



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

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PUBLIC CHARTER SCHOOL COMMISSION MEETING

December 14, 2017

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

AGENDA

Thursday, December 14th, 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. Peace Valley Charter School

C. CONSIDERATION OF PROPOSED CHARTER PETITION

1. Project Impact STEM Academy

D. COMMISSION EDUCATION

1. Pre-Opening Guidance for New Charter Schools

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

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 October 12, 2017?

COMMISSION ACTION

A motion to approve the meeting minutes from October 12, 2017, as submitted.

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

October 12, 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
Wanda Quinn
Nils Peterson
Kitty Kunz

Commissioners Sherilynn Bair and Brian Scigliano were absent and excused.

TAB A: COMMISSION WORK

1. Agenda Review/Approval

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

2. Minutes Review/Approval

M/S (Peterson/Murphey): To approve the minutes from August 17, 2017, as presented. *The motion passed unanimously.*

3. Calendar

M/S (Quinn/Peterson): To approve February 8, 2018; April 12, 2018; June 14, 2018; August 16, 2018; October 11, 2018; and December 13, 2018, in Boise, Idaho as the dates and location for the PCSC's 2018 regularly scheduled meetings. *The motion passed unanimously.*

TAB B: CONSIDERATION OF PROPOSED CHARTER SCHOOL PERFORMANCE CERTIFICATES

1. Future Public School Performance Certificate

Tamara Baysinger, PCSC Director, stated the petition for Future Public School (FPS) was approved at the PCSC's August 2017 regular meeting. Idaho Statute provides 75 days for the school and PCSC to execute a performance certificate. Staff has worked with FPS to reach an agreement on the individualized sections of the performance certificate.

M/S (Peterson/Quinn): To execute the Future Public School Performance Certificate as presented. *The motion passed unanimously.*

2. Gem Prep Meridian: Performance Certificate

Director Baysinger said the petition for Gem Prep: Meridian (GPM) was approved at the PCSC's August 2017 regular meeting. Idaho Statute provides 75 days for the school and PCSC to execute a performance certificate. Staff has worked with GPM to reach an agreement on the individualized sections of the performance certificate.

M/S (Peterson/Quinn): To execute the Gem Prep: Meridian Performance Certificate as presented. *The motion passed unanimously.*

TAB C: CONSIDERATION OF NEW CHARTER PETITION

1. Peace Valley Charter School (Second Hearing)

Anne Kinley, Middleton School District teacher, stated her support the Waldorf model and Peace Valley Charter School (PVCS) petition.

Jeff Biesinger, representing Red Apple Financial, described the business services his company provides for public charter schools.

Isaac Chavez, parent and CEO of Idaho Association of Realtors, expressed his interest in the Waldorf education model for his children. He noted that homebuyers are attracted to Idaho by the diversity of school options.

Laura Henning, PVCS board president, reviewed the school's mission and educational model.

Kristyn Carr, PVCS board vice president, recognized the importance of finding quality teachers and described the professional development opportunities for which the petitioners have budgeted.

Meir Cabaltera, PVCS board member, noted that enrollment, expert financial services, and a strong facilities plan are critical for success. He expressed confidence that PVCS will perform well in all areas.

Ms. Henning addressed a question from Commissioner Peterson explaining that there is no national Waldorf certification or schoolwide implementation review, but regional Waldorf trainings are available.

Ms. Henning addressed a question from Commissioner Reed regarding the location for the school. She described a new facility plan that was not provided in the petition, saying Giza is under contract to purchase 7.5 acres at Maple Grove and Overland. PVCS will lease the property from Giza, and PVCS will lease portable buildings. Giza will cover site development and portables installation costs, and PVCS will pay Giza a lease rate of 9.5% on the total Giza spends on land and development.

Commissioner Quinn expressed concern about the school's finances and facility plan. She suggested adding another condition of approval that would require PVCS to provide

documentation of having secured an affordable facility backed by adequate enrollment by June 1, 2018.

Ms. Henning answered questions from Commissioner Peterson and Commissioner Kunz regarding breakeven enrollment, class size, and expansion plan.

In response to a question from Commissioner Peterson, Director Baysinger clarified that at this time, PVCS's financial plan cannot be fully assessed because facility payments would be based on a lease rate of 9.5% of an unknown sum. By June 1, PVCS should have a clear idea of its enrollment and Giza's actual facility development costs. With this information, the feasibility of the school's financial plan could be evaluated. She noted that if a school fails to meet any pre-opening conditions, the PCSC could require the school to delay opening.

M/S (Peterson/ Murphey): To approve the petition for PVCS 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.
- PVCS will demonstrate to commission staff a budget backed by facility contracts and enrollment lottery data with a minimum of 110% of the breakeven enrollment in order to exercise their option to open in fall of 2018.

Alternate M/S (Kunz): To approve the petition for PVCS 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.
- PVCS will demonstrate to commission staff a budget backed by facility contracts and enrollment lottery data with a minimum of 100% of the breakeven enrollment in order to exercise their option to open in fall of 2018.

The alternate motion failed for lack of a second.

Alternate M/S (Quinn/Kunz): To approve the petition for PVCS 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.
- PVCS will advise the commission if their facilities expense exceeds 15% of their expenses as listed in the budget by June 1st.

The alternate motion failed with all commissioners voting nay.

The commissioners discussed possible structures for an effective condition regarding the feasibility of PVCS's facility plan.

Commissioner Peterson stated that he wished to amend his original motion.

Amended M/S (Peterson/ Murphey): To approve the petition for PVCS 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.
- PVCS will provide to the PCSC a balanced budget that is fully documented, including by facility contracts and enrollment lottery results, no later than June 1, 2018, in order to exercise the option to open in fall 2018.

The amended motion passed unanimously.

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

The meeting was adjourned at 10:40 a.m.

SUBJECT

Peace Valley Charter 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 October 12, 2017, the PCSC approved a charter petition for Peace Valley Charter School (PVCS), with several conditions.

DISCUSSION

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

The time-specific conditions are incorporated as appendix A. Conditions 1 and 2 were met by the specified deadline of December 4, 2017.

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

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

COMMISSION ACTION

A motion to execute the Peace Valley Charter School performance certificate as presented.

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

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 14th day of December, 2017, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Peace Valley Charter School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on June 8th, 2017, Authorizer received a petition to request the creation of a new charter school referred to as Peace Valley Charter School; and

WHEREAS, on October 12, 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 December 14, 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

School Mission. The mission of the School is as follows: **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.**

- A. Grades Served.** The School may serve students in **K-8th Grade.**
- B. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **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.**

- C. **Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- D. **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 540 students, with per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix D.
- A. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- B. School Facilities.** 1845 S. Federal Way, Boise, ID 83705. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- C. Attendance Area.** The School’s primary attendance area is as follows: Located in both West Ada and Boise School Districts. 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.

- D. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- E. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in

the 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 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 **December 14th, 2017.**

Chairman, Idaho Public Charter School Commission

Chairman, Peace Valley Charter 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

Peace Valley Charter School
December 14, 2017

1. 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.
2. 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.
3. 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.
4. PVCS will achieve accreditation candidacy status by July 1, 2019, and full accreditation through the Northwest Accreditation Commission by July 1, 2021.
5. PVCS will provide to the PCSC a balanced budget that is fully documented, including facility contracts and enrollment lottery results, no later than June 1, 2018, in order to exercise the option to open in fall 2018.

Appendix B: Performance Framework

PEACE VALLEY CHARTER SCHOOL [YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

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

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

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

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

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

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

ACCOUNTABILITY DESIGNATIONS

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

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

SCHOOL OVERVIEW

Mission Statement	To provide 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.		
Key Design Elements	<ul style="list-style-type: none"> • 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. 		
School Location	1845 S Federal Way Boise, ID 83705	School Phone	
Surrounding District	Boise School School District		
Opening Year	2018		
Current Term	December 14, 2017 - June 30, 2023		
Grades Served	K-8		
Enrollment (Approved)	540	Enrollment (Actual)	

SCHOOL LEADERSHIP

STUDENT DEMOGRAPHICS

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

ISAT PROFICIENCY RATES

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

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

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

MISSION-SPECIFIC	Measure	Points Possible	Points Earned	
	1			PVCS has chosen not to include mission-specific measures.
	2			
	3			
	4			
	5			
	6			
Total Mission-Specific Points		0	0	
% of Mission-Specific Points			0%	

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

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	0%	0%	55% - 74%	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. Measures based on ISAT outcomes exclude alternate ISAT data; as a result, the outcomes shown may differ slightly from those published on the State Department of Education's website.

INDICATOR 1: STATE PROFICIENCY COMPARISON																				
Measure 1a	Do math proficiency rates meet or exceed the state average?																			
Math Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	<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>30</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>30</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>30</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">90</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	30		15 - 29	30		0 - 14	30			90
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Notes	The state average will be determined using the same grade set as is served by the public charter school.																			
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?																			
ELA Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	<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>30</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>30</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>30</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">90</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	30		15 - 29	30		0 - 14	30			90
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INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
Measure 2a Math Proficiency Rate Comparison to District	Do math proficiency rates meet or exceed the district average? Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%. Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points. Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>30</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>30</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>30</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">90</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	30		15 - 29	30		0 - 14	30			90
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Notes	The district average will be determined using the same grade set as is served by the public charter school. Boise School District will be used for comparison purposes.																			
Measure 2b ELA Proficiency Rate Comparison to District	Do ELA proficiency rates meet or exceed the district average? Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%. Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points. Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>30</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>30</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>30</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">90</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	30		15 - 29	30		0 - 14	30			90
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INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																				
Measure 3a Criterion-Referenced Growth Math Notes	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth in math. Meets Standard: Between 70% and 84% of students are making adequate academic growth in math. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
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		0																		
Measure 3b Criterion-Referenced Growth ELA Notes	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth in ELA. Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
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OPERATIONAL

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

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

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

INDICATOR 3: GOVERNANCE AND REPORTING												
<p>Measure 3a Is the school complying with governance requirements?</p> <p>Governance Requirements</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
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<p>Measure 3b Is the board fulfilling its oversight obligations?</p> <p>Board Oversight</p> <p>Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p> <p>Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p> <p>Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p> <p>Notes</p>	<p>Result</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
Points Possible	Points Earned											
25												
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OPERATIONAL

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

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	<hr/> 0
Notes				
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	<p>Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>		25	
			15	
			0	<hr/> 0
Notes				
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>		25	
			15	
			0	<hr/> 0
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p>Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

FINANCIAL

INDICATOR 1: NEAR-TERM		
<p>Measure 1a</p> <p>Current Ratio</p> <p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p> <p>Notes</p>	<p>Result</p> <p>Points Possible</p> <p>Points Earned</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>	
<p>Measure 1b</p> <p>Cash Ratio</p> <p>Current Ratio: Cash divided by Current Liabilities</p> <p>Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).</p> <p>Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p>Falls Far Below Standard: Cash ratio is equal to or less than 0.9.</p> <p>Notes</p>	<p>Result</p> <p>Points Possible</p> <p>Points Earned</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>	
<p>Measure 1c</p> <p>Unrestricted Days Cash</p> <p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p> <p>Notes</p>	<p>Result</p> <p>Points Possible</p> <p>Points Earned</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>	
<p>Measure 1d</p> <p>Unrestricted Days Cash</p> <p>Default</p> <p>Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.</p> <p>Does Not Meet: School is in default of financial obligations.</p> <p>Notes</p>	<p>Result</p> <p>Points Possible</p> <p>Points Earned</p> <p>50</p> <p>0</p> <hr/> <p>0</p>	

FINANCIAL

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

New School 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 tasks referenced below are detailed on the following pages. The lists include tasks related to requirement for opening as well as tasks representing best practices in new school launch. While each school's pre-opening process is expected to be different, all schools must satisfactorily address all tasks listed.

ITEM	PCSC Verification
Enrollment is Sufficient for Operation	
Meeting 1 Tasks (see "Pre-Opening Checklist", "Meeting 1 - October" tab)	
Meeting 2 Tasks (see "Pre-Opening Checklist", "Meeting 2 - December" tab)	
Meeting 3 Tasks (see "Pre-Opening Checklist", "Meeting 3 - February" tab)	
Meeting 4 Tasks (see "Pre-Opening Checklist", "Meeting 4 - April" tab)	
Meeting 5 Tasks (see "Pre-Opening Checklist", "Meeting 5 - June" tab)	
Final Tasks and Facilities Visit (See "Pre-Opening Checklist", "Final Facilities Visit - August" tab)	

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

Public Charter School Commission Pre-Operational School Meeting #1

	Date of Meeting:	School Attendees:	PCSC Attendees:
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Facilities plan is on track for opening Y / N	Facilities Notes:
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CATEGORY	TOPIC	COPY FOR PCSC	EVIDENCE FOR REVIEW	COMMENTS	VERIFICATION
Finance	Performance Certificate Executed	Y	Fully Executed Copy on File at PCSC and School		
Governance	Bylaws	Y	Executed Copy and Meeting Minutes evidencing Adoption		
Governance	Articles of Incorporation (to be filed with Secretary of State)	Y	Executed Copy and Meeting Minutes evidencing Adoption		
Governance	Conflict of Interest Statement / Code of Ethics (33-5200 ; 74-404)	Y	Signed by Each Board Director		
Governance	Independent Legal Counsel Secured		Meeting Minutes evidencing Approval of Engagement		
Governance	501c3 (file the IRS 1023 form, extensive application and approx. \$1K cost, recommend you work with your legal counsel to review) (Application will require board establishment documentation such as executed bylaws, conflict, articles, etc.)	Y	Approval or Interim Approval letter from the IRS (the final letter can take months to arrive, for most purposes the interim letter is sufficient)		
Governance	File with Secretary of State (will need executed articles of incorporation)		Verified by PCSC staff at: https://www.accessidaho.org/public/sos/corp/search.html		

LOOKING FORWARD

Registrar	Comprehensive Recruitment Plan		Discussion of Plan		
Registrar	Compliant and Accessible Student Enrollment Application (considers potential language barriers a/o access to technology as well as efficiency and security of data collection)		Discussion of Plan		
Technology	5 Year IT plan (you'll need this for E-rate applications. Good to start early as this will take time and could affect facilities work late winter/early spring)		Discussion of Plan		
Transportation	It is recommended that you start this plan early as you'll need to utilize the procurement process		Discussion of Plan		
Nutrition	Wellness Plan (required for NSLP compliance, but not until July after first op year. Recommended that you get this in place asap as it can be positive leverage for grants and will be easier to implement from the beginning)		Discussion of Plan		

Public Charter School Commission Pre-Operational School Meeting #2

	Date of Meeting:	School Attendees:	PCSC Attendees:	
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Facilities plan is on track for opening	Facilities Notes:			
Y / N				

CATEGORY	TOPIC	COPY FOR PCSC	EVIDENCE FOR REVIEW	COMMENTS	VERIFICATION
Policy	Employee Handbook (Summary of applicable policies, see policy list tab for requirements and recommendations)		Document Review		
Finance	Bank Account Established		Discussion		
Finance	Signatories Identified (best practice is 2 required, but 3 identified)		Meeting minutes evidencing appointment.		
Finance	salary scale developed (considers fair hiring practices and local hiring competition)		Discussion of Plan		
Finance	EIN number established (state Tax ID number)		Verify Number exists		
Finance	DUNS number established (required for eligibility to receive government dollars)		Verify Number exists		
Registrar	Comprehensive Recruitment Plan		Discussion of Plan		
Registrar	Compliant and Accessible Student Enrollment Application (considers potential language barriers a/o access to technology as well as efficiency and security of data collection)		Discussion of Plan		
HR	Staffing Plan Established and comprehensive (should reflect enrollment projections, anticipated demographics, model specific needs, and budgets)		Discussion of Plan (recording on dashboard tab)		
HR	job descriptions for general positions are generally representative of duties		Document Review		
Technology	5 Year IT plan (you'll need this for E-rate applications. Good to start early as this will take time and could affect facilities work late winter/early spring)		Discussion of Plan	Erate Flow chart	
Stakeholders	Org Chart (stakeholders have adequate access to personnel) (Occasionally we receive calls from concerned parents. Access to this information will help us refer parents to your adopted procedures.)	Y	If this document is not provided on your website, a copy will need to be provided to the PCSC for our files.		
Stakeholders	Curriculum Selection Process (should evidence research and stakeholder input as well as a plan for regular review regarding efficacy)		Discussion of Plan	consider: IC 33-512A	
Assessment	data analysis / Assessment plan		Discussion of Plan		
Special Populations	Home Language Survey (a section of the registration paperwork)		Document Review		
Governance	Board Meeting Calendar (high level evidence that the board is planning for key work such as, administrator evaluation process, academic performance review, the audit report, etc.)		Document Review		
Governance	Board Meeting Training - outlining topics, calendar, resources, and facilitator.		Document Review		
Governance	Job Descriptions for Board Officers (chair, secretary, treasurer, etc.) and Committees (governance, academic, finance, etc.)		Document Review		
Governance	Meeting Agendas posted Accurately		Process and Document Review	Open Meetings Law	
Governance	Board Meeting Minutes (format consistent, content sufficient, see open meetings law)	Y	Several Examples will be required throughout the pre-operational year		
Governance	Board Member Succession, Orientation, and Termination Process		Process review		
LOOKING FORWARD					
HR	Business Manager Hired		Discussion		
Operations	Review the LEA Request Form for SDE		Discussion		
HR	Administrator hired (process needs to evidence fair hiring practices)		Process or Policy Review		

Public Charter School Commission Pre-Operational School Meeting #3

	Date of Meeting:	School Attendees:	PCSC Attendees:
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Facilities plan is on track for opening	Facilities Notes:	
Y / N		

CATEGORY	TOPIC	COPY FOR PCSC	EVIDENCE FOR REVIEW	COMMENTS	VERIFICATION
Policy	Finance Manual Review (Summary of applicable policies, see policy list tab for requirements and recommendations)	Y	Document Review		
Finance	PO Process Outlined (for admin, board, and staff if different)		Discussion of Plan		
Finance	reimbursement request forms and process established		Discussion of Plan		
Finance	Procurement procedures in place		need to determine what about this process is required.		
Registrar	Records Request process		Document Review		
Finance	Kitchen Capital Purchases (warming ovens, smallwares, etc.)		Discussion		
Registrar	Notification of lottery date posted		PCSC Staff will verify this on school's webiste		
Registrar	First Offer Notification and Expiration Process		Discussion/Document Review		
Registrar	Registration Paperwork Complaint		Document Review		
HR	salaried contract established and compliant		Document Review		
HR	hourly contract established and compliant		Document Review		
HR	Time-off request forms/ process developed		Document Review		
HR	Administrator hired (process needs to evidence fair hiring practices - see policy tab)		Process or Policy Review		
Safety	playground safe practices outlined (student expectations for outdoor play and supervision plan/expectations. Document should reflect how this information is presented to teachers/students or playground attendants)		Document Review	Resources: https://schoolsafety.dbs.idaho.gov/repository/playgrounds/	
Finance	Maintenance Capital Purchases (lawn mower, floor scrubber)		Discussion in June; Site Visit Observation in Aug		
Safety	medical administration plan (policy recommended; documents should include statement of policy, administration tracking chart, and parent signature line. Options for nurse/admin administration as well as student self admin - i.e. diabetes, inhaler, or epi pen)		Document and Process review		
Safety	Materials Safety Data Sheet (MSDS) utilized appropriately through the school (any chemicals need to be stored appropriately and usage must be tracked according to these guidelines. Mostly applies to chemistry supplies, but may also apply to janitorial or art supplies. This will matter for fire safety and health inspections. verify that your school is compliant if applicable)		Document and Process review (if applicable)		
LOOKING FORWARD					
Finance	Facility Lease or Mortgage Executed	Y	Fully Executed Copy on File at PCSC and School		
Finance	Accounting System Secured and Set up		Discussion		
Registrar	Records tracking for special services process				
Asset Management	Asset tracking and Materials Receipt Process		Discussion		
Registrar	Student File Compliance Check		Student File plan review/feedback; file spot check in August		
Safety	facilities safety checklists (indoor and outdoor) established		Document Review		
Safety	Crisis Management Plan (review with your local emergency responders the summer before opening; start early as a quality plan will take several months to develop) (plan should include training materials, quick reference guide, evacuation maps, recovery plan, roles of incident team personnel, communication plan, and drill tracking document)	Y	PCSC will need a copy of your "Incident Team" org chart with roles defined and your "Recovery Plan" timeline. We will also need to be included on your emergency notification system (whether that is text system, phone tree, or email distribution system).	Resources: https://schoolsafety.dbs.idaho.gov/training/	
Safety	drop off and dismissal procedures established (evidence should reflect how this information is shared with families as well as supervision expectations)		Document Review		

Public Charter School Commission Pre-Operational School Meeting #4

	Date of Meeting:	School Attendees:	PCSC Attendees:
Facilities plan is on track for opening	Facilities Notes:		

CATEGORY	TOPIC	COPY FOR PCSC	EVIDENCE FOR REVIEW	COMMENTS	VERIFICATION
Policy	Student/Family Handbook Review (Summary of applicable policies, see policy list tab for requirements and recommendations)	Y	Document Review		
Finance	check printing ability secured		Discussion		
Registrar	SIS System acquired		Discussion		
HR	payroll and timecard systems adopted		Discussion		
HR	Substitute process established		Discussion		
HR	Health Benefits Secured		Discussion		
HR	Retirement Benefits Secured		Discussion		
HR	New Hire Process Established (paperwork, legal, payroll, benefits, etc.)		Document Review. A sample new-hire checklist is sufficient.		
HR	New Hire Orientation Established (should consider certified and classified staff and evidence plans for beginning of year as well as mid-year hires)		Discussion		
HR	Business Manager Hired		Discussion		
Reporting	PCSC Reporting Calendar Reviewed		Discussion		
Reporting	SDE Reporting Calendar Reviewed		Discussion		
Reporting	Stakeholder Reporting Calendar Established (should evidence report cards, state of the school address, stakeholder survey timelines, etc.)		If this type of information is embedded in your published school calendar, no further evidence is necessary.		
Reporting	Principal's Repot (to Board) Plan (i.e. data dashboard) Best practices include a standard set of data reported to the governing board by the school principal each meeting. This data should reflect progress toward established goals, and attempt to reflect the board's administrator evaluation process.		Discussion of Plan/ Document Review		
Culture	Community Meeting Plan (assemblies)		If this information is embedded in your daily schedule, no further evidence is required. If not, discussion.		
Stakeholders	Community Event Plan (student work showcases, conferences, etc.)		if this information is embedded in your published school calendar, no further evidence is necessary. If not, discussion.		
Instruction	school-wide professional development plan (should include plcs with time sufficiently reflected in the calendar and daily schedule)		Document Review		
Instruction	Teacher coaching plan (reflecting how individual needs will be met beyond the school-wide PD plan)		Document Review		
Instruction	Teacher formal evaluation tools are developed		Document Review		
Special Populations	Special Education Director Identified		Discussion regarding qualifications, start date, and plan for student intake and paras.		
Special Populations	504 coordinator identified		Discussion regarding qualifications, start date, and time allocation		
Nutrition	NSLP application approved (if applicable)		Discussion		
Culture	common behaviors description (transitions, bathrooms, cafeteria, etc.)		Document Review		
Culture	Positive Behavior Plan (this is in extension of the formal discipline policies and should evidence the school's day to day philosophy and procedures for classroom management)		Document Review		
Culture	Annual Calendar	Y	Board Approved Final Copy		
Culture	Daily Schedule	Y	Board Approved Final Copy		
Culture	Extra Curricular Plan Established (if applicable)		Discussion		
Culture	After school Care Plan Established (if applicable)		Discussion		
Technology	Website Compliance Check		PCSC will verify online at various times		
LOOKING FORWARD					
Instruction	Curriculum Map for first year (minimally)		Document Review		
Finance	Consolidated Federal and State Grant Applications		Contact SDE (due 5/1)		
Governance	New Charter School Bootcamp		Contact SDE		
Instruction	First two weeks curriculum plan process		Document Review		

Public Charter School Commission Pre-Operational School Meeting #5

Public Charter School Commission Pre-Operational School Meeting #5					
	Date of Meeting:	School Attendees:	PCSC Attendees:		
Facilities plan is on track for opening	Facilities Notes:				
CATEGORY	TOPIC	COPY FOR PCSC	EVIDENCE FOR REVIEW	COMMENTS	VERIFICATION
Special Populations	Identifying and serving at-risk students		Discussion of Plan/ Document Review		
Special Populations	Child Find Procedures in place		Discussion of Plan		
Governance	School Leader Evaluation Tools	Y	Document (if modified from SDE)		
Finance	Transportation Contract Executed		Meeting Minutes evidencing contract award or authorization for signatory		
Finance	Landscaping/Snow Removal Contract Executed		Meeting Minutes evidencing contract award or authorization for signatory		
Finance	Special Services (speech, OT, etc.) Identified and retained		Meeting Minutes evidencing contract award or authorization for signatory		
Finance	Independent Auditor Contract Executed		Meeting Minutes evidencing contract award or authorization for signatory		
Finance	IT Contract Executed (if applicable)		Meeting Minutes evidencing contract award or authorization for signatory		
Finance	D&O Insurance Policy Secured		Meeting Minutes evidencing contract award or authorization for signatory		
Finance	Property and Liability Insurance Secured		Meeting Minutes evidencing contract award or authorization for signatory		
Finance	Workers Compensation Insurance Secured		Meeting Minutes evidencing contract award or authorization for signatory		
Finance	Facility Lease or Mortgage Executed	Y	Fully Executed Copy on File at PCSC and School		
Finance	Accounting System Secured and Set up		Discussion		
Finance	monthly finance reports established for board		Document Review		
Registrar	Family orientation process		Discussion		
Registrar	New student beginning of year process		Discussion		
Registrar	New student mid-year process		Discussion		
Registrar	Records tracking for special services process		Discussion		
Assessment	Assessment Coordinator Identified		Discussion regarding qualifications, start date, and sufficient time allocation.		
Asset Management	Asset tracking and Materials Receipt Process		Discussion		
Special Populations	ELL coordinator identified		Discussion regarding qualifications, start date, and plans for reviewing student records.		
Safety	drop off and dismissal procedures established		Discussion		
Nutrition	FRL application process established		Discussion		
Finance	Vended Program Contract Executed or Food and Milk Vendors Contracts Executed		Discussion		
Safety	Crisis Management Plan (review with your local emergency responders the summer before opening; start early as a quality plan will take several months to develop) (plan should include training materials, quick reference guide, evacuation maps, recovery plan, roles of incident team personnel, communication plan, and drill tracking document)	Y	PCSC will need a copy of your "Incident Team" org chart with roles defined and your "Recovery Plan" timeline. We will also need to be included on your emergency notification system (whether that is text system, phone tree, or email distribution system).		
Finance	Charter School Advanced Payment Request Awareness		Contact SDE		
Finance	Transportation Advance Payment Request Awareness		Contact SDE		
Special Populations	Special Education Assurances Filed with SDE Awareness		Contact SDE		
Special Populations	RTI Process Established		Document Review		
LOOKING FORWARD					
Finance	Primary Curriculum Materials (for core subjects and model specific)		Discussion in June; Site Visit Observation in Aug		
Finance	Curriculum Support Materials (counters, etc.)		Discussion in June; Site Visit Observation in Aug		
Finance	Classroom Consumables (markers, paper)		Discussion in June; Site Visit Observation in Aug		
Finance	Maintenance Consumables (cleaning supplies, paper towels)		Discussion in June; Site Visit Observation in Aug		
Finance	Office Consumables (paper, folders)		Discussion in June; Site Visit Observation in Aug		
Finance	Kitchen non-food consumables (napkins, disposable products, gloves)		Discussion in June; Site Visit Observation in Aug		
Registrar	Student Data uploaded to SIS		Discussion		
HR	Background Checks are completed for all staff		Handbook		
HR	Teacher License verification		Discussion of Process and record keeping.		
Special Populations	Record Keeping plan is established for Special Education		Document Review		
Reporting	Annual Budget Submitted to SDE/PCSC	Y	meeting minutes documenting approval	33-801	

Public Charter School Commission Pre-Operational School Meeting #6

Date of Meeting:		School Attendees:		PCSC Attendees:	
CATEGORY	TOPIC	COPY FOR PCSC	EVIDENCE FOR REVIEW	COMMENTS	VERIFICATION
Finance	Primary Curriculum Materials (for core subjects and model specific)		Observation		
Finance	Curriculum Support Materials (counters, etc.)		Observation		
Finance	Classroom Consumables (markers, paper)		Observation		
Finance	Maintenance Consumables (cleaning supplies, paper towels)		Observation		
Finance	Office Consumables (paper, folders)		Observation		
Finance	Kitchen non-food consumables (napkins, disposable products, gloves)		Observation		
Registrar	Student Data uploaded to SIS and compatibility with ISEE verified		Review		
HR	Background Checks are completed for all staff and volunteer background check procedures are outlined for a parent audience		Document Review (excerpts from employee and family handbook)		
HR	Teacher License verification (this is due to SDE via ISEE by 10/17)		Discussion of Process and record keeping.		
HR	Variance request/ hard to fill positions		Contact SDE if necessary		
Instruction	Curriculum Map for first year		Document Review / Discussion		
Instruction	First two weeks curriculum plan process		Document Review / Discussion		
Technology	IT coordinator is identified and sufficiently trained or Contracted Services has been retained		Discussion regarding qualifications and duties.		
Technology	Classroom equipment is operational for teacher use (computers, projectors, doc cams, etc.)		Observation		
Technology	Equipment is operational for student use (computers, network, logins set up, etc.)		Observation		
Technology	Internet Access functional and sufficient		Observation		
Safety	facilities safety checklists (indoor and outdoor) established		Document Review		
Nutrition	allergies accounted for		Document Review / Observation of any accommodated eating space		
Facilities	Health Inspection Passed and Filed		Document Review		
Facilities	Fire Inspection Passed and Filed		Document Review		
Facilities	Occupancy Certificate Posted		Document Review		
Facilities	Building Safety Inspection Posted		Document Review		
Facilities	Security Plan as applicable (cameras, secured areas/doors, doors labeled for visitors, etc.)		Observation		
Facilities	Key Distribution Record		Document Review		
Facilities	student space staging is complete prior to back to school night (classrooms and common spaces), age appropriate, and meets needs of model		Observation		
Facilities	special populations areas are prepared (variety of spaces and record security)		Observation		
Facilities	employee work room prepared		Observation		
Facilities	outdoor play space prepared		Observation		
Registrar	Student File Compliance Check		Student file spot check		

Appendix D: Charter



“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, 2017

Contact Person

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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.

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 Governing Board will measure against the following goals when evaluating PVCS's overall success: 1. Meets measurable proficiency outcomes detailed in Tab Four. 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.

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: 665 *Boise Waldorf Initiative* Facebook followers, 566 *Peace Valley Facebook* followers (since 1/21/17), 365 newsletter_subscribers, 338 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. 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 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 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. 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

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 K-8 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, 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

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 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'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. 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. 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 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. 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

Peace Valley Charter School, Inc., a nonprofit corporation 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, 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 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 the school plans to be located in the Boise Independent School District. The three proposed locations are accessible to demographic areas of high interest, while remaining accessible across the wider Treasure Valley.

The proposed attendance area will cover both West Ada and Boise School Districts. 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

Peace Valley intends to serve 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 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 320 K-6 students and grow each year by adding one new upper grade and one additional lower grade, reaching 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 with a maximum of two classes per grades 1-8 with a maximum of 30 students each. Break-even enrollment for year one would be 185 students, which is lower than the approximately 259 average opening enrollment number of nearby Treasure Valley charter schools.

Initial survey data of 338 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.

Based on the strong survey response received 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.

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 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 11%, which is consistent with local District and state statistics. PVCS anticipates the socio-economic demographics to be 28%, a little lower than 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. 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 for Public Waldorf. 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/kindergarten and early Elementary in Peru before returning to Boise in 2016.

Survey results through social media, webpage and open houses have demonstrated 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 566 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 20th, 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 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.

Administrative Services

The elected Governing Board of Directors will be legally accountable for the operation of the charter 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 Governing Board. 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 and will conduct evaluations as well as provide professional development and coaching opportunities for staff. The Administrator will also supervise the Pedagogical Consultant, Student Services Coordinator (Counselor), 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. 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

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. Like many new Charter Schools, 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

The three proposed facility options are situated for maximum accessibility and fit within the proposed budget. Peace Valley plans 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 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. Depending on the option chosen, Giza will purchase land and pay for site development costs. 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. 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 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 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.

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.

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 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 of the Waldorf curriculum with Idaho Content Standards that will be completed before June 2018. Details of this process can be found in Appendix M.

The Faculty Council will continually review and ensure that academic benchmarks are being met. Peace Valley’s desire for educational innovation does 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.

Faculty Council, Administrator and Pedagogical Consultant will continually work together to discuss how each grade level will 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. Peace Valley’s comprehensive plan will ensure that students have the necessary time and tools to adequately prepare for these exams. The Administrator will ensure teachers 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

The comprehensive K-6 set of Christopherus Curriculum materials has been purchased for the teacher resource library to assist teacher’s main lesson development. 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. These materials, along with other original source books and curriculum materials donated from veteran Waldorf instructors, will assist teachers in designing their classroom lessons each year.

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 IRI performance, 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).

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 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 in all grades.
- 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 as 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

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.

Standardized Testing

1. **Idaho Reading Indicator** - In the first year, at least 70% percent of third graders will either meet or exceed the state legislative goals set for the spring IRI. 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.
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.

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
 - 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 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. 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/Assessment Coordinator 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 Valleys' 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 will be measured through the teacher's regular review of student work. For each skill listed on the checklist an appropriate assessment method will be identified. After each main lesson block, teachers will make regular assessments of students using these various means and tracking their formal and informal observations on the assessment tool. 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. 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? 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 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.

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

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.

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 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.

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. 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

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 data twice a year.

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 an Idaho Certified Administrator. Although 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 be full-time by year two. Charter schools are more demanding on school Administrators than traditional schools, which have the financial and administrative support of their districts. The Executive Director, experienced in Waldorf philosophy and methodology and with demonstrated leadership, will focus on the school's mission and vision and support an enthusiastic newer Administrator.

The Executive Director will work strategically on financial and facility development as well as community engagement. Peace Valley's Administrator is responsible for the day-to-day academic operations and will oversee scheduling, student testing, teacher evaluations, student behavior and curriculum support. A part-time Curriculum Director (Pedagogical Consultant) will be hired year one to assist the Administrator with curriculum implementation and teacher support. An Administrative Assistant will complete enrollment paperwork and required reporting, in addition to other duties.

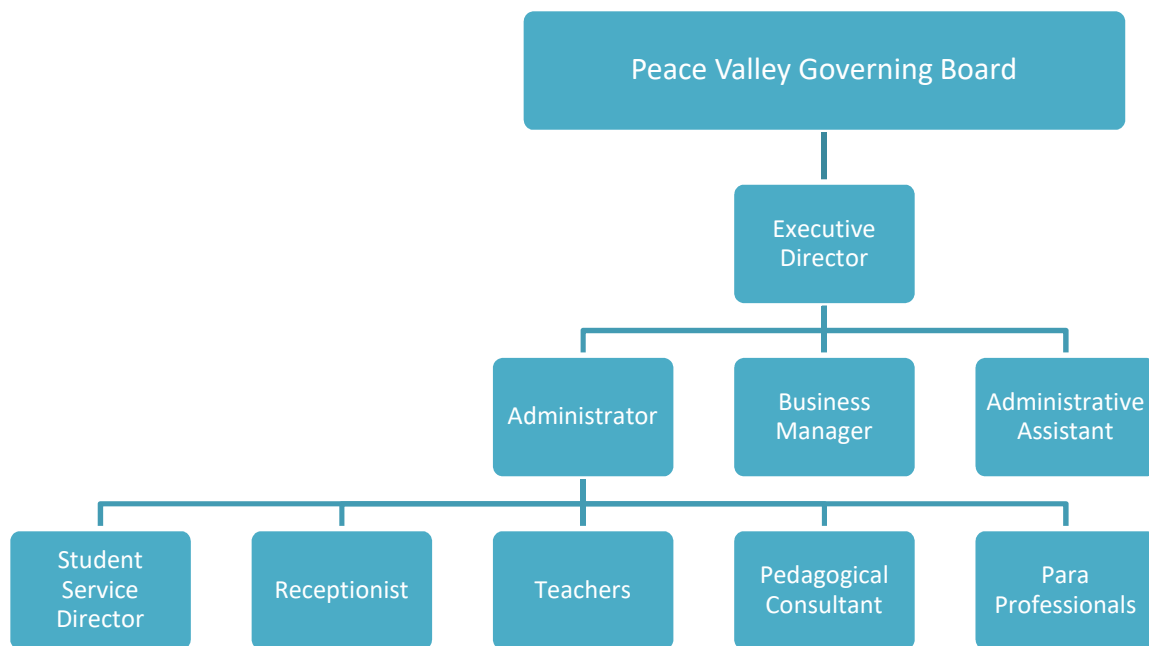
The Governing Board has an agreement with Red Apple Financial (Red Apple) for pre-opening back-office assistance starting year one. Red Apple will serve as the school's Business Manager. Red Apple currently works with 28 charter schools in the western United States, including public charter schools with a Waldorf emphasis. Red Apple will oversee the accounting, financial compliance and strategic financial management of the school. See Appendix F.

To provide 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.

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.

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 Governing Board 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.
3. Preparation to submit background checks on all necessary 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. Application submissions for start-up funds
 - h. 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.

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.

The Governing Board ensures the right people are on the bus, and that the destination is worthy, achievable and successful. In the case of Peace Valley, it is anticipated that three or four of the currently nine board members will potentially step down to become school employees: Board President, Laura Henning, potential Executive Director. Secretary, Alan Mulligan, potential Elementary Teacher, Ruth Bucklin, Pedagogical Consultant and Special Class Teacher and Karli Love, possible Administrative Assistant. The members who will potentially move into staff positions at the school will assist in the school’s transition.

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). 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.

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. 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 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.

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, 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 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 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.

- 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 begin Waldorf certification within two years of being hired. 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.

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.

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.

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. 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. 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. 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 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 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 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)

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 320 K-6 students; adding 2 new classes a year (one additional lower grade and one upper grade) to reach capacity of three Kindergarten classes and two classes for 1st through the 8th grade. Peace Valley has an enrollment cap of 540 students for grades K-8. 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.

	Year 1	Year 2	Year 3	Year 4	Year 5
K	60	60	60	60	60
1	60	60	60	60	60
2	56	60	60	60	60
3	54	56	60	60	60
4	30	56	60	60	60
5	30	30	60	60	60
6	30	30	50	60	60
7	0	30	30	52	60
8	0	0	30	50	60
Total	320	382	470	522	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 each sibling. 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.

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.

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 enrollment). 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 who have filled out the intent to return form 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.

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

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 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 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. (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. 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. 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)

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.

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-for advertising to all demographics of families
- utilizing the school website, as well as social networking tools
- 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)
- 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)

Marketing Committee Timeline

	Sept. 2017	Oct. 2017	Nov. 2017	Dec. 2017	Jan. 2018	Feb. 2018	March 2018	April 2018	May 2018
Lottery Applications									
application period begins				X					
application period ends					X				
winners announced					X				
Emailers									
notification after hearing		X							
monthly update of progress			X	X	X	X	X	X	X
Farm to Table Dinner									
invitation out	X								
guest list finalized		X							
event		X							
Silent Auction									
online auction set up	X								
publicity push for auction		X							
auction items in and grouped		X							
auction start		X							
auction finish		X							
Direct ask									
direct ask structure finalized				X					
direct ask information sent out					X				
direct ask follow ups						X			
Idaho Gives									
get PVCS set up - webinar					X		X		
set Committee					X				
event									X
Public Notification of Lottery									
have plan set (including meetings, publicity to several population groups)		X							
plan implemented			X						
Mayfaire									
set committee					X				
event									X
Farmer's Market									

	Sept. 2017	Oct. 2017	Nov. 2017	Dec. 2017	Jan. 2018	Feb. 2018	March 2018	April 2018	May 2018
booth		X							
booth		X							
Grants									
completed list			X						
Recognition									
strategy for tiers completed			X						
Passive Fund Raising Support									
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

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

Peace Valley intends to hire an Executive director as a half-time position year one to develop to full-time. The Executive Director will work with the Governing Board to assist in implementation and oversight of its 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 and adhere to its mission and vision.

The Executive Director will also represent Peace Valley within the community. The Executive Director will begin work on a contract basis after authorization 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 staff such as an office manager, receptionist, clerk. 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.

The Administrator

As the day-to-day leader of the school, the Administrator must embody 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. 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.

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.

Fundraising

The marketing and 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)

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 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.

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. Peace Valley intends to hold two annual Special Events, Winter Faire in December and May Faire in May.

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 approximately 5 hours per day, 5 days a week for 38 weeks proposed service for 1 bus..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.

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 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.

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 will potentially purchase property and finance the site development of portables and then for a new facility and lease it back to PVCS 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. 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.
6. Agreement with Red Apple Financial for Back-Office, Business Manager services.
7. Quote for transportation services has been procured with *First Student*. Appendix F.

Termination of the Charter

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). Peace

Valley 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
- Student Handbook Draft
- Reference List of Petition Citations
- Parent Survey Data

Tab 11 – Regional Professional Technical Schools

Not Applicable

Appendix E: Public Charter School Closure Protocol



CLOSURE PROTOCOL

August 2013

Background

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

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

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

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

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

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

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Introduction

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

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

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

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

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

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

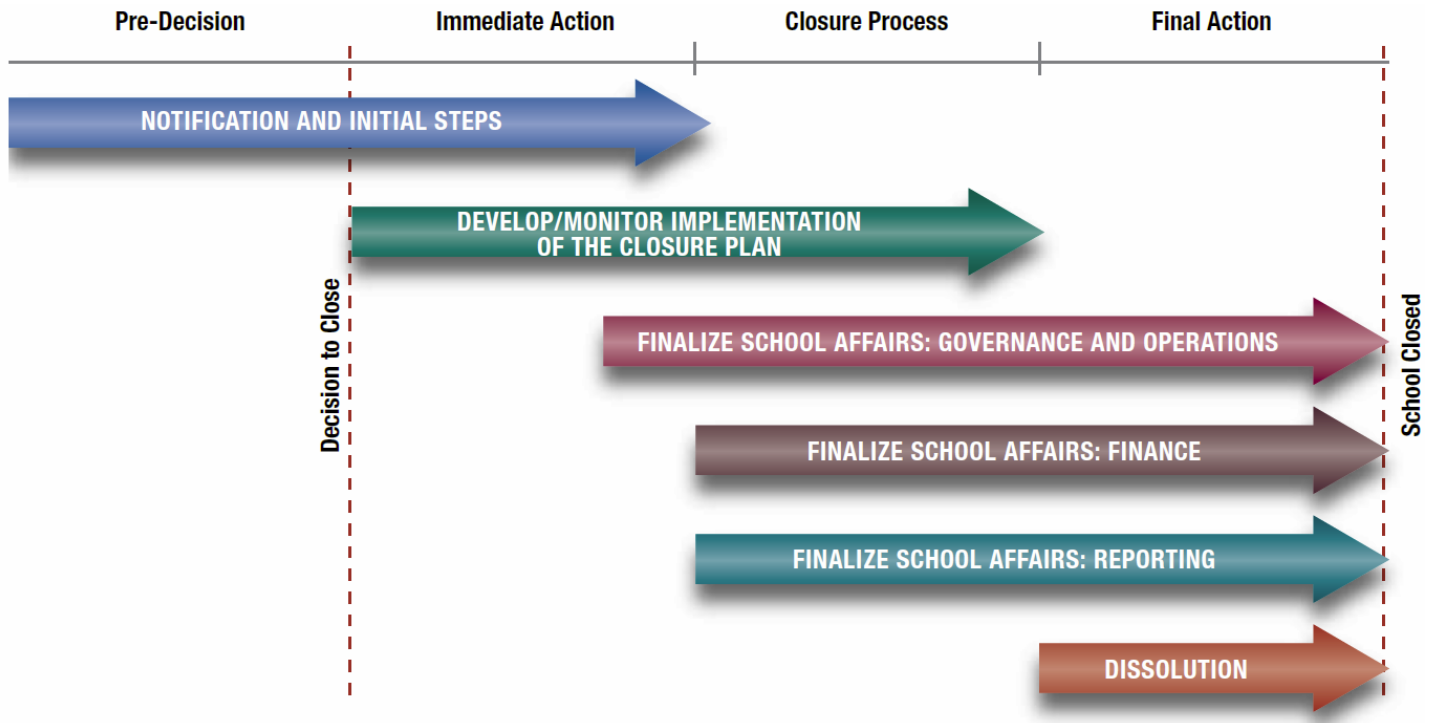
Endnotes

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

² I.C. § 33-5212

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

A Conceptual Timeline for Closure



Notification and Initial Steps

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

Send Additional and Final Notifications

1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final.
2. The letters notifying staff, parents, and other districts of the final closure decision should include:
 - The last day of instruction.
 - Any end-of-the-year activities that are planned to make the transition easier for parents and students.
 - Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families.
 - Basic information about the process for access and transfer of student and personnel records.

School,
PCSC

Develop/Monitor Implementation of the Closure Plan

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

Finalize School Affairs: Governance and Operations

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

Finalize School Affairs: Governance and Operations (continued)

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

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget <ol style="list-style-type: none"> Review the school's budget and overall financial condition. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. Identify acceptable use of reserve funds. 	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school. 	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors <ol style="list-style-type: none"> Notify all creditors of the school's closure and request final invoices. Sell appropriate assets. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. 	School			
Itemize Financials Review, prepare and make available the following: <ol style="list-style-type: none"> Fiscal year-end financial statements. Cash analysis. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared. 	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> All assets and the value and location thereof. Each remaining creditor and amounts owed. Statement that all debts have been collected or that good faith efforts have been made to collect same. Each remaining debtor and the amounts owed. 	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

Finalize School Affairs: Reporting

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

Dissolution

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

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

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

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

SUBJECT

Project Impact STEM 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

Project Impact STEM Academy (PiSA) is a proposed new public charter school to be located in Kuna, Idaho. PiSA would provide a STEM-focused, project-based approach combined with blended learning. The school would initially serve grades K-7 and 9, add grades 8 and 10 in year 2, and grow to a K-12 program with a maximum enrollment of 429 students by the 2021-22 school year.

DISCUSSION

Educational Model:

PiSA's educational model differs between the K-3 grade set and the 4-12 grade set.

For grades 4-12, PiSA proposes a multi-faceted model that combines personalized and blended learning with a STEM project focus. Students would spend approximately 50% of their time on the web-based Summit Learning technology platform, which allows for self-pacing to help all students meet required academic standards. The other half of students' time would be spent on self-directed STEM projects.

The Summit Learning platform is a free, online learning platform funded by the Zuckerberg Foundation and used in hundreds of schools nationwide. Summit Learning is also a charter management organization that operates approximately a dozen schools in California and Washington, but PiSA does not intend to contract for these services. The Summit Learning platform is not STEM focused, but is flexible enough to allow for curricular adaptation.

The nature of PiSA's proposed STEM program is not fully described in the petition, and the proposed budget allots minimal funds for STEM curricula and materials. It is unclear whether PiSA will intentionally ensure that student-selected STEM projects dovetail with Idaho Thoroughness Standards and the Common Core.

PiSA's K-3 academic program will not employ a blended approach, as the Summit platform is not available for early elementary grades. The petitioners have explained that teachers will determine their own curricular approaches while fostering a culture of discovery and innovation.

Evidence of Demand and Local Need:

Located southwest of Boise, Kuna is a rapidly growing bedroom community. Most of the traditional public schools in the area, particularly at the high school level, are at or near capacity. The only public charter school in Kuna has a long waiting list. Enrollment pressure at local schools suggests that Kuna's population is adequate to support an additional school.

The petitioners have provided documentation of local families' interest in personalized learning and STEM. A similar, personalized learning model available at Kuna Middle School has been well received.

Board Capacity:

PiSA's board expresses clear enthusiasm for the student-centered, project-based approach. One of the founding members, a high school science teacher currently implementing a similar program, intends to apply for PiSA's academic administrator position. The remaining board members reflect varying degrees of knowledge about aspects of the educational program. Overall, PiSA's board evidences a growing understanding of school finance and will benefit from additional guidance regarding the public school operations.

Finance and Facilities Plan:

For its first two years of operation, PiSA plans to lease land and portables at a central location in Kuna. If finances allow, they hope to begin the construction of a permanent facility, financed by Utah-based Giza Development, in year two. Again if finances allow, PiSA would proceed to purchase the facility from Giza in year five.

During the pre-opening year, the petitioners plan to lease \$1 million from Giza. This \$1 million is comprised of:

- \$350,000 cash for various start-up expenses, such as salaries and furnishings;
- \$350,000 for land that Giza will purchase and lease back to PiSA; and
- \$300,000 in site development costs that will be financed by Giza.

In year one, PiSA will make lease payments to Giza at a rate of 9.5% of the \$1 million. The payment amount (not the rate) will increase by 2.5% annually, capping after nine years.

Upon construction of the permanent facility, the lease payment amount will reset to 9.5% of the total \$1 million plus construction costs. The payment amount will resume 2.5% annual increases, again capping after nine years.

The amounts of PiSA's facility payments after construction of the permanent facility cannot be determined because they are based on 9.5% (plus escalations) of Giza's actual cost, which is unknown.

Documentation provided by PiSA indicates an expectation that the facility can be constructed for approximately \$110 per square foot (or \$156 per square foot including soft costs such as permitting and traffic surveys). However, recent public charter school construction projects in the Treasure Valley cost \$155-160 per square foot (or \$200-220 per square foot including soft costs). Additionally, construction rates are rising; they increased by \$20-25 per square foot over the past year.

In the best-case scenario, it appears that PiSA will be leasing at least \$5 million from Giza by year three. However, due to the cost of construction, the actual amount may be \$6 million or more.

In year five, PiSA hopes to obtain financing from a bank to purchase the developed land and facility from Giza. Giza will base the purchase price, which will include an 8.25% capitalization rate, on the lease payment in the year the purchase is finalized. Because of the annual lease payment escalation, the purchase price will increase every year regardless of market value. Additionally, the purchase price will not necessarily correlate to the appraised value of the property, particularly as it includes startup costs unrelated to the asset. For this reason, it is unclear whether another lender will be interested in financing the purchase.

A clearer understanding of PiSA's facility plan has emerged since the petition was submitted. For this reason, the budget included in the petition does not fully dovetail with the facility plan; however, PCSC staff has reevaluated the budget in light of the updated information. These materials include a lease and loan payment chart developed by PCSC staff to provide additional detail regarding PiSA's financing plan. This chart is based on the best-case scenario timeline for construction and purchase.

It appears that PiSA can remain fiscally viable only under certain circumstances:

- PiSA will need to achieve full enrollment, rather than the 90% enrollment on which the budget is based.
- PiSA will need to achieve its best-case scenario schedule in which the facility is constructed in year two and purchased in year five, minimizing the impact of payment escalations, which determine the ultimate purchase price.
- PiSA will need to secure an interest rate of 3.5% or lower for its facility purchase. This may be possible through a Rural

Development loan if the school is able to purchase on the best-case schedule.

- Giza's actual costs for site development and facility construction will need to be consistent with the low estimates provided.

IMPACT

If the PCSC approves the petition, PiSA will be responsible for notifying the State Board of Education of such approval. The PCSC will have 75 days in which to execute a performance certificate with the school's governing board.

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

STAFF COMMENTS AND RECOMMENDATIONS

Due to a recent statutory change, the PCSC no longer has the option of delaying a decision on a new charter petition. An approval or denial decision must be made at the initial hearing.

The PCSC may grant conditional approval, in which case failure to meet the conditions on the specified timeline could result in a required delay of the school's opening year, or in charter revocation prior to the end of the first performance certificate term.

Petition denial does not prevent a petitioning group from submitting a new charter petition in the future.

PCSC staff recommends the denial of the Project Impact STEM Academy new charter petition for the following reasons:

- The viability of PiSA's financial plan is indeterminable, particularly over the long term.

Facility development costs, and therefore the school's payment and purchase amounts, are unknown. The estimates provided are low by comparison to actual costs incurred by other local schools.

Several other, uncertain factors (such as full enrollment) must all fall into place in order for the school to break even after the second operating year.

The structure of the Giza financing plan leaves the school open to financial crisis if the purchase cannot be completed in year five.

The school's startup funds are comprised almost entirely of \$350,000 cash "leased" at 9.5%, plus annual escalators, on which no principal is paid until and unless it can be rolled into the facility purchase in year five.

- Lack of clarity regarding the academic program, particularly with regard to K-3 curriculum and project-based STEM implementation.

PCSC staff further recommends that, if the PCSC approves the petition, such approval be subject to the following conditions:

- PiSA will achieve accreditation candidacy status by July 1, 2019, and full accreditation through the Northwest Accreditation Commission by July 1, 2021.
- By July 1, 2022, PiSA will obtain STEM certification, either as a program or as a school, at the sustaining level. Such certification shall be maintained at the sustaining level throughout the remainder of the performance certificate term.

COMMISSION ACTION

A motion to deny the new charter petition for Project Impact STEM Academy on the following grounds:

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

A motion to approve the new charter petition for Project Impact STEM Academy with the following conditions:

- PiSA will achieve accreditation candidacy status by July 1, 2019, and full accreditation through the Northwest Accreditation Commission by July 1, 2021.
- By July 1, 2022, PiSA will obtain STEM certification, either as a program or as a school, at the sustaining level. Such certification shall be maintained at the sustaining level throughout the remainder of the performance certificate term.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho Public Charter School Commission

PETITION FEEDBACK MEMORANDUM

November 21, 2017

Project Impact STEM Academy (PiSA)

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 original petition on August 29, 2017 and provided feedback in order to assist you in strengthening your proposal. The New Charter Petitioner Guidance explained PCSC petition requirements in additional detail.

The PCSC office received your revised petition on October 20, 2017. Pursuant to Idaho statute and administrative rule, PCSC staff has reviewed the revised petition and developed the recommendation and evaluation below.

Hearing Date

The PCSC will hold a public hearing to consider the PiSA petition on December 14, 2017, in Boise, Idaho.

Staff Recommendation

PCSC staff recommends that the Public Charter School Commission deny the petition for Project Impact STEM Academy.

Please see the comments below for an explanation of staff concerns.

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

Cover Page	Meets standard
Table of Contents	Meets standard
Executive Summary	Meets standard
Mission Statement	Meets standard

EDUCATIONAL PROGRAM

<p>Description of Educational Philosophy, Instructional Practices, and Curriculum</p>	<p>While petitioners included a fairly robust description of Summit Learning, the STEM component of the curriculum is less well developed. (Summit Learning’s blended curriculum does not have a STEM focus, but is flexible enough to allow schools to modify the curriculum.) More information regarding the STEM offerings would be helpful. For example, will STEM programming be offered for all grades? How often will students be engaged in STEM and what activities constitute STEM?</p> <p>The budget allotment for the STEM curriculum is quite low, particularly if the school expects to require all students to participate in this learning opportunity. Please see additional comments in the budget section.</p> <p>PCSC staff appreciates the additional information about the Summit Learning curriculum provided in this latest draft. However, it is still unclear how the project-based component of the curriculum will dovetail with the personalized learning and STEM approach.</p> <p>Summit Learning is offered for grades 4-12. The petition does not explain the curriculum plan for grades K-3. While much of the petition addresses upper secondary work, such as AP classes, internships, etc., it is not clear that sufficient planning has yet taken place to ensure the success of K-3 students in this model. Please see additional comments in the budget section.</p> <p>The proposed educational model includes:</p> <ul style="list-style-type: none"> • Project-based learning • STEM • Personalized learning at the elementary, middle, and high school levels • Blended learning/technology integration • 21st century/cognitive skills • Habits of success and sense of purpose • Portfolio development • Industry internships <p>This scope would be challenging for even the most experienced charter operator to implement well. A narrower focus in the initial years would likely result in higher quality delivery of academic content.</p> <p>It appears that some of the material in this section may be comprised of direct quotations and should be cited accordingly.</p>
<p>Expected Student Outcomes</p>	<p>The test coordinator position mentioned on page 13 is not reflected in the budget.</p>

	<p>The national passing rate for AP exams is 60%. The petition’s commitment to ensuring that every student will pass at least one exam may be inadvisable. Requiring every student to take at least one course and the corresponding exam may be a more reasonable expectation.</p>
Plan for Serving All Students	<p>While the petitioners added some detail in this area, it would be helpful to demonstrate what specific plans are in place to ensure that all students, such as English Language Learners, will be successful at the school.</p> <p>The growth goals on page 13, while ambitious, may be unrealistic.</p> <p>The educational model has the potential to serve students of all age groups, but the petitioning group is clearly more experienced with and focused on secondary education, and does not appear to have a definitive plan for how to serve the needs of all children, particularly K-3.</p> <p>For example, the following programmatic elements may prove problematic: large groups of young children in common spaces with little focus on classroom management training for teachers, 6th and 9th grade students housed in the same open space all day, young children making decisions about how they want to learn difficult concepts, etc.</p> <p>Page 8 of the New Charter Petitioner Guidance provides additional support.</p>
Professional Development Plan	<p>The petitioners added more detail regarding professional development pertinent to the Summit Learning curriculum. However, the STEM component of the professional development schedule lacks detail.</p> <p>It appears the petitioners are unfamiliar with the quantity and nature of PD that will be necessary to prepare teachers for this complex educational model. This concern is compounded by the stated intent to hire mostly new teachers.</p> <p>From the generalized professional development topics listed in the bulleted list on page 16, it is unclear how the petitioning group arrived at the professional development expense listed in the budget.</p> <p>Page 8 of the New Charter Petitioner Guidance provides additional support.</p>

FINANCIAL AND FACILITIES PLAN

Fiscal Philosophy and Spending Priorities	Meets standard
Financial Management Plan	<p>Although the budget has been corrected in this regard, please note that p18 still refers to facility, personnel, and loan repayment expenses that cannot necessarily be tiered down in a break-even calculation because these often stay constant regardless of enrollment.</p> <p>Page 9 of the New Charter Petitioner Guidance offers additional support.</p>

Description of Facility Needs	<p>The description of the facility plan is inconsistent. The plan in the petition does not dovetail with the plan in the appendix, so it is unclear whether the use of modulars will enable the school to implement its educational program as explained in the petition. Similarly, the facility layout diagrams do not appear to support the educational program.</p> <p>Page 9 of the New Charter Petitioner Guidance provides additional support.</p>
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BOARD CAPACITY AND GOVERNANCE STRUCTURE

Description of Governance Structure	Meets standard
Founding Board Qualifications	Meets standard
Transition Plan	<p>Meets standard</p> <p>Since two of the founders plan to apply for positions at the school, it is crucial that the board stays vigilant to avoid founder’s syndrome. PCSC staff appreciate the petitioners’ awareness of the symptoms and plans to avoid the potential problem.</p>
Board Training and Recruitment	Meets standard

STUDENT DEMAND AND PRIMARY ATTENDANCE AREA

Enrollment Capacity	<p>It appears that K-7 and 9th grade will be offered, serving a full elementary school population and a very small middle and high school population. This proposed grade level offering requires a full development of K-12 curriculum, programs, and services in a short amount of time.</p> <p>Enrolling 33 students per grade level, particularly in the upper grades, may prove difficult in the first few years of operation. Many of Idaho’s well-established public charter schools struggle to maintain adequate enrollment in their middle and high school grades.</p> <p>Pages 10-11 of the New Charter Petitioner Guidance offer additional support.</p>
Primary Attendance Area	Meets standard
Community Need and Market Interest	Meets standard

Strategies for Enrolling Underserved Families	Meets standard
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VIRTUAL AND BLENDED PROGRAMS

Rationale	Meets standard
Learning Management System	The petition does not describe a learning management system for grades K-3. (Summit Learning is for grades 4 and up.) See related notes in the budget section for more information. Page 13 of the New Charter Petitioner Guidance provides additional support.
Attendance and Course Credit	Meets standard
Professional Development	The petitioners appear to be relying on free teacher PD provided by Summit Learning that would train teachers on the Summit platform. It is unclear whether this PD opportunity, is guaranteed to be available, or if PiSA must participate in a competitive application process. Page 13 of the New Charter Petitioner Guidance provides additional support.
Student-Teacher Interaction	Meets standard
Student-Student Interaction	Meets standard
Technical Support	Meets standard The petitioners appear to be relying heavily upon free support from Summit Learning for resolution of technology glitches. This may prove to be insufficient to meet the needs of the school, whose technology infrastructure is critical to daily curriculum delivery. The operational director the board intends to hire is expected to be able to manage basic technology needs. The petition notes that, if such needs exceed this person’s capacity, the school will contract for “service days.” However, allowance for this expenditure does not appear to be included in the budget.

APPENDICIES

Appendix A: Articles of Incorporation	The reference to “charitable purposes” in Section II appears to be inconsistent with the bylaws. Section VIII Dissolution and Distribution is inconsistent with I.C. §33-5212.
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	Page 14 of the New Charter Petitioner Guidance offers additional support.
Appendix B: Bylaws	<p>Regarding section 9.01: If authorized by the PCSC, the PCSC’s school closure protocol will be incorporated into PiSA’s performance certificate. Any additional protocol that may be adopted by the PiSA board should dovetail with the PCSC’s protocol.</p> <p>Pages 14-15 of the New Charter Petitioner Guidance provide additional support.</p>
Appendix C: Board Member Resumes	Meets standard
Appendix D: Petitioning Group	Meets standard
Appendix E: School Leader	<p>The role of a charter school administrator is much broader than that of a typical school administrator. Even seasoned administrators often struggle with the magnitude of the role, especially in a school’s opening year.</p> <p>The school leader job description provided is not sufficiently developed to address the scope of hard skills required to manage a school. Additionally, the petition does not include a job description for the operations manager, who it appears is expected to bear a portion of the administrative burden.</p> <p>Please note that fair hiring practices must be used when selecting the administrator(s).</p> <p>Pages 15-16 of the New Charter Petitioner Guidance offer additional support.</p>
Appendix F: Budgets	<p>Pre-Opening Budget</p> <p>The budget anticipates that both students and teachers will use Chromebooks. While this is an economical proposal, other schools report that Chromebooks lack the capacity to support work beyond basic word processing and internet use. The petitioners should ensure that the technology budgeted for and purchased will be able to support the software necessary for the implementation of a robust STEM program.</p> <p>Break-Even Budget</p> <p>The petitioners anticipate the permanent facility cost to be approximately \$2.5 million, as this represents 15% of their anticipated revenue. However, this is significantly lower than other new school construction costs and is unsupported by documentation. Typical construction costs for this size of facility are at least \$5 million.</p> <p>It appears that the percentage of benefits is calculated at approximately 20% of salaries in the budget template, but at 30% in the cash flow.</p>

	<p>The budget includes \$20 per K-3 student for workbooks. The narrative does not provide sufficient information about the K-3 curriculum to support the adequacy of this projection.</p> <p>The budget provides less than \$35 per student per year for “STEM project supplies.” (The \$50 cited in the description is inaccurate by comparison to the total dollar amount in the line item itself.) This seems low for a STEM-focused school.</p> <p>The budget proposes to spend \$171,000 on furniture with wheels, but just \$7,800 - \$8,700 on STEM curriculum. As potential stewards of public funds, the petitioners may wish to consider whether these line items could be rebalanced to better support student academic success.</p> <p>Operational Budgets</p> <p>The notes in the technology section indicate that students will be allowed to check out laptops to take home. This is likely to result in a need for substantial technical support to keep the computers in working order. The budget does not appear to reflect adequate tech support services to manage this workload. Also, the cost of parental controls and filters should be considered.</p> <p>Cash Flow</p> <p>The expenditure for the audit appears in November. The audit is due to the PCSC by November 1. The petitioners should shift the timeline for this expenditure to ensure the report is prepared and reviewed by the board prior to November 1.</p> <p>The annual totals presented in column AA of the cash flow template are not aligned with either the break-even or the year 1 budgets as presented in the budget template.</p> <p>It is unclear why the ending cash balance in June 2019 is \$100,000 greater than the ending balance reflected in the 3-year budget template.</p>
<p>Appendix G: Facility Options</p>	<p>The facility plan is not described with sufficient clarity to enable PCSC staff to evaluate its viability. For example:</p> <ul style="list-style-type: none"> • It is not clear whether the petitioners intend to purchase the modulars after leasing them for the first several years of operation. • The petition indicates that the petitioners intend to incorporate the modulars into the permanent facility, but this is not clearly explained and the Giza documentation does not reflect related costs. Additionally, the petitioners should consider that most lenders will

	<p>not be willing to consider a modular-based structure, which will likely affect refinancing options in future years. After further discussion with the petitioners, it appears that they are aware of the difficulties in securing financing for modular buildings incorporated into a permanent facility and they are considering moving toward a more traditional temporary modular option followed by the construction of a stick-built facility.</p> <ul style="list-style-type: none"> • The budget does not accurately reflect the interest rate escalation described in the Giza documentation. • The loan structure as presented in the budget (two loans with different terms) is not the same as the loan structure presented in the Giza documentation (one loan with two phases and one set of terms). PCSC conversation with the petitioners indicates that the financing structure would actually be a two-part lease (pre-operational and permanent construction). However it is not clear how a lease makes sense for certain pre-operational costs, such as salaries. <p>The interest rate escalation clause in the Giza documentation is concerning because it has no cap. If the school is unable to afford new construction in year three, the 2.5% annual escalator will continue on the initial \$1 million lease/loan, resulting in unsustainable payments.</p> <p>If the school is able to afford new construction in year three, it appears that the interest rate will restart at 9.5% with the 2.5% annual escalator on a lease /loan that combines the new construction costs and the start-up funds.</p> <p>Also, the lease/loan payments to Giza are to be based on the total cost of the new construction, which is unknown. Therefore, the total amount of the payments is unknown and may be unsustainable. (The petitioners estimate a new construction cost of \$2.5 million and have based their budget on this number, but this estimate is substantially lower than typical market rates for similar facilities, which tend to run \$5 million or more.)</p> <p>If the school is unable to purchase the building after five years as planned, the interest rate would continue to escalate at an additional 2.5% per year from the original 9.5% rate.</p> <p>Also, if the school is able to purchase the facility after five years, they would do so through a different lender. Therefore, it is not clear how Giza (which would not finance the purchase) can guarantee an 8.25% interest rate.</p> <p>Page 16 of the New Charter Petitioner Guidance offers additional support.</p>
Appendix H: Supporting Documentation	<p>The Giza documentation is limited and unclear, and the details do not dovetail with PiSA’s explanations and budget.</p> <p>Pages 16-17 of the New Charter Petitioner Guidance offer additional support.</p>

Additional Appendices (optional)	NA
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PISA Lease and Loan Payment Chart

BEST CASE SCENARIO								
LEASE WITH GIZA						INDEPENDENTLY NEGOTIATED LOAN		
	Pre-Operational year	Year 1	Year 2	Year 3	Year 4		Year 5 Plan A	Year 5 Plan B
Carryover Balance	0	\$1,000,000	\$1,000,000	\$1,000,000	\$4,814,462		Purchase w/ RD	Purchase No/RD
Start-up Funds	\$335,350					Total Amount Financed (20 year term)	\$5,682,521.21	\$5,682,521.21
Land Lease (Giza Purchase)	\$400,000							
Land Development	\$264,650							
Permanent Facility			Construction Year	\$3,814,462				
Rate	NA	9.50%	(\$95,000 +2.5%)	9.50%	(\$457,374 + 2.5%)	Average Interest Rate	*3.03%	*5.5%
Total Lease Payment	\$0	\$95,000	\$97,375	\$457,374	\$468,808	Total Interest Paid	\$169,281	\$308,532
Total Principal Paid	\$0	\$0	\$0	\$0	\$0	Total Principal Paid	\$209,925	\$160,540
Total Annual Cost	\$0	\$95,000	\$97,375	\$457,374	\$468,808	Total Annual Cost	\$379,206	\$469,072

*The interest rates used in this chart (in the loan section) are estimates based on the average interest rates of loans currently held by PCSC schools. Schools with Rural Development loans currently pay approximately 3%; schools with traditional loans currently pay approximately 5.5%. As the actual interest rate for this loan will not be secured until 2022, the estimates presented here may not reflect the reality at that time.



Serving Grades K-12
Anticipated Opening: July 1, 2018
Kuna School District
Kuna, ID

Specific Location: TBD
Contact: Teresa Fleming, Board Chair
PO Box 636, Kuna, ID 83634
(208) 576 - 4811
TFleming@PiSTEM.org
Version 2.8 - 20171020

Project Impact STEM Academy (PiSA) 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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Executive Summary

The public education system has seen cycles of change throughout its 120+ years of existence where focusing on the "big ideas" of mathematics and literature gave way to more focused attention and an emphasis on phonics and skills development. Each cycle of change has offered methods that are beneficial for particular types of learners; however, the general process of change has not afforded the flexibility to show benefits for multiple student learner types.

In the past, students have been able to choose which subjects of study they would like to pursue, but apart from a few schools and programs, they have had little to no choice in the way they would like to be taught in those courses. Public education provides many great opportunities for students to be educated in not only their required, core classes but also amazing elective and extracurricular programs. However, public education struggles in meeting the needs of the different learning methods and styles in which the students learn best.

Public education, as a bureaucracy, strives to give all students the opportunity to learn and to be successful, but by the very nature of being a bureaucracy, public education is slow to respond to the differing needs of its students. Most people would agree that each student learns similar material and concepts differently and at different rates. If that is so, then those same people must also agree that a system that forces all students to learn in a similar manner and pace, is not a system designed for all students.

Also, because of bureaucracy, many programs in public schools are only as long-lived as the teachers who lead or administrators who support these programs are there to continue the leadership and support. Often, once the lead teachers or supportive administrators leave the public school, the program quickly dissolves back into the traditional model of learning. The system needs to be flexible and adaptable to this change. For these reasons, the founders of Project Impact STEM Academy (PiSA) have collaborated to design a charter school to provide this vehicle for change.

PiSA will develop an environment that offers learning through multiple means, methods and speeds. Using structured, personalized learning platforms, PiSA will allow students to move at a pace that is appropriate at an individual level. This platform will ensure that concepts are thoroughly understood/mastered before a student progresses onto a more complex concept. Additionally, PiSA's environment intends to integrate work that has been typically segmented into standalone subjects. PiSA believes this integration will provide a better understanding of the content's purpose, and ultimately provide an improved learning of the materials. This integration will occur using project-based learning. Projects will be based in science, technology, engineering and mathematics (STEM) in an interdisciplinary and applied approach. Other disciplines will also be necessary; artistic skills will be required for presentation, history will be used during project development and research, as well as other subjects.

PiSA's environment no longer requires the teacher to be the "sage on the stage" where the teacher becomes the sole provider of information. With information being as ubiquitous as

it is through technology, teachers are now taking on the role of facilitator and life coach. Instead of being masters of retaining facts, students can now be asked to be assessed on their skill levels in communication, collaboration and critical thinking while being creative and innovative.

PISA's founders have reached out to the community of Kuna with the initial intent of building a high school that would provide the above referenced environment. Through many public events, social media contacts and community leader discussions, PiSA has decided to follow the public's request of extending the intended charter school to grades K-12.

Before opening its doors, PiSA will apply to Northwest Accreditation Commission, a Division of AdvancED for accreditation. PiSA will complete the accreditation process review and obtain candidacy status within the first year of operation. Additionally, the accreditation report and/or self-evaluation will be submitted to the authorizer annually.

PISA's founding group is represented by experienced individuals with diverse backgrounds, who are committed to helping student's reach their utmost potential. PiSA is founded by a group consisting of local community leaders who are actively involved in education, specifically with underserved populations. This can be seen in Appendix D Petitioning Group. As well as the numerous outlined skills, a majority of PiSA's founding group are parents. As such the team believes strongly in the connection between student success and parental/family involvement. PiSA will work to continually foster strong family engagement through use of communication practices, a parent/teacher organization, and community presentations of student's work.

PISA defines success for their students in being able to own and access their learning while also being able to express their understanding of learning through critical thinking, collaboration, communication, and connection to the community.

PISA's focus is centered on children, allowing each child to become confident and successful in their own educations. PiSA will work tirelessly in its endeavor to provide families voice and choice in their academic lives and PiSA looks forward to working with our community, community leaders and the public-school system in doing so.

Mission Statement

Project Impact STEM Academy will provide an engaging, adaptive learning environment through the use of personalized learning plans, intentionally integrated curriculum, mastery-based progression, and with authentic projects embedded in science, technology, engineering and math. In this environment, students will gain confidence, practice failure until it is no longer intimidating, and become invested in the life-long pursuit of knowledge.

Educational Program

Educational Philosophy, Instructional Practices and Curriculum

An Educated Person

At PiSA the belief is that an “educated person” is one that has an acute appreciation and a multitude of exposure to the skills of gaining knowledge. We feel that becoming educated is not necessarily an achieved status but instead reflective in a self-motivated desire to become a perpetual student of knowledge. In a letter written while a professor at Eton College (1845-72) Master William Cory wrote his belief of the purpose of education; we feel these words can also depict the definition of becoming educated:

“... you go to a great school not so much for knowledge as for arts and habits; for the habit of attention, for the art of expression, for the art of assuming at a moment's notice a new intellectual position, for the art of entering quickly into another person's thoughts, for the habit of submitting to censure and refutation, for the art of indicating assent or dissent in graduated terms, for the habit of regarding minute points of accuracy, for the art of working out what is possible in a given time, for taste, for discrimination, for mental courage, and for mental soberness.”

PiSA believes that an educated person will possess the aptitudes necessary to meaningfully contribute to society at large by embodying the following skill sets:

- Initiative and Self-Direction
- Flexibility and Adaptability within Failure
- Leadership and Responsibility within their Community
- Problem Solving through Information Integration
- Productivity and Accountability

How Learning Best Occurs

The philosophy of PiSA is grounded in the belief that if provided with a healthy, safe, and encouraging environment, all students can and want to learn. PiSA's philosophy is that learning is maximized when:

- focused and integrated investigations are implemented across the curriculum
- compelling projects are designed and guiding questions are asked
- fieldwork, local expertise and service learning are incorporated
- high quality student work is produced and presented to the public
- mastery-based, research-driven instructional practices are used school wide
- reading and writing are taught across the disciplines in K-12
- inquiry-based mathematics and science are taught
- learning is integrated through the STEM related fields
- a school culture of exploration and learning through failure is built and character is fostered
- reflection throughout learning is built-in and expected

- a Professional Learning Community (PLC) is developed
- families are engaged in the life of the school
- time is designed for student, community, and adult learning

Students, parents, and teachers will experience peace of mind in the PiSA setting because of a commitment to the concept that each child has the right to attend school in an environment that fosters learning. Each parent has the right to expect a school to provide a healthy and nurturing environment for their child. Each staff member has the right to teach in a respectful environment. PiSA is committed to teaching students respect for all people regardless of age, gender, color, race, ability, nationality or religious affiliation. Through respect as a value, PiSA believes that students learn best through trial and error, successes and failures, with support from their teachers, family and community.

Instructional Practices

Over the last 120 years in the United States, in traditional schools, students have been placed into groups according to their ages and regional locations. As students progress in their academic skills and learning, most learn and progress at the same rate. Some students do not learn at that rate and are left either bored and wanting for more, or lost and left behind. The traditional school system does not work for all students and it is time for a change.

During the 2015 Idaho Legislative session, House Bill 110 was passed that directed the Idaho State Department of Education to investigate a change in Idaho schools towards a mastery-based educational model. The mastery-based educational model provides a structure that creates flexibility and allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning. This approach creates a personalized and differentiated learning experience for all students allowing the students to work at the pace and level that is best for them.

The instructional design principles for PiSA will be mastery, competency-driven and real world skills based. Students will work in a fluid, no-bell system where a student can work on the skills and content that they, and the faculty, deem important and appropriate. Students will collaborate with each other, learning how to work best with other individuals (Guskey, 2010). The students' work will be reflective where they can look back upon their experience and learn from their successes and failures.

The traditional academic core subjects will be taught as integrated learning experiences through project based learning (PBL) making the students' learning more relevant and connected (Jones, 1997). Many of the students' projects will come from partnerships with locally based industries and community leaders, allowing students to affect real change in their communities through their work and learning.

The processes of PBL will provide our students the opportunity to access the path of the future, which addresses solving problems through creative innovation. PiSA seeks to distill a growth mindset and passion for learning by reinforcing achievement through effort. PiSA endeavors to educate students and reinforce the skills of the future through an open and

personalized learning atmosphere focusing on the development of 21st Century Skills, experimentation, and presentation.

21st Century Skills have been identified as one of the largest growing needs of the world's workforce. Unfortunately, many students lack these skills which traditional education does not effectively teach (Rotherman, 2009). Without intentional education focused training on soft skills, students will fail in the global community. Not only should 21st Century Skills be taught intentionally, students' learning should also extend beyond the school grounds as they work with industry and community leaders. These connections allow students to provide services and ideas to the community to help solve real world problems, adding considerable value to not only the students' lives but also to the school district and the entire community. As students become better known within the community, their potential to be recruited by industry will be greatly improved.

STEM is known as science, technology, engineering, and math and as such, many people may assume this is the main content and focus of PiSA. However, STEM areas revolve around the idea of innovation, trial and error, critical thinking, the design process, computational thinking, and integration of research and resources. For example, science is built on the scientific process of asking questions, building hypotheses, and experimentation. Technology focuses on computational thinking and using the technological tools available in the current society along with the possibility of adding to and/or building new technology. Engineering revolves around the design process which emphasizes growth through failure, constructive criticism, and revision. Mathematics is based on models and critical thinking in all areas of life, providing students with another language in which they may communicate their learning. As such, PiSA strives to integrate and develop these STEM processes into students' education and structure.

PISA is not unique in the use of mastery-based education. The State of Idaho has developed the Idaho Mastery Education Network (IMEN) for the purpose of implementing House Bill 110. Idaho schools involved in IMEN have begun training in the use of mastery-based education models.

The curriculum that PiSA is investigating is provided by Summit Learning and the Summit Learning Platform. Summit Learning's mission is to prepare their diverse population of students for success in college, career and life, and to be contributing members of society. (Unknown, 2017).

Summit Learning is a leading public charter school system with 11 schools in California and Washington. Summit Learning shares its personalized learning approach to teaching and learning with over 300 schools, free of charge.

Summit Learning has published a recent report titled *The Science of Summit: School models that Drive Student Success* where Summit Learning describes the framework and research that they have used to develop their schools and curriculum. The Summit assesses student's outcome in four different categories that mirror the outcomes that Learning approach to teaching and learning is based on developing four key student outcomes which PiSA will use to measure student's proficiencies. These assessments include

Cognitive Skills (interdisciplinary, higher-order, thinking skills with rubrics developed with Stanford University), Content Knowledge (rigorous content across all academic subjects), Habits of Success (behaviors, mindsets, and dispositions), and Sense of Purpose (self-knowledge, values, relationships, and a credible path). This cohesive approach combines what learning science tells us is best for students with universal human values and Summit Learning's experience as educators and teachers.

Summit Learning's model also mirrors PiSA's mission in the three pillars that Summit Learning has chosen to support their teachers and students. These pillars are: project-based learning (where real-world projects are a major component of the Summit experience), one-to-one mentoring (where students work with a designated mentor to create and track goals throughout the student's learning experience) and individualized pathways (which places students at the center of learning empowering them to set goals and deeply understand content by consuming it in a way that they learn best).

The Summit Learning curriculum was developed by teachers. It is a collection of meaningful projects, concept units and playlists of content and assessments that are include in the Summit Learning Platform. The Base Curriculum has been designed as a model curriculum for Summit Learning that is built with flexibility in mind so that partner schools can customize it to meet the expectations of their state standards, district benchmarks, school values and student needs. Teachers can adapt or create new playlists and projects to meet their students' needs. All of us learn in different ways. With Summit Learning, students are able to move at their own pace and learn how they learn best because they have different options to learn the same information, all with the support of their teacher. While the Summit Learning Platform does provide curriculum that surpasses Idaho State and United States Federal graduation requirements, the platform does not include specific STEM focused curriculum. The platform is extremely flexible and PiSA faculty can easily modify the curriculum to match our STEM model of integrating the student's lessons into a project-based learning model. The Summit Learning Platform was not chosen primarily for the built- in curriculum, but it was also chosen for its ease in modifying the curriculum and its alignment to Cognitive Skills, Content Knowledge, Habits of Success and Sense of Purpose.

PiSA will have the ability to integrate a STEM curriculum within the Summit Learning platform that is more than just an integration of subject areas. A STEM curriculum includes more than just an integration of subject areas. A STEM curriculum develops a set of thinking, reasoning, teamwork, investigative and creative skills that students can use in all areas of their lives. STEM isn't a standalone course, but rather it is a way of intentionally incorporating different subjects across an already existing curriculum (Jolly, 2014). The Summit Learning Platform curriculum is designed to build upon and support project-based learning.

The curriculum at PiSA will include projects with rigorous lessons in science and mathematics which by its very nature means that the lessons will be hand-on and inquiry-based. Great STEM projects will need more than just rigorous lessons in order to accomplish PiSA's mission. Great STEM projects will include the following components:

1. **STEM lessons focused on real-world issues and problems.** PiSA will partner with local businesses and the community of Kuna in finding real-world issues and problems to solve.
2. **STEM lessons are guided by the engineering design process (EDP).** The EDP will be used as a framework for PiSA's student to use while creating solutions to real-world issues and problems.
3. **STEM lessons immerse students in hand-on inquiry and open-ended exploration.** A student's path to learning will be open ended with constraints where the student's work will be hands-on, collaborative with decisions about solutions that are student generated.
4. **STEM lessons involve students in productive teamwork.** In order to help the students be productive in their teamwork PiSA will intentional instruct students with similar language, procedures and expectations for group work. Students will be assessed by their teachers and peers while working in a group to develop solutions to problems.
5. **STEM lessons apply rigorous math and science content that students are learning into the student's projects.** Students will not see math and science as standalone courses, but work together to solve problems.

STEM lessons allow for multiple right answers and reframe failure as a necessary part of learning. PiSA's learning environment will offer students the opportunity to develop solutions to problems without the fear of being wrong or making mistakes. Students will develop many different solutions to problems that they are solving. STEM lesson always provide opportunity for multiple correct answers (Jones, 1997). The Content Knowledge curriculum developed by Summit Learning is in alignment with Common Core and Next Generation Science Standards. For college-level courses, the content is aligned to the AP standards. To ensure that all students cover the full scope of the curriculum, students will be required to demonstrate their mastery of the content standards aligned with Common Core, Next Generation Science Standards and AP, College Board Standards. The flexibility in STEM lessons will come from how the students choose to find solutions to the problems that they are investigating.

Expected Student Outcomes

Assessment occurs in many ways: performance, verbal, and written. It is the intent PiSA to make use of all three in every focused investigation. Monitoring the progress of students and evaluating innovations in educational procedures are an important part of the curriculum development process. PiSA will provide formative and summative data to demonstrate that the school is meeting performance standards prescribed by the state. This data may also include emerging Idaho State Department of Education standards and/or PiSA-developed criteria.

PiSA will fully participate in required testing included in the Idaho Assessment Program, currently made up of the following tests:

- Civics Assessment (CA)
- College Entrance Exams (SAT)

- English Language Proficiency (ELP)
- Idaho Reading Indicator (IRI)
- Idaho Standards Achievement Test Comprehensive Assessment System (ISAT)
- National Assessment of Educational Progress (NAEP)
- Science End of Course Exams (EOC)

The teachers will work together throughout each new focused investigation to find the most effective methods of assessment of the content. Students will be given a chance to present everything that they know about each area of content. Students and teachers will work together to make sure that the learning is as effective as possible.

Student self-assessment will provide a unique learning opportunity for PiSA students. As active participants in assessment of their own work, learners are encouraged to develop an understanding of their strengths and deficiencies, and an objective view of their accomplishments. This allows for students to learn from their mistakes and recognize the areas that need growth, along with understanding their own abilities.

PiSA's ~~Board of Directors, in cooperation with the~~ Director of Education, will clearly define the essential knowledge and skills for student learning in each program area, making standards subject-specific and transparent to students and families. The Director of Education will also work closely with PiSA's Board of Directors to ensure the governing body remains an active participant in the learning of the students.

PiSA believes that students learn and work best when the learning is measurable with explicit competencies. The learning outcomes are written in transparent, student friendly statements where differentiated, and timely supports are provided. The assessment and reporting of grades should be meaningful and should reflect what PiSA values most; which is student growth and student efficacy in their learning. Foremost, PiSA understands that all students learn in differing manners and rates and students should be allowed to learn at the pace and manner that is best for them.

In order to adequately serve students in mastery based education, it is necessary to examine indicators of success that encompass the blended instructional model PiSA will employ. Since we engage students in learning through a flexible, and personalized framework, PiSA strives to measure our students' progress in ways that extend beyond more traditional methods. In addition to metrics like longitudinal student/school standardized test growth and graduate rates, PiSA's students will develop portfolios which will demonstrate evidence of the student's learning and growth.

Research shows that students at all levels see assessment as something that is done to them, on their classwork, by someone else. Beyond "percent correct," assigned letter grades, and grammatical or arithmetic errors, many students have little knowledge of what is involved in evaluating their classwork. Portfolios can provide structure for involving students in developing and understanding criteria for good efforts, in coming to see the criteria as their own, and in applying the criteria to their own and other students' work (Parker White, 2004).

Research also shows that students benefit from an awareness of the processes and strategies involved in writing, solving a problem, researching a topic, analyzing information, or describing their own observations (Parker White, 2004). Without instruction focused on the processes and strategies that underlie effective performance of these types of work, most students will not learn them or will learn them only minimally. And without curriculum-specific experience in using these processes and strategies, even fewer students will carry them forward into new and appropriate contexts. Portfolios can serve as a vehicle for enhancing student awareness of these strategies for thinking about and producing work--both inside and beyond the classroom.

Students will develop their portfolios based upon evidence from their individual work as well as project based work done in teams. Students will be asked to critically reflect upon their learning through reflection and self-assessment. Students will be asked to display and defend their portfolios during public events, as well as through peer and teacher evaluations.

Students K-5 will be evaluated for progress in the following areas in addition to academic skills covered by the Idaho Thoroughness Standards and the Common Core:

Personal Responsibility

Students will have positive attitudes and perceptions about creating quality work, striving for excellence and interpersonal skills.

Expanding and Integrating Knowledge

Students will acquire and integrate knowledge and experiences from different subject areas. Students will gather and use subject-area information effectively in order to gain new knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.

Communication Skills

Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills. Students will develop oral and written skills, as well as thinking and reasoning skills. Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.

Social Responsibility Skills

Students will deal with disagreement and conflict caused by diversity of opinions and beliefs. Students will evaluate and manage their behavior as group members. Students will participate in community service that reflects responsible citizens in a democratic society.

Based upon the above criteria, PiSA is currently developing a rubric similar to the 6-12 cognitive skills rubric developed by Summit Learning and Stanford Center for Assessment, Learning and Equity (SCALE). This rubric will be adapted for the K-5 grade levels.

PiSA 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. PiSA will work with stakeholders to help them understand the importance of the assessments and the information that can be gained from them.

Academic Goals

Within three years of operation PiSA will expect of its K-5 students:

- 85% to be proficient or above grade level on all State required testing.
- to master 80% of all content material.
- to have the knowledge and skills to successfully transition to the advanced grade levels

Students 6-12 will be evaluated for progress in the following areas in addition to academic skills:

Cognitive Skills

PiSA will utilize the Summit Personalized Learning Platform developed by Summit Learning. As Summit Public Schools have defined them, Cognitive Skills are practices necessary for college and career readiness, synthesized from major nationally accepted standards and revised and vetted through their partnership with Stanford Center for Assessment, Learning and Equity (SCALE). The cognitive skills rubric dimensions are broad enough that they have a place in all classrooms (example: all courses have a place for the selection and use of evidence, or finding relevant sources). They are taught and assessed through projects and used to define high-quality final products of these performance assessments. All of PiSA's projects are based off of subsets of Cognitive Skills. Refer to Appendix H2 for the full description and rubric for Cognitive Skills.

Cognitive Skills Domains

- 1) Inquiry
 - a) Hypothesizing
 - b) Designing Processes and Procedures
- 2) Analysis and Synthesis
 - a) Identifying Patterns and Relationships
 - b) Comparing/Contrasting
 - c) Modeling
 - d) Interpreting Data/Info
 - e) Making Connections & Inferences
 - f) Critiquing the Reasoning of Others
 - g) Justifying/Constructing an Explanation
- 3) Writing/Composing
 - a) Argumentative Claim
 - b) Informational/Explanatory Thesis
 - c) Narrative

- d) Counterclaims
 - e) Selection of Evidence
 - f) Explanation of Evidence
 - g) Integration of Evidence
 - h) Organization (Transitions, Cohesion, Structure)
 - i) Introduction and Conclusion
- 4) Speaking and Listening
 - a) Discussion/Contribution
 - b) Preparation
 - c) Norms/Active Listening
 - 5) Products and Presentation
 - a) Style and Language (Tone, Academic Language, Syntax)
 - b) Oral Presentations
 - c) Multimedia in Written Production
 - d) Multimedia in Oral Presentation
 - e) Conventions
 - f) Precision

Academic Goals

Within three years of operation PiSA will expect of its 6-12 students:

- to pass at least one Advanced Placement exam with a score of three or higher before graduation (While the AP course exam does not completely support our project-based model, continued education does consider these courses to be extremely valuable. Therefore, PiSA needs to support its students and their higher academic, educational goals of requiring Advanced Placement courses)
- 85% to be proficient or above grade level on all State required testing
- to master 80% of all content material
- to be prepared to graduate with a high school diploma as described in Appendix H2 Graduation Requirements
- to prepare to apply to a continuing education program after graduation (i.e. college, vocational/technical school)

Plan for Serving All Students

PiSA has focused during our public discussions to highlight that our school is a public school available for all children to apply. The personalized learning plan structure adapts to individual needs and can be complimentary to the differing learning styles within the community. All community students will be encouraged to apply at PiSA and PiSA will use the State regulated lottery process for enrollment. Additional efforts have been placed on defining English Learners, students with a 504 plan, and Special Education procedures ~~which can be seen in Appendix H2 Special Education and English Learners.~~ PiSA believes that every child deserves an education and with our focus on the individual needs of our students it caters to a large range of different learners. PiSA's dedication to our students whether they are fast learners, slow learners, need additional accommodations as would be outlined on a 504 plan, need additional educational supports under an IEP, or are learning

the English language will all have access to an education. PiSA will ensure that we follow all guidelines as outlined in the Idaho Special Education Manual, and the services that would be offered through IDEA and OELA. PiSA feels that this allows students to learn from each other regardless of learning ability and will encourage students to grow academically and socially. They will be able to work within a group and individually to meet the goals of their personalized learning plan and 504/IEP/ELL plans as needed. PiSA recognizes the needs of all learners and is able and ready to support their learning and will find the individuals to provide special education and ELL services and equipment /accommodations that the student may need to access their education.

The Board of Directors of PiSA will work closely with the Director of Education to ensure the data collected through the Summit Learning system, the standardized testing, and overall portfolio performance of students is reported yearly, although data collected for IEPs outcomes will be collected multiple times a week and periodic written progress statements related to progress towards the IEP's annual goals will be reported at a minimum, concurrent with the issuance of report cards. These reports will be used to verify that the educational practices are indeed generating the outcomes stated in PiSA's mission, as outlined in the table below.

Table 1: PiSA School Measurement

1. 90% of students growing 1.5 <u>1.25-1.75</u> years in reading and math per year	Measured via growth tracked through testing scores <u>and IEPs.</u>
2. 90% satisfaction in student, family, community and staff in learning process	Measured based upon presentation feedback and community project response
3. An environment and culture that is safe, and inclusive	Measured in Average Daily Attendance, staff evaluation, Directors evaluation, school surveys
4. Community involvement/partnership	Measured in how much involvement and how many partnerships are developed. Survey data from established partnerships

Professional Development Plan

PiSA's vision is to create an environment of growth and high expectations through relevant professional development that results in a measurable increase of student achievement, teacher performance, and leadership capabilities. PiSA believes teacher evaluations should be approached with a growth mindset.

According to Section 9101 (34) of the Elementary and Secondary Education Act, professional development means a "comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement." As educators, PiSA takes this call very seriously. PiSA's Professional Development realizes that our unique program requires specialized training and development to ensure all stakeholders are successful. PiSA will offer a spectrum of comprehensive trainings for staff to ensure an understanding of the school culture and their instructional roles in our unique

and dynamic program. Training is offered to all staff members with alternate focuses depending on specific duties. PiSA's trainings include (but are not limited to):

- Culture & Mission
- Curriculum
- Project-Based Instruction
- Mastery-Based Instruction
- Day to Day Instruction Strategies
- Student Information System/Technology
- Equity
- Time Management
- Center Coordinator
- Compassion and Caring
- Student Advisor
- Formative Feedback
- Teaching As Leadership

PiSA staff will receive extensive summer training before students arrive for the school to ensure that they have a clear understanding of PiSA's vision and the implementation of the Summit Learning Program.

Summer training will include the following highlights:

- An introduction to the PiSA instructional vision, including core values and the importance of mindset.
- Facilitated "team time," during which full teams work to consider school logistics (such as bell schedules), establish team norms, ensure curriculum aligns with local standards, and plan how to introduce students and families to Summit Learning
- Immersion into teaching and facilitating the Summit Learning curriculum, from how to lead skills-based, real-world projects, to facilitate students' learning experience via the Summit Learning Platform
- Modeled practice with 1:1 mentoring — one of three transformational pillars of the Summit Learning approach
- Time to reflect on individual and team experiences and expectations

Professional development will continue throughout the year with team coaching and training in working in the Summit Platform, making data driven decisions to assist students in the learning, as well as academic and technical support from Summit Learning.

For further assistance in professional development, PiSA has reached out to other schools which use a project/mastery-based model as well as other schools with a STEM focus (North Idaho STEM Charter Academy, and Columbia STEM Academy). PiSA teams will visit these schools where they can shadow other professionals in order learn from their example.

PiSA has also begun the process of applying to join in the new cohort of schools who receive training from Summit Learning. Summit Learning provides an extensive training program, free of charge, that provides free support, tools and professional development to support PiSA's staff through the change management process.

The application process and deadline is as follows:

- December 8th, 2017-1st Early Submission Deadline
 - o Allows for access to additional Summit Learning professional development opportunities
- March 6th, 2018-2nd Early Submission Deadline
 - o Allows for access to special opportunities to connect with schools currently participating in the program
- May 1st, 2018-2018-19 Program Application Deadline
- Summer 2018-Summer Training
 - o Required in-person training for school leaders and teachers joining in the program

Please see Appendix H4 Staffing Professional Development and Evaluation.

Financials and Facilities Plan

Fiscal Philosophy and Spending Priorities

Holding the torch of deciding where tax payers' money is spent is a very serious obligation. PiSA feels the Board is up to the task. Specifically related to fiscal responsibility, PiSA has several board members with relevant experience, including several private business owners. As business owners, they know how being conservative with numbers allows the company to continue to grow. One member operates a non-profit company and understands the importance of government ~~oversite~~ oversight. Another board member is a government employee that works daily with cost accounting, governmental budgeting and account ledgers. Another is a certified public accountant who has personally audited publicly funded entities like city libraries, charters schools and city's budgets. As such, this individual is a very important part of PiSA's board for they have a strong knowledge of the complexities of finance. Together the Board has a balanced level of understanding that will help maintain school finances. All board members understand the importance of training in their jobs and desire to take the same level of training to the governing of PiSA. Minimally, PiSA will network as a member of the Idaho School Board Association and will participate in the training available through the membership of this Association. PiSA has budgeted for this membership in our expenditures.

As expressed in the mission statement, PiSA's priority is to provide an engaging, adaptive learning environment. The founders and Board of Directors of PiSA believe that the most important aspects to creating this environment are not necessarily found from expenditures in a fancy building, or on expensive textbooks. PiSA instead believes the priority for funding should be focused on acquiring the right mentors and staff, and ensuring the necessary training and tools are available for them. PiSA will work diligently to provide the tools its staff and students needs to remain adaptive and engaged.

Financial Management Plan

The financial data PiSA used for the budget were derived from projections of other charter schools similar in size and location to PiSA. Using similar budgets makes sense as projections in staff and students will be parallel to these schools. PiSA expects its facility (structure, land, utilities, parking & landscaping) to be similar in size with many of the same needs. PiSA understands that projected enrollment is not typically met within the first few years, therefore the financial budget is more conservative with its plans to prepare for this likelihood. PiSA's breakeven enrollment count is 226 students. In the event of low enrollment, PiSA is prepared to reduce expenses by cutting the number of paraprofessional employees, building facility expenses, or the number of mobiles and furniture. Other negotiable expenses will include salaries and vendor contracts. PiSA's fixed costs will consist of personnel, IT, facility expenses and loan repayment(s). PiSA's focus will be on its environment, culture and mentoring program. PiSA's board understands all monies that fund the school are public funds and will have significant accounting, oversight and audits. PiSA's board will be expected to understand the criticality of this financial oversight and the requirements to preserve fiduciary governance. PiSA's board members will be trained on the purpose of the following financial reports and value of such reporting to be timely, accurate and comprehensible:

- Balance Sheet
- Cash Flow Statement
- Income and Expense Statement
- Budget versus Actual Report

PiSA has adopted a philosophy of transparency and will keep all financial records public.

PiSA intends to hire a full-time book-keeper, or contract a bookkeeping service familiar with charter school finance, that will have a strong understanding of requirements for reserves and experience in handling the accounting process. This person will be overseen by the Director of Operations who will be responsible for communicating the financial reports noted above to the Board. From the information provided, the Board will determine if decisions being made are fiscally responsible and fulfilling the mission of this school.

PiSA's budget was created by its founders, many of which are taking an active role on the Governing Board of Trustees. All Board members, including future members, need to have a knowledge of what will be required for PiSA to remain financially solvent.

Description of Facility Needs

PiSA has a great vision of what the facility will look like and how children will move throughout the building. The Founding Board of PiSA also understands that its ideal facility structure will not be built constructed in its early years. Mobile classrooms will likely be the most financially responsible option in the beginning. To keep with the mission and culture, PiSA is communicating with mobile classroom companies. These companies can provide large exterior structures with open floor plans allowing a communal atmosphere.

These spaces will include break out rooms, a large conference room, spaces for small groups, glass wall separators and large open areas that can work for community expositions.

PiSA has had discussions with two different architects in reference to the possible structure designs, and how to best plan. is in communication with an One architect PiSA spoke with that is willing to work with the mobile company in building constructing the mobile classroom structure with the right supports for future alterations. These alterations would make the building structure more aesthetically pleasing and fitting to the interior feel as well as allow the portable mobile classroom structures to be reused in the permanent structure facility build. The other architect firm has designed multiple structures that incorporate the open design concepts that fit with PiSA's model. Figure 1 below is a generic diagram showing the concept of a FLEX model. Figure 2 shows the floor plans of a school designed by the second architect and closely resembles a structure that would work well for PiSA in the future.

PiSA is aware that a structure will not likely be built for at least a few years. Until that time, PiSA will attempt to develop a similar environment within the mobile classroom units, with a separate area for the administrative staff. In such a scenario, as well as with the future permanent structure, PiSA has investigated concerns of sound management in the open concept with the architects. The architects provided an acoustical analysis report on the design seen in Figure 2 that can be seen in Appendix H1.

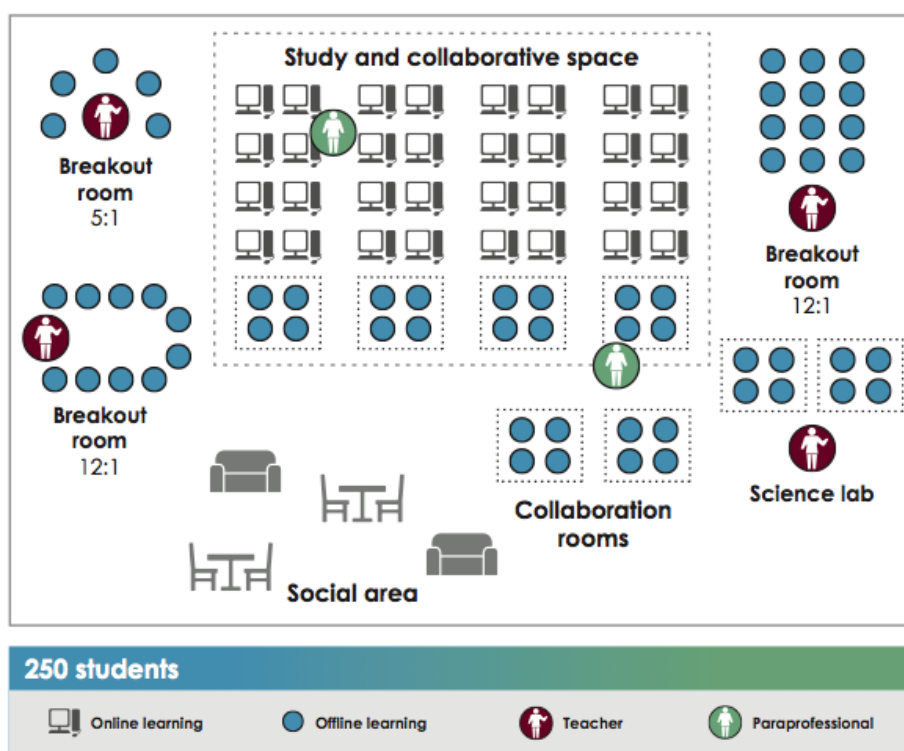


Figure 1: Generic FLEX Model

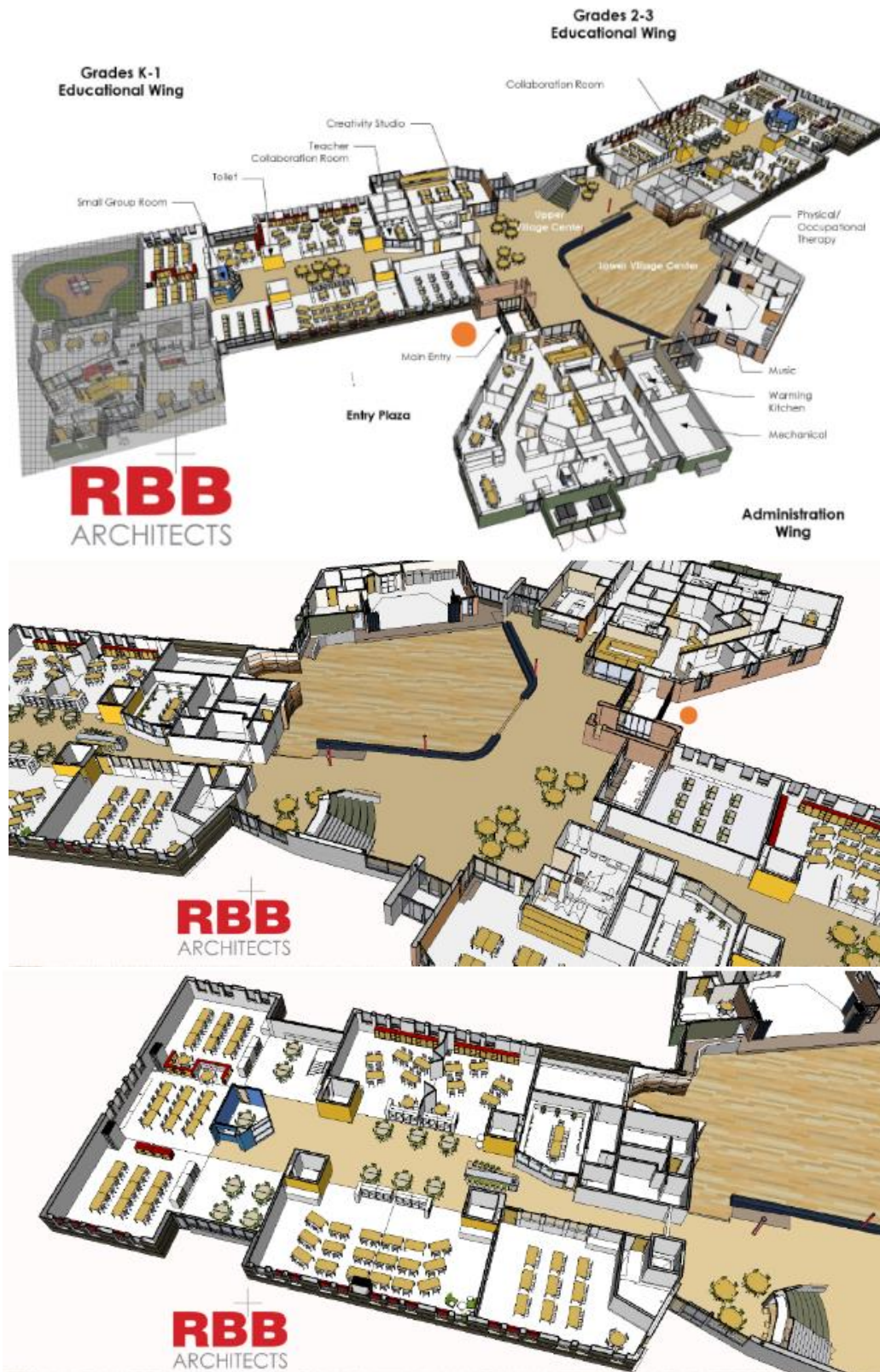


Figure 2: Envisioned Structure using a FLEX model

Board Capacity and Governance Structure

Dr. Carpenter, in his book Charter School Board University, clearly explains the difference between governance and management; simply stated, governance asks “how well” while management determines “how”. He notes that in practice however, maintaining this distinction can be difficult for boards, and that the most successful boards will continually discuss their purpose and note that the method to fulfill this purpose is by governing, not managing.

Description of Governance Structure

The organizational structure of PiSA has evolved from a small group of individuals with a common dream to a more structured Founding Board with roles and assigned responsibilities. The Founding Board is a working board that incorporates both the aspects of governing and managing with additional assistance from other founding members (see Appendix D Petitioning Group). PiSA’s Founding Board will transition to a formal governing board as described in the transition section below. The transition of the board will alter the management aspects however, the board structure will remain similar.

The Board of Directors will be comprised of five to nine voting members, all Idaho residents, who shall monitor all business affairs of PiSA. Positions within the board will include Chairman, Vice Chairman, Secretary, Treasurer and Communications Director. The Board will be responsible for all school policy decisions, including ensuring its academic program is implemented effectively and is resulting in quality student achievement, adopting appropriate school policies, reviewing the school’s financials, overseeing student discipline, monitoring organizational program performance, and ensuring other policy considerations are implemented as needed or as mandated by state or federal law. Ultimately, the governing body will be responsible for overseeing the academic program’s effectiveness, the school’s fiscal performance, and ensuring that the school is performing its mission faithfully. The diagram below shows the governing structure and Further detailed expectations and goals for the governing body of PiSA are set forth in the bylaws found in Appendix B Bylaws. The diagram below depicts the governing structure for PiSA. This structure is currently in use within a nearby charter school and they have seen great success with its use. Through discussions with this school’s Director of Education, PiSA believes establishing this co-director structure, with defined separated duties will reduce the overwhelming burden that could be placed on a single person. The Board of Directors will work closely with both Directors in the establishment of clearly defined duties and areas of responsibility.

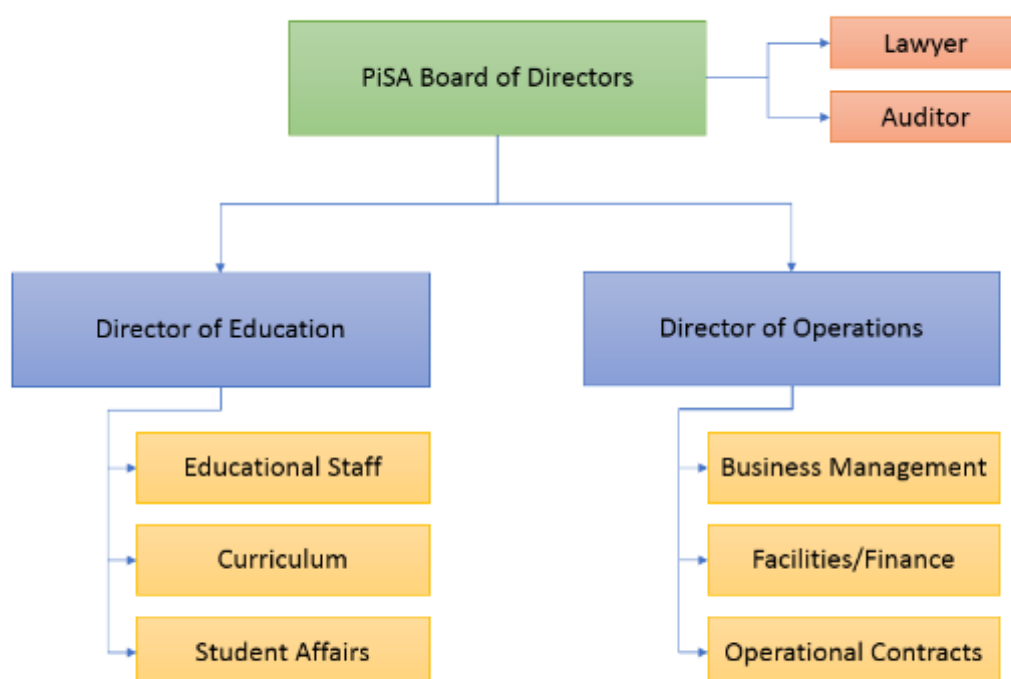


Figure 3: PiSA Governance Structure

As legally accountable for the operation of the charter school, the PiSA Board of Directors 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.

In addition, board members will be expected to do the following:

1. Unrelentingly pursue the goals set forth for the academic achievement of its students
2. Enhance PiSA's public standing
3. Serve as ambassadors, advocates and community representatives of the school
4. Ensure legal and ethical integrity and maintain academic accountability
5. Use personal and professional skills, relationships, and knowledge for the advancement of PiSA
6. Believe in and be an active advocate and ambassador for the values and mission of PiSA
7. Work with fellow board members to fulfill the obligations of board membership
8. Keep informed about the school by attending board meetings

PiSA understands the importance and value of a strong governing board. The Founding Board believes through early founder's education, review of other (both successful and unsuccessful) charters, and the development of policies, orientation practices and training for future board members, PiSA will effectively maintain its board capacity and governance ability.

Founding Board Qualifications

PISA's founding group is represented by experienced individuals with diverse backgrounds, who are committed to helping students reach their utmost potential. PiSA is governed by a board consisting of local community leaders who are actively involved in education, specifically with underserved populations.

The members of PiSA's founding group have valuable skill sets for the current roles within the Founding Board as well as those necessary for the later governing Board of Directors. These skills include educational administration, PBL/STEM/PLP teaching, banking, special education, CPA experience, entrepreneurship, real estate, business management, information technology, cost accounting, charter development, parental skills, social work, school board/PTO membership, and multi-lingual skills. The vast array of capabilities has provided PiSA multiple viewpoints into the development of its charter. Please refer to Appendix C for Board Member resumes.

While PiSA is fortunate to have a group with a diverse area of expertise, the Founding Board agrees there is an opportunity to strengthen specific skills related to operation of a successful board and finances specific to education and charter schools. This knowledge will be beneficial to the Founding Board, with the board transition, as well as the ongoing implementation of PiSA's charter. To develop these areas, specific steps have been included in the transition plan detailed in the following section.

Transition Plan

PISA's organizational structure has transitioned as it has progressed through the processes necessary for the development of a new charter school. Lengthy, in-depth discussions related to multitudes of topics and informal agreements have transitioned to delegated planning, research and recommendations, and meetings with predefined agendas for communication and formalized decision-making. And while PiSA is no longer functioning as a small informal group it is still very much a 'working' board not solely focused on governing.

To transition the current board into the necessary structure for successful governance, PiSA's Founding Board has determined the steps that will be required. The steps are not necessarily chronological however should follow a logical order, for example new members must be selected before being trained.

Current founding board members will discuss and appoint the individuals to the governing board. In some cases, the individuals will be the same as those in the Founding Board. In cases where they will change, adequate time will be allotted for the position's transition.

All governing board members will complete the initial board member training to include topics such as: member roles & responsibilities, board governance & development, Parliamentary Procedure, charter school finances and financial reports, PiSA's mission, charter and anticipated measurement standards, as well as other topics noted in the following training section as well as in PiSA's Board Member Orientation. In alignment with the founding philosophy, PiSA will not dictate the method for the training but instead allow

each member to learn in the method that best meets their learning style. PiSA will provide methods such as online instructional videos, books, and one-on-one peer development for each topic. Each member will then be asked to certify their understanding of the topics.

A timeline will be established noting the expected hiring date for the school leaders as well as the date the board will transition. The transition date may be before, but not after, the school leaders hire date.

During the transition process the Founding Board will monitor the progress and determine if adjustments are necessary due to skill gaps or other factors. Founder's Syndrome is one such other factor that will be monitored for and avoided. Symptoms and methods for avoidance of founder's syndrome include:

- Symptom: Appointment of new board members that are not for the benefit of the board but merely due to being 'founder friendly'
 - Avoidance method: Ensuring the board determine the group's strengths and weakness will allow recruitment in areas of weakness
- Symptom: Founder(s) become the sole decision makers
 - Avoidance method: The board will train and continue to improve skills in governance practices and implement parliamentary procedures
- Symptom: "My" statements – "my school", "my staff"
 - Avoidance method: Board members will revisit the agreed ethics commitment and be allowed to voice any concerns if such symptoms are recognized
- Symptom: The board tending to support the founder more than the mission
 - Avoidance method: Reading/public discussion of PiSA's mission will become the initiating process for each PiSA Board meeting

PiSA believes these issues can be avoided by ensuring the board is well versed on signs and symptoms. The associated issues can further be avoided by developing strategic planning and ensuring new board members receive orientation and training.

PiSA recognizes that the interdependent nature of the founding board will take time adjusting into roles of an independent 'board' and 'staff' but believes by incorporating this strategic, well-communicated transition plan will improve the process.

Board Training and Recruitment

PiSA will have an autonomous Board of Directors dedicated to the successful operation of the school. The Board of Directors will be initially composed of individuals with expertise in education, business, and/or other areas that directly benefit PiSA as previously described and reflected in the board member's resumes (Appendix C). Newly appointed Directors shall serve for a minimum two year to three year, staggered, terms with no limit to the amount of terms served.

All Board members will complete an initial orientation, in which they will be asked to certify their understanding of the following topics:

1. Conflicts of Interest
 - a. All Board of Directors will be expected to sign a conflict of interest form
2. Board Roles and Responsibilities
3. Models of Governance and Leadership
4. Ethics
 - a. The code of ethics will serve as a code of conduct for board members. It will promote values such as: selflessness, integrity, objectivity, accountability, honesty, and leadership. The Board of Directors will use the code of ethics as a guideline for making ethical choices and ensure accountability for those choices. During orientation, the Board of Directors will be given a presentation on the code of ethics and address any questions or concerns. By acknowledging and signing the code of ethics, the Board of Directors will express their commitment to ethical behavior. An initial code of ethics was determined and signed by PiSA's founding board members. (Appendix H2)
5. Financial Responsibility & Report Understanding
6. Overview of School Philosophy, Structure and Expected Outcomes (Measurables)

PiSA strongly believes in a model of reflection and continuous improvement. The Board of Directors will determine specific training opportunities for the team and develop the process for that training to occur each school year. There are numerous sources, including the Idaho State Public Charter School Commission, to assist PiSA in locating the resources necessary to ensure the Board is adequately trained and improving in its skills. The Idaho State Department of Education provides each Public Charter School Board a yearly stipend as a resource for yearly Board training. PiSA's board will maintain a reference of valuable training opportunities to include books, links to online videos, and persons available for one-on-one instruction. Time will be allotted within many of the yearly school board meetings to refresh board skills as well as discuss additional learning opportunities.

The founding board has outlined the specific resources below that will be used in the board's training:

- The SPEED of Trust: The One Thing That Changes Everything: Book by Stephen M. R. Covey
 - Members will examine the training materials and develop methods to implement enhancements to the team based on the training
- Charter School Board University: An Introduction to Effective Charter School Governance: Book by Brian L. Carpenter
 - Members will read the book as well as use the tools the book provides to revisit the lessons and improve board functionality on an ongoing basis
- Idaho School Boards Association Training (membership was attained by the board see Appendix H2): [Website listing of development options](#)

PiSA's Board became members to the ISBA in October 2017 and will review the valuable tools and training available from membership.

PiSA understands the extreme value of a well instructed, well informed, and operational board. PiSA believes in the simplest terms, a good board of directors can greatly impact, if

not determine, the overall success of the school. The image below illustrates this thought. It also highlights how continual improvement can improve PiSA's board recruitment.



Figure 4: Governance Impact

PiSA will maintain solid community connections and seek out potential board candidates early and often. Through internal board reviews, a committee will be developed so that the board will understand both its strengths and weaknesses and strive to fill those areas of weakness with improved educational opportunities as well as with our candidate searches.

Student Demand and Primary Attendance Area

Enrollment Capacity

PiSA intends on serving students grades K-12. The minimum enrollment for financial viability is 226 students, or about an average of 33 students per class for grades K-5 (198 students) and 33 students per class for grades 6, 7, and 9 (99), for a total of 297 students. A more precise estimate of PiSA's enrollment will be available three months prior to school opening. Year two will roll up 8th and 10th grades adding 66 students to the totals. Year three will roll up 11th grade adding 33 more students. Please refer to ~~chart~~ Table 2 below for a detailed description. PiSA has chosen this enrollment model because 7th and 9th grade years are typical transition stages in education, and would have an improved chance of full enrollment. This way, they will not be supporting a complete K-12 school in the first years of operation. PiSA understands the possibility for low enrollment in the secondary grade levels and understands the budgetary concerns with smaller secondary student enrollment. In an effort to balance these concerns, PiSA is seeking and hiring highly qualified teachers. More information can be seen in the educational program section of this petition.

Paraprofessionals will be especially useful as mentors to students who need more one-on-one time, especially those who have a 504 plan, an IEP, are ELL learners, or behavioral

problems. They will assist in maintaining structure during student break times as well as guiding small groups of students in various subjects and projects. PiSA will look to hire paraprofessionals that are familiar with working with children and have the knowledge and skills to do so. They also must be flexible and willing to learn and adapt if necessary. It will be important that those hired are able to step in when they recognize something is off with students they frequently work with and recognize when a student is at their frustration level and refrain from pushing the student past their abilities.

PiSA's future plans are to replicate not expand the school model in an effort to maintain PiSA's mission and culture.

Table 2: Enrollment Plan

Year	Total enrollment	Grades served	# of classes per grade	# of students per class
2018-2019	297	K-7, 9	1	33
2019-2020	363	K-10	1	33
2020-2021	396	K-11	1	33
2021-2022	429	K-12	1	33

Primary Attendance Area

The primary attendance area for PiSA will lie within the current boundaries of the Kuna School District, as seen in the map below:

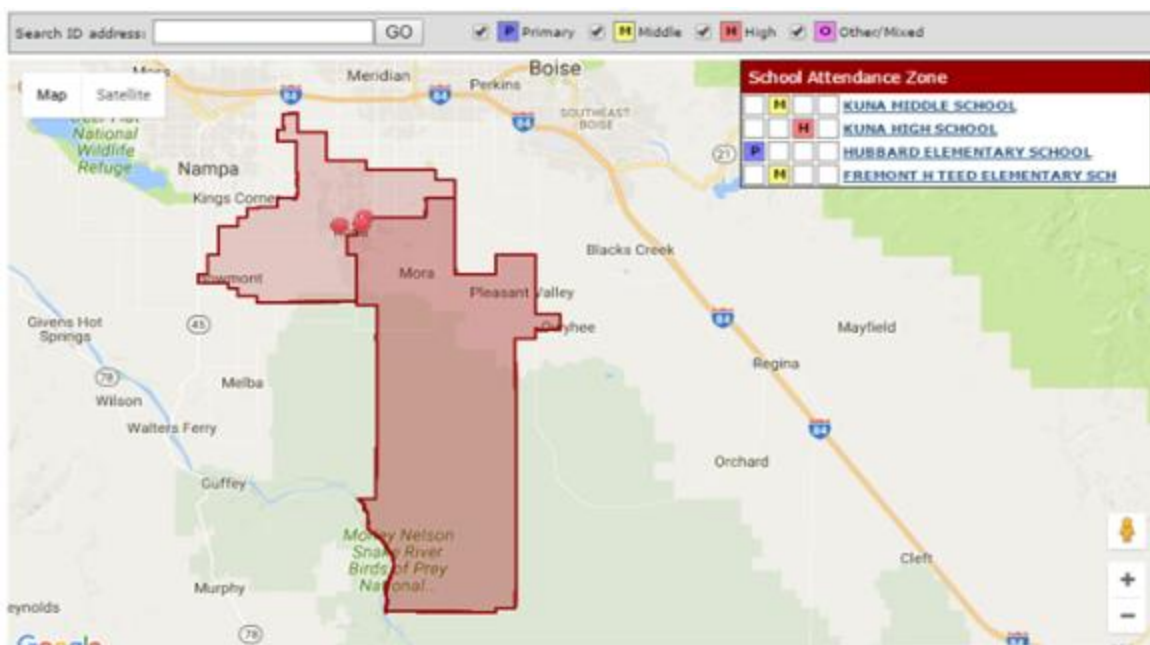


Figure 5: Attendance Map

PiSA is located in the Treasure Valley region of Idaho, in the city of Kuna. As of the 2010 Census, there were 15,210 people living in the city. The racial makeup of the city was 91.2% White, 0.6% African American, 0.8% Native American, 0.7% Asian, 0.1% Pacific Islander, 3.6% from other races, and 2.9% from two or more races. Hispanic or Latino of any race was 8.6% of the population.

The demographics of the proposed school will be mixed with no focus on ethnicity, gender, or socioeconomic background. All students will be welcome and all students will have the opportunity to excel in their choice of study.

Community Need and Market Interest

The city of Kuna is a growing bedroom community in the Treasure Valley located in Southwestern Idaho. Kuna's growth rate is outpacing the ability for the local school district to be able to provide a learning environment that is personalized to the individual student's needs. As the city of Kuna and its school district continues to grow, the need for families to be able to choose a form of education that fits their student's needs will also continue to grow.

Wendy Johnson, the current superintendent of the Kuna school district recently stated in a district press release that "The current high school will be approximately 200 students over capacity this year and so our need is profound." (For another school) The current Kuna High School capacity is 1,600 students which means that there are 1,800 students enrolled (Appendix H1 Online Articles).

An article from the March 6th, 2017 Idaho Statesman highlights the need for more schools for all grades. The full article has been attached in Appendix H3, an excerpt however notes

that “Kuna school officials anticipate 1,000 new homes in Kuna over the next three years. The district has 10 schools. New students will enter a district where many schools already are either at or above capacity, so the district’s plan calls for expansion at the elementary, middle and high school levels.

The bond and additional levy that was passed by tax payers in March, 2017 will pay to:

- Build the first third of a new high school to reduce overcrowding at Kuna High, including new classrooms and professional-technical space. \$25 million.
- Convert Teed Elementary to a middle school for grades six to eight; expand Kuna Middle School, which now has grades seven and eight, to include sixth grade. \$6 million.
- Add four new classrooms at Silver Trail and Reed elementary schools, other building updates. \$5 million.
- Other maintenance. \$4 million” (Idaho Statesman Article 136832393).

By converting Teed Elementary School, which currently houses grades 4-6, into a middle school, nearly 200 students in grades 4-5 will be displaced. This is a fact that was not accounted for in the bond or the levy reported plan. The district will begin rezoning meetings on Thursday, October 12th, but this does not solve the problem for these students and families. They are going to be relocated into already crowded elementary schools.

The following tables project growth for the elementary schools currently in Kuna:

Table 10
Projected Resident Elementary Students by Attendance Area

Attendance Area Reed ES

	ACTUAL				PROJECTED RESIDENT STUDENTS									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
K	44	39	40	51	49.7	49.9	51.8	50.8	50.6	50.6	50.7	50.9	50.7	50.7
1	60	45	46	50	54.1	52.7	52.9	54.9	53.9	53.7	53.6	53.8	54.0	53.8
2	43	64	49	47	53.0	57.3	55.9	56.0	58.2	57.1	56.9	56.8	57.0	57.2
3	56	44	64	55	49.3	55.6	60.2	58.7	58.8	61.1	60.0	59.7	59.7	59.9
4	61	54	49	68	57.2	51.3	57.9	62.6	61.0	61.2	63.5	62.4	62.1	62.1
5	56	57	55	48	66.6	56.1	50.3	56.7	61.3	59.8	60.0	62.2	61.1	60.9
6	65	58	61	61	51.4	71.3	60.0	53.8	60.7	65.6	64.0	64.2	66.6	65.4
K-6	385	361	364	380	381.3	394.2	389.0	393.5	404.5	409.1	408.7	410.0	411.2	410.0

Attendance Area Silver Trail ES

	ACTUAL				PROJECTED RESIDENT STUDENTS									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
K	67	68	75	54	60.8	69.3	76.8	85.7	90.1	96.2	102.6	107.4	112.5	118.1
1	84	73	70	77	64.1	75.1	82.8	94.6	100.1	104.6	111.0	115.8	120.7	126.4
2	60	93	76	69	88.6	79.2	89.6	101.7	110.3	116.1	120.8	125.7	130.7	136.2
3	81	67	97	80	81.8	106.7	95.7	110.9	120.0	129.1	135.3	138.5	143.7	149.4
4	84	86	77	100	93.5	99.5	124.9	117.3	129.7	139.4	149.0	153.8	157.3	163.1
5	84	76	85	87	109.3	106.6	111.7	141.3	130.1	142.7	152.4	160.5	165.3	169.2
6	90	92	79	90	101.9	129.8	125.9	135.6	163.4	151.5	165.0	173.6	182.3	187.9
K-6	550	555	559	557	600.0	666.2	707.4	787.1	843.7	879.6	936.1	975.3	1,012.5	1,050.3

Table 10
Projected Resident Elementary Students by Attendance Area

Attendance Area Crimson Point ES

	ACTUAL				PROJECTED RESIDENT STUDENTS									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
K	61	62	56	54	55.5	57.0	59.5	60.9	62.1	63.6	65.3	65.9	64.9	64.9
1	72	61	71	69	63.7	65.2	65.7	70.2	71.4	72.8	74.5	75.0	73.8	72.7
2	65	75	50	78	71.2	65.7	66.2	68.2	72.3	73.6	74.9	75.4	74.3	73.1
3	78	72	79	53	88.2	80.5	73.5	75.6	77.5	82.0	83.4	83.5	82.2	81.0
4	69	82	66	76	55.3	89.9	81.3	75.9	77.7	79.6	84.0	84.2	82.7	81.4
5	56	70	81	75	83.6	61.5	97.1	89.6	83.5	85.4	87.4	90.8	89.2	87.6
6	69	60	74	71	77.1	85.4	62.5	99.3	91.5	85.5	87.4	88.2	89.9	88.3
K-6	470	482	477	476	494.6	505.2	505.8	539.7	536.0	542.5	556.9	563.0	557.0	549.0

Attendance Area Hubbard and Teed Combined ES

	ACTUAL				PROJECTED RESIDENT STUDENTS									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
K	104	96	90	123	120.9	124.7	128.4	128.4	129.4	130.3	131.9	132.8	131.6	131.6
1	100	113	100	97	133.9	134.8	135.7	141.5	141.6	142.2	143.2	144.0	143.4	142.1
2	119	103	124	101	101.9	143.3	141.1	143.9	150.0	149.7	150.3	150.4	149.7	149.1
3	102	115	114	119	101.0	104.7	142.8	142.3	145.1	150.8	150.4	150.2	148.9	148.2
4	99	108	122	121	127.2	111.1	112.0	154.2	153.7	156.3	162.3	160.9	159.2	157.8
5	95	104	103	122	122.0	131.1	112.1	114.6	156.9	156.1	158.6	163.7	160.9	159.2
6	85	103	107	113	130.4	133.4	139.9	121.6	124.4	168.7	167.9	169.6	173.5	170.6
K-6	704	742	760	796	837.3	883.1	912.0	946.5	1,001.1	1,054.1	1,064.6	1,071.6	1,067.2	1,058.6

Attendance Area Indian Creek and Ross Combined ES

	ACTUAL				PROJECTED RESIDENT STUDENTS									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
K	70	66	71	62	62.7	63.7	66.1	65.6	64.9	64.8	65.0	65.2	65.0	65.0
1	80	68	69	66	61.0	61.3	61.4	63.8	62.4	61.6	61.6	61.8	62.0	61.8
2	83	85	72	69	68.9	63.5	62.9	63.1	64.5	63.0	62.2	62.2	62.4	62.6
3	75	80	95	71	70.5	70.1	63.8	63.4	62.5	63.8	62.4	61.6	61.6	61.7
4	68	78	75	97	72.5	71.7	70.3	64.3	62.7	61.9	63.2	61.7	61.0	61.0
5	90	70	77	75	99.2	74.4	72.6	71.4	64.3	62.7	61.9	63.2	61.7	61.0
6	82	86	71	82	77.2	101.1	75.3	73.7	71.4	64.3	62.7	61.9	63.2	61.7
K-6	548	533	530	522	512.0	505.8	472.4	465.3	452.7	442.1	439.0	437.6	436.9	434.8

Figure 6: Kuna Elementary Project Growth

Desire from the community for additional education options is evident. There is currently a program at Kuna Middle School, similarly modeled to what PiSA is offering, called Synergy. It is a group of learners using a problem-based learning format and use portfolios as assessment tools. At Kuna Middle School, the teams of students share the learning space of two classrooms and the cafeteria. Students have access to 4 core teachers (math, language arts, science and history) for the entire three blocks of time. The students will not move from class to class on the bell schedule. They will work independently and collaboratively and have learning time scheduled based on their individual need. For more information about their program, you can visit their team page as documented in appendix H1. There are currently ~120 students in the program with many more who had applied.

In a recent survey completed by KSD, nearly 36% of respondents expressed a desire to see STEM/STEAM integrated into each school within the district.

The only other local charter school, Falcon Ridge Charter School, is a K-8 school that uses a different model than PiSA as their educational philosophy. In their last lottery, Falcon Ridge had over 500 applications and now has nearly 300 students on a waiting list.

Community members were recently surveyed about their interest in a new charter school. Data from the two key questions asked is seen below. The full Survey Monkey analysis can be found in Appendix H3 Survey Monkey Data Analysis Report.

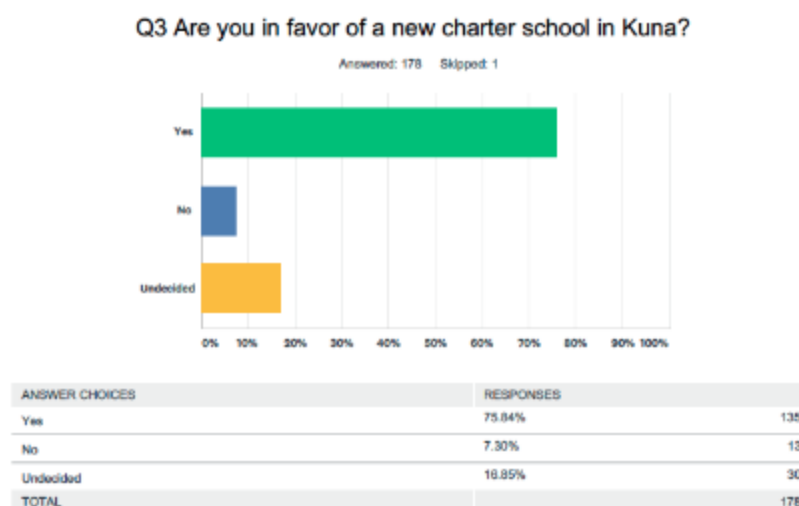


Figure 7: Community Survey Q3

Q4 Project Impact STEM Academy's mission is to provide students with a personalized learning environment which focuses on critical thinking, collaboration, communication and connecting to the community. Would you be interested in sending your kids to a charter school like this?

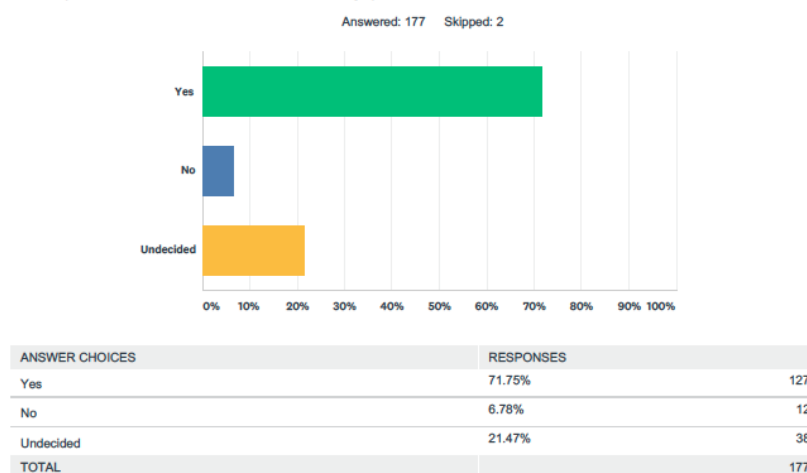


Figure 8: Community Survey Q4

In addition to the community survey, PiSA has set up informational booths around the city of Kuna at several events, including local grocery stores, farmers markets, and events at local businesses. At these informational booths, PiSA shared information about the school with the public including the emphasis placed on technology and its function as a part of the curriculum as a whole. Interested parties have also filled out intent to enroll forms. PiSA currently has had over 110 students register their intent to enroll and PiSA has a goal to have 150 or more gathered by November 30th, 2017. The team at PiSA will continue to market the school through community events as well as door to door canvassing.

Strategies for Enrolling Underserved Families

STEM offers students interactive, engaging (mind-on and usually hands-on) lessons when compared to traditional, lecture-based classrooms. By the very nature of being interactive and cross-curricular, STEM lessons allow for students who have previously not connected to their learning, connect to it.

According to 2012 statistics from the U.S. Department of Labor, minorities make up less than 5 percent of the STEM-based workforce. On college campuses, black and Latino students make up less than 20 percent of those studying in science- or math-based disciplines. An article written by Joseph P. Williams says, "Unless it ramps up STEM education for all students -- including kids who struggle to obtain it now -- the U.S., once dominant, will fall further behind the world in the fast-growing global technological economy."

The research has shown factors that affect minorities engagement include lunch programs, transportation, and before and after school programs. PiSA will strive to provide these important services for all students and families with these needs. Although PiSA understands that transportation and lunch options are expensive components for the first

year of operation, PiSA is committed to providing these services. Additionally, discussions are in progress with the Boys and Girls Club to provide before and after school programs within PiSA facility. The program director, Mrs. Colleen Braga, has supplied a letter of support and expressed her optimism to work with PiSA which is available in the appendices.

PiSA is committed to maintaining an inclusive student population reflective of the Kuna School District. PiSA will institute a recruitment program designed to educate and inform potential students and their families about its instructional program and to ensure that all Kuna residents are given an equal opportunity to enroll their children at the school.

PiSA will implement a recruitment campaign to ensure we are fully enrolled prior to our proposed August 2018 opening. We will continue to reach out to the community once the school is operational to maintain enrollment.

The recruitment program will include, but not necessarily be limited to:

- Promotional materials, such as brochures, flyers, advertisements and press kits in English as well as Spanish
- Weekly public meetings to introduce our program and answer questions
- Monthly STEM club opportunity for children and parents to participate in STEM activities organized by PiSA
- Secure letters of intent to enroll from interested parties and continue inclusion and communication with these individuals in regards to school operations and events (this data will be made available to PCSC)
- Founder/board visits to preschools, community centers, religious organizations, Chambers of Commerce and community organizations throughout Kuna to publicize the school
- Information booths and distribution of information at community events, community centers, local businesses, social service agencies, faith-based organizations, farmer's markets, grocery stores, and shopping centers to promote the school and to meet prospective students and their families
- Distribution of promotional material to local businesses as well as more lengthy discussions with business owners to gather input
- Open house and school tour visits (once appropriate) on a regular, on-going basis to offer opportunities for prospective students and their families to learn more about the curriculum
- Information is being distributed through door-to-door canvassing, particularly in underserved areas.

Virtual and Blended Programs

Rationale

In educating a new generation of digital learners who are natives to the everyday use of technology, integrating a digital platform for learning becomes practically a necessity. Digital natives have a better understanding of the digital tools that are shaping our world

and economy than any other generation before them. Any child that was born after the year 1980 is considered to be a digital native because they have always known a world that has had digital tools and a form of the internet. Just being born during the digital age, though, does not mean that a digital learner properly understands how to use digital tools.

PISA believes that proper training in becoming responsible digital citizens is paramount to the future success of our students. In order to do so, students at PiSA will be taught to use digital tools to demonstrate their learning and a learning management system where they will access a large part of their curriculum. Using these tools does not mean that PiSA's students will have little contact with teachers though. In fact, with the proper use of digital tools, the time that teachers spend with students becomes richer and more impactful through the use of roles of mentorships, project-based learning and student demonstrations of their learning.

Where the model of blended learning is still new to education, studies has shown that for certain students, the model is very effective. Just as the traditional classroom setting is not appropriate and fit for all students, the blended learning model is not appropriate for all students, either. To determine whether a blended learning model is effective when compared to a traditional, face-to-face model, researchers have investigated learner characteristics/background such as self-regulation, computer competence, workload management, social and family support, attitude towards blended learning, gender and age (Kintu, 2017).

It has been noted, that when regarding knowledge construction, effective learning occurs where learners are actively involve (Nurmela, 2003). To have an effective blended learning model, it would be required for students to initiate, discover and accomplish the processes of knowledge as a precursor to having face-to-face instruction with their teacher (Kintu, 2017). The blended learning model that PiSA will adopt in conjunction with Summit Learning, will provide our students the opportunity to prepare for face-to-face instruction so that the student will become more engaged with the teacher and the student's learning.

An environment that provides for effective blended learning is necessary when undertaking innovative pedagogical approaches through the use of technology and learning (Kintu, 2017) The open, and engaging environment of PiSA along with the flexible learning platform provided by Summit Learning, will provide the perfect learning environment for PiSA's students.

Even with the right learning environment along with having the correct technology, creating an effective blended learning program is not enough without addressing having the correct mindset for growth. Susan O. Moore, supervisor of blended learning at Meriden Public Schools (CT), breaks the implementation of blended learning into five stages which closely mirrors and supports PiSA's mission:

1. Build the capacity of staff members to support each other in the transition to a blended learning environment. Provide opportunities for staff to visit each other's classrooms and collaborate.
2. Allow teachers and students the freedom to fail and learn from mistakes.

3. Engage student experts to support each other and their teachers in learning new technologies.
4. Encourage students and teachers to take charge of their learning. Providing control over “time, place, path and/or pace” comes with responsibility. For example, a student might have access to digital content during the high school pep rally, but is that the best time and place to retain the information? Teachers may need additional training in using rotation models or creating digital content. “They need to model extending learning beyond the classroom,” said Moore.
5. Take the first step. As Moore put it, “We have had several reluctant teachers who, after implementing their first blended learning lesson, wondered why they hadn’t tried the approach sooner. (Thompson, 2015)”

Learning Management System

PiSA intends to use the curriculum and Learning Management System (LMS) developed by [Summit Learning](#). PiSA’s Board of Directors investigated several LMS’s, Edmodo, Moodle, Schoology, and It’s Learning, and decide to choose the Summit Learning Platform because of how the platform supported the elements of PiSA’s mission and for the tremendous amount of technical support and training that Summit Learning provides.

Summit Learning is a network of charter schools which originated in Silicon Valley, CA. Summit Public Schools is a leading public school system that equips all students to lead a fulfilled life. It operates 11 schools in California and Washington, and shares its personalized approach to teaching and learning - Summit Learning - with more than 330 schools across the country for free. Summit Learning forms the foundation on which Summit’s successful schools were built, with its schools consistently ranking among the best in the nation. Historically, 99 percent of its graduates are accepted into at least one four-year college and complete college at double the national average. To learn more, please visit <http://www.summitps.org> and www.summitlearning.org.

Summit Learning’s education model places their students in a digital learning environment where their students learn content and skills as they work at a pace that is best for the individual student rather than the class as a group. This learning environment is blended between student’s individual work in the Summit Learning Platform and project time with their teachers and fellow students.

The Summit Learning Platform acts as a digital filing cabinet where students access content material, store project and mentoring materials and academic assessments. After school hours, students will have access to the platform where they can work as fast or as slowly as they choose through their content curriculum and projects. Students will work with their teachers to create goals for their work through the LMS where student progress can be tracked through a powerful data analysis portal. Both teachers and students are able to make real-time decisions on the assistance that the students need in order to be successful in their course studies.

Summit Learning combines core values, what science tells on how students learn best, and cutting-edge research into a school experience that is tailored to every community’s needs.

Summit Learning builds the curriculum, content delivery and assessment based upon three pillars to the student experience:

- Project-based learning-students spend the majority of their time working alongside teachers and classmates on rich, real-world projects
- One-on-one mentoring-students meet weekly with a mentor to ensure daily actions and progress align with long-term goals
- Individualized pathways-Students are empowered to set goals and deeply understand content by consuming it in a way that is best for them

Summit Learning offers a free program to help teachers along their journey where they can collaborate with a community of educators on personalizing learning. Transitioning from a traditional classroom to a personalized learning classroom requires hard work and a strong commitment by teachers and schools leaders. Creating a Summit Learning environment requires a fundamental change to the way teachers and students approach learning, so having enthusiasm and a growth mindset are critical. Everything from grading policies, to weekly schedules, to assessments, to how teachers and students spend their time will need to change to create a successful implementation that empowers teachers to meet the needs of every student.

The free Summit Learning Program includes:

- Summit Learning Platform- A free online tool that supports a personalized approach to teaching and learning for students, teachers and families
- Curricula and assessments- Standards-aligned, customizable projects and content for grades 4-12, made by teachers, for teachers
- Professional Development- In-person and on-demand professional development for Summit Learning educators
- Support and Mentorship-Ongoing support from the Summit Learning team, a dedicated mentor, and a nationwide community of Summit Learning educators

The Summit Learning Platform helps students connect their long term goals to their daily actions. Students move at their own pace to learn skills, apply those skills to real world projects and reflect on their learning.

The Summit Learning Platform contains curriculum developed by teachers in the classroom. It is a collection of meaningful projects, concept units and playlists of content and assessments that are included in the Summit Learning Platform. Summit Learning teachers have access to a complete curriculum in English, math, science, Spanish, and social studies for grades 4-12. Playlists of content (text, videos, and exercises) for each course allow students to choose how they learn best. Online on-demand assessments give teachers and students real-time data to use to improve teaching and learning.

The Summit Learning base curriculum is designed to be the model curriculum for the program and is built with flexibility in mind so partner schools can customize it to meet the expectations of their state standards, school values and student needs. Teachers can adapt or create new playlists and projects to meet their students' needs.

The Summit Learning Platform is designed to facilitate strong relationships between teachers and students through mentoring and ongoing feedback—and between students and their peers. For example, students work in teams to apply what they’re learning to projects that mimic and solve real-world problems. Along the way, they develop strong collaboration, communication and critical thinking skills. The platform also provides teachers with the data to provided individualized instruction.

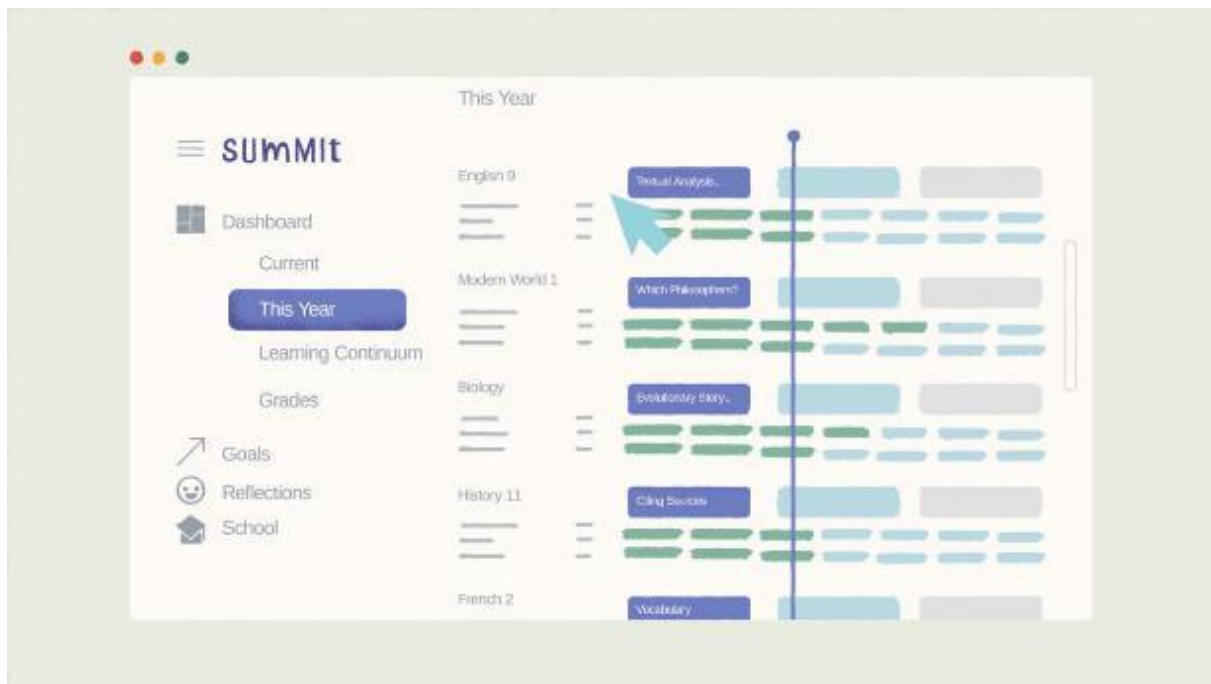


Figure 9: Summit Platform – Progression through Content

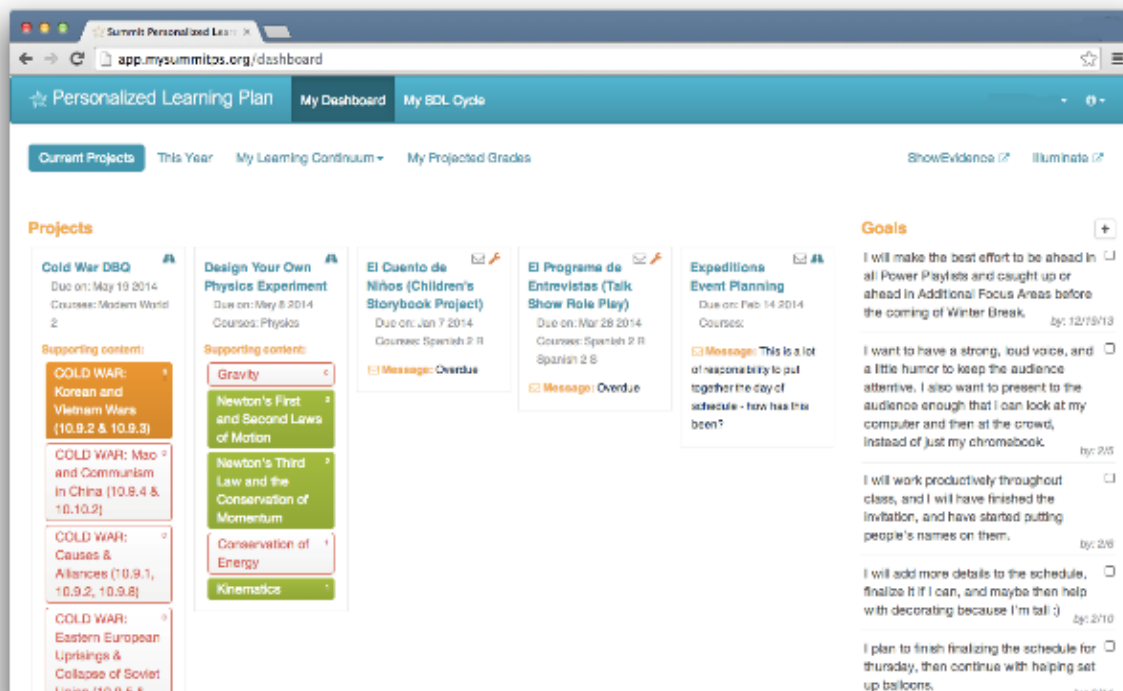


Figure 10: Summit Platform - Dashboard & Goals

Information pertaining to the outcomes of students currently using the Summit Learning Platform can be found at Appendix H1 Reports.

Attendance and Course Credit

Students working in a blended learning environment does not mean that they will be working in a vacuum separated from their teachers and cohorts. Though content is presented to students electronically, students will still provide evidence of their learning through writing, presentation, and other artifacts. Students will be assessed primarily through project work where they can fully demonstrate their understanding of the content that they are studying and skills of the tasks that they are being asked to perform.

Students will attend school in a brick and mortar building where they will have full access to technology, cohorts and teachers. Even though the school can track the time students spend on the LMS, attendance will be taken during the time that the student is in the building, not when they working outside the building.

Professional Development

Through the Summit Learning, students will experience true personalized learning through a powerful platform that has been developed by teachers with engineering assistance with a partnership with Facebook and the Chan Zuckerberg Initiative. Summit Learning provides this platform free of charge to any that wish to use it. Summit Learning also

provides training and year-long assistance in using the platform through a grant application process. PiSA intends to apply for this grant in order to provide further professional development for staff and teachers.

Beyond the professional development opportunities through Summit Learning, PiSA will have a professional development program designed for a competency-based model. In order to effectively deliver competency-based education to our students, PiSA will also need to have a strategy to teach the teachers those same strategies.

PiSA's Director of Education will develop, either their own or vendor purchased, professional development program where the teachers will be allowed to have voice and choice in the professional development that they participate in. There will be core training that all teachers will be required to participate in, such as:

- Mission- how the educational model that PiSA has selected support the mission of the school
- Student safety protocols-fire drills, lockdown drills, classroom management requirements
- Educator ethical and legal training-PiSA educators need to have a good understanding of their ethical and legal requirements that come with being a teacher

Beyond that, PiSA teachers will have the opportunities to participate in additional professional development topics such as:

- Leadership-classroom vision and goal setting
- Strategy-planning content curation and design
- Results orientation-student products and classroom outcomes

Teachers will be evaluated using Charlotte Danielson's Framework for Teaching along with the Idaho Core Teaching Standards as required by the State of Idaho. The professional development at PiSA will support the teachers in their professional growth and growth towards becoming master teachers themselves.

Student-Student-Teacher Interaction

A student's day will be broken up into segments of time where the student will have the opportunity to interact with their teachers, cohorts as well as having the opportunity to work on content on their own.

Example of a student's typical day at PiSA

- 8:00-8:30 Arrival
 - Student arrives at school and checks in with teacher in a home room setting for the news of the day and to set goals for the day
- 8:30-11:00 Personalized Learning Time

- Students will study content material, request to take assessment, work on project material in preparation for Project Time
- Student will have access to teacher and cohorts for small group instruction
- Teacher will review data of student's work to determine if and what assistance is required for the student
- Student will be allowed to take breaks as needed while being observed by teacher or paraprofessional

- 11:00-11:45 Break/Lunch
- 11:45-3:00 Project Time

- Students will work with teachers in small group practicing cognitive skills
- Students will work together to solve problems in a Project Based Learning environment

- 3:00 Student completes day

Technical Support

~~Between technical problems, behavior issues and the challenges of providing quality education to students, technical support will be of utmost importance to PiSA. PiSA will provide teachers, staff and students explicit training in the use of technology in the classroom. PiSA will seek to hire a Director of Operations who has experience and expertise in supporting educators, students and their families using technology in the classroom.~~

~~The Director of Operations will work with the Director of Education in developing training and professional development. PiSA has considered this development heavily and has created a proposed operational plan which is found in Appendix H2.~~

~~PiSA will provide all students with the computers and technology needed to be successful in school regardless of their needs. The devices that the students will use will have all of the necessary software and hardware. Internet connectivity will be provided to students while they are within the school. With PiSA's personalized learning plan, students will be able to work at the pace that they need to complete their course work which will align with Special Education and English Language Learners requirements. Additional information can be found in Appendix H2 Special Education and English Learners. Internet connectivity will not be necessary outside of the classroom in order to be successful.~~

Summit Learning provides excellent support in not only the platform technology but also competency-based educational best practices. Teachers will receive support from Summit Learning when they have questions about:

- Technical glitches and bugs
- Unsure on how to complete a task in the platform
- Having suggestions on how to make the platform perform better
- Needing coaching on personalized learning best practices

If technical issues arise, PiSA will have two avenues for providing support to faculty, staff, and students. The first level of support will be provided by the Director of Operations. The Director of Operations will ensure that the technology used in the classroom is working properly. While PiSA will strive to find a Director that is able to keep the technology running, we understand that some technical problems will be beyond their abilities. To overcome this, PiSA's second avenue will be to maintain a relationship with a local company to provide support on an as needed basis.

The local company will also be used to provide procurement and setup of classroom technology. They will make sure that each classroom has connections and devices needed so each student will be able to utilize the Summit Learning Platform and any other needed technologies. Please see appendix H1 for an example of such a contract that will be used for support and equipment.

The plan for the training of faculty and staff on the classroom technology will be as follows:

1. The Director of Operations will develop a training plan for faculty and staff. This training will include day-to-day operation of all classroom technologies.
2. The Director of Education will provide a training on the Summit Learning Platform and how it is to be utilized in the classroom.

When faculty and staff have completed the training, they will then be prepared to assist students in utilizing classroom technology. Students will not begin utilizing the Summit Learning platform until grade 4, so technology training will have different phases for students:

1. In grades 1-3 students will have occasional technology use to familiarize them with how it will be used in the classroom. Each student will be introduced to the Summit Learning Platform.
2. In 4th grade the students will be official trained on how the Summit Learning Platform will be used in their coursework.
3. For students who enter the school beyond their 4th grade year, there will be special trainings provided to ensure that they will be at the same level as their fellow students.

PiSA understands that in the first few years of operation that all students, faculty, and staff will be unfamiliar with the technologies that will be used. The Directors of Education and Operations will provide extra training and support to make sure that everyone is brought up to speed on technology as soon as is feasible. PiSA Board of Directors will also work to ensure that the two Directors have the needed training to be able support all the students, faculty, and staff.

[Assistive Technology](#)

During the development of an IEP, the team will consider special factors, including the need for the student to receive assistive technology devices and services. Assistive technology devices and services will be made available to the student as needed if required as part of

the student's special education, related services, or supplementary aids and services. The IEP team will also make a case by case determination regarding whether the student requires access to an assistive technology device in the home or other settings outside of school for the student to receive FAPE. If the team determines the student may need assistive technology the student will be evaluated by an Assistive Technology Specialist and/or related services provider if needed. Based on the evaluation, an IEP team will determine whether the student requires low tech (highlighters, pencil grips, graphic organizers, color overlays, etc.) or high tech (computer, text to speech, speech to text, word predication, augmented communications, etc.) solution for the student to receive FAPE.

Appendices

The Appendices have been broken out into a separate document. Please refer to the Word file PISA_Appendix_Final PiSA Appendix V2-8 additionally attached on the provided drive.



Serving Grades K-12
Anticipated Opening: July 1, 2018
Kuna School District
Kuna, ID

Specific Location: TBD
Contact: Teresa Fleming, Board Chair
PO Box 636, Kuna, ID 83634
(208) 576 - 4811
TFleming@PiSTEM.org
V2.8 20171020

Project Impact STEM Academy (PiSA) 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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Appendix A: Articles of Incorporation

210



ARTICLES OF AMENDMENT
(General Business)
Title 30, Chapters 21 and 29, Idaho Code
Filing fee: \$30 typed, \$50 not typed
Complete and submit the application in duplicate.

2017 OCT 16 AM 11:41
SECRETARY OF STATE
STATE OF IDAHO

1. The name of the corporation is:
Project Impact STEM Academy, Inc

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

2. The text of each article being amended:
Page 1 Section II PURPOSES AND POWERS
Strike though "charitable and" and it to read:
The specific purpose of this corporation is to engage in educations purposes.

3. The date of adoption of the amendment(s) was: 10/10/2017

4. Manner of adoption (check one):

The amendment consists exclusively of matters which do not require shareholder action pursuant to section 30-29-1002, 30-29-1005, and 30-29-1006, Idaho Code, and was, therefore, adopted by the board of directors.

None of the corporation's shares have been issued and was, therefore, adopted by the
 incorporator board of directors.

Approval by the shareholders is required and the shareholders duly approved the amendment(s) as required by either Title 30, Chapters 20, 21, and 29, Idaho Code or by the Articles of Incorporation.

Secretary of State use only

Dated: 10/16/17

Printed Name: Teresa Fleming

Signature: *Teresa Fleming*

Revised 07/2015

204



ARTICLES OF AMENDMENT (Non-profit)

Title 30, Chapters 21 and 30, Idaho Code

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

Complete and submit the application in duplicate.

2017 AUG 23 PM 12: 59

SECRETARY OF STATE
STATE OF IDAHO

- 1. The name of the corporation is:
Project Impact STEM Academy, Inc.

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

- 2. The text of each article being amended:

Page 1 Section IV. DIRECTORS

Strike through first line and have it read:

The board of directors shall consist of no fewer than five(5) members.

Page 1 Section IV. DIRECTORS

Strike through last line and have it read:

Teresa Fleming, 9299 S. Stewart, Meridian ID 83642

- 3. The date of adoption of the amendment(s) was: 08/22/2017

- 4. Manner of adoption (check one):

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

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

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

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

The amendment consists of matters other than those described in section 30-30-705, Idaho Code, and was, therefore adopted by the members. (Please fill spaces below)

a. The number of members entitled to vote was: 7

b. The number of members that voted for each amendment was: 6

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

Secretary of State use only

Printed Name: Tina Neddo

Signature: Tina Neddo

Revised 06/2016

ARTICLES OF INCORPORATION
OF
PROJECT IMPACT STEM ACADEMY, INC
An Idaho Nonprofit Corporation

2017 JUN - 1 PM 2: 04
SECRETARY OF STATE
STATE OF IDAHO

I. NAME

The name of the corporation is Project Impact STEM Academy, Inc. an Idaho Nonprofit Corporation

II. PURPOSES AND POWERS

The specific purpose of this corporation is to engage in charitable and educational purposes.

III. REGISTERED OFFICE AND AGENT

The name and address of the corporation's initial agent for service of process is:

Trina Neddo
2434 W. King Road
Kuna Idaho 83634

IV. DIRECTORS

The board of directors shall consist of no fewer than three (3) members. The names and addresses of the initial board of directors are:

Dan Neddo, 2434 W. King Road, Kuna ID 83634
Trina Neddo, 2434 W. King Road, Kuna ID 83634
Jazmine Martin, 3724 Billings Drive #3, Caldwell ID 83605
Jim Grigg, 1914 Summerwind, Kuna ID 83634
Cassie Zatterio, 19832 Top Road, Greenleaf ID 83626
Ben Peterson, 293 W. Kammers, Kuna ID 83634
Teresa Fleming, 9299 S. Stewart, Meridina ID 83642

V. INCORPORATOR

The name and address of this corporation's incorporator is as follows:

Trina Neddo
2434 W. King Road
Kuna Idaho 83634

VI. MAILING ADDRESS

The mailing address of the corporation is as follows:

P.O. 636
Kuna Idaho 83634

VII. MEMBERSHIP

The corporation shall have no members and shall exist perpetually or until dissolved according to law.

VIII. DISSOLUTION AND DISTRIBUTION

Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed pursuant to Idaho Code 533-5212 and otherwise to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Code, or shall be distributed to the local government, for public purposes. Any such assets not so disposed of shall be disposed of by the Court of the country 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.

- A. The corporation is organized and shall be operated exclusively for charitable, scientific or educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future United States Internal Revenue law.
- B. No part of the net earnings of the corporation shall inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable and educational purposes and which has established its tax exempt status under Section 501(c)(3) for the Internal Revenue Code of 1986, or the corresponding provision of any future United States Internal Revenue law.

IX. NON-STOCK CORPORATION

The Corporation shall not issue certificates of stock or no dividends or pecuniary profits shall be declared or paid to the incorporators and Directors thereof.

X. BY-LAWS

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

XI. AMENDMENT TO ARTICLES

These Articles may be amended only upon unanimous consent of voting directors as needed.

DATED this 31st day of May, 2017

Incorporator



Trina Neddo

201



ARTICLES OF INCORPORATION
(Non-Profit)

Title 30, Chapters 21 and 30, Idaho Code

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

Complete and submit the form in duplicate.

Article 1: The name of the corporation shall be:

Project Impact STEM Academy, Incorporation

Article 2: The purpose for which the corporation is organized is: Public Charter School

Article 3: Registered agent name and address:

Trina Neddo 2434 W. King Road, Kuna Idaho 83634

Article 4: The board of directors shall consist of no fewer than three (3) people. The names and addresses of the initial directors are:

Teresa Fleming 9299 S. Stewart Road, Meridian ID 83642

Jim Grigg 1914 Summerwind, Kuna Idaho 83634

Ben Peterson 293 Kammers, Kuna Idaho 83634

Article 5: Incorporator name(s) and address(es):

Daniel Neddo 2434 W. King Road, Kuna Idaho 83634

Trina Neddo 2434 W. King Road Kuna Idaho 83634

Jazmine Martin 3724 Billings Drive #3, Caldwell Idaho 83605

Article 6: The mailing address of the corporation shall be:

2434 W. King Road, Kuna Idaho 83634

Article 7: The corporation () does does not) have voting members.

Article 8: Upon dissolution the assets shall be distributed: The board will vote on releasing to another

Non-Profit Educational Company OR if none can be agreed upon, City of Kuna

Signatures of all incorporators:

Printed Name: Dan Neddo

Signature: [Handwritten Signature]

Printed Name: Trina Neddo

Signature: [Handwritten Signature]

Printed Name: Jazmine Martin

Signature: [Handwritten Signature]

Secretary of State use only

Revised 08/2015

Appendix B: Bylaws

**BYLAWS OF
PROJECT IMPACT STEM ACADEMY, INC.**
Public Charter School
An Idaho Nonprofit Corporation

Article I. OFFICES

Section 1.01 Offices

The Corporation's principal office shall be fixed and located in the County of Ada, State of Idaho as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another within the County of Ada, State of Idaho.

Article II. PURPOSE

Section 2.01 Purpose

The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

(a) a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code, or

(b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Article III. NO MEMBERS

Section 3.01 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 3.02 Associates

Nothing in the Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the Corporation shall render anyone a member within the meaning of Section 30-3- 34 of the Idaho Nonprofit Corporation Act. Such individuals may originate

and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

Article IV. BOARD OF DIRECTORS

Section 4.01 Board of Directors

The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than nine (9) Directors. The function of the Board can be described as governing, policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Section 4.02 Powers of the Board of Directors

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

Section 4.03 Appointment of Directors

(a) During the initial of operation, the Board shall be comprised of the Directors nominated and appointed by the organizing members and founders of Project Impact STEM Academy. ~~One additional non-voting member may be appointed by the Kuna School District.~~ Two additional Directors may be added at the discretion of the Directors, as established with a two-thirds majority vote.

(b) After the initial year of operation, Directors shall be appointed in accordance with the provisions of Section 4.03 (c).

(c) After the initial year of operation, Directors will be appointed to fill vacancies on the Board by the process outlined below;

- i. All Board of Directors applicants will be required to fill out a questionnaire.
- ii. All Board of Directors applicants will be required to go through a screening process, overseen by a committee that is nominated by the Charter School Board of Directors.
- iii. The committee shall consist of staff members, members of the PFA Executive Committee and members of the Board of Directors.
- iv. The committee will then nominate to the Charter School Board of Directors, candidates for each open position.
- v. No more than three candidates per position shall be nominated.
- vi. The Board of Directors will then be asked to vote on the candidates.

vii. Project Impact STEM Academy School Board of Directors has final authority over all appointees.

viii. The results of all appointments will be advertised by Project Impact STEM Academy using, but not limited to, the following methods; public service announcements in newspapers and sending notification home with students.

Section 4.04 Terms

(a) Directors shall be appointed to a two (2) year term of office. However, during the initial year of operation one Director shall be selected by the founders of the charter school for a term of only one (1) year; three Directors will be appointed for a term of two (2) years and three Directors will be appointed for a term of three (3) years. .

(b) Each Director shall serve until the Board, at the annual meeting of the Corporation, duly appoint his/her successor.

Section 4.05 Resignation and Removal

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

Section 4.06 Vacancies

(a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.

(b) The Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising under Article 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend four (4) or more meetings of the Board in any calendar year.

(c) Removal of a Director for one or more of the reasons listed in Section 4.06(b) above may be initiated by any member of the Board or by a majority vote petition of the Stakeholders. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public.

(d) A vacancy on the Board may be filled by a majority vote of the remaining Directors, although less than a quorum. Each Director so elected shall hold office until the next annual meeting of the Corporation.

(e) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.07 Compensation of Directors

Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the Corporation's business. The Corporation shall carry liability insurance covering the Corporation's business.

Section 4.08 Employees

The Board shall have the power to hire employees of the Corporation whose duties shall be specified by the Board.

Section 4.09 Voting

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

Section 4.10 Quorum

A quorum consisting of a majority or more of the then current Directors must be assembled to vote and conduct business.

Section 4.11 Rights of Inspection

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

Section 4.12 Conflicts of Interest

No Director of the Board of Directors shall vote on any matter or transaction concerning or with any individual, entity or matter which such Director has, or within the twelve-month period preceding the vote had, any substantial ownership, employment, fiduciary contractual or creditor relationship (any such matter or transaction is hereinafter referred to as a "Conflict"). Each Director shall disclose in writing all Conflicts to the Board of Directors prior to the discussion of the underlying matter or transaction by the Board of Directors and shall draw to the attention of the Board of Directors such Conflict at any subsequent meetings at which such matter or transaction is discussed. Following such disclosure, a Director shall be entitled to take part in the discussions of the Board of Directors concerning such matter or transaction and shall be considered in determining whether a quorum is present, but shall not be entitled to vote on the applicable matter or transaction. The question of whether a Conflict exists shall, in the absence of certainty, be determined by the vote of a majority of disinterested directors present at the meeting called for the purpose of discussing the transaction or matter to which the Conflict relates.

Article V. BOARD MEETINGS

Section 5.01 Place of Meeting

The place of all meetings of the Directors shall be the ~~principal office~~ operating facility of the Corporation once established, in the County of Ada, Idaho, or at such other place as

shall be determined from time to time by the Board; and the place at which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which ~~an~~ a board election of directors is to be held.

Section 5.02 Annual Meeting

The annual meeting of the Directors of the Corporation for the appointment of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year during the first full week of June, at the principal office of the Corporation in the County of Ada, Idaho. If the annual meeting of the Directors be not held as herein prescribed, the appointment of Directors and Officers may be held at any meeting called thereafter, pursuant to these Bylaws.

Section 5.03 Monthly Meetings

Monthly meetings of the Directors of the Corporation will ~~not be mandatory, but will be~~ scheduled for the first Tuesday of each month ~~if a Director sees the need to have a meeting during the month.~~

Section 5.04 Special Meeting

Special meetings of the Board of Directors for any purpose or purposes may be called at any time by the President, or any Vice President, the Treasurer or the Secretary or any two Directors. There shall be four (4) days' notice of special meetings given by first class mail or forty-eight (48) hours' notice delivered personally or by telephone facsimile or other electronic communication.

Section 5.05 Notice of Meeting

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall not be given by mailing written or printed notice of the same but shall be posted at the bulletin board and at the Kuna Post Office, Kuna Idaho at least three (3) days prior to the meeting.

Section 5.06 Waiver of Notice of Meeting

Notice of a meeting need not be given to a Director who signs a waiver of notice or a written consent to hold the meeting, or who signs an approval of the minutes of such meeting. Notice need not be given to a Director who attends the meeting without protest, prior thereto or at its commencement, the lack of notice to such Director. All such waivers, consents and approvals shall be filed with the corporate records or made part of the minutes of the meeting.

Section 5.07 Adjournment

A majority of the Directors present, whether or not constituting a quorum, may adjourn any meeting.

Article VI. OFFICERS AND DUTIES

Section 6.01 Officers

The Officers of the Corporation shall be Chairman of the Board, Vice Chairman, Secretary, Treasurer and Communications Director. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected each year at the annual meeting by the Board and serve a one (1) year term.

Section 6.02 Chairman of the Board

The Chairman of the Board is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board. The Chairman of the Board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board.

Section 6.03 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6.04 Secretary

The Secretary shall keep or cause to be kept, at the executive office of PiSA or such other place as the Board may direct, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.

The Secretary shall 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 6.05 Treasurer

The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of

the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board member.

The 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 6.06 Communication Director

The Communications Director shall govern any and all systems used for the formal external communications. These may include but are not limited to social media outlets such as Facebook, Twitter and PiSA's website.

Section 6.07 Removal

Any Officer may be removed, either with or without cause, by majority of the Directors then in office.

Section 6.08 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Article VII. FISCAL AFFAIRS

Section 7.01 Fiscal Year

The fiscal year of the Corporation shall be from July 1st to June 30th.

Section 7.02 Dedication of Assets

This Corporation's assets are irrevocably dedicated to ~~charitable~~ educational purposes. No part of the net earnings, 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. Liquidation or dissolution shall be conducted pursuant to Idaho Code §33-5212. ~~On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code Section 501 (c)(3). Inasmuch, as the purpose of the Corporation shall be to further educational interests only, by the end of each of the Corporation's fiscal years, and after payments of all debts and liabilities of the Corporation, the Corporation shall expend all of its net income with the exception of a reserve not to exceed 1% on endeavors that benefit similar alternative educational students including, but not limited to scholarships, buildings for classrooms or aid instruction. The~~

~~management and oversight of the processes and procedures for such expenditures may be delegated by the Corporation to any management company with which it contracts for management services. Said contributions shall be made no less frequently than four times per year. In the event that such an organization can not be found any remaining assets will be donated to the City of Kuna, Idaho.~~

Article VIII. NOTICES

Section 8.01 Manner of Giving Notice

Whenever provisions of any statute or these Bylaws require notice to be given to any

Director, Officer or other individual, they shall not be construed to mean personal notice. Such notice shall be given in writing and placed on the bulletin board of the Corporation in sufficient amount of time prior to the meeting or action to be taken as required by Statute, the Articles of Incorporation or these Bylaws; said notice need not be given individually and may be given in one notice document.

Section 8.02 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 IX. DISSOLUTION

Section 9.01 Dissolution

~~In case of dissolution, the Chair of the Board of Directors of Project Impact STEM Academy is responsible for the dissolution of the business and affairs of the school. PiSA will fully cooperate with the Idaho Charter Commission and or Kuna School District for the dissolution process in accordance with the requirements of Idaho Code §33-5212. All student records will be immediately transferred to the student's home district. After all debts and/or obligations are met, the Board of Directors shall distribute all of the assets of the corporation consistent with the purposes of the corporation to the Idaho Charter Commission or to any other organization or organizations as determined by the Idaho Charter Commission and or organizations as shall at that time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time. In such manner, PiSA will develop a public charter school closure protocol 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 the requirements.~~

PiSA 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.

Section 9.02 DEDICATION OF ASSETS

~~This Corporation's assets are irrevocably dedicated to charitable educational purposes. No part of the net earnings, 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. Liquidation or dissolution shall be conducted pursuant to Idaho Code §33-5212. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code Section 501 (c)(3). In the event of PiSA's school closure for any reason, the rules and regulations concerning assets in Idaho Code §33-5212 will be followed. This code states: the assets of the school shall be distributed first to satisfy outstanding payroll obligations for employees of the school, including any tax, public employee retirement system and other employee benefit obligations, then to creditors of the school, and then to the authorized chartering entity in the case of a public charter school authorized by the board of a local school district. In the case of a public charter school authorized by any other authorized chartering entity, any remaining assets shall be distributed to the public school income fund. Assets purchased using federal funds shall be returned to the authorized chartering entity for redistribution among other public charter schools. If the assets of the school are insufficient to pay all parties to whom the school owes compensation, the prioritization of the distribution of assets may be determined by decree of a court of law.~~

Article X. AMENDMENTS

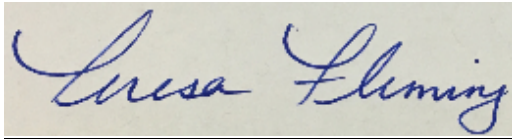
Section 10.01 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them, and shall not take effect until so copied. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the amendment or repeal may be found.

CERTIFICATE OF BYLAWS

I certify that I am the initial ~~agent~~ Chairman of the Board of Directors of Project STEM Impact Academy, 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 16th day of October, 2017.

A rectangular box containing a handwritten signature in blue ink. The signature is written in a cursive style and reads "T. Fleming".


Director T. Fleming

Chairman of the Board of Directors

Project Impact STEM Academy, Inc.

Appendix C: Board Member Resumes

Dan Neddo




Dan Neddo
"Academy Administrator"


I am a highly skilled and overtly student-centered educational leader possessing a strong commitment to the development of students, and staff while providing a stimulating, safe and motivating learning environment. Dynamic, visional leader and solid collaborative player with a proven track record in working within the academic, and community while developing a strong personalized/competency based learning structure for students.

Curriculum Vitae
tk.cashflow@yahoo.com
1.208.333.0453
2434 West King Road
Kuna, ID 83634
USA


General Information




1971




15 Years



5 Children

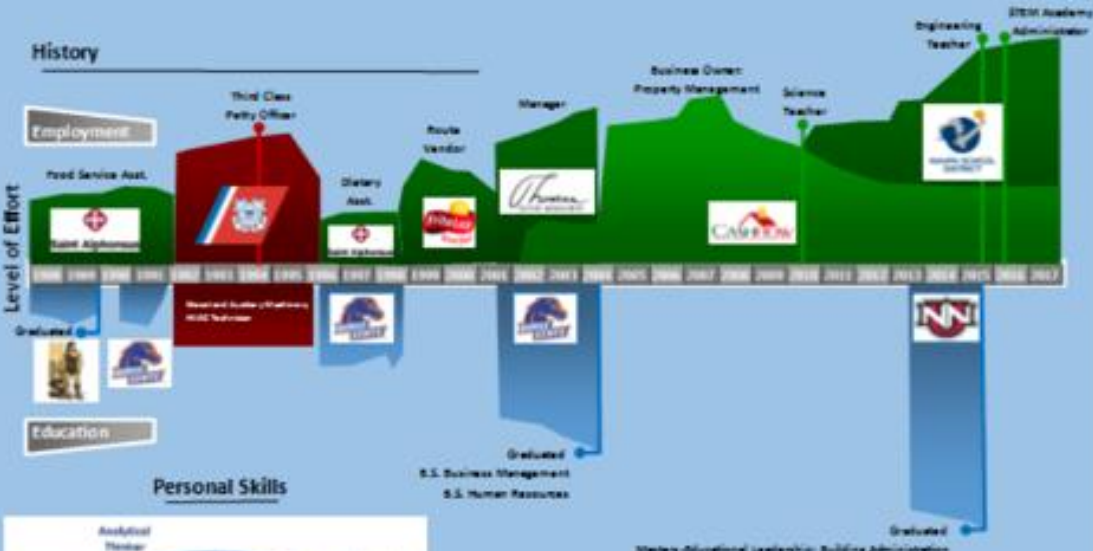


11 Countries

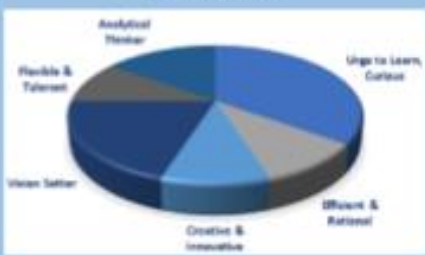


4 Years


History




Personal Skills



Languages



Oh, The Places I've Been



Trina Neddo

TRINA NEDDO

SKILLS: As a Real Estate Broker with 15 years of experience I have seen and done many things in my career. I started in a small office while working in a Commercial firm learning both Residential and Commercial sides of the market. I learned about letters of intents, purchase and sales contracts, lease with an option to purchase, 1031 exchanges and seller financing. I desired more so I upgraded firms so I could learn the difference between small and large real estate offices. I learned how to motivate others, work in teams and build lasting relationships with other agents in my field. Nine years ago, I opened my own firm and have been successful, holding onto an investor/commercial mindset and have an ability to crunch numbers and analysis data to determine true market value.

OBJECTIVE

To make each client feel like they are the only client.

To provide accurate information and well researched data.

To be an expert in my field.

To received continued education that allows me to grow.

To full educate the client then allow them to make their own decisions.

EXPERIENCE

RE Broker | Cashflow Real Estate | 2008 – current

Savvy Investor Agent, Portfolio Building, First-time Buyer Focused, Seller Representative

Property Manager | Cashflow Management | 2008

Investor Driven, Tenant Focused, Leasing Agent

Associate Broker | JL Scott | Jan 2007 – Dec 2007

Team Building, Short Sale Certified, Buyer Focused

Realtor | Five Star Real Estate | Apr 2002 – Dec 2006

Growing Agent, Investor Focused

Broker Assistant | Prime Commercial Real Estate | May 2001 – Apr 2004

Marketing Designer and Assistant to the Broker

EDUCATION

Boise State University

1995 - 1998

Pioneer Real Estate School

2002 and 2006



TNeddo@
PISTEM.org



(208)724-0465 c
(208)694-8983 f

VOLUNTEER
EXPERIENCE OR
LEADERSHIP

Board Member - Kuna Wrestling Klub

Volunteer Mentor - Kuna STEM Klub

Volunteer Coach - Kuna Ski Team

Jazmine Martin

▶ Jazmine Martin

3724 Billings Dr. #3

Caldwell, ID 83605

Phone: 208-720-5933

E-mail: jazminemartin@nru.edu

Objectives

To support and manage the Project Impact STEM Academy in an efficient, respectful, and student/teacher focused manner.

Education

High school Diploma from Gem State Adventist Academy (June 4, 2006)

- ▶ Graduate with Honors
- ▶ Senior Class President

Bachelor of Art in Biology from Union College (May 8, 2011)

- ▶ Graduated Summa Cum Laude
- ▶ Senior Class President

Secondary Teaching Certification from Northwest Nazarene University (December 16, 2014)

- ▶ Secondary certification in Biological and Physical Sciences

Skills/Personal Experience

Excellent leader, great communication skills, team-player, self-motivated, efficient, creative-thinker, problem-solver, quick-learner, personable, excellent in working with other teachers as well as students. Speak semi-fluently French and German and have excellent cross-cultural communication skills.

Experience

In-Home Childcare Assistant (January 2012 – July 2012)

Russ Family Home (15 Les Perdrix, La Celle Saint Cloud, 78170, France)

Worked as one of the primary caregivers to two children, aged 5-9, providing play-time, meals, help with homework, and tutoring for the older child in English.

In-Home Childcare Assistant (September 2012 – June 2013)

Tripard Family Home (28 rue Louis Forest, Louvenciennes, 78430, France)

Worked as one of the primary caregivers to four children, aged 8-16, providing play-time, meals, help with homework, and tutoring for the three older children in English.

Caterpillar Clubhouse (August 2013 – September 2013)
Daycare Assistant (432 Caldwell Blvd., Nampa, ID 83651)

Responsible for the care of 6-12 children, aged 1-5 years, including providing learning activities as well as general care and feeding of the children throughout the day.

Substitute Teacher (October 2013 – June 2014)
Heritage Community Charter School (1803 E Ustick Rd, Caldwell, ID 83605)

Worked for teachers K-8 grade one days that they were absent, including helping out for a long-term sub position for a few weeks. Work included managing students, grading papers, and supervising recess and lunch.

Secondary Teacher (August 2013 – current date)
Columbia High School (301 S Happy Valley Rd, Nampa, ID 83687)

Responsible for teaching physical science and anatomy and physiology for students 9th-12th. An active member of the Columbia community, leading the Junior RTI team as well as helping teach and run the Columbia STEM Academy as well as teaching a dual-credit course through College of Western Idaho.

Adjunct Professor (August 2014 – current date)
College of Western Idaho (5500 E Opportunity Dr, Nampa, ID 83687)

Teach a 100 level dual-credit Anatomy and Physiology class at Columbia High School and recently began a second dual-credit course for a 200 level Anatomy and Physiology course for high school seniors.

Extracurricular Activities

- ▶ Run a DoTERRA business (2016 – current date)
- ▶ Participate at the local YMCA, volunteering (2013 – current date)
- ▶ Volunteer at local churches for special music (2013 – current date)

Community Involvements

- ▶ YMCA
- ▶ Creating a STEM Charter School in Kuna, ID (2017)

Teresa Fleming

Teresa Fleming

9299 S. Stewart Road, Meridian ID 
(208) 570-8660 
tfleming@PiSTEM.org 

I am seeking the opportunity to work as director on the board of Project Impact STEM Academy and help the organization by offering sound advice and effective direction.

Skills

- Strategic Planning
- Data Collection and Analysis
- Self-motivated
- Business Ownership
- Project Management
- Detail Oriented / Organized
- Committed
- Public Relations

Experience

12/2011 – PRESENT

Program Analyst / Department of Veteran Affairs, Boise ID

Managerial cost accounting & analytics for the Boise Veteran's Hospital. Present to hospital leadership.

2002/10 – 10/2011

Process Control Engineer / Micron Technologies, Boise ID

Research & Development of processes. Process control by means of data collection, analytics and reporting.

Education

2008

Master of Business Administration / University of Phoenix

1999

Bachelor of Microelectrical Engineering / Rochester Institute of Technology (RIT)

1999

United States Army / 84th Engineering Battalion, Hawaii

Activities

I enjoy spending as much quality time as possible with my children and grandchildren. I am also currently an officer in a Kuna school parent/teacher organization.

Suzanne Ronge

Suzanne Ronge

1103 North Cambrick Drive
Kuna, Idaho
suzanne.ronge83@gmail.com

Summary

I began my career in education in 2003 teaching 1st and 2nd grade at Calvary Chapel Charter School in Lake Los Angeles, California. In 2005 I began work at Sonshine Factory Preschool. In 2007 life's challenges lead me to take a job as a 911 Dispatcher in Los Angeles County, California. This high-stress and high-paced emergency dispatch environment taught me many skills that I carry to this day. In 2011 my family and I were fortunate enough to be selected as a founding family with iLead Charter School in Lancaster, California. iLead's concept was like a breath of fresh air compared to the public schools of the area. It was a family-centered, project-based curriculum. I spent several years volunteering most of my time at the school. In 2014 I was fortunate enough to be highered onto iLead's Care Team. My job was to assist the school's facilitators by providing one on one tutoring with struggling and special needs students. In 2015 I assisted in the opening of iLead's second Lancaster location. I worked as the front office administrator at that location. In 2016 I returned to the main campus and worked as a Guide for 6 through 8 grades for Innovation Studios. Innovation Studios is a special program for advanced and self-driven students. In 2017 my family and I were fortunate enough to be able to relocate to Kuna, Idaho. Although I live several states away, I maintain my employment with iLead. I now work as the Virtual Office Manager for Innovation Studios and iLead OnLine from my home office.

Education

Antelope Valley High School, Lancaster, California
High School

Graduated - June 2001

Antelope Valley College, Lancaster, California
Early Childhood Education

Enrolled - August 2001

Employment History

Calvary Chapel Charter School, Lake Los Angeles, California
Teacher

August 2003 - June 2004

I passion for the education field began at Calvary Chapel Charter School. I was employed as a 1st and 2nd grade teacher at Calvary Chapel Charter School. I was responsible for 25 little minds and loved every minute of it.

Sonshine Factory Preschool, Lancaster, California
Teacher

August 2005 - August 2006

At the Sonshine Factory Preschool my role was that of a teacher for the 2 year old age group.

American Medical Response, Lancaster, California
911 Dispatcher

February 2007 - August 2014

The world of emergency dispatch is a high-stress, fast-paced, and high-turnover world. I was required to hold, and to maintain, a certification through the International Academy of Emergency Dispatch. I was responsible for dispatching ambulances to emergency situations in the Antelope Valley, Santa Clarita Valley, and San Gabriel Valley areas of Los Angeles County, California.

iLead Charter School, Lancaster, California
Care Team

August 2014 - June 2015

As a member of the Care Team my role was to provide one on one instruction with struggling students as well as providing guidance for special needs students. My passion for education really found its stride with this position.

Being able to assist these students in this role was perhaps one of the most fulfilling opportunities I have had in my life.

iLead Charter School - Lancaster, Lancaster, California

Front Office Administrator

June 2015 - June 2016

In 2015, iLead expanded and opened up a second campus. I was fortunate enough to be able to assist in this process and took a job as the Front Office Administrator. It was in this position where I began to learn about how a charter school runs administratively. I handled things such as pre-enrollments, enrollments, all other paperwork and paperwork filings, phone calls, special events, fund-raisers, valet-parking, scheduling, and many many more.

iLead Charter School - Innovation Studios, Lancaster, California

Innovation Studios Guide

June 2016 - June 2017

Innovation Studios is a program offered by iLead for self-driven and advanced students. In this program the students are responsible for their own success. The actual facilitator (teacher) was only in class a couple times a week. During the days when the facilitator was not in class it was my responsibility to serve as the facilitator and to keep the students on task and on track.

iLead Charter School - Innovation Studios and iLead OnLine, Kuna, Idaho

Virtual Office Manager

June 2017 - Present

I currently hold the position of Virtual Office Manager for Innovation Studios and iLead OnLine. I handle pre-enrollment and enrollment for all students in Innovation Studios. I oversee all enrollments for iLead's OnLine classes. I also handle any and all other administrative issues that arise regarding these programs.

Hobbies & Interests

Right now my hobbies and interests center around raising my six daughters. That's right, I've got six, no more no less. My husband and I love taking them on road trips. In the summer of 2016 we took them on a 2 1/2 week, 17 state, 5000 mile journey across our great land. We love the outdoors and look forward to exploring all that Idaho has to offer.

Becky Woolley

BECKYWOOLLEY

657 W Tallulah Dr., Kuna, ID 83634 | C: 503-899-7408 | email: beckydspeer@hotmail.com**PROFESSIONAL SUMMARY**

Responsible, organized former teacher with cumulative of 10 years experience teaching children from Pre K to 6th grade. Passion for authentic learning that comes from project based learning. Driven to provide more opportunities for children to enjoy learning and understand and apply what they are being taught. Able to see the importance of giving children a voice and bringing play and exploration back into the learning environment.

QUALIFICATIONS

- BS in Elementary Education
- Flexibility that comes from being a substitute teacher
- Effectively work with parents
- Motivating students
- Team player
- Experience with PBL in a Pre K setting
- Classroom management

EXPERIENCE**CERTIFIED SUBSTITUTE TEACHER****Southern Oregon ESD****02/2014 to 04/2016****Grants Pass, OR**

- Managed classrooms of 25+ students
- Assessed lessons to be taught and followed through. Made adjustments when necessary and enriched lessons when necessary
- Worked with other teachers within the same grade I subbed to create a smooth day of learning
- Assisted with grading and other household chores
- Provided fun experiences for students at the end of the day of they had good behavior

CERTIFIED SUBSTITUTE TEACHER**Grants Pass School District****09/2010 to 02/2014****Grants Pass, OR**

- Managed classrooms of 25+ students
- Assessed lessons to be taught and followed through. Made adjustments when necessary and enriched lessons when necessary
- Worked with other teachers within the same grade I subbed to create a smooth day of learning
- Assisted with grading and other household chores
- Provided fun experiences for students at the end of the day of they had good behavior

PRE-K TEACHER**Mentor Graphics Child Development Center****09/2008-05/2010****Wilsonville, OR**

- Project based and play based learning instruction using the Reggio approach
- Student documentation using photographs, work samples, observation, and portfolios

- Parent communication through daily e-mails and parent-teacher conferences
- Thoughtful approach to learning based off interests of the children
- Creating a caring community
- Ongoing learning through workshops and in-service

INFANT TEACHER**11/2007-09/2008****Mentor Graphics Child Development Center****Wilsonville, OR**

- Primary caregiver to three infants
- Routine tasks associated with infant care such as diaper changing, feeding, naps
- Created enriching experiences for the babies to participate in using safe toys and materials
- Allowed babies to explore the environment
- Created an inviting, warm, safe environment for the infants and their families
- Outdoor walks and activities

4th GRADE TEACHER**08/2006-06/2007****Lincoln Elementary School****Caldwell, ID**

- Collaborated with a team
- Implemented district wide curriculum
- Lesson planning
- Differentiated instruction
- Created a safe learning environment
- Parent-teacher conferences
- Establish and enforce rules for behavior and procedures for maintaining order
- Observation and grading of students
- Student assessment based off of rubrics, testing, observation, and state requirements

STUDENT STUDYING ELEMENTARY EDUCATION**09/2005-04/2006****BYU-Idaho****Rexburg, ID**

- Student taught 6th grade from January 2006-April 2006
- Completed a practicum in a 2/3 combined classroom from September 2005-December 2005
- Collaborated with cooperating teacher
- Planned and implemented lessons with the support of cooperating teacher
- Helped with classroom management
- Assisted with parent-teacher conferences

EDUCATION**Bachelor of Science: Education****2006**

Brigham Young University-Idaho

Concentration in K-8 education

Associates of Science: General Studies**2003**

Brigham Young University-Idaho

Benjamin Peterson

Benjamin Peterson
293 W Kammers Ct
Kuna ID 83634
(208) 340 - 1343
blpeter@gmail.com

Qualifications: Computer skills include: Windows (Server 2003, Server 2008, XP, Vista, 7), Linux, Active Directory, Symantec NetBackup, BMC Remedy Action Request System, Microsoft Office, SharePoint Server (2003 and 2007), Intertel DB Programming, Microsoft Dynamics CRM 3.0, Document Locator, Norton Ghost and General PC Troubleshooting.

Certifications: Microsoft Certified Technology Specialist (MCTS): Microsoft Office SharePoint Server 2007, Configuration; Windows Server 2008 Applications Infrastructure, Configuration; Microsoft Windows Vista, Configuration; Windows Server 2008 Network Infrastructure, Configuration.

Education:

Brigham Young University, Provo, UT
* Degrees awarded: Bachelor of Science, 2005
* Major: Computer Engineering, GPA: 3.20
* Projects: Robot vision, Wireless communicator

Utah State University, Logan, UT

- * Major: Computer Engineering
- * Minor: Math and Computer Science
- * Awards: Deans list, ISU/USU Exchange Scholarship

Experience:

IT Systems Engineer

Boise State University, Boise, ID

September 2015 – Present

- * Installed, configured, and administered the Linux labs for the Computer Science Department
- * Maintained several compute clusters running Lustre, Hadoop, and Linux
- * Supported all compute devices for the Computer Science Department
- * Consulted with professors on projects and purchased needed equipment
- * Supervised student employees and interns
- * Provided general computer support for the College of Engineering

Systems Administrator

AECOM, Boise, ID

April 2011 – September 2015

- * Contractor working with the Department of Homeland Security – ICE division
- * Supported multiple sites across the state of Idaho and internationally
- * Workstation (Windows XP and 7) troubleshooting, support, and setup
- * User and computer account management using Quest ActiveRoles Server
- * Windows server 2003/2008 troubleshooting, support, and setup
- * Scheduling, maintenance, and management of computer backups using NetBackup
- * Customer ticket management and creation using Remedy

Systems Administrator

QinetiQ North America, Boise, ID

September 2010 – April 2011

- * Contractor working with the Department of Homeland Security – ICE division
- * Supported multiple sites across the state of Idaho
- * Workstation (Windows XP and 7) troubleshooting, support, and setup

- * User and computer account management using Quest ActiveRoles Server
- * Windows server 2003/2008 troubleshooting, support, and setup
- * Scheduling, maintenance, and management of computer backups using NetBackup
- * Customer ticket management and creation using Remedy

Desktop Support/Report Writer

Western Electronics, Boise, ID

September 2008 – September 2010

- * Computer system troubleshooting
- * User and computer account management using Active Directory
- * Syteline account management and report writing
- * Inquiry Toolbar report writing and management
- * Computer set up and deployment
- * Phone system management
- * Some SQL querying

Instructor

Brown Mackie College, Boise, ID

October 2008

- * Instructor for Intro to Microcomputer Applications
- * Course included computer hardware, software and Microsoft Office

Systems Administrator/Tier 3 Desktop Support

DBSI Discovery Real Estate Services, Boise, ID

August 2005 - June 2008

- * Phone System (Intertel Axxess) Administrator
- * Document Locator/SharePoint Administrator
- * Microsoft Dynamics CRM 3.0 Administrator
- * Helped troubleshoot general problems for user's computers.
- * Created new user accounts.
- * Managed rights to access networked assets.
- * Managed peripherals for on-site and remote users.

Problem Manager

BYU Office of Information Technology, Provo, UT

June 2004 - Aug 2005

- * Helped implement ITIL standards for customer service.
- * Researched root causes for persistent computer problems.
- * Facilitated meetings to aid in cooperation between departments.
- * Created documentation to aid in the solution of problems.

Cassie Zattiero

Cassie Zattiero, CPA

19832 Top Road

Greenleaf, ID

208-989-4253

cassie.zattiero@gmail.com

Education

- Boise State University, Boise, Idaho
- Bachelor of Business Administration May 15, 1999
- Accounting

Experience

May 1999 - Present

Partner and CPA

Bailey & Company, Chtd. CPAs

Nampa, Idaho

I began my career as an accounting staff and became a partner of the firm in January 2012. Bailey & Company is a public accounting firm. My main areas of focus include audits of governmental and nonprofit organizations, which presently includes two audits of charter schools and prior experience auditing several other charter schools. We also prepare 990 tax information returns for several organizations.

James Grigg

JAMES A. GRIGG, LMFT, LCPC, SAP
1914 SUMMERWIND PL. - KUNA, ID 83634
VITAE

Work Experience

Clinical Director (Nov 1999-Present)

Kuna Counseling Center, Kuna ID., 83634

- Provide Clinical Supervision for Counselors and PSR Workers
- Provide family, marital and individual counseling for clients
- Complete treatment plans, reviews, and discharges for clients
- Provide Crisis Coverage to clients
- Assure compliance with all IDAPA Standards
- Assess and diagnose clients
- Receive intakes for new cases
- Complete all billing for clients
- Provide supervision to Master's level interns

Clinical Director (Dec 2002-June 2004; Part-time)

The Family Table, Meridian, ID., 83642

- Provide family, individual and group therapy for clients
- Complete treatment plans for clients
- Work with youth to help them develop personal skills
- Link clients to community resources and agencies
- Provide therapy and instruction for Sexual offenders

Family Consultant (Feb 1999-Dec 2002)

Idaho Youth Ranch Family Services, Boise, ID., 83704

- Transition clients from correctional facilities to their community/home
- Complete treatment plans for clients
- Provide homebased therapy for clients
- Provide supervision Master's level interns
- Link clients to community resources and agencies
- Help clients obtain needed concrete services
- Work with youth to help them develop personal skills

Parenting Educator (Nov 1999-July 2000)

Nampa School District, Nampa, ID., 83651

- Provide instruction on the principles and practice of Parenting
- Administer classroom policies appropriately
- Instruct classes on Love and Logic Parenting, SOS Basic Parenting Helps, and Developing Capable People

Marriage and Family Therapist Intern – (May 1998-Dec 1998)

Family and Children Services, Tulsa, OK., 74089

- Receive intakes for new cases
- Provide parenting classes for groups
- Provide sexual abuse group counseling
- Assess and diagnose clients
- Complete treatment plans for clients
- Provide homebased therapy for clients

Marriage and Family Intern – (November 1996- Dec 1998)

Center for Family Services, Oklahoma State University, Stillwater, OK., 74078

- Provide therapy for clients
- Complete treatment plans for clients
- Provide premarital group counseling
- Receive intakes for new cases
- Assess and diagnose clients

Graduate Research Assistant (August 1996 – Present)

Marriage and Family Therapy Clinic, Oklahoma State University, Stillwater, OK., 74078

- Design and create programs for data input using SPSS
- Code, check, and clean clinical data for the OSU Marriage and Family Therapy program

Defense Acquisition Radar Operator (July 1987-July 1990)

United States Army

EDUCATION

Marriage and Family Therapy – Masters of Science Degree (December 1998)
Oklahoma State University, Stillwater, OK
3.85 GPA

Psychology – Bachelors of Science Degree-Magna Cum Laude (December 1995)
Brigham Young University, Provo, UT
3.90 GPA

Psychology – Associate in Arts and Sciences Degree-High Honors Student (December 1993)
Ricks College, Rexburg, ID
3.95 GPA

PUBLICATIONS

- Grigg, J. A. (1998). *Variables Assessable at Initiation of Therapy Which Contribute to Client Dropout*, Published Thesis, Department of Family Relations and Child Development: Oklahoma State University.
- Grigg, J. A. & Stephenson, L. A. (1995). *A Comparison of the OQ-45, Integra Compass, and Beck Depression Inventory Examining Construct Validity*, In The Instruction Manual for use of the OQ-45, Department of Clinical Psychology: Brigham Young University.

VOLUNTEER SERVICE

- LDS MISSION (June 1990-June 1992) Fresno, California-Spanish Speaking.
- Red Cross Disaster Relief (Oct 2001-Oct 2001) Sept. 11 Twin Towers Mental Health Crisis Center
- Sable Ridge Subdivision Homeowner's Association-President (May 2007-May 2009), Kuna, Idaho.

PROFESSIONAL AFFILIATIONS

- National Association for Addiction Professionals (NAADAC) (2005-2014)
- Mental Health Providers Association of Idaho (MHPAI) (2009-2014)
- American Association For Marriage and Family Therapy (1997-2009)
- Idaho Association for Marriage and Family Therapy (1998-2009)
- Idaho Juvenile Justice Association (1999-2002)

AWARDS & CERTIFICATES

- NAADAC DOT-Certified Substance Abuse Professional (2005-2013)
- Licensed Drug and Alcohol Evaluator (2004-2013)
- "Spirit of Idaho Award" From Senator Mike Crapo (2002)

AWARDS & CERTIFICATES (CONTINUED)

- Licensed Marriage and Family Therapist (2002-2013)
- Licensed Clinical Professional Counselor (2001-2013)
- CPR & First Aid Certification-(2011)
- Burton & Gladys Logue Fellowship, (1997-1998)
- BYU Academic University Scholarship (1995)
- Charles Vageler Scholarship Fall/Winter (1994)
- U.S. Army Awards –Achievement Medal, Good Conduct Medal (1990)

Appendix D: Petitioning Group

PiSA was originally conceived by three driven, skilled and apt individuals: Dan Neddo, Trina Neddo and Jazmine Martin. They saw a need and began sharing their vision with the community.

The shared vision grew quickly, and the development of PiSA's charter truly is a work of the community and its insights. With that noted, there are those that truly took ownership in the process and have worked diligently to see PiSA become a reality. PiSA would like to highlight these individual contributions below.

Name	Noted Contributions	Founder*	Founding Board Position	Governing Board Position
Dan Neddo	Original founder, Admin, Secondary Educator, Training, management, Philosophy, writing standards & rubrics	Y	Y	N
Trina Neddo	Original founder, facilities and financials, first draft of mission, community liaison, marketing	Y	Y	N
Jazmine Martin	Original founder, Secondary Educator, Training, first draft of mission, task keeper, PLP, Project based writing	Y	N	Y
Teresa Fleming	Charter 101, petition work, organizational assistance, fundraising, community/marketing	Y	Y	Y
Suzanne Ronge	Insight into charter development, drive & enthusiasm, educational bookkeeping experience	Y	Y	Y
Becky Woolley	Fundraising efforts, documentation assistance, petition work,	Y	Y	Y

	community/marketing			
Sharina Jensen	Charter 101, petition work, community/marketing, fundraising efforts	Y	N	N
Jamie Jensen	Charter 101, petition work, community/marketing, fundraising efforts	Y	Y	N
Courtney Peterson	community/marketing, Social media guru, fundraising efforts, petition work	Y	N	N
Ben Peterson	community/marketing, fundraising efforts, petition work, technology advisor	Y	Y	Y
Cassie Zattiero	Budgeting, IRS, all things financial	Y	N	Y
Kevin Christensen	Operations consultant, prior charter start up, technology advisor	N	N	N
James Grigg	fundraising efforts, Non-profit status assistance	N	N	Y
Ana Perez	Spanish Translation, marketing	N	N	N
Richard Cardoza	Kuna City consultant and advisor	N	N	N
Troy Behunin	Kuna City Planner, advisor and student mentor	N	N	N

*Founders of PiSA have been defined as those who have taken considerable effort in the development processes necessary to obtain authorization. These individuals have contributed notable time and finances to ensure the success of PiSA's mission.

Appendix E: School Leader

An Educational Week article, by Erik W. Robelen, explained Anser Charter School's (Boise) leader structure avoids the 'Superman' model. Robelen clarifies:

"Some experts say that whatever the leadership structure, it's important to avoid the 'superman model,' in which one person handles all leadership demands. That approach can more easily cause principals to burn out, and often such a school falters when that leader departs."

Superman would surely be a fitting title for a successful, single charter school leader. The position requires a great deal and the selection of this individual will likely have the greatest impact on the school, after that of the board selection. Understanding this impact, PiSA determined the school leader responsibilities will be distributed to two (2) directors; a Director of Education and a Director of Operations, aligning with the model with shown success at Anser Charter School.

The enormous importance and impact of selecting the right leaders pressed PiSA to begin determining the necessary skills and attributes critical for a successful leader early in the founding process. PiSA has used those determinations to actively recruit the leaders it believes best fit the needs of these roles within PiSA's structure.

The following attributes were noted as those necessary within a leadership role at PiSA:

- Strong belief in PiSA's mission with the ability to defend it through opposition and obstacles
- Ability to maintain PiSA's mission within the adjustments required of vast operational, academic, and political changes
- Humility; willingness to move from a position when it isn't the best for PiSA
- Highly effective communication skills with the ability to adjust communication styles for multiple audiences
- Life-long learner, creative
- Goal oriented, expects high achievement, self-driven
- High moral character, emotionally intelligent & self-aware
- Charismatic/personable
- Strong team development; organization skills, recruitment, hiring/firing abilities, support & continual development, willing to hold team accountable
- 'Grounded' multi-tasker; able to recognize areas of need and willing to assist no matter the 'level' of the work needed
- Prior experience in the tasks of the position
 - As PiSA intends to incorporate a dual leadership model (Director of Education & Director of Operations) these tasks will differ for each role. It is expected the Director of Education will have previous skills related to educational programs and academic policies while the expectation for the Director of Operations will relate more to facility management and IT. Both roles will be expected to have skills related to staff management, state requirements, and operational budgets.

Additional beneficial skills would include:

- ~~Prior experience in the tasks of the position (i.e. academic, financials, building maintenance, supervisory positions, etc.)~~
- Prior/current board membership or interaction
- Strong involvement/investment in the community

Appendix F: Budgets

F1: Pre-Opening Budget

Idaho Public Charter School Commission					
Charter Petition: Budget Assumptions					
School Name: Project Impact STEM Academy					
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
Enrollment					Budgeted for # kids less than full enrollment
Contributions / Donations	5,000.00				Pre-opening Support Intent
Other Local Revenue	1,000,000.00	-	-	-	Giza Pre-opening loan
Base Support		1,208,028.36	1,485,057.42	1,621,301.22	
Exceptional Child		16,252.60	19,979.70	21,812.70	
Benefit Apportionment		143,755.37	176,721.83	192,934.85	
Other State Support Total (details below)	-	261,358.38	307,653.11	330,421.01	
State Facility funding	-	91,770.00	112,815.00	123,165.00	
Professional development	-	27,675.00	27,675.00	27,675.00	
Content/Cirriculum		1,736.98	2,135.31	2,331.21	
Leadership Premiums		15,168.00	15,168.00	15,168.00	
Lottery/State Maintenance		16,640.00	16,640.00	16,640.00	
Transportation		108,368.40	133,219.80	145,441.80	
REVENUE TOTALS	\$1,005,000.00	1,629,394.71	1,989,412.06	2,166,469.78	

Additional Notes or Details regarding Revenue: Support units used for Base Support calculations = 14.65

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	
Classroom Teachers			6.0	210,000.00	7.0	249,200.00	6.0	227,136.00	6 FTE K-5 teachers
Elementary Teachers			5.0	185,000.00	8.0	299,700.00	10.0	379,694.00	5 FTE 6-9 teachers adding more as we roll up
Secondary Teachers			0.0	-	0.0	-	0.0	-	
Other Teachers [clarify in assumptions]									
Classroom Teacher Subtotals		-	11.0	395,000.00	15.0	548,900.00	16.0	606,830.00	Average classroom size: 33; Average Teacher per Student Ratio is 27 (Yr 1) 24.2 (Yr 2) 23.29 (Yr 3) 25.24 (Yr 4)
Special Education	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
SPED Director / Coordinator			1.0	42,840.00	1.0	43,697.00	1.0	44,570.00	Title and hours: 1 Full Time Employee
			0.0	-	0.0	-	0.5	18,500.00	Yr 3 add a part-time SPED teacher if needed
Special Education Subtotals		-	1.0	42,840.00	1.0	43,697.00	1.5	63,070.00	2% yearly increases budgeted
Other Certified Staff	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Administrator	1.0	29,167.00	1.0	75,000.00	1.0	76,500.00	1.0	78,030.00	Title and hours Director of Education
			0.0	-	0.0	-	0.0	-	Yearly Salary with 2% increases expected
Other Certified Staff Subtotals	1.0	29,167.00	1.0	75,000.00	1.0	76,500.00	1.0	78,030.00	April - August Salary
CERTIFIED STAFF TOTALS	1.0	\$29,167.00	13.0	\$512,840.00	17.0	\$669,097.00	18.5	\$747,930.00	
CLASSIFIED STAFF	Pre-Opening Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessionals- General			6.0	93,600.00	8.0	124,800.00	9.0	140,400.00	
Paraprofessionals- SPED			0.0	-	1.0	16,250.00	2.0	32,500.00	
Director of Operations	1.0	25,000.00	1.0	60,000.00		61,200.00		62,424.00	April - August Salary
Part-time Secretary			1.0	12,000.00	1.0	12,240.00	1.0	12,485.00	
Food Service			1.0	15,300.00	1.0	15,300.00	1.0	15,300.00	
Business Manager/Operations									Red Apple Finance costs noted in contract section below
CLASSIFIED STAFF TOTALS	1.0	\$25,000.00	9.0	\$180,900.00	11.0	\$229,790.00	13.0	\$263,109.00	

BENEFITS	Pre-Opening Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
PERSI	11.32%	7,318.00	11.32%	78,531.37	11.33%	101,843.90	11.34%	114,651.82	Benefits during the opening timeline
Workers comp		2,100.00		11,040.00		14,400.00		16,800.00	
FICA/medicare	7.65%	4,946.00	7.65%	53,071.11	7.66%	68,854.74	7.67%	77,546.69	
Group insurance				63,000.00		66,150.00		69,457.50	
Paid time off [clarify in assumptions]	1.16%	750.00	1.16%	8,047.38	1.17%	10,516.98	1.18%	11,930.26	
Substitute 12 days for teacher leave				11,520.00		15,360.00		16,800.00	
BENEFIT TOTALS		\$15,114.00		\$225,209.86		\$277,125.62		\$307,186.27	
CERTIFIED & CLASSIFIED STAFF TOTALS		\$54,167.00		\$693,740.00		\$898,887.00		\$1,011,039.00	
TOTAL STAFF & BENEFITS TOTALS		\$69,281.00		\$918,949.86		\$1,176,012.62		\$1,318,225.27	

Educational Program (required)

Overall Educational Program & Special Programs Costs	Pre-Opening Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
Professional Development		12,000.00		39,000.00		21,600.00		25,200.00	PreOpening Pro/Dev are for these first teachers.
SPED Contract Services				-		-		-	They will need to begin a few weeks earlier than
Other Contract Services [clarify in assumptions]				-		-		-	school starting to receive training on PiSA's model
				-		6,000.00		6,000.00	Yr 1, 2 & 3 funds will be used throughout the year.
Overall Educ Pgm & Special Pgms Subtotals		12,000.00		39,000.00		27,600.00		31,200.00	
Elementary Program	Pre-Opening Budget	YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	Assumptions / Details / Sources				
Elementary Supplies Total (details below)	-	16,240.00	16,240.00	16,240.00	K-3 will need writing/science/math/reading workbooks per year. 4-5 grades will be on the Summit Platform				
Work books - K-3rd (\$20/four subjects)		2,320.00	2,320.00	2,320.00	Misc items students may need throughout the year				
Other supplies K-8 (\$50/Child)		5,220.00	5,220.00	5,220.00	Extra Cost for STEM Projects				
STEM Projects supplies K-8 (\$50/student)		8,700.00	8,700.00	8,700.00					
		-	-	-					
Elementary Pgm Subtotals	-	16,240.00	16,240.00	16,240.00					
Secondary Program	Pre-Opening Budget	YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	Assumptions / Details / Sources				
Secondary Supplies Total (details below)	-	6,750.00	11,250.00	19,500.00					
Summit Curriculum is Free (4th-12th)		-	-	-					
Other supplies (\$35/student) (9th-12th)		2,250.00	3,750.00	4,500.00	Misc items students may need throughout the year				
STEM Project Supplies (\$50/Student)		4,500.00	7,500.00	15,000.00	Extra Cost for STEM Projects				
Secondary Supplies Total (details below)		6,750.00	11,250.00	19,500.00					
EDUCATIONAL PROGRAM TOTALS	\$12,000.00	61,990.00	\$55,090.00	\$66,940.00					

Additional Notes or Details regarding Educational Program Expenditures: We will want to offer training for the teachers as they prepare lessons the summer before school begins. Waiting until Aug 1, 2018 will not be enough time to train on the new staff in the Summit Learning Platform. Summit pays for teachers to attend their training center in South California, with paid flight, hotels and food allowance. PiSA has already begun to fill out the required application to sign our teachers up for this opportunity.

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)	3,000.00	50,600.00	50,600.00	50,600.00	
Internet		2,600.00	2,600.00	2,600.00	
Red Apple Finance		48,000.00	48,000.00	48,000.00	
Other Services (Install IT to construction) \$300 per \$1000/ft estimated 10,000 ft	3,000.00				Material -Wiring, Cable, Connections (Install will be provided by Director of Operations)
Technology fees & licenses		4,500.00	4,500.00	4,500.00	Possible additional software
Technology Capital Outlay Total (details below)	27,200.00	-	10,500.00	5,250.00	
Teacher's Computer for their teaching needs	1,950.00		600.00	300.00	Chrome book for each teacher
Computers secretary/lunch/admistration	500.00				2 Simple Computers for simple software
Computers for Elementary Grades	19,800.00	-			20: K-3rd, 165 4th-8th
Computers for Secondary Grades	4,950.00	-	9,900.00	4,950.00	132: 9th-12th
					Each roll up year will add computers for the respected grades coming in until PISA is at full capacity.
TECHNOLOGY TOTALS	30,200.00	55,100.00	65,600.00	60,350.00	
Additional Notes or Details regarding Technology Expenditures: PISA will want to run proper cables through out the walls to over estimate the future use of technology in the classroom. This may be limited in the mobile classrooms but will be budgeted for upon the building of a new built structure/facility.					

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)	171,150.00	-	42,800.00	25,520.00	
Student Desks/Chairs	133,650.00		29,700.00	14,850.00	\$450 per student (see attachment)
Whiteboards/Tables/Bookcases/Cabinets	22,500.00	-	5,000.00	16,500.00	\$2500 per grade
Teacher's & Admin Desks/Chairs/Tables	15,000.00	-	2,000.00	2,000.00	\$1000 (13 teachers + 2 Admin)
2% or Repair/Replacement		-	2,800.00	4,520.00	Furniture will break down over time. We are budgeting for repairs and replacements as needed over time. We estimate 2 % each year will need to be reserved. This is based on other similar modeled schools and their replacement budgets.
CAPITAL OUTLAY TOTALS	171,150.00	-	42,800.00	25,520.00	

Additional Notes or Details regarding Non-Facilities Capital Outlay Expenditures: Furniture is a large expense for starting a school. PiSA has noted furniture that is mobile and can be adjusted into different settings as the classroom needs. Looking at rolling desks for each child and for tables and chairs that sit on wheels. PiSA does however understand this cost can be drastically reduced initially if enrollment numbers are low. The type of desks we are looking at range from \$200-\$500 per student space. We estimate \$450 per student assuming many of the 4th-12th graders will end up with the \$458.00 (prior to tax and assemble required) node desk. (See attachment)

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		4,000.00	4,000.00	4,000.00	
Legal	5,000.00	2,000.00	2,000.00	2,000.00	
Audit	6,000.00	10,000.00	10,000.00	10,000.00	
BOARD OF DIRECTORS TOTALS	\$11,000.00	\$16,000.00	\$16,000.00	\$16,000.00	

Additional Notes or Details regarding Board of Directors Expenditures: PiSA took the advise of the PCSC and lowered our expected expences to our Legal division.

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Construction / Remodeling (if applicable)	443,200.00	-	-	232,048.00	\$400,000 Land, \$43,200 Mobile Set Up
Mobile Classroom Rent		94,245.00	94,245.00	-	
Pre-Opening RENT 9.5%		97,375.00	99,809.00	92,075.00	Pre-opening Loan
Parking Lots	100,000.00				This is a luxury and can be removed if finances are not available. When money was tight at a comparable school they opened with a gravel parking lot and road their first year.
Traffic Survey	30,000.00				
Repairs and Maintenance		-	48,200.00	48,200.00	
Utilities Total (details below)	82,953.00	28,625.00	42,500.00	35,000.00	
Gas (50% less in preopening)	390.00	3,125.00	2,500.00	2,500.00	Jun-Aug Utilities
Electric (50% less in preopening)	1,563.00	12,500.00	10,000.00	10,000.00	Jun-Aug Utilities
Water/Sewer (50% less in preopening)	1,000.00	8,000.00	8,000.00	8,000.00	Jun-Aug Utilities
Water/Sewer Connection Fee	80,000.00				Water/Sewer connections (13 grade amount)
Janitorial	-	5,000.00	6,000.00	6,500.00	
FACILITIES TOTALS	\$656,153.00	220,245.00	284,754.00	407,323.00	

Additional Notes or Details regarding Facilities Expenditures: In Kuna, portables on bare land is our most likely option. There are several sites that PISA is discussing pricing and availability. In the appendices there are included 3+ land options we are considering. City of Kuna gave us a quote of \$8,250 per 30 kids for our water and sewer connections. In preparation of all 400 kids we estimated the total to be \$107,000. Concrete and asphalt, Sidewalks. \$100,000. Traffic Survey \$30,000. We will need to take this agricultural area and add roads, parking lots, and professionally landscaped areas. PISA will also want an area for the kids to run and play.

Transportation/Nutrition (optional)					
Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Contract Services [specify in assumption]	20,000.00	155,000.00	155,000.00	155,000.00	Set up cost & reserve for Food service & Busing and Busing Contract for Yr 1-Yr 3
Special transportation (SPED, field trips, etc.)		3,200.00	4,000.00	4,400.00	
Playground Eq	25,000.00	-	-	-	We will want a nice set up for our kids to play
TRANSPORTATION TOTALS	\$45,000.00	\$158,200.00	\$159,000.00	\$159,400.00	

Additional Notes or Details regarding Transportation Expenditures: We assume we will have some unknown costs for different contractors. We set aside \$20,000 for these misc costs.

Other Expenses (optional)

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
General Liability Insurance	5,500.00	11,000.00	11,000.00	11,000.00	
Contingency Reserve		60,000.00	60,000.00	60,000.00	
		-	-	-	
OTHER TOTALS	\$5,500.00	\$71,000.00	\$71,000.00	\$71,000.00	

Additional Notes or Details regarding Transportation Expenditures: An average 5 acre parcels are selling for between \$350,000 and \$500,000 range. Traffic Survey will be required depending on where the land is located. We assumed we would be required it no matter what, the cost is \$30,000. City of Kuna will need a survey in all options.

Narrative: Pre-Opening & Operational Budgets

[If there is any additional information or cost breakdowns that you feel will be valuable for the PCSC to understand in reviewing your Pre-Opening or Operational Budgets, please provide it here.]

PISA tried to be extremely conservative in the budget and projections. PISA has secured financing from Giza Development. Giza will fund all preopening expenses including but not limited to land acquisition, mobile classroom construction and set up, city service hook up fees, parking lot and landscaping costs, and furniture. Giza will rent the this investment to PISA at 9.5% with annual increases of 2.5%. Giza would like PISA to construct a new structure that will house the students by year 3. Giza also accepts that PISA must have the financials to support such an venture. In the Break-Even & 3 yr, PiSA performed a 5 yr analysis as it will be required for possible funding with Building Hope.

Narrative: 1st Year Cash Flow

A number of FY1 expenses carry over into FY2 as monthly amounts. In a manner to note these, 2 additional columns were added to show those values.

Financial Summary					
	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Revenues					
School Fees & Charges / Fundraising	-	-	-	-	
Board Training Reimbursement		4,000.00	4,000.00	4,000.00	
Other Revenue	1,005,000.00	-	-	-	Loan proceeds, support, YR1= roll over funding
Base Support	-	1,208,028.36	1,485,057.42	1,621,301.22	
Exceptional Child	-	16,252.60	19,979.70	21,812.70	
Benefit Apportionment	-	143,755.37	176,721.83	192,934.85	
Other State Support Total (details below)	-	261,358.38	307,653.11	330,421.01	
State Facility funding	-	16,640.00	16,640.00	16,640.00	
Professional development	-	108,368.40	133,219.80	145,441.80	
REVENUE TOTALS	\$1,005,000.00	\$1,633,394.71	\$1,993,412.06	\$2,170,469.78	
Expenses					
Staff and Benefit Totals	\$69,281.00	\$918,949.86	\$1,176,012.62	\$1,318,225.27	
Educational Program Totals	12,000.00	61,990.00	55,090.00	66,940.00	
Technology Totals	30,200.00	55,100.00	65,600.00	60,350.00	
Capital Outlay Totals	171,150.00	-	42,800.00	25,520.00	
Board of Directors Totals	11,000.00	16,000.00	16,000.00	16,000.00	
Facilities Totals	656,153.00	220,245.00	284,754.00	407,323.00	
Transportation/Nutrition Totals	45,000.00	158,200.00	159,000.00	159,400.00	
Other	5,500.00	71,000.00	71,000.00	71,000.00	
EXPENSE TOTALS	\$1,000,284.00	\$1,501,484.86	\$1,870,256.62	\$2,124,758.27	
Operating Income (Loss)	4,716.00	131,909.85	123,155.44	45,711.50	

F2: Three-Year Operating Budget

Idaho Public Charter School Commission Charter Petition: Budget Assumptions

School Name: **Project Impact STEM Academy**

Revenue

Explanations Related to Key Revenue Line Items (required)

Estimated No. of Students for Each Year:	226	(266-see notes) 297	(327-see notes) 363	(357-see notes) 396	(386-see notes) 429	(386-see notes) 429
Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Year 4 Projected Budget	Year 5 Projected Budget
Less students (see notes):		31	36	39	43	43
Board Training Reimbursement	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00
Other Local Revenue						
Base Support (\$4,541.46/student)	1,026,369.96	1,208,028.36	1,485,057.42	1,621,301.22	1,753,003.56	1,753,003.56
Exceptional Child (\$61.10 per student)	13,808.60	16,252.60	19,979.70	21,812.70	23,584.60	23,584.60
Benefit Apportionment (11.9% total base)	122,138.03	143,755.37	176,721.83	192,934.85	208,607.42	208,607.42
Other State Support Total (details below)	231,001.18	261,358.38	307,653.11	330,421.01	352,429.98	352,429.98
State Facility funding (\$345/student)	77,970.00	91,770.00	112,815.00	123,165.00	133,170.00	133,170.00
Professional development	27,675.00	27,675.00	27,675.00	27,675.00	27,675.00	27,675.00
Content/Cirriculum (\$6.53 per student)	1,475.78	1,736.98	2,135.31	2,331.21	2,520.58	2,520.58
Leadership Premiums	15,168.00	15,168.00	15,168.00	15,168.00	15,168.00	15,168.00
Lottery/State Maintenance	16,640.00	16,640.00	16,640.00	16,640.00	16,640.00	16,640.00
Transportation (\$407.40 per student)	92,072.40	108,368.40	133,219.80	145,441.80	157,256.40	157,256.40
REVENUE TOTALS	\$1,397,317.77	1,633,394.71	1,993,412.06	2,170,469.78	2,341,625.56	2,341,625.56
15% value	\$209,597.66	\$245,009.21	\$299,011.81	\$325,570.47	\$351,243.83	\$351,243.83

Additional Notes or Details regarding Revenue: Support units used for Base Support calculations = 14.77 units, however our true support unit calculation is 15.78 units. We reduced our estimated student enrollment count by 10% to prepare for the possibility of not meeting full capacity. This gives PISA a very conservative budget.

Expenses by Category & Budget

Staffing (required)

CERTIFIED STAFF	Break-Even Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Year 4 Projected Budget		Year 5 Projected Budget	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Classroom Teachers												
K-5 Elementary Teachers (\$35,000 avg/ea +2%/yr)	6.0	210,000.00	6.0	210,000.00	7.0	249,200.00	6.0	227,136.00	6.0	236,222.00	6.0	245,670.00
6-12 Secondary Teachers (\$37,000 avg/ea +2%/yr)	5.0	185,000.00	5.0	185,000.00	8.0	299,700.00	10.0	379,694.00	11.0	425,028.00	11.0	433,529.00
Other Teachers [clarify in assumptions]												
Classroom Teacher Subtotals	11.0	395,000.00	11.0	395,000.00	15.0	548,900.00	16.0	606,830.00	17.0	661,250.00	17.0	679,199.00
Special Education												
SPED Director / Coordinator +2% annual increase	1.0	42,000.00	1.0	42,840.00	1.0	43,697.00	1.0	44,570.00	1.0	45,462.00	1.0	46,372.00
Sped Teacher							0.5	18,500.00	1.0	37,000.00	1.0	37,740.00
Special Education Subtotals	1.0	42,000.00	1.0	42,840.00	1.0	43,697.00	1.5	63,070.00	2.0	82,462.00	2.0	84,112.00
Other Certified Staff												
Administrator + annual 2% increase	1.0	75,000.00	1.0	75,000.00	1.0	76,500.00	1.0	78,030.00	1.0	79,591.00	1.0	81,182.00
Other Certified Staff Subtotals	1.0	75,000.00	1.0	75,000.00	1.0	76,500.00	1.0	78,030.00	1.0	79,591.00	1.0	81,182.00
CERTIFIED STAFF TOTALS	13.0	\$512,000.00	13.0	\$512,840.00	17.0	\$669,097.00	18.5	\$747,930.00	20.0	\$823,303.00	20.0	\$844,493.00

Notes or Details regarding Revenue: With this model we expect to hire newer teachers that have limited or no teaching experience in a traditional setting. The secondary teachers will likely have similar limited experience. As each new year starts with the intended enrollment increases we have added teachers as needed. We also budgeted for annual increases for existing staff of 2%. PiSA's founding board has planned for 1 certified teacher per grade in the K-5. This will account for 6 elementary teachers. In 6, 7 and 9th grade the teachers will have their 6-12 grade certifications in their respective subject matter. For example we will have 1- General Science, 1 English, 1 History, 1 Mathmatics and 1 Computer/Business teacher that will teach 6th 7th and 9th grade. Each additional year we will add 2 more secondary teachers with additional certifications to continue to broaden the options for our high school students. Once all 12 grade are introduced in year 4, we may find we need more than one specialized teacher per field. That will be determined by the director of education based on the needs of the students. Middle/High School will have a combination of 7 grades with 17 teachers and 6 paraprofessionals by year 4. PiSA feels these teacher to student ratios are good for kids. Year one has 24.75 students to certified teacher with most having a paraprofessional. Year two is 22.68 students to one teacher. In year three 22.63 students to one teacher. Year four is 22.58 student/teacher ratio.

CLASSIFIED STAFF (2% annual increase)		Break-Even Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Year 4 Projected Budget		Year 5 Projected Budget	
Position	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessionals- General (\$12/hr avg 1100 hrs)	6.0	93,600.00	6.0	93,600.00	8.0	124,800.00	9.0	140,400.00	10.0	156,000.00	10.0	156,000.00	
Paraprofessionals- SPED (\$12.50/hr avg 1100 hrs)					1.0	16,250.00	2.0	32,500.00	3.0	48,750.00	3.0	48,750.00	
Director of Operations	1.0	60,000.00	1.0	60,000.00	1.0	61,200.00	1.0	62,424.00	1.0	63,672.50	1.0	64,946.00	
Part-time secretaries (\$12/hr avg 1100 hrs)	1.0	12,000.00	1.0	12,000.00	1.0	12,240.00	1.0	12,485.00	1.0	12,735.00	1.0	12,990.00	
Food Service	1.0	15,300.00	1.0	15,300.00	1.0	15,300.00	1.0	15,300.00	1.0	15,300.00	1.0	15,300.00	
CLASSIFIED STAFF TOTALS	9.0	\$180,900.00	9.0	\$180,900.00	12.0	\$229,790.00	14.0	\$263,109.00	16.0	\$296,457.50	16.0	\$297,986.00	
BENEFITS		Break-Even Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Year 4 Projected Budget		Year 5 Projected Budget	
Type	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
PERSI	11.32%	\$78,436.28	11.32%	\$78,531.37	11.33%	\$101,843.90	11.34%	\$114,651.82	11.35%	\$127,092.82	11.36%	\$129,785.61	
Workers comp (est. \$480 per employee)		11,040.00		11,040.00		14,400.00		16,800.00		17,760.00		17,760.00	
FICA/medicare	7.65%	53,006.85	7.65%	53,071.11	7.66%	68,854.74	7.67%	77,546.69	7.68%	85,997.61	7.69%	87,856.64	
Group insurance		60,000.00		63,000.00		66,150.00		69,457.50		72,765.00		76,072.50	
Paid time off [clarify in assumptions]	1.16%	8,037.64	1.16%	8,047.38	1.17%	10,516.98	1.18%	11,930.26	1.19%	13,325.15	1.20%	13,709.75	
Substitute 12 days for teacher leave.		11,520.00		11,520.00		15,360.00		16,800.00		18,240.00		18,240.00	
BENEFIT TOTALS		\$222,040.77		\$225,209.86		\$277,125.62		\$307,186.27		\$335,180.57		\$343,424.50	
CERTIFIED & CLASSIFIED STAFF TOTALS		\$692,900.00		\$693,740.00		\$898,887.00		\$1,011,039.00		\$1,119,760.50		\$1,142,479.00	
TOTAL STAFF & BENEFITS TOTALS		\$914,940.77		\$918,949.86		\$1,176,012.62		\$1,318,225.27		\$1,454,941.07		\$1,485,903.50	

Additional Notes or Details regarding Staffing Expenditures: Paraprofessionals normally are in school 5 hours a day. We budgeted 6 hours assuming with our open model we will need more adult supervision in classroom management. The paraprofessionals that are budgeted will serve two purposes. One-substitution for teachers that are out of the office and two-extra helpers to assist teachers with crowd control and freeing teachers to work more individually with students. PiSA has budgeted for these paraprofessionals and will leave it to the Director of Education to allocate them where needed. For budget projections, four will be placed in K-5 and two in 6,7, and 9th grades in year 1. In year 2 paraprofessionals will have grown to 8 keeping K-5 the same and giving 6-10 a total of four. Year 3 and year 4 will gain one more paraprofessional for each new rollup year in high school where adding 33 students per year will occur. We have budgeted for one SPED paraprofessional in year 2, two in year 3 and three in year 4. Year one has a director of SPED and these paraprofessional will be brought on when the need arises but are budgeted just the same. The Director Operations will be in charge of Food Service, Lawn Care, Vendor Contracts unrelated to education, General Maintenance, Janitorial, IT Department and any other related to the facility or non-education items.

Educational Program (required)

Overall Educational Program & Special Programs Costs	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Year 4 Projected Budget	Year 5 Projected Budget
Professional Development (\$3000/per teacher in their first year) \$1200 after (Part-time Certified teachers only get the \$1200)	39,000.00	39,000.00	21,600.00	25,200.00	27,600.00	24,000.00
New Hire Training Estimated (2 a year)			6,000.00	6,000.00	6,000.00	6,000.00
Overall Educ Pgm & Special Pgms Subtotals	39,000.00	39,000.00	27,600.00	31,200.00	33,600.00	30,000.00
Elementary Program	Break-Even Budget	YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	YR 4 Projected Budget	YR 5 Projected Budget
Elementary Supplies Total (details below)	6,760.00	16,240.00	16,240.00	16,240.00	16,240.00	16,240.00
Work books - K-3rd (\$20/four subjects- student)	2,080.00	2,320.00	2,320.00	2,320.00	2,320.00	2,320.00
Other supplies K-5 (\$30/Child)	4,680.00	5,220.00	5,220.00	5,220.00	5,220.00	5,220.00
STEM Projects supplies K-5 (\$50/student)	7,800.00	8,700.00	8,700.00	8,700.00	8,700.00	8,700.00
Elementary Pgm Subtotals	14,560.00	16,240.00	16,240.00	16,240.00	16,240.00	16,240.00
Secondary Program	Break-Even Budget	YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	YR 4 Projected Budget	YR 5 Projected Budget
Secondary Supplies Total (details below)	4,350.00	6,750.00	11,250.00	19,500.00	15,750.00	15,750.00
Summit Curriculum is Free (4th-12th)						
Other supplies 6-12 (\$25/student)	1,450.00	2,250.00	3,750.00	4,500.00	5,250.00	5,250.00
STEM Project Supplies 6-12 (\$50/Student)	2,900.00	4,500.00	7,500.00	15,000.00	10,500.00	10,500.00
EDUCATIONAL PROGRAM TOTALS	50,110.00	61,990.00	55,090.00	66,940.00	65,590.00	61,990.00

Additional Notes or Details regarding Educational Program Expenditures: Professional Development may seem high but it is an important aspect of PISA. Our teachers will have a different teaching style that will take training and practice. We need to have funds to allow them to travel to like-kind schools and to attend the Summit Learning Platform in California. Summit pays for the travel expenses but PISA will still need substitute teachers for when training falls during the school year. Curriculum expenses will include work books for K-3rd, project materials, and teacher supplies. We also know that STEM curriculum isn't a normal expense, however the curriculum for STEM included in our Summit Learning Platform is free. STEM project material is where the cost is. Two of PISA's board members have experience running a STEM club for 3 years and can testify that STEM projects do not need to be expensive. This club has been able to do projects, activities and a set of curriculum for \$35 per student for the year giving the kids a project weekly. We expect PISA students will do one project every 1-2 months after they have mastered their subject material that is needed for each project. To give room in the budget we budgeted \$50 per student for the year.

Technology (required)

Wrong spot? Not sure where else to put it.

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Year 4 Projected Budget	Year 5 Projected Budget
Contract Services Total (details below)	50,600.00	50,600.00	50,600.00	50,600.00	50,600.00	50,600.00
Internet	2,600.00	2,600.00	2,600.00	2,600.00	2,600.00	2,600.00
Red Apple Financial (Book-Keeping Service)	48,000.00	48,000.00	48,000.00	48,000.00	48,000.00	48,000.00
Other Contract Services [clarify in assumptions]						
Technology Capital Outlay Total (details below)			10,500.00	5,250.00	5,250.00	-
Teacher's Computer for their teaching needs			600.00	300.00	300.00	
Computers secretary/lunch/admistration						
Computers for Elementary Grades						
Computers for Secondary Grades			9,900.00	4,950.00	4,950.00	
Technology fees & licenses	4,500.00	4,500.00	4,500.00	4,500.00	4,500.00	4,500.00
TECHNOLOGY TOTALS	\$55,100.00	\$55,100.00	\$65,600.00	\$60,350.00	\$60,350.00	\$55,100.00

Additional Notes or Details regarding Technology Expenditures: As a STEM School, we want Technology in the classroom. PISA is budgeting for 5 computer in each of the K-3rd classrooms instead of a central location for all computers to be. For our 4th grade classes through 12th grade each student will have their own chrome books (or like kind). 4-8th grades will keep their device at school with limited check out access to take them home. 9th-12th will take them home but return them to the school at the end of the year (similar to a text book) . We know we will have maintenance and additional computers to buy with this plan but we feel its too essential to what we want to accomplish in our learning platform. A similar high school budgeted for 7% breakage and built it into their contract with the supplier. At the end of last year they turned in their computers and only 2% breakage was reported, well below the contract level. The capital outlay costs are in the pre-opening expenses.

Non-Facilities Capital Outlay (required)

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Year 4 Projected Budget	Year 5 Projected Budget
Educational Pgm Cap. Outlay Total(details below)	-	-	42,800.00	25,520.00	25,940.00	4,940.00
Student Desks/Chairs			33,000.00	16,500.00	16,500.00	
White boards/Tables/Bookcases/Cabinets			5,000.00	2,500.00	2,500.00	
Teacher's & Admin Desks/Chairs/Tables			2,000.00	2,000.00	2,000.00	
2% for Repair/Replace			2,800.00	4,520.00	4,940.00	4,940.00
CAPITAL OUTLAY TOTALS	\$0.00	\$0.00	\$42,800.00	\$25,520.00	\$25,940.00	\$4,940.00

Additional Notes or Details regarding Non-Facilities Capital Outlay Expenditures: Most of these expenses in the preopening budget. As PiSA adds kids and teachers in the roll up years you will see additions to our furniture needed.

Board of Directors (required)

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Year 4 Projected Budget	Year 5 Projected Budget
Board Training	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00
Legal	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Audit	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
BOARD OF DIRECTORS TOTALS	\$16,000.00	\$16,000.00	\$16,000.00	\$16,000.00	\$16,000.00	\$16,000.00

Additional Notes or Details regarding Board of Directors Expenditures: PiSA's Governing Board Member, Cassie Zattiero, a licensed CPA and auditor. She assisted us allocated appropriate funds for audit. PiSA took the advise of PCSC on lowering the estimated cost of an attorney. Now as members of ISBA we expect many services that would have been otherwise had an attorney handle.

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	Year 4 Projected Budget	Year 5 Projected Budget
New Construction on a Stick built Structure				232,048.00	237,849.00	243,795.00
Lease payments for Mobile Classrooms	94,245.00	94,245.00	94,245.00			
Pre-Opening Loan payments (\$1 Million loan)	95,000.00	97,375.00	99,809.00	92,075.00	94,376.00	96,736.00
Facility Total Costs	189,245.00	191,620.00	194,054.00	324,123.00	332,225.00	340,531.00
Repairs and Maintenance	-	-	48,200.00	48,200.00	48,200.00	48,200.00
Utilities Total (details below)	23,625.00	28,625.00	42,500.00	35,000.00	35,500.00	28,000.00
Gas (Mobile 25% higher than stick built)	3,125.00	3,125.00	2,500.00	2,500.00	2,500.00	2,500.00
Electric (25% higher than stick built)	12,500.00	12,500.00	10,000.00	10,000.00	10,000.00	10,000.00
Water/Sewer/Trash	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00
Additional Hook Ups needed for roll up years			16,000.00	8,000.00	8,000.00	-
Janatorial Supplies	5,000.00	5,000.00	6,000.00	6,500.00	7,000.00	7,500.00
FACILITIES TOTALS	212,870.00	220,245.00	284,754.00	407,323.00	415,925.00	416,731.00

Additional Notes or Details regarding Facilities Expenditures: The first 5 years PiSA will be in a modular classroom structures. As PiSA works to pay down the pre-opening loan the plan is to continue to lease the modulars. In the prior budget lease payments were with Pacific Modulars two-60' x 60' mobile structures estimated at \$12,500 per month. However, due to the recent increase of some expenses they have shifted to a bid provided by Design Space Modular for three - 48' x 72' modular facilities at \$2,618 for each. Each structure has four class-rooms and two bathroom areas. In year two PiSA will add two more grades. This design will accomadate the students in this set up. Year 3 PiSA will out grow the space and will either have a new built facility to move into or it will add a double wide mobile classroom. These mobile classroom will be leased only and returned upon PiSA securing an new built structure/school. PiSA has received a letter of intent for funding from a developer for land and a new structure, set up costs for the modular structures and if needed our pre-opening budget. The pre-opening loan expense based on the proposal from Giza Development with a rental rate of 9.5% of total project costs. As for utilities; PiSA budgeted an increased of 25% more than a comparative school with the assumption mobiles will require more energy to maintain them verses a stick built structure. This percentage was suggested by Design West Architect the architect that designed the comparables school.

15% of revenue amount:	225,978	245,009	299,012	325,570	351,244	351,244
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Transportation/Nutrition (optional)						
Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget
Brown Bus Contract (\$583.71/child)	131,692.46	155,000.00	155,000.00	155,000.00	155,000.00	155,000.00
Special transportation (SPED, field trips, etc.)	3,200.00	3,200.00	4,000.00	4,400.00	4,800.00	5,200.00
TRANSPORTATION TOTALS	\$134,892.46	\$158,200.00	\$159,000.00	\$159,400.00	\$159,800.00	\$160,200.00

Additional Notes or Details regarding Transportation Expenditures: Comparable school receives \$110,000 for Transportation Support and spends \$155,000 for 270 kids. PiSA does not expect the same expenses. PiSA would like to partner with a school for busing, therefore expecting our expenses to be lower than the \$110,000. None-the-less until contracts are set, the budget will assume it will all be used for the purpose it was intended. After reviewing the notes from the PCSC it is recognized that until contracts are agreed upon, the assumption for full expense was used.

Other Expenses (optional)						
Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget
General Liability Ins	11,000.00	11,000.00	11,000.00	11,000.00	11,000.00	11,000.00
Contingency Reserve		60,000.00	60,000.00	60,000.00	60,000.00	60,000.00
OTHER TOTALS	\$11,000.00	\$71,000.00	\$71,000.00	\$71,000.00	\$71,000.00	\$71,000.00

Additional Notes or Details regarding Transportation Expenditures: We have a good contingency reserve. We know that there will be other items we have forgotten about on this sheet. We expect these funds to over compensate for any misc budget item we didn't account for.

Narrative: 1st Year Cash Flow

Early Distribution can be expected on Aug 1. We expect to have \$45,000 unused preopening roll over funds enter our 2018 fiscal budget. We have determined that staff begin in the middle of August on their 9 month contract paid over 12 months. However, their first pay check is not received until Septmber 25. Food sevice is left blank at this time. We are still weighing our options of offering lunch our first year. We have been discussing refrigerated vending machines allow kids to swipe their id cards for lunch purchases against their account. PiSA hopes to offer something like this in the near future but for year one this service is not likely. Transportation contracts would be during school session.

Financial Summary						
	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Year 4 Projected Budget	Year 5 Projected Budget
Revenues						
Board Training Reimbursement	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00
Other Local Revenue	-	-	-	-	-	-
Base Support	1,026,369.96	1,208,028.36	1,485,057.42	1,621,301.22	1,753,003.56	1,753,003.56
Exceptional Child	13,808.60	16,252.60	19,979.70	21,812.70	23,584.60	23,584.60
Benefit Apportionment	122,138.03	143,755.37	176,721.83	192,934.85	208,607.42	208,607.42
Other State Support Total (details below)	231,001.18	261,358.38	307,653.11	330,421.01	352,429.98	352,429.98
State Facility funding	77,970.00	16,640.00	16,640.00	16,640.00	16,640.00	16,640.00
Professional development	27,675.00	108,368.40	133,219.80	145,441.80	157,256.40	157,256.40
Content/Cirriculum (\$6.53 per student)	1,508.00	1,763.00	2,122.00	2,278.00	2,435.00	2,435.00
Leadership Premiums	15,168.00	15,168.00	15,168.00	15,168.00	15,168.00	15,168.00
Lottery/State Maintenance	16,640.00	16,640.00	16,640.00	16,640.00	16,640.00	16,640.00
Transportation (\$407.40 per student)	94,109.00	110,000.00	132,405.00	142,182.00	151,960.00	151,960.00
REVENUE TOTALS	\$1,397,317.77	1,633,394.71	1,993,412.06	2,170,469.78	2,341,625.56	2,341,625.56
Expenses	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Year 4 Projected Budget	Year 5 Projected Budget
Staff and Benefit Totals	\$914,940.77	\$918,949.86	\$1,176,012.62	\$1,318,225.27	\$1,454,941.07	\$1,485,903.50
Educational Program Totals	\$50,110.00	\$61,990.00	\$55,090.00	\$66,940.00	\$65,590.00	\$61,990.00
Technology Totals	\$55,100.00	\$55,100.00	\$65,600.00	\$60,350.00	\$60,350.00	\$55,100.00
Capital Outlay Totals	\$0.00	\$0.00	\$42,800.00	\$25,520.00	\$25,940.00	\$4,940.00
Board of Directors Totals	\$16,000.00	\$16,000.00	\$16,000.00	\$16,000.00	\$16,000.00	\$16,000.00
Facilities Totals	\$212,870.00	\$220,245.00	\$284,754.00	\$407,323.00	\$415,925.00	\$416,731.00
Transportation/Nutrition Totals	\$134,892.46	\$158,200.00	\$159,000.00	\$159,400.00	\$159,800.00	\$160,200.00
Other	\$11,000.00	\$71,000.00	\$71,000.00	\$71,000.00	\$71,000.00	\$71,000.00
EXPENSE TOTALS	\$1,394,913.23	\$1,501,484.86	\$1,870,256.62	\$2,124,758.27	\$2,269,546.07	\$2,271,864.50
Operating Income (Loss)	2,404.54	131,909.85	123,155.44	45,711.50	72,079.49	69,761.07

F3: First Year Cash Flow Projection

Cash Flow Budget Worksheet													
	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Total
Beginning Cash Balance	0.00	4,716.00	774,991.01	646,290.83	517,590.64	587,751.16	462,384.31	335,017.46	535,529.55	410,162.70	284,795.85	319,168.47	
Cash Inflows (Income):	Yr 1 Budget 266 enrollment												
Accts. Rec. Collections	25%	407,348.67			12%	195,527.36		20%	325,878.94		10%	162,939.47	1,596,806.80
Accts. Rec. Collections	31%	505,112.36											
Preopening Loan	1,000,000.00												1,000,000.00
Donations/Grants	5,000.00												5,000.00
Svg Accts moved for spending					10,000.00								10,000.00
Board Reimbursement												4,000.00	4,000.00
													0.00
Total Cash Inflows	<u>1,005,000.00</u>	<u>912,461.03</u>	<u>0.00</u>	<u>0.00</u>	<u>205,527.36</u>	<u>0.00</u>	<u>0.00</u>	<u>325,878.94</u>	<u>0.00</u>	<u>0.00</u>	<u>162,939.47</u>	<u>4,000.00</u>	<u>2,615,806.80</u>
Available Cash Balance	<u>1,005,000.00</u>	<u>917,177.03</u>	<u>774,991.01</u>	<u>646,290.83</u>	<u>723,118.00</u>	<u>587,751.16</u>	<u>462,384.31</u>	<u>660,896.40</u>	<u>535,529.55</u>	<u>410,162.70</u>	<u>447,735.32</u>	<u>323,168.47</u>	
Cash Outflows (Expenses):													
Certified Staff	29,167.00		42,736.67	42,736.67	42,736.67	42,736.67	42,736.67	42,736.67	42,736.67	42,736.67	42,736.67	42,736.67	456,533.70
Classified Staff	25,000.00	18,090.00	18,090.00	18,090.00	18,090.00	18,090.00	18,090.00	18,090.00	18,090.00	18,090.00	18,090.00	18,090.00	205,900.00
Benefits	15,114.00		18,767.49	18,767.49	18,767.49	18,767.49	18,767.49	18,767.49	18,767.49	18,767.49	18,767.49	18,767.49	202,788.90
Special Programs Cost		39,000.00											39,000.00
Elementary Curriculum	12,000.00	16,240.00											28,240.00
Secondary Curriculum		6,750.00											6,750.00
Technology Hardware	27,200.00												27,200.00
Technology Contracts	3,000.00	645.45	645.45	645.45	645.45	645.45	645.45	645.45	645.45	645.45	645.45	645.45	10,100.00
Furniture	171,150.00												171,150.00
Board Training		2,000.00					2,000.00						4,000.00
Legal/Audit	11,000.00	3,515.15	3,515.15	3,515.15	10,181.82	181.82	181.82	181.82	181.82	181.82	181.82	181.82	33,000.00
Mortgage on Mobiles		7,853.75	7,853.75	7,853.75	7,853.75	7,853.75	7,853.75	7,853.75	7,853.75	7,853.75	7,853.75	7,853.75	86,391.25
Preopening Loan	653,200.00	8,114.58	8,114.58	8,114.58	8,114.58	8,114.58	8,114.58	8,114.58	8,114.58	8,114.58	8,114.58	8,114.58	742,460.41
Repairs/Maintenance Savings		2,008.33	2,008.33	2,008.33	2,008.33	2,008.33	2,008.33	2,008.33	2,008.33	2,008.33	2,008.33	2,008.33	22,091.66
Utilities & Telephone	2,953.00	1,968.75	1,968.75	1,968.75	1,968.75	1,968.75	1,968.75	1,968.75	1,968.75	1,968.75	1,968.75	1,968.75	24,609.25
Misc	25,000.00												25,000.00
Janitorial		500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	5,000.00
Transportation		15,500.00	15,500.00	15,500.00	15,500.00	15,500.00	15,500.00	15,500.00	15,500.00	15,500.00	15,500.00	18,700.00	158,200.00
Food Service													0.00
Contract/Financial Comp.	20,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	64,000.00
Insurance	5,500.00	11,000.00											16,500.00
General Reserve		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	5,000.00	5,000.00	55,000.00
Subtotal	<u>1,000,284.00</u>	<u>142,186.02</u>	<u>128,700.18</u>	<u>128,700.18</u>	<u>135,366.85</u>	<u>125,366.85</u>	<u>127,366.85</u>	<u>125,366.85</u>	<u>125,366.85</u>	<u>125,366.85</u>	<u>125,366.85</u>	<u>91,276.85</u>	<u>2,383,915.17</u>
Saving Accounts	TOTAL SVG	TOTAL SVG	TOTAL SVG	TOTAL SVG	TOTAL SVG	TOTAL SVG	SVG TOTAL	SVG TOTAL	SVG TOTAL	SVG TOTAL	SVG TOTAL	SVG TOTAL	
Legal/Audits		3,515.15	7,030.30	10,545.45	712.12	893.94	1,075.76	1,257.58	1,439.40	1,621.21	1,803.03	1,984.85	1,984.85
Repairs and Maintenance		2,008.33	4,016.67	6,025.00	8,033.33	10,041.67	12,050.00	14,058.33	16,066.66	18,075.00	20,083.33	22,091.66	22,091.66
General Reserve		5,000.00	10,000.00	15,000.00	20,000.00	25,000.00	30,000.00	35,000.00	40,000.00	45,000.00	50,000.00	55,000.00	55,000.00
TOTAL REVENUE	<u>1,005,000.00</u>	<u>917,177.03</u>	<u>774,991.01</u>	<u>646,290.83</u>	<u>723,118.00</u>	<u>587,751.16</u>	<u>462,384.31</u>	<u>660,896.40</u>	<u>535,529.55</u>	<u>410,162.70</u>	<u>447,735.32</u>	<u>323,168.47</u>	
TOTAL EXPENSES	<u>1,000,284.00</u>	<u>142,186.02</u>	<u>128,700.18</u>	<u>128,700.18</u>	<u>135,366.85</u>	<u>125,366.85</u>	<u>127,366.85</u>	<u>125,366.85</u>	<u>125,366.85</u>	<u>125,366.85</u>	<u>128,566.85</u>	<u>91,276.85</u>	<u>2,383,915.17</u>
Ending Cash Balance	<u>\$4,716.00</u>	<u>\$774,991.01</u>	<u>\$646,290.83</u>	<u>\$517,590.64</u>	<u>\$587,751.16</u>	<u>\$462,384.31</u>	<u>\$335,017.46</u>	<u>\$535,529.55</u>	<u>\$410,162.70</u>	<u>\$284,795.85</u>	<u>\$319,168.47</u>	<u>\$231,891.63</u>	

Extended FY19 columns on next page

Cash Flow Budgeting Worksheet		2019-2020 Fiscal Year	
ROLLOVER			
231,891.63		174,029.96	
Jul-19	Aug-19		
32,587.91			
42,736.67	42,736.67		
18,767.49	18,767.49		
7,853.75			
8,114.58			
2,008.33			
1,968.75			
4,000.00			
5,000.00			
90,449.58	61,504.16		
264,479.54	174,029.96		
90,449.58	61,504.16		
174,029.96	112,525.80		

Appendix G: Facility Options

G1: Option 1

Idaho Public Charter School Commission Charter Petition: Facility Details

School Name: PROJECT IMPACT STEM ACADEMY	Details for (in order of preference): Option 1
Facility Name / Title: Hubbard	Option Status: Possible
Location Address: 882 Hubbard, Kuna Idaho	Primary Vendor Information (if applicable) John Browning First Service Group Real Estate (208)343-9393

Narrative

The preferred location is 882 Hubbard in Kuna. There are no buildings or structures. This bare land parcel sits adjacent to the Patagonia subdivision where city water and sewer hooks up are to the edge of the property. The location is only a few miles to Kuna High School and the same distance to the new purposed Kuna High School #2, due to open 2020. This would be a good location if PiSA for the area is still growing and this will gain public support. PiSA will need to build or rent mobile classrooms under this scenario. The property is for sale for \$350,000 and will require about \$80,000 for city service hook ups. There are no concrete sidewalks, lawn or asphalt driveways so PiSA has prepared \$100,000 in our budget for these expenses.

PiSA would want to build a more permanent structure with bathroom facilities, two office spaces, a conference room and break out rooms close to 35,000 square feet. However, with construction constraints, it would be extremely difficult to erect a structure in the time allowed. Mobile classrooms would be leased to meet the opening deadline. Working with Design Space Modular Buildings PiSA has a quote for three 48'x 72' (3,456 sf each) for \$7,854 per month total. With expected enrollment at 297 students we will use each structure as such: Structure #1 would house Reception, two offices, and three classrooms for K-2nd grades. Structure #2 would be more open with only two classrooms/style rooms housing 3-5th grades. Structure #3 would only have one classroom/style room and house 6,7 and 9th grades. With the expected roll-up of two grades in year 2, PiSA can push four grades in structure #2 and #3. By moving 6th grade into structure #2 7-10th grades would fit in structure #3. By year 3 we would have our new structure built by Giza Development. This would accommodate the growth needed in year 3 and 4 for our final roll up grades of 11-12th.

Strengths of this option is the possibility of the seller working with our financial situation. He is willing to take 15% down and hold the balance until after our lottery in the spring when more secured financing would be more readily available. The location is good for the city's continued growth and

the south side of Kuna is more desirable for commuters dropping kids off before going to work. The cost is less than other parcels similar in size with less desirable locations. The neighboring subdivision has a community pool so there may be possibilities of working a partnership in hopes of an aquatic program.

Draft Facility Budgets

Pre-Opening Expenses (required)

Description	Qty	Unit Cost	Total Cost	Comments
Land/Building Purchase	1	350,000.00	350,000.00	Purchase the 6.8 Acres property located at 882 Hubbard, Kuna Idaho 83634
Water/Sewer Hook Up Cost	10	8,000.00	80,000.00	City of Kuna quoted \$8,000 per water/sewer per connection. PiSA would need a connection for every 30 kids that will be attending if there is a kitchen facility. (297 estimate of kids Yr1)
3 Mobile Structures with Bathroom Facilities (SET UP FEE'S ONLY)	3	14,400.00	43,200.00	An open floor plan with a few conference rooms and break out rooms as show in our example
Traffic Pattern Survey	1	30,000.00	30,000.00	Quote from Kittleson Engineering (if needed)
Landscaping/Parking Lot/Sidewalks	1	100,000.00	100,000.00	Exterior work mostly functional with some grass for play area.
Utilities	6	1,708.00	10,250.00	Power and Gas connections and 6 months reserves
Property Insurance	6	200.00	1,200.00	Property Insurance for 6 months reserves
Janitorial Supplies	0	0	0	None needed prior to opening day.
		TOTAL Pre-Opening Costs	\$614,650.00	

Operating Expenses: Year 1 & Year 2 (required)

Description	Year 1 Qty	Year 1 Unit Cost	Year 1 Total Cost	Year 2 Qty	Year 2 Unit Cost	Year 2 Total Cost	Comments
Rent provided by Giza Development	1		\$58,330.00	1		\$59,788.00	614K at 9.5% of total projected cost for Land/Mobile Classroom/Facility Expenses
Mobile Structure Rental (\$2,618/month)	3 units	\$31,416.00	\$94,248.00	3 units	\$31,416.00	94,248.00	Three 48' x 72' structures
Building Maintenance/Repair	2	0	0	3	\$2,880.00	\$34,560.00	\$0.32 per sf for Estimated Structure Maintenance & Repair
Utilities	10,368sf	\$0.19	\$23,640.00	10,368sf	\$0.19	\$23,640.00	Using the budget 25% increase from stick built structure
Janitorial Supplies	10,368sf	\$0.04	\$4,977.00	10,368sf	\$0.04	\$4,977.00	Estimated to be around \$.04/sf
TOTAL Year 1 Costs			\$181,195.00	TOTAL Year 2 Costs			\$217,213.00

Operating Expenses: Year 3 (required) & Year 4 or Future Expansion (optional)

Description	Year 3 Qty	Year 3 Unit Cost	Year 3 Total Cost	4 / Exp Qty	Year 4 or Expansion Unit Cost	Year 4 or Expansion Total Cost	Comments
Rent provided by Giza Development	1		\$232,048.00	1		\$237,849.00	\$2,442,610 New Structure @ 9.5% rent until able to buy
Rent on Setup/Land	1		\$61,283.00	1		\$62,815.00	\$614K rent until able to buy
Mobile Structure Rental	3 units	\$2,618.00	\$94,248.00	3 units	\$2,618.00	\$94,248.00	Three 48' x 72' structures
Building Maintenance/Repair	1		\$46,695.00	1		\$46,695.00	Yr 2 - \$0.32 per sf for Estimated Building Maintenance & Repair
Utilities	22,205sf	\$0.16	\$42,634.00	22,205sf	\$0.16	\$42,634.00	Utilities are now lower due to a stick built structure @ \$.16/sf
Janitorial Supplies	22,205sf	\$0.04	\$10,837.00	22,205sf	\$0.04	\$10,837.00	Estimated to be around \$.04/sf
TOTAL Year 3 Costs			\$487,745.00	TOTAL Year 4 or Expansion Costs			\$495,078.00

List of Attachments

Attachments (required)

Attachment Title	Brief Description	Notes or Considerations
Bid from Design Space	Cost of 48' x 72' Building	Cost includes rental fee and set up
Memorandum of Understanding by Giza Development	Financing Rental Contract for Land, Infrastructure costs, Mobile classroom set up, pre-opening expenses	Rent on our loan for these startup costs



4055 S Eagleson Rd
Boise, ID 83705
Phone: 208-362-7587

Quotation

Customer:	Project Impact Stem Academy	Ship To:	Kuna
Attention:	trinafivestar@yahoo.com		
Phone #:	208-724-0465		

Date: 8/21/2017	Terms: Upon Invoice	Ship Via: Common Carrier
Salesperson: Steve Haynie	Quotation good for 30 days, subject to availability	

<u>Qty.</u>	<u>Description</u>		
1	48x72 classroom (4 rooms) 3500 Square feet 110K to purchase		
<u>Lease Pricing</u>			
<u>Building Charges</u>			
Lease Rate:	Based upon 48 Mo. Lease Term	Monthly	2,200
Deck/Ramp		Monthly	350
Property tax		Monthly	<u>68</u>
Total Monthly (excluding sales tax)			2,618
Total Rental for Term			125,664
<u>One Time Charges (Billed at start of Lease)</u>			
Delivery:			1,600
Installation:			6,800
Anchors			2,000
Painted wood skirting			<u>4,000</u>
		Sub-Total	14,400
<u>One Time Charges (Billed at end of lease)</u>			
Return Delivery:			1,600
Dismantling:			6,800
Remove anchors/ skirting- disposal			<u>2,500</u>
		Sub-Total	10,900
<u>Options</u>			
New foundation plans \$1500 if required with wet stamp			
		Total	150,964

- Sales Tax is not included in your quote above. Sales Tax (6%) is charged on all the materials and the monthly pricing including DOH fee's.
- DOH fee's and Sale Tax will be included on all invoices
- If buildings need to be rolled or nosed into place there will be additional costs. Please add \$65 for each additional tiedown; if required. If site is un-level or tires, axels & hitches need to be removed additional costs will apply.
- Set-up cost based on 1,500 p.s.f. soil bearing capacity.
- Pricing is based upon others providing all permits, fees, taxes, licenses, utility connections and preparation of a level, compact and accessible site. Pricing based upon non-prevailing wage.

Memorandum of Understanding

Project Impact STEM Academy

Kuna, Idaho

October 2, 2017

Dear PISA Board,

Giza Development is interested in providing land and facility build to suit lease for PISA. 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 approximately two years.

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



Giza Development Cost Proposal

290 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	
Initial Proposed Monthly Rent:	Based on 9.50% of total project costs
Annual Lease Escalations:	2.5%
Term of Lease:	20 years
Option to Purchase:	
Purchase Price years 4 and 5:	8.25% cap on the annual lease rate at purchase.

*Included in the construction costs:

\$100,000 Landscaping Allowance
 \$80,000 Kitchen Equipment Allowance
 \$9,000 Outdoor Sign

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.

G2: Option 2

**Idaho Public Charter School Commission
Charter Petition: Facility Details**

School Name: PROJECT IMPACT STEM ACADEMY	Details for (in order of preference): <input type="text" value="Option 2"/>
Facility Name / Title: Ash	Option Status: <input type="text" value="Unlikely"/>
Location Address: 642 S. Ash, Kuna Idaho	Primary Vendor Information (if applicable) Nick Hansen RE/MAX Capital City (208)371-8500

Narrative

Another location of interest is 642 S. Ash in Kuna. There are no buildings or structures. This bare land parcel of, 7 acres, sits next to the Brandywine Subdivision where city water and sewer hooks up are to the edge of the property. The location is on the South side of the railroad tracks, making it not ideal for our needs. It would meet the basic requirements and is very close to Falcon Ridge Charter so a busing partnership could be more realistic. This would be a quiet location and would not impact traffic. PiSA will need to build or lease mobile classrooms under this scenario. The property is for sale for \$400,000 and will require about \$80,000 for city service hook ups. There are no concrete sidewalks, lawn or asphalt driveways so PiSA has prepared \$100,000 in our budget for these expenses.

PiSA would want a basic structure with bathroom facilities, a few office spaces, conference rooms and break out rooms. Mobile classrooms would need to be leased until a new built structure is attainable. Working Giza Development it is likely after our second year of opening, a new built structure would erected by Giza and rented to PiSA until it could be purchased 4-5 years later. Until then PiSA would intend to rent three 48' x 72' mobile classrooms for its first 2 years.

Strength of this option is the possibility of the seller working with our financial situation. He is willing to take 10% down and hold the balance until after our lottery in the spring when more secured financing would be more readily available. The cost is more than other parcels similar in size due to the multiple uses the land can be used for. It is within our budget but its higher than we would like to spend.

Draft Facility Budgets

Pre-Opening Expenses (required)

Description	Qty	Unit Cost	Total Cost	Comments
Land/Building Purchase	1	400,000.00	400,000.00	Purchase the 7 Acres property located at 642 S. Ash, Kuna Idaho 83634
Water/Sewer Hook Up Cost	10	8,000.00	80,000.00	City of Kuna quoted \$8,000 per water/sewer per connection. PiSA would need a connection for every 30 kids that will be attending if there is a kitchen facility. (297 estimate of kids Yr1)
3 Mobile Structures with Bathroom Facilities (SET UP FEE'S ONLY)	3	14,400.00	43,200.00	An open floor plan with a few conference rooms and break out rooms as show in our example
Traffic Pattern Survey	1	30,000.00	30,000.00	Quote from Kittleson Engineering (if needed)
Landscaping/Parking Lot/Sidewalks	1	100,000.00	100,000.00	Exterior work mostly functional with some grass for play area.
Utilities	6	1,708.00	10,250.00	Power and Gas connections and 6 months reserves
Property Insurance	6	200.00	1,200.00	Property Insurance for 6 months reserves
Janitorial Supplies	0	0	0	None needed prior to opening day.
TOTAL Pre-Opening Costs			\$664,650.00	

Operating Expenses: Year 1 & Year 2 (required)

Description	Year 1 Qty	Year 1 Unit Cost	Year 1 Total Cost	Year 2 Qty	Year 2 Unit Cost	Year 2 Total Cost	Comments
Rent provided from Giza Development	1		\$63,142.00	1		\$64,405.00	\$664,650 at 9.5% of total projected cost for Land/Mobile Classroom/Facility Expenses
Mobile Structure Rental	3 units	\$2,618.00/each	\$94,248.00	3 units	\$2,618.00/each	\$94,248.00	Three 48' x 72' structures
Building Maintenance/Repair	0	0	0	3		\$39,813.00	\$0.32 per sf for Estimated Structure Maintenance & Repair
Utilities	10,368sf	\$0.19	\$23,640.00	10,368sf	\$0.19	\$23,640.00	Using the budget 25% increase from stick built structure
Janitorial Supplies	10,368sf	\$0.04	\$4,977.00	10,368sf	\$0.04	\$4,977.00	Estimated to be around \$.04/sf
TOTAL Year 1 Costs			\$186,007.00	TOTAL Year 2 Costs			\$187,270.00

Operating Expenses: Year 3 (required) & Year 4 or Future Expansion (optional)

Description	Year 3 Qty	Year 3 Unit Cost	Year 3 Total Cost	4 / Exp Qty	Year 4 or Expansion Unit Cost	Year 4 or Expansion Total Cost	Comments
Rent provided by Giza Development	1		\$232,048.00	1		\$236,689.00	\$2,442,610 New Structure @ 9.5% rent until able to buy
Rent on Setup/Land	1		\$65,693.00	1		\$67,007.00	\$664,650 rent until able to buy
Mobile Structure Rental	3 units	\$2,618.00	\$94,248.00	3 units	\$2,618.00	\$94,248.00	Three 48' x 72' structures
Building Maintenance/Repair	1		\$46,695.00	1		\$46,695.00	Yr 2 - \$0.32 per sf for Estimated Building Maintenance & Repair
Utilities	22,205sf	\$0.16	\$42,634.00	22,205sf	\$0.16	\$42,634.00	Utilities are now lower due to a stick built structure @ \$.16/sf
Janitorial Supplies	22,205sf	\$0.04	\$10,837.00	22,205sf	\$0.04	\$10,837.00	Estimated to be around \$.04/sf
TOTAL Year 3 Costs			\$492,155.00	TOTAL Year 4 or Expansion Costs			\$496,796.00

G3: Option 3

Idaho Public Charter School Commission Charter Petition: Facility Details

School Name: PROJECT IMPACT STEM ACADEMY	Details for (in order of preference): Option 3
Facility Name / Title: TBD Swan Falls	Option Status: Possible
Location Address: TBD S. Swan Falls, Kuna Idaho	Primary Vendor Information (if applicable) Kim Tencich, Keller Williams Realty (406) 579-5705

Narrative

Another location of interest is TBD Swan Falls, Kuna Idaho 83634. There are no buildings or structures. This bare land parcel of 5.57 acres sits across the street from Ryan Meadows Subdivision. This lot is long in length and reaches across to an Access Street that connects to Luker Street. The subdivision Wild Meadows is on Luker Road. This property is located on the South side of the railroad tracks just down from the City park. The size of the lot is big enough for our structure and future expansion and gives us a large yard space for a playground. There are two access points to the land. Swan Falls is more residential and agricultural of an area. Access Street is near the an industry area. It is priced much more affordable than option 1 and 2. It would meet the requirements for our needs and is still close to Falcon Ridge charter so a busing partnership could be realistic. This would be a quiet location but could impact traffic on the junction at Swan Falls and Avalon. A traffic survey would likely be required. We have budgeted for this likelihood in all our options. PiSA will need to lease mobile classrooms under this scenario. The property is for sale for \$230,000 and will require about \$80,000 for city service hook ups. There are no concrete sidewalks, lawn or asphalt driveways so PiSA has prepared \$100,000 in our budget for these expenses.

PiSA would want to build a basic structure with bathroom facilities, a few office spaces, conference rooms and break out rooms. Due to time needed for new construction, mobile classrooms would be leased. We found that leasing three 48'x72' mobile classrooms would meet our students needs in year one and two. Mobile classrooms would need to be leased until a new built structure is attainable. Giza Development construction is likely after our second year of opening, a new built structure would be erected by Giza and rented to PiSA until it could be purchased 4-5 years later. Until then PiSA would intend to rent three 48' x 72' mobile classrooms for its first 2 years.

Strength of this option is the cost is much lower than Option 1-2. Another strength is the owner is willing to consider additional terms outside a cash offer.

Draft Facility Budgets

Pre-Opening Expenses (required)

Description	Qty	Unit Cost	Total Cost	Comments
Land/Building Purchase	1	230,000.00	230,000.00	Purchase the 5.57 Acres property located at South on Swan Falls, Kuna Idaho 83634
Water/Sewer Hook Up Cost	10	8,000.00	80,000.00	City of Kuna quoted \$8,000 per water/sewer per connection. PiSA would need a connection for every 30 kids that will be attending if there is a kitchen facility. (297 estimate of kids Yr1)
3 Mobile Structures with Bathroom Facilities (SET UP FEE'S ONLY)	3	14,400.00	43,200.00	An open floor plan with a few conference rooms and break out rooms as show in our example
Traffic Pattern Survey	1	30,000.00	30,000.00	Quote from Kittleson Engineering (if needed)
Landscaping/Parking Lot/Sidewalks	1	100,000.00	100,000.00	Exterior work mostly functional with some grass for play area.
Utilities	6	1,708.00	10,250.00	Power and Gas connections and 6 months reserves
Property Insurance	6	200.00	1,200.00	Property Insurance for 6 months reserves
Janitorial Supplies	0	0	0	None needed prior to opening day.
		TOTAL Pre-Opening Costs	\$494,650.00	

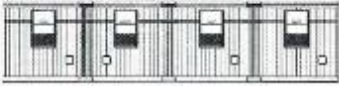
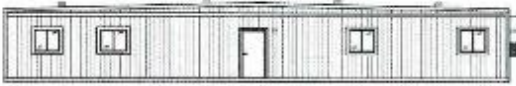
Operating Expenses: Year 1 & Year 2 (required)

Description	Year 1 Qty	Year 1 Unit Cost	Year 1 Total Cost	Year 2 Qty	Year 2 Unit Cost	Year 2 Total Cost	Comments
Rent provided from Giza Development	1		\$46,992.00	1		\$48,167.00	\$494,650 at 9.5% of total projected cost for Land/Mobile Classroom/Facility Expenses
Mobile Structure Rental	3 units	\$2,618.00/each	\$94,248.00	3 units	\$2,618.00/each	\$94,248.00	Three 48' x 72' structures
Building Maintenance/Repair	0	0	0	3		\$39,813.00	\$0.32 per sf for Estimated Structure Maintenance & Repair
Utilities	10,368sf	\$0.19	\$23,640.00	10,368sf	\$0.19	\$23,640.00	Using the budget 25% increase from stick built structure
Janitorial Supplies	10,368sf	\$0.04	\$4,977.00	10,368sf	\$0.04	\$4,977.00	Estimated to be around \$.04/sf
TOTAL Year 1 Costs			\$169,857.00	TOTAL Year 2 Costs			\$171,032.00

Operating Expenses: Year 3 (required) & Year 4 or Future Expansion (optional)

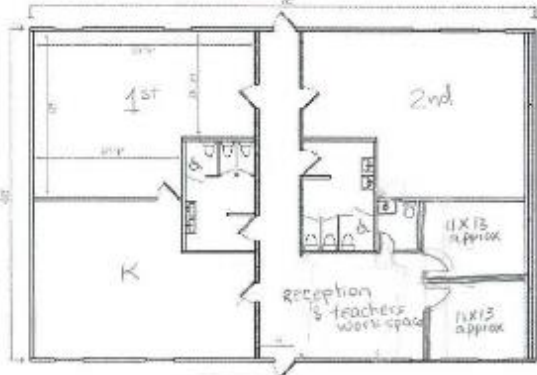
Description	Year 3 Qty	Year 3 Unit Cost	Year 3 Total Cost	4 / Exp Qty	Year 4 or Expansion Unit Cost	Year 4 or Expansion Total Cost	Comments
Rent provided by Giza Development	1		\$232,048.00	1		\$236,689.00	\$2,442,610 New Structure @ 9.5% rent until able to buy
Rent on Setup/Land	1		\$49,131.00	1		\$50,113.00	\$494,650 rent until able to buy
Mobile Structure Rental	3 units	\$2,618.00	\$94,248.00	3 units	\$2,618.00	\$94,248.00	Three 48' x 72' structures
Building Maintenance/Repair	1		\$46,695.00	1		\$46,695.00	Yr 2 - \$0.32 per sf for Estimated Building Maintenance & Repair
Utilities	22,205sf	\$0.16	\$42,634.00	22,205sf	\$0.16	\$42,634.00	Utilities are now lower due to a stick built structure @ \$.16/sf
Janitorial Supplies	22,205sf	\$0.04	\$10,837.00	22,205sf	\$0.04	\$10,837.00	Estimated to be around \$.04/sf
TOTAL Year 3 Costs			\$475,593.00	TOTAL Year 4 or Expansion Costs			\$479,216.00

G4: Mobile Classroom Option Designs


Four Classroom School Building Available Now!

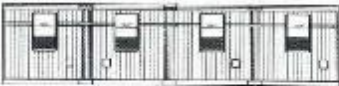

- 3456 square feet of office space
- Four classrooms over 800 sq ft each with two large windows that provide ample lighting
- Two large bathrooms with three toilets each
- Central heating and air conditioning
- Constructed with a steel beam outrigger chassis
- Carpet, ready flooring for a comfortable class environment
- Upgraded interior wall coverings and wood siding provides for a professional appearance.
- Buildings are completely insulated



Front Building

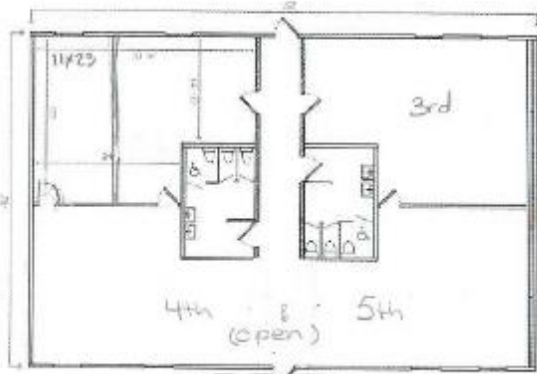
Note: Drawings and/or photos herein show approximate dimensions, layout and color merely depending on model's configuration.

<p>Your Local Sales Professional:</p> <p>Steve Haynie 208-362-7587</p>	<p>48' x 72' Classroom Building With 4 classes and 2 restrooms</p> <p>Delivered ready to use "On time and On Budget"</p>	 <p>DesignSpace MODULAR BUILDINGS</p> <p><small>From Vision to Reality - On Time and On Budget</small></p> <p>www.DesignSpaceModular.com</p>
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Four Classroom School Building Available Now!

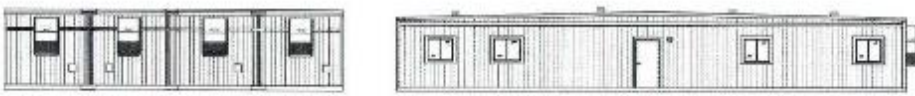
- 3456 square feet of office space
- Four classrooms over 800 sq ft each with two large windows that provide ample lighting
- Two large bathrooms with three toilets each
- Central heating and air conditioning
- Constructed with a steel beam outrigger chassis
- Carpet, ready flooring for a comfortable class environment
- Upgraded interior wall coverings and wood siding provides for a professional appearance.
- Buildings are completely insulated



2nd Building

Note: Drawings and/or photos herein show approximate dimensions, layout and color merely depending on model's configuration.

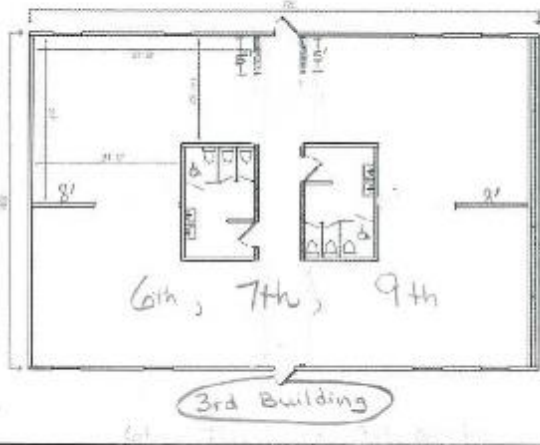
<p>Your Local Sales Professional:</p> <p>Steve Haynie 208-362-7587</p>	<p>48' x 72' Classroom Building With 4 classes and 2 restrooms</p> <p>Delivered ready to use "On time and On Budget"</p>	 <p>DesignSpace MODULAR BUILDINGS</p> <p><small>From Vision to Reality - On Time and On Budget</small></p> <p>www.DesignSpaceModular.com</p>
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Four Classroom School Building Available Now!

- 2400 square feet of office space
- Four classrooms over 800 sq ft each with two large windows that provide ample lighting
- Two large bathrooms with three toilets each
- Central heating and air conditioning
- Constructed with a steel beam outrigger chassis
- Carpet ready flooring for a comfortable class environment
- Upgraded interior wall coverings and wood siding provides for a professional appearance.
- Buildings are completely insulated

Note: Dimensions, materials and basic finishes are typical. Actual finishes, specifications and pricing subject to change without notice.



<p>Your Local Sales Professional: Steve Haynie 208-362-7587</p>	<p>48' x 72' Classroom Building With 4 classes and 2 restrooms</p> <p>Delivered ready to use "On time and On Budget"</p>	 <p>DesignSpace MODULAR BUILDINGS <small>Price Value to Quality On Time and On Budget</small></p> <p>www.DesignSpaceModular.com</p>
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Appendix H: Supporting Documentation

H1. General References

Works Cited

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Jolly, A. (2014, July 17). *Six Characteristics of a Great STEM Lesson*. Retrieved from Education Week Teacher: http://www.edweek.org/tm/articles/2014/06/17/ctq_jolly_stem.html

Jones, B. R. (1997). *Real-life problem solving: a collaborative approach to interdisciplinary learning*.

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Online articles

Education Week: [Differing Organizational Models Help Charters Divide Up the Load](#)

Vanderbilt Peabody College: [Starting Strong: Best Practices In Starting a Charter School](#)

Harvard Graduate School of Education: [Building a New Structure for School Leadership](#)

US News: [Bringing STEM Education to Underserved Communities](#)

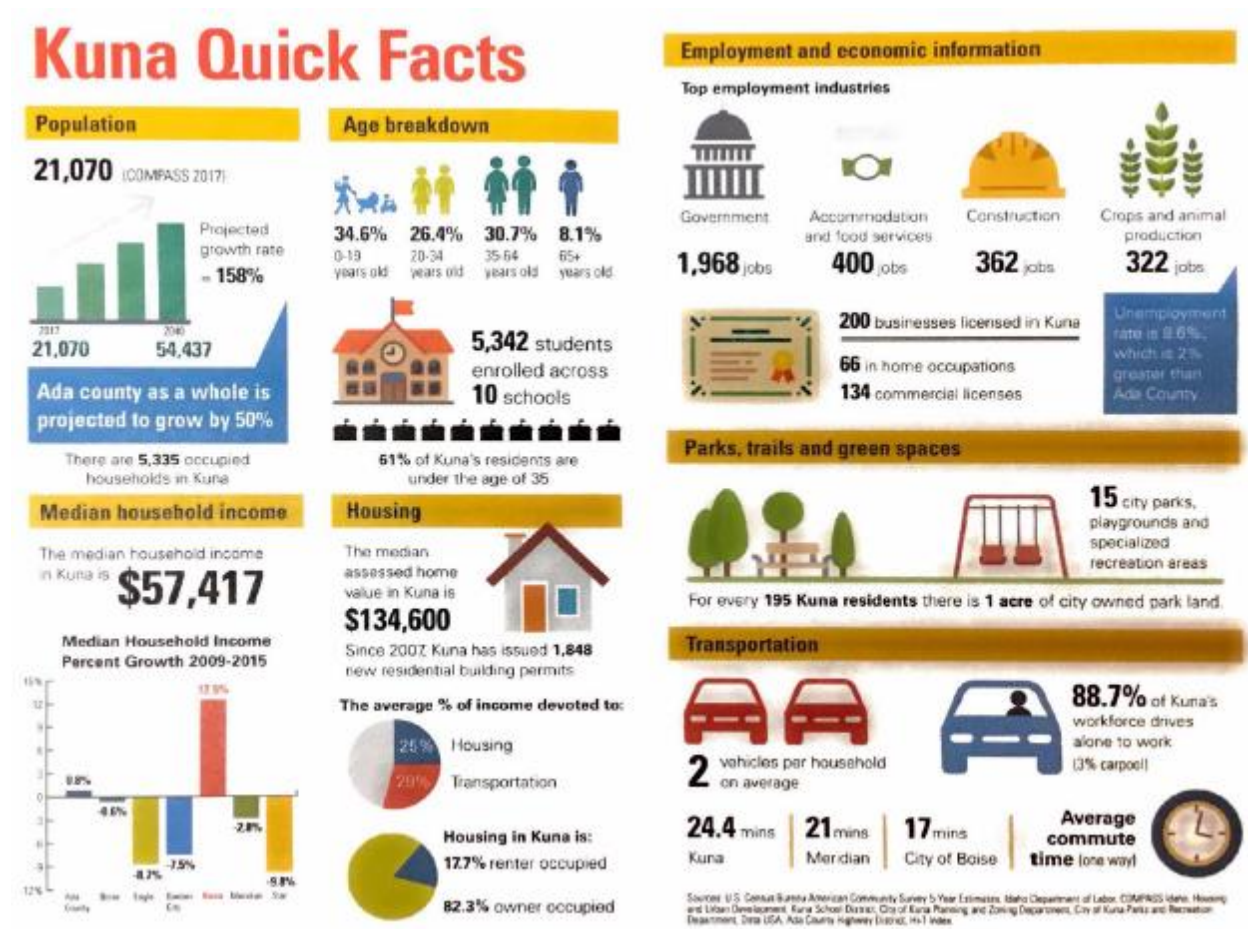
Idaho Statesman: [Article 136832393](#)

Reports

Summit Report: [The Science of Summit](#)

Kuna Middle School: [Synergy Program](#)

Flyer from recent Kuna City effort for new comprehensive planning (Envision Kuna Project):



Acoustical Analysis report by Geiler and Associates, LLC, (dated April 9, 2009)

Analysis and Recommendations

Open Plan Classrooms:

Mitigating acoustic reflections is more of a factor than overall reverberation time for designing the proper acoustic environment of open plan classrooms. Because of their open nature, it is possible for sound to travel uninhibited from one side of the open plan space to the other which could cause distractions and create a poor learning environment.

We recommend the following items in the open plan spaces:

1. We recommend carpeted finish flooring and the use of tackable acoustic panels on the walls in lieu of traditional cork tack boards. Both of these items would help mitigate sound reflections coming from the floor and walls. Hi Tack acoustic panels by Kinetics, or approved equal, would be acceptable.

2. We recommend a high NRC and AC rated ceiling tile with a minimum NRC rating of 0.95 and AC rating of 190. A ceiling tile such as Optima Open Plan by Armstrong, or approved equal, with an NRC 1.0 and AC 210 would be ideal. A tile such as the Painted Nubby Open Plan with an NRC 0.95 and AC 190 would be minimally acceptable.

3. We recommend the placement of cabinets, half walls and moveable partitions between the classroom spaces as much as possible. For example, a moderately high bookshelf placed between the line of sight of a teacher in one classroom and most of the students in the surrounding classrooms will help mitigate the teacher's voice travelling into other classrooms where it could become a distraction.

4. We recommend orienting the furniture in the classrooms so that adjacent classrooms are facing away from each other. In addition to reducing visual distractions between classrooms, sound is not as easily located when it arrives at the back of the head due to Head Related Transfer Functions and the way the human ear works. Sound travelling between the spaces will more likely resemble background noise than speech directed at them if students are facing away from each other.

5. We don't recommend the use of in-ceiling or wall mounted speakers for sound reinforcement in the classrooms. If speech reinforcement is needed, we would recommend the use of personal headphone receivers for students who need them.

Technology Quote excerpt from CMIT Solutions:

Budget Summary	
Computer Hardware	\$107,603.14
Multi-function Printer/Copier	\$13,474.32
Network Hardware/Config.	\$4,511.84
Total Costs	\$125,589.30

Network Hardware/Config.			
Qty.	Descriptions	Cost	Total
2	4U wall mount rack	\$39.99	\$79.98
1	8U wall mount rack	\$85.99	\$85.99
1	Shelf	\$35.99	\$35.99
3	Fiber patch cable	\$170.00	\$510.00
12	Ubiquiti AP AC Pro	\$149.99	\$1,799.88
1	Config & Installation	\$1,500.00	\$1,500.00
	Shipping		\$500.00
		Total	\$4,511.84

Multi-function Printer/Copier			
Qty.	Description	Price	Total
1	Lexmark CX923dxe (Duplex, 2500-Sheet Tandem Tray & 4.3-inch color touch screen) - 55ppm	\$8,352.43	\$8,352.43
1	CS92x/CX92x Staple, 2/3 Hole Punch Finisher	\$2,732.89	\$2,732.89
	Shipping		\$2,389.00
			\$13,474.32

Computer Hardware			
Qty.	Description	Price	Total
227	Chromebook 13 3380	449.65	\$102,070.55
2	Dell Latitude 5580	1319.21	\$2,638.42
2	Dell Docking Station	130.98	\$261.96
3	Dell 22" Monitors	198.36	\$595.08
1	Optiplex 3050 SFF	738.27	\$738.27
2	Wireless Keyboard & Mouse	49.43	\$98.86
	Shipping		\$1,200.00
			\$107,603.14

Rather than \$449.65 per Chromebook we are reviewing (and budgeting) the following:

Home / Technology & Services / Laptops / Laptop Computers / Laptop Computers / Product Details

Office Save \$20 on Office when you buy a new PC.

HP Chromebook 11 G5 11.6" Chromebook - Intel Celeron N3060 Dual-core (2 Core) 1.60 GHz - 4 GB DDR3L SDRAM - 16 GB Flash Memory - Chrome OS (English) - 1366 x 768 Item # 552806

Write the first review | Description | Share | Print



\$179.99 each

Add a Protection Plan (optional) ⓘ

No Protection | 2 Year Protection +\$29.99


Free delivery
Estimated delivery 3-5 business days

Qty

TAKE A PRODUCT TOUR

Furniture Cost example:

★★★★★ Read 2 Reviews | Write a Review




\$458.00 + Free Shipping

Save Oct October 19 18
See Custom Options


QTY: **ADD TO CART**
or **CHECKOUT WITH AMAZON**

Receive FREE shipping Talk to an Expert

Seat Color (Plastic)



Computer & Tech Furniture > Collaborative Technology Furniture > Interchange Diamond Desk Bundles > **Interchange Diamond Desk Bundle: Two 1-Student Diamond Desks + Two 2-Student Diamond Desks**




Order Now

Quantity: **\$689.95 ea.**

Quantity Discounts
3+ \$679.95 ea.

Select Top / Edgeband / Frame:




Select

ADD TO CART

Accessories

I-O Post Powered Network Tower

Qty: Prices start at \$995.00 [more info](#)



Click on a thumbnail to view larger image

H2. Organizational & Curricular References

Board Ethics Agreement

Project Impact STEM Academy

Board of Directors - Code of Ethics and Conduct

The Board of Directors for Project Impact STEM Academy desire to operate in the most ethical and conscientious manner possible and to that end the board adopts this Code of Ethics and each member of the board agrees that he or she will:

I. Governance Practices

- a. Recognize that Board authority is with the Board as a whole, not as individual members
- b. Support the delegation of authority to the School Directors for the day-to-day school operations subject to the policy making and supervisory authority of the Board.
- c. All Board decisions will occur during official Board meetings.
- d. All Board members will support the decisions made of the board in good faith
- e. Board members will encourage and respect the input and opinions of all Board members.

II. Policy Development

- a. The necessary policies for the governance of the school will be determined by the Board after full discussion and the opportunity for public comments in accordance with Idaho's open meeting laws.
- b. The Board will periodically review and evaluate the effectiveness of policies based on the impact on school operations and performance and alignment with applicable laws, rules and regulations.

III. Financial and Operational Oversight

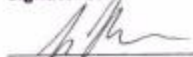

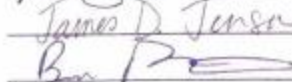
- a. The Board is responsible for the financial wellbeing of Project Impact STEM Academy.
- b. The Board will prioritize spending and use the of all funds and resources to promote the school's mission, vision, and educational program goals.
- c. The Board will support fundraising activities as deemed necessary and appropriate by the Board.
- d. Board members will strive to establish financial practices and reporting that result in accuracy and transparency.

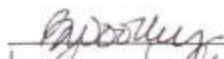

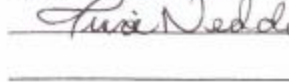
IV. Board Member Conduct

- a. Meetings shall be conducted in accordance with applicable laws and the Board bylaws.
- b. The Board shall seek to uphold all applicable federal and state laws and local ordinances.
- c. 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.
- d. The Board shall respect the confidentiality of information that is privileged, including all non-public session discussions.
- e. All Board members shall refrain from receiving any compensation, gifts, or remuneration of any kinds that would give rise to a conflict of interest and shall always conduct themselves in a manner consistent with the requirements of the Conflict of Interest Policy.

Date: 10/3/2017

Signatures:



 James D. Jensen




 Lisa Neddo


Idaho State Board Association Membership

From: Karen Echeverria <karen@idsba.org>
Date: October 5, 2017 at 3:06:33 PM MDT
To: Teresa Fleming <tfleming@pistem.org>
Cc: Krissy LaMont <krissy@idsba.org>, Jess Harrison <jessica@idsba.org>
Subject: RE: New Charter School Service

Teresa – I want to take a minute and congratulate you on becoming the newest member of the Idaho School Boards Association (ISBA). By becoming a member, your Board is now entitled to many services available through, and from, ISBA.

First and foremost, we are here to assist you with any of your needs. We are truly just a phone call away. In addition to that personal service, I have also attached a copy of our Membership Services Brochure. This Brochure outlines some of the more important services that are available to you.

We realize that you are not yet fully authorized so your needs will be slightly different than a fully authorized school. We are looking forward to working with you as you work your way through that process.

Morgan will be reaching out to you soon to get contact information for your school and all of your Board members. Once we receive that, we will add you all to our database and you should begin receiving emails from us as soon as that process is complete.

In addition, I have copied Krissy Lamont, Training Director, and Jess Harrison, Communications and Government Affairs Director. I will have both of them reach out to you to see if we can provide some initial training and to see what your needs are in relationship to policies for your school district.

In the meantime, should you have any questions, please feel free to contact me at any time. Once again, welcome to ISBA! *Karen*

Karen L. Echeverria
Executive Director
Idaho School Boards Association
P.O. Box 9797, Boise, ID 83707-4797 :: 1199 N Capitol Blvd Suite 503, Boise, ID 83702
www.idsba.org :: karen@idsba.org
208.854.1476 [office] :: 866.799.ISBA [toll-free]
208.890.6506 [cell] :: 208.854.1460 [fax]



Cognitive Skills Rubric

Domain	Dimension	High-level Description	References to Standards
Textual Analysis	Theme/Central Idea	Determining theme(s)/central idea(s) and explaining how they develop and interact in a text	CCSS.ELA-LITERACY.CCRA.R.2
	Point of View/Purpose	Understanding the point of view or purpose/intent of an author/speaker and how that point of view or purpose/intent shapes the message or meaning of the text	CCSS.ELA-LITERACY.CCRA.R.6
	Development	Analyzing the development of events, individuals, and ideas/concepts over the course of a text	CCSS.ELA-LITERACY.CCRA.RI.3
	Structure	Analyzing an author's structural writing choices and how they affect the clarity and effectiveness of arguments, explanations, or narratives	CCSS.ELA-LITERACY.CCRA.RI.5
	Word Choice	Analyzing the effect of language, specifically word choice, on the meaning, tone, or mood of a text, and explaining how word choice relates to context or medium	CCSS.ELA-LITERACY.CCRA.RI.4
Using Sources	Selecting Relevant Sources	Selecting sources that support answering a particular research question with relevant, credible information	C3 Framework for Social Studies (D2.His.4-9)
	Contextualizing Sources	Recognizing how a source is situated within the world of its origin (time period, location, culture, etc.) and explaining how the meaning of the source is shaped by those conditions	C3 Framework for Social Studies (D2.His.4-9)
	Synthesizing Multiple Sources	Synthesizing information across multiple sources to support an argument or explanation	
Inquiry	Asking questions	Developing focused, answerable inquiry and research questions	NGSS Science Practice 1: Asking Questions and Defining Problems. CCSS.ELA-LITERACY.CCRA.W.7

	Hypothesizing	Developing hypotheses and predictions	NGSS Science Practice 1: Asking Questions and 3: Planning and Carrying Out Investigations
	Designing Processes and Procedures	Developing step-by-step processes to follow in the course of answering problems/prompts or conducting inquiries/investigations	NGSS Science Practice 3: Planning and Carrying Out Investigations
Analysis and Synthesis	Identifying Patterns and Relationships	Analyzing and organizing information (including numerical and visual) to answer a question or solve a problem	NGSS Science Practice 4: Analyzing and Interpreting Data
	Comparing/ Contrasting	Identifying similarities and differences and using them to support, refine, or sharpen an argument or explanation	
	Modeling	Representing and translating concepts** with models, visual representations or symbols. OR Using appropriate tools to understand and analyze situations and to improve decisions ***"Concepts," in this dimension, refers to abstract situations/information, processes, and systems	NGSS Science Practices 2: Developing and Using Models. CCSS Math Practice 4: Model with Mathematics.
	Interpreting Data/Info	Developing justifiable interpretations of data and/or information from sources	NGSS Science Practice 4: Analyzing and Interpreting Data. CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others.
	Making Connections & Inferences	Connecting ideas and making inferences based on evidence or reasoning	CCSS.ELA-LITERACY.CCRA.R.1
	Critiquing the Reasoning of Others	Evaluating arguments, explanations, and solutions, including identifying logical fallacies and missteps	CCSS.ELA-LITERACY.CCRA.R.8 and CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others

	Justifying / Constructing an Explanation	Using logic and reasoning to justify a response or explain a phenomenon	NGSS Science Practice 6. Construction Explanations and Designing Solutions. CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others.
Writing/Composing	Argumentative Claim	Developing a strong argument through clear, well-sequenced claims in argumentative writing or speaking	CCSS.ELA-LITERACY.CCRA.W.1
	Informational/Explanatory Thesis	Constructing explanations or conveying ideas and information through clear, well-organized main and supporting ideas	CCSS.ELA-LITERACY.CCRA.W.2
	Narrative	Developing an oral or written narrative that relates connected experiences, events, procedural steps, or the like (whether they are real or imagined)	CCSS.ELA-LITERACY.CCRA.W.3, CCSS English Language Arts Appendix A, Definitions of the Standards' Three Text Types
	Counterclaims	Acknowledging and developing alternate or opposing positions	CCSS.ELA-LITERACY.CCRA.W.1
	Selection of Evidence	Using relevant and sufficient evidence to support claims** **In this dimension, which can be applied to both argumentative and explanatory tasks, "claims and subclaims" may also refer to theses/main ideas and supporting ideas.	CCSS.ELA-LITERACY.CCRA.W.1 and 2
	Explanation of Evidence	Analyzing how the selected evidence supports the writer's statements (e.g., claims, subclaims, counterclaims, main ideas, supporting ideas, inferences)	CCSS English Language Arts Appendix A, Definitions of the Standards' Three Text Types
	Integration of Evidence	Representing evidence objectively and accurately (via appropriate quotation, summary, and/or paraphrase) and integrating evidence smoothly and strategically to support an argument, explanation, or analysis	CCSS.ELA-LITERACY.CCRA.W.8

	Organization (Transitions, Cohesion, Structure)	Using paragraph/section structure and transitions to communicate with clarity and coherence	CCSS.ELA-LITERACY.CCRA.W.4
	Introduction and Conclusion	Framing a composition with an effective introduction and conclusion, including using the concluding paragraph(s) to extend ideas	CCSS.ELA-LITERACY.CCRA.W.1 and 2
Speaking and Listening	Discussion / Contribution	Communicating ideas and contributing to discussion through questioning, connecting, and probing	CCSS.ELA-LITERACY.CCRA.SL.1
	Preparation	Entering a discussion or presentation with high-quality evidence (notes, research, connections, questions)	CCSS.ELA-LITERACY.CCRA.SL.1
	Norms / Active Listening	Using roles and norms to support collegial discussions and completion of group work	CCSS.ELA-LITERACY.CCRA.SL.1
Products and Presentations	Style and Language (Tone, Academic Language, Syntax)	Using appropriate style in a written product, including academic language, tone, and syntax	CCSS.ELA-LITERACY.CCRA.L.3, CCSS.ELA-LITERACY.CCRA.L.6
	Oral Presentation	Using appropriate public speaking strategies to engage the audience and communicate points	
	Multimedia in Written Production	Integrating technology to create high-quality written products	CCSS.ELA-LITERACY.CCRA.W.6
	Multimedia in Oral Presentation	Integrating technology to create high-quality spoken presentations	CCSS.ELA-LITERACY.CCRA.SL.5
	Conventions	Using discipline-appropriate conventions to support clear expression of ideas and information	CCSS.ELA-LITERACY.CCRA.L.1, CCSS.ELA-LITERACY.CCRA.L.2
	Precision	Expressing ideas and information with exactness, specificity, and refinement	CCSS Math Practice 6: Attend to Precision

H3. Area Demand References

Community Survey

The full survey results and analysis can be seen here: [Survey Monkey Data Analysis Report](#)

Related News Articles

[Idaho Statesman 8/9/2017](#) : New Location for Kuna High School

[Kuna Melba News 7/26/2017](#): Increased City Budgets for growth

Letters of Support/Reference

HOME ADDRESS
P.O. BOX 267
MERIDIAN, IDAHO 83880
(208) 779-2022



STATE CAPITOL
P.O. BOX 83720
BOISE, IDAHO 83720-0081
ldenhartog@senate.idaho.gov

DISTRICT 22

Idaho State Senate**SENATOR LORI DEN HARTOG**

October 16, 2017

Idaho Public Charter School Commission Members
304 N. 8th Street, Room 242
Boise, Idaho 83702

RE: Project Impact STEM Academy
Proposed Public Charter School in Kuna, Idaho

Dear Honorable Commission Members,

We are writing to you to express our strong support for the proposed for Project Impact STEM Academy in Kuna, Idaho and to encourage your approval of their charter petition. We believe it will be an incredible asset to the community and a great benefit to the children and families who will make it their school of choice.

Kuna has experienced explosive growth in the last 15 years, and it does not appear to be slowing down any time soon. Many families are choosing to locate in Kuna for the family-oriented, small-town community feel. The current schools are bursting at the seams and working hard to meet the needs of all the students they serve. There is an increasing demand from parents, students, and employers for STEM programs in order to ensure that the students of today are prepared for the opportunities of tomorrow. These are prime conditions for opening a new public charter school in Kuna without negatively impacting enrollment at our traditional public schools.

A dedicated group of parents and board members have worked hard to develop a strong plan to meet the needs of the students in the Kuna area and to provide a choice for students and families. The charter petition is focused on providing an engaging, adaptive learning environment through the use of personalized learning plans, intentionally integrated curriculum, and mastery-based progression. This petition aligns with the education goals of the State of Idaho, and we believe this school will serve the needs of the students and families in the Kuna Community.

For the benefit of the students and families in Kuna, we urge you to approve this charter petition and expand school choice options in this vibrant and growing community.

Sincerely,

Handwritten signature of Senator Lori Den Hartog in cursive.

Senator Lori Den Hartog

Handwritten signature of Representative John Vander Woude in cursive.

Representative John Vander Woude



P.O. BOX 13
KUNA ID 83634
(208)922-5546
www.KunaCity.Id.gov

Mayor
Joe Stear

City Council
Members
Briana Buban-Vonder Haar
Richard Cardoza
Pat Jones
Greg McPherson

City of Kuna

October 11, 2017

Idaho Public Charter School Commission
Attn: Chairperson Reed

RE: Letter of Support for STEM Charter School

Dear Commissioners,

Thank you for the opportunity to share my support of STEM Charter School with you.

I have met with their Board of Directors and am confident they embrace the needs of the students in Kuna and will work with the families, City and local School District in maintaining the community pride in placing our youth's education as a priority.

Educational options are important to find the right or unique opportunity for all our students. STEM provides a positive approach to that goal. I am available for any additional input or questions.

Sincerely,

Joe Stear
Mayor



October 16, 2017

BOARD OF DIRECTORS:

OFFICERS:

Dave McFadyen
President

Todd Cooper
Vice President

Ann Swindell
Treasurer

Belinda Gordon
Secretary

DIRECTORS:

Rebecca Arnold
Dena Borgquist

Brian Burnett

Mark Chilas

Todd Cooper

Coby Dennis

Tammy de Weerd

Tricia Flynn

Mark Freeman

Laree Goodman

Todd Grande

Sylvia Hampel

Rod Hepponstall

Mark Johnson

Nick Kerte

Linda Payne Smith

Stacey Pewe

Evan Rainwater

Sarah Seidt

Gary Smith

Brad Stith

Shannon Stoeger

Charles Wilson

Brian Wonderlich

EXECUTIVE DIRECTOR

Colleen Braga

Idaho Public Charter School Commission
Attn: Chairman Alan Reed

Re: Letter of support for Project Impact STEM Academy

Dear Chairman Reed:

My name is Colleen Braga and I am the Executive Director of the Boys & Girls Clubs of Ada County. As an organization whose mission is to improve the lives of youth, I believe that all children deserve equal opportunities for a high quality education in a setting where they can thrive. For many youth, the traditional public school setting is fine. Others, however, require a learning environment that is better suited to their interests and to their individual learning style. I believe that parents should have choice in how their children are educated and for that reason I am writing in support of the application being submitted by Project Impact STEM Academy.

The Boys & Girls Clubs of Ada County is a strong partner with Kuna School District; we have served hundreds of Kuna youth on school grounds over the past 10 years. The Boys & Girls Club actively seeks opportunities to expand our programs to serve more kids, and we believe that partnering with Project Impact STEM Academy will allow us to widen our reach in Kuna. We also like that the school will have a STEM-based focus, as there is sure to be a great need for employees with STEM skills in the workforce of the future.

I look forward to partnering with Project Impact STEM Academy and providing more opportunities for Kuna youth.

Sincerely,

Colleen Braga
Executive Director

WWW.ADACLUBS.ORG

March 8, 2017

Re: Letter of Recommendation for Dan Neddo

Dear Selection Committee:

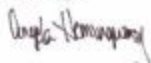
I am pleased to write a letter of recommendation for Dan Neddo. I have worked closely with Dan for the past seven years and I have seen first-hand his dedication to teaching. We first met when Dan served as a substitute for my high school science and research classes. This is where I had the opportunity to see him in action and to hear student request that he serve as a sub again in my absence. His passion for teaching is evident and his knowledge of science, technology, engineering, and math (STEM) is immense. He has a unique approach for conveying complex material in a way students can understand. He has the ability to design labs that teach both science and engineering concepts in an interesting manner, allowing his students to truly experience the hands-on aspect of STEM.

Currently, he is the STEM Academy Administrator and educator at Columbia High School in the Nampa School District. Dan was integral in setting up and implementing the STEM Academy which is in its third year in the Nampa School District. In addition to being the driving force in the implementation of the STEM Academy, he also serves as a physical science, physics, and engineering teacher. He works tirelessly to bring real world experiences to his students, engaging with industry professionals who serve as mentors to his students. He writes grants and creates innovative curriculum to ensure that his students have opportunities that transcend the walls of his classroom, giving students the 21st century skills that are necessary for the workforce such as critical and creative thinking, collaboration, teamwork, and problem-solving. Recently, Dan transitioned to overseeing eight teachers as they worked on various project-based learning units. He is constantly seeking to improve teaching opportunities for colleagues and to provide additional opportunities for students. Dan has a clear vision of STEM education for his students, colleagues, and the STEM program as a whole.

Dan's professional experience outside of the classroom serves to enhance his classroom teaching. He is heavily involved in student competitions including VEX Robotics, Science Olympiad, Future Cities, FIRST Robotics, and Idaho Science and Engineering Fair. Through these competitions, students gain exposure to a variety of challenging, real-world problems and use teamwork and collaboration to solve complex issues. In addition to getting students involved in science competitions and hands-on research projects, Dan also finds service opportunities to allow students to give back to their community. He runs an after school "STEM Klub" in Kuna for middle school students. The Klub is devoted to providing after school time for students to prepare for participation in competitions. The Klub also hosts an annual Family STEM event giving students the opportunity to design hands-on activities for the community of Kuna. In partnership with the Idaho STEM Action Center, Nampa School District, Falcon Ridge Public Charter School, College of Western Idaho and members of the Homeschool Association, students provide these interactive opportunities to others from throughout the community and illustrating the hands-on nature of STEM. Dan is also a member of the Falcon Ridge Public Charter School Board.

Dan Neddo is truly a unique educator. He has the perfect blend of knowledge, teaching skills, communication abilities, dedication outside of the classroom, and professional leadership that make him an inspiration for other education professionals. Because of his dedication both inside and outside of the classroom, he has won numerous teaching awards and professional recognitions. He is focused, goal-oriented, multi-talented, and an educational leader who is well-known throughout Idaho. He is an exceptional teacher and a well-respected educator throughout the teaching community. He has a desire and passion for teaching that is intense and rare. His desire to succeed will allow him to accomplish his goals. Because of Dan's drive and dedication, I give him my highest recommendation.

Sincerely,



Angela Hemingway
Executive Director
Idaho STEM Action Center
Office of the Governor
802 W. Bannock
Boise, ID 83702
Angela.Hemingway@STEMIdaho.gov
208-332-1726



Fleming Construction & Support, LLC

October 16, 2017

Project Impact STEM Academy, Inc. (PiSA)
PO Box 636
Kuna, Idaho 83634

RE: Letter of Support & Financial Intent

PiSA Board of Directors:

I am writing this letter to note my support of the mission and vision of Project Impact STEM Academy. There is a clear need for additional educational options within the growing community of Kuna. Beyond this general growth need, the PiSA educational environment will be beneficial to our youth, our businesses, and ultimately our community.

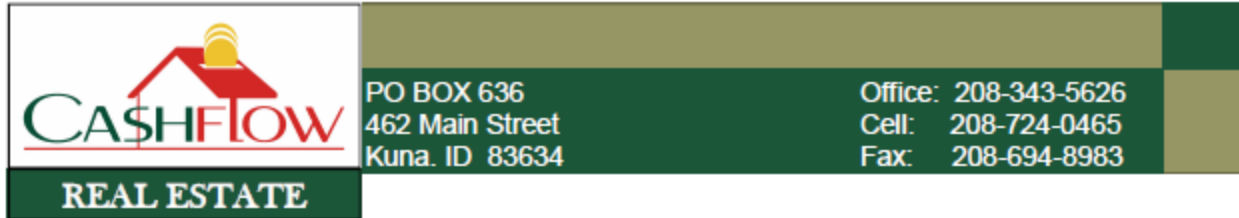
As a former student, and parent of students that have graduated from the traditional district school, I believe I would have greatly appreciated the additional choice in educational opportunities.

It is my intent to provide financial support in the amount of \$1,000 upon the charter's authorization by the Public Charter School Commission.

Sincerely,

A handwritten signature in black ink that reads "Eric J. Fleming". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Eric J. Fleming
Owner
Fleming Construction & Support, LLC
9299 Stewart Road, Meridian
Idaho, 83642



October 16, 2017

Project Impact STEM Academy, Inc. (PiSA)
PO Box 636
Kuna, Idaho 83634

RE: Letter of Support & Financial Intent

PiSA Board of Directors:

I am writing this letter to note my support of the mission and pledge my support of Project Impact STEM Academy. There is a clear need for additional educational options within the growing community of Kuna. Great programs exist but are not sustainable. As a wife of a husband that attended all K-12 in Kuna this statement rings true. Amazing programs he participated in are not available for my children today. With the world changing so rapidly Kuna's youth, my children, will experience a future job market experience so drastically different from mine or my parents. They need to be prepared differently than I was and that is why I feel this model is so important. It changes the "way" they learn... not what they learn!

As a parent of students in the Kuna School District, I know my children deserve additional choice in educational opportunities. I don't have the financial means to enroll in private schools, I don't have the mental needs to homeschool. My options are limited and I imagine, I am not alone!

It is my intent to provide financial support in the amount of \$4,000 upon the charter's authorization by the Public Charter School Commission.

Sincerely,

A handwritten signature in black ink, appearing to read "Trina Neddo".

TRINA NEDDO

Cashflow Real Estate
(208) 724-0465 Cell
(208) 694-8983 Fax

H4. PiSA Handbooks

Board Orientation

Board Orientation Chart

The following is an overview of the information that will be conveyed to new board members at their orientation. These materials can be presented in person and in writing at an orientation meeting.

Information	Issues	Presentation Options
About the Organization		
Program	Inspire within new board members a passion and commitment for the outcomes of the organization – what it does, whom it serves, what difference it makes – Their passion will motivate their actions	<ul style="list-style-type: none"> • Talk to them about what is important in their lives and connect it to the mission. • Tour of facilities • Visits to the school or if possible participation in program • Engage them in small setting to talk with student, staff • Video, slides, film presentation • Short presentations of recent stories/programs
Finances	Provide new board members with easy to read summaries of financial information – source of each channel of income, how it is spent, and the state of the organization’s financial health, including their role in fund-raising.	<ul style="list-style-type: none"> • Provide a short team presentation with the Directors, business manager and Finance Chair for overview and questions • Provide financial history as well as current Background materials (recent audit, budget, financials), narrative and if possible - graphically presented, • Discuss and provide action plan of the fundraising strategy
History	Root each member in an understanding of the history of the organization. Help each new board members see their own participation as part of the organization’s ongoing story.	<ul style="list-style-type: none"> • Story about the founders vision • Tales about start up challenges • Stories told by “old timers” and former clients • Pictures, scrape books • Written materials
Strategic Direction	Present a framework for the plan for the future so that new board members see their own participation as part of the organization’s ongoing story.	<ul style="list-style-type: none"> • Presentation/discussion by the executive directors or board chair • Copy of strategic plan (or other documents, especially mission statement, if no plan is available)
Organizational Structure	Introduce the staff and talk about how the work really gets done in order to help new board members understand who does what and lines of accountability.	<ul style="list-style-type: none"> • Copy of the bylaws, IRS determination letter • Organization chart • Introduction to key staff members • Invite one staff member to each board meeting to give 10 minutes on what they do
Board Roles	Talk with new members to ensure that they understand the role of the board and can envision where they will fit in.	<ul style="list-style-type: none"> • Presentation/discussion, preferably with the whole board involved. • Written materials • One to one with President

		<ul style="list-style-type: none"> • Board Member Job Description and Agreement
Board Member Responsibilities	Ensure that new board members understand their own responsibilities as board members.	<ul style="list-style-type: none"> • Presentation/discussion • Signed agreement (job description), including conflict of interest and ethics statement.
Board Operations	Help new board members understand how the board operates so that they may participate effectively.	<ul style="list-style-type: none"> • Board manual • Board mentors • Committee charges and member lists • Meeting schedule
Board Members	Facilitate new board member integration with the other members.	<ul style="list-style-type: none"> • List of board members and biographical data • Time set aside for social interaction • A fun and quality Orientation
Skills	How to read a financial statement. Meeting and Voting processes	<ul style="list-style-type: none"> • Written materials, ByLaws • Presentation by the treasurer or finance committee

* As adapted from the work of Chuck Loring, Loring, Stenberg & Associates

Staffing Professional Development and Evaluation

PiSA will adopt the developmental process' outlined here: [Idaho Principal Evaluation Forms & Tools](#)

On December 4, 2017, PiSA submitted three additional documents regarding the facility and financing plan. PCSC staff have included these documents below, in their entirety.

PISA Estimated development costs

Development Costs

12/1/2017

Land/Acquisition Costs		
building Square Feet	27,000	sf
Land acreage 5 or Square Feet	217,000	sf

5 acres \$ 400,000

Roll back taxes

Total Land/Acquisition Costs \$ 400,000 \$ 1.84 per sf

Hard/Construction Costs

Building Cost	\$ 2,890,112	
Off site Costs	\$ 75,000	
Total Hard/Construction Costs	\$ 2,965,112	\$ 109.82 per sf

Soft/Development Costs

Architectural/struc/mep	\$ 133,430	
Engineering	\$ 15,500	
Phase I	\$ 2,500	
Geotech Report	\$ 6,500	
traffic study	\$ 5,800	
Closing Costs	\$ 13,500	
Legal	\$ 120	
Loan Points	\$ 35,000	
Property Taxes	\$ 12,000	
Impact Fees	\$ 98,000	

Interest Reserve \$ 105,000

Special Inspections \$ 22,000

School discrecnary fund

Broker fees

Development Management \$ 195,000

Contingency \$ 205,000

Total Soft/Development Costs \$ 849,350 \$ 31.46 per sf

Total Development Costs \$ 4,214,462 \$ 156.09

Initial Annual Rent \$ 400,373.89 9.5% CAP on total costs

Annual Rent Year 2 of Building \$ 410,383.24 2.5% annual lease escalator

Sale price in Year 2 of Building \$ 4,974,342.32 8.25% cap on Year 2 lease



Memorandum of Understanding

Project Impact STEM Academy

Kuna, Idaho

December 2, 2017

Dear PISA Board,

Giza Development is interested in providing land and facility build to suit lease for PISA. 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 that will happen in when enrollment make the expansion financially viable. Financial viability will be mutually agreed to by Tenant and Landlord.

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

290 Students

Cost is submitted based on the following:

Total Finished Square Feet	20,000-27,000 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	
Initial Proposed Monthly Rent:	Based on 9.50% of total project costs
Annual Lease Escalations:	2.5% in Years 2-8. It will be capped beginning in year 9.
Term of Lease:	20 years
Option to Purchase:	
Purchase Price years 3 through 5:	8.25% cap on the annual lease rate at purchase.

*Included in the construction costs:

\$100,000 Landscaping Allowance

\$80,000 Kitchen Equipment Allowance

\$9,000 Outdoor Sign

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.

Project: **Bonneville Academy**

Address: 800 West Montauk Lane
Stansbury Park, UT

Owner: Giza Development
Mike Wright
mwright@sahara1.com

Date: 10-31-2016



Page 1	Totals
Division 01 - General Requirements	208,100
Division 02 - Existing Conditions	-
Division 03 - Concrete	333,900
Division 04 - Masonry	5,800
Division 05 - Metals	97,190
Division 06 - Wood, Plastics, Composites	842,650
Division 07 - Thermal and Moisture Protection	441,128
Division 08 - Openings	252,303
Division 09 - Finishes	528,860
Division 10 - Specialties	76,920
Division 11 - Equipment	99,000
Division 12 - Furnishings	82,500
Division 13 - Special Construction	-
Division 14 - Conveying Equipment	52,000
Division 21 - Fire Suppression	100,300
Division 22 - Plumbing	198,000
Division 23 - Heating, Ventilating, and Air Conditioning (HVAC)	288,000
Division 25 - Integrated Automation	-
Division 26 - Electrical	536,151
Division 27 - Communications	55,466
Division 28 - Electronic Safety and Security	15,000
Division 31 - Earthwork	238,108
Division 32 - Exterior Improvements	483,703
Division 33 - Utilities	217,171
Division 50 - Soft Costs and Contracting Requirements	317,894
Subtotal:	5,470,143

Notes:	Total: \$ 5,470,143.44
Permits and Utility Connection/Impact Fees are not included	Price per Ft: 109.05
Winter Conditions are not included	
Rock Excavation is not included	
	Soft Costs: \$ -
	Price per Ft: -
	Vertical Costs: \$ 4,431,265.85
	Building Sq. Footage: 50,160
	Price per Ft: 88.34
Bid Proposal is based on the following plan set...	Site Costs: \$ 1,038,877.58
Architectural Drawings: 10.05.2016	Land Sq. Footage: 196,020
Civil Drawings: 10.05.2016	Price per Ft (Land): 5.30
Soils Report Dated: 10.07.2016	

		Amount	Totals
Page 2			
<u>Division 01 - General Requirements</u>			208,100
1-30	Project Management and Coordination (superintendent)	104,800	
1-40	Quality Requirements (testing, permits & fees)	27,000	
1-50	Temporary Facilities and Controls (SWPP, temp utilities, office, storage, toilet, traffic control, temp fencing, security)	43,000	
1-70	Execution and Closeout Requirements (survey, waste disposal, final cleaning)	33,300	
<u>Division 02 - Existing Conditions</u>			-
2-20	Assessment	-	
2-30	Subsurface Investigation	-	
2-40	Demolition and Structure Moving	-	
2-50	Site Remediation	-	
2-80	Facility Remediation	-	
<u>Division 03 - Concrete</u>			333,900
3-20	Concrete Reinforcing	19,500	
3-30	Cast-in-Place Concrete	289,800	
3-35	Concrete Finishing	4,300	
3-40	Precast Concrete	-	
3-50	Cast Decks and Underlayment	20,300	
<u>Division 04 - Masonry</u>			5,800
4-20	Unit Masonry (reinforcement, brick, CMU)	5,800	
4-40	Stone Assemblies	-	
4-70	Manufactured Masonry	-	
<u>Division 05 - Metals</u>			97,190
5-20	Metal Joists	-	
5-30	Metal Decking	-	
5-40	Structural Steel (Columns, Beams, etc.)	39,990	
5-50	Metal Fabrications	9,200	
5-70	Decorative Metal	48,000	
<u>Division 06 - Wood, Plastics, Composites</u>			842,650
6-10	Rough Carpentry	838,600	
6-40	Architectural Woodwork	-	
6-80	Composite Fabrications	4,050	
<u>Division 07 - Thermal and Moisture Protection</u>			441,128
7-10	Dampproofing and Waterproofing	2,350	
7-21	Thermal Insulation	65,778	
7-24	Exterior Insulation and Finish Systems	188,100	
7-31	Shingles and Shakes	-	
7-40	Roofing and Siding Panels	6,400	
7-50	Membrane Roofing	170,000	
7-60	Flashing and Sheet Metal	-	
7-90	Joint Protection	8,500	

		Amount	Totals
Page 3			
<u>Division 08 - Openings</u>			252,303
8-11	Metal Doors and Frames	78,543	
8-14	Wood Doors	-	
8-30	Specialty Doors and Frames	33,675	
8-40	Entrances, Storefronts, and Curtain Walls	77,030	
8-50	Windows	63,055	
8-60	Roof Windows and Skylights	-	
8-70	Hardware	-	
<u>Division 09 - Finishes</u>			528,860
9-20	Plaster and Gypsum Board	162,380	
9-30	Tiling	63,000	
9-50	Ceilings	80,960	
9-64	Wood Flooring	-	
9-65	Resilient Flooring	39,000	
9-67	Fluid-Applied Flooring	7,100	
9-68	Carpeting	89,620	
9-72	Wall Coverings	-	
9-80	Acoustic Treatment	18,200	
9-90	Painting and Coating	68,600	
9-97	Special Coatings		
<u>Division 10 - Specialties</u>			76,920
10-10	Information Specialties (signage, white boards, etc...)	20,300	
10-20	Interior Specialties (partitions, toilet, bath, etc...)	27,000	
10-30	Fireplaces and Stoves	-	
10-40	Safety Specialties (knox box, etc...)	1,920	
10-50	Storage Specialties (lockers, shelving, etc...)	27,700	
10-70	Exterior Specialties (canopies, awnings, etc...)	-	
<u>Division 11 - Equipment</u>			99,000
11-10	Vehicle and Pedestrian Equipment	-	
11-40	Foodservice Equipment	85,000	
11-50	Educational and Scientific Equipment	-	
11-60	Entertainment & Recreation Equipment	14,000	
<u>Division 12 - Furnishings</u>			82,500
12-20	Window Treatments	2,500	
12-30	Casework	80,000	
12-60	Multiple Seating	-	
<u>Division 13 - Special Construction</u>			-
13-00		-	
13-10	Special Facility Components	-	
13-34	Fabricated Engineered Structures	-	
<u>Division 14 - Conveying Equipment</u>			52,000
14-00	Conveying Equipment	52,000	
<u>Division 21 - Fire Suppression</u>			100,300
21-00	Fire Suppression	100,300	
<u>Division 22 - Plumbing</u>			198,000
22-00	Plumbing	198,000	

		Amount	Totals
Page 4			
<u>Division 23 - Heating, Ventilating, and Air Conditioning (HVAC)</u>			288,000
23-10	Facility Fuel Systems	-	
23-60	Central Cooling Equipment	288,000	
<u>Division 25 - Integrated Automation</u>			-
25-00	Integrated Automation	-	
<u>Division 26 - Electrical</u>			536,151
26-20	Low-Voltage Electrical Transmission	536,151	
26-32	Packaged Generator Assemblies	-	
26-50	Lighting	-	
<u>Division 27 - Communications</u>			55,466
27-00	Communications	55,466	
<u>Division 28 - Electronic Safety and Security</u>			15,000
28-10	Electronic Access Control and Intrusion Detection	15,000	
28-30	Electronic Detection and Alarm (fire & smoke alarms, etc...)	-	
28-40	Electronic Monitoring & Control	-	
<u>Division 31 - Earthwork</u>			238,108
31-20	Earthwork	238,108	
31-60	Special Foundations (piers, piles, caissons, etc...)	-	
<u>Division 32 - Exterior Improvements</u>			483,703
32-11	Base Courses	98,750	
32-12	Flexible Paving	119,643	
32-13	Rigid Paving	-	
32-14	Unit Paving	-	
32-16	Curbs, Gutters, Sidewalks and Driveways	76,860	
32-17	Paving Specialties (bumpers, etc...)	2,500	
32-31	Fences and Gates	37,850	
32-32	Retaining Walls	-	
32-33	Site Furnishings	4,600	
32-80	Irrigation	-	
32-90	Planting	143,500	
<u>Division 33 - Utilities</u>			217,171
33-10	Water Utilities	99,474	
33-20	Wells	-	
33-30	Sanitary Sewerage Utilities	25,737	
33-40	Storm Drainage Utilities	67,960	
33-50	Fuel Distribution Utilities	-	
33-70	Electrical Utilities	24,000	
33-80	Communications Utilities	-	
<u>Division 50 - Soft Costs and Contracting Requirements</u>			317,894
50-10	Plans and Engineering	-	
50-20	Builders Risk Insurance	8,759	
50-30	General Liability Insurance	-	
50-40	Applicable Taxes	-	
50-50	Builders Fee	309,135	
		Total:	5,470,143
50-60	Payment and Performance Bond	-	-
		Total:	5,470,143
<u>Alternates</u>			-
Alternate 1		-	
Alternate 2		-	
Alternate 3		-	
<u>VE Options</u>			-
		-	
		-	
		-	

SUBJECT

Commission Education: Pre-Opening Guidance for New Charter Schools

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

The PCSC has expressed interest in learning more about resources currently available to support Idaho's public charter schools and petitioners.

DISCUSSION

Jenn Thompson, PCSC School Resource and Finance Program Manager, will present information about the new pre-opening guidance schedule and program of support provided to all new schools authorized by the PCSC.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments or recommendations.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.