. 60+ families (previous year 30 attended)~~

When charter authorization and 501c3 status (expected 11/2017) are completed, the Committee will begin meeting with the list of business owners and private individuals to further PVCS's financial goals. The ~~Governing Board~~Board of Directors and the Executive Director, with the support of the Family Council, will be responsible for fundraising efforts, if implemented, to generate capital or to supplement per-pupil allocations. The Peace Valley fundraising strategy combined with state student funding revenue will create financial sustainability for the Charter School. Peace Valley's proposed budgets are based on state provided income. However, Peace Valley's educational model supports Early Childhood education (Preschool ages 3-5), afterschool enrichment programs and yearly family festivals. All of these have their own educational goals and objectives and will be run completely separately from Peace Valley Charter School's finances and staff. These programs will donate a portion of their revenues to Peace Valley on a yearly basis. Separate from these sources of income, fund development is an ongoing process and will become part of the Strategic Plan and should be reviewed and updated on a regular basis by the Governing Board's Development Committee. Peace Valley's 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 school's viability does not rely on fundraising and all budgets are predicated on projected SDE funding.

The school's fundraising philosophy will be through direct ask campaign at the start of the school year to fund areas non-critical to the school's functioning and viability. The Family Council may conduct fundraising events throughout the year. The Executive Director, and if applicable Development Director, in conjunction with the Board will apply for identified grants and 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. Peace Valley's fundraising strategy combined with student funding revenue will create financial sustainability for the school. Peace Valley's fundraising objectives may include major gifts, annual fund campaign, special events, foundation grants, partnership fundraising options, and other activities as needed.

### **Some Donor and Grant Funding Sources**

~~BLUUM, Laura Moore Cunningham Foundation, RSF Social Finance, Foundation for Early Childhood, The Whittenberger Foundation, Whole Foods, Natural Grocers, Boise Co Op, Idaho Central Credit Union, CapEd, IGSA, Treasure Valley Food Coalition, IBC, Boise Urban Garden and others. Many of these have educational specific programs that coincide well with our farm and garden and sustainability arts programs.~~

### **Direct Ask 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 unrestricted revenue. This annual fundraising program will provide funds that are above and beyond state funding and will assist in long term stability and growth. Peace Valley has already secured some letters of intent from founder families that are included in the budget.~~

### **Major Gifts**

~~The Development Committee must continually strive to identify, educate and cultivate key donors who can make major gifts. These are people who are either personally motivated to give because of the wonderful education the PVCS provides their children or those who are not directly involved but are impressed by what the school represents.~~

### **Special Events**

Festivals are an integral part of Peace Valley's educational philosophy. First and foremost, they are community wide events centered on a season that coincide with the students' educational experience. Students prepare for these festivals throughout the year through dance, crafts, singing etc, although there are many smaller festivals throughout the year that are school focused. Mayfaire and WinterFaire are schoolwide, communitywide celebrations that will be celebrated every year. They involve food, games, music, dancing, crafts and a silent auction. These events are a chance to connect to the wider community and share a common experience. Because of their size and nature, they are naturally a source of funds.

Special Events, in addition to raising money for the school, has the potential to be used to provide good publicity and public relations. These events also provide the opportunity to add names to the database.

identify volunteers and record the giving amounts of attendees that will be helpful for future fundraising. Peace Valley intends to hold two annual Special Events, Winter Faire in December and May Faire in May. For some planned events see Appendix N.

### 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.

### Transportation Plan

Peace Valley will offer transportation services for students from the initial opening of the school for students in the primary attendance area in accordance with Idaho code 33-1501-1514. This is to ensure that lack of transportation will not negatively affect potential students for whom transportation may be a barrier to attendance. These services will be contracted out through a contractor. At the appropriate time, Peace Valley will follow transportation bidding process as per Idaho Code. First Student has provided an initial quote for services at \$35 per hour based on approx 5 hours per day , 5 days a week for 38 weeks proposed service for 1 bus..See Appendix F.

Peace Valley wants all interested families to be able to attend. The Board realizes that lack of transportation could be a hindrance to the diverse student body PVCS is seeking and could affect its student diversity long term. Peace Valley has chosen potential facility locations that are in neighborhoods which would allow students living within a mile to easily walk or bike to and from school. Additionally, Peace Valley will work with the Family Council to encourage carpooling in the initial year. A portion of the registration form will contain an option for parents to share and publish carpooling information. The Family Council will take this information, and link it to other parents seeking carpooling options. After its initial year Peace Valley will have a clear idea of where its students live and what their transportation needs are and will provide transportation services starting the second year.;. an adequate solution is being pursued. If possible, Peace Valley would like to offer transportation the first year to accommodate those with transportation needs who live within the attendance area but further than walking distance. First Student has provided an initial quote based on limited data, to try to estimate the fiscal impact of offering service the first year without being able to predict how much it would be accessed, and therefore, reimbursed by the state. (See Appendix F)

To be eligible for transportation services, students must reside within Peace Valley's primary attendance area and they must live more than one and one-half miles from the facility. In accordance with Idaho Code, students who live less than one and one-half miles from the nearest established bus stop must provide their own transportation to the 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 nearest public road to the nearest door of the building or the bus stop, as the case may be. Peace Valley may transport any student a lesser distance when in its judgment, the age, health, or safety of the student warrants it. A daycare center, family daycare home, or a group daycare facility, as defined in section 39- 1102 of Idaho Code, may substitute for the student's residence for student transportation to and from school.

Peace Valley will not transport students between childcare facilities and home, in accordance to 33-1501 of Idaho Code.

The Governing Board may approve additional transportation services, under its discretion, if fiscally viable under school budget. Transportation planning will be reconsidered yearly as dictated by student enrollment, the need and/or demand for transportation services, and financing.

~~PVCS has chosen potential facility locations that are in culturally diverse and lower economic neighborhoods which would allow students living within a mile to easily walk or ride a bike to and from school. Additionally, Peace Valley will work with the Family Council to encourage carpooling in the initial year. A portion of the registration form will contain an option for parents to share and publish carpooling information. The Family Council will take this information, and link it to other parents seeking carpooling options.~~

~~Because transportation is not completely reimbursed by the state and the school does not have data to know exactly who the student body will be, the Board will make the best decision possible to meet transportation needs the first year. Cost per student, depending on school location and student location and number of students requesting transportation, could range between \$450 per student up to \$900 and possibility of only 65% state reimbursement. Initial family survey data shows very low demand for transportation in the first year with 3 of parents reporting the need. However, every attempt will be made make transportation available from year where if practicable. Without exception, Peace Valley will provide transportation service in key areas starting in year two.~~

~~At the appropriate time, Peace Valley will follow transportation bidding process per Idaho Code 33-1510. The Board of Directors may approve additional transportation services if fiscally viable. Transportation planning will be reconsidered yearly as dictated by student enrollment, the need and/or demand for transportation services, and financing. Transportation for students with special needs will be provided in accordance with requirements of state and federal law. The service may be contracted following the transportation bidding process as per Idaho Code. Transportation for field trips, excursions, and extracurricular activities will be provided by the school through contracted services.~~

Student Travel for Extracurricular Activities, Field Trips, Etc. Unless other travel arrangements are authorized, students will board the bus at the school, which is designated as the 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

Peace Valley will contract with an outside vendor to provide nutrition services, in accordance with federal requirements, during the first year of operation. The Board of Directors will thereafter survey families annually and discuss whether a school-sponsored lunch program would be feasible with consideration to facilities, needs, interests, and finances. The Board will approve policies for determining eligibility of students for free and reduced-price meals. Verification reporting and record-keeping will be filed with the Idaho State Department of Education in accordance with state and federal law. Peace Valley will collect free and reduced data annually by individual FRL forms and through

Direct Certification if participating in the National Lunch Program. Peace Valley will attend mandatory State nutritional training meetings and ensure that Peace Valley follows all required laws and procedures.

~~Peace Valley is investigating nutrition services through Life's Kitchen, used by several other local schools that do not have onsite kitchen facilities. This service would be offered directly to families through Life's Kitchen's online portal, and meals delivered to a central location onsite where students will eat in their classrooms <http://www.hotlunchonline.com/for-schools/>The parent handbook and student registration materials will communicate the need for students to bring their lunch and snack daily or have it provided by Life's Kitchen, with price ranges from \$3.5 to \$5 daily. Students have the freedom to choose which meals and which days they want to participate. A food pantry will be kept on premises with fresh fruit and other snacks for children, at no additional cost to families. Targeted fundraising to create a fund to support students who need free or reduced lunch is a top priority.~~

Peace Valley is committed to modeling the values taught in its farm and garden sustainability arts curriculum. Its goal is to have students learn to plant, grow, harvest and prepare organically grown food using biodynamic practices. Ultimately, Peace Valley would like to provide healthy, organic lunches from these efforts once the infrastructure and the means to properly provide farm to table lunches is in place and be able to offer free and reduced lunch to students.

~~A Board member has already visited Syringa Mountain School and initiated discussion learn about their farm to table child nutrition program and is looking into local sources to collaborate on this project. The Board is committed to continuing to discuss these issues with both the District and the SDE. If possible, PVCS would like to model the free and reduced lunch program created by Wasatch Charter for its student lunches.~~

## Tab 9 – Virtual Charter Schools

Not Applicable

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

### Business Arrangements

1. Peace Valley is a member of the *Alliance for Public Waldorf Education*. This membership provides access to professional development, networking, consulting, legal assistance and CCSS aligned curriculum and lesson plans. See Appendix F for Alliance Member Schools 2017.
2. Michael Wright of *Giza Development* based in Bountiful, UT is an experienced Charter School developer and has offered terms for underwriting the will potentially purchase of property and finance the site development of portables and then for a new facility and leasing it back to PVCSus and giving us the option to bond and buyout the lease with the intention to buyout the lease in five years or less. There are also details for loaning funds for the pre-opening year. See details in Appendix F.
3. Lease agreement is being discussed with cousins Andy and Chuck Mehl who are the legal representatives of the *Simunich* homestead located on 2521 W. Victory road in Boise
4. *Yorgason Law* has agreed to provide legal services. See letter in Appendix F
5. ~~Upon authorization, the Governing Board plans to complete the contract to work with *Gradalis Consulting Services* for Waldorf specific Governing Board training and Waldorf Teacher Certification. See Appendix F for email stating cost estimates and details from Gradalis Director, Donna Newburg Long, PhD~~
6. ~~Plans to implement the *Three Streams Model* with *Kim John Payne* and the Board plans to complete the contract for these services (Details in Appendices F, T)~~
7. Conversations have been started with both the *MK Nature Center* and the *Foothills Learning Center* to collaborate on nature-based education. No formal agreements have been reached.
8. Agreement with Red Apple Financial for Back-Office, Business Manager services.
9. Quote for transportation services has been procured with *First Student*. Appendix F.
10. Initial information on food services through *Life's Kitchen* quote has been procured. <http://www.hotlunchonline.com/for-schools/>

### Termination of the Charter

~~Peace Valley 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 Peace Valley Charter School and will cooperate with the Public Charter School Commission. When the Governing Board determines that the school will be terminated, the Board president will execute the termination.~~

~~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. Peace Valley will maintain a Facebook page and webpage 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.~~

~~In the event of a school closure for any reason, the assets of the school shall be distributed first to satisfy outstanding payroll obligations for employees of the school, including any tax, public employee retirement system and other employee benefit obligations, then to creditors of the school, and then to the authorized chartering entity in the case of a public charter school authorized by the board of a local school district. In the case of a public charter school authorized by any other authorized chartering entity, any remaining assets shall be distributed to the public school income fund. Assets purchased shall be returned to the authorized chartering entity for redistribution among other public charter schools.~~

~~Peace Valley will fund and complete a final fiscal audit. The audit will be submitted to the Idaho Public Charter School Commission and the State Department of Education.~~

Peace Valley will follow all closure and termination procedures as outlined in the Idaho Public Charter School Commission's Closure Protocol. In case of termination, the Chair of the Board of Directors will be responsible for the dissolution of the school and will cooperate with the Idaho Public Charter School Commission. The Board will follow all state and federal laws regarding the dissolution of a non-profit corporation and arrange for the liquidation of assets and dispersing of funds to creditors. When the Board determines that the school will be terminated, the Chair will execute the termination.

The Chair will arrange for the sale of the assets and will use the proceeds to pay creditors. Within a month after the determination to dissolve the school, the Chair will contact the parents of past and present students informing them of the process to obtain student school records and/or to which school the records should be forwarded. The school will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution, and where and how long the records will be stored after dissolution. The school will send the records to the school requested by the parents. Parents can either email or send written instructions. Within two months after the final school year, the Chair will direct the remaining student records to parents for whom the school has mailing addresses. Any remaining student records will be stored in a secure location for the legal limit. The school will maintain a Facebook page, Instagram account, and Twitter account stating whom to contact for student records.

The Chair will direct all personnel records to all former employees of the school. All former employees shall receive their personnel records within one month after the final school year. Employee records will be stored in a secure location for the legal limit. The Chair will arrange for the sale of the assets for distribution of all assets and/or proceeds therefrom pursuant to the requirements of Idaho Code 33-5212(2). Once appropriate assets have been used to pay creditors, the school will redistribute the remaining assets to the Public School Income Fund, in accordance with the requirements of Idaho Code 33-5212(2). Any assets bought with federal funds will be returned to the Idaho Public Charter School Commission and will not be used to pay creditors. All remaining funds will be turned over to the Public School Income Fund in accordance with the requirements of Idaho Code 33-5212(2). Future will fund and complete a final fiscal audit. The audit will be submitted to the Idaho Public Charter School Commission and the Idaho State Department of Education.

## Additional Information

Additional information can be found in the Appendices:

Articles of Incorporation and Bylaws  
Elector Signatures  
Attendance Map  
Board Resumes  
Contracts and Leases  
Pre-Opening and Three Year Budgets  
Monthly Cash Flow  
Facilities Details  
Pre-Opening Timeline  
Professional Development Plan  
Curriculum Alignment  
Outreach Activities  
~~Board ethics~~  
Student Handbook Draft  
Reference List of Petition Citations  
Parent Survey Data  
Founders

**Tab 11 – Regional Professional Technical Schools**

Not Applicable



“Learning to Change the World”

# Appendix

## Peace Valley Charter Appendices

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## Appendix A: Articles of Incorporation and Bylaws

Draft change to Article 9: will be amended upon authorization: In the event of a school closure for any reason, the assets of the school shall be distributed according to Idaho Code §33-5212, first to satisfy outstanding payroll obligations for employees of the school, including any tax, public employee retirement system and other employee benefit obligations, then to creditors of the school, and then to the authorized chartering entity in the case of a public charter school authorized by the board of a local school district. In the case of a public charter school authorized by any other authorized chartering entity, any remaining assets shall be distributed to the public school income fund. Assets purchased using federal funds shall be returned to the authorized chartering entity for redistribution among other public charter schools. If any assets remain after complying with state laws, they shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code or as required by a court of competent jurisdiction.

**FILED EFFECTIVE**

2016 NOV -8 PM 4: 38

SECRETARY OF STATE  
STATE OF IDAHO

**Articles of Incorporation of  
Peace Valley 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 1. Name**

The name of the corporation shall be: Peace Valley Charter School, Inc.

**Article 2. Duration**

The period of duration for this corporation shall be perpetual or until such time as the Board of Direction shall adopt a resolution recommending that the corporation be dissolved pursuant to Idaho Law.

**Article 3. Purpose**

This corporation is organized exclusively for charitable and educational purposes within the meaning of section 501(c)(3), specifically, the operation of a public charter school, 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.

No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. 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 corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

This corporation is not organized for profit, and no part of the net earnings of this corporation shall inure to the benefit of any member of the Board of Directors or any other individual except that this corporation may make payments of reasonable compensation for services rendered.

**Article 4. Registered agent name and address**

Laura Henning, 12853 W Broadleaf St., Boise, ID 83713

**Article 5. Directors**

The manner in which Directors shall be elected or appointed shall be provided in the By-Laws of the corporation. The names and addresses of the initial directors are:

Laura Henning, 12853 W Broadleaf St., Boise, ID 83713

Alan Mulligan, 2821 W. Grover St., Boise, ID 83705

Kristyn Carr Ptaszek, 5165 N. Riverfront Dr., Garden City, Idaho 83714

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**Article 6. Incorporators**

Incorporator name and address:

Laura Henning, 12853 W Broadleaf St., Boise, ID 83713  
Alan Mulligan, 2821 W. Grover St., Boise, ID 83705  
Kristyn Carr Ptaszek, 5165 N. Riverfront Dr., Garden City, Idaho 83714

**Article 7. Mailing address**

The mailing address of the corporation shall be: 12853 W Broadleaf St., Boise, ID 83713

**Article 8. Members**

The corporation does not have voting members.

**Article 9. Assets**

In the event of dissolution or cessation of all activities of the corporation, all assets remaining after payment of any outstanding liabilities shall be distributed for one or more exempt purposes within the meaning of section 501c(3) of the Internal Revenue Code, or corresponding section of any future purpose. Any such assets not so disposed of shall be disposed of by the Court of Common Pleas 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.

Signatures of all incorporators:

Printed Name: Laura Marie Henning

Signature: [Handwritten Signature]

Printed Name: Alan Mulligan

Signature: [Handwritten Signature]

Printed Name: Kristyn Carr Ptaszek

Signature: [Handwritten Signature]

IDAHO SECRETARY OF STATE  
11/08/2016 05:00  
CK:1490 CT:331025 BH:1554454  
1@ 30.00 = 30.00 INC NONP #2  
1@ 20.00 = 20.00 NON EXPEDI #3

C211708

## **BYLAWS**

Peace Valley Charter School, Inc.  
An Idaho Nonprofit Corporation and Public Charter School

### **ARTICLE I OFFICES**

#### ***Section 1.1 Offices***

The Corporation's principal office shall be fixed and located in the County of Ada, State of Idaho, as the Board of Directors shall determine. The Board is granted full power and authority to change the principal office from one location to another within the County of Ada, State of Idaho.

### **ARTICLE 2 NAME & PURPOSE**

#### ***Section 2.1 Name***

The name of the organization is Peace Valley Charter School, Inc., hereinafter referred to as the "Corporation".

#### ***Section 2.1 Purpose***

The Corporation was formed to manage, operate, guide, direct and promote an Idaho Public Charter School. The Corporation is organized under the Idaho Nonprofit Corporation Act for public purposes and is not organized for the private gain of any person.

### **ARTICLE 3 NO MEMBERS**

#### ***Section 3.1 No Members***

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

#### ***Section 3.2 Associates***

Nothing in the Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the Corporation shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act found in the Idaho Code.

#### ***Section 3.3 Founders and Admission Preference***

A "Founder" is defined as any person, including employees or staff of a public charter school, who make a material contribution toward the establishment of a public charter school. The criteria for determining what constitutes a material contribution shall be established by the Board of Directors. In addition, the Board shall determine in accordance with Idaho Code what admission preference, if any, shall be given to the child or children of a Founder.

### **ARTICLE 4 BOARD OF DIRECTORS**

#### ***Section 4.1 Board Role, Term, and Size***

The Board is responsible for overall policy and direction of the school and delegates responsibility for day-to-day operations to the Administrator. The Board may also establish other councils (including a Faculty Council and a

Family Council) and committees to assist in the policy and operations of Peace Valley Charter School. 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. The Board shall consist of Directors elected for a four (4) 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 thirteen (13) Directors.

#### ***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 Terms***

(a) Directors shall be elected to four (4) year terms of office.

(b) Each Director shall serve until their four (4) year term of office is completed or until the Director resigns or is removed in accordance with these bylaws.

#### ***Section 4.4 Resignation and Removal***

Subject to the provisions of Section 30-3-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the President 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 remaining Directors then in office.

#### ***Section 4.5 Vacancies and Election of Directors***

In order to fill a vacancy of a Director, the Board will solicit applications from the school community or members of the community at large. The Board may then elect a candidate to fill the vacancy. Governing Board Members will be elected by the vote of a majority of the remaining members of the Board. Governing Board Members elected to fill the seats of Board members whose terms have expired shall be elected at the annual meeting of the Governing Board.

(a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, is removed, completes their term of service, or if the authorized number of Directors is increased.

(b) The Board may declare vacant the office of any Director who has been convicted of a felony, or has been found to have breached any duty arising under Section 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend four (4) or more meetings of the Board in any fiscal year.

(c) Removal of a Director for one or more of the reasons listed in Section 4.5 (b) above may be initiated by any member of the Board. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in executive session, except where either the Board or the Director whose removal is sought

requests a public session. Where an executive session is held, the final action of the Board shall be taken in public.

(d) A vacancy on the Board shall be filled by a majority vote of the remaining Directors, even if less than a quorum. Each Director so elected shall hold office for a four (4) year term. A Director elected to fill a vacancy created by the death, resignation, or removal of a Director shall be elected to fill the unexpired term of his/her predecessor in office.

(e) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

#### ***Section 4.6 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 Clerk, Secretary or by a Director of the Corporation. The records of the Corporation 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 Corporation. The Director is required to take his/her oath within ten (10) days after the Director has notice of his/her election or appointment, or within fifteen (15) days from the commencement of his/her term of office. Before any Director elected or appointed enters upon the duties of his/her office, he/she must take the following oath: I do solemnly swear (or affirm, if re-elected) that I will support the Constitution of the United States, and the Constitution of the State of Idaho, and that I will faithfully discharge the duties of Director of Peace Valley Charter School according to the best of my ability.

#### ***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 in an amount to be established by the Board.

#### ***Section 4.8 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 4.9 Voting***

Voting by the Board shall be in person and no proxy voting on the Board may occur. All decisions shall be decided by a majority vote of the board members in attendance at a meeting, unless otherwise required by law.

#### ***Section 4.10 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.

#### ***Section 4.11 Rights of Inspection***

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's

obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

#### ***Section 4.12 Committees***

The Board may create one (1) or more committees of the Board and appoint members of the Board to serve on them. Each committee shall have one (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 shall 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. Committees are required to comply with the Idaho Open Meetings Law (Idaho Code §74-201, et seq.).

#### ***Section 4.13 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 President 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: Annual Meeting***

The Governing Board of the corporation shall hold an annual meeting for the purposes of organization, selection of Directors and officers, and the transaction of other business.

#### ***Section 5.2: Regular Meetings***

Regular meetings will be held as often as the Governing Board determines is appropriate. Regular meetings of the Board, including the annual meeting, shall be held on such dates and at such times and places as may be from time to time fixed by the Board and in accordance with open meeting laws.

#### ***Section 5.3: Special Meetings.***

Special meetings may be called by the President or by any two (2) Directors of the Board and held at any time in accordance with Section 5.4.

#### ***Section 5.4: Notice***

Special meetings of the Board and regular meetings that are held other than at the regularly scheduled time or place may be held only after proper notice in compliance with Idaho Code §74-204.

### ***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 5.7.1***

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 President 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 Peace Valley Charter 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. 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 an emergency meeting shall be suspended if such notice is impracticable, or would increase the likelihood or severity of such injury, damage or loss. In the event that a special meeting is held based upon emergency purposes, the reason for the emergency must be stated at the outset of the meeting.

### ***Section 5.7.2***

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 5.8 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, 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 74, Chapter 2 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 74-206, 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 74, Chapter 2 of the Idaho Code. In order to convene into a duly authorized executive session all of the following must occur: 1) the President, acting President or Vice President 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 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. Minutes of an executive session shall include a reference to the specific statutory subsection authorizing the executive session and sufficient detail to identify the purpose of the executive session without compromising the purpose for going into executive session.

### ***Section 5.11 Meeting Conduct and Order of Business***

Robert’s Rules of Order will be used as a guide at every meeting. The order of business shall be reflected on the agenda. Voting shall be by acclamation or show of hands.

### ***Section 5.12 Other Provisions of the Open Meeting Law***

Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provision of Title 74, Chapter 2 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 President, Vice President, 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 President. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected by the Board and serve at the pleasure of the Board for a term of two years. Officers may be elected to the same office for multiple consecutive terms or may be elected to a different office. 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: Election*

The officers of the corporation shall be chosen at the annual meeting of the Board by the Board and shall serve at the pleasure of the Board and shall hold their respective offices for the length of their current term until their resignation, removal or other disqualification from service, or until their respective successors shall be elected. Board members may serve as various officers during their term.

### *Section 6.3 President*

The President is the general manager and chief executive officer of the Corporation and shall preside at all meetings of the Board. The President 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 President shall sign all papers and documents as required by law and as authorized by action of the Board.

### *Section 6.4 Vice President*

In the absence or disability of the President, the Vice President will perform all the duties of the President and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the President. The Vice President shall have such other powers and perform such other duties as the Board may prescribe from time to time.

### *Section 6.5 Secretary*

(a) The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information about all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.

(b) The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

### ***Section 6.6 Treasurer***

(a) The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board member.

(b) The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

### ***Section 6.7 Removal***

Any Officer may be removed for any reason, with or without cause, by a majority vote of the Directors then in office.

### ***Section 6.8 Vacancies***

A vacancy in any office because of death, resignation, removal, completion of term of service, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election to such office as they occur.

## **ARTICLE 7 Indemnification**

### ***Section 7.1: Indemnification of Governing Board Members and Corporation Agents***

The corporation hereby declares that any person who serves at its request as a Governing Board Member, officer, employee, or member of any committee, or on behalf of the organization as a trustee, Governing Board Member, or officer of another organization, whether for profit or not for profit, shall be deemed the corporation's agent for the purposes of this Article and to the extent allowed by law, shall be indemnified by the corporation against expenses (including attorney's fees), judgment, fines, excise taxes, and amounts paid in settlement actually and reasonably incurred by such person who was or is a party or 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 such service, provided such person acted in good faith and in a manner he reasonably believed to be in the best interest of the corporation and, with respect to any criminal action or proceedings, had no reasonable cause to believe his conduct was unlawful. Except as provided in Article 7, Section 3, below, termination of such action, suit, or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not of itself create either a presumption that such person did not act in good faith and in a manner which he reasonably believed to be in the best interest of the corporation or, with respect to any criminal action or proceeding, a presumption that such person had reasonable cause to believe that his conduct was unlawful.

### ***Section 7.2: Indemnification Against Liability to the Corporation***

No indemnification shall be made with respect to any claim, issue, or matter as to which a person covered by Article 7, Section 7.1. shall have been adjudged to be liable for negligence or misconduct in the performance of his/her duty to the corporation unless and only to the extent that the court in which such action, suit, or proceeding was brought shall determine upon application that, despite the adjudication of the liability, but in view of all the circumstances of a case, such person is fairly and reasonably entitled to indemnification for such expenses which such court deems proper.

### ***Section 7.3: Indemnification of Criminal Actions***

No indemnification shall be made in respect of any criminal action or proceeding as to which a person covered in Article 7, Section 7.1. shall have been adjudged to be guilty unless and only to the extent that the court in which such action or proceeding was brought shall determine upon application that, despite the adjudication of guilt, but in view of all the circumstances of the case, such person is entitled to indemnification for such expenses, or fines which such court shall deem proper.

### ***Section 7.4: Period of Indemnification***

Any indemnification pursuant to this Article shall: (a) be applicable to acts or omissions which occurred prior to the adoption of this Article, and (b) continue as to any indemnified party who has ceased to be a Governing Board Member, officer, employee, or agent of the corporation and shall inure to the benefit of the heirs and personal representatives of such indemnified party. The repeal or amendment of all or any portion of these Bylaws which would have the effect of limiting, qualifying, restricting any of the powers or rights of indemnification provided or permitted in this Article shall not solely by reason of such repeal or amendment, eliminate, restrict, or otherwise affect the right or power of the corporation to indemnify any person, or affect any right of indemnification of such person, with respect to any acts or omissions which occurred prior to such repeal or amendment.

### ***Section 7.5: Advances of Costs and Expenses***

The corporation may pay costs and expenses incurred by a Governing Board Member, officer, employee or agent in defending a civil or criminal action, suit or proceeding, in advance of the final disposition of the action, suit or proceeding upon receipt of an undertaking by or on behalf of the person that he or she shall repay the amount advanced if it is ultimately determined that he or she is not entitled to be indemnified by the corporation as authorized by these Bylaws.

### ***Section 7.6: Personal Liabilities of Governing Board Members and Officers***

No Governing Board Member or officer of the corporation shall be personally liable to the corporation for civil claims arising from acts or omissions made in the performance of his or her duties as a Governing Board Member or officer, unless the acts or omissions are the result of his or her fraud, or malicious or willful misconduct, or the illegal use of alcohol or a controlled substance.

## **ARTICLE 8 CHARTER SCHOOL POLICY**

### ***Section 8.1 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. Interested parties, including any Board member, citizen, or employee of the Board may submit views, present data or arguments, orally or in writing, in support of or in opposition to proposed policy. Any written statement by a person relative to a proposed policy or amendment should be directed to the Board Secretary prior to the second reading. Proposed new policies and proposed changes in existing policies shall undergo a minimum of two (2) readings in the following manner: 1. At a regular or special Board meeting the proposed new or amended policy shall be presented in writing for reading and discussion. 2. The final vote for adoption shall take place not earlier than at the second reading of the particular policy. Although approval of a new or amended policy requires a minimum of two (2) readings, temporary approval may be granted by the Board in lieu of formal policy to meet emergency conditions or special events which will take place before formal action can be taken. All new or amended policies shall become effective upon adoption, unless a specific effective date is provided in the motion for adoption. Policies as adopted or amended shall be made a part of the minutes of the meeting at which action was taken, and shall also be included in the Charter School's policy manual. Policies of the Charter School shall be reviewed annually by the Board.

### ***Section 8.2 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 Administrator shall have the power to act. His/her decisions, however, shall be subject to review by action of the Board at its next regular meeting. In addition, it shall be the duty of the Administrator to inform the Board of such action and the need for policy.

### ***Section 8.3 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 8.4 Policy Manuals***

The Board of Directors 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 8.5 Administrative Procedures***

The Administrator 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 Administrator 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 Administrator may request prior Board approval.

## **ARTICLE 9 PUBLIC RECORDS REQUESTS**

### ***Section 9.1 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 Administrator or at a place designated by the Administrator.

### ***Section 9.2 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 9.3 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 oversized items at cost; b) In addition to the costs set forth above, the Charter School will charge for the actual labor costs associated with locating and copying documents if: (1) The request is for more than 100 pages of records; (2) The request includes non-public information that must be redacted from the public records; and/or (3) The labor associated with locating and copying the records exceeds two (2) hours. The advance payment of the cost of copying and the actual labor costs associated with locating and copying documents if the request meets the criteria above is required. However, the Charter School shall not charge any cost or fee for copies or labor when the requester demonstrates either: (i) the inability to pay; or (ii) that the public's interest or the public's understanding of the operations or activities of government or its records would suffer by the assessment or collection of any fee.

### ***Section 9.4 Response to Request for Examination of Public Records***

The Charter School shall comply with Idaho Code section 74-101, et seq. when responding to requests to review public records.

## **ARTICLE 10 CONFLICTS OF INTEREST**

### ***Section 10.1 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. The Corporation will fully comply with Idaho Code Title 74, Chapters 4 and 5.

### ***Section 10.2 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 10.3 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 10.4 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 11 FISCAL AFFAIRS**

#### ***Section 11.1 Fiscal Year***

The fiscal year of the Corporation shall be from July 1st to June 30th.

### **ARTICLE 12 NOTICES**

#### ***Section 12.1 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 12.2 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 13 DISSOLUTION**

#### ***Section 13.1 Dissolution***

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Section 33-5212 of the Idaho Code and as required under the provisions of section 501c(3) of the Internal Revenue Code. The assets of the school shall be distributed first to satisfy outstanding payroll obligations for employees of the school, including any tax, public employee retirement system and other employee benefit obligations, then to creditors of the school, and then to the authorized chartering entity in the case of a public charter school authorized by the board of a local school district. In the case of a public charter school authorized by any other authorized chartering entity, any remaining assets shall be distributed to the public school income fund. Assets purchased using federal funds shall be returned to the authorized chartering entity for redistribution among other public charter schools. Assets purchased using federal funds shall be returned to the authorized chartering entity for redistribution among other public charter schools.

## ARTICLE 14 AMENDMENTS

### *Section 14.1 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 adopted. 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. 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 Peace Valley Charter School, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws, constitute the Bylaws of such corporation. IN WITNESS WHEREOF, I have signed my name to this Certificate on date:

A handwritten signature in black ink that reads "Laura M. Henning". The signature is written in a cursive style with a large, prominent initial "L".

## CONFLICT OF INTEREST DISCLOSURE STATEMENT

Preliminary note: To be more comprehensive, this statement of disclosure/questionnaire also requires you to provide information with respect to certain parties that are related to you. These persons are termed "affiliated persons" and include the following:

a. your spouse, domestic partner, child, mother, father, brother or sister; b. any corporation or organization of which you are a board member, an officer, a partner, participate in management or are employed by, or are, directly or indirectly, a debt holder or the beneficial owner of any class of equity securities; and c. any trust or other estate in which you have a substantial beneficial interest or as to which you serve as a trustee or in a similar capacity.

1. NAME OF EMPLOYEE OR BOARD MEMBER: (Please print)

\_\_\_\_\_

2. CAPACITY: \_\_\_\_\_ board of directors \_\_\_\_\_ executive committee \_\_\_\_\_ officer

\_\_\_\_\_ committee member \_\_\_\_\_ staff (position): \_\_\_\_\_

3. Have you or any of your affiliated persons provided services or property to \_\_\_\_\_ in the past year? \_\_\_\_\_ YES \_\_\_\_\_ NO

If yes, please describe the nature of the services or property and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

\_\_\_\_\_

\_\_\_\_\_

4. Have you or any of your affiliated persons purchased services or property from \_\_\_\_\_ in the past year? \_\_\_\_\_ YES \_\_\_\_\_ NO

If yes, please describe the purchased services or property and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

\_\_\_\_\_

5. Please indicate whether you or any of your affiliated persons had any direct or indirect interest in any business transaction(s) in the past year to which \_\_\_\_\_ was or is a party? \_\_\_\_\_ YES \_\_\_\_\_ NO

If yes, describe the transaction(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

\_\_\_\_\_

6. Were you or any of your affiliated persons indebted to pay money to \_\_\_\_\_ at any time in the past year (other than travel advances or the like)? \_\_\_\_\_ YES \_\_\_\_\_ NO

If yes, please describe the indebtedness and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

\_\_\_\_\_

7. In the past year, did you or any of your affiliated persons receive, or become entitled to receive, directly or indirectly, any personal benefits from \_\_\_\_\_ or as a result of your relationship with \_\_\_\_\_, that in the aggregate could be valued in excess of \$1,000, that were not or will not be compensation directly related to your duties to \_\_\_\_\_? \_\_\_\_\_YES \_\_\_\_\_NO

If yes, please describe the benefit(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

\_\_\_\_\_  
\_\_\_\_\_

8. Are you or any of your affiliated persons a party to or have an interest in any pending legal proceedings involving \_\_\_\_\_?

\_\_\_\_\_YES \_\_\_\_\_NO If yes, please describe the proceeding(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

\_\_\_\_\_

9. Are you aware of any other events, transactions, arrangements or other situations that have occurred or may occur in the future that you believe should be examined by Taos Mountain Charter School's board or a duly constituted committee thereof in accordance with the terms and intent of Peace Valley Charter School's conflict of interest policy? \_\_\_\_\_YES \_\_\_\_\_NO

If yes, please describe the situation(s) and if an affiliated person is involved, the identity of the affiliated person and your relationship with that person:

\_\_\_\_\_

I HERBY CONFIRM that I have read and understand Peace Valley Charter School's conflict of interest policy and that my responses to the above questions are complete and correct to the best of my information and belief. I agree that if I become aware of any information that might indicate that this disclosure is inaccurate or that I have not complied with this policy, I will notify Peace Valley Charter School Board of Trustees immediately.

\_\_\_\_\_  
Signature

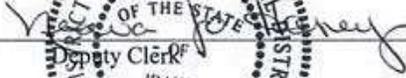
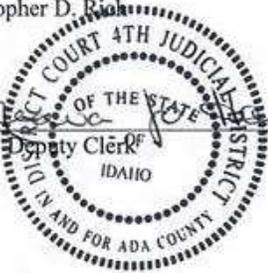
\_\_\_\_\_  
Date

## Appendix B: Elector Signatures

STATE OF IDAHO,            )  
  ) ss.  
County of ADA                )

To the Chairman, Idaho Public Charter School Commission, for the State of Idaho:

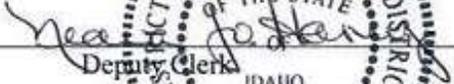
I, Christopher D. Rich, County Clerk of Ada County hereby certify that 10 signatures on this petition are those of qualified electors.

Christopher D. Rich  
By    
Deputy Clerk

STATE OF IDAHO,            )  
  ) ss.  
County of ADA                )

To the Chairman, Idaho Public Charter School Commission, for the State of Idaho:

I, Christopher D. Rich, County Clerk of Ada County hereby certify that 7 signatures on this petition are those of qualified electors.

Christopher D. Rich  
By    
Deputy Clerk



## Appendix C: Charter Start 101 Workshop Certificates

All current Board Members attended SDE's Charter Start! Workshop on February 16 and 17, 2017. The newest members Ruth Bucklin attended day 2 of the workshop and the other Directors were added in June and John Davidson were added in February after the workshop took place. They plan to take any future SDE workshops available.

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



### Certificate of Attendance

This certificate is awarded to

**Laura Henning**

**Charter Start! 101 Workshop  
February 16 & 17, 2017**

*Michelle Clement Taylor*

School Choice Coordinator



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



**Certificate of Attendance**

This certificate is awarded to

**Alan Mulligan**

**Charter Start! 101 Workshop  
February 16 & 17, 2017**

*Michelle Clement Saylor*  
School Choice Coordinator



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



**Certificate of Attendance**

This certificate is awarded to

**Kirstyn Carr**

**Charter Start! 101 Workshop  
February 16 & 17, 2017**

*Michelle Clement Saylor*  
School Choice Coordinator



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



**Certificate of Attendance**

This certificate is awarded to

**Karli Love**

**Charter Start! 101 Workshop  
February 16 & 17, 2017**

*Michelle Clement Saylor*  
School Choice Coordinator



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



**Certificate of Attendance**

This certificate is awarded to

**Eric McDonald**

**Charter Start! 101 Workshop  
February 16 & 17, 2017**

*Michelle Clement Saylor*  
School Choice Coordinator



## Appendix D: Attendance Area Map and Boundaries



The above image illustrates the proposed attendance boundaries. ~~using a general rule not to exceed 15 miles, by road, from the school's proposed location. Because our attendance area is large, bus routes will be very strategic and coordinated with attending families and local businesses to create efficient and central stops to minimize student's travel time.~~ The attendance boundaries are as follows:

Listed residential streets, drives, ways, culs-de-sac, etc. will include addresses on both sides of the road also to include future addresses that are built on said roads. Higher capacity roads and highways listed will act as a boundary only, not to include residences outside of the overall encompassed attendance area.

The N.W. corner begins at Eagle Rd. and State Highway 44 / State St. Following State St. east to Highway 55 then following 55 north to connect to Hill Rd. The boundary follows Hill Rd. southeast to N. Pierce Park Ln. and includes the residential streets just north of Hill Rd., W. Summer Hill Dr., W. Autumnwood St., and W. Wintergard St. The boundary follows N. Pierce Park Rd. that changes into and continues westward as N. Cartwright Rd. The boundary continues southwest and will include the residential side roads that jettison from Cartwright Rd. nearing N. Bogus Basin Rd. as follows, N. Blue Wing Pl., W. El Pelar Dr., N. Sanada Way, N. La Mesita Way, W. Tequila St., N. La Fontana Way, and La Fontana Way. The boundary follows N. Cartwright Rd. south to N. Bogus Basin Rd. then turns southeast to follow W. Curling Dr. The boundary then turns briefly west to wind through Cashmere Rd., south onto N. Widden St., then east onto W. Highland View Dr. After the street turns into N. 15th St., the boundary turns southeast onto Hill Rd. After Hill Rd. changes to N. 13th St., the boundary will turn east onto W. Lemp St, then south briefly onto N. 8th St., then east again onto N. 7th St. The boundary will turn briefly east onto W. Alturas St. before turning south onto N. 6th St., then southeast onto W. Fort St. The road will change into E. Fort St., then turn southeast onto E. Jefferson St. This road will turn into E. McKinley St., then the boundary will briefly turn south into N. Maple Ave., then east onto Hillview Dr., then again onto Bacon Dr., then once again onto E. Warm Springs Ave. This road will change into E. Barber Dr., then the boundary will turn south onto N. Harris Ranch Rd, and then once again east onto E. Warm Springs Ave until connecting with Highway 21. Heading west on Highway 21 the boundary follows I-84 northwest until the S. Orchard St. exit to continue onto W. Victory Rd. The boundary continues to S. Cole Rd. and turns south to W. Desert Ave. This continues west to S. Maple Grove Rd., continues south to E. Lake Hazel Rd. then west to S. Eagle Rd. to create the southwest corner of

the boundary. Eagle Rd. is the western boundary that connects to State Highway 44 / State St. to complete the boundary.

The N.W. corner begins at Eagle Rd. and State Highway 44 / State St. Following State St. east to Highway 55 then following 55 north to connect to Hill Rd. The boundary follows Hill Rd. southeast to N. Pierce Park Ln. and includes the residential streets just north of Hill Rd., W. Summer Hill Dr., W. Autumnwood St., and W. Wintergard St. The boundary follows N. Pierce Park Rd. that changes into and continues westward as N. Cartwright Rd. The boundary continues southwest and will include the residential side roads that jettison from Cartwright Rd. nearing N. Bogus Basin Rd. as follows, N. Blue Wing Pl., W. El Polar Dr., N. Sanada Way, N. La Mesita Way, W. Tequila St., N. La Fontana Way, and La Fontana Way. The boundary follows N. Cartwright Rd. south to N. Bogus Basin Rd. then follows N. Bogus Basin Rd. up the mountain to include a residential area to the west including the streets W. Paso Fino Dr. and N. Mountainside Ln. Approximately 12.7 miles up the mountain the boundary continues east on National Forest Road 275, Shafer Butte Rd. NF 275 changes names to Boise Ridge Rd. as it veers south and continues south until changing into Shaw Mountain Road. Upon reaching the Intermountain Bird Observatory, the boundary road continues south and turns into Rte. E. Shaw Mountain Rd. The boundary follows to Rte. E. Highland Valley Rd. to meet up with Highway 21 and continues south toward Lucky Peak Lake. Heading west on Highway 21 the boundary follows I-84 northwest until the S. Orchard St. exit to continue onto W. Victory Rd. The boundary continues to S. Cole Rd. and turns south to W. Desert Ave. This continues west to S. Maple Grove Rd., continues south to E. Lake Hazel Rd. then west to S. Eagle Rd. to create the southwest corner of the boundary. Eagle Rd. is the western boundary that connects to State Highway 44 / State St. to complete the boundary.

## Appendix E: Resumes, Founders, Code of Ethics and Conduct

### LAURA HENNING

**Role with school:** Founder, Board President and potential Executive Director

**Expertise:** Entrepreneur, management, leadership, community outreach, leadership training and project management, public speaking, fluent in Spanish, conversant in French and lived in Peru for 9 years. I have experience developing and creating large projects as well starting and managing my own business. I have managed large teams of adults and worked with significantly sized budgets. I enjoy taking large ideas and making them a reality. I am comfortable working with small groups as well as giving presentations to thousands. I have been a High School teacher, and online University course facilitator, a paraprofessional counselor, and served on several national Boards and during my professional career and I worked with international NGOs in Peru. I founded a Waldorf school in Peru, El Colibri, and worked in many facets of development and administration.

**Statement of Intent:** My educational and career paths have wandered through many experiences building an understanding of educational theory, practice, and pedagogy. I am passionate about helping people young find and live their innate passions. Waldorf philosophy is a beautiful way to educate a young person. I first learned about Waldorf during my developmental psychology and philosophy studies at Seattle University. These early experiences compelled me to years of self-study on all facets of Anthroposophy and Waldorf Education. In 2013, my experiences in working with young people and adults in various settings gave me the foundation to help found and administer a private Waldorf School in Arequipa, Peru, where I had lived since 2008. I took online Waldorf certifications (in Spanish) and attended many local Waldorf instructional trainings. In June of 2016, I returned to my home state of Idaho, and I am committed to creating a Waldorf charter school in the Treasure. I want to provide this distinct, effective, nurturing form of educational choice to children of all socioeconomic backgrounds. I am committed to authentic educational experiences that preserve children's natural curiosity, imagination and wonder in the world while cultivating high-level thinking skills. I am also committed to leading by example as a lifelong learner and furthering my own education and training to be able to continue to effectively lead the school's formation and development process to ensure Peace Valley's long term success.

**Not-for-Profit History:** I have worked in the not-for-profit sphere for most of my professional career and volunteered for many Not-for-Profits. After my B.A, I was a founding member and instructor for the Institute on Character Development at Seattle University. I then spent many years working with teenagers and families where I developed, organized and implemented a multitude of programs, curriculum and activities for about 850 families and managed staff as Director of Youth in Redmond, WA. I worked as the Director of Youth Ministry for the Diocese of Boise for English and Spanish speaking communities where I was responsible for many large conferences, leadership trainings, and program oversight. I coordinated certification, assessment and educational formation of professionals and volunteers working for the Catholic Church in churches and schools. During these years, I was also Emcee and Keynote speaker for several adult and youth conferences in both Spanish and English. In my capacities at Bishop Kelly High School as the Service Learning Director and Classroom Teacher, I connected students to needs in the community on a regular basis and managed yearly service days and coordinated and lead Mexico Service Immersion Trip. I have always worked to serve people at home and abroad. In 2004, I was invited by Catholic Relief Services to Rwanda and served as a stateside delegate for understanding International Relief Efforts. I also served with the Morrison Center for Performing Arts and the Agency for New Americans between 2002-2007. For nearly a decade I lived in Peru and worked in many capacities with not-for-profit agencies working with street children,

teen mothers and other effects of poverty. These skills, along with the speaking, organizational, and intrapersonal skills I've developed are well suited to serve on the governing board of a charter school.

### **Employment History:**

- 2016 to Present: Owner/Instructor Little Semillas Music Lingua,
  - Teacher Immersion Method\_Spanish Language Classes for children.
- 2009 to Present, Telelangue Berlitz (France)
  - contracted online English Specialist to business professionals.
- 2013 to Present, Online Facilitator for Dayton University's VLCFF program
  - instruct adults working toward certification.
- 2011-2014 worked in various capacities at El Colibri Preschool and Kindergarten.
  - Founder, Administration, Nutrition Program, Family Council, Kinder support
- 2005-2008; Bishop Kelly High School as Director of Campus Ministry, Teacher and Service Learning and Missions Coordinator.
  - Classroom Instructor for Leadership Class, Scripture, Church History
  - Coordinated school-wide service learning program for all grades and a Job Fair
  - Directed all aspects of Campus Ministry, retreats, mentorship
- 2002-2005: Diocesan Director of Youth/Directora Pastoral Juvenil Hispana encompassing the State of Idaho.
  - Managed training and certification for professionals across the state in Spanish and English
  - Oversaw 3 yearly youth events 2000+ people each
  - Managed budget \$1 million + and services for statewide camps, programs, activities and training
- 1995-2002 Director of Youth for St. Jude's in Redmond, WA, 900 families.

### **Education:**

Seattle University, Bachelor of Arts, Seattle University, Psychology with 28 credits in philosophy;  
summa cum laude

Master of Arts, Pastoral Studies; Seattle University, summa cum laude

### **References:**

Pat Thomas, Catholic Diocese of Boise, [keithnpat@aol.com](mailto:keithnpat@aol.com)

Molly Loayza, Theology Faculty Bishop Kelly High School [mloayza@bk.org](mailto:mloayza@bk.org)

**Petition Contribution:** Tab 1, Tab 2, Tab 3, Tab 4, Tab 5, Tab 10 and Appendix and General Editing

## KRISTYN CARR PTASZEK

**Role with School:** Board Vice President

**Expertise:** Public sector project management, program management and administration, strategic planning, operations management, hiring and recruitment practices, stakeholder communication.

**Statement of Intent:** I sincerely believe in the ideals of public Waldorf education. As a Board Member, I am committed to using my management experience to support the complex undertaking of opening the school by helping plan and manage the execution of the project to make Peace Valley Charter School a reality. I look forward to applying my experience in public sector program oversight and accountability as a member of the governing board. As a parent, I am dedicated to making the nurturing academic environment to be offered at Peace Valley available to all families seeking an educational option to kindle creativity and passion for learning.

**Not-for-Profit History:** As a state government employee for over 18 years, I am familiar with many of the unique challenges involved in administration of government programs and expenditure of government funds.

### Employment History:

Idaho Department of Labor 1998 to Present

- Over 19 years of experience in all aspects of Workforce Development including employment services for job seekers, workforce services for businesses, training programs for disadvantaged youth and adults, and unemployment insurance.
- Strong understanding of labor market information, career information resources
- Familiar with government programs and oversight role of councils/commissions
- Experienced in program and grant management and federal reporting requirements

Project Manager 2014-Present

- Managed numerous large, statewide projects related to strategic planning continuous improvement
- Currently managing the IdahoWorks electronic labor exchange platform as a member of a 10-state steering committee as well as the Idaho lead responsible for staff training, communication, and improvement of the system
- Experienced in program oversight and accountability for performance and reporting for federal grants.

Field Services Operations Manager 2009-2014

- Responsible for budgets, metrics, and technical guidance for all field offices statewide

Area Manager 2006-2009

- Oversaw 9 local office managers and their operations across southwest and south central Idaho

Local Office Manager, Meridian 2003-2006

- Managed 30 staff across multiple grants and programs
- Responsible for budgets, program performance, and reporting

Supervisor 2000-2003

- Supervised 9 staff responsible for processing unemployment claims

Workforce Consultant 1998-2000

- Provided services to help meet needs of job seekers and employers

**Education:** Bachelor of Arts, Psychology, University of California, Santa Barbara. Certified Global Career Development Facilitator.

**Reference:** Brian Sporleder, Idaho Department of Labor (Retired), Phone: 208-866-7693  
Roy Valdez, Idaho Department of Labor, Deputy Director, Phone: 208-830-9947

**Petition Contribution:** Tab 8 Business Plan, as well as overall planning and review

## ALAN MULLIGAN

**Role with school:** Board Secretary, Potential teacher candidate

**Expertise:** Idaho Certified Teacher (K-8), Versed in Waldorf Education

**Statement of Intent:** I am deeply humbled to have discovered “Waldorf Education” as it epitomizes the foundation for becoming a whole being and provides a path for parents and teachers to expand their awareness of the ever changing needs of children. As a potential teacher, my intent with Peace Valley is to embody the Core Principles of Public Waldorf Education in order to facilitate the developmental needs of students and parents in our community. As a founding board member, my intent is to contribute my dedication, attention to detail and background in leadership and education to set a solid foundation for the future of Peace Valley Charter School.

**Not-For-Profit History:** Previously involved in Waldorf initiative in Treasure Valley as a founding board member. In this group I took meeting minutes, contributed toward writing our school petition, and helped plan family events. I also worked as an organizer, planner, presenter and secretary of the board for a think tank here in Boise called Meeting of the Minds. In this group I wrote monthly newsletters, take board-meeting minutes and facilitate guided discussion around presented topics.

### **Employment History:**

Employed by Element Fencing, LLC. since 2015. I am a project manager and foreman utilizing my skills as a carpenter and welder.

I also served 5 years (2005 - 2010) in the US Marines as a Flight Mechanic on KC-130’s, traveling to over 25 different countries and gaining valuable knowledge of cultures around the world

### **Education:**

Bachelor of Arts, Education, Boise State University.

Public School Institute (grades 3 & 4), Rudolf Steiner College, Fair Oaks, CA.

Delegate, Resonance Science Foundation, [www.Resonance.is](http://www.Resonance.is).

### **References:**

Brady Peck, Element Fencing, LLC (owner), Phone: (208) 631-2790

Joy Horseman, Hellerwork Practitioner, Life Coach (self-employed), Phone: (208) 473-0550

**Petition Contribution:** Tab 7 and parts of Tab 5, Enrollment and Admissions Procedures. Appendix D: Attendance Area Map and Boundaries, Appendix O: Board Ethical Standards

## RUTH BUCKLIN

**Role with school:** Board Member and Potential Eurythmist and/or Pedagogical Director

**Expertise:** Lively teaching with able classroom management, Harmonious collegial working, capable writing and editing, six years' post-graduate training in Waldorf pedagogy, nearly twenty years' teaching experience.

**Statement of Intent:** As a teacher with long experience of the benefits of Waldorf education, I heartily support the founding of a sister school in Boise, a city with which I have strong familial and community ties. I will gladly serve in advisory capacity, as a volunteer, and potentially as a future employee of this endeavor.

### **Not-for-Profit History:**

I have worked for more than six years total as a board member for two not-for-profit Waldorf schools, Camellia Waldorf, and Cedar Springs Waldorf School in Northern California, and have been employed by Camellia Waldorf school for the past decade. I worked for the University of California, Santa Barbara tutorial center from 1985-1988; I served on the board of directors for the Isla Vista Food Cooperative from 1984-1987, and I worked as a volunteer for the Santa Barbara Rape Crisis Center from 1982-1988.

### **Employment History:**

Eurhythmy Teacher Camellia Waldorf School - Sacramento, CA. 2006 to Present

Teach once-weekly eurhythmy classes to preschool, kindergartens and grades 1-3. Teach twice-weekly eurhythmy classes to grades 4-8. Teach ensemble 'fairy tale' elective twice weekly, drawn from grades 6-8. Substitute for grades teachers at every level. Attend once-weekly faculty meetings; serve as faculty liaison to the school. Monthly board meetings, serve on the school's college of teachers (a steering committee concerned with pedagogical matters, meeting each week). Attend parent meetings as support for class teachers. Offer eurhythmy presentations to parent body. Assist with playground supervision. Mentor other teachers, in-house, on a rotating basis. Support lower grades with morning singing and flute playing. Teach maypole dances and sword dance to 6th and 8th grades for May Day. Organize and build the Winter (Advent) spiral. Emcee Spring and Winter concerts and Michaelmas Festival. Assist each class with its class play. In former years, taught junior and senior choir once weekly.

2006-2011 Eurhythmy teacher Rudolf Steiner College - Fair Oaks, CA

1995-2001 Foreign Language Teacher, Choir Teacher, Aftercare Coordinator  
Cedar Springs Waldorf School - Placerville, CA

### **Education:**

Eurhythmy Diploma from the Goetheanum : Eurhythmy, Rudolf Steiner College - Fair Oaks, CA

Diploma: Waldorf Teacher Training-Grades, Rudolf Steiner College - Fair Oaks, CA

Bachelor of Arts: English, University of California, Santa Barbara - Santa Barbara, CA

**Petition Contribution:** Tab 3 and overall document editing

### **References:**

Jacqueline Cox, Teacher and College Chair, Camellia Waldorf School;

Tel:(916)548-5739, email: [jjeecox@yahoo.com](mailto:jjeecox@yahoo.com)

Betsey Monnot, Board President, Camellia Waldorf School

email: [betseymonnot@comcast.net](mailto:betseymonnot@comcast.net)

## KARLI LOVE

**Role with school:** Board Treasurer

**Expertise:** Real Estate, Facilities and Development, Business Management, Communications and Public Relations

**Statement of Intent:**

It is my intent as Board Treasurer to accurately record and project the financial information that pertains to Peace Valley Charter School. As a Realtor, I am committed to finding the best possible option for a permanent location for the school. I intend to dedicate my time, knowledge, and skills to bring this school to fruition. I believe that our children and community will benefit greatly from this form of education and I look forward to the joy and happiness that this type of learning brings.

**Not-for-Profit History:** I founded and have run a non-profit company since 2009. During that time, I have managed the company, run the books and finances, planned events and fundraisers, created advertising and marketing materials, and gained experience in networking and public relations.

**Employment History:**

Owner and Director of Aspire Dance Company, 2009 - present

- Accounting, Purchasing, Accounts Payable/Receivable, Marketing, Fundraising, Event Planning, Management

Realtor for Boise Premier Real Estate, June 2015 - present

- Residential and commercial real estate, new construction, development, and land. Accounting, marketing, coordinating transactions

Title Officer and Real Estate Assistant for Eastern States Title from 2000-2009

- Title and land research, customer service, marketing, office work

Adjunct Faculty at Brigham Young University - Idaho from 2007-2009

- Prepare, teach and assess students at the collegiate level in objective and subjective areas to provide a quality education.

**Education:**

B.A. in Psychology from Brigham Young University - Idaho,  
A.S. in Nursing (RN) from Brigham Young - Idaho

**References:**

Brett Hughes - Broker at Boise Premier Real Estate (208) 484-2156

Jennifer Wadsworth - Professor of Dance at Southern Idaho University (208) 360-6255

**Petition Contribution:** Financials and Facilities

## ERIC MCDONALD

**Role with school:** Board Information Technology Director

**Expertise:** Information Technology, Communications, Public Relations, Project Management, Spanish

**Statement of Intent:** As a parent, I place a high value on the education of my children. I have seen that the Waldorf curriculum goes beyond simply teaching children into nurturing their developing minds and cultivating an attitude that empowers them to become creative life-learners. I have seen first-hand the value of this education model in California, and I am eager see it employed here as well. My role on the board is to handle the technical logistics of compiling data from different sources, establish and maintain a database of interested parties and hours contributed, as well as advise as Information Technology subject matter expert. I am to use the skills and knowledge that I have gained in the fields of communications and technology to provide the Waldorf education experience to children in the Treasure Valley. By so doing, I know that the children, parents, and community will all benefit.

### **Not-for-Profit History:**

Nine years' employment with the State of California

Boy Scouts of America scoutmaster

PTA member of Golden Valley Charter School in California

### **Employment History**

Hewlett Packard Enterprise

2016-present

- Direct nationally dispersed team, work as liaison with local management
- Assist in the development of workload distribution tool to improve efficiency

Idaho Power Company

2015-2016

- Performed regular division ticket audits to ensure compliance and quality service
- Developed a ticket-analysis spreadsheet to expedite ticket review by over 500%
- Recommended and implemented multiple efficiency improvements

Department of Health Care Services

2012-2015

- Established and maintained team SharePoint site
- Successfully designed and executed multiple short and long-term projects
- Provided high-level technical support for tablet and mobile devices (all iOS)
- Protected user data through encryption management, antivirus software use and management, and backing up and restoring user data, and change control
- Devised technical documentation for and trained IT staff of multiple levels

Unemployment Insurance Appeals Board

2009-2012

- Led and trained a team of five technicians to drastically slash ticket count and reduce call duration by 60%
- Resolved thousands of first and second-level technical issues for PC, IP phones, and other hardware / software items directly, remotely, and with Active Directory
- Provided technical support for voice, data, and audio technology
- Devised all Information Technology process documentation for policy and procedures in MS Visio and MS Word
- Reimaging and deploying laptops and desktop workstations statewide

California Children and Families Commission

2006-2009

- Direct first-level technical support for all staff
- Developed all position procedural documentation, including a facility emergency plan
- Established and maintained multiple Access databases for tracking contracts, purchase orders, and other financial items.

**Education:** Brigham Young University - Bachelors of Arts - Public Relations

**References:**

Jarrold Culver - former manager 3 years - State of California - 916-440-7199

Annie Bosque - Waldorf teacher / leader - Golden Valley Charter School - 916-337-1033

**Petition Contribution:** Tab 6 Student Handbook, Document Formatting, Editing, Compilation

## Meir Cabaltera

### Role with school: Facilities Oversight

Meir Cabaltera brings to the team over 11 years of experience in capital construction project delivery, from construction project management to design-build preconstruction to project development. With management experience within both the General Contracting and Owner/Developer roles, his support with PVCS includes the following:

- Assist in site selection and further feasibility diligence
- Developing the capital and operating expenditures budget as it relates to facility construction and operations
- Developing and managing the project plans as it specifically relates to the development and construction of the facilities
- Selecting and managing the Architectural/Engineering/Construction team from master planning through permitting to construction completion and tenant move-in.
- Long-term planning for future facility expansions and upgrades.

### Expertise:

- Project management professional with 11 years of experience in preconstruction, construction management, and development.
- Experience managing scope, schedule, cost, and risk in medical, commercial, government, education, and structural steel projects (over \$400M total volume in design-build, negotiated, and hard bid delivery).
- Process and workflow fanatic, constantly seeking to find inefficiencies and optimize deliverable-driven processes.
- Interests in high-performance building and project execution methodologies.
- Professional vision – deliver efficient and really cool work without driving my wife and daughter crazy.

### WORK EXPERIENCE

May 2016 – Present Development Project Manager / Owner's Representative

#### Clenera Renewable Energy LLC Boise, ID

- Developer-side construction project management for over \$400M portfolio in utility scale renewable energy projects, successfully leading teams of construction management and design build resources toward building over 250+ mega-watts of electric power generation.
- Successfully executed and managed project development activities for the \$400M project portfolio, including site acquisitions, permitting, pre-construction, and due diligence prior to funding / tax equity closings.
- Introduced systemic waterfall project management methodologies along with agile-like tools to the company's project delivery methods, integrating improved scheduling and risk-management processes to its Project Management Information System.

October 2012– May 2016 Pre-Construction Manager

**Steed Construction, Inc. Eagle, ID**

- Leadership and management over all Pre-Construction and Estimating resources (Junior/Senior Estimators, BIM Specialists, 3<sup>rd</sup> Party Designers) providing Design Build management, BIM/Virtual Design-Construction (VDC), and competitive bidding services.
- Successfully managed pre-construction and design-build/design-assist activities for commercial/industrial real estate developers and owners. Notable projects include the Hyatt Place Boise Downtown, Boise VA Building 67 Intensive Care Unit expansion, the Idaho Food Bank distribution center in Lewiston, ID, Special Olympics of Idaho in Boise, and the Challenger Schools portfolio of projects.
- Competitive bidding and estimating for commercial, industrial, and institutional construction projects. First-hand experience and handling with construction costs, means and methods, and market trends.
- Built from paper electronic-based estimating tools and processes using Excel VBA/Power Query, OneDrive, SmartBidNet, and BlueBeam Revu, dramatically modernizing the company's Estimating department to respond to both Design-Build and Competitive Bidding needs.

May 2010 – September 2012 Project Engineer

**Steed Construction, Inc. Eagle, ID**

- Managed project activities, scopes of work, and mitigated risk from pre-construction through on-site construction for commercial, government, education, and biomedical projects. Clients included Challenger Schools, Idaho National Labs, Planet Fitness, and Grifols Biomedical.
- Developed RFP responses for government and institutional clients, with teams of estimators and project managers.
- Refined the company's coordination & change management workflow within Primavera Contract Manager to quickly add hundreds of submittals, RFI, and change items to the system in bulk, improving efficiency by saving manhours in manual data entry.

May 2006 – April 2010 Project Manager

**Gayle Manufacturing Company (GMC) Nampa, ID**

- Work included structural and architectural steel projects for John Muir Medical Centers, California State University, Crocker Art Museum, and other commercial, medical, industrial, and institutional clients
- Identified, mitigated, and managed risks to production time and costs in shop fabrication and field erection processes for heavy structural steel construction projects.
- Designed value engineering and fabrication/erection-efficient options to structural steel designs.
- Directed shop drawing activities with drafters and detailers; optimized structural steel fabrication with shop floor foremen; coordinated steel erection with subcontract steel erectors.

**NOTABLE AND RELATED PROJECTS**

**Grand View Solar – Grand View, ID**

**Commercial Operation Date – December 2017      Approx. Size – \$180 Million / 80 MWAC-108MWDC**

- Largest PV-Array solar energy generating facility in the state of Idaho.
- Scope included BYD Modules on NexTracker racking, with Power Electronic inverters feeding toward two different switching configurations (138kV Substation, 34.5kV switchyard).
- Utility Offtake – Idaho Power Company      Primary EPC – Swinerton Builders

**Challenger Berryessa Campus Expansion**

Substantial Completion Date – August 2012      Approx. Size – \$3.0 Million

- Significant site improvement and expansion on existing 2-acre 1950's elementary school campus to include demolition of existing classroom buildings, addition of (9) new portable structures, addition of new student driveway/drop-off area, interior remodels of existing administration offices, and tenant improvement of a regional office building to include new computer labs.
- Work was completed in 68 calendar days starting in June 2012, before Fall Semester and student orientation/registration. This averted substantial cost impacts to the Owner due to potential lost student enrollment revenue and state-mandated commissioning impacts.
- Owner – Challenger Schools, Inc.      Architect – Habitec Architecture California

**Hyatt Place Hotel – Boise, ID**

**Anticipated Completion Date – Spring 2017      Approx. Size – \$12.9 Million**

- Design Project Management, Estimating, and Virtual Design/Construction support for new 5-story, 93,000 SF, 150 room hotel in Downtown Boise.
- Managed internal estimating resources, external design engineers, and subcontract specialty trades during the design/pricing development of the project.
- Owner/Client – PEG Development

**Boise Department of Veteran Affairs – Building 67 ICU Expansion**

**Substantial Completion Date – Summer 2016      Approx. Size – \$8.7 Million**

- Virtual Design/Construction support for the Mechanical, Electrical, Plumbing, Fire, Protection, and Medical Gas scopes of work for 45,000 SF remodel/expansion on an existing, active VA hospital.
- Managed internal project engineering and construction modeling resources, including the budget for preconstruction services. Coordinated subcontractor time and resources to solve construction conflicts/issues before construction began.
- Owner – Boise Department of Veteran Affairs      Client – US Trust Construction

**Challenger Regional Office – San Jose, CA**

Substantial Completion Date – July 2011      Approx. Size – \$3.5 Million

- Significant site improvement and expansion on existing 2-acre 1950's elementary school campus to include demolition of existing classroom buildings, addition of (9) new portable structures, addition of new student driveway/drop-off area, interior remodels of existing

administration offices, and tenant improvement of a regional office building to include new computer labs.

- New 17,000 square-foot two-story office building with basement, serving as the main office for the Challenger School campuses in Northern California.
- Hybrid structural steel/wood framed building with seismic-reinforced concrete basement; scope of work included landscaping/site improvements, metal roof with TPO mechanical well, and electrical/utility tie-ins to existing campus adjacent to project.
- Owner – Challenger Schools, Inc. Architect – Habitec Architecture California

### **California State University-Sacramento Recreation & Wellness Center - Sacramento, CA**

Completion of Steel Erection: May 2009

Approx. Size Steel – \$4.5 Million

- Significant site improvement and expansion on existing 2-acre 1950's elementary school campus to include demolition of existing classroom buildings, addition of (9) new portable structures, addition of new student driveway/drop-off area, interior remodels of existing administration offices, and tenant improvement of a regional office building to include new computer labs.
- New 2-Story Gym and Wellness Center for California DSA secondary school.
- Building encompasses 134,000 square-feet with 1,100 tons of structural steel involving Buckling-Restrained Braces (BRB's), long-span roof trusses, and a cantilevered, rod-suspended indoor running track.
- General Contractor – McCarthy Building Companies, Inc. Architect – Hornberger & Worstell. Engineer – Forell/Elsesser Engineers, Inc.

### **SKILLS AND KNOWLEDGE BASE**

- Data management and manipulation using extensive Microsoft Excel experience with VBA programming and Business Analytics/Power Queries (13 years)
- Project Management Information Systems with QuickBase, Primavera Contract Manager, Asana, ProCore, OneNote, and custom platforms (9 years)
- Critical-Path Method Scheduling via Microsoft Project, paper-and-pencil, and other platforms (8 years).
- Building Information Management experience using Revit, QTO, and Navisworks (4 years)
- Schematic Design using AutoCAD (13 years), Revit and Sketchup (4 years)
- Cost estimating with Excel, WinEst, and others for conceptual budgeting, cost database management, and quantification (2 years)
- BlueBeam Revu for electronic document review and quantification (5 years)
- Microsoft Word, Outlook, PowerPoint (13 years)

### **EDUCATION**

- BS Mechanical Engineering, December 2006 - Boise State University
- Certificate in Construction Management, March 2009 – Boise State University
- OSHA 30-Hr Certified, November 2011
- Accredited LEED AP BD+C, January 2012
- Project Management Professional (PMP), August 2014

### **Jo Burgoon**

**Role with school:** Marketing, Fundraising, Finance

## **Expertise/Areas of specialty**

Sales

Leadership

Customer Service

Management

Teamwork

Organization

Interpersonal Communication

Attention to Detail

Customer Retention

Developing Relationships

Motivation

Data Analysis

Computer Applications

Coaching

Connecting

## **Experience**

### **Ventura Foods – Director of Concession Sales**

May 2008 to present (Ventura Foods acquired Odell's in 2013)

- Leadership resulting in annual sales growth from \$20 million to over \$50 million
- Responsible for purchase of 50 million pounds of product annually
- Move 100% of sales through business to business distribution channels
- Manage sales representatives and customer service nationwide
- Supported cross-functional retail sales into specialty and natural food grocers
- Earned the 2016 Customer Excellence Sales Performance in Field Foodservice Award, an achievement based on the maintenance and growth of margins and volume, in a group of 50+ sales representatives
- Work with senior leadership directly to reach strategic goals
- Prepare marketing plan with a \$80,000 budget each year
- Foster a plan with customers to buy edible oils and clarified butter via commodity markets when appropriate
- Strategically develop complex delivered pricing model derived from several suppliers to several distribution points
- Facilitate sales with brokers, distributors, and end users
- Coordinate, attend, and entertain customers at tradeshow and other customer-related events
- Oversaw Odell's brand integration into Ventura Foods after acquisition
- Implement a positive, solution-based approach to customer service that rejected a fear of failure
- Gain, maintain, and build relationships with customers
- Cultivate relationships with our co-manufacturers
- Direct quoting opportunities for new and existing customers
- Supervise the oil contracting process and manage contracts thereafter
- Handle high level issues that arise with distributors and end users

### **Efficient Forms – Marketing Manager** September 2007 to May 2008

- Contributed to preparation of and implementation of annual marketing plan
- Built the CollegeZapps brand from the ground up with limited resources

Cinema Scene Marketing – Sales Manager

May 2006 to August 2007

- Responsible for sales of promotional materials in eastern U.S. region

Institution Solutions – Marketing

January 2005 to May 2006

- Designed and distributed direct mail materials to credit union members

## **Education**

Master of Business Administration

Sustainability;

Green Mountain College;

Expected Graduation Date May 2018

Master of Education

Community Health;

University of Kansas; 2003

Bachelor of Science

Sports Marketing and Management;

Baker University; 2001

Cum Laude

## **Jacquelyn R. Hopper**

Role with School: Board Member – Governance Support, Community Outreach, Finance

## **Employment**

### **2014- Present Roman Catholic Diocese of Boise, Boise Idaho**

#### **Director of Religious Education and Catechetical Leadership**

◆ Responsible for developing certification standards and educational opportunities for parish and school educational leaders and teachers throughout Idaho. Develop curriculum for grades preschool through adult for specific areas of faith, social justice and leadership education.

### **2014- Present 2014 Idaho School Boards Association Contract Trainer**

◆ Develop and deliver training for the school boards across Idaho as requested.

### **2012-2014 Idaho School Boards Association Director of Training**

◆ Responsible for the overall training program for the school boards across Idaho. Developed and delivered trainings in the areas of strategic planning, fiscal responsibility, superintendent evaluation, Robert's Rules for small boards, servant leadership, best practices for meetings, open meeting law, ethics of board members and more.

### **2007- 2014 Cathedral of St. John the Evangelist Boise, Idaho, Director of Faith Formation**

◆ Responsible for the overall educational direction of the Cathedral Community and bringing together the Spanish and English Speaking communities. Conducts workshops, retreats, training days for both adult and youth community. Serves as the event coordinator for whole community events. Responsible for the religious education of children from infancy to grade six. Trains, evaluates and supervises a staff of twenty five volunteers in the Children Ministry Program.

### **1999 – 2007 Risen Christ Catholic Community Boise, Idaho Director of Faith Formation**

◆ Responsible for recruiting, training, observing and supporting adult staff working in the education program for grades pre-K through 12<sup>th</sup> grade. Plan and implement quarterly events for entire parish community

### **1999-2001 Roman Catholic Diocese of Boise Boise, Idaho Events Planner**

◆ Designed, implemented the annual adult and youth conferences. Recruited volunteer staff of over 100 people to help carry out the details of these weekend long events. Planned and coordinated the Statewide Jubilee celebration which gathered over 10,000.

### **1999 – 2000 Saint Mary's Catholic Community Caldwell, Idaho**

#### **Co-coordinator of Children's Ministry Program**

◆ Responsible for recruiting, training, observing and supporting the adults working in the afternoon religious education program for youth in grades 1-6. Designed and implemented the hands-on/active curriculum component.

**1998-2004 Silver-Burdett-Ginn United States**  
**National Speaker and Sales Representative**

◆ Served as General Workshop Speaker, Keynote Speaker and Formation Trainer for the Religious division of SBG. Responsible for the northwest sales territory. Set up and conducted sales kiosk at national conferences in United States

**1990 – 1996 Roman Catholic Diocese of Boise Boise, Idaho**  
**Coordinator of Youth Ministry**

◆ Responsible for evaluating recommending curriculum, retreat programs and other methodology used in the field of youth ministry. Enforced diocesan standards for texts and other theological resources. Assisted parishes with the recruitment, training and nourishing of staff. Planned, coordinated annual youth convention. Planned, implemented annual adult conference. Planned and implemented pilgrimage to celebrate World Youth Day as well as rally, housing, food and transportation of youth and adults which gathered over 3000 people.

**1984-1990 Saint Mary's Community Caldwell, Idaho**  
**Director of Youth Ministry**

◆ Conducted biannual needs assessment. Evaluated and implemented annual curriculum for grades 7-12. Recruited, trained and enriched volunteer team of 15-20 people. Planned and held annual retreats for all grade levels. Planned and implemented annual adult/parent education series. Recruited and trained council of youth to be able to put on various programs and activities for their peers. Counseled young people. Did risk assessment on youth at risk and responded to crisis situations. Worked with a staff of seven people to carry out the day to day functions of parish life.

**1984-1887 Holly Care Nursing Home Nampa, Idaho**  
**Licensed Practical Nurse, Charge Nurse**

◆ Responsible for the total health care of the clients. Oversaw staffing needs and training of health aids. Dispensed medicine and other elements of patient care. Provided end of life counseling for families.

**1983 –1985 Terry Reilly Health Clinics Nampa, Idaho**  
**Licensed Practical Nurse**

◆ Worked in Nampa teen pregnancy clinic. Served as on call and vacation replacement for all clinics in chain. Contracted to Marsing Civilian Conservation Job Corps to manage the infirmary for 200 boys. In this position I also did counseling and health screening examinations

## **Volunteer experience**

- NCCL Board of Directors Member 2016- Present
- Chairman Membership Committee NCCL 2015- Present
- Chairman, Region 3. Idaho School Board Association 2010 – 2012
- Vice Chairman of Caldwell School District #132 2010 – 2011
- Trustee, Caldwell School District #132 2007 – 2011
- Vice Chairman Lambda Sigma Chapter of Delta Mu Delta University of Phoenix, Meridian Campus. 2009- 2011
- Vice Chairman, Lay Ecclesial Ministry Council 2005-2010
- Co-chairperson of Western Canyon Youth and Family Coalition, 1999-2000. Designing the community's adult education program
- Member of the Caldwell DARE/PAL organization 1999 – present Served as registrar for the Idaho Youth Fest, a gathering of 600+ youth to participate in various athletic events
- Member of the Southwest District HIV/AIDS Prevention Council, Representative to the Idaho Prevention Planning Group 1997- 2007
- Chairperson, Region XII Youth Ministry 5 years
- Board of Director, National Federation of Youth ministry 4 years. Assisted with writing a retreat program for diocesan directors that were in ministry for 5+ years. Oversaw hiring process of Executive Director.
- Chairperson, Justice and Peace committee of the NFCYM 2 years Wrote and implemented a national retreat program to foster a multicultural awareness for high school students

## **Education**

- University of Phoenix, Masters of Business Administration 2012
- University of Phoenix, Bachelors of Science, Business Management 2010
- Saint Mary of the Woods, Certification in Pastoral Theology, Terra Haute Indiana. 2006
- Boise State University, Secondary Education, major certification in biology, minor certification in chemistry, senior status
- Practical Nursing Licensure, Caldwell School District #132 Caldwell, Idaho 1983
- University of Portland, Certification in Youth Ministries, The Dalles Oregon, 1988

## Contributing Founders

- **Bryan Escobedo**, Marketing Professional and Writer, Red Sky: A Strategic Communication Agency, Chair of Marketing Committee.
- **Belen Guillen** - Owner and Head Teacher Acuairelas Spanish Preschool and Daycare, potential Spanish Immersion Kinder Teacher
- **Shelly Henrikson** - BS in Elementary Education (University of Idaho); international teaching experience. Education Committee
- **Brent Thomas** - Web Developer at Idaho Fish & Game , Technology Committee
- **Aaron Ptaszek** - Server Systems Administrator at WinCo, Technology Committee
- **Kristin Wood Hasselblad** - Owner-Operator at EvenStar Farm, Finance Committee
- **Issac Hasselblad** – Owner Hasselblad Lumber, Potential Governing Board Member
- **Emily Nielson**- Owner, Lively Balance Wellness Coaching, Waldorf Spanish Teacher, potential Spanish Teacher
- **Melinda Voicu**- Early Childhood and Education Committee
- ~~**Jo Burgoon**—Marketing Specialist Ventura Foods. Chairperson of Development Committee, Potential Governing Board Member.~~

## Community Contributors

- ~~**Jackie Hopper**—Board Development Committee (Former Caldwell District School Board Member, Director of Children’s Ministries, Roman Catholic Diocese of Boise. Potential Governing Board Member, no potential children to attend school.~~
- **Connie Davis**- Realtor, Serves on Marketing Committee
- **Rachel Dykstra** CPA, PFS – Finance Committee, Local CPA, no potential children to attend PVCS

## Education Committee Members

- **Jess Westhoff** - MA, Education, Stanford University, Boise State Writing Project Teacher Consultant. Education Committee. Assisted with MSES and Curriculum Alignment, potential Governing Board Member
- **Colleen Matthews** – Education Committee, speech-language pathologist, has worked as a school SLP for 9 years, and a teacher for 6 years prior.
- **Autumn Lear**- Education Committee (experienced Waldorf handwork teacher, working on M.A Ed in Waldorf Education, potential teacher).
- **Becky Morgan** – ~~Education Committee~~ (Has 19 years of education experience k-8, taught 4th/5th grades at Foothills School, was the Educational Director of the Boise Urban Garden School and currently teaches at the Children’s School. She has a Master’s in humane education and is potential grades teacher)
- **Stephanie Crowley** – ~~Education Committee~~ (Full day Kindergarten Teacher, Idaho Arts Academy 12 years experience. Currently taking Gradalis Teacher Certification training).
- **Lucinda Joseph M. Ed**, in Multi-Cultural Education. Experience with Waldorf, potential teacher, assisting with Curriculum Alignment.
- **Anne Kinney**- Education Committee (Teacher for 12+ years in Middleton Schools), potential grades teacher

### **Early Childhood and Afterschool Enrichment Team**

- **Matt Mortensen**- Waldorf trained, experience in Games teacher, preschool, summer camps and before and afterschool care programs ~~Afterschool and Waldorf Grades Teacher, Education Committee~~
- **Belladonia Mortensen** – 28 years experience with children. Experience with children with special needs. Preschool Teacher, 16 years as Nutritional Therapist and Waldorf Early Childhood Education
- **Melinda Voicu** – Forest School Model and Family Connection to Waldorf in Germany
- **Belen Guillen** - Owner and Head Teacher Acuarelas Spanish Preschool and Daycare, potential Spanish Immersion Kinder Teacher

### **Peace Valley Founders**

“Founders” is defined as those who materially contribute to the school, and is further defined by Peace Valley as those who committed to supporting Peace Valley who are named below and have completed 250 hours of service per family before the date of the first school lottery. Hours are kept via an online reporting form and certified by the Governing Board. Stepchildren are not considered eligible for founder status.

#### **Eligible Families**

Richard Zavaleta and Laura Henning  
Eric McDonald and Merrilee McCombs McDonald  
Kristyn and Aaron Ptaszek  
Alan and Julia Mulligan  
Isaac Hasselblad and Kristin Wood Hasselblad  
Shelly Henrikson and Brent Thomas  
Karli and Justin Love  
Melinda Voicu  
Carolina Gutierrez  
Belen Guillen  
Emily Nielson and John Davidson  
Bryan and Katie Escobedo  
Jo Burgoon and Evan Lynam

## Peace Valley Charter School Board of Directors Code of Ethics and Conduct

The Board of Directors of Peace Valley Charter School, recognizing their role as overseers of public education, by subscribing below, do commit to the following Code of Ethics and Conduct.

**I. Governance Practices**

1. The Board's function is the provision of education and the Board shall strive to maintain a balance between fiscal responsibility and accountability for results.
2. No Member of the Board has individual authority.
3. Board decisions can only be transacted at official Board meetings.
4. Each Board member should freely ask questions and give opinions and know that this involvement is valued and important.
5. Once the majority of the Board makes a decision in good faith, it is the decision of the Board.
6. Board members should support cohesiveness in the school's culture and not speak against any final decision that was reached in good faith.
7. Board member shall respect and encourage the expression of opinion by all Board members; listen fairly to individual opinions and work in a spirit of harmony despite differences.
8. The Board will respect the autonomy of the administrator in making daily operational decision subject to the policy making and supervisory authority of the Board.

**II. Policy Development**

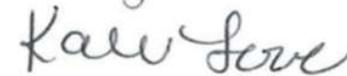
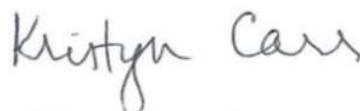
1. The Board will determine the necessary policies for the governance of the school after full discussion and opportunity for public comment in accordance with Idaho's open meeting laws.
2. The Board will uphold and promote policies of the Board subject to periodic review to ensure effectiveness and alignment with applicable laws, rules and regulations.

**III. Fiscal and Operational Oversight**

1. The Board is responsible for the financial health of Peace Valley Charter School.
2. Funds and resources will be managed responsibly to promote the school's mission vision and educational program goals.
3. The Board will support fundraising activities as deemed necessary and appropriate by the Board.
4. Financial practices and procedures will be accurate, transparent and consistent will all applicable laws, rules and regulations.

**IV. Board Conduct**

1. All meetings shall be conducted in accordance with applicable bylaws, laws, rules and regulations.
2. The Board shall diligently seek to uphold all other applicable federal and state laws and local ordinances.
3. The Board shall act to protect the civil and human rights of all members of the school community and shall protect whistleblowers in accordance with the requirements of applicable law.
4. The Board shall respect the confidentiality of information that is privileged, including all non-public session discussions.
5. All Board members shall refrain from receiving any compensation, gifts or remuneration of any kind that would give rise to a conflict of interest and shall at all times conduct themselves in a manner consistent with the requirements of the Conflict of Interest Policy.



## Appendix F: Contract, Leases, Agreements



DRAFT



### Service Agreement

WHEREAS Peace Valley Charter School (Peace Valley) desires to engage Red Apple Financial (Red Apple) to provide business and accounting services to its charter school located in Boise, Idaho;

WHEREAS Red Apple desires to set forth the terms and conditions of the services that will be provided;

THEREFORE, both parties understand and agree to be bound by the following:

1. **Scope.** Since it is not possible or practical to memorialize a complete listing of all of the specific services that Red Apple will provide to PEACE VALLEY within this writing, this document will outline the general scope of services included as part of the Service Agreement.
2. **Services.** Red Apple will serve as the Business Manager of PEACE VALLEY. In addition to the services listed below, Red Apple may perform other duties as required to meet the changing business needs of the school. It is contemplated that the following services will fall within the scope of this Service Agreement:
  - a. Accounts Payable and Receivable
  - b. Program Accounting and Tracking
  - c. Cash Management, Reconciliation and Analysis
  - d. Annual Budget Development, Monitoring and Analysis
  - e. Reporting – Internal, Idaho, Federal and IRS
  - f. Provide accounting, financial and budget support to school administration
  - g. Risk Management
  - h. Compliance – Charter Promises, Authorizer, Federal and IRS
  - i. Audit Oversight
  - j. Payroll
  - k. Payroll and HR Reporting – State, Federal and IRS
  - l. Restricted funds
  - m. Employee Benefits Administration
  - n. General Consulting – Fiscal Policy, Financial Analysis, etc.
  - o. General accounting and record keeping in accordance with Generally Accepted Governmental Accounting Standards and consistent with the needs of school leadership.
  - p. Implementation of automated payroll, accounting and reporting systems.
3. **Training and Advocacy.** As requested, Red Apple may provide financial training to school administration or Board Members.
4. **General Consulting.** With its access to data and fiscal policies from other successful public charter schools, Red Apple may provide general consulting, analysis and comparisons to improve PEACE VALLEY's overall financial health.

*Helping Charter Schools Succeed!*

5. **Meetings** Red Apple will attend Board Meetings and Finance Meetings as invited.
6. **Start-up Fee** There will be a one-time fee of \$12,000 associated with services provided in the start-up year of PEACE VALLEY. One half of the fee will be due and payable December 1, 2017 (pending the receipt of sufficient start-up funding) and the final half will be due and payable August 1, 2018. In the event the school is unable to budget for the Setup Fee, Red Apple will allow the school to amortize the fee over the first year of operations, beginning August 1, 2018. In the unlikely event the school does not receive its charter approval from the State, there will be no fee.
7. **Term** This Service Agreement shall commence on the date mutually signed by the parties below and shall continue for a period of two (2) year, unless terminated as referenced in Section 9 below
8. **Ongoing Fees** PEACE VALLEY agrees to pay an ongoing monthly fee to Red Apple for the scope of services described herein. The monthly fee, unless otherwise changed by the parties is set forth below based on student enrollment, which fee shall be paid to Red Apple on the 1<sup>st</sup> day of each month through electronic draft beginning August 1, 2018

	<u>Monthly Fee</u>
0 to 300 students	\$4,000
300 to 400 students	\$4,500
400 to 500 students	\$5,000
500+	\$5,500

9. **Contract Amendment** The parties agree that this contract constitutes the full and complete agreement between the parties and may only be amended by mutual written agreement of the parties. The parties further agree that this agreement may be terminated by either party, for any reason or for no reason, by providing 60 days prior written notice to the other party. In such event, the parties will no longer have any further obligations under this agreement, and agree to cooperate in good faith in dissolving their business relationship.
10. **Indemnification** Both Red Apple and PEACE VALLEY agree to indemnify each other from any liability that may result from their respective actions. Such indemnification is to be secured by separate liability insurance policies of the respective parties.
11. **Cause or Action** In the event of any cause or action against either party, both agree to make a good faith effort to work together to obtain a resolution satisfactory to both parties.

# **Memorandum of Understanding**

## **Peace Valley Charter School**

### **Boise, Idaho**

September 11, 2017

Dear Peace Valley Board,

Giza Development is interested in providing land and facility build to suit lease for Peace Valley Charter School. We understand this proposal and project will happen in two phases with the first phase consisting of a land purchase, horizontal infrastructure, and temporary facilities. The second phase will consist the vertical construction of a facility will happen in two years from now.

Giza Development will draw on its expertise to identify a site conducive for a school use, entitle the property with the local municipality, facilitate the design with the architect and engineers, and engage the contractor to build the project. Our proposal enables schools to immediately furnish and begin teaching in the classrooms with our turn key solutions.

Below is an outline of our cost proposal. We look forward to working with you on this project.

Sincerely,

Michael Wright, President

# Cost Proposal

320 Students

Cost is submitted based on the following:

Total Finished Square Feet	38,000 sf
Total Building cost (construction only)	TBD based on finished design
Lease Commencement:	September 1, 2018
Land Price:	TBD upon final selection
Total Land Size	5 Acres
Total Estimated Costs	
<b>Initial Proposed Monthly Rent:</b>	<b>Based on 9.5% of total project costs</b>
Annual Lease Escalations:	2.5%
Term of Lease:	20 years
Option to Purchase:	
Purchase Price years 4 and 5:	8.5% cap on the annual lease rate at purchase.

\*Included in the construction costs:

\$120,000 Landscaping Allowance

\$80,000 Kitchen Allowance

\$9,000 Outdoor Sign

175,000 General Conditions Costs

We propose a wood frame building with either metal panel or stucco exterior with design features at the entrances and roof lines.

Also included are data wiring, sound system in gym, and security.

The budget does not include FF&E, phone system, white boards or projectors; however, landlord is willing to carry them if needed.

\*\*Land price could adjust based on actual site secured.

**Letter of Intent**

Ruth Bucklin  
8704 Bluff Lane  
Fair Oaks CA 95628  
2/28/2017

To the Peace Valley Governing Board-

I am in full support of Peace Valley Charter School's endeavor to found a school in the Boise area, and pledge to contribute \$5000.00 in the event of the authorization of their Charter Petition.

Sincerely,

*Ruth Bucklin*

Ruth Bucklin

Letter of Intent of Financial Support

July 16, 2017

To whom it may concern:

We are fully in support of Peace Valley Charter's efforts and would like to pledge our financial support. It is our intent to provide financial support to this proposed charter once it has received authorization by the state and any other applicable governing bodies. We pledge our support in the amount of \$3,000.00

Sincerely,

Isaac and Kristin Hasselblad  
3439 Shadow Hills Dr.  
Eagle, ID 83616

## Letter of Intent

June 30, 2017

Laura Henning  
Richard Zavaleta  
12853 W. Broadleaf St  
Boise, ID 83713

To whom it may concern,

My husband Richard and I are in full support of Peace Valley Charter. It is our intention to pledge \$5,000 towards its pre-opening expenses once it receives state authorization.

Sincerely,

A handwritten signature in black ink that reads "Laura M. Henning". The signature is written in a cursive style with a large initial 'L' and 'H'.

Laura Henning

July 15, 2017

To whom it may concern:

I am fully in support of Peace Valley Charter's efforts and would like to pledge my financial support. It is my intent to provide financial support to this proposed charter once it has received authorization by the state and any other applicable governing bodies. I pledge my support in the amount of \$5,000.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jo Burgoon', with a long horizontal flourish extending to the right.

Jo Burgoon  
736 N. Locust St.  
Boise, ID 83712

Letter of Intent for Peace Valley

July 15, 2017

To whom it may concern:

I am fully in support of Peace Valley Charter's efforts and would like to pledge my financial support. It is my intent to provide financial support to this proposed charter once it has received authorization by the state and any other applicable governing bodies. I pledge my support in the amount of \$10,000.

Sincerely,

A handwritten signature in cursive script that reads "Merrilee McDonald". The signature is written in black ink on a light-colored background.

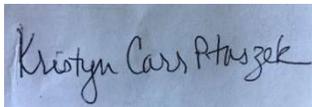
Eric and Merrilee McDonald  
5370 S. Laramie Pl  
Boise ID, 83716

## Letter of Financial Intent

June 26, 2017

Peace Valley Board of Directors:

This letter is to notify the Peace Valley Board of Directors of my intent to contribute \$5000 toward pre-opening funds upon final approval of the charter. I am committed to the successful opening and operation of Peace Valley Charter School and look forward to supporting the school before and after opening with my time and material resources.

A rectangular area containing a handwritten signature in black ink on a light blue background. The signature reads "Kristyn Carr Ptaszek".

Kristyn Carr Ptaszek  
5165 N Riverfront Drive  
Garden City, ID 83714

## Letter of Intent of Financial Support

Date: 7/13/17

To whom it may concern:

I am fully in support of Peace Valley Charter's efforts and would like to pledge my financial support. It is my intent to provide financial support to this proposed charter once it has received authorization by the state and any other applicable governing bodies. I pledge my support in the amount of \$10,000.

Sincerely,

Karli Love  
3667 N Quenzer Way  
Meridian, ID 83646

August 13, 2017

To Whom it May Concern:

I am fully in support of Peace Valley Charter's efforts and would like to pledge my financial support. It is my intent to provide financial support to this proposed charter once it has received authorization by the state and any other applicable governing bodies. I pledge my support in the amount of \$5000.

Sincerely,

A handwritten signature in black ink that reads "Carmen D Moretti". The signature is written in a cursive style with a distinct loop for the letter 'M'.

Carmen D Moretti  
31619 N. 139<sup>th</sup> Pl.  
Scottsdale, AZ 85262

**August 13, 2017**

To whom it may concern:

I am fully in support of Peace Valley Charter's efforts and would like to pledge my financial support. It is my intent to provide financial support to this proposed charter once it has received authorization by the state and any other applicable governing bodies. I pledge my support in the amount of \$10,000.00.

Sincerely,  
Julie Andersen, MBA  
John Olive, JD  
6652 Coral Springs Circle  
Las Vegas, NV 89108

**Agreement for Legal Services  
Yorgason Law Offices, pllc  
and  
Peace Valley Charter School**

This Agreement is made and entered into between Peace Valley Charter School (“Peace Valley”) and Yorgason Law Offices, pllc (“ATTORNEY”) this \_\_\_\_\_ day of March, 2017.

In consideration of the mutual promises herein contained, Peace Valley and ATTORNEY agree as follows:

1. SCOPE OF SERVICES

During the term of this Agreement, ATTORNEY shall provide legal services in connection with Peace Valley’s activities as a public charter school, including but not limited to general representation. ATTORNEY shall provide legal advice and representation, and shall perform such tasks and services as are necessary, in ATTORNEY’S judgment, to accomplish this duty. ATTORNEY’S role is primarily that of adviser and counselor, not decision maker, and Peace Valley is expected and required to authorize major decisions regarding the outcome or conduct of the representation. Such services shall be performed by individuals as employees of ATTORNEY and not as employees of Peace Valley.

2. PERIOD OF AGREEMENT

The Agreement shall commence as of the date first above written. ATTORNEY will perform services with due and reasonable diligence consistent with sound professional practices.

3. COMPENSATION

3.1 General Services. As compensation for services to be performed by ATTORNEY, Peace Valley will pay ATTORNEY \$150/hour, including travel time. ATTORNEY will bill mileage at the generally accepted IRS rate.

3.2 Invoices and Payment. ATTORNEY will submit invoices on a monthly basis. Peace Valley will make payment within 15 calendar days of the invoice date. Invoices submitted by ATTORNEY will identify specific projects and the general issue(s) worked on or otherwise identify the invoice in such a manner as Peace Valley may reasonably require.

4. CONFLICTS OF INTEREST

4.1 On rare occasions, conflicts develop among the interests of existing clients; in those cases, ATTORNEY will make every effort to resolve the conflicts in such a way as to allow uninterrupted representation for Peace Valley. ATTORNEY does not anticipate any issue arising under this Agreement that would require ATTORNEY to advise or represent Peace Valley regarding issues against any Idaho public charter school, and Peace Valley understands that ATTORNEY, due to other client relationships, may be unable to file a lawsuit against an Idaho public charter school on behalf of Peace Valley.

4.2 Peace Valley acknowledges that ATTORNEY represents other public charter schools. ATTORNEY has evaluated the possible interests of each of these clients as they may relate to representation of Peace Valley, and have concluded that ATTORNEY can reasonably undertake joint representation of Peace Valley and any or all of these parties without adverse effect to the interests of any of the affected parties. Peace Valley acknowledges it has been advised of the nature of such joint representation and possible associated risks, that it has considered this information, and consents to the proposed joint representation by ATTORNEY. In the event ATTORNEY determines he can no longer conduct joint representation of Peace Valley and one or more other clients without adverse effect to the interests of one or more of the jointly-represented parties, ATTORNEY will immediately advise all affected clients and will take such measures as are necessary to protect the interests of the parties and to provide representation for all parties in a manner that is appropriate under the applicable Rules of Professional Conduct.

4. TERMINATION

Either Peace Valley and ATTORNEY may terminate this Agreement in whole or in part at any time by giving thirty (30) days written notice thereof. At the time of termination, ATTORNEY shall be paid by Peace Valley for the portion of the work completed prior to termination.

5. CHANGES

Peace Valley, within the general scope of this Agreement, may at any time, by written notice to ATTORNEY, issue additional instructions, require additional services, or direct the omission of services covered by this Agreement. In such event, there will be made an equitable adjustment in price and time of performance, but any claim by either party for such an adjustment must be made within thirty (30) days of the receipt of said written notice. If the scope of service is reduced by Peace Valley, the ATTORNEY shall be reimbursed for all direct costs incurred before the reduction of the service occurred.

6. DISPUTE RESOLUTION

Should a dispute arise, Peace Valley and ATTORNEY agree to negotiate all disputes between them in good faith for a period of thirty (30) calendar days from the date the dispute is raised in writing by either Peace Valley or ATTORNEY. If the parties fail to resolve the dispute through negotiation, then the dispute shall be decided through non-binding mediation or other mutually agreed alternative dispute resolution technique. Fees and expenses for mediation shall be split equally between the parties. Peace Valley and ATTORNEY agree non-binding mediation or other mutually acceptable dispute resolution technique shall precede litigation. This Agreement shall be governed by the laws of the State of Idaho.

7. COMPLIANCE WITH LAWS

To the extent applicable hereto, ATTORNEY shall in the performance of this Agreement comply with all Federal, State and local laws, regulations and orders issued under any applicable law and State regulations.

8. STANDARDS

Services provided by ATTORNEY shall be in accordance with accepted local standards of care for professional practice.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first above written.

CLIENT: PEACE VALLEY CHARTER

ATTORNEY: YORGASON LAW

SCHOOL

OFFICES, pllc

By: \_\_\_\_\_

By: \_\_\_\_\_

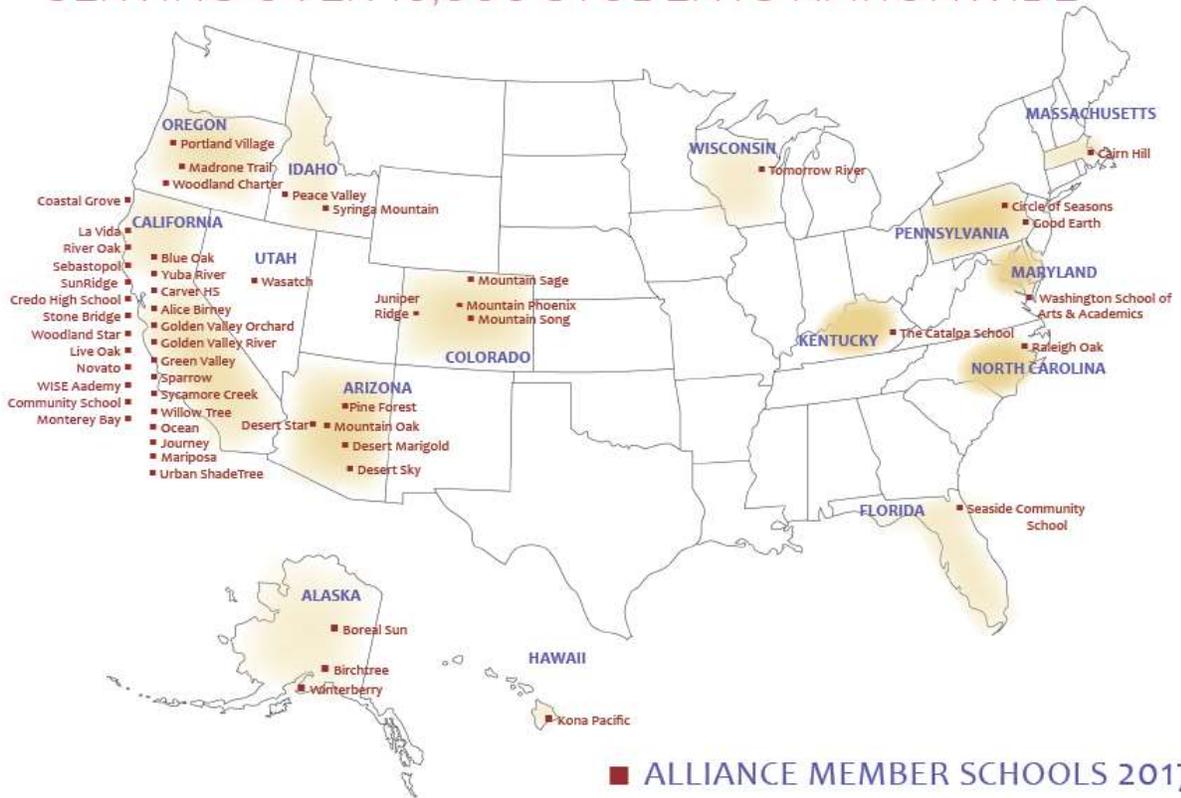
Christopher E. Yorgason

Address:

Address: 6200 N. Meeker Place

Boise, Idaho 83713

# SERVING OVER 10,000 STUDENTS NATIONWIDE



May 28, 2017

Idaho State Charter Commission:

We have been working with Peace Valley Charter over the past few months to provide support in the development of their school facilities. We would like to offer financial support for their pre-opening year through a loan in the amount of \$200,000, to begin once the school has been authorized by the State and any other applicable governing bodies. This loan is separate and not connected to any part of the financing for land, site development, or building of the school. This loan will be over a 5 year term, amortized at 9.5% APR, and there will be no pre-payment penalties. Payments will begin the following Fiscal Year.

Sincerely,

Michael Wright  
President, Giza Development

p 801.298.7724 m 801.809.3958 f 801.951.3147  
801 North 500 West | Suite 300 | Bountiful, Utah 84010  
mwright@sahara1.com | <http://www.gizabuild.com>

AuthenticSign  
*Michael Wright*  
5/28/2017 9:07:31 PM EDT





<b>Date of Estimate</b> 7/14/17
------------------------------------

*Charter/Route Bus - Estimate*

**Customer Name:** Peace Valley Charter School

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**Contact Name, Phone # and email:** Laura Henning -peacevalleycharter@gmail.com

---

**Address:** 12853 W Broadleaf St

---

**City / State / Zip:** Boise, ID 83713

---

**Send invoice to this address?** \_\_\_\_\_

**Trip Description**

**Date of Trip:** September - May

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**Pick Up Location:** TBD

---

**Pick Up Time:** TBD

---

**Destination:** TBD

---

**Passenger Count:** 45-50 approx      **1 # Buses Needed**

---

**Trip Description:** As discussed, \$35 per hour based on approx 5 hours per day, 5 days a week  
 \*38 weeks proposed service requested

---

Actual times and weeks may vary based on holidays and no school days

---

Total estimate per bus for the above described trip: \$	33,250.00
Number of buses requested:	1
<b>TOTAL TRIP ESTIMATE \$</b>	<b>33,250</b>

***Conditions of Estimate - Please sign, date and return to the person providing this estimate.***

1. Hours above and beyond those quoted will be billed at \$ 35.00 per hour.
2. Quotes are good for 60 days from date of quote.
3. Unless satisfactory credit arrangements have been made, a deposit equal to the estimated price of the charter is payable no less than 72 hours prior to departure. **Customer billed after event.**  
Exception: Bachelor, Bachelorette, New Years Eve and party buses are always prepaid.
4. **CANCELLATION NOTICE:** A 24-hour notice will be required for cancellation to avoid assessment of a charge. The only exception is inclement weather - notice must be given prior to the equipment leaving it's home terminal. If the trip is canceled after the bus has left the terminal or when it shows up at the pick up location, a full minimum charge will be assessed.
5. All time is computed from terminal to terminal.
6. Trips requiring a second driver to fulfill will be billed an additional \$20.00 per hour for every hour operated.
7. **CLEANING FEE:** A \$25.00 fee will be charged when food and / or beverages are consumed aboard the bus requiring more than standard cleaning.
8. **DAMAGE FEE:** Any damage to equipment / seats caused by the charter groups passengers or representatives will be billed standard shop rates for all parts and labor to repair such damage.
9. There will be a 50% premium for all trips on Christmas or New Years day.
10. Charter Groups are responsible for all Tolls, Parking Fees and Permits as well as, the driver's accommodations on overnight charters.
11. **LIABILITY:** The carrier will not be liable for delays caused by an Act of God, public enemies, authority of law, quarantine, perils of navigation, riots, strikes, the hazards of dangers incident to a State of War, accidents, breakdowns, bad conditions of the road, snow storms, and other conditions beyond its control and does not guarantee to arrive at or depart from any point at a specified time. The carrier will endeavor to maintain the schedule submitted by its agents or employees but it is not guaranteed. The Carrier will not be responsible for any article either lost or left on the chartered bus.

FIRST STUDENT REPRESENTATIVE:	<b>Nolan Morache</b>	Date: <u>July 14, 2017</u>
CUSTOMER SIGNATURE:	_____	Date: _____

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

Idaho Public Charter School Commission						
Charter Petition: Budget Assumptions						
School Name:		Peace Valley Charter School				
Revenue						
Explanations Related to Key Revenue Line Items (required)						
Line Item / Account	Pre-Opening Budget		Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Fundraising	10,000.00		11,200.00	12,595.00	14,485.00	Pre-opening year, see marketing plan
Revolving Loan	150,000.00					
After School Enrichment Donated Profit			50,000.00	65,000.00	80,000.00	See assumptions
Pre-school Donated profit						
Founder Donations	61,000.00					
Supply/Curriculum/Furniture Donations	21,100.00					
Full Day Kindergarten			45,000.00	45,000.00	45,000.00	20 students, \$250/student
Base Support			385320	487500	618800	
Salary Apportionment			808,298.00	990,681.00	1,154,128.00	
Benefit Apportionment			153,334.00	187,932.00	218,938.00	
Transportation Reimbursement			21,613.00	30,940.00	42,543.00	65% reimbursement of cost
Nutrition Reimbursement						50% students; 20% reduced, 10% free
Other State Support Total (details below)			289,239.00	347,644.00	407,530.00	
State Facility funding			110,400.00	131,790.00	160,770.00	
School Facilities Funding Lottery			N/A	19,046.00	22,737.00	

Content & Curriculum			1756	1956	2,214.00	
Professional development			26,915.00	29,365.00	31,478.00	
Technology			48,800.00	53,218.00	59,203.00	
Safe and Drug Free Schools			5,869.00	6,618.00	7,634.00	
IT Staffing			12,500.00	12,500.00	12,500.00	
Professional Teaching Standards			32,122.00	37,595.00	43,543.00	
Leadership Premiums			14,259.00	17,191.00	19,719.00	
Gifted/Talented Program			3,538.00	3,642.00	3,783.00	based on 6% of the population
College/Career Advisors & Student Mentors			N/A	N/A	7,000.00	will have 25 students in grade 8, year 3
Remediation			4,480.00	5,348.00	6,524.00	comparable to BSD test scores, approximately 50%
Limited English Proficient			4000	4775	5825	based on projected demographics, 5%
Literacy Proficiency			18,000.00	18,000.00	18,000.00	68 students, tiered by grade, see below
Strategic Planning			6600	6,600.00	6,600.00	
Carryover from Previous Year	8,175.00		71733	296,782.00	627,230.00	
<b>REVENUE TOTALS</b>	<b>\$250,275.00</b>		<b>\$1,835,737.00</b>	<b>\$2,464,074.00</b>	<b>\$3,208,654.00</b>	

**Additional Notes or Details regarding Revenue:** These projections are calculated using the formulas provided by the SDE for Charter Support Units, Salary and Benefit Apportionment, and Special Distribution Funds. These numbers are based on the most recent distribution amounts provided by SDE, Peace Valley Charter anticipated enrollment and randomized teacher qualification (explained in the salary assumptions below). Our Fundraising in Years 1-3 comes primarily from 2 main events that are integral to our curriculum. Mayfaire, which we will charge a \$30/family entrance fee and we anticipate 50% population will attend, and Winter Festival, also with a \$30 entrance fee per family, and we anticipate 25% will attend. At each event we will also hold a silent auction where we anticipate we will raise an additional \$2,000. Please see our marketing plan referenced in Tab 8 for the marketing plan for fundraising in the pre-opening year. Our after school enrichment donation comes from the profits from the After School Enrichment Program. Literacy Proficiency calculations were based on the fact that we anticipate that in our lower grades that the students will score lower on the literacy portion of standard testing. We expect that the majority will be proficient by the time they are in 3rd grade.

**Expenses by Category & Budget**

**Staffing (required)**

CERTIFIED STAFF	Pre-Opening Budget			Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
	FTE	Amount		FTE	Amount	FTE	Amount	FTE	Amount	
<b>Classroom Teachers</b>										
Core Subject Teachers	0.0			11.0	459,915.00	13.0	548,318.00	15.0	643,409.00	Kinder - 1 FT, 2 PT teachers
Specialty Subject Teachers	0.0			1.2	50,861.00	1.4	61,968.00	1.8	82,777.00	See assumptions
Classroom Teacher Subtotals	0.0	-	-	12.2	510,776.00	14.4	610,286.00	16.8	726,186.00	Average classroom size: 22
<b>Special Education</b>										
SPED Director / Coordinator	0.0			1.0	41,155.00	1.0	42,825.00	1.0	43,391.00	Title and hours: FT SPED Teacher
				0.0	-	0.0	-	0.0	-	
Special Education Subtotals	0.0	-		1.0	41,155.00	1.0	42,825.00	1.0	43,391.00	Anticipated % Special Education Students: 12%
<b>Other Certified Staff</b>										
Administrator		2,000.00		1.0	55,000.00	1.0	58,000.00	1.0	60,000.00	Title and hours: FT Administrator
Other Certified Staff Subtotals	0.0	2,000.00		1.0	55,000.00	1.0	58,000.00	1.0	60,000.00	See assumptions; pre-opening FT 2 months
<b>CERTIFIED STAFF TOTALS</b>	<b>0.0</b>	<b>\$2,000.00</b>	<b>\$0.0</b>	<b>14.2</b>	<b>\$606,931.0</b>	<b>16.4</b>	<b>\$711,111.0</b>	<b>18.8</b>	<b>\$829,577.0</b>	
			<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>	
<b>CLASSIFIED STAFF</b>	<b>Pre-Opening Budget</b>			<b>Year 1 Projected Budget</b>		<b>Year 2 Projected Budget</b>		<b>Year 3 Projected Budget</b>		<b>Assumptions / Details / Sources</b>

Position	FTE	Amount		FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessionals- General				2.5	43,200.00	3.0	51,840.00	3.5	60,480.00	Class support/volunt. coordinator; \$12/hr; 1/2/4 PT
Paraprofessionals- SPED				1.0	17,280.00	1.5	25,920.00	2.0	34,560.00	1 PT, 2 PT, 3 PT, 4 PT; \$12/hr
Non Certified Specialty Teachers				0.3	9,180.00	0.4	11,220.00	0.5	13,260.00	See assumptions
Pedagogical Consultant		2,500.00		0.5	23,000.00	0.8	23,000.00	0.8	23,000.00	contracted services
Admin / Front Office Staff				1.0	22,880.00	1.5	34,320.00	2.0	45,760.00	2 Hourly employees; \$13/hr
Executive Director		17,500.00		0.5	35,000.00	0.8	60,000.00	1.0	75,000.00	7 mos/\$2,500
Office Manager		3,600.00		0.5	17,000.00	0.5	17,000.00	1.0	34,000.00	3 mos/\$1,200
School Counselor				0.5	22,000.00	1.0	42,000.00	1.0	42,000.00	See assumptions
School Nurse				0.1	3,168.00	0.2	6,336.00	0.2	6,336.00	See assumptions; \$18/hr, 38 weeks
Janitor				0.5	9,120.00	1.0	18,240.00	1.0	18,240.00	\$12/hr; 20 hrs/wk for 180 days, 5 hrs/wk 40 dos
<b>CLASSIFIED STAFF TOTALS</b>	<b>0.0</b>	<b>\$23,600.00</b>	<b>\$0.00</b>	<b>7.4</b>	<b>\$201,828.00</b>	<b>10.7</b>	<b>\$289,876.00</b>	<b>13.0</b>	<b>\$352,636.00</b>	
<b>BENEFITS</b>										
	<b>Pre-Opening Budget</b>			<b>Year 1 Projected Budget</b>		<b>Year 2 Projected Budget</b>		<b>Year 3 Projected Budget</b>		<b>Assumptions / Details / Sources</b>
<b>Type</b>	<b>Rate</b>	<b>Amount</b>		<b>Rate</b>	<b>Amount</b>	<b>Rate</b>	<b>Amount</b>	<b>Rate</b>	<b>Amount</b>	
PERSI				#### %	87,118.00	11.32 %	105,256.00	11.32 %	133,209.00	based on 11.32%
Fica/Medicare				8.00 %	61,567.00	8.00 %	74,386.00		94,141.00	based on 8%
Workers comp				0.70 %	5,387.00	0.70 %	6,509.00	0.70 %	8,238.00	based on state codes and rates
Group Insurance					69000		87000		108000	Liberty Health Care (or equivalent) \$250/month
Paid time off [clarify in assumptions]				1.20 %	6673	1.20 %	8018	1.20 %	11002	1.2%, FTE only
<b>BENEFIT TOTALS</b>		<b>\$0.00</b>			<b>\$229,745.00</b>		<b>\$281,169.00</b>		<b>\$354,590.00</b>	

Assumptions: Certified staff salaries were calculated using a randomized selection from the career ladder provided on the SDE website for salary apportionment. We used 3.5 R1, 2 RP2, 2 RP3, 2 P3, 2 P6, 2 P9. For the bonuses, we estimated that 2 of the teachers will have BA + 24, and 2 will have an MA in year 1. In year, 2 we moved everyone up the ladder, and added a new R1 and P1. In year 3, we moved everyone up the ladder, and added another new R1 and P1. Pupil services we started with 0.3 RP2 in year 1. In year 2 they moved up the ladder and went to 0.5, and in Year 3 they moved up the ladder and went to 1.0 FTE. Administrator we selected a starting index of 1.3929 and went up the ladder for years 2 and 3. In the break-even year, administrator was on the same index level as year 1, and the teachers were in the ladder as follows: 2 RP2, 2 RP3, 1 P2, 2 P3, and 2 P6, with 1 having the bonus of BA + 24, and one having the bonus of MA. We have projected in the budget that we will pay all staff according to the career ladder except for the non-certificated specialty teachers, who will be paid hourly. Group insurance is based on a quote from Liberty Healthcare. It is Direct Care but covers catastrophic events, pre-existing conditions, and out of state care (same coverage as regular insurance). If employees choose, they may take a \$250 monthly stipend, in lieu of Liberty Healthcare, to purchase their own individual policy. We will employ 3 certified Specialty Teachers at 13.5 hours/wk, \$20/hr. They will teach Spanish, music, garden. We will have 1 non-certificated specialty teacher for 13.5 hrs/wk, \$20/hr, teaching handwork. In the pre-opening year the Administrator, Pedagogical Director, Executive Director and Office Manager will be paid on contract. In the Break-even year the Pedagogical Consultant will work 10 hrs, Y1- 20 hrs, Y2&3 - 30 hrs salaried employee. The Pupil Services Director will be paid in year 1 for 12.5 hrs wk/ \$24/hr as an hourly employee, and salaried in years 2 & 3. Potential candidate for pupil services director has been identified. The nurse will start in Year 2, for \$20/hr, 1 day/wk for immunizations, paperwork, etc. A potential candidate has been identified. Several qualified teacher resumes have been received and taken note of, for both core classes and specialty classes. The candidates have a wide range of experience in both traditional public schools and Waldorf schools.

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**Educational Program (required)**

Overall Educational Program & Special Programs Costs	Pre-Opening Budget		Year 1	Year 2	Year 3	Assumptions / Details / Sources
			Projected Budget	Projected Budget	Projected Budget	
Professional Development	10,000.00		26,915.00	29,365.00	31,478.00	Pay for Art of Teaching. Matching distribution
SPED Contract Services	-		15360	18336	22368	Speech, ASL, Occupational Therapy; app. \$400/stud
Substitute Teachers	-		5,800.00	6,600.00	7,400.00	\$80/day, 5 days/year, 14.5/16.5/18.5 teacher/secretary
SPED materials	-		1,000.00	1,300.00	1,600.00	Based on local SPED professional suggestion
Business Manager			48,000.00	48,000.00	48,000.00	Contracted business services/Red Apple
<b>Overall Educ Pgm &amp; Special Pgms Subtotals</b>	10,000.00		49,075.00	55,601.00	62,846.00	
Elementary Program	Pre-Opening Budget		YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	Assumptions / Details / Sources
Elementary Supplies Total (details below)			-	-	-	
Curriculum	5,000.00			2500	3000	
Student Supplies	20,000.00		38,400.00	45840	55920	\$120/student
Testing			9920	11842	14446	\$27/student for ISAT, \$4 ISAT Science
			-	-	-	

Elementary Pgm Subtotals	25,000.00	48,320.00	60,182.00	73,366.00	
Secondary Program	Pre-Opening Budget	YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	Assumptions / Details / Sources
Secondary Supplies Total (details below)		-	-	-	
Curriculum	-	0	500.00	750.00	Adding grades Y2 & S3, see assumptions
Student Supplies	-	0	3,600.00	7,200.00	Y2-3 \$100/student
Testing		0	1,178.00	2,852.00	\$27/student for ISAT, \$4 ISAT Science
Secondary Contract Services (clarify in assumptions)	-	0	0	0	
Secondary Pgm Subtotals	-	-	5,278.00	10,802.00	
<b>EDUCATIONAL PROGRAM TOTALS</b>	<b>\$35,000.00</b>	<b>\$97,395.00</b>	<b>\$121,061.00</b>	<b>\$147,014.00</b>	

Additional Notes or Details regarding Educational Program Expenditures: Professional Development: Year 1-3 will be SIS, reporting, teacher training, social inclusion training & inservices. . More pricing information is in the assumptions of the break-even budget. Curriculum has already been purchased prior to opening. The classroom supplies in Pre-opening year will be for the resource room, classroom supplies, and art supplies. We will use any additional funds allocated for curriculum to purchase supplemental curriculum & books for each grade. Testing was estimated on a cost per student basis, using numbers from the SDE website, rounded up. Please see the assumptions in this category of the break-even budget for further explanation and details.

**Technology (required)**

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Contract Services Total (details below)		10,800.00	12,000.00	12,000.00	IT Support
Internet	-	3,500.00	3,750.00	3,900.00	Estimates based on other budgets
Phone	-	2,500.00	2,500.00	2,500.00	Estimates based on other budgets
Copy Machine Lease	-	1,800.00	2,000.00	2200	Based on actual quote
Payroll Services	-	0	0	0	Red Apple provides
			-	-	
<b>TECHNOLOGY TOTALS</b>	<b>\$0.00</b>	<b>\$18,600.00</b>	<b>\$20,250.00</b>	<b>\$20,600.00</b>	

Additional Notes or Details regarding Technology Expenditures: The copy machine lease projection is based on an actual quote received by multiple office equipment companies, and the internet/phone numbers are based on other comparable school budget projections.

**Non-Facilities Capital Outlay (required)**

Line Item / Account	Pre-Opening Budget		Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Educational Pgm Cap. Outlay Total(details below)			-	-	-	
Furniture [clarify types in assumptions]	45,000.00		17,000.00	15,000.00	15,000.00	See assumptions
Other Outlay [clarify types in assumptions]	10,000.00		5,000.00	5,000.00	5,000.00	Farm/Garden/PE equipment
Technology Capital Outlay Total (details below)			-	-	-	
Computers for staff use	3,950.00			300.00	800.00	4 desktops(\$500),13/15/17 chrome books(\$150)
Other Technology	1,000.00			250.00	250.00	Printers, routers, miscellaneous
Student Testing Computers	9,600.00				3,900.00	52 chromebooks at \$150 for testing and practice
Software Programs, Licenses, Fees	11,025.00			2,000.00	2,000.00	Infinite Campus and Red Apple
Other Capital Outlay [clarify in assumptions]			-	-	-	
Subscriptions and Dues	717.00		2,243.00	3,015.00	3,365.00	See assumptions
<b>CAPITAL OUTLAY TOTALS</b>	<b>\$81,292.00</b>		<b>\$24,243.00</b>	<b>\$25,565.00</b>	<b>\$30,315.00</b>	

**Additional Notes or Details regarding Non-Facilities Capital Outlay Expenditures:** We also referenced a detailed furniture and capital outlay budget from Wasatch Waldorf School and modeled our expenses after theirs. The furniture numbers in the break-even and years 1-3 budgets are based on the fact that we will spend \$45,000 in our pre-opening year purchasing furniture. Because we allowed for the initial expense in the pre-opening year, we will not have a computer expense in Year 1. The furniture expense in Year 1 will be for adding additional furniture for the growth in Year 2. The staff computer numbers are based on the assumption that we add 2 chrome books each year as we add 2 teachers/year, and that we add a desktop computer in Year 3 when our Social Inclusion Director goes from part time to full time. We will also add an additional 26 chrome books in Year 3 as our student demand for testing computers grows.

**Board of Directors (required)**

Line Item / Account	Pre-Opening Budget		Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Board Training	850.00		7,000.00	7,000.00	7,000.00	See assumptions
Legal	4,000.00		3,600.00	3,600.00	3,600.00	\$150/hr, 2 hours per month; 26 hours pre-opening
Audit			5,000.00	5,000.00	5,000.00	

<b>BOARD OF DIRECTORS TOTALS</b>	<b>\$4,850.00</b>		<b>\$15,600.00</b>	<b>\$15,600.00</b>	<b>\$15,600.00</b>	
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**Additional Notes or Details regarding Board of Directors Expenditures:** The Board Training is based off of the cost for Gradalis and ISBA costs. In the pre-opening year is ISBA Roles and Responsibilities workshop, and in the Break-even and Y1-3 ISBA and Gradalis Training. Lawyer fees are based on an agreement with a lawyer to work on a consulting basis, with an hourly rate. In his experience, he recommended 2 hours per month to start off with.

**Facilities Details (required if not provided in Facilities Template)**

[Includes most common; please insert rows as needed]

	Pre-Opening Budget		Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Construction / Remodeling (if applicable)			-	-	-	
Land Lease	-		60,000.00	71,400.00	87,108.00	Land lease payments to Andy Mehl
Portables Lease			95,760.00	95,760.00	95,760.00	See assumptions
Developer Lease Payment			29,135.00	29,863.00	30,610.00	site development, 170k + 88+
One Time Portables Fees	22,000.00					delivery, installation etc
Repairs and Maintenance	-		12,000.00	12,000.00	12,000.00	
Property and Liability Insurance	2,000.00		6,000.00	7,000.00	8,000.00	ballpark from Insurance agent at ISBA
Landscaping/Snow Removal	-		8000	9000	10000	pre-opening year board insurance only
Utilities Total (details below)	-		20,000.00	24,000.00	29,000.00	based on other schools utility costs
Gas			-	-	-	
Electric			-	-	-	
Other [specify in assumptions]			-	-	-	water, sewer, garbage
			-	-	-	
<b>FACILITIES TOTALS</b>	<b>\$24,000.00</b>		<b>\$230,895.00</b>	<b>\$249,023.00</b>	<b>\$272,478.00</b>	

**Additional Notes or Details regarding Facilities Expenditures:** In the Break even year, the portables cost is lower because we will only need 5 double wides (\$157,850 portables + \$150,000 site development), and in Y1-3 we will need 7 doubles wides. In the pre-opening year there will be some upfront costs for the portables, including transport, prep, and anchoring.

**Transportation/Nutrition (optional)**

Line Item / Account	Pre-Opening Budget		Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Transportation Contract Services			33250	47600	65450	First Student Quote
Special transportation (SPED, field trips, etc.)			1350	2700	3300	First Student; 1 trip/month, \$150/trip
			-	-	-	
<b>TRANSPORTATION TOTALS</b>	<b>\$0.00</b>		<b>\$34,600.00</b>	<b>\$50,300.00</b>	<b>\$68,750.00</b>	

Additional Notes or Details regarding Transportation Expenditures:

Other Expenses (optional)

Line Item / Account	Pre-Opening Budget		Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Revolving Loan			37,803.00	37,803.00	37,803.00	Pre-opening Year Loan, 9.5%, 5 year term
Authorizer Fee			13,000.00	13,000.00	13,000.00	
Marketing	5,000.00		2,500.00	5,000.00	5,000.00	
Office Supplies	500.00		9,000.00	11,000.00	13,500.00	Pre-opening minimal costs - work-at-home
Postage	300.00		1,200.00	1,400.00	1,800.00	Based on Alturas' costs
School Events	-		2,000.00	2,500.00	3,000.00	Cost donated by founders in pre-opening year
Travel for Training	1,500.00		2,000.00	4,000.00	4,000.00	Exec Dir to Alliance in Jan, Y2-3 add Admin
Background Checks	500.00		500.00	500.00	500.00	
Nutrition			86,400.00	97,200.00	113,400.00	\$3 lunch/reduced price \$0.40
<b>OTHER TOTALS</b>	<b>\$7,800.00</b>		<b>\$68,003.00</b>	<b>\$75,203.00</b>	<b>\$78,603.00</b>	

Additional Notes or Details regarding Transportation Expenditures:

**Narrative: Pre-Opening & Operational Budgets**



	Qty	Cost	Total
<b>Kid Desk</b>	81	\$ 102.00	\$ 8,262.00
<b>Table</b>	5	\$ 60.00	\$ 300.00
<b>Cubby</b>	2	\$ 400.00	\$ 800.00
<b>Book Shelves</b>	3	\$ 186.00	\$ 558.00
<b>Fire Extinguisher</b>	2	\$ 59.00	\$ 118.00
<b>Teacher Desk</b>	1	\$ 300.00	\$ 300.00
<b>Cafeteria Table</b>	4	\$ 762.00	\$ 3,048.00
<b>Adult Desk Chair</b>	1	\$ 50.00	\$ 50.00
<b>File Cabinets</b>	3	\$ 120.00	\$ 360.00
		<b>Total:</b>	<b>\$ 13,796.00</b>

<b>Donated School Items</b>			
	Qty	Cost	Total
<b>School Books</b>	100	\$ 35.00	\$ 3,500.00
<b>Ukuleles</b>	10	\$ 30.00	\$ 300.00
<b>Mineral Collection</b>	1	\$ 500.00	\$ 500.00
<b>Costumes</b>	1	\$ 300.00	\$ 300.00
<b>Recorders</b>	12	\$ 10.00	\$ 120.00
<b>Wooden blocks</b>	2	\$ 200.00	\$ 400.00
<b>Rocking Horse</b>	1	\$ 20.00	\$ 20.00
			<b>\$ 5,140.00</b>

The first list is items donated to PVCS from Vision Charter School, July, 2017.

The second list is materials and books donated from a private individual August, 2017.

<b>Curriculum Resources Purchased 9.8.2017 from Christopherus</b>	
A Rough Guide to Eighth Grade	\$ 6.00
A Rough Guide to Seventh Grade	\$ 6.00
A Rough Guide to Sixth Grade	\$ 6.00
<i>Ancient Rome</i>	\$14.00
Astronomy for Young and Old: A Beginner's Guide to the Visible Sky	\$ 19.00
<i>Biographies for 8th Grade History</i>	\$8.00
Botany 2nd Edition	\$ 36.00
Colour	\$ 17.00
<i>Compass Drawings</i>	\$8.00
<i>Earth, Water, Fire and Air</i>	\$18.00
Fifth Grade Package	\$ 350.00
First Grade Package	\$ 200.00
Fourth Grade Math Teacher's Guide	\$ 38.00
Fourth Grade Mathematics Bundle	\$ 35.00
From Nature Stories to Natural Science	\$ 30.00
Geometric Patterns from Islamic Art and Architecture	\$ 9.00
Learning about the World through Modeling	\$ 15.00
<i>Mathematics in Nature, Space and Time</i>	\$20.00
Medieval History	\$ 15.00
<i>Muscles and Bones</i>	\$15.00
<i>Painting in Waldorf Education</i>	\$15.00
Physics	\$ 27.00
<i>Safe &amp; Simple Electrical Experiments</i>	\$8.00
Second Grade Package	\$ 250.00
<i>String, Straightedge, &amp; Shadow</i>	\$14.00
The Age of Revolution	\$ 15.00
<i>The Age of Revolution</i>	\$15.00
The Art and Science of Teaching Composition	\$ 14.00
The Human Being and the Animal World	\$ 18.00
Third Grade Package	\$ 250.00
Total	\$ 1,491.00



Rocklin, CA 95677-2151

916-652-9696 [www.mercurius-usa.com](http://www.mercurius-usa.com)

## Invoice

Date	Invoice #
1/17/2017	69762

Bill To:
Peace Valley Charter School Inc. Ruth Bucklin 8704 Bluff Lane Fair Oaks, CA 95628

Ship To:
Peace Valley Charter School Inc. Ruth Bucklin PICK UP

S.O. No.	P.O. No.	Terms	Due Date	Rep	Ship Via	Email	
38870	web 38870	PrePay	1/17/2017	CD	Pick-up	rbucklinwong@gmail...	pick/check/pack: dp/co/co/co
Qty Order...	Qty Sent	Item No.	Description	Price Each	Amount		
1	1	CHARGE	PRE-PAID ACCOUNT-CREDIT CARD TO BE CHARGED		0.00		
1	1	10340104	Drawing Paper 9.84"x12.8" 120 gsm 500 sheets	24.75	24.75T		
1	1	70900700	Sarah's Silks Rainbow String Game pack of 12 (0035)	41.60	41.60T		
1	1	85036001	Stockmar Wax Block Crayons box of 12 carmine red	9.40	9.40T		
1	1	85036003	Stockmar Wax Block Crayons box of 12 orange	9.40	9.40T		
1	1	85036004	Stockmar Wax Block Crayons box of 12 golden yellow	9.40	9.40T		
1	1	85036005	Stockmar Wax Block Crayons box of 12 lemon yellow	9.40	9.40T		
1	1	85036006	Stockmar Wax Block Crayons box of 12 yellow green	9.40	9.40T		
1	1	85036007	Stockmar Wax Block Crayons box of 12 green	9.40	9.40T		
1	1	85036009	Stockmar Wax Block Crayons box of 12 blue	9.40	9.40T		
1	1	85036011	Stockmar Wax Block Crayons box of 12 blue violet	9.40	9.40T		
1	1	85036012	Stockmar Wax Block Crayons box of 12 red violet (purple)	9.40	9.40T		
1	1	85036014	Stockmar Wax Block Crayons box of 12 yellow brown	9.40	9.40T		
1	1	85036024	Stockmar Wax Block Crayons box of 12 pink	9.40	9.40T		
1	1	85036044	Stockmar Wax Block Crayons box of 12 mid yellow	9.40	9.40T		
1	1	85033001	Stockmar Wax Stick Crayons box of 12 carmine red	9.40	9.40T		
1	1	85033002	Stockmar Wax Stick Crayons box of 12 vermilion	9.40	9.40T		
1	1	85033003	Stockmar Wax Stick Crayons box of 12 orange	9.40	9.40T		
1	1	85033004	Stockmar Wax Stick Crayons box of 12 golden yellow	9.40	9.40T		
1	1	85033005	Stockmar Wax Stick Crayons box of 12 lemon yellow	9.40	9.40T		
1	1	85033006	Stockmar Wax Stick Crayons box of 12 yellow green	9.40	9.40T		
1	1	85033007	Stockmar Wax Stick Crayons box of 12 green	9.40	9.40T		
1	1	85033009	Stockmar Wax Stick Crayons box of 12 blue	9.40	9.40T		
1	1	85033011	Stockmar Wax Stick Crayons box of 12 blue violet	9.40	9.40T		
1	1	85033012	Stockmar Wax Stick Crayons box of 12 red violet (purple)	9.40	9.40T		
1	1	85033013	Stockmar Wax Stick Crayons box of 12 rust	9.40	9.40T		
1	1	85033024	Stockmar Wax Stick Crayons box of 12 pink	9.40	9.40T		
1	1	85089325	Stockmar Empty Wooden Box 16 sticks or blocks	16.80	16.80T		

Bill To:
Peace Valley Charter School Inc. Ruth Bucklin 8704 Bluff Lane Fair Oaks, CA 95628

Ship To:
Peace Valley Charter School Inc. Ruth Bucklin PICK UP

S.O. No.	P.O. No.	Terms	Due Date	Rep	Ship Via	Email	
38870	web 38870	PrePay	1/17/2017	CD	Pick-up	rbucklinwong@gmail...	pick/check/pack: dp/co/co/co
Qty Order...	Qty Sent	Item No.	Description	Price Each	Amount		
2	2	85051701	Stockmar Modelling Beeswax box of 15 sheets carmine red	19.65	39.30T		
2	2	85051704	Stockmar Modelling Beeswax box of 15 sheets golden yellow	19.65	39.30T		
2	2	85051705	Stockmar Modelling Beeswax box of 15 sheets lemon yellow	19.65	39.30T		
2	2	85051706	Stockmar Modelling Beeswax box of 15 sheets yellow green	19.65	39.30T		
2	2	85051707	Stockmar Modelling Beeswax box of 15 sheets green	19.65	39.30T		
2	2	85051709	Stockmar Modelling Beeswax box of 15 sheets blue	19.65	39.30T		
2	2	85051710	Stockmar Modelling Beeswax box of 15 sheets light blue	19.65	39.30T		
2	2	85051712	Stockmar Modelling Beeswax box of 15 sheets red violet	19.65	39.30T		
2	2	85051727	Stockmar Modelling Beeswax box of 15 sheets beeswax colour	19.65	39.30T		
1	1	20590210	Sharpener for triangular pencils and wax crayons	1.70	1.70T		
			Subtotal		664.15		
1	1	No Shipping	No shipping fee	0.00	0.00		
1	1	Cust notes	Customer Notes: I intend to pick this order up in Rocklin.		0.00		
				<b>Subtotal</b>	<b>\$664.15</b>		
				<b>Sales Tax</b>	<b>\$48.15</b>		
				<b>Total</b>	<b>\$712.30</b>		
				<b>Balance Due</b>	<b>\$712.30</b>		

\* Finance charges on overdue balance is 1.2% per month.

# Idaho Public Charter School Commission

## Charter Petition: Budget Assumptions

School Name: Peace Valley Charter School

### Revenue

#### Explanations Related to Key Revenue Line Items (required)

Estimated No. of Students for Each Year:	188	320	382	466	
	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Fundraising	8230	11,200.00	12,595.00	14,485.00	See assumptions
After School Enrichment Program Donated Profit	30000	50,000.00	65,000.00	80,000.00	See assumptions
Full Day Kindergarten	45000	45,000.00	45,000.00	45,000.00	20 students, \$250/student
Base Support	249340	385320	487500	618800	9.59/13.76/17.46/21.17 SU, \$26,000/SU
Salary Apportionment	524491	808,298.00	990,681.00	1,154,128.00	See below
Benefit Apportionment	99496	153,334.00	187,932.00	218,938.00	See below
Transportation Reimbursement	21613	21,613.00	30,940.00	42,543.00	65% reimbursement of cost
Nutrition Reimbursement	50760	86,400.00	97,200.00	113,400.00	50% of population 20% reduced 10% free
Other State Support Total (details below)	207,062.00	287,411.00	345,022.00	405,412.00	
State Facility funding	64,860.00	110,400.00	131,790.00	160,770.00	\$345/student
School Facilities Funding Lottery	N/A	N/A	19,046.00	22,737.00	93% ADA (prior year best 28 weeks)
Content & Curriculum	1489	1756	1956	2,214.00	using xxx/13.76/17.46/21.17 midterm SU
Professional development	23,281.00	26,408.00	28,605.00	31,055.00	9.8/13.5/16.1/19 instr./PS FTE
Technology	39,395.00	48,800.00	53,218.00	59,203.00	95% ADA (midterm)
Safe and Drug Free Schools	4,273.00	5,869.00	6,618.00	7,634.00	93% ADA (full term)
IT Staffing	11,988.00	12,500.00	12,500.00	12,500.00	used xxx/13.76/17.46/21.17 midterm SU
Professional Teaching Standards	23,318.00	31,408.00	36,643.00	42,353.00	9.8/13.2/15.4/17.8 instructional staff FTE
Leadership Premiums	9,910.00	13,652.00	16,281.00	19,214.00	9.8/13.5/16.1/19 instructional/PS FTE
Gifted/Talented Program	3,316.00	3,538.00	3,642.00	3,783.00	based on 6% of the population
College/Career Advisors & Student Mentors	N/A	N/A	N/A	7,000.00	will have 25 students in grade 8, year 3
Remediation	2,632.00	4,480.00	5,348.00	6,524.00	comparable to BSD test scores, approximately 50%
Limited English Proficient	2,500.00	4000	4775	5825	based on projected demographics, 5% of population
Literacy Proficiency	13,500.00	18,000.00	18,000.00	18,000.00	60 students, tiered by grade, see below
Strategic Planning	6,600.00	6600	6,600.00	6,600.00	on a reimbursement basis
Carryover from Previous Year	71733	71733	246,704.00	509,412.00	
<b>REVENUE TOTALS</b>	<b>1,307,725.00</b>	<b>\$1,920,309.00</b>	<b>\$2,508,574.00</b>	<b>\$3,202,118.00</b>	

**Additional Notes or Details regarding Revenue:** These projections are calculated by using the formulas provided by the SDE for Charter Support Units, Salary and Benefit Apportionment, and Special Distribution Funds. These numbers are based on the most recent distribution amounts provided by SDE, Peace Valley Charter anticipated enrollment and randomized teacher qualification (explained in the salary assumptions below). Our Fundraising in Years 1-3 comes primarily from 2 main events that are integral to our curriculum. Mayfaire, which we will charge a \$30/family entrance fee and we anticipate 50% population will attend, and Winter Festival, also with a \$30 entrance fee per family, and we anticipate 25% will attend. At each event we will also hold a silent auction where we anticipate we will raise an additional \$2,000. Please see our marketing plan referenced in Tab 8 for the marketing plan for fundraising in the pre-opening year. Our after school enrichment donation comes from the profits from the After School Enrichment Program. Literacy Proficiency calculations were based on the fact that we anticipate that in our lower grades that the students will score lower on the literacy portion of standard testing. We expect that the majority will be proficient around the time they are in 3rd grade.

## Expenses by Category & Budget

### Staffing (required)

CERTIFIED STAFF	Break-Even Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
<b>Classroom Teachers</b>	8.0	345,866.00	11.0	459,915.00	13.0	548,318.00	15.0	643,409.00	Kinder - 1 FT, 2 PT
Core Subject Teachers	8.0	345,866.00	11.0	459,915.00	13.0	548,318.00	15.0	643,409.00	
Specialty Subject Teachers	0.8	31,967.00	1.2	50,861.00	1.4	61,968.00	1.8	82,777.00	See assumptions
Classroom Teacher Subtotals	8.8	377,833.00	12.2	510,776.00	14.4	610,286.00	16.8	726,186.00	Average classroom size: 25
<b>Special Education</b>	1.0	41,155.00	1.0	41,155.00	1.0	42,825.00	1.0	43,391.00	Title and hours: FT SPED Teacher
SPED Director / Coordinator	1.0	41,155.00	1.0	41,155.00	1.0	42,825.00	1.0	43,391.00	
Special Education Subtotals	1.0	41,155.00	1.0	41,155.00	1.0	42,825.00	1.0	43,391.00	Anticipated % Special Education Students: 11%
<b>Other Certified Staff</b>	1.0	55,000.00	1.0	55,000.00	1.0	58,000.00	1.0	60,000.00	Title and hours: FT Administrator
Administrator	1.0	55,000.00	1.0	55,000.00	1.0	58,000.00	1.0	60,000.00	
Other Certified Staff Subtotals	1.0	55,000.00	1.0	55,000.00	1.0	58,000.00	1.0	60,000.00	
<b>CERTIFIED STAFF TOTALS</b>	<b>10.8</b>	<b>\$473,988.00</b>	<b>14.2</b>	<b>\$606,931.00</b>	<b>16.4</b>	<b>\$711,111.00</b>	<b>18.8</b>	<b>\$829,577.00</b>	

CLASSIFIED STAFF	Break-Even Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
<b>Position</b>									
Paraprofessionals- General	0.5	8,640.00	2.5	43,200.00	3.0	51,840.00	3.5	60,480.00	Class support/volunteer coordinator; \$12/hr; 1/2/4 PT
Paraprofessionals- SPED	0.5	13,600.00	1.0	27,200.00	1.5	40,800.00	2.0	54,400.00	1 PT, 2 PT, 3 PT, 4 PT; \$20/hr
Non-Certified Specialty Teachers	0.2	6,800.00	0.3	9180	0.4	11,220.00	0.5	13,260.00	1 non-certified teacher; 13.5 hrs/wk, \$20/hr, handwork
Pedagogical Consultant	0.3	10,000.00	0.5	23000	0.5	23,000.00	0.5	23,000.00	See assumptions
Admin / Front Office Staff	1.0	24,000.00	1.0	24,000.00	1.5	36,000.00	2.0	48,000.00	Hourly employee; \$18/hr
Office Manager	0.5	15,000.00	0.5	17,000.00	0.5	17,000.00	1.0	34,000.00	Salaried employee
Executive Director	0.5	30,000.00	0.5	38,000.00	0.8	60,000.00	1.0	75,000.00	Salaried employee
School Counselor			0.5	22,000.00	0.5	22,000.00	1.0	42,000.00	
School Nurse					0.2	5,440.00	0.2	5,440.00	
Janitor/Maintenance	0.3	8,092.00	0.5	9,520.00	1.0	19,040.00	1.0	19,040.00	\$14/hr
<b>CLASSIFIED STAFF TOTALS</b>	<b>3.8</b>	<b>\$116,132.00</b>	<b>7.3</b>	<b>\$213,100.00</b>	<b>9.9</b>	<b>\$286,340.00</b>	<b>12.7</b>	<b>\$374,620.00</b>	

BENEFITS	Break-Even Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
<b>Type</b>									
PERSI	11.32%	69,093.00	11.32%	87,118.00	11.32%	105,256.00	11.32%	133,209.00	based on 11.32%
Fica/Medicare	8.00%	48,829.00	8.00%	61,567.00	8.00%	74,386.00	8.00%	94,141.00	based on 8%
Workers comp	0.70%	4,273.00	0.70%	5,387.00	0.70%	6,509.00	0.70%	8,238.00	based on state codes and rates
Group insurance		51000		69000		87000		108000	Liberty Health Care (or equivalent) \$250/month
Paid time off [clarify in assumptions]	1.20%	5304	1.20%	6673	1.20%	8018	1.20%	11002	1.2%, FTE only
<b>BENEFIT TOTALS</b>		<b>\$178,499.00</b>		<b>\$229,745.00</b>		<b>281,169.00</b>		<b>354,590.00</b>	

<b>CERTIFIED &amp; CLASSIFIED STAFF TOTALS</b>	<b>\$590,120.00</b>	<b>\$820,031.00</b>	<b>\$997,451.00</b>	<b>\$1,204,197.00</b>
<b>TOTAL STAFF &amp; BENEFITS TOTALS</b>	<b>\$768,619.00</b>	<b>\$1,049,776.00</b>	<b>\$1,278,620.00</b>	<b>\$1,558,787.00</b>

**Additional Notes or Details regarding Staffing Expenditures:** Certified staff salaries were calculated using a randomized selection from the career ladder provided on the SDE website for salary apportionment. We used 3.5 R1, 2 RP2, 2 RP3, 2 P3, 2 P6, 2 P9. For the bonuses, we estimated that 2 of the teachers will have BA + 24, and 2 will have an MA in year 1. In year, 2 we moved everyone up the ladder, and added a new R1 and P1. In year 3, we moved everyone up the ladder, and added another new R1 and P1. Pupil services we started with 0.3 RP2 in year 1. In year 2 they moved up the ladder and went to 0.5, and in Year 3 they moved up the ladder and went to 1.0 FTE. Administrator we selected a starting index of 1.3929 and went up the ladder for years 2 and 3. In the break-even year, administrator was on the same index level as year 1, and the teachers were in the ladder as follows: 2 RP2, 2 RP3, 1 P2, 2 P3, and 2 P6, with 1 having the bonus of BA + 24, and one having the bonus of MA. We have projected in the budget that we will pay all staff according to the career ladder except for the non-certificated specialty teachers, who will be paid hourly. Group insurance is based on a quote from Liberty Healthcare. It is Direct Care but covers catastrophic events, pre-existing conditions, and out of state care (same coverage as regular insurance). We will employ 3 certified Specialty Teachers at 13.5 hours/wk, \$20/hr. They will teach spanish, music, garden. We will have 1 non-certificated specialty teacher for 13.5 hrs/wk, \$20/hr, teaching handwork. In the pre-opening year the Administrator will be paid for a 6 weeks of work prior to opening. In the Break-even year the Pedagogical Consultant will work 10 hrs, Y1- 20 hrs, Y2&3 - 30 hrs salaried employee. The Business Manager fees are waived for pre-opening. The Pupil Services Director will be paid in year 1 for 12.5 hrs wk/ \$24/hr as an hourly employee, and salaried in years 2 & 3. Potential candidate for pupil services director has been identified. The nurse will start in Year 2, for \$20/hr, 1 day/wk for immunizations, paperwork, etc.

**Educational Program (required)**

<b>Overall Educational Program &amp; Special Programs Costs</b>	<b>Break-Even Budget</b>	<b>Year 1 Projected Budget</b>	<b>Year 2 Projected Budget</b>	<b>Year 3 Projected Budget</b>	<b>Assumptions / Details / Sources</b>
Professional Development	23,281.00	26,408.00	28,605.00	31,055.00	See assumptions
SPED Contract Services	9200	15360	18336	22368	Speech, ASL, Occupational Therapy; approx \$400/student
Substitute Teachers	4,000.00	5,800.00	6,600.00	7,400.00	\$80/day, 5 days/year, 14.5/16.5/18.5 teacher/secretary
SPED Materials	500.00	1,000.00	1,300.00	1,600.00	Based on local SPED professional suggestion
Business Manager	48,000.00	48,000.00	48,000.00	48,000.00	
<b>Overall Educ Pgm &amp; Special Pgms Subtotals</b>	84,981.00	96,568.00	102,841.00	110,423.00	
<b>Elementary Program</b>	<b>Break-Even Budget</b>	<b>YR1 Projected Budget</b>	<b>YR 2 Projected Budget</b>	<b>YR 3 Projected Budget</b>	<b>Assumptions / Details / Sources</b>
<b>Elementary Supplies Total (details below)</b>					
Curriculum			5000	5000	Adding grades Y2 & S3, see pre-opening assumptions
Student Supplies	22,560.00	38,400.00	45840	55920	\$120/student
Testing	5828	9920	11842	14446	\$27/student for ISAT, \$4 ISAT Science
<b>Elementary Pgm Subtotals</b>	28,388.00	48,320.00	62,682.00	75,366.00	
<b>Secondary Program</b>	<b>Break-Even Budget</b>	<b>YR1 Projected Budget</b>	<b>YR 2 Projected Budget</b>	<b>YR 3 Projected Budget</b>	<b>Assumptions / Details / Sources</b>
<b>Secondary Supplies Total (details below)</b>					
Curriculum			2,500.00	5,000.00	Adding grades Y2 & S3, see assumptions
Student Supplies	N/A	N/A	3,750.00	7,500.00	
Testing			1178	2852	\$27/student for ISAT, \$4 ISAT Science
<b>Secondary Pgm Subtotals</b>	-	-	7,428.00	15,352.00	
<b>EDUCATIONAL PROGRAM TOTALS</b>	<b>\$113,369.00</b>	<b>\$144,888.00</b>	<b>\$172,951.00</b>	<b>\$201,141.00</b>	

**Additional Notes or Details regarding Educational Program Expenditures:** In the break even year, all professional development costs are covered for Art of Teaching and SIS, etc. Curriculum from Christopherus is 85% purchased and ready for teachers to use. We will keep a curriculum library as a resource for teachers, so curriculum will not need to be purchased each year. The teachers are trained extensively on how to teach in this style, without books or worksheets, and will have every resource available to them that they will need. The classroom supplies in Pre-opening year will be for the resource room, classroom supplies, and art supplies. In year 1 the costs are \$120 per student, plus extra for speciality classes.

<b>Technology (required)</b>									
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Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
<b>Contract Services Total (details below)</b>		<b>10,800.00</b>	<b>12,000.00</b>	<b>12,000.00</b>	IT Support
Internet	3,000.00	3,500.00	3,750.00	4,000.00	Estimates based on other budgets
Phone	2,500.00	2,500.00	2,750.00	4,000.00	Estimates based on other budgets
Copy Machine Lease	1800	1800	2000	2500	Based on actual quote
Payroll Services	0	0	0	0	Red Apple
<b>TECHNOLOGY TOTALS</b>	<b>\$7,300.00</b>	<b>\$18,600.00</b>	<b>\$20,500.00</b>	<b>\$22,500.00</b>	

**Additional Notes or Details regarding Technology Expenditures:** The copy machine lease and the payroll services projections are based on actual estimates received from local companies. The internet/phone numbers are based on other comparable school budget projections.

<b>Non-Facilities Capital Outlay (required)</b>									
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Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
<b>Educational Pgm Cap. Outlay Total</b>					
Furniture [clarify types in assumptions]	10,000.00	17,000.00	20,000.00	24,000.00	Tables, Chairs, Desks, Shoe/Coat Racks
Other Outlay [clarify types in assumptions]	2,000.00	5,000.00	7,000.00	9,000.00	Farm/Garden Equipment, PE equipment
<b>Technology Capital Outlay Total</b>					
Computers for staff use			300.00	800.00	4 desktops(\$500),13/15/17 chrome books(\$150)
Other Technology			250.00	250.00	printers, modems, cable, etc
Student Testing Computers				3,900.00	Purchase an addition 26 chrome books for \$150 each Y3
Software Programs, Licenses, Fees			5,600.00	5,600.00	Software Licensing, updates, fees. Infinite Campus
Other Capital Outlay [clarify in assumptions]					
Subscriptions & Dues	1305	2,243.00	3,015.00	3,365.00	ISBA & Waldorf Alliance
<b>CAPITAL OUTLAY TOTALS</b>	<b>\$13,305.00</b>	<b>\$24,243.00</b>	<b>\$36,165.00</b>	<b>\$46,915.00</b>	

**Additional Notes or Details regarding Non-Facilities Capital Outlay Expenditures:** The outlay costs here reflect maintenance numbers. Please see this section of the pre-opening budget for more information. Expenses shown will be for tables, chairs, desks, shoe/coat racks, etc. We also referenced a detailed furniture and capital outlay budget from Wasatch Waldorf School and modeled our expenses after theirs. The furniture numbers in the break-even and years 1-3 budgets are based on the fact that we will spend \$45,000 in our pre-opening year purchasing furniture. Because we allowed for the initial expense in the pre-opening year, we will not have a computer expense in Year 1. The furniture expense in Year 1 will be for adding additional furniture for the growth in Year 2. The staff computer numbers are based on the assumption that we add 2 chrome books each year as we add 2 teachers/year, and that we add a desktop computer in Year 3 when our Social Inclusion Director goes from part time to full time. We will also add an additional 26 chrome books in Year 3 as our student demand for testing computers grows. The memberships and dues are as follows: ISBA Pre-opening 1/3 of dues, Y1 2/3 of dues, Y2-3 full dues at \$1,400. Red Apple manages the accounting software.

**Board of Directors (required)**

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Board Training	6,600.00	6,600.00	6,600.00	6,600.00	Reimbursed up to \$6,600
Legal	3,600.00	3,600.00	3,600.00	3,600.00	Agreement for \$150/hr; 2 hours per month
Audit	5,000.00	5,000.00	5,000.00	5,000.00	
<b>BOARD OF DIRECTORS TOTALS</b>	<b>\$15,200.00</b>	<b>\$15,200.00</b>	<b>\$15,200.00</b>	<b>\$15,200.00</b>	

**Additional Notes or Details regarding Board of Directors Expenditures:** The Board Training is based off of the cost for Gradalis and ISBA costs. In the pre-opening year is ISBA Roles and Responsibilities workshop, and in the Break-even and Y1-3 ISBA and Gradalis Training. Lawyer fees are based on an agreement with a lawyer to work on a consulting basis, with an hourly rate. In his experience, he recommended 2 hours per month to start off with. Pre-Opening year was a great expense.

**Facilities Details (required if not provided in Facilities Template)**

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Construction / Remodeling (if applicable)					N/A
Land Lease	60,000.00	60,000.00	71,400.00	87,108.00	Land lease payments to Andy Mehl
Portables Lease	95,760.00	95,760.00	95,760.00	95,760.00	portable quote Design space
Developer Payment	29,135.00	29,135.00	29,863.00	30,610.00	9.5% lease to developer
Repairs and Maintenance	10,000.00	12,000.00	12,000.00	12,000.00	
Property & Liability Insurance	6,000.00	6,000.00	7,000.00	8,000.00	ballpark from Insurance agent at ISBA
Landscaping/Snow Removal	5,000.00	8,000.00	9,000.00	10,000.00	
Utilities Total (details below)	16,000.00	20,000.00	24,000.00	29,000.00	based on other schools utility costs
Gas		-	-	-	
Electric		-	-	-	
Other [specify in assumptions]		-	-	-	water, sewer, garbage
<b>FACILITIES TOTALS</b>	<b>\$221,895.00</b>	<b>\$230,895.00</b>	<b>\$249,023.00</b>	<b>\$272,478.00</b>	

**Additional Notes or Details regarding Facilities Expenditures:** The land lease will be for a portion of the farm on Vista, owned by Andy Mehl, in the amount of \$60,000 per year. The portables, site development, and any other structure or improvement will be paid for by our financial investor, Michael Wright of Giza Development, who will then lease the building to us at an annual lease rate of 9.5% of the total project cost. Payments to investor will begin upon funding when the school opens, so there will be no facility expenses during the pre-opening year. In the Break even year, the portables cost is lower because we will only need 5 double wides (\$157,850 portables + \$150,000 site development), and in Y1-3 we will need 7 doubles wides (\$192,500 portables + \$150,000 site development). In the pre-opening year there will be some upfront costs for the portables, including transport, prep, and anchoring.

**Other Expenses (optional)**

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources

Revolving Loan	50,400.00	37,803.00	37,803.00	37,803.00	Pre-opening year loan; 9.5%, 5 year term
Authorizer Fee	13,000.00	13,000.00	13,000.00	13,000.00	
Marketing	2,500.00	2,500.00	5,000.00	5,000.00	
Office Supplies	7,600.00	10,000.00	15,000.00	17,000.00	Based on Wasatch's actual expenses, adjusted for pop
Postage	1,000.00	1,200.00	1,400.00	1,800.00	Based on Alturas' costs
School Events	2,000.00	2,000.00	2,500.00	3,000.00	Lantern Festival; Mayfaire; Winter Festival
Travel for Training	2,000.00	2,000.00	4,000.00	4,000.00	Exec Dir to Waldorf Alliance in Jan, Y2 & 3 adding Admin
Transportation Contract Services	33250	33250	47600	65450	Quote from First Student
Special transportation (SPED, field trips, etc.)	1350	1350	2700	3300	1 field trip/month, \$150 each; BE year no bussing
Nutrition	50760	86,400.00	97,200.00	113,400.00	\$3 lunch/reduced price \$0.40
Background Checks	500.00	500.00	500.00	500.00	
<b>OTHER TOTALS</b>	<b>\$164,360.00</b>	<b>\$190,003.00</b>	<b>\$226,703.00</b>	<b>\$264,253.00</b>	

### Narrative: Break-Even & Operational Budgets

### Narrative: 1st Year Cash Flow

In the cash flow report, the carryover in July 2018 is based off of the pre-opening budget ending balance. All other numbers and projections are the same as in this budget. The general fund distribution was based on the early distribution split between July and August 15, and normal distribution dates of November 15, February 15, and May 15 payments, with the understanding that these are approximate, and may require adjustments towards the end of the fiscal year. Special distribution calculations were calculated using the formulas given, and distributed in various months, with the understanding that the numbers and distribution dates are approximate. The distribution months shown were suggested by Julie Oberle from SDE, and Lisa Lechner from Sage International. The transportation reimbursement, the Gifted and Talented distribution, and the Safe and Drug Free Schools distribution are not shown in the cash flow report, as they will likely be received in the following year (year 2). The salaries and wages are calculated with a mixture of salaried employees that receive 12 equal payments throughout the year, and hourly employees who are paid for the 10 month period that they are working at the school. All other expenses are forecasted in the months we estimate we will use them.

### List of Attachments

[If you have supporting documentation related to your budget assumptions or cash flow (cost-breakdowns, contract services quotes, etc.), please list them here and identify their location.]

Attachment Title	Location (Appendix _)	Description
Insurance Quote		
Copier Quote		
Health Insurance quote		

### Financial Summary

	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Revenues					
Fundraising	8,230.00	11,200.00	12,595.00	14,485.00	
Contributions/Donations	30,000.00	50,000.00	65,000.00	80,000.00	

Full Day Kinder	45,000.00	45,000.00	45,000.00	45,000.00
Base Support	249,340.00	385,320.00	487,500.00	618,800.00
Salary Apportionment	524,491.00	808,298.00	990,681.00	1,154,128.00
Benefit Apportionment	99,496.00	153,334.00	187,932.00	218,938.00
Transportation Reimbursement	21,613.00	21,613.00	30,940.00	42,543.00
Other State Support Total (details below)	207,062.00	287,411.00	345,022.00	405,412.00
<b>REVENUE TOTALS</b>	<b>1,307,725.00</b>	<b>1,920,309.00</b>	<b>2,508,574.00</b>	<b>3,202,118.00</b>

Expenses	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
	Staff and Benefit Totals	\$768,619.00	\$1,049,776.00	\$1,278,620.00	
Educational Program Totals	\$113,369.00	\$144,888.00	\$172,951.00	\$201,141.00	
Technology Totals	\$7,300.00	\$18,600.00	\$20,500.00	\$22,500.00	
Capital Outlay Totals	\$13,305.00	\$24,243.00	\$36,165.00	\$46,915.00	
Board of Directors Totals	\$15,200.00	\$15,200.00	\$15,200.00	\$15,200.00	
Facilities Totals	\$221,895.00	\$230,895.00	\$249,023.00	\$272,478.00	
Other	\$164,360.00	\$190,003.00	\$226,703.00	\$264,253.00	
<b>EXPENSE TOTALS</b>	<b>\$1,304,048.00</b>	<b>\$1,673,605.00</b>	<b>\$1,999,162.00</b>	<b>\$2,381,274.00</b>	
<b>Operating Income (Loss)</b>	<b>3,677.00</b>	<b>246,704.00</b>	<b>509,412.00</b>	<b>820,844.00</b>	

## Insurance Quote

The actual premium will be based upon the information you submit. If you are unable to give us any information at this time I would use \$5,000--\$7000 as a rough estimate for your charter application purposes. Please keep in mind that this is a “shot in the dark” without any exposure information to go on.

-

### Allan M. Ranstrom

Senior Vice President | Moreton & Company

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[12639 W. Explorer Drive Suite 200 Boise, ID 83713](#)

E-mail: [allan@moreton.com](mailto:allan@moreton.com)

# Copy Machine Lease Quote



## Proposal & Investment Plan

### 2017 Kyocera 3552ci

2017 Kyocera Pinpoint Scan Software \$2,500 Value Free

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Network Device Management

Output Management

Cost Control / Security

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(1) 1500 Sheet Dual Paper Bank

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Fax System

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INCLUDES ALL 1,500 B/W Copies

\*\*\* Net New Customer Promo \*\*\*



**KYOCERA**  
3552CI (COPY-PRINT-COLOR SCAN-FAX)



### Discounted Maintenance Pricing

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#### Color 2 Tier Pricing

Tier 1 = .035 per B/W image

Tier 2 = .069 per B/W image

\*\*\* Maintenance Pricing *Includes all Parts, Service, Labor and Supplies & Toner* \*\*\*  
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Share Eligible Medical Bills up  
to \$1,000,000 Per Incident  
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**Option 1: Our most comprehensive and popular sharing program**

*Suggested Monthly Share Amount*

	<b>under 30</b>	<b>30-65</b>	<b>over 65</b>
<b>Single</b>	\$149	\$199	\$224
<b>Couple</b>	\$249	\$299	\$349
<b>Family</b>	\$399	\$449	\$499

*Annual Membership Dues: At Signup: \$135, Recurring thereafter: \$75*

## Appendix I: First Year Cash Flow

### PVCS Year One Cash Flow

DESCRIPTION	Projected Amount	July	August	September	October	November	December	January	February	March	April	May	June	FY Actual Total
<b>CASH ON HAND (beginning balance)</b>	<b>\$71,733.00</b>	<b>\$71,733.00</b>	<b>\$253,640.00</b>	<b>\$460,061.00</b>	<b>\$353,055.00</b>	<b>\$374,828.00</b>	<b>\$503,446.00</b>	<b>\$398,117.00</b>	<b>\$292,792.00</b>	<b>\$479,868.00</b>	<b>\$364,869.00</b>	<b>\$285,546.00</b>	<b>\$365,662.00</b>	
<b>INCOME</b>														
<b>General Fund</b>	\$1,346,952.00	\$336,738.00	\$336,738.00			\$252,554.00			\$252,554.00			\$168,368.00		\$1,346,952.00
<b>Special Distributions</b>	\$373,811.00			\$11,800.00	\$140,539.00	\$9,600.00	\$11,800.00	\$9,600.00	\$66,747.00	\$11,800.00	\$35,726.00	\$25,857.00	\$50,342.00	\$373,811.00
<b>Full Day Kindergarten</b>	\$45,000.00			\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00		\$45,000.00
<b>Transportation Reimbursement</b>	\$21,613.00			\$2,401.00	\$2,401.00	\$2,401.00	\$2,401.00	\$2,401.00	\$2,402.00	\$2,402.00	\$2,402.00	\$2,402.00		\$21,613.00
<b>After School Program Donation</b>	\$50,000.00			\$5,555.00	\$5,555.00	\$5,555.00	\$5,555.00	\$5,556.00	\$5,556.00	\$5,556.00	\$5,556.00	\$5,556.00		\$50,000.00
<b>Fundraising</b>	\$11,200.00						\$2,800.00					\$8,400.00		\$11,200.00
<b>TOTAL INCOME</b>	<b>\$1,920,309.00</b>	<b>\$408,471.00</b>	<b>\$336,738.00</b>	<b>24756</b>	<b>\$153,495.00</b>	<b>\$275,110.00</b>	<b>27556</b>	<b>\$22,557.00</b>	<b>\$332,259.00</b>	<b>24758</b>	<b>\$48,684.00</b>	<b>\$215,583.00</b>	<b>\$50,342.00</b>	<b>1848576</b>

<b>EXPENSES</b>															
<b>Salaries/Wages</b>	\$829,631.00	\$69,136.00	\$69,136.00	\$69,136.00	\$69,136.00	\$69,136.00	\$69,136.00	\$69,135.00	\$69,136.00	\$69,136.00	\$69,136.00	\$69,136.00	\$69,136.00	\$69,136.00	\$829,631.00
<b>Benefits</b>	\$229,745.00	\$19,145.00	\$19,146.00	\$19,146.00	\$19,146.00	\$19,146.00	\$19,146.00	\$19,145.00	\$19,145.00	\$19,145.00	\$19,145.00	\$19,145.00	\$19,145.00	\$19,145.00	\$229,745.00
<b>EDUCATION:</b>															
<b>Professional Development</b>	\$26,915.00		\$16,415.00			\$3500.00			\$3500.00			\$3500.00			\$26,915.00
<b>Student Supplies &amp; Curriculum</b>	\$39,400.00	\$19,700.00				\$9,850.00			\$9,850.00						\$39,400.00
<b>SPED contractors</b>	\$15,360.00			\$1708.00	\$1708.00	\$1708.00	\$1706.00	\$1706.00	\$1706.00	\$1706.00	\$1706.00	\$1706.00	\$1706.00		\$15,360.00
<b>Substitutes</b>	\$5,800.00			\$580.00	\$580.00	\$580.00	\$580.00	\$580.00	\$580.00	\$580.00	\$580.00	\$580.00	\$580.00	\$580.00	\$5,800.00
<b>Testing</b>	\$9,920.00				\$4,960.00							\$4,960.00			\$9,920.00
<b>TECHNOLOGY &amp; OUTLAY</b>															
<b>Technology Services</b>	\$7,800.00	\$650.00	\$650.00	\$650.00	\$650.00	\$650.00	\$650.00	\$650.00	\$650.00	\$650.00	\$650.00	\$650.00	\$650.00	\$650.00	\$7,800.00
<b>Furniture/Equipment</b>	\$22,000.00	18000											\$4,000.00		\$22,000.00
<b>Subscription/Dues/Software</b>	\$2,243.00		\$938.00			\$1,305.00									\$2,243.00
<b>BOARD EXPENSES</b>															
<b>Legal Fees</b>	\$3,600.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$3,600.00
<b>Audit Fees</b>	\$5,000.00			\$5,000.00											\$5,000.00
<b>Board</b>	\$6,600		\$2,20			\$2,20			\$2,20						\$6,600

<b>Training</b>	.00		0.00			0.00			0.00					.00
<b>FACILITY</b>														
<b>Insurance</b>	\$6,000.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$6,000.00
<b>Facility Lease</b>	\$155,760.00	\$12,980.00	\$12,980.00	\$12,980.00	\$12,980.00	\$12,980.00	\$12,980.00	\$12,980.00	\$12,980.00	\$12,980.00	\$12,980.00	\$12,980.00	\$12,980.00	\$155,760.00
<b>Investor Payment</b>	\$29,135.00		\$2,635.00	\$2,650.00	\$2,650.00	\$2,650.00	\$2,650.00	\$2,650.00	\$2,650.00	\$2,650.00	\$2,650.00	\$2,650.00	\$2,650.00	\$29,135.00
<b>Repairs/Maintenance</b>	\$12,000.00	\$2,000.00		\$250.00	\$250.00	\$2,000.00	\$250.00	\$250.00	\$2,000.00	\$250.00	\$250.00	\$500.00	\$4,000.00	\$12,000.00
<b>Landscaping/Snow Removal</b>	\$8,000.00	\$500.00	\$500.00	\$500.00	\$500.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$500.00	\$500.00	\$500.00	\$500.00	\$8,000.00
<b>Utilities</b>	\$20,000.00	\$1,667.00	\$1,667.00	\$1,667.00	\$1,667.00	\$1,667.00	\$1,667.00	\$1,667.00	\$1,667.00	\$1,666.00	\$1,666.00	\$1,666.00	\$1,666.00	\$20,000.00
<b>TRANSPORTATION</b>														
<b>Transportation</b>	\$33,250.00			\$3,695.00	\$3,695.00	\$3,695.00	\$3,695.00	\$3,694.00	\$3,694.00	\$3,694.00	\$3,694.00	\$3,694.00	\$3,694.00	\$33,250.00
<b>Field Trips</b>	\$1,350.00			\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$1,350.00
<b>MISCELLANEOUS</b>														
<b>Marketing</b>	\$2,500.00					\$625.00	\$625.00	\$625.00	\$625.00					\$2,500.00
<b>Revolving Loan</b>	\$37,803.00	\$3,153.00	\$3,150.00	\$3,150.00	\$3,150.00	\$3,150.00	\$3,150.00	\$3,150.00	\$3,150.00	\$3,150.00	\$3,150.00	\$3,150.00	\$3,150.00	\$37,803.00
<b>Authorizer Fee</b>	\$13,000.00									\$13,000.00				\$13,000.00
<b>Travel for Training</b>	\$2,000.00						\$2,000.00							\$2,000.00
<b>Office Supplies</b>	\$9,000.00	\$7,000.00					\$2,000.00							\$9,000.00
<b>Postage</b>	\$1,200.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$1,200.00

	.00		00	00	00	00	00	00	00	00	00	00	00	00	.00
<b>Nutrition</b>	\$86,400.00			\$9600.00	\$9600.00	\$9600.00	\$9600.00	\$9600.00	\$9600.00	\$9600.00	\$9600.00	\$9600.00			\$86,400.00
<b>Background Checks</b>	\$500.00										\$250.00		\$250.00		\$500.00
<b>School Events</b>	\$2,000.00						\$1,000.00				\$1,000.00				\$2,000.00
<b>TOTAL EXPENSES</b>	<b>\$1,623,912.00</b>	<b>\$154,831.00</b>	<b>\$130,317.00</b>	<b>\$131,762.00</b>	<b>\$131,722.00</b>	<b>\$146,492.00</b>	<b>\$132,885.00</b>	<b>\$127,882.00</b>	<b>\$145,183.00</b>	<b>\$139,757.00</b>	<b>\$128,007.00</b>	<b>\$135,467.00</b>	<b>\$119,607.00</b>		<b>\$1,623,912.00</b>
<b><u>SUMMARY</u></b>															
<b>PRIOR MONTH CARRYOVER</b>			\$253,640.00	\$4600.61	\$353,055.00	\$374,828.00	\$503,446.00	\$398,117.00	\$292,792.00	\$479,868.00	\$364,869.00	\$285,546.00	\$365,662.00		
<b>INCOME</b>	\$1,920,309.00	\$408,471.00	\$336,738.00	\$24,756.00	\$153,495.00	\$275,110.00	\$27,556.00	\$22,557.00	\$332,259.00	\$24,758.00	\$48,684.00	\$215,583.00	\$50,342.00		\$1,848,576.00
<b>EXPENSES</b>	\$1,623,912.00	\$154,831.00	\$1303,17.00	\$131,762.00	\$131,722.00	\$1464,92.00	\$132,885.00	\$127,882.00	\$1451,83.00	\$139,757.00	\$128,007.00	\$135,467.00	\$119,607.00		\$1,623,912.00
<b>ENDING BALANCE</b>	<b>\$296,397.00</b>	<b>\$253,640.00</b>	<b>\$460,061.00</b>	<b>\$353,055.00</b>	<b>\$374,828.00</b>	<b>\$503,446.00</b>	<b>\$398,117.00</b>	<b>\$292,792.00</b>	<b>\$479,868.00</b>	<b>\$364,869.00</b>	<b>\$285,546.00</b>	<b>\$365,662.00</b>	<b>\$296,397.00</b>		<b>\$224,664.00</b>

## Appendix J: Facilities

### Facilities Template Option 1: Lease 5 acres on 2521 W. Victory with Portables and site of new facility.

Idaho Public Charter School Commission Charter Petition: Facility Details	
<b>School Name:</b> Peace Valley Charter	<b>Details for (in order of preference):</b> Option 1
<b>Facility Name / Title:</b> W. Victory Property	<b>Option Status:</b> Likely
<b>Location Address:</b> 2521 W Victory, Boise ID 83705	<b>Primary Vendor Information (if applicable)</b> Agent for his family farm Andy Mehl

#### Narrative

This option is a 4-5 acre parcel that is part of a 60 acre family farm, located just off the freeway at Vista Ave in Boise. It is flat farmland that can easily be used for buildings and for open space. The land was not originally on the market, but the family agent has been working with us on a plan to lease and then build a school on the northeast corner of the property. The remaining site development costs and portable classrooms will be financed by our investor Developer, Michael Wright of Giza Development and leased back to the school at an annual lease rate of 9.5% of the total project cost, with the intention to purchase the land and buildings in the future.

The land is level and flat, with access along W. Victory approximately 380ft of frontage. Site improvements (development of site plus portable setup/pad preparation) includes the following

- Clearing, Grubbing, Rough Grading Site for portable pads plus parking lots
- Placing paving for student drive through and parking lots
- Installing water, sewer, electric, and fire to portable pads, including routing and connections to portables
- Installing fences around immediate footprint of school

PVCS is negotiating with the land owner to include the following in their lease to PVCS:

- Conditional Use Permit
- Lot Line Adjustments
- Initial clearing of farm vegetation and stripping top layer of organic material unacceptable for use as engineered fill in the site development
- Covering costs for up to 50% of the site utility construction (Electric, Sewer, Water, Storm), including associated tap/impact fees



Repairs and Maintenance	1 [YR]	\$12,000	\$12,000	1 [YR]	\$12,000	\$12,000	
Property and Liability Insurance	1 [YR]	\$6,000	\$6,000	1 [YR]	\$6,000	\$6,000	
		<b>TOTAL Year 1 Costs</b>	\$233,435			<b>TOTAL Year 2 Costs</b>	\$261,435

**Operating Expenses: Year 3 (required) & Year 4 or Future Expansion (optional)**

Description	Year 3 Qty	Year 3 Unit Cost	Year 3 Total Cost	4 / Exp Qty	Year 4 or Expansion Unit Cost	Year 4 or Expansion Total Cost	Comments
Land Lease	1 YR	\$72,000	\$72,000				
Portables Lease	9 x 12 [MO]	\$1,140	\$123,120				
Site Development, Portable Site Prep Lease Payment	1 YR	\$29,135	\$29,135				
Electricity Utility Costs	272,500 KWH	\$0.06	\$15,682				
Water Utility Costs	2,795 CCF	\$1.75	\$4,892				
Sewer Utility Costs	1,695 CCF	\$3.90	\$6,607				
Snow Removal	1 YR	\$8,000	\$8,000				
Repairs and Maintenance	1 YR	\$12,000	\$12,000				
Property and Liability Insurance	1 YR	\$6,000	\$6,000				
		<b>TOTAL Year 3 Costs</b>	\$277,436			<b>TOTAL Year 4 or Expansion Costs</b>	

Attachment Title	Brief Description	Notes or Considerations
See appendix F	Letter from Giza development	
See appendix F	Letter from A&M	

**PVCS - Peace Valley Charter School - Site and Phase 1 Development**  
**2521 W Victory Rd**  
**Boise, ID**

**Conceptual Estimate Dated Aug 17 2017**

*Site Development Budget (Excluding Portable Improvements) Sorted by Scope of Work*

*Groups show total value of work before cost splits as agreed upon by Landlord and Developer.*

*Line Items with no dollar values are included in other line item costs unless otherwise noted*

<b>ESTIMATE DESCRIPTIONS AND ASSUMPTIONS OF SCOPE</b>	<b>BUDGET VALUE</b>
<b>01 - PVCS SCOPE</b>	<b>\$ 164,730</b>
<b>08 - DESIGN &amp; CONSULTANTS</b>	
Civil Engineering	\$ 5,000
Construction Staking & Layout	\$ 1,250
<b>02 21 00 CONSTRUCTION SURVEYING, SWPPP AND EROSION CONTROL</b>	
Design SWPPP	\$ 750
File for NOI	
Install SWPPP and NOI measures - Site only	\$ 560
Maintain, Monitor SWPPP	\$ 560
<b>31 00 00 EARTHWORK &amp; EXCAVATION</b>	
Rough Grade Site (Average 1' Cut and Fill Throughout site)	\$ 29,040
<b>32 17 00 PAVING &amp; STRIPING</b>	
Place and Prep Parking Lot Base (1 1/2" over 4" Gravel, 8" Pit Run)	\$ 25,650
Place and Prep Student Pickup Base (2" over 6" over 10")	\$ 5,875
Place 2" Asphalt	\$ 9,520
Place 1 1/2" Asphalt for Parking Lot Paving	\$ 41,550
<b>32 30 50 SITE CONCRETE</b>	
FPF Integral curbs and gutters	\$ 5,400
FPF Valley Gutters (6" thick @ 4" Wide)	\$ 10,500
<b>33 22 10 SITE STORM</b>	
Catch Basin Allowance	\$ 12,500
Storm Drain Piping - up to 200 LF	\$ 6,000
Seepage Bed Allowance	\$ 10,575
<b>02 - ANDY MEHL SCOPE</b>	<b>\$ 87,910</b>
<b>08 - DESIGN &amp; CONSULTANTS</b>	
Geotechnical Investigations	\$ 6,000
<b>90 00 03 PERMITS &amp; FEES</b>	
City of Boise Building Permit Fee Allowance	\$ 20,000
Conditional Use Permit Fee Allowance	\$ 20,000
<b>31 00 00 EARTHWORK &amp; EXCAVATION</b>	

**PVCS - Peace Valley Charter School - Site and Phase 1 Development**  
**2521 W Victory Rd**  
**Boise, ID**

**Conceptual Estimate Dated Aug 17 2017**

*Site Development Budget (Excluding Portable Improvements) Sorted by Scope of Work*

*Groups show total value of work before cost splits as agreed upon by Landlord and Developer.*

*Line Items with no dollar values are included in other line item costs unless otherwise noted*

<b>ESTIMATE DESCRIPTIONS AND ASSUMPTIONS OF SCOPE</b>	<b>BUDGET VALUE</b>
Clear and Grub Allowance	\$ 5,000
Strip 1' of Organics and Stockpile	\$ 19,360
<b>32 30 50 SITE CONCRETE</b>	
FPF Fillets at Approaches	\$ 1,200
<b>32 80 00 LANDSCAPE &amp; IRRIGATION</b>	
Landscaping and Irrigation Allowance - Frontage Buffer	\$ 16,350
<b>02a - ANDY MEHL SCOPE SPLIT 50/50</b>	<b>\$ 81,920</b>
<b>90 00 03 PERMITS &amp; FEES</b>	
Fixture Count impact Fee	\$ 11,795
Connection Fee - 8" Stub @ Victory	\$ 16,000
Meter	\$ -
City of Boise Water Assessment Fee	\$ 5,000
Impact Fees - N/A for United Water	\$ -
<b>33 26 00 SITE ELECTRICAL</b>	
Idaho Power Tap to 34.5 kV line @ Victory Rd	\$ 25,000
Install 480V Transformer	
Idaho Power Design and Tap Fees	
Underground Electrical Allowance - Rough-In Conduit from Idaho Power Transformer/Pole to building pad	\$ 1,875
<b>33 22 00 SITE WATER</b>	
Furnish and Install Water Meter	\$ 5,000
Water Line Allowance - Up to 4", Stub out within 5' of building line	\$ 2,500
<b>33 22 20 SITE SEWER</b>	
Sewer Allowance - Up to 8" @ 125 LF	\$ 6,250
<b>33 21 00 SITE FIRE</b>	
Fire Line Allowance - Up to 8", 75' of Line	\$ 4,000
Fire Hydrant Allowance	\$ 4,500

**PVCS - Peace Valley Charter School - Site and Phase 1 Development**  
**2521 W Victory Rd**  
**Boise, ID**

**Conceptual Estimate Dated Aug 17 2017**

*Site Development Budget (Excluding Portable Improvements) Sorted by Scope of Work*

*Groups show total value of work before cost splits as agreed upon by Landlord and Developer.*

*Line Items with no dollar values are included in other line item costs unless otherwise noted*

<b>ESTIMATE DESCRIPTIONS AND ASSUMPTIONS OF SCOPE</b>	<b>BUDGET VALUE</b>
<b>01 - PVCS SCOPE</b>	<b>\$ 164,730</b>
<b>02 - ANDY MEHL SCOPE (NOT COVERED BY PVCS)</b>	
<b>02a - ANDY MEHL SCOPE SPLIT 50/50</b>	<b>\$ 40,960</b>
<b>TOTAL SITE DEVELOPMENT COSTS LEASED BY GIZA DEVELOPMENT</b>	<b>\$ 205,690</b>
<b>SITE DEVELOPMENT YEARLY LEASE PAYMENT AT 9.5%</b>	<b>\$ 19,541</b>



Andy Mehl

GENERAL PARTNER | A&M LLLP

## CONTACT

---

Andy Mehl  
2029 E Easy Jet  
Meridian, ID 83642  
[amehl@cableone.net](mailto:amehl@cableone.net)  
208-863-2324

## LAURA HENNING

---

PEACE VALLEY BOARD PRESIDENT

05/30/2017

Dear Laura Henning,

This letter is to confirm we are in negotiations for a portion of our third generation family farm being the site for the new Peace Valley Charter School. Based on our conversations, the general partners in A&M LLLP are in support of providing a lease to purchase arrangement for a portion of the 61 acres and we plan to continue to farm the remainder for the foreseeable future, which we feel would provide an ideal setting and unique opportunities for the students and the school.

Sincerely,  
Andy Mehl



Andy Mehl

GENERAL PARTNER | A&M LLLP

## CONTACT

---

Andy Mehl  
2029 E Easy Jet  
Meridian, ID 83642  
[amehl@cableone.net](mailto:amehl@cableone.net)  
208-863-2324

## MS HENNING

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PEACE VALLEY BOARD PRESIDENT

07/18/2017

This letter is to confirm we are continuing negotiations for a portion of our family farm being the site for the new Peace Valley Charter School. Based on our discussion, the general partners in A&M LLLP are in support of providing a lease to purchase arrangement for approximately 4-5 acres of northeast corner (about 380 feet of road frontage) being negotiated at \$60,000 for year 1 starting Sept 1, 2018 to June 30, 2019 with an increase in years 2 and 3 proportionate to increase in enrollment. Projection is \$72,000 year 2.

A minimum of a 3 year lease with the option to purchase.

A&M would cover the predevelopment costs of the site as site improvements as part of the lease to include items like lot line adjustment, conditional use permit, curb and gutter and water stub. Terms still to negotiate include bringing power, gas, and sewer to the site. Possible 50/50 split.

Peace Valley will assume its share of the site development mentioned above plus the hookup of all mentioned utilities plus all landscaping, parking and lighting, ACHD school checklist and fire department requirements. All is contingent upon charter commission approval of the Peace Valley plan.

Sincerely,  
Andy Mehl



4055 S Eagleson Rd  
Boise, ID 83705  
Phone: 208-362-7587

### Quotation

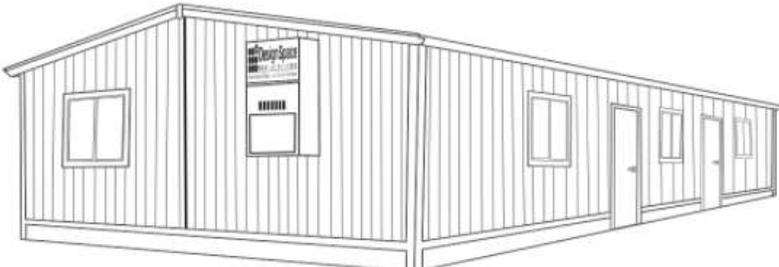
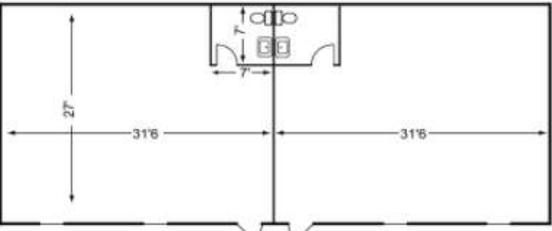
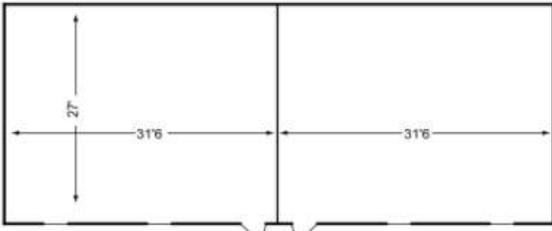
<b>Customer:</b>	Peace Valley Charter School	<b>Ship To:</b>	
	- <a href="mailto:peacevalleycharter@gmail.com">peacevalleycharter@gmail.com</a>		
<b>Attention:</b>	Laura		
<b>Phone #:</b>	208-340-4498		

<b>Date:</b> 6.30.17	<b>Terms:</b> Upon Invoice	<b>Ship Via:</b> Common Carrier
<b>Salesperson:</b> Steve Haynie	Quotation good for 30 days, subject to availability	

<u>Qty.</u>	<u>Description</u>
1	28x64 dry/wet classroom

<u>Lease Pricing</u>			
<b><u>Building Charges</u></b>			
Lease Rate:	Based upon <span style="background-color: #ADD8E6;">36</span> Mo. Lease Term	Monthly	1,100
Property tax		Monthly	40
Total Monthly (excluding sales tax)			<b>1,140</b>
Total Rental for Term			<b>41,040</b>
<b><u>One Time Charges (Billed at start of Lease)</u></b>			
Delivery:			400
Installation with ramp and gutters:			4,200
Anchors			1,000
Painted wood Skirting			2,500
Sub-Total			<b>8,100</b>
<b><u>One Time Charges (Billed at end of lease)</u></b>			
Return Delivery:			400
Dismantling:			3,500
Remove anchors/ skirting- disposal			1,000

	Sub-Total	<b>4,900</b>
<b><u>Options</u></b>		
New foundation plans \$700 if required with wet stamp		
Quote does not include utilites/ permits/site prep fire alarm		
	<b>Total</b>	<b>62,500</b>

**These spacious and energy efficient modular classroom buildings are 64 feet long and 28 feet wide and include:**

- Two oversized classrooms, no need to downsize
- Up-graded vinyl covered wall panels for a friendly teaching environment
- Acoustical T-bar ceiling, decreases the noise traveling from room to room
- Energy efficient fluorescent lighting, won't put a squeeze on your utility budget
- Decorative exterior siding for a contemporary and professional appearance
- Central Heating and Air Conditioning, provides a comfortable learning environment

<p>Your Local Sales Professional: Phone: 866-889-7777</p>	<p><b>28' x 64' Modular Classroom Building</b> Delivered ready to use "On-Time and On Budget"</p> <p><small>Floor plans and illustrations may vary from the actual building. Additional building sizes are also available.</small></p>	 <p><b>DesignSpace</b> MODULAR BUILDINGS <i>From Vision to Reality   On Time and On Budget</i></p> <p><a href="http://www.dsmbi.com">www.dsmbi.com</a></p>
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## Option 2: Lease Portables, Lease Land W. State Street

### Idaho Public Charter School Commission Charter Petition: Facility Details

<b>School Name:</b> Peace Valley Charter	<b>Details for (in order of preference):</b> Option 2
<b>Facility Name / Title:</b> State Street	<b>Option Status:</b> Possible
<b>Location Address:</b> 8358 W State Street, Boise	<b>Primary Vendor Information (if applicable)</b>

### Narrative

This State Street option is located between Roe and Bogart, in a central location with easy access from both the east and west sides of the valley. It is 4 acres, within close proximity to parks, nature, and water access. It is a previously developed commercial space with many of the utilities stubbed and readily available at the North side of the property. The site development costs and portable classrooms will be financed by our Investor/Developer, Michael Wright of Giza Development and leased back to the school at an annual lease rate of 9.5% of the total project cost, with the intention to purchase the land and buildings in the future.

The land is level and flat, with access along Limelight Street. Site improvements (development of site plus portable setup/pad preparation) include the following:

- Demolition of existing structures, clearing, grubbing, rough grading existing site to accommodate new school layout
- Placing paving for student pickup
- Installing fire services for the school facility Installing water, sewer, and electric to portable pads, including routing and connections to portables.
- Installing fences around immediate footprint of school.

The estimated overall value of the site development is approximately \$174,000. The estimated overall value of portable pad preparation and portable trailer setup is approximately \$159,000. Both items are covered in the Giza Development 9.5% leasing agreement.

### Pre-Opening Expenses (required) [Please insert rows as needed]

Description	Qty	Unit Cost	Total Cost	Comments
Portables Setup	1 LS	\$48,860	\$48,860	
<b>TOTAL Pre-Opening Costs</b>			\$48,860	

### Operating Expenses: Year 1 & Year 2

Description	Year 1 Qty	Year 1 Unit Cost	Year 1 Total Cost	Year 2 Qty	Year 2 Unit Cost	Year 2 Total Cost	Comments
Land Lease	1 [YR]	\$87,400	\$87,400	1 [YR]	\$87,400	\$87,400	
Portables Lease	7 x 12 [MO]	\$1,140	\$95,760	8 x 12 [MO]	\$1,140	\$109,440	
Site Development, Portable Site Prep Lease Payment	1 [YR]	\$26,988	\$26,988	1 [YR]	\$26,988	\$26,988	
Electricity Utility Costs	211,950 KWH	\$0.06	\$12,957	242,200 KWH	\$0.06	\$14,320	
Water Utility Costs	2,330 CCF	\$1.75	\$4,076	2,560 CCF	\$1.75	\$4,484	
Sewer Utility Costs	1,410 CCF	\$3.90	\$5,505	1,550 CCF	\$3.90	\$6,056	
Snow Removal	1 [YR]	\$8,000	\$8,000	1 [YR]	\$8,000	\$8,000	
Repairs and Maintenance	1 [YR]	\$12,000	\$12,000	1 [YR]	\$12,000	\$12,000	
Property and Liability Insurance	1 [YR]	\$6,000	\$6,000	1 [YR]	\$6,000	\$6,000	
<b>TOTAL Year 1 Costs</b>			\$258,688	<b>TOTAL Year 2 Costs</b>			\$274,689

**Operating Expenses: Year 3 (required) & Year 4 or Future Expansion (optional)**

Description	Year 3 Qty	Year 3 Unit Cost	Year 3 Total Cost	Year 3 Qty	Year 3 Unit Cost	Year 23 Total Cost	Comments
Land Lease	1 [YR]	\$60,000	\$60,000				
Portables Lease	7 x 12 [MO]	\$1,140	\$123,120				
Site Development, Portable Site Prep Lease Payment	1 [YR]	\$26,988	\$26,988				
Electricity Utility Costs	272,500 KWH	\$0.06	\$15,682				
Water Utility Costs	2,795 CCF	\$1.75	\$4,892				
Sewer Utility Costs	1,695 CCF	\$3.90	\$6,607				
Snow Removal	1 [YR]	\$8,000	\$8,000				
Repairs and Maintenance	1 [YR]	\$12,000	\$12,000				
Property and Liability Insurance	1 [YR]	\$6,000	\$6,000				
		<b>TOTAL Year 3 Costs</b>	<b>\$290,689</b>		<b>TOTAL Year 4 Costs</b>		

**List of Attachments**

**Attachments**

Attachment Title	Brief Description	Notes or Considerations
Appendix F	See Giza Dev Letter	



# PEACE VALLEY CHARTER SCHOOL 8358 W STATE ST FEASIBILITY SITE LAYOUT

PREPARED BY: MC  
DATE: 09-11-2017

## 01.0



## Option 3: Lease East Wing of 3100 Lakeharbor, Boise

### Idaho Public Charter School Commission Charter Petition: Facility Details

<b>School Name:</b> Peace Valley Charter	<b>Details for (in order of preference):</b> <input style="width: 100%;" type="text" value="Option 3"/>
<b>Facility Name / Title:</b> Lake Harbor	<b>Option Status:</b> <input style="width: 100%;" type="text" value="Likely"/>
<b>Location Address:</b> 3050 Lakeharbor Lane	<b>Primary Vendor Information (if applicable)</b>

### Narrative

Approximately 14,756 SF of existing office/retail space at Lakeharbor near Collister and State Street. Under new ownership by Sawtooth Development/Whiting-Leasure and represented by Thornton-Oliver-Keller, the flexible and available space at this site allows us flexibility in the tenant improvements to construct a K-8 school space with many maintenance services covered by the Landlord under a full-service lease agreement.

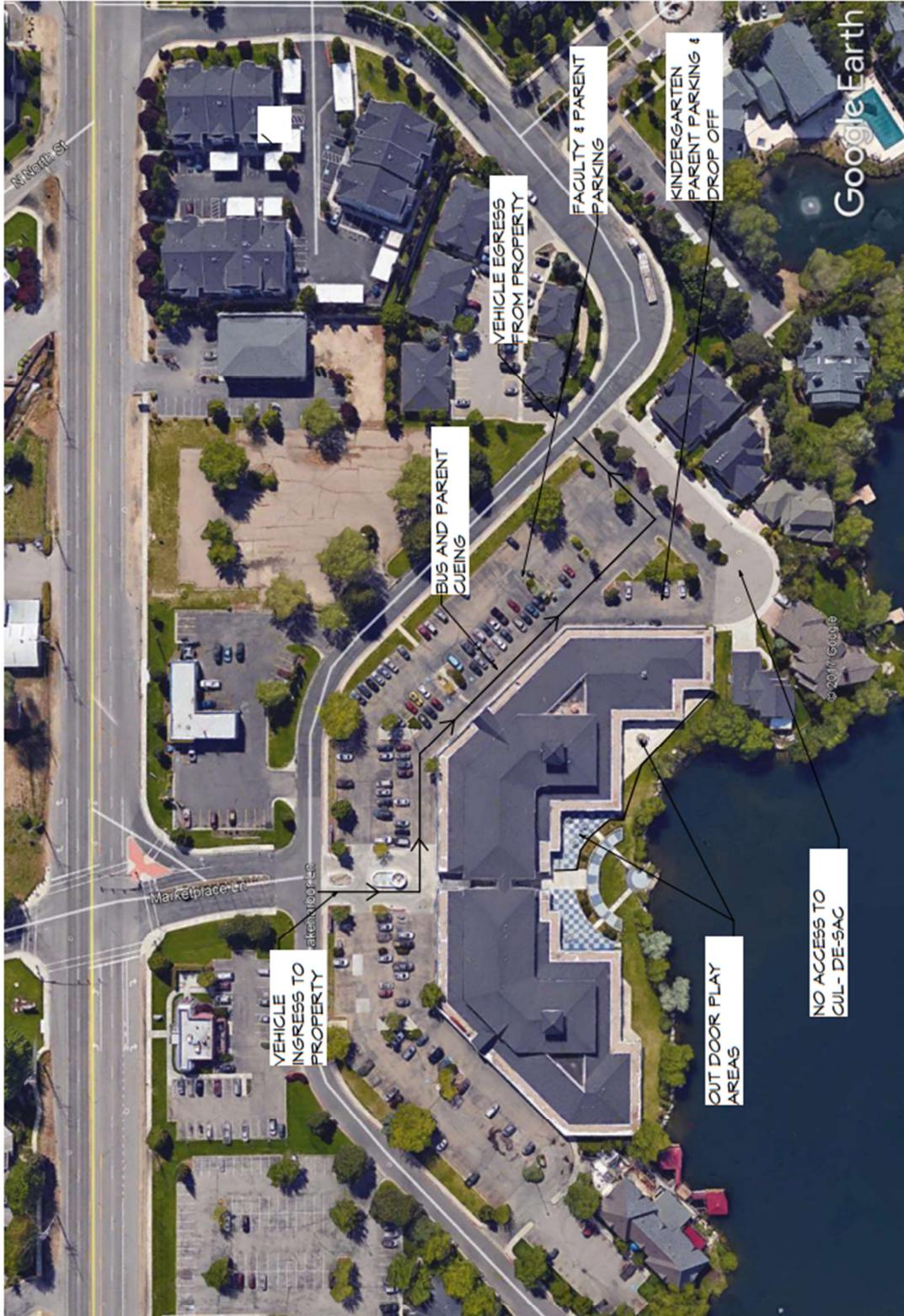
- Overall tenant improvements for Lakeharbor include the following:
- Demolition of existing space not needed for the classroom spaces, including existing partition walls, flooring, carpet, ceiling tile as required, and areas needed for new restrooms exclusive for the school
  - Re-frame/finish walls as required to meet code compliance
  - HVAC tie-ins to existing mechanical systems to provide additional space conditioning required for school occupancy
  - Tie ins and re-layout of existing lighting and power systems to accommodate school occupancy classrooms (electrical systems appear adequate to support classroom use rooms and the minimal IT/Data requirements needed to support the Waldorf-inspired educational methods)
  - Flooring, finishes, door and specialty hardware required to support school occupancy

The 3-year plan includes planned expansions on years 2 and 3 at roughly 1,800 SF / year to accommodate student growth, which this space is readily able to provide.

### Draft Facility Budgets

**Pre-Opening Expenses (required)**





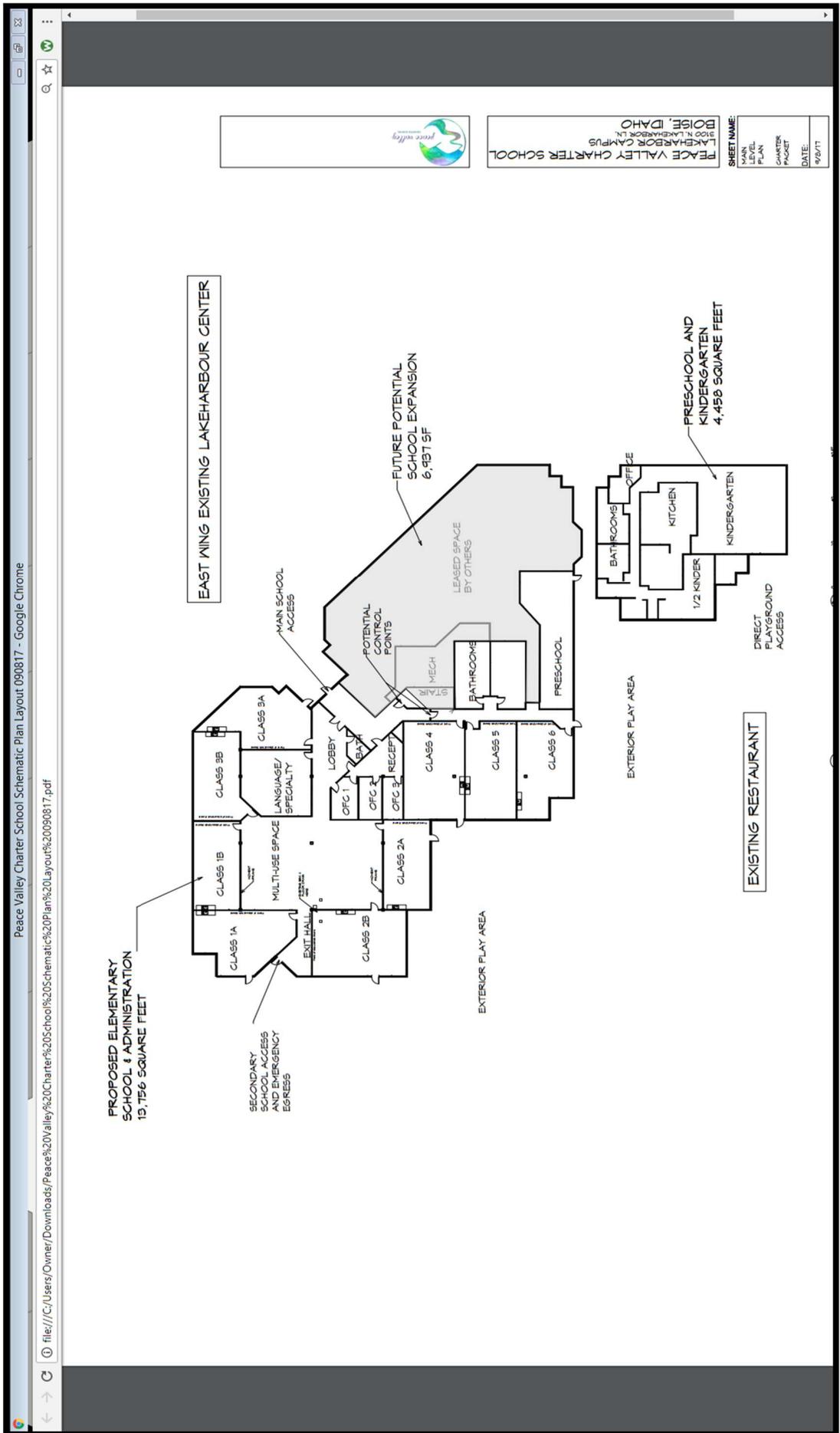
1 SITE PLAN  
 1/28/2017

A1.1



PEACE VALLEY CHARTER SCHOOL  
 LAKEHARBOR CAMPUS  
 3100 N. LAKEHARBOR LN  
 BOISE, IDAHO

SHEET NAME:	SITE PLAN
PLANNING NUMBER:	
DATE:	9/2/17



PEACE VALLEY CHARTER SCHOOL  
 5100 LAKEHARBOR CAMPUS  
 RIVERVIEW, IDAHO

SHEET NAME:	9/26/17
MAIN PLAN:	
OWNER:	
PROJECT:	
DATE:	

Peace Valley Charter School Schematic Plan Layout 090817 - Google Chrome

file:///C:/Users/Owner/Downloads/Peace%20Valley%20Charter%20School%20Schematic%20Plan%20Layout%20090817.pdf



## FACILITIES PROJECT SCHEDULE

UPDATE 09-11-2017

Info	Name	Start	Finish	Q2 2017		Q3 2017		Q4 2017			Q1 2018			Q2 2018		Q3 2018			Q4 2018			Q1 2019			Q2 2019		
				May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
1	▼ PVCS - FACILITIES PROJECT	Aug 14, 2017	Sep 5, 2018	<div style="text-align: center;"> <b>PVCS - FACILITIES PROJECT</b>  </div>																							
2																											
3	▶ PROJECT INITIATION AND KICK-OFF	Aug 14, 2017	Aug 28, 2017	<div style="text-align: center;"> <b>PROJECT INITIATION AND KICK-OFF</b>  </div>																							
8																											
9	▶ IPCSC REVISED PETITION DEVELOPMENT AND APPROVAL	Aug 15, 2017	Oct 13, 2017	<div style="text-align: center;"> <b>IPCSC REVISED PETITION DEVELOPMENT AND APPROVAL</b>  </div>																							
18																											
19	▶ OBTAIN SITE CONTROL	Aug 29, 2017	Oct 30, 2017	<div style="text-align: center;"> <b>OBTAIN SITE CONTROL</b>  </div>																							
24																											
25	▶ PLANNING AND ZONING - CONDITIONAL USE PERMIT APPROVAL	Sep 7, 2017	Dec 27, 2017	<div style="text-align: center;"> <b>PLANNING AND ZONING - CONDITIONAL USE PERMIT APPROVAL</b>  </div>																							
33																											
34	▶ BUILDING PERMITTING AND CONSTRUCTION	Dec 28, 2017	Sep 5, 2018	<div style="text-align: center;"> <b>BUILDING PERMITTING AND CONSTRUCTION</b>  </div>																							

## Appendix K: Pre-opening Timeline

Idaho Public Charter School Commission					
Charter Petition: Pre-Opening Timeline					
► Phase 1: Immediately After Receiving Charter					
Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)
Fundraising	Enact list and timeline of grants to apply for during pre-operational period	Board of Directors	Jo Burgoon	05/01/2017	11/30/2017
Board Governance	Begin Board Committees Work: Facilities & Procurement Committee, Board Development Committee, Budget Committee, Fundraising Committee, Pedagogical Committee, Marketing Committee	Board of Directors	Laura Henning	05/15/2017	08/15/2017
Marketing	Develop media strategy and mass marketing plans	Marketing Committee	<u>Jo Burgoon</u>	06/01/2017	6/30/2017
Fiscal Management	fiscal support (accounting, budget, payroll, banking, auditing, purchasing) and outline fiscal policies regarding checks, PO's, etc. On-going	Board of Directors	Treasurer	06/01/2017	On-going

Marketing	New Version of Webpage goes live	Tech Committee	Brent Thomas	6/1/2017	10/30/2017
Fundraising	<del>Continue plan for fundraising activities</del>	Fundraising Committee	<del>John Davidson</del>	<del>06/01/2017</del>	<del>06/30/2017</del>
Marketing	Continue outreach to build partnerships per charter marketing plan	Marketing Committee	<del>Bryan Escobedo</del> <u>Jo Burgoon</u>	06/01/2017	09/30/2017
Board of Governance	Attend meetings sponsored by state, superintendent, accreditation briefings, legislative briefings, etc.	Board of Directors		Upon approval	On-going
Board Governance	Prepare Board Books for all members	Board Development Committee	Alan Mulligan	07/01/2017	07/31/2017
Fundraising	<del>Develop strategy for donor recognition</del>	Fundraising Committee	<del>John Davidson</del>	<del>07/01/2017</del>	<del>07/31/2017</del>
Fundraising	Coordinate details fundraising events <u>and develop strategy for donor recognition</u>	Fundraising Committee	Jo Burgoon	07/01/2017	<del>07/31/2017</del> <u>10/15/2017</u>
Marketing and PR	Advertise Enrollment Window	Marketing Committee		Early Nov 2017	Lottery date
Fundraising	Draft grant applications	Fundraising Committee	Laura Henning	04/01/2017	Ongoing
Board Governance	Submit 501c3	Board Development Committee	Kristyn Carr	06/01/2017	08/30/2017
Board Governance	Make decisions on contracts for pre-	Board of Directors	Board	08/01/2017	08/30/2017

	operational positions				
Facilities	Finalize construction/architecture needs	Facilities Committee	Meir Cabaltera	08/01/2017	11/30/2017
Fiscal Management	All committees turn in pre-operational budgets to budget committee	Committee Chairs	<del>Budget Committee</del> <u>Red Apple</u>	08/01/2017	09/30/2017
Board Governance	Review offer, financing, and other terms for facility and approve	Board of Directors	KarliLove	08/01/2017	<del>10/08/31/2017</del>
Fiscal Management	Identify individuals responsible for lead on various funding sources: grants, loans, private donations	Board of Directors	Budget Committee	08/01/2017	08/31/2017
Board Governance	Secure signed Board Agreements for all members	Board Development Committee	Alan Mulligan	08/01/2017	08/31/2017
Board Governance	Interview and hire <del>hire</del> <u>contract</u> for pre-operational positions	Board of Directors	Board	09/01/2017	<del>10/09/30/2017</del>
Facilities	Finalize location, <del>offer on</del> <u>property if location 2/3..</u>	Board of Directors	Facilities Committee	09/01/2017	11/30/2017
Board Governance	Finalize policy and procedure headers list:  Parent/Student handbook, Employee Handbook, Required Policies, Governance Policies	Board Development Committee	Exec Director	09/01/2017	09/30/2017

Fiscal Management	Approve Pre-operational budget	Board Directors	Budget Committee	9/01/2017	<del>10</del> 09/30/2017
Other	Performance certificate signed and on file	Board of Directors	Laura Henning	10/12/2017	<del>10</del> 12/26/2017
Fundraising	Develop passive fundraising opportunities such as Fred Meyer, Amazon Smile, Whole Foods, etc.	Fundraising Committee	Jo Burgoon	9/01/2017	10/30/2017
Board Governance	Present Student/Parent Handbook policies to Board for approval	Board Development Committee	Eric Mc Donald	10/01/2017	<del>10</del> 11/30/2017
Other	Determine curriculum alignment, assessment, and key student activities	Administrator	Pedagogical Committee	09/01/2017	<del>10</del> 4/30/2018
Marketing	Implement campaign to promote lottery applications	Marketing Committee	Jo Burgoon	10/15/2017	<del>Lottery date</del>
Fiscal Management	Select and set up accounting and IT systems	Budget Committee	Karli Love	10/01/2017	12/31/2017
Human Resources	Conduct outreach to locate teachers with Waldorf interest	Marketing Committee	Pedagogical Committee	09/01/2017	12/31/2017
Marketing	Continue monthly open house and other community events	Marketing Committee		05/01/2017	ongoing
Board of Governance	Maintain regular contact with authorizer	Board of Directors		Upon approval	On-going

► Phase 2: 6 to 9 Months before Opening

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)
Facilities	Begin procurement lists for furniture, supplies, etc. Identify potential vendors.	Facilities Committee	Laura Henning	11/01/2017	11/30/2017
Facilities	Finalize plans with architect/contractor	Facilities Committee	Meir Cabaltera	11/01/2017	12/01/2017
Marketing	Hold informational meetings at or near school site	Marketing Committee	<del>Bryan Escobedo</del> <u>Jo Burgoon</u>	11/01/2017	1/15/2018
Human Resources	Determine HR benefits for employees	<u>Red Apple</u>	Kristyn Carr	11/01/2017	12/31/2017
Enrollment / Lottery	Begin accepting lottery applications	Marketing Committee	<u>Jo Burgoon</u>	12/01/2017	Lottery date
Fiscal Management	<del>Select provider of payroll and other outsourced financial &amp; IT services</del>		<del>Karli Love</del>	<del>11/01/2017</del>	<del>12/31/2017</del>
Board Governance	Present Employee Policies / Handbook to Board for Approval	Board Development Committee	Pedagogical Committee	11/01/2017	12/31/2017
Human Resources	Complete full staffing plan with job descriptions, qualifications, and pay scale, including administration, teachers and support staff	Administrator	Exec Director	11/01/2017	12/31/2017
Other	Work on plans for after school programming, including options and times offered, fees, etc.	Pedagogical Committee	Ruth Bucklin	10/01/2017	12/31/2017
Other	Identify Parent involvement components including volunteer opportunities and other programs	Pedagogical Committee	Eric McDonald	11/01/2017	1/30/2018
Enrollment / Lottery	Run lottery and identify enrollment	<u>ED/</u> Administrator	<u>Laura Henning</u>	01/15/2018	01/30/2018
Fundraising	Distribute information to	Fundraising	Marketing	11/01/2017	ongoing

	interested families about passive fundraising opportunities.	Committee	Committee		
Human Resources	Post / recruit for all staff positions	Exec Director	Pedagogical Committee	01/01/2018	03/31/2018
Other	Procurement of technology, furnishings, supplies, curriculum	Administrator	Exec Director	1/01/2018	05/31/2018
Board Governance	Present Required / Governance Policies <del>(conflict of interest, what else? to Board for approval</del>	Board Development Committee	<u>Jackie Hopper</u>	01/01/2018	02/28/2018
Marketing	Hold informational meetings at or near school site	Marketing Committee	Jo Burgoon	01/01/2018	1/15/2018
Facilities	Begin development	Facilities Committee	Laura Henning	01/15/2018	06/30/2018

► Phase 3: 3 to 6 Months before Opening

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)
<u>Other</u>	<u>Curriculum scope and sequence for grades to be served in the first year are complete</u>	<u>Pedagogical Team</u>	<u>Ruth Bucklin</u>	<u>01/01/2018</u>	05/31/2018
Human Resources	Establish contracts for teachers and all required staff <del>(who requires a contract?)</del>	<u>Administrator Executive Director</u>	<u>Laura Henning</u>	02/01/2018	02/28/2018
Human Resources	Begin hiring of all employees and continue recruitment as necessary	<u>Administrator Executive Director</u>	<u>Pedagogical Committee</u> <u>H R Committee</u>	02/01/2018	05/31/2018

Other	Assess staffing needs, including review of SPED needs per IEP's	Administrator	<u>Education Committee</u>	02/01/2018	02/28/2018
Board Governance	Attend New Charter School Bootcamp	Board of Directors	Laura Henning	04/01/2018	04/30/2018
Other	Finalize SPED manual and procedures	Administrator	<u>Education Committee</u>	03/01/2018	04/30/2018

► Phase 4: 0 to 3 Months before Opening

Category	Task	Responsible Parties	Contacts or Resources	Start By (date)	Complete By (date)
Other	Proof of attendance at new charter school boot camp provided	Board of Directors	Laura Henning	05/01/2018	05/31/2018
Enrollment	Current enrollment figures based on completed enrollment forms, documented and submitted.	<del>Administrator</del> <u>Executive Director</u>		05/01/2018	05/31/2018
Enrollment	Break even or better enrollment achieved	<del>Administrator</del> <u>Executive Director</u>		05/01/2018	05/31/2018
Facilities	Copy of facility lease <u>or mortgage has been submitted to authorizer</u>	Exec Director	Karli Love	05/01/2018	05/31/2018
Facilities	Facility inspections have been initiated, timeline established for required	Facilities Committee	Meir Cabaltera	05/01/2018	05/31/2018

	improvements				
Other	School Calendar in place for upcoming school year	Administrator	<u>Education Committee</u>	05/01/2018	05/31/2018
Fiscal Management	Internal Control Policies adopted	Board of Directors	Karli Love	05/01/2018	05/31/2018
Fiscal Management	All required and appropriate insurance policies obtained	Board of Directors	Karli Love	05/01/2018	05/31/2018
Human Resources	Copies of signed contracts submitted as required	Human Resources Committee	Kristyn Carr	05/15/2018	05/31/2018
Human Resources	Special Education Director Identified and hired	Human Resources Committee		04/01/2018	05/31/2018
Other	Finalize teaching schedules, professional development and teacher training plans	Administrator	Pedagogical Director	04/01/2018	05/31/2018
Fiscal Management	Charter School Advance Payment Request submitted	<u>Red Apple</u>	Business Manager	05/15/2018	06/01/2018
Other	Develop policies and procedures for identifying and servicing EL and SPED students	Exec Director	SPED Director	05/15/2018	06/15/2018
Fiscal Management	Consolidated federal and state grant application	<u>Red Apple</u>	Business Manager	06/01/2018	06/30/2018
Other	<del>Develop</del> <u>Finalize</u> school policy book	Exec Director		06/01/2018	06/30/2018

Other	Develop policies and procedures for student record receipt and review		Karli Love	06/01/2018	06/30/2018
Fiscal Management	Annual Budget approved and submitted to SDE, PCSC	<u>Red Apple</u>	Business Manager	06/15/2018	07/15/2018
Other	Develop system for gathering and reporting student data needed for federal entitlement programs	<u>E.D.</u>	Business Manager	06/01/2018	07/15/2018
Other	Education Directory Updates to SDE	<u>Red Apple</u>	Business Manager	07/15/2018	07/30/2018
Other	School Assurance Form for all required policies submitted as required (includes a dozen+ items listed elsewhere)	<u>Red Apple</u>	Business Manager	07/15/2018	07/31/2018
Facilities	Certificate of Occupancy awarded and on file	Facilities Committee	Meir Cabaltera	07/01/2018	07/31/2018
Facilities	Fire Inspection, Building Inspection, Health District Inspection conducted, passed and on file	Facilities Committee	Meir Cabaltera	07/01/2018	07/31/2018
Facilities	Custodial / maintenance services contract in place	Facilities Committee	Karli Love	07/01/2018	07/31/2018
Fiscal Management	Independent Auditor contract developed	Board of Directors	Board Treasurer	07/01/2018	07/31/2018
Fiscal Management	Forms acquired for PO, checks, reimbursements, leave requests, etc.	Board of Directors	Board Treasurer	07/01/2018	07/31/2018
Human	All teachers are properly	Board of	Administrato	06/01/2018	07/31/2018

Resources	licensed, documentation on file	Directors			
Pedagogical	Professional Development Training.-Admin take Gradalis summer intensive. Staff take corresponding training on SIS software etc.	Executive Director		5/1/2018	07/31/2018
Human Resources	Special Education record keeping procedures and responsible staff identified	<u>Colleen Matthews</u>	<u>Education Committee</u>	07/01/2018	07/31/2018
Human Resources	Submit all staff listing with titles, positions, and any vacancies to PCSC	<u>Executive Director</u>		07/15/2018	07/31/2018
Board Governance	Board Meeting Calendar established	Board of Directors	Board Secretary	06/01/2018	07/31/2018
Board Governance	Submit meeting minutes from at least one board meeting in past 60 days to PCSC	Board Secretary	Exec Director	07/15/2018	07/31/2018
Board Governance	Implement board training plan	Board of Directors		06/01/2018	07/31/2018
Facilities	Facility complete and furnished	Facilities Committee	<u>Meir Cabaltera</u>	07/01/2018	08/15/2018
Facilities	Complete community facility projects: playground, planters etc	<u>Facility Committee</u>	<u>Meir Cablatera</u>	07/01/2018	08/15/2018

## Appendix L: Staff Professional Development and Evaluation

### Staff Professional Development

~~Peace Valley believes that providing dynamic and engaging professional development is a critical component in creating a work environment that attracts and retains passionate and gifted educators. Teacher and All-Staff development sessions will be held periodically throughout the year on early-release and staff-only professional development days.~~

~~The Administrator and Pedagogical Consultant will provide ongoing mentorship of teachers in their individualized professional growth plans and incorporate elements of quantitative and qualitative student data, observation of teaching and learning, debrief conversations, and identifying teacher areas of strength and opportunities for growth. Peace Valley will provide dynamic and appropriate professional development preparing staff members for maximum success. Staff development will take place prior to the start of the school year and periodically during early-release and designated professional development days, ensuring that educators are ready to meet Idaho Core standards and Waldorf expectations on Day 1.~~

Teachers will also receive mentorship from school leaders and others within the Waldorf network throughout the school year. The focus of these mentorships will include but are not limited to lesson study, analyzing data, differentiation, and program fidelity.

Development opportunities will include topics such as:

- SIS Software Training
- Video: The Challenge of Rudolf Steiner
- Student Assessment
- Student Behavior Support (Three Streams)
- Curriculum Scope and Sequence
- Understanding Data and How to use it
- Students with Special Needs and Working with IEPs
- Developing Citizenship Skills
- Emergency Preparedness
- Literacy Intervention
- Teaching mathematics in the Waldorf Curriculum
- Assessment and technology use to track student learning
- Teachers as leaders in inquiry and equity
- Structuring the main lesson block
- Main block curriculum resources
- Integrating music and movement into the classroom
- Reading and writing in the Waldorf curriculum

### Involvement of Teachers through the Faculty Council

Teachers at Peace Valley participate in the governance structure through the Faculty Council. The Faculty Council consists of all members of the teaching staff. The Faculty Council is

trained on their role and interaction with the Governing Board and School Administrators, meeting Waldorf expectations of cross-collaboration and empowerment. The Faculty Council ensures that those closest to students have a significant voice in the school's decision making process. New faculty members at PVCS will be incorporated into a team of mentors, including the Pedagogical Consultant, and fellow teachers who have taught the relevant grades recently. PVCS seeks to hire individuals with several years of experience in a position similar to the one they are filling. However, all new employees are assigned a mentor—regardless of the new employee's past teaching experience—to help the new employee more effectively learn the culture and apply the philosophies, methodologies of the school.

### **Regular Evaluation**

Informal faculty evaluations by the Administrator and her designees will take place regularly as unannounced; drop-in visits, approximately 5 minutes long, focusing on student engagement. Post-visit evaluative discussions describe student engagement in specific and quantifiable terms (e.g. "I saw the students working on ...") and include praise, questions, and suggestions for improvement. Formal faculty evaluations are given at least two times per year, the first of which is formative in nature. The last formal evaluation each year is summative and includes discussion of contract renewal, job descriptions, and compensation. A detailed description of formal faculty evaluations will be found in the Employee Handbook, "Teacher Evaluations." In order to provide valuable feedback and support, teachers are regularly evaluated. Many of these evaluations are formative in nature, consisting of short "walk-throughs" along with full lesson observations. Evaluators will use a formal tool that utilizes prompts and offers valuable feedback related to instruction, assessment, and classroom culture. Beyond the informal evaluations, formal evaluations take place two times a year with the second observation more summative in nature. Ultimately, the evaluations lead to intentional support and conversations about how to improve, along with decisions regarding renewal and compensation. A detailed description of formal faculty evaluations will be found in the Employee Handbook, "Teacher Evaluations."

### **On-going Assessment of Performance**

Teacher Evaluation Team will schedule formal observations in each classroom at least two times per year. They will use a tool to guide their observations. They will look for what the students are doing, what the teacher is doing, what the student work product looks like, and they also ask a few students questions such as, "What are you learning?" to assess the students' grasp of concepts being taught. To mitigate the chance that a few isolated or planned observations could be unrepresentative of the "real picture" in a classroom, administrators also conduct occasional informal, 5-minute, "drop-in's" (at least twice per month). Administrators do not announce these "drop-by" visits to the teacher, so that the observation is as authentic as possible. Administrators look for effective instructional practices and question a few students. An administrator follows-up within 48 hours with a brief "learning talk" between the teacher and administrator, highlighting the positive and, in some cases, offering constructive critical feedback. In all, administrators observe and visit with each teacher between 15 and 20 times per year (2 times formally, the rest, informally), with improved instruction as the goal of each observation and discussion. Moreover, each year, administrators will ask teachers to set SMART goals (Specific, Measurable, Achievable, Results-oriented, Time-bound). Administrators will discuss these goals during the formal supervisory visits, 2 times per year. Administrators will request that teachers bring the following items to these learning visits: current grade books,

curricular materials, student performance samples (e.g. a student notebook sample), and other instructional artifacts. Administrators and teachers will use these items to guide the discussion and focus on desired student outcomes.

Peace Valley's Executive Director may also recruit experienced Waldorf teachers and educators or teachers from outside of PVCS to participate in the evaluation process of PVCS teachers during one of the first evaluation periods each year and on an informal basis. The involvement of external evaluators will help to diversify the feedback and perspective given to the teaching staff. In addition, it serves to ensure the objectivity and fidelity of the interviews conducted by PVCS administrative staff. Administrators and administrative staff are evaluated twice annually (December/January and May/June). Administrative evaluations include revisiting job descriptions, self-assessment of recent performance, goals, reflective discussion questions, commendations, and recommendations for improvement. Other staff members are evaluated by their directors at least semiannually. A detailed description of formal faculty evaluations will be found in the Employee Handbook, "Faculty Evaluations."

### **Waldorf Training and Certification**

Becoming a certified Waldorf teacher is also an important element of becoming a top-notch Peace Valley educator. This seven-semester program typically takes three years to complete and is designed for the practicing teacher. The cost of the certification will be left to each staff member, but upon completion each certified staff will receive a pay increase. A teacher would be able to recoup the cost of the training within three years upon completion and maintain the elevated salary for years to come.

The following overview both the Art of Teaching week-long course and the seven-semester certification course

1. **The Art of Teaching** - These classes are recommended for new and returning teachers who would like to concentrate on the upcoming grade they will be teaching. The Art of Teaching classes cover a variety of information designed to ready the teacher with stories, art, academics and pedagogically appropriate content. Many teachers take these classes before starting each year. These grade specific classes are 1 week long. All grades, ECE through Grade 8, take place at the same time, in the same place (Denver, Colorado) therefore creating community over the years. There is also a 2 day orientation for teachers new to Waldorf Education. <http://gradalis.com/art-or-teaching-grades/>

### **2. Gradalis Teacher Certification**

Peace Valley highly encourages all classroom teachers who do not have a completed Waldorf teacher certification to participate in the Gradalis program, starting the summer before the school opens or within two years of being hired.

GRADALIS offers a full Waldorf teacher training for grades 1-8 and early childhood teachers in public and private Waldorf schools through a curriculum specializing in support for the working teacher. ~~This curriculum is suitable for anyone seeking to become a Waldorf Teacher or who wants to develop his or her teaching capacities~~

~~further.~~ Some focus is paid to working with Waldorf education and the Common Core Standards.

Review link for specific course description, learning outcomes and program details  
<https://drive.google.com/file/d/0B9kxuCQO3nyKTzZWUk5aNEFQNUk/view>

GRADALIS Training provides an integrated curriculum over seven semesters (generally twenty-six months). Semesters 1, 4 and 7 are offered in the summer following a rolling sequence; Semesters 2 and 5 in the fall; and Semesters 3 and 6 in the spring. To graduate from the training, candidates must attend and pass all 7 semesters. ~~The Program covers the following content:~~

~~Philosophical Foundations of Waldorf Education including the developmental aspects of human consciousness and evolving knowledge~~

~~Inner Development and transformative processes for the teacher~~

~~Child Development and changing consciousness through early childhood, young grades, middle grades and soon to include high school~~

~~Candidates specialize in one area of concentration~~

~~Early Childhood Department Concentration~~

~~Grades 1-8 Department Concentration (includes Remedial Education)~~

~~Temporal Arts—Art of Movement—Eurythmy, Speech Arts, and Music (Vocal and Instrumental)~~

~~Visual Arts—Painting, Drawing, Clay Modeling & Sculpture~~

~~Waldorf Culture~~

~~What makes Waldorf Waldorf~~

~~Festivals and school celebrations, cultivating pluralistic ethics~~

~~Elements of health in faculty meetings~~

~~Study, art, focus on children~~

~~Behaviors fostering high trust~~

~~Adult Education in Waldorf Schools in public school settings~~

~~Waldorf in public schools and the 1st Amendment~~

~~Waldorf and the Threefold Social Order of Rudolf Steiner: Cultivating a Republic  
Academy approach to governance with Waldorf in Public Schools~~

~~Field Work~~

~~Field Mentoring~~

~~Self-Reflection in the Field Manual/Workbook~~

~~Externship/Internship in the teacher's classroom~~

~~Candidate Study and Accountability~~

~~Remedial approaches in Waldorf Schools~~

~~Standards, assessment and accountability~~

## **PROGRAM COMPONENTS**

- Summer Intensives (generally two-weeks in mid to late June and early July) are face-to-face intensives located at a Waldorf school in one region e.g. Salt Lake City, Utah, and require travel to SLC for this 2-week period.
- Orientation for candidates new to Waldorf education—2-3 days prior to the first Summer Intensive
- Monthly on-line mentoring support from Grade Level Instructors/webinar leaders to provide support for main lesson content and other aspects of the training
- Practicum Weekends (one each per fall and spring semesters) that include philosophy of education, arts training and experience, and Waldorf curriculum. These are face-to-face trainings as well and require travel to SLC or another region as announced.
- Philosophical webinars that include Anthroposophical underpinnings of Waldorf educational work, understanding of the human being and child development (4 per year—2 each in the fall and spring semesters)
- Pedagogical Webinars incorporating Candidate Study Coursework (two per year—one each in the fall and spring semesters)
- Field Mentoring: fall and spring classroom visits and mentoring from a personally-assigned GRADALIS Field Mentor (FM). FMs travel to the school where the candidate is teaching.
- Externship/Internship—Candidates receive credit for their work in their classrooms where they implement what they are learning in GRADALIS coursework.

~~Peace Valley believes this is an excellent option for those teachers who have no previous Waldorf teaching experience. Peace Valley has a proposed contract with Gradalis for Waldorf Teacher Certification (<http://gradalis.com/why-gradalis>) to train a cadre of teachers starting summer 2018 along with other Waldorf Charter schools at Wasatch in Salt Lake. Peace Valley proposes to underwrite 40% of the cost of this nationally recognized certification over three year. As long as the teacher remains in good standing with Gradalis, Peace Valley will pay 10% of the cost for year 1, 10% the 2<sup>nd</sup> year and 20% the third year.~~

~~It is a 3 year 7 semester certification. Gradalis is in the process of accreditation and is expected to be fully accredited by August 2017. The hope is upon accreditation students will have access to Title IV funds and government loans to assist students in securing funding.~~

~~Teachers who are already participating in other Waldorf training programs or who wish to use another certification program will be given funds equivalent to the Gradalis program, but the preference is for teachers to learn together as a cohort for ongoing support and consistency.~~

~~In addition, all new and returning teachers will be encouraged to attend an “Art of Teaching” taught at a recognized college for training Waldorf teachers or the Rudolf Steiner College Public Institute for Public Waldorf schools week long seminars during the summer. Both these~~

seminars will include an in-depth training and introduction to the curriculum and methods for the grade or subjects to be taught in the coming school year.

Scheduled trainings with experts in Waldorf curriculum and school management will be at Wasatch Charter in SLC 2018 and hopefully in Boise for 2019 and 2020 on-site at PVCS. Further trainings as needed will be focused on areas where it is determined many teachers could use support, it is anticipated that instruction may include:

- a. How to teach mathematics in the Waldorf curriculum
- b. Assessment and technology use to track student learning
- c. Teachers as leaders in inquiry and equity
- d. Structuring the main lesson block
- e. Integrating music and movement into the classroom
- f. Reading and writing in the Waldorf curriculum

In addition to Gradalis Teacher Certification, PVCS will provide faculty a Reference Library that will include the complete grades packages of the Christopherus Waldorf Curriculum which comes with a subscription to their exclusive online forum that includes much requested grade specific threads as well as sub forums dedicated to The Early Years, Personal Development, Planning, Waldorf Philosophy and Personal Development and more. New questions and conversations paired with 5 years of archived content (2006 — 2011) provide a wealth of support for those using our curriculum.

Teachers will also participate in in-services on Student Information Software, teaching and professional development specific topics, completion of individually designed development and inquiry program involving topical study and an analysis of how to integrate new skills into the classroom are required by all teachers.

## Appendix M: Curriculum Alignment Overview

### Alignment of Idaho Content Standards and Waldorf Pedagogy across the Elementary Grades

The Idaho Content Standards are very close to the National Common Core State Standards Initiative ([http://www.corestandards.org/wp-content/uploads/ELA\\_Standards1.pdf](http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf)), especially the Anchor Standards for K-8. Peace Valley notes that the Common Core is not intended to prescribe the educational methodology of the achievement of its standards, but rather to lay out the essential skills which are deemed necessary for a student's reasonable progress through the educational stages, with a mind to high school and college readiness. The Guiding Documents (p.5: "What is Not Covered by the Standards") further declare that these standards can only address certain core skills, and "must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document".

There is a presumption inherent in the standards that there will be students who fall "well below or well above grade-level expectations". We assert that the Waldorf methodology, though it may initially differ slightly from the Content Standards in its timing for the acquisition of certain core skills, allows for almost all students to achieve those skills readily when they are brought, and leaves room for many students to fly beyond the standard skill set with no hampering of their academic growth. And by allowing for a timing which more appropriately meets the developmental needs of the majority of children, the Waldorf curriculum makes room for the delivery of a remarkably well-developed, content-rich program.

To examine a point of traditional discrepancy, it seems appropriate to look at the ways in which the Waldorf Curriculum for the Kindergarten differs or co-aligns with the Common Core Standards:

#### Kindergarten Program and Curriculum

The Waldorf-Inspired Public School Kindergarten offers a joyful, nurturing setting that inspires the imagination through creative play, storytelling, puppetry, music, movement, and art. Emphasis is placed on the healthy development of the physical body through practical activities that include handwork, crafts, baking, cooking, gardening, sweeping, digging, nature walks, and plenty of time outdoors. Responsibility for self and others is encouraged through attention to sharing, caring, and taking care of the Kindergarten classroom and play yard. The rich foundations of written language and literacy are established with an emphasis on the oral traditions of storytelling, puppetry, and song. The foundations of mathematics are nurtured through rhythmic movement, music and the practical activities of cooking, sewing, gardening, and carpentry. Attention to, and care of, the natural world and its beauty lay a healthy foundation for more precise scientific explorations in the later years.

#### Foundational Learning through the Waldorf-Inspired Kindergarten Curriculum

The curriculum establishes solid foundations for work in the Grades in the following areas—as natural parts of the Kindergarten's student activities:

- Math: The qualities of numbers; sorting and ordering; rhythm counting with movement and song; measuring in baking and cooking; woodworking
- Language Arts: fairy tales from around the world; singing; poetry recitation; with emphasis on the oral tradition; optionally, the upper case alphabet is introduced. • Science: Cooking; baking; nature stories; nature walks; observations; gardening
- History & Social Studies: Multicultural stories; festivals; foods
- Handwork: Finger crocheting; sewing; cutting; pasting; drawing; seasonal crafts; woodworking (fine motor skills, foundation for concentration, speech and thinking)

- Foreign Language: Introduction to a foreign language, often Spanish, through songs and rhymes (in the case of PVWS, through total immersion)
- Visual & Performing Arts: Drawing; painting; beeswax modeling; drama; singing; percussion instruments; puppetry
- Movement/Physical Education/Games: Circle games; finger games; Eurythmy; jumping rope; climbing; outdoor imaginative play

The Common Core English Language Standards for the Kindergarten are all met by the Waldorf Curriculum, but those pertaining to Reading and Writing are formally achieved in Grades 1 and 2, because of the Waldorf kindergarten's focus on physical activity over desk work.

The Common Core Standards for English language Arts: Speaking and Listening are all handily met within the kindergarten curriculum, so there is no discrepancy. The same may be said of the Standards for English Language Arts: Language, as far as oral practice is concerned; the written skills are achieved in grades one and two.

### **Alignment Collaboration**

Peace Valley is similar to other method schools like IB or Montessori or even STEM schools who also have to align their curriculum. Our Educational Committee is ready to complete the Idaho Standards specific work and make a scope and sequence document that is unique to Peace Valley and will serve as a guide for Administrators and Teachers before the school year starts.

There are numerous examples of the work that has already been done nationally by the Alliance and individually by Public Waldorf schools to demonstrate how the ~~Waldorf curriculum~~ ~~Common Core~~ is aligned to the Common Core. Here is an example of the work recently done by Wasatch in Salt Lake City. <http://wasatchwaldorf.org/660-2/>

Peace Valley ~~also~~ intends to use the work done by Tomorrow River Charter as an example of the scope and sequence work to be done to tailor it to Idaho Content Specific Standards.

[http://tomorrowrivercommunityschool.org/?page\\_id=137](http://tomorrowrivercommunityschool.org/?page_id=137) See link on page that says, TRCCS Grades Curriculum 2014, for detailed outline of the Standards, the Block schedule and how and when the content is aligned for each grade.

Peace Valley is also collaborating with Journey School in California. On their webpage they have easy identifiable links to the work done nationally to align Common Core and Waldorf Curriculum. The document of greatest relevance to see a through alignment grade by grade is Part II: Common Core Standards Tables for Analysis and Part III: Alliance Recommendations for Grade Level Placement, found on their website.

<http://www.journeyschool.net/21st-century-learning-aligning-waldorf-the-common-core/>

The full set of anchor standards of the Common Core for grades K-8 is reliably met by the Waldorf Curriculum by the end of 8<sup>th</sup> grade.

The following is a scope and sequence for a 3<sup>rd</sup> grade student in regards to ELA. All students at Peace Valley will learn through blocks or chunks of concentrated study, where different standards are met.

# Peace Valley Charter School

## 3<sup>rd</sup> Grade ELA – Scope and Sequence Content & Standard Alignment

Peace Valley Charter School students receive ELA instruction during the context of curriculum blocks that generally last about four weeks. The first nine content areas listed are the essential blocks that students will experience throughout the school year. The final four areas are “tracks” that are integrated throughout the school year. Each of the thirteen content areas integrate the ELA Idaho Content Standards in the following way:

### Idaho Content Standards -- ELA

Content	Reading Literature	Reading Informational Text	Reading Foundational Text	Writing	Speaking & Listening	Language	Handwriting & Cursive
<b><i>Creation Stories</i></b>	RL3.1;3.2;3.3;3.4;3.6;3.7;3.10	RI3.1;3.2;3.4;3.6;3.8	RF3.3;3.4	W3.3;3.4;3.5;3.10	SL3.2;3.4;3.5;3.6	L3.1;3.2;3.3;3.5;3.6	HW3.1
<b><i>Stories of the Hebrew People</i></b>	RL3.1;3.2;3.3;3.4;3.6;3.7;3.10	RI3.1;3.2;3.4;3.6;3.8	RF3.3;3.4	W3.3;3.4;3.5;3.10	SL3.2;3.3;3.4;3.5;3.6	L3.1;3.2;3.3;3.5;3.6	HW3.1
<b><i>Shelter &amp; Housing</i></b>	RL3.1;3.2;3.4;3.10	RI3.1;3.2;3.3;3.4;3.7;3.8;3.10	RF3.3;3.4	W3.1;3.2;3.3;3.4;3.5;3.7;3.8;3.10	SL3.1;3.2;3.3;3.4;3.5;3.6	L3.1;3.2;3.3;3.5;3.6	HW3.1
<b><i>Parts of Speech</i></b>		RI3.1;3.4		W3.4;3.5	SL3.1;3.6	L3.1;3.2;3.6	HW3.1
<b><i>Grammar Practice</i></b>		RI3.1;3.4		W3.4;3.5	SL3.1;3.6	L3.1;3.2;3.3;3.6	HW3.1
<b><i>Farming, Clothing</i></b>	RL3.1;3.4;3.10	RI3.1;3.2;3.3;3.4;3.7;3.8;3.10	RF3.3;3.4	W3.2;3.4;3.5;3.7;3.8;3.10	SL3.1;3.2;3.3;3.4;3.5;3.6	L3.1;3.2;3.3;3.5;3.6	HW3.1

<b>&amp; Textiles</b>							
<b>Class Play</b>	RL3.1;3.2;3.3;3.4;3.5;3.6;3.7;3.10	RI3.1;3.4;3.6	RF3.3;3.4			L3.6	
<b>The Story of Measurement (including Calendar &amp; Time)</b>	RL3.1;3.4;3.10	RI3.1;3.2;3.3;3.4;3.7;3.8;3.10	RF3.3;3.4	W3.2;3.3;3.4;3.5;3.7;3.8;3.10	SL3.1;3.2;3.4;3.5;3.6	L3.1;3.2;3.3;3.5;3.6	HW3.1
<b>The Story of Money</b>	RL3.1;3.4;3.10	RI3.1;3.2;3.3;3.4;3.7;3.8;3.10	RF3.3;3.4	W3.2;3.3;3.4;3.5;3.7;3.8;3.10	SL3.1;3.2;3.4;3.5;3.6	L3.1;3.2;3.3;3.5;3.6	HW3.1
<b>Language Arts Practice Period</b>	3.4;3.5;3.6;3.7;3.9;3.10	RI3.1;3.2;3.4;3.5;3.6;3.7;3.8;3.9	RF3.3;3.4	W3.1;3.2;3.3;3.4;3.5;3.6;3.10	SL3.1;3.2;3.4;3.5;3.6	L3.1;3.2;3.3;3.4;3.5;3.6	HW3.1
<b>Form Drawing</b>							HW3.1
<b>Reading Class</b>	RL3.1;3.2;3.3;3.4;3.5;3.6;3.7;3.9;3.10	RI3.1;3.2;3.4;3.6	RF3.3;3.4		SL3.2	L3.3;3.4;3.5;3.6	
<b>Cooking Class</b>	RL3.1;3.4;3.10	RI3.1;3.3;3.4;3.7;3.8;3.10	RF3.3;3.4	W3.2;3.4;3.5;3.7;3.10	SL3.3	L3.1;3.2;3.3;3.6	HW3.1

## Common Core Anchor Standards **READING**

### Key Ideas and Details:

- ~~CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-~~
- ~~LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCSS.ELA-~~
- ~~LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text. Craft and Structure: CCSS.ELA-~~
- ~~LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word—choices shape meaning or tone. CCSS.ELA-~~
- ~~LITERACY.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. CCSS.ELA-~~
- ~~LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas: CCSS.ELA-~~
- ~~LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1 CCSS.ELA-~~
- ~~LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. CCSS.ELA-~~
- ~~LITERACY.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Range of Reading and Level of Text Complexity: CCSS.ELA-~~
- ~~LITERACY.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.~~

### **WRITING** Text Types and Purposes: ~~CCSS.ELA-~~

- ~~LITERACY.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. CCSS.ELA-~~
- ~~LITERACY.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-~~
- ~~LITERACY.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. Production and Distribution of Writing: CCSS.ELA-~~
- ~~LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-~~
- ~~LITERACY.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCSS.ELA-~~
- ~~LITERACY.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Research to Build and Present Knowledge: CCSS.ELA-~~
- ~~LITERACY.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. CCSS.ELA-~~
- ~~LITERACY.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. CCSS.ELA-~~
- ~~LITERACY.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Range of Writing: CCSS.ELA-~~

- ~~LITERACY.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.~~

#### **~~SPEAKING AND LISTENING-Comprehension and Collaboration: CCSS.ELA-~~**

- ~~LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-~~
- ~~LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-~~
- ~~LITERACY.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas: CCSS.ELA-~~
- ~~LITERACY.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. CCSS.ELA-~~
- ~~LITERACY.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. CCSS.ELA-~~
- ~~LITERACY.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. LANGUAGE~~

#### **~~Conventions of Standard English: CCSS.ELA-~~**

- ~~LITERACY.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-~~
- ~~LITERACY.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language: CCSS.ELA-~~
- ~~LITERACY.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.~~

#### **~~Vocabulary Acquisition and Use: CCSS.ELA-~~**

- ~~LITERACY.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. CCSS.ELA-~~
- ~~LITERACY.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.ELA-~~
- ~~LITERACY.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.~~

## Appendix N: Outreach Activities and Interested Families and Skills

Current Outreach has been limited to word of mouth, Open Houses and social media campaigns. Efforts have been made to provide outreach to a broad area both geographically and socio economically. The Board has identified additional community outreach organizations that serve lower income populations as well as minority groups. Outreach will intensify once the charter is approved.

Date	Activity	# impacted	Outcome
November 9 2016	Lantern Making Event	15 people	Parents and children made lanterns for the Martinmas Lantern walk
November 11, 2016	Martinmas Lantern Walk	30 people	Parents and children participated in a walk lit by lanterns at dusk in Kathryn Albertson Park while singing songs
January 21, 2017	Open House at Garden City Hall	50 families	Parents and children participated in drawing, beeswax modeling, string games, and song and movement. An informational update was provided on the proposed Peace Valley charter school, as well as Q&A. Informational brochures were handed out, data sheets were gathered to collect information about interested families.
February 18, 2017	Open House at Eagle Public Library	45 families	Ruth Bucklin, PVCS Board Member and certified Waldorf teacher gave an overview of each grade in Waldorf education and Laura Henning provided information and Q&A about the proposed school. Informational brochures were handed out and data sheets were gathered from interested families.
February 25, 2017	Kids Fair at Expo Idaho	200+ families	We purchased a booth for \$300 at the event to gain exposure to a wide variety of families for the proposed school. Founding families staffed the booth and did a weaving activity with the kids and talked to parents about the Waldorf educational model. Brochures were distributed. The majority of families contacted were of lower socio-economic background and unfamiliar with the educational model.
March 21,	Simplicity Parenting	Expected 40+ parents	This is a parent education event to be facilitated by a certified Simplicity

2017	Presentation		Parenting Coach and Licensed Professional Counselor. The session will introduce parents to some of the concepts of the book Simplicity Parenting which helps parents learn to create greater connection and a more stress free family life, utilize family values and dreams as motivation for change, simplifying your environment can foster peace, create daily rhythms and schedules that support more balanced living
April 22, 2017	Open House and Kite Building at Boise Public Library	Expected 40+ families	Viewing of Video - Waldorf Education: A Vision of Wholeness Update and Presentation on Peace Valley Charter School Kite Building Workshop
May 20 2017	May Fair Family Festival at Municipal Park	Expected 35+ families	This will be our first official fundraising event and a great way to learn more about our proposed school. Activities will include games, face painting, chalk drawing, a cakewalk and Maypole Dancing.
June - Aug 2017	Boise Farmers Market Booth	Expected 30+ families per month	We will host a booth once a month at the Boise Farmers Market to talk with families about the proposed school.
Oct-November	Weekend Door-to-Door Campaign	500 families	Peace Valley founders will do a 1-2 mile canvas of neighborhoods surrounding the final location. Founders will give brochures to interested families. Founders will also target nearby local parks to reach a broader audience.
Oct-Nov	Meeting with YMCA, Boys and Girls Club and Agency for New Americans	50+ families	Founder families will follow up with previously targeted agencies within the attendance area to locate potential interested families.

## List of Interested Families for 2018

The following list was compiled in a couple of months primarily by social media. Larger advertising efforts are underway and the list continues to increase. Current list is over 350 families.

Parent(s) and/or Guardian(s) names	In what grades will your child(ren) be in the Fall of 2018?
Lauri Ehredt	1
Elizabeth Rosenberger	1
Dawn obadal	1
Heather Hammerstedt	1
Becky & Jesse Miller	1
Irene Liberal	1
Jennifer and Matt CaMBIER	1
Maria and Kit Woras	1
Mario and Rebecca Mattucci	1
Abby Baggs	1
janelle fair	1
Emily McMeekin	1
Ally & Michael Perreault	1
Leah Flores	1
K J	1
Carrie Bilansky	1
Melanie Mendenhall & Elton Graugnard	1
Jo Burgoon and Evan Lynam	1
Soraya Mazloomi, Michael Runsvold	1
Sara and Alex Terrell	1
Martin & Irene Liberal	1
Nicole Giles	1
Pammy Walker	1
Michael Mike/Anna Rydman	1
Michael Perreault	1
Stephanie Allen	1
Colleen Matthews	1
Stacey Kelsey	1
Cynthia Lucas	1
Katy Hubbard and Richard Arnett	1
Troy McMillan, Carrie Bilansky	1
Cindy McCrea	1

Jenevieve Hass	1
Tom and Danielle Smith	1
Dan Brandenburg	1
Marie K	1
Stephanie mballo	1
Ali Belden	2
Colleen Moulton and Carl Stiefel	2
Lynn Cho	2
Becky Morgan & Beth Geagan	2
Christine and Robert Hasty	2
Walquiria Ribeiro	2
Natalie Smith	2
Cara Sherburne	2
Jonathan Rivera / Maricelis Santiago	3
Jeff and Tami Hall	3
Alyson Heyer	3
Madaline and Robert Anderson	3
Maite Petersen	3
Lana Thomas	3
Josh Nye	4
Shelain & Josh	4
Maite Petersen	4
Brock and Kimberly Owens	4
Darby Collins	5
Jade Behrends	5
Celicia Byington	6
Dawn Sauve	6
Jay Newman-Holmquist	6
Howson	7
Alexis Shaeffer and James Whiting	1, 2
Kristina & Jonah Shallies	1, 2
Angie and Aaron Day	1, 3
Kristina McGuire	1, 3
Cortney Hansen	1, 3
Karli Love	1, 3, 4
Stephanie and Anthony Baker	1, 3, 4
Lisa Kelly	1, 3, 6
Suzanne Price	1, 4
Megan DeLong	1, 4
Vivian	1, 4, 6, 10 th
Jacqueline and Austan Pearce	1, 4, 6, 9th

Autumn Lear	1, 5
Natasha Palmer	1, 5
Joy horseman	1, 5, 9
Chandra Hardy	2 year old
Calley Rich	2, 3
Kristi and Joshua Butler	2, 3, 4, 5
Megan Frary	2, 4
Joel and Gretchen Huettig	2, 4
Janine and Bryan Garrett	2, 5
Elana Salzman	2, 5
Patrick Harper	2, 5
Carolyn Dickinson	2, 5
McVey	2, 5
Kathryn Mix	2, 6
Paige Gardiner	2, 6
Sarah and Travis Wright	2, 8
Maddy Browne	3 years old
Arin Jeffs	3, 4
Arin Jeffs	3, 4
Brandon & Kate Weber	3, 5
Peter & Summer Brasher	3, 5
Megan & Robert Arce	3, 5
Emily Nielsen, John Davidson	3, 6
Angela and Jordan Saitta	3, 6
Elaine Ambrose	3, 6
Leah	3, 7
Jennifer and Rob Stearns	4, 5
Kristin and Isaac Hasselblad	4, 5
Troy & Kimberly Amyx	4, 6
Candice Brewer	5, 7
Kristi Damour	6, 10
Julie Hairston	6, 8
Rachel and Brian Loomis	6, 8
Brandy Lopez	7, 9th
Jim Harper	8, 11
Kristyn & Aaron Ptaszek	K
Stephanie Allen	K
Cynthia Woods	K
Bill & Megan Ashline	K
Terry & Amanda Dumont	K
Julie & Matthew Leric	K

Julia and Alan Mulligan	K
Jody Reis	K
Jessica west	K
Piper and Meir Cabaltera	K
Saige stocker	K
Karla Escobedo	K
Kari Cerovski	K
Rayme Jones	K
Sook Fun Chan	K
Melanie and David Maltese	K
Sharene Watsen	K
Lorina & Corey Gardner	K
Katie Kinney	K
Erykah Sundance	K
Sharene Watsen	K
Angeline Baker	K
Alyssa Allen & Sandy Allen	K
Amy holmes	K
Bryan & Karla Escobedo	K
Jenna Woods and Cory Leslie	K
Amanda Dumont	K
Courtney Coe	K
Irina Gehringer	K
Cassie Harig	K
Jami esslinger	K
Grace and Kayla Malone	K
Chelsea Jordan	K
Samantha and matt guho	K
Melinda Voicu	K
Alecs & Brian Garrett	K
Sarah Ballard & Patrick Wilson	K
Danielle and Brett Lofgren	K
Thomas	K
TR Smith	K
Carolina Gutierrez and Ren Nelson	K, 1
Maya Spencer	K, 1
Eric and Erica Stadler	K, 1
Jeaneen Lennick	K, 1, 2, 4, 8
Erik and Jenica Lawrence	K, 1, 3, 6
Richard Zavaleta	K, 2
Micah and Carissa Harley	K, 2

Keren Walters	K, 2
Amanda Fehrer	K, 2
Alissa Keating	K, 2
Alexis Shaeffer	K, 2
Jessica	K, 2
Keren Walters	K, 2
Leah and Bryan Rupp	K, 2
Biff and Rosie Jones	K, 2, 4
Rachel Pellouso	K, 2, 5
Sarah Plendl-Gardner	K, 3
Sarah and Kurt Fesenmyer	K, 3
Amanda Werth	K, 3
Melody Dykstra	K, 3
Samantha Andreas	K, 3
Sarah Plendl-Gardner	K, 3
Suzanne Price	K, 3
Stephanie and Anthony Baker	K, 3, 4
Kaylene	K, 3, 5
Kaylene Carter	K, 3, 5
Matt Swain	K, 3, 5
Becky Swain	K, 3, 5
Heather Cerovski	K, 4
Christina Schultz	K, 4
Summer Minert	K, 4
Bernice Lowe	K, 4
Joe and Jenelle Carberry	K, 4, 6
Kerry Mills	K, 5
Cara Wilson	K, 5, 7
Taylor and Megan Hoff	K, We have another son who is a few years younger and another on the way that would follow.
Beth Culp	Pre-K, 1
Katy and Val Decker	Pre-K, 1
Juli Pool	Pre-K, 1
Paige McLeod	Pre-K, 1
Kendra & Miodrag Damnjanovic	Pre-K, 1
Natalie	Pre-K, 1
Kate Eiriksson and Brian Weiderman	Pre-K, 1
Alicia and Brad Emery	Pre-K, 1
Beth Culp	Pre-K, 1

Kelli Ott	Pre-K, 1
Natalie and Ben Brock	Pre-K, 1
Danielle and tom smith	Pre-K, 1
Christy Wilkins	Pre-K, 1
Bonnie and Alex Ybarra	Pre-K, 1
Gwen Day	Pre-K, 1
Jennifer Sundquist	Pre-K, 1, 2, 5
Britney Holden	Pre-K, 1, 3
Mathew and Steffanie Garcia	Pre-K, 1, 3
Amber and Ryan Myers	Pre-K, 1, 3, 5
Patricia & Art Guerrero	Pre-K, 1, 4
Courtney Nelson	Pre-K, 1, 4, 5, 9
Cassandra Steiner	Pre-K, 1, 9th
Audra Gutierrez	Pre-K, 2
Sean and Kelli Keefe	Pre-K, 2
Andrea Schofield	Pre-K, 2
Natalie Smith	Pre-K, 2
Cara and Ashby Sherburne	Pre-K, 2
Paul Thaxton	Pre-K, 2
Talitha Neher and Collin Day	Pre-K, 2
Erin and Mike Hurley	Pre-K, 2
Cassiopia Evans	Pre-K, 2
Andrea Schofield	Pre-K, 2
Racheal Wallace	Pre-K, 2
Drew and Adrienne Sturgeon	Pre-K, 2
Stephanie Van Orsow	Pre-K, 2
Amber Bergstrom	Pre-K, 2, 4
Sarah and Jon Farrell	Pre-K, 2, 5, 7
David & Melissa Olson	Pre-K, 3
Gabriel and Rachel Wallace	Pre-K, 3
Heather and Tom Totoricaguena	Pre-K, 3
Bree & Jeremy Redmond	Pre-K, 3, 7
Caitlin	Pre-K, 4
Janeen LeWan	Pre-K, 5
Liz King	Pre-K, 5
Paul Behrends	Pre-K, 5
Heather Meck	Pre-K, 6
Belladonia and Matthew Mortensen	Pre-K, 7
Clarissa Wright	Pre-K, 8

Christine Smith	Pre-K, Depends on cut-off date; my son will turn 4 on Sept. 16, 2018
Brent Thomas and Shelly Henrikson	Pre-K, K
Megan Koehler	Pre-K, K
Adam and Michelle May	Pre-K, K
Tomi Thompson	Pre-K, K
Becca Kabasa	Pre-K, K
Collin and Susanna Howder	Pre-K, K
Heather Eshelby-Goade, Corby Goade	Pre-K, K
Ashley	Pre-K, K
Jennifer Iacoboni	Pre-K, K
Ty & Sammi Van Keuren	Pre-K, K
Morgen Reynolds	Pre-K, K
Nataucha & Kyle Christoffersen	Pre-K, K
Jamie Ellsworth	Pre-K, K
Michelle and Adam May	Pre-K, K
Colleen and Toby Klabo	Pre-K, K
Collin and Susanna Howder	Pre-K, K
Juli Pool	Pre-K, K
Nick Davis	Pre-K, K
Samantha and Spencer Fillerup	Pre-K, K
Rebecca	Pre-K, K
Claire Harper	Pre-K, K
Eric and Erica Stadler	Pre-K, K, 1
Brad Emery	Pre-K, K, 1
Sonja Homa	Pre-K, K, 2
Eric and Merrilee McDonald	Pre-K, K, 2, 4
Neil and Dina Forbes	Pre-K, K, 2, 4, 5, 7
Christina Louise	Pre-K, K, 4
Mary iannaccone	Pre-K, will be 1.5, looking for parent-child and preschool

## Appendix O: Student Handbook (draft only)

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### Peace Valley Charter Parent/ Student Handbook

“Our highest endeavor must be to develop free human beings who are able of themselves to impart purpose and direction to their lives. The need for imagination, a sense of truth, and a feeling of responsibility—these three forces are the very nerve of education.”

-Rudolf Steiner

## Introduction

The purpose of this handbook is to provide Peace Valley Charter School parents and students with the policies and procedures that support daily healthy functioning of the school. It is expected that all parents take the time to read and review this handbook at the beginning of the school year, discuss items that are relevant with their child(ren) and comply with the policies, procedures and expectations stated herein.

## Welcome to Our School

Peace Valley Charter School strives to be a living community of learning. As such, it is not a static entity or institution, but a collective. The strength of our school lies in the way that the talents, the experiences, the gifts, and even the weaknesses of each individual interact to create a culture of striving, a nourishing environment in which students, teachers, parents, and community members can thrive. Together, we create and hold the space for individual and social growth. It cannot begin to be undertaken by anyone alone. It requires the contribution and best efforts of all of us.

A healthy social life is found only, when in the mirror of each soul the whole community finds its reflection, and when in the whole community the virtue of each one is living. -- Rudolf Steiner

## School Vision

*Peace Valley Charter School is a Waldorf charter school in the Boise Valley that provides a comprehensive education program integrating academics, arts, movement, nature, and social responsibility into everyday learning. Through a culture of holistic learning, our students, teachers, faculty, and families emerge as confident, creative, strong critical thinkers and environmental stewards, empowered to act positively in their own lives and communities.*

## Vision and Mission in Action

Peace Valley graduates will demonstrate creativity, social and emotional awareness, moral reasoning, physical abilities, and academic success in rigorous environments.

PVCS will be recognized by the community as a highly desirable educational option and will be highly sought after by families in the surrounding community who maintain and seek enrollment.

PVCS will cultivate a strong, Waldorf-certified faculty of engaged teachers who, together, develop a full academic curriculum inspired by Waldorf education that includes language arts and reading, writing, mathematics, social studies, science, multiple foreign languages, and character education taught with an emphasis on the natural world, as well as a specialty curriculum including visual and performing arts, speech, vocal and instrumental music,

eurhythmy and dance, physical education, handwork, woodwork, gardening, and animal husbandry.

PVCS will offer a supportive and accepting environment for students of all abilities and backgrounds. The school community will involve families and reflect the diversity and culture present in the broader community.

PVCS will be supported by strong parent volunteers, dedicated staff, and engaged students who strive together for life-long learning.

The growth and effectiveness of PVCS may lead to an expansion of programming, including arts and parent/family support curriculum, additional K–8 campuses, a high school, and privately-operated, but philosophically aligned, pre-K and parent toddler classes.

## Values

Peace Valley Charter School’s educational model is based on Rudolf Steiner’s philosophy of developing the whole human being and is informed by Anthroposophy (a philosophy of human wisdom). It is important to us to preserve the innocence and wonder of childhood, to practice and encourage wholesome living, and to provide emotional and environmental safety.

Creativity and artistic expression are essential in a child’s healthy growth and development and are fully integrated into the curriculum. We seek and embrace diversity in our community. We believe that the education of students, teachers and parents is a lifelong process. Our values fall into the spheres of Truth, Beauty and Goodness; Social Renewal; and Organizational Integrity.

**Truth, Beauty, and Goodness** encompass a collection of values that foster a healthy emotional and intellectual life:

- Liberal arts education
- Analytical, creative and flexible thinking
- Vigorous academics
- Comprehensive artistic training
- Kindness and compassion
- Gratitude and reverence
- Humor and play

**Social Renewal** manifests itself through our actions. Waldorf education exerts a healing force in the world through:

- Sustainability of Humankind
- Service to others
- Care of self
- Stewardship of Earth
- Work in partnership with parents & greater urban community
- Inclusiveness
- Personal responsibility, integrity & courage

**Organizational Integrity** requires us to be thoughtful in the way we organize and run our school, including:

- Transparent processes
- Decision-making through consent
- Governing bodies & individuals working in partnership
- Professionalism & collegiality

### **Pedagogical Council**

The Pedagogical Council consists of faculty and staff. This council meets weekly to discuss matters of importance to the school, build school culture, hear committee reports, and work in committees and programs.

### **Family Council**

The purpose of the Family Council is to develop community and facilitate parental involvement in the school life and culture. The Family Council consists of the parent coordinator for each class and other members who wish to participate. This organization includes and is available to all parents and other family members of students attending Peace Valley Charter School. Monthly meetings provide a means for families to be informed of and involved in festivals, fundraisers, staff appreciation, new family support, and other activities as needed.

The Family Council has several officers, including a chair, vice-chair(s), secretary, and volunteer coordinator. Officers are selected by application and approved by a vote of the membership.

The **Chair leads** and directs the meetings of the Family Council, sets the agenda, serves as a member of the Joint Committee and serves between 1-3 years.

The **Vice-Chair(s)** supports and collaborates with the chair and secretary, leads and attends meetings in the Chair's absence, may be elected as the succeeding Chair, and will subsume the role of Chair should the Chair be unable to fulfill the responsibilities.

The **Secretary** takes and distributes minutes of the meetings, distributes agendas and notifications of meetings, and provides other support for the Family Council.

The **Volunteer Coordinator** facilitates the participation of parents and other volunteers in Family Council committees, events, and other roles within the school. The Volunteer Coordinator maintains a list of interests and skills and tracks and reports on volunteer participation.

Family Council Officers are required to participate in training and sign and adhere to agreements for conduct appropriate to their positions.

**Parent Coordinators** work directly with the teacher in their child's class to provide support, logistical assistance, communication, and other activities. Parent coordinators serve for one school year and are expected to belong to, participate in, and attend meetings of the Family Council

### **Joint Committee**

The Joint Committee consists of the Administrator, Executive Director, Governing Board President and Family Council Chair. Its primary mission is to facilitate communication, allowing input from all. The Joint Committee helps to focus the Strategic Plan and communicates about community challenges and solutions.

## **Pedagogical Advisory Committee**

The Pedagogical Advisory Committee consists of teachers, administrative staff, and qualified community members. They meet regularly to address pedagogy, mentoring and evaluation, hiring and employment of teachers, instruction, professional development and school culture.

### **Guiding Principles for Council and Committee Work**

- 1 - Each Committee will have a chair that leads the discussion and ensures that all voices are heard and the interests of each individual are considered.
- 2 - Each Committee will have a secretary who takes minutes and tracks assignments given and commitments made within the meeting.
- 3 - An agenda will be set for each meeting, in advance, defining what will be discussed and the time allocated to each item. The chair is responsible for ensuring that the agenda is followed; the secretary is responsible for ensuring adherence to timeframes.
- 4 - Committee minutes will be kept on Google Drive in the appropriate folder and be made available to all committee members and other appropriate individuals.
- 5 - Committees operate from a place of good will and intentions. They cooperatively establish the norms for their work together when they begin and orient new members to their mandate, process, and norms when they join.
- 6 - Committees function only within their mandate.
- 7 - Committees report to the relevant Councils on a regular basis and solicit input and feedback on their activities. Committees will often develop plans and suggestions within their scope which require the approval of a larger Council. (For example, a proposal on benefits providers by the Benefits Committee that is then presented to and approved by the Governing Board.)
- 8 - Decision-making is by CONSENT. This not consensus, nor majority rules; rather, the committee works to hear all views and then reach a decision to which there are no objections. There does not need to be full agreement, just a willingness to support the action which is going forward.
- 9 - When a committee reaches a decision, all members will publicly support and advocate for that decision.

## **Communications**

### **News Letter and Regular Information**

Peace Valley Charter School will provide regular updates through electronic newsletters to families. These will also be posted to the school website. These will include information on upcoming events, school activities, policies and other noteworthy topics.

### **Email**

Parents and families will receive periodic updates from class teachers by email. These may include requests for volunteers, class newsletters, and information on upcoming events. School email lists will not be used to promote private events, businesses or activities. Only school-sponsored or affiliated activities will be shared via school email lists. Parents and families should refrain from using school

email lists for personal gain in any manner. The Family Council will have an online message board / group that can be used by families in the community seeking to connect and share other information.

### **Short-Term Reminders and Emergences**

PVCS will be using a communications system which allows for email, voice calls and text messages in order to communicate time-sensitive information and emergency information. The number / email that information will be sent to is based on the information provided on your child's registration forms. If you would like communications to go to another number / email or if your contact information changes, you should notify the PVCS Front Office staff.

For short reminders of time-sensitive information, all parents will be notified by text and email. Parents who do not want to receive this information through one of these means, may opt-out. However, the option chosen for these messages will also apply to emergency messages.

For emergency situations, we will send messages by voice message, text, and email. Parents should ensure that they have not opted out of all three modes of receiving mass communications or they will not receive emergency messages from the school.

For absence notifications, parents will receive an automated voice call and text notifying them of their child's absence.

### **School Closure- Inclement Weather Policy**

UNLESS you are otherwise notified, PVCS follows the same inclement weather policy as Boise School District.

### **Web Pages**

PVCS will maintain information to support parents online through the Parent/Student section of the website. This will include access to class blogs, student attendance and assignment information, volunteer opportunities, school lunch accounts, and more.

Each teacher will have access a class blog through the website. Blogs will be updated monthly and emailed to parents, as well as posted online. Other pertinent information, including reminders and schedule changes, may be communicated via class email lists / texts.

Photos may be posted to the class blog with parental permission. Permission will be obtained on a single form at the beginning of the year and is not required for each posting. Teachers will not create or share class information on other websites or social media without the Director's and parents' approval.

### **Field Trips**

Each student should have in their enrollment information a signed permission from a parent / guardian to take field trips and walks within walking distance of the school. Additional notification for families is also required as outlined below. Field trips require an adequate number of chaperones to ensure supervision. All chaperones for field trips should be volunteers who have had a full background check performed, allowing them to have unsupervised contact with students (drivers, accompanying students into restrooms, etc.). Guidelines for the total number of adults vary based on the age of students:

Grades 1-3: 1 adult / 6 students  
Grades 4-6: 1 adult / 10 students  
Grades 7-8: 1 adult / 15 students

For all Field Trips, medications must be prepared and picked up before the class leaves campus. Teachers must have a cell phone with them that is turned on so they can quickly call 911 if needed and so the office can reach them.

### **Walking Field Trips**

Teachers must notify the Main Office and Specialty teachers and send a note out to parents (email) at least two days ahead of time for all Walking Field Trips.

### **Auto Field Trips**

Field trips by auto travel must be preceded by a notification slip to the parents, listing the location, date, time, cost, and itinerary of the trip, at least two weeks prior to the event. Teachers will ensure that all documentation from parent drivers is received at least one week in advance of the field trip and on file in the Office.

### **Overnight Field Trip**

Overnight field trips should be kept to one a year for grades 3-8, unless there is great educational benefit. It is wise to plan field trips in advance of each school year to correspond with the main lesson blocks for planning purposes and to advise parents at Back to School Night.

## **Student Reports**

### **Parent/Teacher Conference**

Parent/Teacher Conferences are held twice a year to communicate student progress to parents. Mid-year Reports are released in January. End of the Year Reports will be sent to parents the last week of school and will include a written narrative/summary of the child's progress during the year, including highlights of the year, as well as main lesson blocks and a Standards-based Report. Teachers will contact parents in a timely fashion if concerns arise regarding a student's progress in school. It is essential for parents to inform teachers of any changes in a child's life that might affect their performance in school.

### **Student Report Cards**

Student progress is reported through parent/teacher conferences held twice a year, as well as through written reports sent out twice per school year. Mid-Year Reports are sent home in January based on the PVCS Assessment. The End of Year Report includes a narrative overview of the student's progress, main lesson and skills content, and a Standardized Report of progress made. This report is sent home at the conclusion of the school year.

A portfolio of student work is collected over the year as evidence of student learning and is shared with parents during conferences, as well as sent home at the end of the year. Results of ongoing assessments will be shared with parents to communicate student progress using rubrics and skill checklists based on the standards.

### **Assessment**

As a public school, PVCS will administer all state required assessments. PVCS believes that assessment can provide valuable information on student progress, combined with other assessment measures. Our school seeks to recognize and promote the development of children as full human beings, placing in equal importance with academic growth social and emotional, artistic and musical, and physical and kinesthetic development. Testing is approached as one of many sources of information on student development within the school year, and administered in an environment of genuine concern and

caring. Peace Valley asks for parent support in gathering this important data from state tests like the IRI grades K-3 and ISAT grades 3-8.

Testing can be a time of great anxiety for students. Teachers and parents are encouraged to consider strategies that will lessen anxiety, such as: discussing tests as one measure of student progress, encouraging students to take time and stick with tests, providing adequate exposure and preparation related to the method of administration and language of testing, going over practice questions in class, providing breaks for students within the testing period, working with parents to provide breakfast at school on testing days, etc.

## Homework

### Basic Philosophy

True “Homework” is work that children would naturally do at home as part of family life. Teachers should encourage parents to involve children in chores and rhythms at home that engage them in practical, meaningful work.

Any school-assigned homework must be meaningful activity. There is no value in busy work just for the sake of doing more.

Families have busy schedules, and students do not need more pressure in their lives. Teachers lead busy lives, too; and do not need a lot of additional accounting responsibilities.

Homework should not set up stress between students and parents or teachers.

In cases where a student struggles to learn, more time or support at home or outside of school time may be needed, but should be undertaken very cautiously.

### *First through Third Grade*

At this stage, students will not receive regular homework. As projects are assigned, there may be some at-home work to be completed, but this will only be a few times per year, and there will be ample communication between teacher and parent to help facilitate the work at home. At this age, homework is often just parent work, and so anything asked for from home should be most judicious. Parents will be asked to read to their student or listen to their student read for 15-20 minutes per day at least five days per week.

### *Fourth and Fifth Grade*

Regular homework should be minimal, 20 or less minutes a few nights a week. Homework should not be assigned on the weekend. It may include or all of the following:

1. Math practice, especially when it can be hands-on practice and not worksheets (measure your desk at home; play math type family games at home; practice your times tables)
2. Nightly reading with a log
3. Writing or typing practice
4. Work on a project
5. Spelling or vocabulary words to practice
6. Book projects

### ***Sixth through Eighth Grade***

Regular homework may be 30-45 minutes a night on the weekdays. Homework should always be given as a support for classroom work, not simply as busy-work. Homework may include some or all of the following:

1. Math practice, especially when it can be hands-on practice
2. Assigned reading
3. Writing practice
4. Work on a project
5. Spelling or vocabulary words to practice
6. Creative projects that help introduce time management skills
7. Book projects
8. Research projects
9. Reading for content
10. Studying for End of Main Lesson Block Assessments

### **Pick Up**

Following the time for clean-up at the end of the day, students will line up and wait with their teachers (or a designated teacher of a younger sibling / member of a carpool) until they (1) are dismissed because they are on the self-walking list, (2) join the park walking group, or (3) are picked up in-person by a parent or authorized individual.

### **Schedule (Proposed)**

#### **AM Kindergarten**

8:40-12:40 Monday, Tuesday, Thursday, Friday

8:40-12:10 Wednesday (Minimum days)

#### **Grades 1-3**

8:30-2:45: Monday, Tuesday, Thursday, Friday

8:30-12:45: Wednesday (Minimum Days)

#### **Grades 4-8**

8:30-3:10: Monday, Tuesday, Thursday, Friday

8:30-12:45: Wednesday (Minimum Days)

### **Taking Attendance**

All class teachers will take attendance each day. Students who arrive at the school after the school has come indoors from the morning gathering will have their attendance logged by the front office staff. Parents will need to sign in students who arrive late and check them out in-person if they are leaving school early.

### **Transition**

PVCS encourages movement, music, and lively activity; however, hallways are to remain quiet during passing times so as to respect the learning and activities of other classes. Students should not run or yell in the hallways or pods.

## Chores

All students will be given regular chores to assist in caring for their classroom community. Chores may include: washing water bottles weekly, sweeping, washing desks, organizing art supplies, tidying shoes and cubby area, caring for plants or pets in the classroom, passing out painting supplies, etc.

In addition to classroom chores, each class will take on one aspect of caring for the school environment and community for the year. Class teachers will plan time into their weekly schedules to allow their class to regularly care for their community responsibility. Class chores may include: sweeping floors, collecting litter, composting, caring for school animals, assisting with lunch set-up / clean-up, putting up chairs for evening events, raking leaves, etc.

## Parent Involvement

### Volunteering

Parents are an essential part of our community. We encourage parents to find ways to get involved in the school by assisting in the classroom, field trips, and by using their strengths to help the school. A list of volunteer opportunities will be maintained and available through the Volunteer Coordinator. Teachers can and should provide many opportunities for parents to make a contribution and feel like partners in their child's education and the creation of the school community. Teachers are encouraged to find meaningful ways to involve parents in the school.

Peace Valley Charter School encourages parents to contribute a total of 30 hours per year to the school, for each child attending or 75 hours for families with three or more children. Help with festivals, fundraising events, plays and work parties are some suggestions, however, parents know best where their talents lie and how their schedules are arranged, so welcome and encourage their creativity in determining what they would like to do and when they would like to do it. Such volunteer hours are a great help to the school when applying for grants or demonstrating parent support.

### Classroom Parent Coordinator

Each class will have a parent representative who can provide support for the teacher. Such support may include communication with parents, field trips, festivals, class plays and other events. Interested parents are asked to contact their child's teacher. Teachers will solicit the help of a Classroom Parent Coordinator if one does not volunteer. Parent Coordinators will also attend training and meetings held by the Family Council.

### Background Checks

The School requires a criminal background check on each volunteer who will be given significant unsupervised access to a student in connection with the volunteer's assignment. In addition, all volunteers will need to check in at the Front Office, have a background check performed onsite, and wear an ID badge while at the school.

## Other Considerations

### Posting of Materials and Flyers

Staff, students and parents wishing to post materials on the school's bulletin boards must first receive stamped permission from the Director to do so. Because we are a public school, certain parameters exist for such postings. In addition, non-school sponsored activities will not be advertised through electronic communications (school website / newsletter); the public bulletin board is the only venue for such

advertisements. Official school emails, lists, and website should not be used for personal advertisements / solicitations.

### **Classroom Pets**

Classroom pets require the approval of the Directors and consultation with class parents regarding allergies and other concerns.

### **Foundation and Donations**

Because PVCS is a tuition-free, public school, fundraising and donations are essential to the level of programming and education we are creating for students. PVCS has divided fundraising into several categories and encourages teachers and parents interested in raising money for particular projects or priorities to coordinate their efforts with the Fundraising Committee and either piggy-back on a school-wide fundraising effort (outlined below) or seek prioritization on the school's fundraising list.

Middle school classes may select a long-term fundraising activity to support a class trip. This activity should align with the curriculum and other school activities so that there is both an element of entrepreneurship and service (for example, editing the yearbook / event programs and selling ads in them, childcare services for parent evenings / staff events, Friday afternoon snack sales, summer camp assistance).

**Passive Programs:** Activities undertaken anyway where funds flow back to PVCS (Amazon Smile, Whole Foods Days, Smiths Rewards, Box Tops)

**Transactions:** Purchasing of items directly from the school where a percentage is revenue (Logowear, water bottles, bumper stickers, etc. online, School Store, Booths at Festivals, Yearbooks and Directories)

**Campaigns:** Two large fund-raising events each year -- Fall Direct Ask Sponsorships & Spring Art Auction and Dinner

**Program Specific Contributions:** Set up online so individuals can make direct contributions to programs and projects that they are interested in

**Corporate Donations and Grants:** Efforts to seek foundation and corporate support led by Governing Board Foundation: Runs educational programs that align with Waldorf education at PVCS and proceeds flow to school

Donations of items may be requested from families for supplies that relate to a special project or event. Donations may also be requested towards field trip expenses. A list of items and assistance sought should be compiled and shared at the beginning of the school year. Additional requests should be sporadic (less than once a month) and based on specific projects / needs. Class teachers will work with Parent Coordinators to assist with donations.

### **Pictures and Video Recording**

Parents and family members are asked to refrain from taking pictures and video recordings during school events in order to focus attention on being present with the students and community. For each event or presentation, photographers / videographers will be designated and pictures and video recordings will be made available to parents. Pictures may be taken when an event or presentation has concluded. In addition, PVCS will make an annual yearbook available each year for purchase. This will include pictures from events and of all students.

## School Environment

PVCS is fortunate to have a beautiful location in which to hold school every day within a beautiful natural environment. All employees and students are expected to help maintain the pristine nature of the environment.

## Personal Property

Toys, games, cell phones, electronic devices, etc. are to remain at home. If such items are brought to school, they must be left with the teacher or in a backpack until the end of the school day. Inappropriate items will be held in the office and may be picked up at the end of the day. Dangerous items may be confiscated and disposed of and will require more serious consequences.

## Campus Pets

No dogs or pets are permitted on the school campus during school days or events for safety, health, and liability reasons. Special arrangements may be made to bring pets to school with approval from the Administrator and Class Teacher.

## STUDENT HEALTH

### Emergencies

Teachers will attempt to take care of minor issues (like needing a Band-Aid) themselves. The Front Office/Nurse is for more serious issues. Students who visit the Health Clinic will have an incident report filled out and a parent / guardian will be notified.

### Medication Policy for Students

Due to the liabilities associated with allowing students to administer their own medication and be in possession of said medication while at the school, PVCS has established the policy that self-administration by students will not be allowed.

If students must receive medication while at school, the designated school administration who have been trained by the school's licensed nurse can be of assistance with administering, pending a note from the doctor and/or parent allowing them to administer those medicines.

As an exception, self-administration is allowed if the student could experience conditions that are considered life threatening if the medication is not available and administered by the student or administrator in a timely manner. (For example: Severe Allergies, Severe Asthma, Diabetes, etc.) Doctor and parent note will need to be filled out, returned, and kept in student's file. For full policy guidelines, refer to the school's website: Governing Board: Policies: Medication Policy.

### Illness Guide Lines

A child exhibiting any of the following symptoms should be kept at home to recover and prevent the spread of any illness:

- Vomiting and/or diarrhea
- Head lice (see below)
- Fever of 100 or higher
- Infectious rash
- Severe cough
- Pink Eye
- Infectious runny nose

Communicable illness: If a child is diagnosed with a serious communicable illness (particularly anything for which children can be vaccinated), please let the school know as soon as possible. A Doctor's note granting permission will be required for the child to return to school. Failure to comply with this policy may result in the child being asked to leave school until such a note is produced, if staff suspects that the child is still contagious.

### **Head Lice**

It is important to check your children regularly for lice. If you find even a single nit, please keep your child at home. Immediately notify your child's teacher and the office so that the classroom can be thoroughly cleaned and class families can be notified (names will be kept anonymous). Also, please do not send a student with known lice to our aftercare program. After all treatment procedures have been completed, and your child is free of live lice, he or she may return to school. Lice are usually detected by the eggs (nits) deposited on the hair shaft. Nits are oval, the size of a poppy seed, and white or gray in color. They will likely be firmly attached to the hair shaft about a half-inch from the scalp and will not slide. Check for lice with dry hair in direct sunlight. Part the hair from the crown to the hairline, scan the area, and then repeat every half inch. Thoroughly inspect the entire head, particularly the back of the neck and around the ears. More detailed lice detection and treatment information is available in the front office.

### **Health Plans**

Students requiring on-going medical attention or considerations will have a health plan developed by the school nurse in consultation with parents. Teachers are expected to review and follow health plans and assist in ensuring the needs of students are addressed during the school day.

### **Medical Recommendations**

Teachers will not provide medical advice or recommendations to parents. They will state observations made and share information, but will not counsel parents or give advice on seeking services, medications, therapies, or other healthcare services.

### **SCHOOL LUNCH**

Children will bring a lunch from home. Home lunches should be free from packaging and contain healthy foods. No candy, sweets or soda pops are allowed. For additional guidance, please refer to the Wellness Policy below.

## **Wellness**

### **Vision**

PVCS is an educational community committed to the healthy growth and development of the whole child. Healthy includes the physical, emotional, and social realms. Through a curriculum guided by the principles of public Waldorf education our teachers nurture the imagination in the early years, building a foundation for abstract thinking gradually, and appropriately challenging the intellect throughout the grades. This philosophy places equal emphasis on a solid academic program, artistic expression, social development and attention to the inner life and natural rhythms of the child.

Our School is committed to creating a healthy community which reflects and supports our common values. We believe that children develop social responsibility and feel a greater sense of significance in a small, supportive environment which promotes close long-term relationships with classmates and

teachers. In an atmosphere of respectful clear communication, cooperation and parent participation we believe children flourish and grow to be healthy, capable, contributing human beings.

We believe that teaching children to care for and respect the earth encourages global responsibility and promotes environmentally conscious living. The celebration of seasonal festivals is an integral part of this as children joyously experience the earth's natural cycles. By reducing or eliminating exposure to electronic media and encouraging a cooperative rather than a competitive milieu, a child's inherent creative and intellectual abilities will naturally unfold. At the heart of this approach is the recognition that teaching must be presented to children in a way which fills both teacher and student with wonder, reverence and enthusiasm.

### **Food Guidelines**

Nurturing our bodies as well as our minds and spirits is important at PVCS. The following guidelines have been developed to support the health and wellness of students and faculty.

PVCS encourages nutrient-dense, whole foods for lunch and snack time.

To the extent possible, all food served to students will be free of artificial additives, such as monosodium glutamate (MSG), corn syrup, high fructose corn syrup, and trans fat.

PVCS will not provide candy or conventional sweets, except as a part of a community festival or celebration. (Sweets are defined as product in which conventional sugar is one of the first 4 ingredients.) Students are strongly discouraged from bringing candy or conventional sweets in lunches or for celebrations. There are many traditional alternatives, which we will use to honor students on birthdays and for holiday celebrations.

Lunches and/or snacks are encouraged to follow the PVCS Food Guidelines. Healthy, well-balanced meals provide essential nutrition for children's brains and bodies to perform optimally. Candy, soda pop, desserts and other foods high in sugar or caffeine are highly discouraged in school lunches or snacks.

To support healthy eating habits, food rewards or punishment are not to be used for academic or behavioral performance.

### **Snacks and Lunches**

Students are encouraged to bring a snack to school every day to be eaten in the morning. Snacks suggestions are below. Snacks are encouraged to avoid sugar, contain something substantive (protein source), and be free from packaging. Lunches brought from home are asked to follow the same guidelines. Teachers may send gentle reminders to parents if snack and lunch guidelines become an issue, including information on the importance of adequate nutrition for mental and physical development and emotional stability throughout the day.

### **Snack Guide Lines**

Although sharing is a natural inclination, please do not share snacks with others. There are many children with dairy, egg, food dye, gluten and allergies/intolerances that kids are not aware of.

No peanuts and be aware of other possible nut allergies in your classroom.

If your child's snack does not meet guidelines they will be asked to place the snack in their backpack and will be given and approved snack by a teacher.

If a snack from home is pre-packaged, please remove from packaging and pack in a reusable container. This will make snack time run smoother and cut down on classroom waste. (Two great containers for snacks are Sistema Small Split at Bed Bath and Beyond or online and MIRA's Set of 3 square Stainless Steel Lunch Box and Food Storage Snack Container on Amazon. )

List of Snack Suggestions (organic, food dye free if possible)

- Any fruit or vegetable
  - Organic No-Sugar added Apple Sauce
  - Banana (dried bananas covered in dark chocolate available at WFM)
  - Cheese sticks, cubes or slices
  - Chia pudding cups (make or purchase at Whole Foods)
  - Cliff Kid Organic ZBAR – Costco has them in a case for less than 1\$ a bar
  - Crackers, Bread or Pita (whole grain preferred)
  - Dried Figs or fruit (Costco)
  - Dried seaweed snacks (great flavors available at Whole Foods Market, Trader Joes, Smiths, Costco)
  - Edamame with Sea Salt
  - Pure fruit leathers, Clif ropes
  - Granola Bars, Clif Bars, Larabars, Kind bars
  - Healthy breakfast cereal mixed with dried fruit
  - Dried Apricots - (*There are great organic ones by Isik at Costco and they are Sulfite/Sulfate free*)
  - Kale Chips (*Whole Foods*)
  - Made Good Granola Bars and Granola Minis (*Whole Foods Market, Costco*)
  - Mary's Gone Crackers (*Costco*)
  - Nuts and Seeds excluding Peanuts
  - Olives
  - Paleo Inspired Caveman Bars - (*Costco, in a case for less than a \$1 a bar*)
  - Popcorn
  - Pretzels
  - Rice pudding
  - Savory rice cakes or popcorn cakes
  - Sweet Potato Crackers (*Costco*)
  - Trail Mix (no peanuts)
  - Veggie Booty, Pirates booty
  - Veggie Straws
  - Veggie sushi rolls
  - Whole Grain tortilla chips
- Winco has inexpensive options

### Fun Snack Ideas

- Fruits - clementine's, oranges, pears, apples, watermelon, bananas
- Veggies - cucumbers, celery, carrots, cherry tomatoes, snap peas, snow peas, string beans, edamame
- Serve fruits, such as apple slices

and grapes, or vegetables, such as celery sticks, cucumbers, and baby carrots with hummus, salsa, guacamole, black bean dip or yogurt.

- Dips for Veggies, crackers or pita: hummus, black bean dip, black bean salsa, salsa, salsa with chia seeds in it.
- Carrot sticks and hummus
- Leftover pancakes cut into dipping strips with coconut milk yogurt
- Brown rice cakes or mini bagels with a smear of non-dairy or dairy cream cheese or hummus
- Any raw veggies with a healthy dip
- Apple, bananas or celery with Sun butter (If banana, cut banana in half and let kids peel)
- Pear or Apple and Cheese
- Black bean salsa or chia seed salsa with chips or crackers
- Roasted pumpkin or sunflower seeds and piece of fruit
- Grapes & Cottage Cheese
- Blueberries and Cottage Cheese
- Popcorn
- Cheese and Crackers
- Olives and veggies
- Applesauce with cinnamon and chia seeds
- Low Sugar Yogurt with added fruit and hemp or chia seeds

### **Safe and Healthy School Environment**

A healthy and safe school environment is necessary in promoting and sustaining the nutritional, physical and emotional health of its students and staff.

PVCS will provide a clean and safe space for students to enjoy their meals.

Meals will be served in a pleasant environment that provides sufficient time for eating, while fostering good eating habits, enjoyment of meals, good manners and respect for others.

Staff will educate the importance of cleanliness and hand washing. Convenient access to hand washing facilities and restrooms will be provided.

Safe drinking water sources will be available for students to get water at meals and throughout the day. Students are all asked to bring a water bottle from home to keep in the classroom and use for drinks throughout the day. Class teachers should develop a schedule for washing water bottles on a weekly basis as part of their chore routine.

### **Special Dietary Needs**

If a child has special dietary issues, parents are asked to make these known to the office and class teacher. Any severe allergies or other dietary concerns that may need to be accounted for in the classroom or broader school community will be addressed through consultation between the administration, teachers, and parents.

### **Gardening and Ecological Awareness**

The children will be involved in planting, tending and harvesting. The school strives to teach children to develop love and respect for the earth. Children come to learn that we are part of a much larger

macrocosm that needs to be kept in balance while they learn about life cycles and the seasons through planting and composting in our school garden. We promote recycling, reusing, repairing and sustainability with the students. As this philosophy is respected at home, the awe and wonder evoked in our children will serve to promote a desire for wholesome living, and the development of ecological awareness. Through the gardening program we will:

- Increase the student connection to food sources through growing and harvesting of foods in our gardens.
- Increase the consumption of nutritious food by teaching children how to make healthy food choices
- Increase student awareness and value of locally grown food and enlist the support of parents to help increase children's consumption of fresh local products.

Peace Valley Charter School will also work towards a robust program of sorting waste to optimize the potential for recycling, repurposing and composting.

## **Birthdays**

PVCS recognizes the importance of acknowledging and celebrating student birthdays. Furthermore, the School would like to actively share in the joy and wonder of each child's life and individuality by learning about the events in his/her life, including family members, friendships, and favorite activities, rather than focusing on foods or trinkets that a child may bring into school for a party. Participation in any such classroom birthday recognition or any related celebration activities are completely optional choices for each student.

To protect the health and safety of students, to eliminate the financial burden on families, to protect the educational learning time in classrooms, and to respect the rights of parents in choosing what their children consume while at school, Peace Valley Charter School has adopted a Birthday Celebration Policy, which solely focuses on the essence and uniqueness of each child. Birthday recognition, timing, and any related activities are at the discretion of each Teacher. Social and personal growth is encouraged via the sharing of student life/histories/timelines, favorite books and/or hobbies.

## **Festivals and Ceremonies**

Festivals serve as an opportunity for the entire school community to join together in seasonal celebrations. Planning and working together in anticipation of the festival and celebrating during the festival creates bonds among the entire community. The festivals serve as an important bridge between home life and school life. In planning festivals and other celebrations, PVCS will seek to promote these same standards of healthy living.

## **Integrating Physical Activity into the Classroom Setting**

At PVCS physical activity and movement are a normal part of our curriculum. We fully embrace regular physical activity as a personal behavior; students need opportunities for physical activity throughout the day and combined with learning. Physical activity is combined with subject lessons and in between lessons. Movement is used as a regular part of academic instruction to promote deeper learning and memory. Part of this process includes regular classes in movement, games, eurythmy and dance

## Recess

Recess is a magical time when children get a chance to experience the world and express themselves on their own. It is usually a joy to observe their play and we try to interfere as little as possible, only doing so when necessary for their safety and wellbeing. To know when that might be, we need to be aware of what is going on with each of the various groups even as they form, disperse and reform with other groups. Kind, respectful and compassionate behavior is expected of everyone on the playground at all times.

At recess the children have the freedom to play energetically or quietly. They tend to have a yearning for what it is they need and will seek it out. This is what we want but of course we also want to minimize dangers and prevent mishaps. When we need to redirect an activity we try to state the positive choice first. For instance, they can hop on the stumps but not if going fast with long poles in their hands. They can run as long as they want but not climb the fence. They can dig mines but not make clouds of dust for others to breathe. They can carry rocks but not shatter them. They can build snow forts but not throw snowballs – or any other objects, unless supervised.

The children need to converse with their peers, make rules and changes rules, test agreements and even break them sometimes. They are learning to get along, and natural consequences are great teachers! But as with physical safety, we like to have a sense of the general nature of their play so we can nudge the direction a bit if we see a problem coming. Occasionally we need to intervene and make changes abruptly. Always the intent is to move away from coercion and back toward cooperation, away from stalemates and back towards sharing and listening. The most important work of the teachers on the playground is the ability to observe. While staying aware of the overall activity we are watchful for any escalating disagreements, for any behavior that seems unusual or inappropriate, and for any children who seem unhappy or anxious.

## Recess Guidelines

**Inclusion:** Everyone is always welcome to join another group at play, as long as they are within one grade range from their own. Of course a supervised class-specific game or activity would be off limits to others. Generally, we encourage children not to rely on grownups for company at recess, though we can certainly comfort them for a moment or do things like twirl the jump rope to get things going or even to keep them going. We can encourage a lone child to find another lone child to play with, giving the child suggestions like “you could ask - - - how they are feeling, or what is their favorite thing to do at recess, or if they’d like to build something with you.” We do this gently and let it go if they resist.

**Accepting Change:** Children are encouraged to problem solve on their own unless it becomes a question of safety. We encourage them to accept changes in the direction of play in a group and to be easy going enough to find something else to do if they no longer like the game, rather than demanding their own way. Similarly, one child should not be allowed to insist on a change in play for all the others.

**Sharing Resources:** Materials and forts on the playground are not “owned” from one recess to the next, though the children are encouraged to be respectful of things like others’ miniature fairy house creations. Children need to practice courteous manners with each other when working out how to share things. They often need some assistance with this. Perhaps an item in short supply should be kept for only half the given recess and then be passed along.

**Physical & Emotional Well Being:** Children should always be free to move. If they play horses the reins must be loose, if in jail they must be able to flee easily! The only contact allowed is a light tap on

the shoulder, back or hip when playing tag. Tackling or wrestling of any kind is not allowed. There is no violent play allowed, including imaginary.

Aggressive, threatening or taunting behavior of any kind will not be allowed on the playground. Students engaged in behavior that may negatively affect another student will be redirected to another activity, including assisting the teacher on duty with supervision or calm and return.

## Family Rhythms

Families can enhance the educational experience of their children is by understanding the rhythms of the day. Children flourish in environments that are loving, orderly, and predictable. With an external sense of order and routine, children feel comfortable living in the moment. Just knowing what is expected at different intervals in the day can help children feel secure in the world. As an example, a bedtime ritual can help to calm and soothe children and prepare them for restful sleep. Once this routine is established, the ritual may become parents' most treasured time with their children. These other home activities support the work of the school:

- Regular bedtime that allows 10-12 hours of sleep
- Eating a healthy protein rich breakfast consisting of whole foods and minimal sugar
- Reading to your child daily
- Household or yard chores
- Outdoor play
- Gardening
- Indoor creative play
- Hobbies
- Artistic and musical endeavors
- Cooking
- Nature hikes and walks
- Picnics Community or religious activities
- Volunteer or community projects
- Providing a quiet, uncluttered space and time set aside for homework, when necessary

## Media Policy

The educational philosophy of PVCS is based upon a deep understanding of child development. Waldorf education is known for its holistic approach, instilling a love of learning, creativity, independent problem-solving and healthy social skills through a balance of academics, art and direct experience. We believe that children need to move, run and use their bodies to learn. They need to interact with others and their environments, exploring and discovering things for themselves first hand. Playing helps children learn how to handle aggression, to share and be friends, to work out differences. Children also need time to be alone and discover that quietude is sometimes a necessary condition for imaginative play and creativity to blossom.

At PVCS we encourage families to have no television and other media screen viewing (video games, iPad, etc.) from Sunday evening through Friday after school. We realize that significantly limiting or eliminating media from your child's life might feel like a tall order. However, with support and reassurance, we are confident that families will find that more free time means more quality time together, and more time for your child to develop and use inner resources to create games and creative play. We understand that while television and other screen media/activities can serve as a source of

information and entertainment for adults, children are not operating in the same developmental stage as adults. Studies show that excessive screen media time can be harmful to a child's developing mind and body, and can significantly shorten their attention span.

For more information, talk with your child's teacher, attend parent nights, and read the latest research on the effects of television and other technologies on brain function and imagination. The following sources provide additional information about the philosophy behind our media policy:

- *Endangered Minds: Why Our Children Don't Think* by Jane Healy
- *The Plug-In Drug and Unplugging the Plug-In Drug* by Marie Winn
- *What To Do After You Turn Off the TV* by Francis Moore Lapp

## Dress

PVCS strives to be a model of quality and beauty in the educational process and to bring an atmosphere of care and respect to everything that concerns the children at school. Physical warmth is vital to the healthy development of children. Children need to be dressed in layers for ease of movement and comfort. Their clothes should allow them to run, jump, raise arms above their heads and bend over to touch their toes with complete freedom of movement and without embarrassment to themselves or others. To further these ideals, we ask all parents and caregivers to direct their children to the appropriate standards of dress and behavior.

The school environment is one where we wish to encourage and nurture reverence for what is noble, true and beautiful. In order to create a suitable environment for learning, we try to surround the students with living images rather than movie or cartoon characters in an effort to create a working and learning environment that is as free as possible from such distracting influences.

We recognize that all students are valued individually for who they are and not what they wear. Clothing, however, can be distracting to students and teachers and can undermine the school environment. Therefore, PVCS has a specific dress code.

To protect our classroom floors and carpeting, students must have a pair of indoor shoes to change into when they come into the building. These shoes must have a rubber/waterproof sole in case we must go outside quickly due to an emergency.

Suitable clothing is required. In winter, warm jackets, gloves, and hats are required. In the warmth of the sun, hats are encouraged to protect students from harmful rays. Our students can be outside for up to 3 hours on some days, so protective clothing is very important.

Wearing hats indoors is discouraged except when used for warmth during cold winter days.

## Student Services

### Special Education

Students who have been designated as Special Education will receive support based on their Individual Education Plans (IEPs). Students who are "gifted" will receive consideration to meet their needs and support their continued growth and development. The Response to Intervention Process will be followed for students whose needs are not being met or for whom there are concerns.

### **Response To Intervention (RTI)**

Students who are below grade level will be given support to increase student achievement. In cases where a teacher realizes a student needs help, he/she will put accommodations in place to support the child's learning. Progress made will be documented by the teacher to determine if this approach is working.

### **3 Streams and Student Report**

Peace Valley Charter School is committed to healthy and successful students and healthy social relationships among students, teachers and all members of the school community. This value is reflected throughout the curriculum and implicit in the working of the school. *Our school has adopted a student support process based on the work brought to us by Kim John Payne*, who is respected worldwide for his work in helping children navigate challenge as well as conflict through a no blame approach.

In conjunction with work presented to PVCS by Kim John Payne, the Student Support Executive Group (SSEG) has been created. This group is made up of the Student Support Director and staff who chair the following groups: the Social Inclusion Group (SIG), Care Group (CG) and Discipline and Guidance (DG). When a student is exhibiting challenges in the classroom or in campus social settings they are referred to the SSEG who will decide which of the groups (one or more) will best serve to support the student.

All faculty and staff will receive training on the 3 Streams approach to student support prior to the beginning of the school year. Based on training and the 3 Streams Handbook, teachers will work in their classrooms, with the SSEG and as teams to support each student, manage student discipline issues, and create a positive social climate within their classroom community.

### **Discipline**

The 3 Streams program will serve as the basis of the approach to school discipline at PVCS. It will inform behavioral norms in each class, the manner for holding class meetings, and the options available for providing additional support for students. Class teachers at PVCS ideally stay with students from the 1st to the 5<sup>th</sup> grade and 6 to 8th Grade. This enables the class teacher to be very aware of any problems that may be arising in a child's behavior. In addition, teachers will regularly make observations regarding each individual child's demeanor, social interactions, emotional maturity, and demonstrated self-control. Most problems can and should be handled in the classroom in coordination with the student's family. Class meetings, which are regularly held on Fridays, serve as a forum in which issues may also be addressed in some situations.

When teachers are unable to remedy behavior problems, teachers will work closely with the Student Support Executive Group, the student, parents/guardians, and or other school staff to coordinate their efforts in the resolution of discipline matters. A restorative justice model will be employed in all cases of student misconduct. Using such a model in conjunction with the 3 Streams approach, teachers and administrators work to develop open communication with the student. They spend time seeking to identify the roots of behaviors and encourage students to make amends to the school community for any misdeeds or violations of the school agreements. More details are contained in the Discipline Policy Below.

### **School Concerns**

PVCS welcomes suggestions, comments, and/or concerns. This will ensure we are taking appropriate action regarding potential improvements to the school. Forms for suggestions will be available in the front office. Individuals with suggestions are welcome to fill out a form or send an email to the general

school account: info@PeaceValleywaldorf.org. All forms and emails will be forwarded to the chairs of the appropriate councils or committees and reviewed in meetings. Any suggestions that are being adopted or integrated will be noted in the meeting minutes.

### Concern Process

1 - Go to the person with whom you have an issue. As someone is approached to resolve a problem, one should first evaluate intent and proceed respectfully as follows:

- Speak directly to the person(s) involved
- Seek to understand the others' point of view
- Keep your courage high to tell the true story and keep your consideration high to listen to the other party
- Seek a mutually beneficial solution

A concern that involves the staff should be addressed directly with the individual(s) involved.

Parents who have concerns about their child's classroom experience should first address those concerns directly with their child's teacher.

Staff who have concerns, they should first discuss those concerns with the individual(s) that are involved.

2 - If the concern is not resolved to satisfaction, an individual may request a School Concern Form from administration.

A School Concern Form is a request for an active discussion and response from the appropriate committee or council. If action is not being requested, then concerns should be shared with the appropriate individual and administration, but no form should be filled out.

3 - All School Concern Forms will be forwarded to the committee, board, or council with decision-making responsibility for the issue. The concern will be added to upcoming committee, board or council meeting agenda. Additional information may be requested, and the individual with the concern may even be invited to the meeting, as appropriate. The concern will be discussed in the meeting, or a series of meetings, and a proposed resolution agreed upon. A designee from the committee, board, or council will then contact the individual to report on the process and the proposed resolution.

4 - If there is agreement, and the individual is satisfied that their concern has been addressed, the resolution proposed by the committee, board, or council will be implemented.

5 - If there is not agreement, then an additional meeting may be requested. This additional meeting will include the members of the council, the concerned individual, and an outside mediator (administration, staff, or board member, as appropriate). The purpose of the mediator is to ensure that all parties have an opportunity to speak, to be heard, and to reach an agreement. The form of the mediation will be:

1. The individual will present his or her concerns.
2. A member of the council will reflect back the concern as it was heard.
3. The member of the committee, board, or council will present their process and determination.
4. The individual will reflect back their understanding of the process and determination.

5. The mediator will invite both parties to make a commitment of what they are willing to offer moving forward. Both parties will speak.
6. The mediator will allow both parties to make a request moving forward.
7. A clear understanding will be reached regarding the commitments that have been made.
8. A future date will be set for the mediator to follow-up with both parties on the commitments.

6 - If there continues to be a concern, either due to a lack of agreed upon resolution or a lack of adhering to commitments, an individual or council may request a meeting in which the Administrator or Governing Board will act as mediator. The form of the meeting will be the same as the mediation meeting; however, unlike at the previous mediation meeting, at this phase, the Administrator or Governing Board may offer suggestions on requests and commitments that could be made. Following this meeting, and at the discretion of the mediator, the concern process will be considered completed, and the concern form will be filed or archived along with minutes from the meetings.

### **Emergency Response**

Peace Valley Charter School has an Emergency Operations Plan which will be provided to staff, kept in each classroom, and serve as the basis of monthly emergency drills. All employees are expected to participate in all emergency drills and trainings that occur during their work hours and to follow proper procedures. Caring for the safety and well-being of students during both drills and real emergencies is the top priority of all employees.

Parents and families will be notified of emergency situations using the school's mass communications system. They will be given specifics on actions to be taken should children need to be picked up from the school's Reunification Center in the case of an emergency. It is imperative that a contact information is updated as needed so that families will receive notifications in the case of an emergency.

### **Policies**

#### **Prohibition on Discrimination**

Peace Valley Charter School does not advocate, permit, or practice discrimination on the basis of race, creed, color, national origin, religion, age, sex, sexual orientation, gender identity, pregnancy, or disability. PVCS seeks to create a safe and nurturing environment for diverse staff and faculty, students and families. All members of the PVCS community are to be treated with an equal degree of respect and dignity.

#### **Student Records**

FERPA is a federal law that protects the privacy interests of students. It affords parents the right to access and request that their children's education records be amended, and gives them some control over the disclosure of the information in these records. FERPA generally prevents schools from sharing student records, or personally identifiable information in these records, without the written consent of a parent, except as provided by law.

At PVCS we respect student and family privacy, which mean that we never discuss an individual student with a member of the staff, another teacher, or a parent if that individual is not someone who has a

legitimate need to know. This is particularly true of any situation involving grades, evaluations, or assessments; student discipline; student health; or aspects of a student’s home or family situation.

## Education Records

Under FERPA, the term “education records” includes all records containing information directly related to a student and are maintained by PVCS, or by a person acting for PVCS. This includes all records regardless of medium, including, but not limited to, files, documents, handwriting, email, videotape or audiotape, electronic or computer files, film, print, microfilm, and microfiche. Examples of “education records” include grades, class lists, course schedules, transcripts, health records, and discipline files. Personal notes made by staff are not considered education records if they are:

- kept in the sole possession of the maker
- not accessible or revealed to any other person except a temporary substitute, and
- used only as a memory aid

Records created and maintained by a law enforcement unit for law enforcement purposes are also excluded.

## Education Information

The term “directory information” is used for the portion of the education record that, if disclosed, would not generally be considered harmful or an invasion of privacy. PVCS has designated the following as directory information:

- name, address and, telephone number
- day and month of birth
- parent’s email address
- participation in officially recognized activities and sports
- dates of attendance
- awards received
- most recent previous education agency or institution attended and
- photograph

Directory information may be released at the discretion of school administration, without consent, for appropriate reasons. Under the provisions of FERPA, parents must be notified annually of their right to withhold the release of any or all directory information.

PVCS will honor a parent’s request that their student’s directory information not be released. At the beginning of each school year, students will be sent home with a Directory Notification Form. If parents wish, they may sign the form to withhold the release of their children’s directory information.

## Disclosure of Student Information

Disclosure of Student Information Generally, schools must have written parent permission to release any information from a student’s education records. However, in addition to properly designated “directory information,” FERPA allows disclosure, without consent, to the following parties or under the following conditions:

### **A Legitimate Educational Interest**

School officials with a “legitimate educational interest” may access student records under FERPA. Generally, this refers to individuals in the school who need to know information in the student’s education record in order to perform their professional responsibility.

### **Transferring or Enrolling to Other Schools**

Schools that submit a records request or in which a student has enrolled are eligible to receive information from that student’s education records, so long as the disclosure is for purposes related to the student’s enrollment, or transfer. This includes post-secondary institutions to which the student is applying. Judicial

### **Orders or Lawfully Issued Subpoenas**

Schools must release information requested by judicial order or legal subpoena. However, the school must make a reasonable effort to notify the parent in advance of compliance, unless the court or other issuing agency has ordered that the contents of the subpoena not be disclosed, or that the protected education records not be included.

### **Health and Safety Emergencies**

Disclosure to appropriate officials is valid if the information contained in the education record is necessary to protect the health or safety of the student or other individuals. This exception is limited to the period of the emergency and generally does not allow for a blanket release of personally identifiable information from a student’s education records. When making a disclosure under the health or safety emergency provision in FERPA, schools are specifically required to record the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure and the parties to whom the school disclosed the information.

### **The Juvenile Judicial System**

Schools may release information to state and local juvenile justice authorities after receiving written certification that the information will not be disclosed to any other agency, organization, or third party without the parent’s permission, except as allowed by state law.

### **Specified Officials for Audit or Evaluation Purposes**

This exception refers to federal, state, and local education agencies that must collect data or student information to audit, evaluate, or enforce educational programs.

### **The Immigration and Naturalization Service (INS) for Foreign Students Attending School under a Visa**

NS requires foreign students attending an educational institution under an F-1 visa to sign the Form-I-20. The form contains a consent provision allowing for the disclosure of information to INS. This consent is sufficiently broad to permit an educational institution to release personally identifiable information of a student who has signed a Form I20 to the INS for the purpose of allowing the INS to determine the student’s non-immigrant status.

### **Ex Parte Orders**

Schools must release information in response to an ex parte order from the Attorney General of the United States or his designee in connection with the investigation or prosecution of terrorism crimes. An ex parte order is an order issued by a court of competent jurisdiction without notice to an adverse party

### **Individuals with Disabilities Education Act (IDEA)**

In addition to the requirements of FERPA, the IDEA provides additional privacy protections for students who are receiving special education and related services tailored to protect special confidentiality concerns for children with disabilities and their families. PVCS must inform parents of children with disabilities when information is no longer needed and will be destroyed. PVCS must have one official who is responsible for ensuring the confidentiality of any personally identifiable information and must train all persons who are collecting or using personally identifiable information about confidentiality and FERPA.

### **Health Insurance Portability and Accountability Act (HIPAA)**

HIPAA's Privacy Rules exclude health information contained in an education record. Health records maintained by an education agency or institution are, however, subject to FERPA. For example, immunization records and school nurse records would be considered "education records" subject to FERPA.

### **Protection of Pupil Rights Amendment (PPRA) and Idaho Family Educational Rights and Privacy Act**

Idaho statute affords parents and students additional protections that do not exist under current federal law. Under the Idaho Family Educational Rights and Privacy Act, PVCS must obtain prior written consent from a student's parent or legal guardian if the school plans to administer any psychological or psychiatric examination, test, treatment, or any survey, analysis or evaluation that has the purpose or evident intended effect of causing the student to reveal information, whether the information is personally identifiable or not, concerning the student's or any family member's:

- political affiliations or, except as provided under UCA §53A-13-101.1 or rules of the Idaho State Board of Education, political philosophies
- mental or psychological problems
- sexual behavior, orientation, or attitudes
- illegal, anti-social, self-incriminating, or demeaning behavior
- critical appraisals of individuals with whom the student or family member has close family relationships
- religious affiliations or beliefs
- legally recognized privileged and analogous relationships, such as those with lawyers, medical personnel, or ministers; and
- income, except as required by law

The prohibitions above also apply within the curriculum and other school activities unless prior written consent is obtained. Thus, parents or legal guardians must provide written consent before a student can participate in curriculum discussion "in which the purpose or evident intended effect is to cause the student to reveal" the prohibited information listed above, subject to certain exceptions discussed below. Students are free, however to exercise "free speech" and related rights allowed by other state legislation. *The Idaho Family Educational Rights and Privacy Act does* not prohibit students from spontaneously expressing sentiments or opinions that might otherwise be protected against disclosure under the Act.

Generally, for consent to be valid, the parent or legal guardian will be provided with notice that a copy of the survey questions to be asked of the student is available at the school and a reasonable

opportunity to obtain written information regarding the following, at least two weeks before the test/treatment/survey/analysis/evaluation is administered or information listed above is sought:

- the information and relationships that will be examined or requested;
- how the records or information will be examined or reviewed;
- the means by which the information will be obtained;
- the purposes for which the records or information are needed;
- the entities or persons (public or private) who will have access to the personally identifiable information; and
- how a parent can give permission to access or examine the personally identifiable information

Following disclosure of the above-listed information, a parent or guardian may waive the two-week notification period.

Two-week advanced notice of the above-listed information will not be provided in response to a situation that a PVCS employee reasonably believes to be an emergency, or as authorized under applicable Child Abuse or Neglect Reporting Requirements, or by order of a court of law.

Parental authorization is valid only for the activity for which it was granted. A parent may withdraw consent by submitting a written withdrawal of authorization to the school administrator prior to or during the course of the activity.

Notwithstanding anything in this policy, when a school employee believes that a situation exists which presents a serious threat to the well-being of the student, the employee must notify the student's parent or guardian without delay, unless the matter has already been reported to DCFS, in which case it is the responsibility of DCFS to notify the student's parent or guardian of any possible investigation or take other appropriate action.

Notwithstanding anything in this policy, when a school employee believes that a student is at-risk of attempting suicide, physical self-harm, or harming others, the employee may intervene and ask the student questions regarding the student's suicidal thoughts, physical self-harming behavior, or thoughts of harming others for the purposes of (1) referring the student to appropriate prevention services, and (2) informing the parent or legal guardian.

### **Student Accommodation**

Peace Valley Charter School shall reasonably accommodate the request of a student's parent or guardian:

1. Made in writing to retain a student on grade level based on the student's academic ability or social, emotional, or physical maturity
2. Regarding initial selection of a teacher or request for a change of teacher
3. To visit and observe any class the student attends
4. Made in writing to excuse the student from attendance for a family event or visit to a health care provider, without obtaining a note from the provider (such excuse does not diminish expectations for the student's academic performance)

5. Made in writing to place a student in a specialized class or an advanced course (the school shall consider multiple academic data points when considering this requested accommodation) and
6. To meet with a teacher at a mutually agreeable time if the parent or guardian is unable to attend a regularly scheduled parent teacher conference.

### **Testing Accommodations**

Any requests for testing accommodation will be dealt with through the class teacher, Student Services Director and the Administrator.

### **Electronic Devices**

Employees, parents and volunteers at Peace Valley Charter School are not to use personal electronic devices during the school day when in contact with children, unless there is an emergency situation. Devices should be placed in a silent mode and stored out of site during times when supervising and interacting with students. Cell phones and other electronic devices may be used on breaks, in meetings (as appropriate), and in emergency situations.

**Student Possession and Use:** Students at Peace Valley Charter School may possess electronic devices at school subject to the following:

- Students may carry and possess electronic devices to and from school
- Electronic devices must be turned off and kept in backpacks during school hours except under the supervision of the teacher in the classroom

**Prohibitions:** Electronic devices may not be used in a way that threatens, humiliates, harasses, intimidates, or violates local, state or federal law of school-related individuals, including students, employees, and visitors. Electronic devices may not be used during Idaho Performance Assessment System for Student assessments unless specifically allowed by law, student Individual Education Plan, or assessment directions.

**Confiscations:** If a student violates this policy, his/her electronic device may be confiscated. When an employee confiscates an electronic device under this policy, he/she shall take reasonable measures to label and secure the device and turn the device over to a school administrator as soon as the employee's duties permit. The electronic device will be released/returned to the student on the first confiscation. On subsequent confiscations, the electronic devices will be released/returned to the student's parent or guardian after the student has complied with any other disciplinary consequence that is imposed.

**Security of Device:** Students shall be personally and solely responsible for the security of electronic devices brought to school. The school shall not assume responsibility for theft, loss, damage, or unauthorized calls made with an electronic device. If devices are loaned to or borrowed and misused by non-owners, device owners are jointly responsible for the misuse or policy violation(s).

**Exceptions:** With prior approval of the Administrator, the above prohibitions may be relaxed under the following circumstances:

- the use is specifically required to implement a student’s current and valid IEP
- the use is at the direction of a teacher for educational purposes
- the use is determined by the Administrator to be necessary for other special circumstances, health-related reasons, or emergency

## Use of School Property

### Electronic Devices and Networks

School property and networks may not be used for unprofessional activities or illegal activities, such as personal use of social media, creation or viewing of pornography, or personal business activities.

### Other School Property

Students will take care great of school property. Students will be financially responsible for any willful or negligent action which results in the destruction, displacement or loss of school property.

### Building Use

Peace Valley Charter School’s Building (the “Building”) is owned by a private entity and leased to the school for a defined period of time. Therefore, the Building may only be used for activities that are incidental to running a Charter school, including but not limited to, school performances, school-wide fundraisers, extra-curricular activities, or other such school sponsored activities, and only by Peace Valley Charter School or organizations affiliated with it, such as parent organizations, school committees, etc. Space in the building may be sub-leased to another, non-profit educational organization that aligns with the mission and vision of Peace Valley Charter School only with the approval of the building owner in order to expand educational offerings available to the Peace Valley Charter School community. Other entities, such as charitable, non-profit, or governmental entities may use the Building if done so in coordination or in conjunction with an affiliated entity and for such incidental activities.

The Administrator, or a person designated by the Administrator for this purpose (“Designee”), must approve all activities, will determine if a particular activity is appropriate, and determine the appropriate fee, if applicable. The Administrator and/or Governing Board reserves the right to refuse the use of the Building if the activity is determined to be inappropriate. The decision of the Administrator and/or Designee is final.

### Bullying and Harassment

No school employee or student may engage in bullying or harassing a school employee or student:

- on school property
- at a school related or sponsored event;
- while the school employee or student is traveling to or from a location or event

No school employee or student may engage in hazing or cyberbullying a school employee or student at any time or in any location.

No school employee or student may engage in retaliation against:

- a school employee
- a student
- an investigator for, or witness of, an alleged incident of bullying, harassing, cyberbullying, hazing, or retaliation

No school employee or student may make a false allegation of bullying, harassment, cyberbullying, hazing, or retaliation against a school employee or student.

Any bullying, harassing, or hazing that is found to be targeted at a federally protected class is further prohibited under federal anti-discrimination laws and is subject to compliance regulations from the Office for Civil Rights.

### **Investigations**

PVCS will promptly and reasonably investigate allegations of bullying, cyberbullying, harassment, hazing, and/or retaliation. The Administrator (“Director”) shall appoint investigators who will be responsible for handling all complaints by students and employees alleging bullying, cyberbullying, harassment, or hazing as outlined in the procedures below.

Whenever the Director has reason to believe laws have been broken or child abuse has occurred, he/she shall request appropriate authorities conduct the investigation.

### **Actions Required if Prohibited Acts are Reported**

Each complaint of bullying, cyberbullying, harassment, hazing, and/or retaliation shall include:

- name of complaining party;
- name of offender (if known);
- date and location of incident(s);
- a statement describing the incident(s), including names of witnesses (if known).

Complaints may be made anonymously, but formal disciplinary action is prohibited based solely on an anonymous complaint.

### **Consequences for Verified Violations**

Verified violations of the prohibitions against bullying, cyberbullying, hazing, harassment, or retaliation shall result in consequences or penalties. Consequences or penalties may include, but are not limited to:

- student suspension or removal from a school-sponsored team or activity including school sponsored transportation;
- student suspension or expulsion from school or lesser disciplinary action;
- employee suspension or termination for cause or lesser disciplinary action;
- employee reassignment; or other action against student or employee as appropriate.

Student and Parent’s will be notified and invited to be part of the discussion and process.

### **Compliance with the Office for Civil Rights**

Once PVCS knows or reasonably should know of possible student-on-student bullying, cyber-bullying, harassment or hazing, the school must take immediate and appropriate action to investigate or otherwise determine the violation.

If it is determined that the bullying, cyber-bullying, harassment or hazing did occur as a result of the student victim's membership in a protected class, the school shall take prompt and effective steps reasonably calculated to:

- end the bullying, cyber-bullying, harassment, or hazing
- eliminate any hostile environment, and
- prevent its recurrence.

These duties are PVCS's responsibilities even if the misconduct also is covered by a separate anti-bullying policy and regardless of whether the student makes a complaint, asks the school to take action, or identifies the bullying, cyberbullying, harassment or hazing as a form of discrimination.

### **Required Parental Notification**

The school will timely notify a parent if the parent's student threatens to commit suicide, or if the student is involved in an incident of bullying, cyberbullying, harassment, hazing, or retaliation.

The Director shall provide the required parental notification to the student's parent in writing via email and / or via telephone call or in-person meeting.

A record of this notification, verifying the parent was notified of the incident or threat, will be maintained in the student's educational file, subject to the privacy protections under the Family Educational Rights and Privacy Act (FERPA) and the Family and Student Records Privacy Policy. This record will be retained for only so long as the student is enrolled at the school. Prior to destruction, the school will provide notification to the parent(s) that the record is scheduled for routine destruction and provide the parent(s) with a reasonable opportunity to inspect and/or copy the record. All such records will be destroyed in a confidential manner ensuring personally identifying information is shredded.

PVCS will provide a copy of any records maintained under this section to a student who requests such records, if the records relate to him or her.

PVCS will expunge any records maintained under this section upon request by a student who is the subject of a record if the student graduates from high school or requests that the record be expunged.

### **Actions must also include, as appropriate:**

Procedures for protecting the victim and other involved individuals from being subjected to: further bullying or hazing, and retaliation for reporting the bullying or hazing.

Prompt reporting to law enforcement of all acts of bullying, hazing, or retaliation that constitute suspected criminal activity.

Prompt reporting to the Office for Civil Rights (OCR) of all acts of bullying, hazing, retaliation may be violations of student(s)' or employee(s)' civil rights.

Procedures for a fair and timely opportunity for the accused to explain the accusations and defend his actions prior to student or employee discipline.

Procedures for providing due process rights under Section 53A-8-102 (licensed staff), local employee discipline policies or Section 53A-11-903 and local policies (students) prior to long term (more than 10 day) student discipline or employee discipline.

**Student Assessment** A student assessment of the prevalence of bullying, cyber-bullying, hazing and harassment at PVCS and specific locations where students feel unsafe and additional adult supervision may be required, such as playgrounds and hallways, will be conducted on an annual basis.

**Training** School employees, students, and volunteers shall receive training regarding bullying, cyberbullying, harassment, hazing, and retaliation.

The training should be specific to:

- overt aggression may include physical fighting such as punching, shoving, kicking, and verbal threatening behavior, such as name calling, or both physical and verbal aggression or threatening behavior;
- relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation;
- sexual aggression or acts of a sexual nature or with sexual overtones;
- cyber-bullying, including use of email, web pages, text messaging, instant messaging, three-way calling or messaging or any other electronic means for aggression inside or outside of school; and
- Civil rights violations, appropriate reporting and investigative procedures. This includes bullying, cyberbullying, hazing and harassment based upon the students' actual or perceived identities and conformance or failure to conform with stereotypes.

In addition to training for all students and school employees, volunteers and coaches involved in any extra-curricular activity shall:

- participate in bullying and hazing prevention training prior to participation;
- repeat bullying and hazing prevention training at least every three years;
- be informed annually of the prohibited activities list provided previously in this policy and the potential consequences for violation of this Policy.

### **Child Abuse Reporting**

Any Peace Valley Charter School employee who has a reason to suspect that a child has been subject to abuse shall immediately notify the Director and fill out and Child Abuse Reporting Form. Idaho law requires that whenever any person, including any school employee, contracted or temporary employee, or volunteer who has reason to believe that a child has been subjected to incest, molestation, sexual

abuse, physical abuse, or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in sexual abuse, physical abuse, or neglect, he or she shall immediately notify the nearest police officer, law enforcement agency, or the Division of Child Family Service. The law provides serious penalties for failure to fulfill one's duty to report.

Any Employee suspecting child abuse or neglect is expected to use the following procedure:

1. Do not confront the suspected abuser or molester.
2. Report the details to the Administrator immediately, including notes of the following:
  - All incidents and observations, including dates and times.
  - Any information he or she has about the relationship between the child and the suspected abuser.
  - Pertinent information that CDHS will need for its investigation:
    - Name, age, and address of the child
    - Current injuries, medical problems, or behavioral problems
    - Parents' names and names of siblings at home
3. Maintain confidentiality. Information about suspected child abuse is only to be given out or discussed on a "need to know" basis and is not to be shared with fellow Employees, parents, students, or anyone outside the school other than law enforcement.

The Administrator will make a report to DCFS or local law enforcement and let them investigate.

## **Student Discipline**

### **Code of Conduct**

The values that are embedded in our curriculum and our work with each other can be distilled into four statements—our Code of Conduct.

#### THE CODE OF CONDUCT

We are kind

We are safe

We are respectful

We are responsible

The Code of Conduct is simple enough to be understood by a young child, yet it contains all the issues with which an eighth grader might wrestle. It informs our guidelines for working with the children and their interactions with each other.

All students, faculty, and parents at Peace Valley Charter School will conduct themselves in a manner that contributes to a productive, safe, happy, inviting learning environment for themselves and others. All are expected to be kind, respectful, attentive, and cooperative with others in the school community.

Students will be on time and ready to participate each day and work diligently on their studies, as directed by their teachers. Students will abide by the dress code. They will demonstrate respect and care in their use of school property and resources, including following rules regarding the acceptable use of electronic devices and resources. Students will not bring to the school nor use any harmful or illegal items or substances while on school property or at an event sponsored by or affiliated with the School.

Students who engage in dangerous or disruptive conduct that disturbs the learning of others, disrespect teachers and administrators, threaten or harm others, damage school property, or violate a PVCS's policies and procedures shall be subject to discipline, and potentially to suspension or expulsion as outlined in the Safe Schools Policy which is available on the school's website (Governing Board: Policies: Safe Schools). Discipline Decision-Making Different behaviors warrant different responses based on context, severity, and frequency. The following chart provides direction on how various situations should be managed.

### **Discipline Policy**

The hope is that violations of PVCS's Code of Conduct, particularly any conduct that could lead to suspension or expulsion, might be detected early and remedied in accordance with the 3 Streams approach before such action would need to be taken. However, PVCS recognizes its responsibility to provide a safe environment conducive to learning for all students. If the class teacher is not able to handle the situation and prevention of the behavior has not succeeded, this course of action may be taken:

If the child involved has been identified as disabled, a determination will be made as to whether the behavior in question is a manifestation of the child's disability, and appropriate care will be taken to comply with IDEA in any disciplinary actions.

All teachers who are involved with the student would meet in a council to discuss the concerns.

All teachers would pay particular attention to the student in question over a course of time determined before meeting in council again.

At the end of the designated time, a second council would be called to discuss what the next course of action should be in an effort to ensure the student's success in correcting the problem.

The parents and student may be invited to attend a meeting with the Council and Administrator to discuss the problems needing attention. A plan of action may be written and implemented by teachers and parents in an effort to remedy the problem.

In cases where student behavior poses imminent harm to fellow students or members of the PVCS community, as outlined in the Safe Schools Policy, the Administrator may consult with the relevant class teacher, student and parents, and make an immediate plan of action, which may include suspension or expulsion if necessary. The above steps would then be followed in order to determine how to most appropriately support the student's re-entry into the classroom.

If these efforts fail and the problem continues, the Administrator will notify the parents in person or by phone or email if the school intends to suspend the student. In the event of suspension/dismissal the PVCS staff will act in accordance with IDEA and all other applicable state and federal laws. Further all suspensions and expulsions shall be conducted in accordance with the published Policy and all applicable State and Federal laws to ensure that the student's property right to an education and due process rights are duly protected.

If expulsion is deemed necessary by teachers and the Administrator, they will petition the Governing Board for expulsion in accordance with PVCS's Policies and Procedures Governing Suspension and Expulsion.

## **School Fees**

No Fees will be charged to students in grades K-8 for textbooks, classroom equipment or supplies, field trips, assemblies), or for anything else that takes place or is used during the regular school day.

In lieu of a school supply list, Peace Valley would prefer to purchase needed items in bulk from our suppliers at a significant cost savings. Each year a suggested donation for the cost of the supplies for each grade will be posted. Parents are asked to donate the cost for the purchase of their child's school supplies such as crayons, main-lesson books, rulers, paper etc.

Fees may be charged in all grades for any school-sponsored activity that does not take place during the regular school day where participation is voluntary and does not affect the student's grade or ability to participate fully in any course taught during the regular school day.

Students may apply for a waiver of any fees. A student is eligible for a fee waiver as follows:

- Students who are in state custody or foster care.
- Students whose families are receiving public assistance through the Family Employment Program (FEP) from the Idaho Department of Workforce Services.
- Students who are receiving Supplemental Security Income (SSI).
- Students whose families are financially unable to pay because of exceptional financial burdens beyond the family's control; these determinations are made on a case-by-case basis by school administrators.

Activities that use the School facilities outside of a regular school day, where participation is voluntary, and are not sponsored by the School may require fees (i.e., programs sponsored by the Parent Crew Organization and/or an outside organization). Fee waivers are not available for fees related to these types of activities.

School funds are limited. As a result, Peace Valley Charter School on occasion may ask for tax-deductible donations of school supplies, equipment, or money, but these donations are not mandatory. All names of those who have or have not made donations will be kept confidential. No student will be penalized for not making a donation.

School pictures, yearbooks, or similar items are not fees and will not be waived. Students who carelessly or irresponsibly loose, waste, or damage school property will be responsible for the costs to repair or replace the property. These costs are not fees and will not be waived.

## **Peace Valley Charter Schedule 2018-2019**

### **Attendance**

The goal of Peace Valley Charter School is to awaken a love of learning in young people, and provide them with the tools needed to be successful, responsible members of society. Because of the hands on learning style used at Peace Valley Charter School, many educational activities cannot be duplicated

when a child misses school. Therefore, attendance is deemed of the utmost importance to ensure the success of your child.

Parents are expected to take a proactive role in ensuring their children attend school. We recommend families plan their vacation schedule around the existing school calendar. When possible, medical and dental appointments should take place outside of school hours, and parents should notify the school in advance of any absence. The School intends for this policy to be consistent with the provisions of Idaho's compulsory attendance laws, *Idaho Code 53A-11-101 through 53A-11-105*.

### Definitions

**Absence or Absent:** Failure of a school-age minor assigned to a class or class period to attend the entire class or class period.

**Valid Excuses** include (but are not limited to):

- An illness
- A family death
- An approved school activity
- A medical appointment
- Excuses consistent with student's IEP
- Other reasons as approved by school administrator

**School Year:** the period of time designated by the Board as the school year for PVCS.

**Truant:** absent without a valid excuse.

**Attendance Requirements:** *As per Idaho Code 53A-11, students are allowed* a maximum of five (5) unexcused absences per year. Ten consecutive unexcused absences from school will result in un-enrollment.

**Excused Absences:** A verbal or written communication documenting a valid excuse must be received from the student's parent/guardian within one (1) business day of the absence in order for the absence to be excused. In the event that multiple days are missed consecutively, a written communication must be received within one (1) business day of the student's return to school.

**Tardiness:** A student is tardy if they are not in the classroom at the designated start time for class. Any late student must be signed in by a parent in the front office. If a student is chronically tardy, they may be referred to the administration for intervention.

**Early Checkout:** Failure to attend all classes or class periods, or the entire class or class period is considered an absence as per *Idaho Code 53A*. Excessive early checkouts will be managed, and may be referred to the administration for intervention.

**Notice of Compulsory Education Violation:** The School may issue a notice to a parent or guardian of a student who is over the age of twelve (12) if the student is truant at least five (5) times during the school year. This notice shall consist of the following:

- Direct the parent or guardian to meet with School authorities to discuss the student's attendance problem and cooperate with the Director to secure regular attendance by the student.
- Designate the school authority with whom the parent or guardian is required to meet.

- State that it is a class B misdemeanor for the student’s parent or guardian to intentionally or recklessly fail to meet with the designated school authorities to discuss the student’s attendance problems, or fail to prevent the student from being truant an additional five (5) more times during the remainder of the school year.
- This notice shall be served to the parent or guardian by personal service or certified mail.

**Intervention:** The School’s Intervention Program is established to encourage good attendance and document efforts made to resolve student’s attendance issues. It is the duty of the Governing Board of Peace Valley Charter School to hold students and parents to the policy set forth in Idaho Code 53A, and work toward resolving student attendance problems. Peace Valley Charter School’s intervention plan is as follows:

- Attendance Policy will be made readily available on the website, a physical copy of the policy will be made available at back to school night in the Handbook.
- When a student’s attendance is negatively affecting the students learning, the classroom teacher will notify the student and or the parent or guardian of the concern. The teacher will work with the parent or guardian to improve attendance and offer solutions to get the student caught up in their learning. The student’s progress will be monitored.
- If the teacher’s efforts in working with the parents or guardians does not adequately address the problem, the Director will request a meeting to discuss further intervention in correcting the attendance issue, this may be in the form of a Compulsory Education Violation, depending on the number of absences and specific to the case at hand.
- Upon the Director’s request, the parent or guardian may be asked to meet with the Governing Board for an attendance hearing to discuss the ongoing attendance issues and additional intervention.
- Honest efforts shall be made in working with parents and or guardians to secure attendance that is in conformance with Idaho Code. This process will include the following as appropriate: Counseling of the minor by school authorities, counselors, and resource officer, issuing a notice of compulsory education violation to a parent of a school age child, making adjustments to the curriculum and schedule to meet the needs of the minor, considering alternatives proposed by parents, enrolling student at a school with a more traditional education model, suggesting community resources available to help the family.

## Parent Involvement

Peace Valley Charter School believes that parent involvement is vital to a successful school and optimal student development. Parents who enroll their children in the school should do so with the understanding that their involvement is crucial to the success of their child’s education and of the school. Families are encouraged to volunteer 30 hours per student per year. Here are some of the opportunities that are open for parents to volunteer; many of the options can be done from home:

- As members of the Family Council or on one of its committees, including fundraising, festivals and events, volunteer coordination, teacher appreciation, community outreach, wellness, and school garden.
- As a member of the Governing Board.

- As a volunteer in their child’s classroom, including as an assistant for a specialty class.
- As a support to school services, such as working in the front office, assisting in the “calm and return” program, or supporting the food and nutrition program.
- As members of school committees, such as Emergency Preparedness, Marketing, Scheduling and Calendaring.
- As support in acquiring and making supplies and products that are needed in the school and classrooms.
- As a teacher of practical or fine arts and crafts.
- As support for classroom activities, such as festivals, events, class plays, communication and field trips.

## Computer and Internet Usage

Computers and other electronic computing devices will be available to qualifying students at Peace Valley Charter School. Along with computer use also includes access to the internet. Our goal is to provide these services to students in order to promote resource sharing, innovation and communication.

This internet safety policy provides for the education of minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

Student use of computers must be in support of education and research and must be consistent with educational objectives of Peace Valley Charter School. Accordingly, internet access at Peace Valley Charter School is filtered and monitored on an ongoing basis to protect against access by adults and minors to visual depictions that are obscene, child pornography, or harmful to minors. Filtering may be disabled for adults who are engaged in bona fide research or other lawful purposes upon receiving special permission from the Director and/or the School Board.

Documentation of technology protection measures will be retained for at least five years after the latest date of service. Students will be educated in appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. The safety and security of students when using electronic mail, chat rooms, and other forms of direct electronic communications is a priority at Peace Valley Charter School; As such:

1. Students will sign computer use and safety agreements annually.
2. Students are strictly prohibited to:
  - Access or create files or materials without authorization.
  - Attempt to hack into any school systems.
  - Access or create offensive, profane, or pornographic files.
  - Plagiarize works or violate copyrights or trademarks.
  - Attempt to bypass computer security.
  - Have food or drinks near computers.
3. There will not be an expectation of privacy in files, disks, documents, internet history, etc., which have been used or created with Peace Valley Charter School equipment
4. All documents, files, folders created with school hardware/software remain the intellectual property of Peace Valley Charter School.

5. Vandalism will result in appropriate disciplinary action. Vandalism includes, but is not limited to: abusive overloading of data on the server, uploading or downloading or creation of computer viruses, any malicious attempt to harm or destroy the property.
6. Security is a high priority because of multiple users. Students are prohibited to use another individual's account or login information other than his/her own at any time. Any security concerns must be reported to the director, teacher/supervisor or system administrator.
7. Personal information is restricted, password protected, and stored only on the school servers, teachers will sign disclosures regarding the use, and dissemination of personal information regarding students. Only authorized personnel have access to student information. No personally identifiable information about students will be shared without written consent of a parent.
8. The use of the computers and internet is a privilege, not a right. Inappropriate use of these resources may result in disciplinary action (including the possibility of suspension or expulsion), and/or referral to legal authorities. The director, teacher/supervisor or systems administrator may limit, suspend or revoke access to electronic resources at any time.
9. Users are liable for any misuse of the systems.
10. Parental permission is obtained for the publication of student work, and photos.

Documentation of the Internet safety policy will be retained for at least 5 years after the last day of the funding year in which the policy was relied upon to obtain E-Rate funding.

### Dress Code

The scope of education provided at the Peace Valley Charter School does not stop with the "Three R's," of reading, writing, and arithmetic but extends into the student's environment as they attend school. We wish to surround the child with an environment that allows our students to develop and flourish. Our goal is to develop a healthy school-time environment by guiding children toward appropriate school attire. This policy may not cover all situations and teachers may have special need to address particular attire. Please contact your class teacher(s) if you have any questions about specific articles of clothing. To ensure a safe environment for our children, they must:

- Be properly dressed for the weather
- Wear comfortable, practical, flat-soled shoes that are firmly attached to the feet
- Wear attire that will allow the student to actively participate in all school related activities without being inappropriately revealing

To create an environment focused on learning and which provides a wholesome social atmosphere, the children shall wear:

- Clothing and accessories free of printed messages, pictures or images (examples of acceptable clothing include patterns, plaids, stripes, or solids, or school-approved Peace Valley Charter School logo-wear) Shoes should be free of lights and/or wheels.
- Students shall also only bring items to school, including lunchboxes and backpacks that are free from printed logos and commercial images.

## Appendix P: Reference List

Core Principles of Public Waldorf Education:

[http://www.allianceforpublicwaldorfeducation.org/wp-content/uploads/2016/11/CORE-PRINCIPLES.final\\_.11.08.16.pdf](http://www.allianceforpublicwaldorfeducation.org/wp-content/uploads/2016/11/CORE-PRINCIPLES.final_.11.08.16.pdf)

Public Waldorf Schools and the Common Core Curriculum Alignment Handbook:

[http://www.allianceforpublicwaldorfeducation.org/wp-content/uploads/2013/11/PublicWaldorf\\_CommonCore\\_Part1.pdf](http://www.allianceforpublicwaldorfeducation.org/wp-content/uploads/2013/11/PublicWaldorf_CommonCore_Part1.pdf)

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<http://files.eric.ed.gov/fulltext/ED498362.pdf>

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[https://www.amazon.com/Transformational-Teaching-Waldorf-Inspired-Methods-Public/dp/0880107049/ref=mt\\_paperback?encoding=UTF8&me=](https://www.amazon.com/Transformational-Teaching-Waldorf-Inspired-Methods-Public/dp/0880107049/ref=mt_paperback?encoding=UTF8&me=)

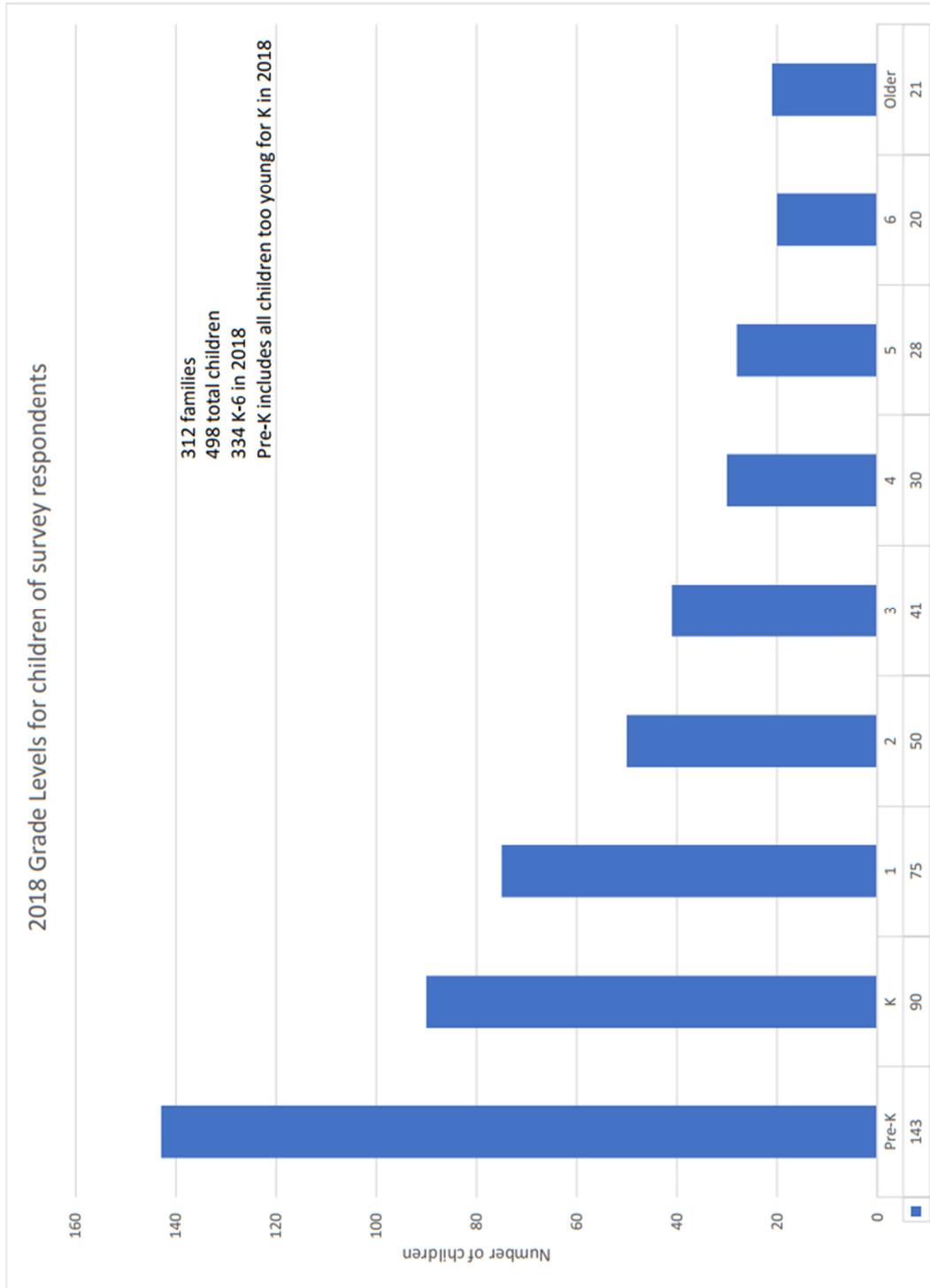
Todd Oppenheimer, *Schooling the Imagination*:

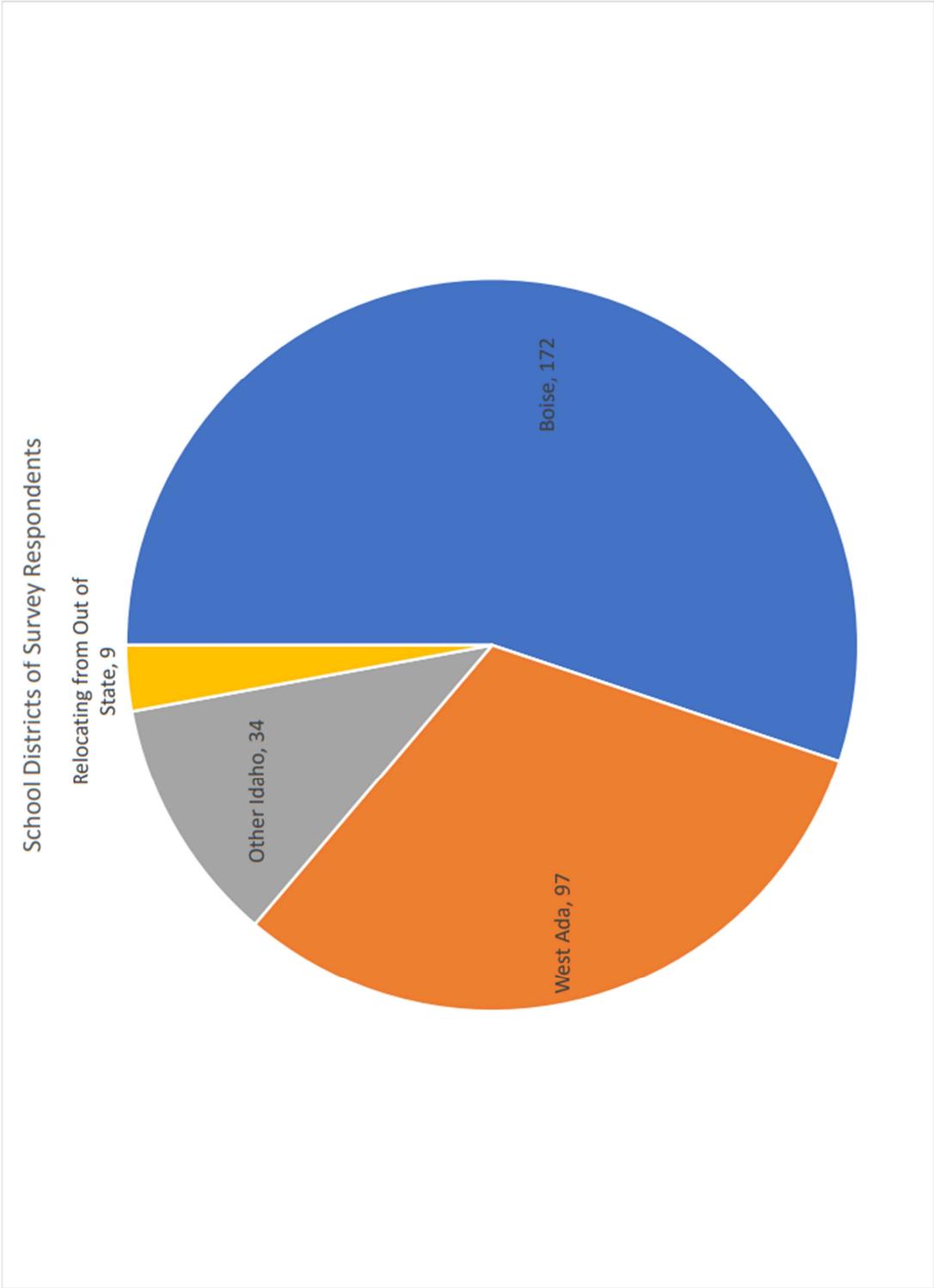
<https://www.theatlantic.com/magazine/archive/1999/09/schooling-imagination/309180/>

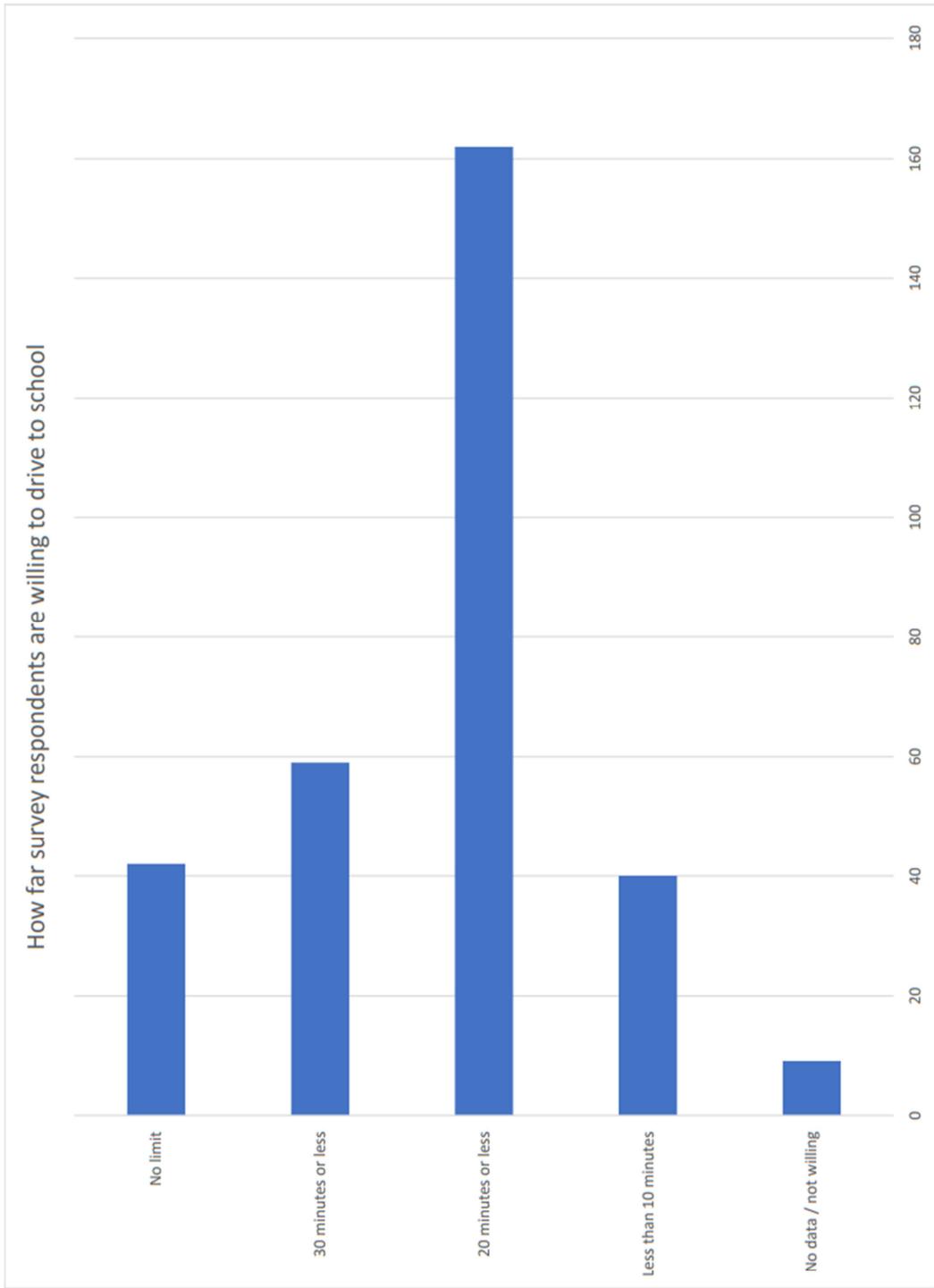
Diane Friedlaender, Kyle Beckham, Xinhua Zheng, and Linda Darling-Hammond, *Growing a Waldorf-Inspired Approach in a Public School District*:

<https://edpolicy.stanford.edu/sites/default/files/publications/scope-report-waldorf-inspired-school.pdf>

## Appendix Q: PVCS Survey Information







## Additional Data from Survey

186 Families interested in a pre-school program

119 Families interested in full-day kindergarten (for a fee)

175 Families interested in Spanish-immersion kindergarten

159 Families interested in after school care (3 or higher out of 5)

### SURVEY COMMENTS

Extremely interested in a future parent/child tuition based program and subsequent preschool and pre-k for my 8 month old. We lived near the emerson waldorf school in NC (chapel Hill) and this was offered there

Extremely interested in this education model being available in this area.

I live out-of-state but we plan to re-locate to Boise sometime between summer 2017 and summer 2018. Until then I have no idea what part of town we will land in, we could possibly even end up in Meridian/Nampa area.

I need to know how to be accepted if this works out. My daughter lilly has a couple learning disabilities due to four open heart surgeries. I think your model is going to be the absolute best way for her to learn and am willing to help you in anyway that I can. Thanks so much

I would love this school close to East Boise/Downtown!

Incredibly excited about Peace Valley, thank you for your hard work bringing this dream to life!

My daughter needs a place where she can express herself. She started out life with a heart condition and now a "normal" young girl but seems to have difficulty learning in traditional school.

My son will be 3 in fall 2018. If you have a Preschool option, we would be 110% interested! And then we would join your 2019 class for Pre-K

Peace Valley Charter would be an incredible gift to the Boise community, and I am incredibly grateful for the opportunities it would provide my son.

We are very interested in a Waldorf education for our son.

We would love to be posted on updates and any way we can help make the school a reality! Very excited about this!

What a fantastic addition to the Treasure Valley!

Will 9th-12th grades be added in the future?

Wow I just heard of this! I am moving from Schwenningen Germany, where there is a Waldorf school which I planned to send my kids to, to Boise and I am so excited to hear of this school!!! I have been so upset at the schooling options in Boise so far as nothing compares to a Waldorf school. I have 2 daughters, ages 2 and 4, and a Waldorf education would be a dream come true for us. We are extremely interested!!! Thank you so much for all the hard work and dedication it must be taking to get this going! I can only imagine. Have a lovely day!

## **Online Survey Data**

Ninety-four percent of survey respondents agreed or strongly agreed that the components below were important to them for their child's education:

- An educational philosophy that works with an integrated balance of artistic, practical, and intellectual content in the curriculum with an emphasis on social skills and values.
- A desire to participate in a program that emphasizes a curriculum inspired by Waldorf Steiner education
- A commitment to a learning approach that is developmentally appropriate, designed to meet the changing needs of the growing child.
- You want your child to experience a curriculum that is in accord with your child's developmental needs, without undue early specialization or inappropriate academic pressure.
- An early year's approach that provides time and space for development of key skills is a basis for later literacy, numeracy, social and emotional competence.
- Desire for a globally minded, language rich educational approach where your child can learn languages taught from the age of 6.
- A belief in the importance of parent commitment and involvement in their children's education
- A desire for an educational community that actively supports partnership and continuity between family and school
- The idea of whole class teaching in an aesthetically pleasing and secure learning environment, where qualities of childhood are nurtured and respected.
- Teacher looping, comfortable with the idea of one Waldorf-trained teacher accompanying your child from 1st-5th grade (with the integration of special subjects teachers).
- Classrooms with mixed ability classes according to the age of the child and not streamed by achievement.
- Science and technology taught throughout in age-appropriate form.
- Key skills such as numeracy and literacy presented in an imaginative and creative manner will work well for your child.
- Children to be well-grounded in their cultural environment and also conscious of being world citizens.
- A belief in the importance of incorporating artistic and musical activities into all phases of learning
- A parental commitment to lifelong learning
- A belief that a child's needs can best be met through an alternative educational approach
- A desire for an environmentally conscious educational program