



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

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PUBLIC CHARTER SCHOOL COMMISSION

February 8, 2018
304 N 8th Street, Boise ID
Borah Building, Room 239
(Telephone Meeting)
1-720-279-0026 Public Code (Listen Only): 2759486

REGULAR MEETING AGENDA

Thursday, February 8th, 2018 – 304 N 8th St, Room 239, 9:00 a.m. – 10:00 a.m.

OPEN FORUM

A. COMMISSION WORK

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

B. PERFORMANCE CERTIFICATE ADOPTION

1. Project Impact STEM Academy

C. LEGISLATIVE UPDATE

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 December 14, 2017?

Does the PCSC have any changes or additions to the meeting minutes from January 9, 2018?

COMMISSION ACTION

A motion to approve the meeting minutes from December 14, 2017, as submitted.

A motion to approve the meeting minutes from January 9, 2018, as submitted.

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

December 14, 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 a.m. The following Commissioners were in attendance:

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

TAB A: COMMISSION WORK

1. Agenda Review/Approval

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

2. Minutes Review/Approval

M/S (Peterson/Kunz): To approve the minutes from October 12, 2017, as presented. *The motion passed unanimously.*

TAB B: CONSIDERATION OF PROPOSED CHARTER SCHOOL PERFORMANCE CERTIFICATES

1. Peace Valley Charter School Performance Certificate

Tamara Baysinger, PCSC Director, stated that the petition for Peace Valley Charter School (PVCS) was approved, with conditions, at the PCSC's October 2017 regular meeting. Idaho Statute provides 75 days for the school and PCSC to execute a performance certificate. Staff has worked with PVCS to reach agreement on the individualized sections of the performance certificate.

M/S (Quinn/Kunz): To execute the Peace Valley Charter School Performance Certificate as presented. *The motion passed unanimously.*

TAB C: CONSIDERATION OF NEW CHARTER PETITION

1. Project Impact STEM Academy

Jasmine Martin, Trina Neddo, and Dan Neddo presented the Project Impact STEM Academy (PiSA) petition.

Trina Neddo described the expressed need for another K-12 charter school in the Kuna School District. PiSA proposes to open its first year with K-7th grade and 9th grade, then expand to serve 429 students in grades K-12 by 2021.

Dan Neddo and Jasmin Martin described PiSA's proposed educational model.

Ms. Neddo provided evidence of community support for PiSA. She also reviewed budget concerns and facility options. She responded to Commissioner Peterson's request for additional information regarding the construction timeline, zoning, traffic survey, permits, and licensing.

Chairman Reed and Commissioner Murphey expressed their concerns with the high facility lease and construction costs.

Ms. Neddo provided details on financing and loans, including a USDA loan that may be available to PiSA. She said PiSA could renegotiate with Giza to remove the timeline for permanent construction.

Jeff Biesinger, representing Red Apple Financial, described his history working with Giza. He explained how Red Apple has been successful in helping other charter schools obtain USDA loans and described other financing possibilities.

Commissioners Quinn and Kunz requested additional information regarding PiSA's level of enrollment interest.

Ms. Martin provided enrollment interest numbers, broken out by grade level, based on letters of intent.

Commissioner Peterson cautioned the petitioners to carefully outline roles and duties in order to avoid conflict resulting from its dual administrator model.

Kevin Christenson, a member of the public who is providing advice to PiSA, explained that the director of operations will handle everything outside of education, including the budget, allowing the education director to focus on academics. Both administrators will report to the board.

Jim Grigg, PiSA board member, expressed his support for the proposed school.

Senator Lori Den Hartog expressed her support for the proposed school, particularly in light of Kuna's expanding student population. She said she understands the PCSC's concern regarding protection of taxpayer dollars, and expressed her belief that the petitioners have adequate backup facility plans, if needed.

Commissioner Quinn suggested that the PCSC consider the option of approving the petition with a condition that PiSA have the flexibility to remain in portables indefinitely.

Commissioner Peterson said he would feel more comfortable with a condition in place to protect taxpayers from excessive expenditure.

Chairman Reed suggested a possible condition that PiSA's contract with Giza state that PiSA is not committed to permanent construction at any designated time, and PiSA would make the decision to proceed when the school was financially ready. He requested Director Baysinger's input on this suggestion.

Director Baysinger said her staff had not had an opportunity to review the new facility plan provided by the petitioners during this meeting. However, it appeared, from the limited new information available, that concern about PiSA's long term financial viability could be mitigated by removing the obligation that the proposed school must proceed with facility construction on a prescribed timeline. She suggested that if the PCSC proceeded with a condition in this regard, they considered requiring that PiSA provide a written and signed agreement from Giza including the relevant information.

M/S (Quinn/Kunz): To approve the new charter petition for Project Impact STEM Academy with the following conditions:

- By January 31, 2018, PiSA will submit to the PCSC office a signed, written commitment from Giza Development that PiSA is not committed to permanent facility construction on any specific timeline.
- 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.

The motion passed 6-1 with Commissioner Peterson dissenting.

TAB C: COMMISSION EDUCATION

1. Pre-Opening Guidance for New Charter Schools

Jenn Thompson, PCSC School Resource and Finance Program Manager, presented information about the new pre-opening guidance and program of support provided to all new schools authorized by the PCSC. She also described other, new support services under development, including a board guidebook that will be provided monthly.

Commissioner Bair asked whether similar guidance could be developed for schools in the renewal process.

Director Baysinger said that a Charter Renewal Guidance and Application document is already available to help schools understand the renewal process and draft strong renewal applications.

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

The meeting was adjourned at 11:55 a.m.

DRAFT SPECIAL MEETING MINUTES

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

January 9, 2018
304 North 8th Street, Room 239
Boise, ID 83720

The special meeting was called to order by Chairman Reed at 1:02 PM. The following Commissioners were in attendance by phone:

Alan Reed
Brian Scigliano
Nils Peterson
Sherilynn Bair

Kitty Kunz attended in person.

Commissioners Wanda Quinn and Kelly Murphey were absent and excused.

TAB A: Agenda Review/Approval

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

TAB B: Consideration of Temporary Waiver of PCSC Policy Section V.11-12 regarding Renewal Hearing Date

Tamara Baysinger, Director, Idaho Public Charter School Commission, explained that the renewal process has been adjusted to accommodate feedback from schools. The schools requested additional time in which to respond to renewal recommendations. To accommodate this request, PCSC staff is recommending that the PCSC temporarily waive its policy section V.11-12. This would allow hearings related to 2018 renewals to be held later than the PCSC's regular February meeting. The temporary waiver would allow the PCSC to test the modified process before potentially adopting a policy amendment to make the change permanent.

M/S (Kunz/Peterson): To temporarily waive PCSC Policy Section V.11-12 for purposes of the 2018 renewal process. *The motion passed unanimously.*

M/S (Scigliano/ Bair): To adjourn the meeting. *The motion passed unanimously.* The meeting was adjourned at 1:10 p.m.

SUBJECT

Project Impact STEM Academy 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 December 14, 2017, the PCSC approved a charter petition for Project Impact STEM Academy (PiSA).

DISCUSSION

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

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

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

COMMISSION ACTION

A motion to execute the Project Impact STEM Academy performance certificate as presented.

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

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 8th day of February, 2018, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Project Impact STEM Academy, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on October 12th, 2017, Authorizer received a petition to request the creation of a new charter school referred to as Project Impact STEM Academy; and

WHEREAS, on December 14th, 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 February 8, 2018, 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: 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.

- A. Grades Served.** The School may serve students in K-12th Grade.
- B. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- STEM will be developed as a school-wide culture through a focus on inquiry, problem solving, and flexible scheduling.
 - Curriculum will be Mastery-Based and Personalized.
 - Curriculum will be integrated across subjects through use of project based learning strategies as well as reading and writing projects.

- Expanded assessment methodologies will be used school-wide, including portfolios, presentations, and rubrics that focus on Critical thinking, Communication, Collaboration, and Creativity

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

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

SECTION 6: SCHOOL FINANCE

- A. **General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix B.
- B. **Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. **Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. **Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. **Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the

Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix E.

- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix E.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written 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 February 8th, 2018.

Chairman, Idaho Public Charter School Commission

Chairman, Project Impact STEM Academy

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

Project Impact STEM Academy
February 8, 2018

1. PiSA will achieve accreditation candidacy status by July 1, 2019, and full accreditation through the Northwest Accreditation Commission by July 1, 2021.
2. 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.
3. By January 31, 2018, PiSA will submit to the PCSC office a signed, written commitment from Giza Development that PiSA is not committed to permanent facility construction on any specific timeline.

Appendix B: Performance Framework

Project Impact STEM Academy

[YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

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

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

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

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

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on 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	The mission of the School is as follows: 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.		
Key Design Elements	<ul style="list-style-type: none"> • STEM will be developed as a school-wide culture through a focus on inquiry, problem solving, and flexible scheduling. • Curriculum will be Mastery-Based and Personalized. • Curriculum will be integrated across subjects through use of project based learning strategies as well as reading and writing projects. • Expanded assessment methodologies will be used school-wide, including portfolios, presentations, and rubrics that focus on Critical thinking, Communication, Collaboration, and Creativity 		
School Location	TBD	School Phone	TBD
Surrounding District	Kuna School District		
Opening Year	2018		
Current Term	February 8, 2018 - June 30, 2023		
Grades Served	K-12		
Enrollment (Approved)	429	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	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned				
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative				
State Proficiency Comparison	1a	50	0	50	0	50	0	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	100	0	50	0	50	0				
	3b	100	0			50	0						
Norm-Referenced Growth	4a					50	0			50	0		
	4b					50	0			50	0		
Post-Secondary Readiness	5a			125	0	125	0	100	0				
Total Academic Points		400	0	525	0	525	0	300	0				
% of Academic Points				0%		0%		0%					

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

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	50	0
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0		2d	50	0
	3b	25	0		Total Financial Points	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.			
	4b	25	0				
Additional Obligations	5a	25	0				
Total Operational Points		400	0				
% of Operational Points			0%				

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

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

ACADEMIC K-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. 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?	Result	Points Possible Points Earned
Math Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.		50 0
	Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45 45
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.		15 - 29 15
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.		0 - 14 18
Notes	The state average will be determined using the same grade set as is served by the public charter school.		78
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result	Points Possible Points Earned
ELA Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.		50 0
	Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45 0
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.		15 - 29 0
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.		0 - 14 0
Notes	The state average will be determined using the same grade set as is served by the public charter school.		0

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

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Result	Points PossiblePoints Earned
Criterion-Referenced Growth			
Math	Exceeds Standard: At least 85% of students are making adequate academic growth in math. Meets Standard: Between 70% and 84% of students are making adequate academic growth in math. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.		39-500 26-380 13-250 0-120
Notes			
Measure 3b	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?	Result	Points PossiblePoints Earned
Criterion-Referenced Growth			
ELA	Exceeds Standard: At least 85% of students are making adequate academic growth in ELA. Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.		39-500 26-380 13-250 0-120
Notes			

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

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)																				
Measure 5a	Are students graduating from high school on time?																			
Four-Year Adjusted Cohort Graduation Rate	<p>Exceeds Standard: The school's four-year ACGR was at least 90%.</p> <p>Meets Standard: The school either:</p> <p>a) had a four-year ACGR of 80% - 89% OR</p> <p>b) had a four-year ACGR of at least 66% AND met its progress goal.</p> <p>Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.</p> <p>Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.</p>																			
	The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.																			
Notes	<p>Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)</p> <p>The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.</p>																			
		<table><tr><th>Result</th><th>Points Possible</th><th>Points Earned</th></tr><tr><td></td><td>125</td><td></td></tr><tr><td></td><td>100</td><td></td></tr><tr><td></td><td>75</td><td></td></tr><tr><td></td><td>0-65</td><td>0</td></tr><tr><td></td><td></td><td>0</td></tr></table>	Result	Points Possible	Points Earned		125			100			75			0-65	0			0
Result	Points Possible	Points Earned																		
	125																			
	100																			
	75																			
	0-65	0																		
		0																		

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM			
Measure 1a	Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?	Result	Points Possible
Implementation of Educational Program	<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>		Points Earned
			25
			15
			0
Notes			0
Measure 1b	Is the school complying with applicable educational requirements?	Result	Points Possible
Educational Requirements	<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>		Points Earned
			25
			15
			0
Notes			0

OPERATIONAL

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

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible
Financial Reporting and Compliance	<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>		25
			15
			0
Notes			0
Measure 2b	Is the school following General Accepted Accounting Principles (GAAP)	Result	Points Possible
GAAP	<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>		25
			15
			0
Notes			0
Measure 2c	Is the school successfully enrolling the projected number of students?	Result	Points Possible
Enrollment Variance	<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>		25
			15
			0
Notes	Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.		0

INDICATOR 3: GOVERNANCE AND REPORTING			
Measure 3a	Is the school complying with governance requirements?	Result	Points Possible Points Earned
Governance Requirements			
Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.			25
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.			15
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.			0
Notes			0
Measure 3b	Is the board fulfilling its oversight obligations?	Result	Points Possible Points Earned
Board Oversight			
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.			25
Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.			15
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.			0
Notes			0

OPERATIONAL

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

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, 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.		15	
	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.		0	
	Notes		<hr/> 0	
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides and incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, 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.		0	
	Notes		<hr/> 0	
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency	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.		25	
	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.		15	
	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.		0	
	Notes		<hr/> 0	

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

FINANCIAL

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

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

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:	
--	------------------	-------------------	-----------------	--

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:		
Facilities plan is on track for opening Y / N	Facilities Notes:				
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:	
Facilities plan is on track for opening Y / N	Facilities Notes:			

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					
	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		
	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		
	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		
			Document Review / Observation of any accommodated eating space		
Nutrition	allergies accounted for		Document Review		
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		
	Security Plan as applicable(cameras, secured areas/doors, doors labeled for visitors, etc.)		Observation		
Facilities	Key Distribution Record		Document Review		
	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



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

Specific Location: TBD
Contact: Teresa Fleming, Board Chair
1577 N. Linder Rd. MB 162, Kuna, ID 83634
(208) 576 - 4811
TFleming@PiSTEM.org
Version 3.0 20171223

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 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 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. 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 1.25-1.75 years in reading and math per year	Measured via growth tracked through testing scores and IEPs.
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 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, 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 structure will not be 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. One architect PiSA spoke with is willing to work with the mobile company in constructing the mobile classroom structure with the right supports for future alterations. These alterations would make the structure more aesthetically pleasing and fitting to the interior feel as well as allow the mobile classroom structures to be reused in the permanent structure. 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.

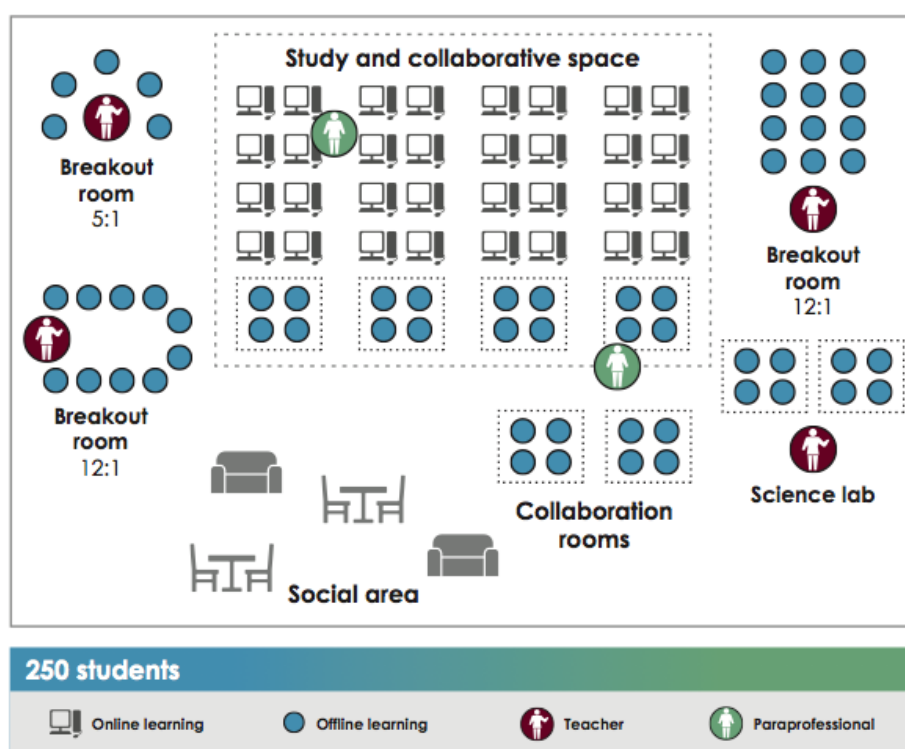


Figure 1: Generic FLEX Model

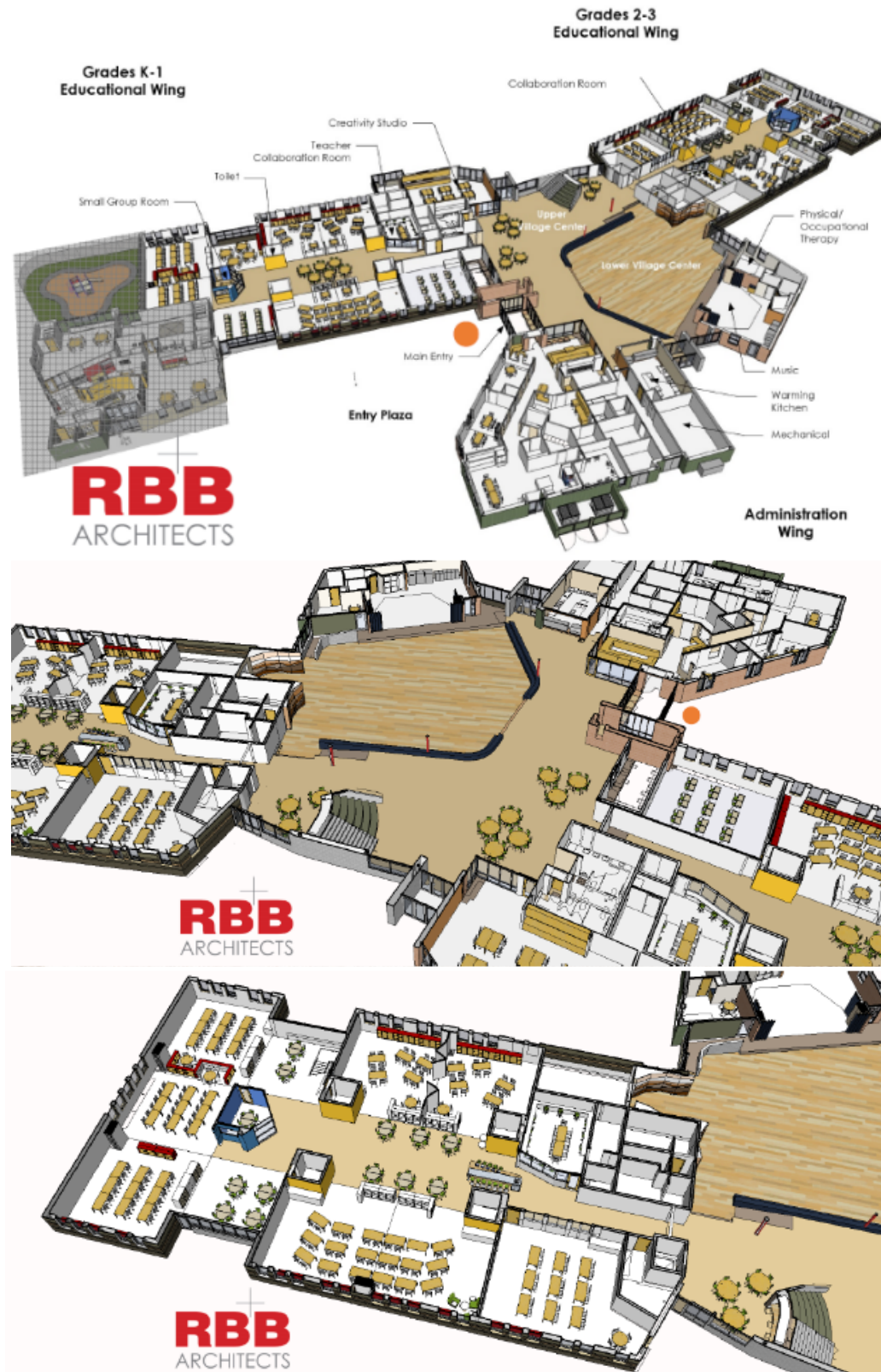


Figure 2: Envisioned Structure using a FLEX model

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. 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.

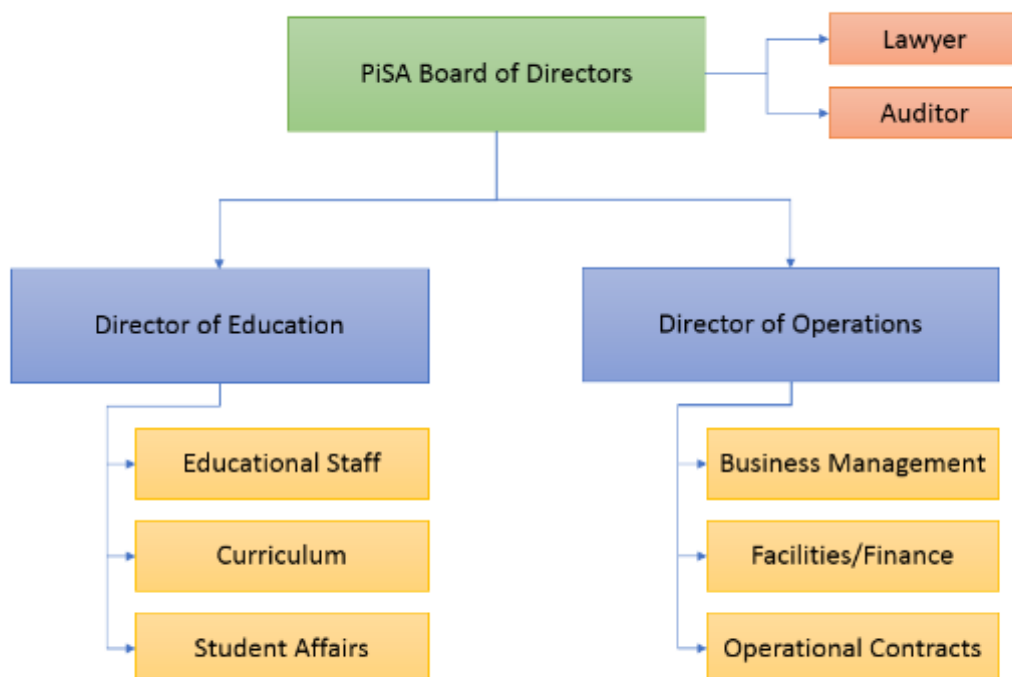


Figure 3: PiSA Governance Structure

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 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.

Enrollment Preference

Pursuant to Section 33-5206 of Idaho Code, PiSA will use the following preference grouping:

- first, to children of founders and PiSA staff, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school;
- second, to siblings of pupils already selected by the lottery or other random method;
- third, to pupils seeking to transfer from another Idaho public charter school at which they have been enrolled for at least one (1) year, provided that this admission preference shall be subject to an existing written agreement for such preference between the subject charter schools;
- fourth, to students residing within the primary attendance area of the public charter school; and
- fifth, by an equitable selection process such as a lottery or other random method.

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:

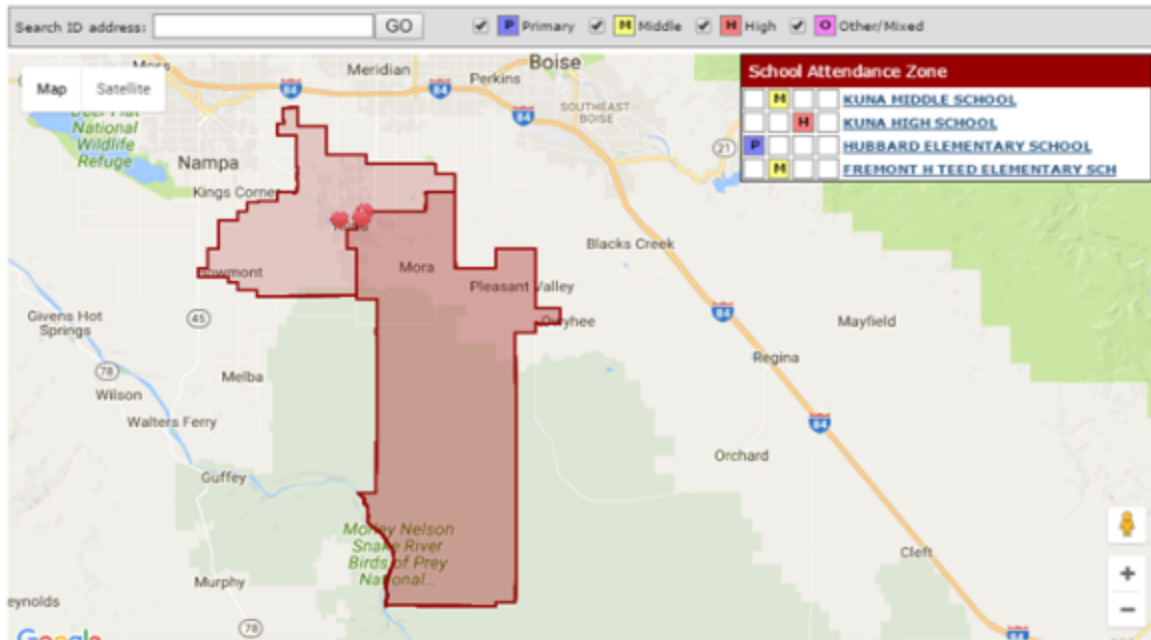


Figure 5: Attendance Map

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.

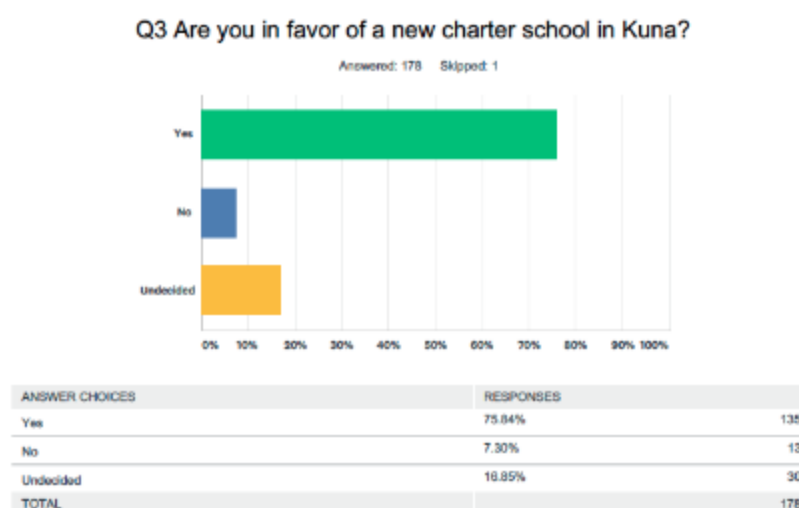


Figure 7: Community Survey Q3

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?

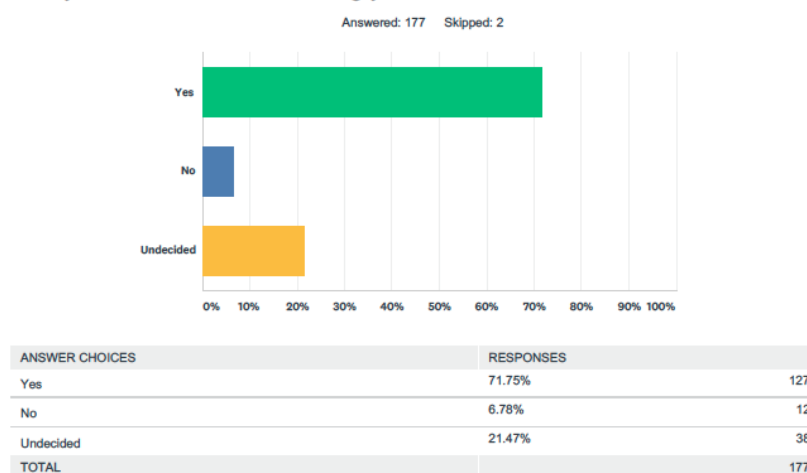


Figure 8: Community Survey Q4

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 provide individualized instruction.

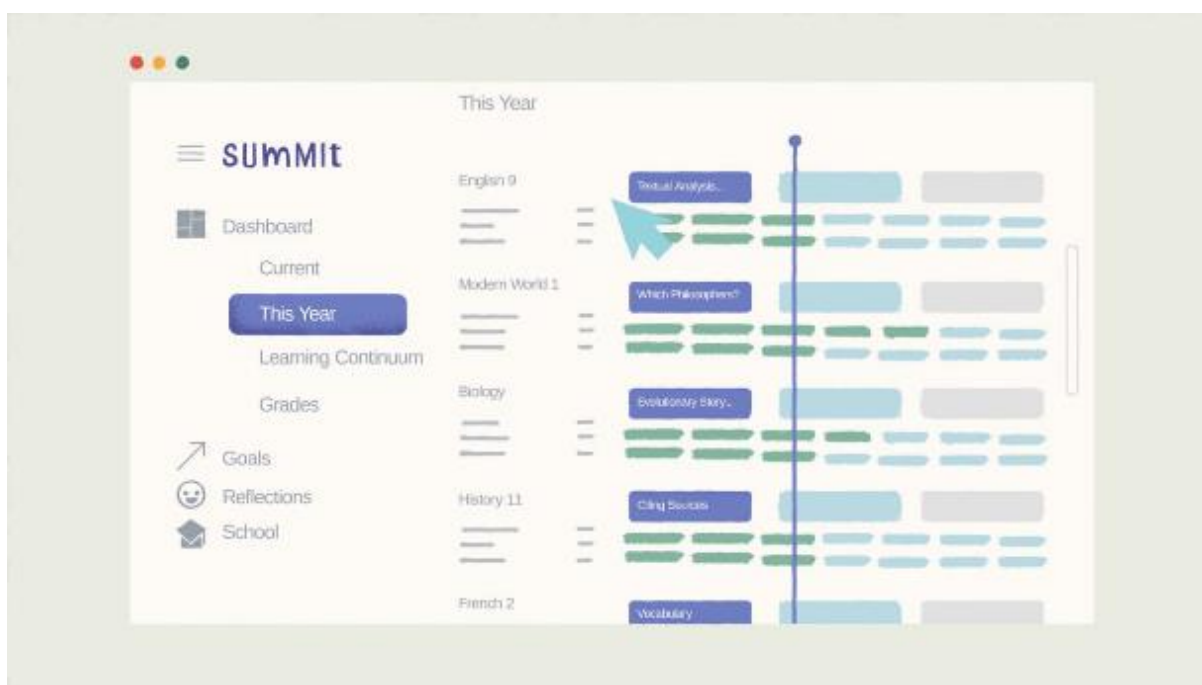


Figure 9: Summit Platform – Progression through Content

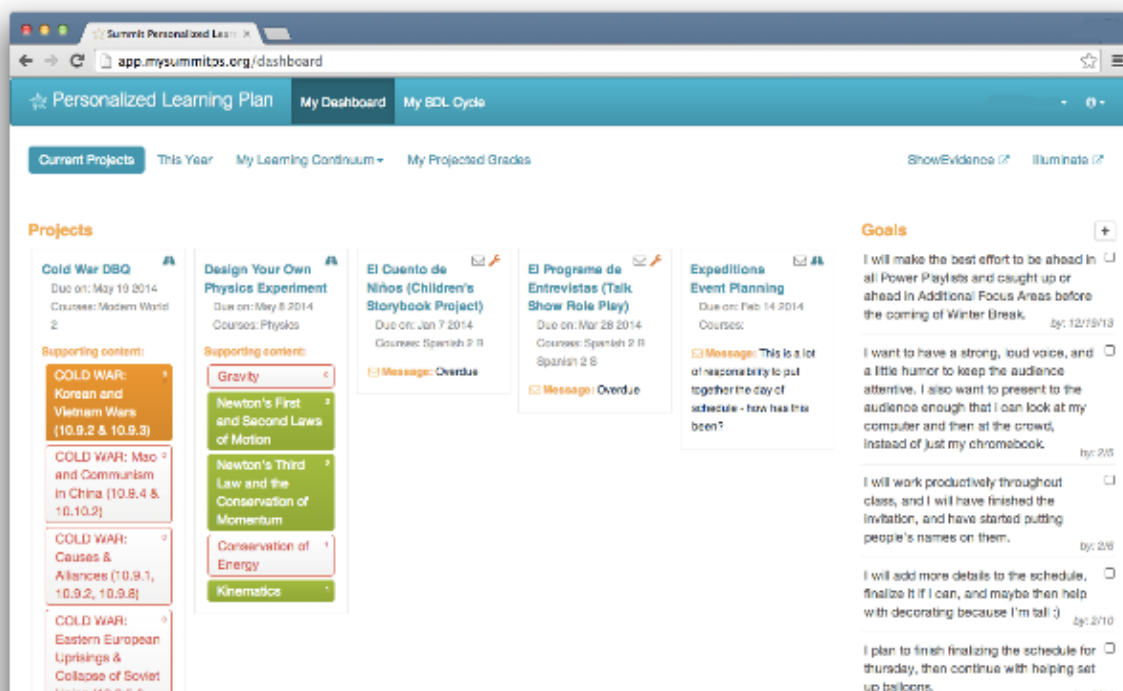


Figure 10: Summit Platform - Dashboard & Goals

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

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_V3.0 additionally attached on the provided drive.

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.

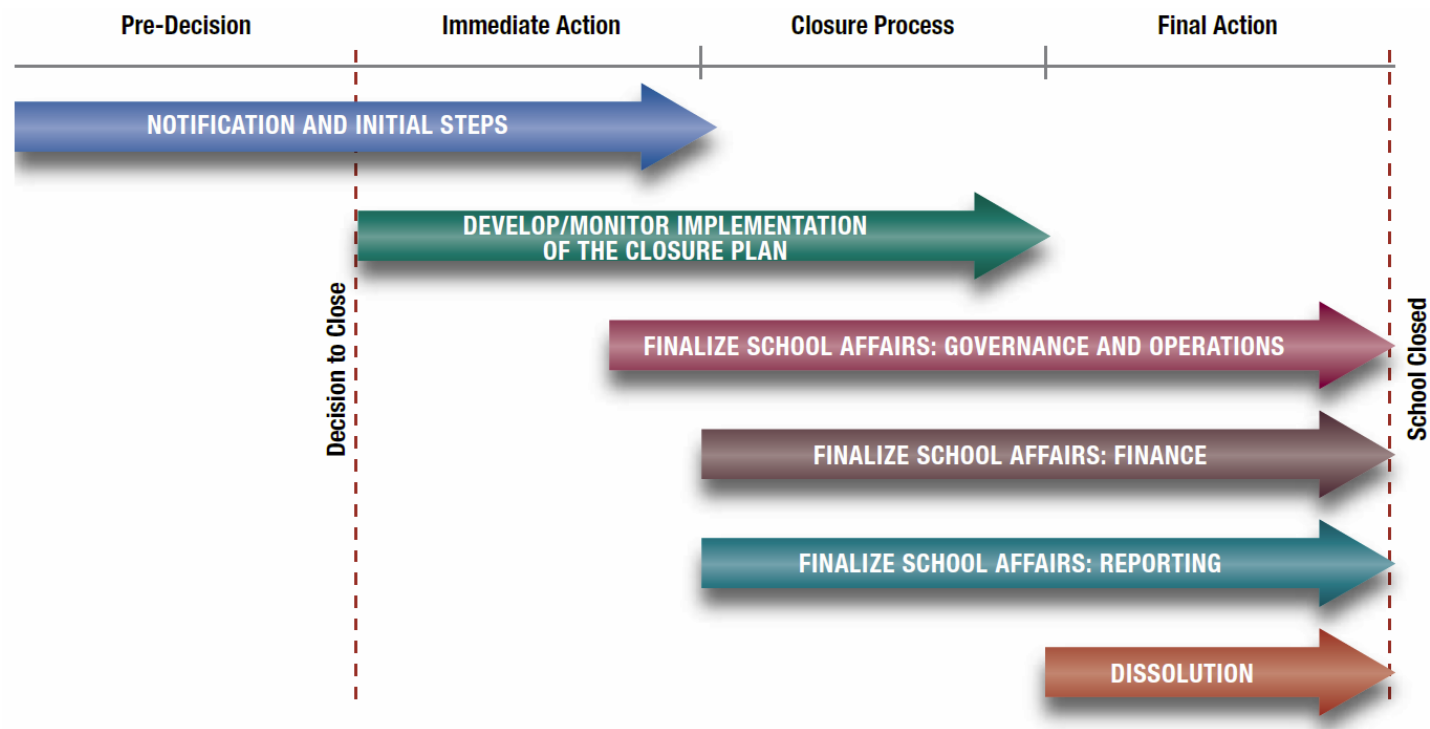
Endnotes

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
Meet with PCSC and SDE staff Within 3 business days of the authorizer's or school's initial / intended closure decision, the charter school administrator and a representative of the school's board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to: <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			
Notify Parents / Guardians of Potential Closure <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			
Notify School Districts Materially Impacted <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			
Meet with Charter School Faculty and Staff Administrator and charter board chair meet with the faculty and staff to: <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			
Review and Report on Finances <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. 2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. 3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state. 	School, PCSC, SDE			

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

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Establish Transition Team, Develop Closure Plan, and Assign Roles <ol style="list-style-type: none"> 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 Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information. 	School, PCSC, SDE			
Establish a Schedule for Meetings and Interim Status Reports <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> Reassignment of students and transfer of student records. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. Notification to entities doing business with the school. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. Sale, dissolution, or return of assets. Submission of all required reports and data to the authorizer and/or state. 	School			
Submit Final Closure Report <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
Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.	School			
Protect School Assets Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration. <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			
Notify Commercial Lenders / Bond Holders (if applicable) If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school's closure and projected dates for the school's last payment towards its debt and if/when default will occur.	School			
Terminate EMO /CMO Agreement (if applicable) Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date. <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. The school and the management company agree when other services including business services will end.	School			
Notify Contractors and Terminate Contracts <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			
Notify Employees and Benefit Providers <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
Maintain and Organize Records <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			
Transfer Student Records and Testing Material <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			
Inventory Assets and Prepare Federal Items for Pick-up <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> Loaned from other entities. Encumbered by the terms of a contingent gift, grant or donation, or a security interest. Belonging to the EMO/CMO, if applicable, or other contractors. Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day. At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items. 	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget <ol style="list-style-type: none"> 1. Review the school's budget and overall financial condition. 2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 3. Identify acceptable use of reserve funds. 	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> 1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 2. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school. 	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors <ol style="list-style-type: none"> 1. Notify all creditors of the school's closure and request final invoices. 2. Sell appropriate assets. 3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. 	School			
Itemize Financials Review, prepare and make available the following: <ol style="list-style-type: none"> 1. Fiscal year-end financial statements. 2. Cash analysis. 3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared. 	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> 1. All assets and the value and location thereof. 2. Each remaining creditor and amounts owed. 3. Statement that all debts have been collected or that good faith efforts have been made to collect same. 4. Each remaining debtor and the amounts owed. 	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

Finalize School Affairs: Reporting

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

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Dissolve the Charter School (I.C. § 30-3-110) <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			
Notify the Secretary of State (I.C. § 30-3-112) <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			
Notify Known Claimants (I.C. § 30-3-114) Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.	School			
End Corporate Existence (I.C. § 30-3-113) A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including: <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			
Notify IRS Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.	School			

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

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

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

SUBJECT

Legislative Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

During the 2018 legislative session, the Idaho Legislature may consider proposed administrative rules and bills directly related to public charter schools.

DISCUSSION

New Administrative Rules Governing Public Charter Schools and Rules of the Public Charter School Commission were approved in January 2018. These rule changes were required due to 2017 legislation that amended the charter petitioning process, as outlined in I.C. 33-5205. The rules were proposed by the State Board of Education following a negotiated rulemaking process that included collaboration with key stakeholders. The PCSC's staff and petition committee were involved in this process.

PCSC staff may also provide an update regarding any proposed charter school legislation.

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.

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**IDAPA 08
TITLE 02
CHAPTER 04**

08.02.04 - RULES GOVERNING PUBLIC CHARTER SCHOOLS

000. LEGAL AUTHORITY.

In accordance with Sections 33-105, 33-5203, and 33-5210(4)(e), Idaho Code, the Board shall promulgate rules implementing the provisions of Title 33, Chapter 52, Idaho Code. (4-11-06)

001. TITLE AND SCOPE.

01. Title. These rules shall be cited as IDAPA 08.02.04, "Rules Governing Public Charter Schools." (4-11-06)

02. Scope. These rules establish a consistent application and review process for the approval and maintenance of public charter schools in Idaho. (4-11-06)

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, written interpretations, if any, of the rules of this chapter are available at the offices of the Board. (4-11-06)

003. ADMINISTRATIVE APPEALS.

The provisions found in Sections 400 through 404, of these rules, shall govern administrative appeals of public charter schools. (4-11-06)

004. INCORPORATION BY REFERENCE.

There are no documents that have been incorporated by reference into these rules. (4-11-06)

005. OFFICE INFORMATION.

01. Office Hours. The offices of the Board are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. (4-11-06)

02. Street Address. The offices of the Board are located at 650 W. State Street, Boise, Idaho. (4-11-06)

03. Mailing Address. The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037. (4-11-06)

04. Telephone Number. The telephone number of the Board is (208) 334-2270. (4-11-06)

05. Facsimile. The facsimile number of the Board is (208) 334-2632. (4-11-06)

06. Electronic Address. The electronic address of the State Board of Education website is <https://boardofed.idaho.gov>. (4-11-06)

006. PUBLIC RECORDS ACT COMPLIANCE.

These rules are subject to the provisions of the Idaho Public Records Act, Title 74, Chapter 1, Idaho Code. (4-11-06)

007. -- 009. (RESERVED)

010. DEFINITIONS.

01. Authorizer Fee. Fee paid by each public charter school to its authorized chartering entity. (3-20-14)

02. Board. Means the Idaho State Board of Education. (4-11-06)

03. Commission. Means the Idaho Public Charter School Commission, as provided by Section 33-5213, Idaho Code. (4-11-06)

04. Department. Means the Idaho Department of Education. (4-11-06)

05. Institution. For the purpose of this section, Institution means an Idaho public college, university of community college, or a private, nonprofit Idaho-based, nonsectarian college or university that is accredited by the same organization that accredits Idaho public colleges and universities. (3-20-14)

06. Petitioners. Means the group of persons who submit a petition to establish a new public charter school, or to convert an existing traditional public school to a public charter school, as provided by Section 33-5205, Idaho Code, and the procedures described in Sections 200 through 205 of these rules. (4-11-06)

07. School Year. Means the period beginning on July 1 and ending the next succeeding June 30 of each year. (4-11-06)

011. -- 099. (RESERVED)

100. LIMITATIONS ON NEW PUBLIC CHARTER SCHOOLS.

01. Responsibilities of Petitioners on Approval of Charter. Upon the approval of a new public charter school by an authorized chartering entity, the petitioners shall provide the Board with written notice of such approval. The authorized chartering entity of the public charter school shall provide the Board with copies of the charter and any charter revisions upon request. (4-4-13)

02. Authorization to Begin Educational Instruction. The public charter schools authorized to begin educational instruction during a given school year shall be those public charter schools that have received approval from their authorized chartering entities to begin educational instruction during such school year. A public charter school that is approved by an authorized chartering entity, but which does not begin educational instruction must confirm with the Board, on or before March 1 preceding the next succeeding school year, that it is able to begin educational instruction during such school year. (3-20-14)

101. AUTHORIZED CHARTERING ENTITY.

01. Institution. An institution shall receive approval from their governing board prior to authorizing any charter schools. (3-20-14)

a. Petitions shall be submitted to the president of the institution or his designee. (3-20-14)

b. An institution may approve or deny a petition. (8-31-17)T

c. Notwithstanding Sections 400 through 404, of these rules, denial of a new petition by an institution is final. A petitioner may submit a petition that has been denied by an institution to any authorized chartering entity. (3-20-14)

102. AUTHORIZER FEE.

01. Notification. It is the responsibility of each authorizer to notify the Department if the authorizer fee has not been received by the date specified in Section 33-5208, Idaho Code. (3-20-14)

a. The authorizer must provide notification of the delinquent fee to the charter school prior to reporting to the Department. (3-20-14)

b. The authorizer must provide the amount delinquent and proof of notification to the charter school within thirty (30) days of the non-payment of the authorizer fee. (3-20-14)

c. The Department shall withhold the amount of the delinquent fee from the next scheduled release of funds to the charter school. The funds will be withheld until the Department has received notification from the authorizer that the authorizer fee has been paid in full. (3-20-14)

103. -- 199. (RESERVED)

200. PROCEDURE FOR FORMATION OF A NEW PUBLIC CHARTER SCHOOL.

01. Assistance with Petitions. The Department shall, in accordance with Section 33-5211, Idaho Code, provide technical assistance to public charter school petitioners. The Department shall undertake this statutory responsibility by conducting public charter school workshops, as discussed in Subsection 200.02 of this rule. (4-11-06)

02. Public Charter School Workshops. The purpose of the public charter school workshops shall be to provide public charter school petitioners with a brief overview of a variety of educational and operational issues relating to public charter schools, as well as to answer questions and to provide technical assistance, as may be necessary, to aid petitioners in the preparation of public charter school petitions. (4-11-06)

03. Petition Submittal. A public charter school petition may be submitted to only one (1) authorized chartering entity at a time. A petitioner may submit a petition that has been denied by an authorized chartering entity to any other authorized chartering entity after an appeal process, if any, is complete and a final decision has been reached. (8-31-17)T

201. POLICIES AND PROCEDURES ADOPTED BY AN AUTHORIZED CHARTERING ENTITY.

An authorized chartering entity may adopt its own charter school policies and procedures describing the charter school petition process and the procedures that petitioners must comply with in order to form a new public charter school, including a public virtual school. Petitioners must comply with the charter school policies and procedures adopted by the authorized chartering entity with which a petition is submitted. Such charter school policies and procedures must comply with Title 33, Chapter 52, Idaho Code, and the rules promulgated by the Board. If there is any conflict between the charter school policies and procedures adopted by an authorized chartering entity and rules promulgated by the Board, then the Board rules shall govern. (3-20-14)

202. NEW PUBLIC CHARTER SCHOOL APPLICATION REQUIREMENTS.

Pursuant to Section 33-5205, Idaho Code, petitioners seeking to establish a new public charter school must complete an application consisting of all of the following elements: (8-31-17)T

01. Introduction. Briefly introduce the proposed public charter school by providing the following: (8-31-17)T

a. Cover page with the proposed school's name, intended opening year, general location, and the contact information for one (1) petitioner who will serve as liaison with the authorizer during the petition process; (8-31-17)T

b. Table of contents; (8-31-17)T

c. One-page (1) executive summary describing the proposed school's organizational structure, educational program, and student outcome expectations; and (8-31-17)T

d. Mission statement. (8-31-17)T

02. Educational Program. Describe the proposed school's educational program by explaining the following: (8-31-17)T

a. Educational philosophy; (8-31-17)T

b. Student academic achievement standards and any additional goals and methods for measuring achievement; (8-31-17)T

c. Key educational design elements, including curricula, tools and instructional methods identified to carry out the educational philosophy and meet academic and mission-specific goals, which may include evidence demonstrating efficacy of these elements; and (8-31-17)T

d. Strategies for meeting the needs of specific student populations, including, but not limited to, at-risk students, special education students, English language learners, and gifted students. (8-31-17)T

03. Financial and Facilities Plan. Demonstrate a sound understanding of public charter school finances and facilities needs. (8-31-17)T

a. State whether the school intends to provide transportation or food service, and provide plans for provision of these services if they will be offered; (8-31-17)T

b. Describe how the school's finances will be managed and monitored; (8-31-17)T

c. Provide a working draft of the school's prospective facilities plan, including likely facilities needs and estimated costs; (8-31-17)T

d. Provide a description of any potential facilities that have been identified and a timeline and process for securing appropriate space; and (8-31-17)T

e. Attach the following to Appendix A: Pre-opening budget and three-year operating budget, including detailed assumptions for all revenue and expenditures for each year; year one (1), break-even budget demonstrating the minimum enrollment needed to achieve a zero (0) or marginal net income balance at the end of the year; cash flow projection for the first operational year, demonstrating an understanding of charter school monetary flow; evidence of existing and anticipated funds; and evidence that projected facilities costs are reasonable within the start-up and three-year budgets. (8-31-17)T

04. Board Capacity And Governance Structure. Provide information about the legal entity and the individuals involved in opening the proposed school. (8-31-17)T

a. Attach copies of the nonprofit corporation's Articles of Incorporation and Corporate Bylaws to Appendix B, though note that they will not be incorporated as part of the school's charter; (8-31-17)T

b. Provide a description of the governance structure; (8-31-17)T

c. List any already identified members of the board of directors, attach their professional resumes to Appendix C, and provide any additional information about their qualifications; (8-31-17)T

d. Describe the board's plan for a smooth transition from initial founding members to subsequent members; and (8-31-17)T

e. Describe the plan for board member recruitment and training. (8-31-17)T

05. Student Demand and Primary Attendance Area. Demonstrate the need and community demand for the proposed public charter school in the selected location. (8-31-17)T

a. Describe the primary attendance area and list the public school districts that overlap this area; (8-31-17)T

b. Clearly articulate the need and demand for a school in the selected location, including demographics for the intended neighborhood. Need is the reason(s) existing schools are insufficient or inadequate and includes state performance data. Demand is evidence of desire from prospective families to attend the school; (8-31-17)T

c. Describe the population of students the proposed school intends to serve and how the selected

location supports serving such students; (8-31-17)T

d. Provide the target enrollment by grade level and projected growth over five (5) years; (8-31-17)T

e. Describe any community partnerships or other local support for the proposed school; and (8-31-17)T

f. Describe strategies for informing under-served students and their families about the prospective school and the enrollment process. (8-31-17)T

06. School Leadership and Management. Describe the proposed school's administrative leadership structure, and provide information about any potential education service providers. (8-31-17)T

a. Attach an organizational chart to Appendix D illustrating the proposed school's leadership structure and indicating the reporting structures of school leaders to the board. If school leaders have already been identified, include their names, contact information, resumes, and any additional information about their qualifications in the appendices. (8-31-17)T

b. Describe the responsibilities of and relationships among school leadership, the governing board, instructional leaders, and staff, and include a plan for evaluating school leaders. (8-31-17)T

c. If the proposed school intends to work with an educational service provider, provide the name of the company, a contact within the company, and specify in detail the extent of the entity's participation in the management and operation of the school. Attach the following to Appendix E: (8-31-17)T

i. A term sheet indicating the fees to be paid by the proposed school to the management company, the length of the proposed contract, the terms for the contracts renewal, and provisions for termination; (8-31-17)T

ii. Copies of the two (2) most recent contracts that the entity has executed with operating charter schools; and (8-31-17)T

iii. A detailed description of the education service provider's relationship to the school's board of directors; (8-31-17)T

iv. A detailed description of how and why the management organization or educational service provider was selected, and evidence that the organization provides high-quality service to similarly situated schools, if applicable. (8-31-17)T

07. Supporting Documents. (8-31-17)T

a. Appendix A – Budgets, cash flow, additional funds. (8-31-17)T

b. Appendix B – Articles of Incorporation and Bylaws. (8-31-17)T

c. Appendix C – Board of Directors. (8-31-17)T

d. Appendix D – School Administration. (8-31-17)T

e. Appendix E – Education Service Provider. (8-31-17)T

f. Appendix F – Optional additional supporting documents. (8-31-17)T

203. ADMISSION PROCEDURES.

01. Model Admission Procedures. All public charter schools must have an admission procedure approved by their authorized chartering entity, which complies with Section 33-5206(11), Idaho Code, and Section 203 of this rule. In order to ensure that public charter schools utilize a fair and equitable selection process for initial

admission to and enrollment in a public charter school, as well as admission to and enrollment in a public charter school during subsequent school years, the Board has approved model admission procedures that may be utilized and adopted by petitioners. The approved model admission procedures are described in Subsections 203.03 through 203.12 of these rules. Petitioners are not required to adopt the Board's model admission procedures, but must demonstrate a reason for varying from the Board's approved procedures. (8-31-17)T

02. Enrollment Opportunities. Charter holders shall ensure that citizens in the primary attendance area shall be made aware of the enrollment opportunities of the public charter school. Such process shall include the dissemination of enrollment information, taking into consideration the language demographics of the attendance area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. In addition, petitioners shall ensure that such process includes the dissemination of press release or public service announcements, to media outlets that broadcast within, or disseminate printed publications within, the area of attendance of the public charter school; petitioners must ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs. (8-31-17)T

03. Enrollment Deadline. Each year a public charter school shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend the public charter school for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated as required by Subsection 203.02. (4-11-06)

04. Requests for Admission. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend a public charter school. In the case of a family with more than one (1) child seeking to attend a public charter school, a single written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, the public charter school at which admission is sought on or before the enrollment deadline established by the public charter school. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of the public charter school is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, shall be utilized to determine which prospective students will be admitted to the public charter school, as described in Subsection 203.09 of this rule. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by the public charter school shall be permitted in the equitable selection process. Only written requests for admission shall be considered by the public charter school. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list. (4-11-06)

05. Admission Preferences. A public charter school shall establish an admission preference for students residing in the attendance area of the public charter school, as provided in Section 33-5206, Idaho Code. In addition, a public charter school may establish additional admission preferences, as authorized by Section 33-5206(11), Idaho Code. (8-31-17)T

06. Proposed Attendance List for Lottery. Each year the public charter school shall create an attendance list containing the names of all prospective students on whose behalf a written request for admission was timely received by the public charter school, separated by grade level. In addition, the proposed attendance list shall contain columns next to the name of each student, in which the public charter school will designate admission preferences applicable to each prospective student. The columns shall be designated "A" for returning student preference; "B" for founders preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for attendance area preference. (4-11-06)

07. Equitable Selection Process. If the initial capacity of a public charter school is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then the public charter school shall determine the students who will be offered admission to the public charter school by conducting a fair and equitable selection process. The selection procedure shall be conducted as follows:

(4-11-06)

a. The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five (3 x 5) inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order for each grade level selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container.

(4-11-06)

b. A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral "1" and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person.

(4-11-06)

c. If the name of the person selected is a returning student, then the letter "A" shall be written on such index card. If the name of the person selected is the child of a founder, the letter "B" shall be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, then the letter "C" shall be written on such index card. If the name of the person selected resides in the attendance area of the public charter school, then the letter "D" shall be written on such index card.

(4-11-06)

d. With regard to the sibling preference, if the name of the person selected has a sibling who has already been selected, but the person previously selected did not have the letter "C" written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter "C" shall now be written on that person's index card at this time.

(4-4-13)

e. With regard to the founder's preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter "B." When the number of index cards marked with the letter "B" equals ten percent (10%) of the proposed capacity of the public charter school for the school year at issue, then no additional index cards shall be marked with the letter "B," even if such person selected would otherwise be eligible for the founders preference.

(4-11-06)

f. After all index cards have been selected for each grade, then the index cards shall be sorted for each grade level in accordance with the following procedure. All index cards with the letter "A" shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "B," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "C," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "D," based on the chronological order of the selection number written on each index card; followed, finally, by all index cards containing no letters, based on the chronological order of the selection number written on each index card.

(4-11-06)

g. After the index cards have been drawn and sorted for all grade levels, the names shall be transferred by grade level, and in such order as preferences apply, to the final selection list.

(4-11-06)

08. Final Selection List. The names of the persons in highest order on the final selection list shall have the highest priority for admission to the public charter school in that grade, and shall be offered admission to the public charter school in such grade until all seats for that grade are filled.

(4-11-06)

09. Notification and Acceptance Process.

(4-11-06)

a. With respect to students selected for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send an offer letter to the parent, guardian, or other person who submitted a written request for admission on behalf of a student, advising such person that the student has been selected for admission to the public charter school. The offer letter must be signed by such student's parent, or guardian, and returned to the public charter school by the date designated in such offer letter by the public charter school.

(4-11-06)

b. With respect to a prospective student not eligible for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send a letter to the parent, guardian, or other person who submitted a request for admission on behalf of such student, advising such person that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. (4-11-06)

c. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to timely sign and return such offer by the date designated in such offer letter by the public charter school, then the name of such student will be stricken from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the final selection list. (4-11-06)

d. If a student withdraws from the public charter school during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list. (4-11-06)

10. Subsequent School Years. The final selection list for a given school year shall not roll over to the next subsequent school year. If the capacity of the public charter school is insufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process shall be conducted by the public charter school for such school year. (4-11-06)

204. (RESERVED)

205. REVIEW OF PETITIONS.

01. If Denied, Petitioners May Appeal. (4-11-06)

a. If a petition is denied, then the authorized chartering entity must promptly prepare for petitioners a written notice of its decision to deny the charter. The written decision shall include all of the reasons for the denial, and shall also include a reasoned statement that states or explains the criteria and standards considered relevant by the authorized chartering entity, the relevant contested facts relied upon, and the rationale for the decision based on the applicable statutory provisions and factual information presented to the authorized chartering entity. (4-11-06)

b. Petitions submitted to a local board of trustees of a school district or the public charter school commission may be appealed. The petitioners may appeal the decision of the authorized chartering entity, in accordance with the procedures described in Sections 401 through 402 of these rules. (3-20-14)

206. -- 299. (RESERVED)

300. PUBLIC CHARTER SCHOOL RESPONSIBILITIES.

01. General. The governing board of a public charter school shall be responsible for ensuring that the public charter school is adequately staffed, and that such staff provides sufficient oversight over all public charter school operational and educational activities. In addition, the governing board of a public charter school shall be responsible for ensuring that the school complies with all applicable federal and state education standards, as well as all applicable state and federal laws, rules and regulations, and policies. (3-20-14)

02. Compliance with Terms of Performance Certificate. The governing board of a public charter school shall be responsible for ensuring that the school is in compliance with the terms and conditions of the performance certificate approved executed in accordance with Section 33-5205B(1), Idaho Code. (3-20-14)

03. Annual Reports. The governing board of a public charter school must submit an annual audit of the fiscal operations as required in Section 33-5206(7), Idaho Code. An authorized chartering entity may reasonably request that a public charter school provide additional information to ensure that the public charter school is meeting the terms of its performance certificate. (8-31-17)T

04. Operational Issues. The governing board of the public charter school shall be responsible for promptly notifying its authorized chartering entity if it becomes aware that the public charter school is not operating

in compliance with the terms and conditions of its performance certificate. Thereafter, the governing board of the public charter school shall also be responsible for advising its authorized chartering entity with follow-up information as to when, and how, such operational issues are finally resolved and corrected. (3-20-14)

05. Articles of Incorporation and Bylaws. The governing board of the public charter school shall be responsible for promptly notifying its authorized chartering entity of any revisions or amendments to the articles of incorporation or bylaws. (8-31-17)T

301. AUTHORIZED CHARTERING ENTITY RESPONSIBILITIES.

Notwithstanding Section 300 of these rules, the authorized chartering entity of a public charter school shall be responsible for monitoring the public charter school's operations in accordance with all of the terms and conditions of the performance certificate. (3-20-14)

302. CHARTER REVISIONS.

The governing board of a public charter school may reasonably request revisions to an approved charter or performance certificate, as authorized by Section 33-5206(8), Idaho Code. (3-20-14)

01. Request for Revision of Charter or Performance Certificate. The governing board of a public charter school that desires to revise its charter or performances certificate must submit a written request and the proposed revisions to the public charter school's authorized chartering entity (8-31-17)T

02. Procedure for Reviewing Request for Charter or Performance Certificate Revision. The authorized chartering entity shall have seventy-five (75) days from the date of receipt of the written request and proposed revisions in which to issue its decision on the request for charter or performance certificate revision. The authorized chartering entity shall consider the request for charter or performance certificate revision at its next regular meeting following the date of receipt of the written request and proposed revisions, provided that the request and proposed revisions are submitted no fewer than thirty (30) days in advance of that meeting. If permitted by applicable policies and procedures adopted by the authorized chartering entity, the review of a request for a charter or performance certificate revision may be delegated to appropriate staff employed by the authorized chartering entity. An authorized chartering entity may, but is not required to, conduct a public hearing to consider the request for charter or performance certificate revision. (8-31-17)T

03. Approval of Proposed Charter or Performance Certificate Revision. If the authorized chartering entity approves the proposed charter or performance certificate revision, a copy of such revision shall be executed by each of the parties to the charter or performance certificate and shall be treated as either a supplement to, or amendment of, the final approved charter or performance certificate, whatever the case may be. (8-31-17)T

04. Denial of Proposed Charter or Performance Certificate Revision. If the proposed revision is denied, then the authorized chartering entity must prepare a written notice of its decision denying the request for charter or performance certificate revision. The decision to deny a request for a charter or performance certificate revision shall contain all of the reasons for the decision. The public charter school may appeal the decision denying the request for charter or performance certificate revision to the Board. The provisions of Section 403 of these rules shall govern the appeal. (3-20-14)

303. REVOCATION.

An authorized chartering entity may revoke a charter in accordance with the procedure described in this Section 303 of this rule if a public charter school has failed to meet any of the specific, written conditions for necessary improvements established pursuant to the provisions of Section 33-5209B(1), Idaho Code, by the dates specified. (3-20-14)

01. Written Notice of Intention to Revoke Charter. The authorized chartering entity must provide the public charter school with reasonable notice of the authorized chartering entity's intent to revoke the charter, which shall be in writing and must include all of the reasons for such proposed action. In addition, such notice shall provide the public charter school with a reasonable opportunity to reply, which shall not be less than thirty (30) days after the date of such notice. (4-11-06)

02. Public Hearing. The authorized chartering entity shall conduct a public hearing with respect to its

intent to revoke a charter. Such hearing shall be held no later than thirty (30) days after receipt of such written reply. If the public charter school does not reply by the date set in the notice, then such hearing shall be held no later than sixty (60) days after the date the notice was sent by the authorized chartering entity. (4-11-06)

a. Written notification of the hearing shall be sent to the public charter school at least ten (10) days in advance of the hearing. (4-11-06)

b. The public hearing shall be conducted by the authorized chartering entity, or such other person or persons appointed by the authorized chartering entity to conduct public hearings and receive evidence as a contested case in accordance with Section 67-5242, Idaho Code. (4-11-06)

03. Charter Revocation. If the authorized chartering entity determines that the public charter school has failed to meet any of the specific written conditions for necessary improvements established pursuant to the provisions of Section 33-520B(1), Idaho Code, by the dates specified, then the authorized chartering entity may revoke the charter. Such decision may be appealed to the Board. The provisions of Section 403 of these rules shall govern the appeal. (8-31-17)T

304. -- 399. (RESERVED)

400. APPEALS.

The following actions relating to public charter schools may be appealed to the Department or to the Board, as applicable, in accordance with the procedures described in Sections 401 through 403 of these rules: (4-11-06)

01. Denial of New Petition. The denial by an authorized chartering entity of a petition to form a new public charter school, as authorized by Section 33-5207, Idaho Code. (4-11-06)

02. Approval of Conversion Petition. The approval of a petition by an authorized chartering entity to convert a traditional public school to a public charter school over the objection of thirty (30) or more persons or employees of the local school district, as authorized by Section 33-5207, Idaho Code. (4-11-06)

03. Denial of Charter or Performance Certificate Revision. The denial by the authorized chartering entity of a public charter school of a request to revise a charter or performance certificate, as authorized by Section 33-5206(8), Idaho Code. (3-20-14)

04. Revocation. A decision of an authorized chartering entity to revoke a charter, as authorized by Section 33-5209C(7), Idaho Code. (3-20-14)

401. APPEAL TO THE DEPARTMENT OF A DECISION RELATING TO THE FORMATION OF A NEW OR CONVERSION PUBLIC CHARTER SCHOOL.

The denial of a petition to form a new public charter school, or the granting of a petition to form a conversion public charter school over the objection of thirty (30) or more persons or employees of the local school district, may be appealed to the Department, as provided by Section 33-5207(1), Idaho Code. The following procedures shall govern such appeals. (4-11-06)

01. Submission of Appeal. To institute an appeal, the petitioners/appellants shall submit a notice of appeal and request for public hearing in writing to the Department that describes, in detail, all of the grounds for the appeal, and the remedy requested, within thirty (30) days from the date of the decision of the authorized chartering entity that reviewed the petition. A copy of the notice of appeal shall be submitted to the authorized chartering entity, and with the Board. In addition, contemporaneous with the submission of the notice of appeal, the petitioners/appellants shall also submit to the Department two (2) copies of the complete record of all actions taken with respect to the consideration of the public charter school petition. The record must be in chronological order and must be appropriately tabbed and indexed. The record must contain, at a minimum, all of the following documents: (4-11-06)

a. The name, address, and telephone number of the person or persons submitting the appeal on behalf of petitioners/appellants, as well as the authorized chartering entity that issued the decision being appealed. (4-11-06)

b. The complete petition that was submitted to the authorized chartering entity, including any

amendments thereto or supplements thereof. (4-11-06)

c. Copies of audio or video recordings, if any, and the minutes from all meeting(s) where the petition was considered or discussed. (4-11-06)

d. All correspondence between the petitioners/appellants and the authorized chartering entity relating to the petition from the date the original petition was submitted until the date the authorized chartering entity issued the decision being appealed. (4-11-06)

e. The written decision provided by the authorized chartering entity to the petitioner. A copy of such notice of appeal shall be submitted to the authorized chartering entity whose decision is being appealed, and to the Board. (4-11-06)

02. Hearing Officer. The Department shall hire a hearing officer to review the action of the authorized chartering entity and to conduct a public hearing, pursuant to Section 67-5242, Idaho Code. The Department shall forward to the hearing officer one (1) copy of the record provided by petitioners/appellants and attached to the notice of appeal within ten (10) business days of receipt. (4-11-06)

03. Public Hearing. A public hearing to review the decision of the authorized chartering entity shall be conducted within thirty (30) days after the hearing officer receives the notice of appeal and request for a public hearing submitted to the Department. (4-11-06)

04. Notice of Hearing. All parties in an appeal shall be notified of a public hearing at least ten (10) days in advance, or within such time period as may be mandated by law. The notice shall identify the time, place, and nature of the hearing; a statement of the legal authority under which the hearing is to be held; the particular sections of the statutes and any rules involved; the issues involved; and the right to be represented. The notice shall identify how and when documents for the hearing will be provided to all parties. (4-11-06)

05. Prehearing Conference. The hearing officer may, upon written or other sufficient notice to all interested parties, hold a prehearing conference to formulate or simplify the issues; obtain admissions or stipulations of fact and documents; identify whether there is any additional information that had not been presented to the authorized chartering entity; arrange for exchange of any proposed exhibits or prepared expert testimony; limit the number of witnesses; determine the procedure at the hearing; and to determine any other matters which may expedite the orderly conduct and disposition of the proceeding. (4-11-06)

06. Hearing Record. The hearing shall be recorded unless a party requests a stenographic recording by a certified court reporter, in writing, at least seven (7) days prior to the date of the hearing. Any party requesting a stenographic recording by a certified court reporter shall be responsible for the costs of same. Any party may request that a transcript of the recorded hearing be prepared, at the expense of the party requesting such transcript, and prepayment or guarantee of payment may be required. Once a transcript is requested, any party may obtain a copy at the party's own expense. (4-11-06)

07. Hearing Officer's Recommendation. The hearing officer shall issue a recommendation within ten (10) days after the date of the hearing. The recommendation shall include specific findings on all major facts at issue; a reasoned statement in support of the recommendation; all other findings and recommendations of the hearing officer; and a recommendation affirming or reversing the decision of the authorized chartering entity. The hearing officer shall mail or deliver a copy of the recommendation to the Department, the petitioners/appellants, and the authorized chartering entity. (4-11-06)

08. Review of Recommendation by Authorized Chartering Entity. (4-11-06)

a. The authorized chartering entity shall hold a public hearing to review the recommendation of the hearing officer within thirty (30) days of receipt of the recommendation. (4-11-06)

b. Written notification of the scheduled public hearing shall be sent by the authorized chartering entity to the petitioners/appellants at least ten (10) days prior to the scheduled hearing date. (4-11-06)

c. The authorized chartering entity shall make a final decision to affirm or reverse its initial decision within ten (10) days after the date the public hearing is conducted. (4-11-06)

09. Reversal of Initial Decision. (4-11-06)

a. If the authorized chartering entity reverses its initial decision and denies the conversion of a traditional public school to a public charter school, then that decision is final and there shall be no further appeal. (4-11-06)

b. If the authorized chartering entity reverses its initial decision and approves the new public charter school, then the charter shall be granted and there shall be no further appeal. (4-11-06)

10. Affirmation of Initial Decision. (4-11-06)

a. If the authorized chartering entity affirms its initial decision to authorize the conversion of a traditional public school to a public charter school, then the charter shall be granted and there shall be no further appeal. (4-11-06)

b. If the authorized chartering entity affirms its initial decision and denies the grant of a new public charter school, then the petitioners/appellants may appeal such final decision further to the Board in accordance with the procedure described in Section 402 of these rules. (4-11-06)

402. APPEAL TO THE BOARD RELATING TO THE DENIAL OF A REQUEST TO FORM A NEW PUBLIC CHARTER SCHOOL.

The following procedures shall govern an appeal to the Board of the final decision of an authorized chartering entity relating to the denial of a petition to form a new public charter school. (4-11-06)

01. Submission of Appeal. The petitioners/appellants shall submit a notice of appeal in writing with the Board that describes, in detail, all of the grounds for the appeal, and the remedy requested, within twenty-one (21) days from the date the authorized chartering entity issues its final decision to deny a petition to form a new public charter school. A copy of the notice of appeal shall be submitted to the authorized chartering entity. In addition, contemporaneous with the submission of the notice of appeal, the petitioners/appellants shall also submit to the Board, two (2) copies of a complete record of all actions taken with respect to the consideration of the public charter school petition. The record must be in chronological order, must be tabbed and indexed, and must contain, at a minimum, the following documents: (4-11-06)

a. The complete record submitted to the Department, as provided in Subsection 401.01.a. through 401.01.e. of these rules. (4-11-06)

b. A transcript, prepared by a neutral person whose interests are not affiliated with a party to the appeal, of the recorded public hearing conducted by the hearing officer, as described in Subsection 401.06 of these rules. (4-11-06)

c. A copy of the hearing officer's recommendation. (4-11-06)

d. Copies of audio or video recordings, if any, and the minutes of the public hearing conducted by the authorized chartering entity to consider the recommendation of the hearing officer, as described in Subsection 401.08.a. through 401.08.c. of these rules. (4-11-06)

e. Copies of any additional correspondence between the petitioners/appellants and the authorized chartering entity relating to the petition subsequent to the public hearing conducted by the Department. (4-11-06)

f. The final written decision provided by the authorized chartering entity to the petitioners/appellants. (4-11-06)

02. Public Hearing. A public hearing to review the final decision of the authorized chartering entity shall be conducted within a reasonable time from the date that the Board receives the notice of appeal, but not later

than sixty (60) calendar days from such date. The public hearing shall be for the purpose of considering all of the materials in the record that were presented at prior proceedings. However, new evidence, testimony, documents, or materials that were not previously considered at prior hearings on the matter may be accepted or considered, in the sole reasonable discretion of the Board, or of the charter appeal committee or public hearing officer, as described in Subsection 402.04 of this rule. (4-11-06)

03. Notice of Hearing. All parties in an appeal shall be notified of a public hearing at least ten (10) days in advance, or within such time period as may be mandated by law. The notice shall identify the time and place of the hearing; a statement of the legal authority under which the hearing is to be held; the particular sections of the statutes and any rules involved; the issues involved; and the right to be represented. The notice shall identify how and when documents for the hearing will be provided to all parties. (4-11-06)

04. Appointment of Charter Appeal Committee or Public Hearing Officer. The Board may, in its reasonable discretion, determine to appoint a charter appeal committee, composed solely of Board members, or a combination of Board members and Board staff, or alternatively, to appoint a public hearing officer, for the purpose of conducting the public hearing. If the Board determines not to make such an appointment, then the Board shall conduct the public hearing. (4-11-06)

05. Recommended Findings. If the public hearing is conducted by a charter appeal committee or appointed public hearing officer, then such committee or appointed public hearing officer shall forward to the Board all materials relating to the hearing as soon as reasonably practicable after the date of the public hearing. If so requested by the Board, the entity conducting the public hearing may prepare recommended findings for the Board to consider. The recommended findings shall include specific findings on all major facts at issue; a reasoned statement in support of the recommendation; all other findings and recommendations of the charter appeal committee or public hearing officer; and a recommended decision affirming or reversing the decision of the authorized chartering entity, or such other action recommended by the charter appeal committee or public hearing officer, such as remanding the matter back to the authorized chartering entity, or redirecting the petition to another authorized chartering entity. A copy of the recommended findings shall be mailed or delivered to all the parties. (4-11-06)

06. Final Decision and Order by the Board. The Board shall consider the materials forwarded by the entity conducting the public hearing, including any recommended findings of the charter appeal committee or appointed public hearing officer, as may be applicable, in a meeting open to the public at the next regularly scheduled meeting of the Board that occurs after the public hearing. If the public hearing was not conducted by the Board, then the Board may allow representatives for both the petitioner/appellant and the authorized chartering entity an opportunity to deliver oral arguments to the Board advocating their respective positions, limited to thirty (30) minutes for each party. Whether the public hearing is conducted by the Board or by a charter appeal committee, the Board shall issue a final written decision on such appeal within sixty (60) days from the date of the public hearing. The final decision and order of the Board shall be sent to both the petitioners/appellants and the authorized chartering entity, and will not be subject to reconsideration. With respect to such written decision, the Board may take any of the following actions: (4-11-06)

a. Approve the charter, if the Board determines that the authorized chartering entity failed to appropriately consider the charter petition, or if it acted in an arbitrary manner in denying the request. In the event the Board approves the charter, the charter shall operate under the jurisdiction of the Commission, as provided by Section 33-5207(6), Idaho Code. (4-11-06)

b. Remand the petition back to the authorized chartering entity for further consideration with directions or instructions relating to such further review. If the authorized chartering entity further considers the matter and again denies the petition, then that decision is final and there shall be no further appeal. (4-4-13)

c. Redirect the petition for consideration by the Commission, if the appeal is regarding a denial decision made by the board of trustees of a local school district. (4-4-13)

d. Deny the appeal submitted by the petitioners/appellants. (4-11-06)

403. APPEAL RELATING TO THE DENIAL OF A REQUEST TO REVISE A CHARTER OR PERFORMANCE CERTIFICATE OR A CHARTER NON-RENEWAL OR REVOCATION DECISION.

The following procedures shall govern an appeal relating to the denial of a request to revise a charter or a charter non-renewal or revocation decision. (3-20-14)

01. Submission of Appeal. The public charter school shall submit a notice of appeal in writing to the Board that describes, in detail, all of the grounds for the appeal, and the remedy requested, within thirty (30) days from the date of the written decision of the authorized chartering entity to non-renew or revoke a charter or to deny a charter or performance certificate revision. A copy of the notice of appeal shall be submitted to the authorized chartering entity. In addition, contemporaneous with the submission of the notice of appeal, the appellant charter school shall also submit to the Board one (1) hard copy and one (1) electronic copy of the complete record of all actions taken with respect to the matter being appealed. The record must be in chronological order and must be appropriately tabbed and indexed. The record must contain, at a minimum, all of the following documents: (3-20-14)

a. The name, address, and telephone number of the appellant public charter school and the authorized chartering entity that issued the decision being appealed. (4-11-06)

b. Copies of all correspondence or other documents between the appellant public charter school and the authorized chartering entity relating to the matter being appealed. (4-11-06)

c. Copies of audio or video recordings, if any, and the minutes from all meeting(s) where the matter on appeal was considered or discussed. (4-11-06)

d. The written decision provided by the authorized chartering entity to the appellant public charter school. (4-11-06)

02. Public Hearing. A public hearing to review the decision of the authorized chartering entity shall be conducted within thirty (30) days after the date of the filing of the notice of appeal. (4-11-06)

03. Notice of Hearing. All parties in an appeal shall be notified of a public hearing at least ten (10) days in advance, or within such time period as may be mandated by law. The notice shall identify the time and place of the hearing; a statement of the legal authority under which the hearing is to be held; the particular sections of the statutes and any rules involved; the issues involved; and the right to be represented. The notice shall identify how and when documents for the hearing will be provided to all parties. (4-11-06)

04. Appointment of Charter Appeal Committee or Public Hearing Officer. The Board may, in its reasonable discretion, determine to appoint a charter appeal committee, composed solely of Board members, or a combination of Board members and Board staff, or alternatively, to appoint a public hearing officer, for the purpose of conducting the public hearing. If the Board determines not to make such an appointment, then the Board shall conduct the public hearing. (4-11-06)

05. Prehearing Conference. The entity conducting the public hearing may, upon written or other sufficient notice to all interested parties, hold a prehearing conference to formulate or simplify the issues; obtain admissions or stipulations of fact and documents; identify whether there is any additional information that had not been presented to the authorized chartering entity; arrange for exchange of any proposed exhibits or prepared expert testimony; limit the number of witnesses; determine the procedure at the hearing; and to determine any other matters which may expedite the orderly conduct and disposition of the proceeding. (4-11-06)

06. Hearing Record. The hearing shall be recorded unless a party requests a stenographic recording by a certified court reporter, in writing, at least seven (7) days prior to the date of the hearing. Any party requesting a stenographic recording by a certified court reporter shall be responsible for the costs of same. The record shall be transcribed at the expense of the party requesting a transcript, and prepayment or guarantee of payment may be required. Once a transcript is requested, any party may obtain a copy at the party's own expense. (4-11-06)

07. Recommended Findings. If the public hearing is conducted by a charter appeal committee or appointed public hearing officer, then such committee or public hearing officer shall forward to the Board all materials relating to the hearing as soon as reasonably practicable after the date of the public hearing. If so requested by the Board, the entity conducting the public hearing may prepare recommended findings for the Board to consider. The recommended findings shall include specific findings on all major facts at issue; a reasoned statement in support

of the recommendation; all other findings and recommendations of the charter appeal committee or public hearing officer; and a recommended decision affirming, or reversing the action or decision of the authorized chartering entity. A copy of the recommended findings shall be mailed or delivered to all the parties. (4-11-06)

08. Final Decision and Order by the Board. The Board shall consider the materials forwarded by the entity conducting the public hearing, including any recommended findings of the charter appeal committee or appointed public hearing officer, as may be applicable, in a meeting open to the public at the next regularly scheduled meeting of the Board that occurs after the public hearing. If the public hearing was not conducted by the Board, then the Board may allow representatives for both the appellant public charter school and the authorized chartering entity an opportunity to deliver oral arguments to the Board advocating their respective positions, limited to thirty (30) minutes for each party. Whether the public hearing is conducted by the Board, or by a charter appeal committee or appointed public hearing officer, the Board shall issue a final written decision on such appeal within sixty (60) days from the date of the public hearing. The decision shall be sent to both the appellant public charter school and the authorized chartering entity. With respect to such written decision, the Board may take any of the following actions: (4-11-06)

a. Grant the appeal and reverse the decision of the authorized chartering entity if the Board determines that the authorized chartering entity failed to appropriately consider the non-renewal or revocation of the charter, or the request to revise the charter or performance certificate, or that the authorized chartering authority acted in an arbitrary manner in determining to non-renew or revoke the charter, or in denying the request to revise the charter or performance certificate. (3-20-14)

b. Deny the appeal filed by the appellants. (4-11-06)

404. EX PARTE COMMUNICATIONS.

Unless required for the disposition of a matter specifically authorized by statute to be done ex parte, no party to the appeal nor any representative of any such party to the appeal, nor any person or entity interested in such appeal, may communicate, directly or indirectly, regarding any substantive issue in the appeal with the Board or the charter appeal committee or any hearing officer appointed to hear or preside over the appeal hearing, except upon notice and opportunity for all parties to participate in the communication. (4-11-06)

405. -- 499. (RESERVED)

500. MISCELLANEOUS.

01. Definition of LEA. As used in Section 500 of these rules, the term "local education agency" or "LEA" shall mean a public authority legally constituted within the state for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in the state, as such term is defined in the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, and as such term is further defined in 34 CFR 300.18. (4-11-06)

02. LEA Designations. Section 33-5203(7), Idaho Code, provides that the board of trustees of a school district may designate a public charter school it authorizes as an LEA, with the concurrence of the public charter school board of directors. In order to designate a public charter school as an LEA, the board of trustees of the school district must submit to the Department the following no later than February 1 in order for any such designation to be effective for the following school year: (3-20-14)

a. Verification that the board of trustees is the authorized chartering entity of the public charter school it wishes to designate as an LEA. (3-20-14)

b. Written documentation that the board of trustees of the school district and the board of trustees of the public charter school have agreed to the designation of the public charter school as an LEA. Such documentation shall be signed by representatives of both parties. (3-20-14)

501. -- 999. (RESERVED)

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**IDAPA 08
TITLE 03
CHAPTER 01**

08.03.01 - RULES OF THE PUBLIC CHARTER SCHOOL COMMISSION

000. LEGAL AUTHORITY.

The Public Charter School Commission, in accordance with Section 33-5213, Idaho Code, adopts these rules. (4-11-06)

001. TITLE AND SCOPE.

01. Title. These rules shall be cited as IDAPA 08.03.01, "Rules of the Public Charter School Commission." (4-11-06)

02. Scope. These rules provide the requirements for the governance and administration of the Public Charter School Commission. (4-11-06)

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, written interpretations of the rules of this chapter, if any, are available at the offices of the Public Charter School Commission. (4-11-06)

003. ADMINISTRATIVE APPEALS.

The provisions of Title 33, Chapter 52, Idaho Code, and IDAPA 08.02.04, "Rules Governing Public Charter Schools," govern appeals from decisions of the Commission. (4-11-06)

004. INCORPORATION BY REFERENCE.

No documents have been incorporated by reference into these rules. (4-11-06)

005. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.

The Public Charter School Commission is located in the offices of the Idaho State Board of Education. (4-11-06)

01. Office Hours. The Board offices are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. (4-11-06)

02. Street Address. The offices of the Board are located at 650 W. State Street, Boise, Idaho. (4-11-06)

03. Mailing Address. The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037. (4-11-06)

04. Telephone Number. The telephone number of the Board is (208) 334-2270. (4-11-06)

05. Facsimile. The Board's FAX number is (208) 334-2632. (4-11-06)

06. Electronic Address. The Board of Education website at <https://boardofed.idaho.gov>. (4-11-06)

006. PUBLIC RECORDS ACT COMPLIANCE.

Commission records are subject to the provisions of the Idaho Public Records Act, Title 74, Chapter 1, Idaho Code. (4-11-06)

007. -- 099. (RESERVED)

100. DEFINITIONS.

01. Board. The Idaho State Board of Education or its designee. (4-11-06)

02. Commission. The Public Charter School Commission or its designee. (4-11-06)

101. -- 199. (RESERVED)

200. PROCEEDINGS BEFORE THE COMMISSION.

Proceedings or other matters before the Commission or its duly appointed hearing officer are governed by the provisions of Title 33, Chapter 52, Idaho Code, IDAPA 08.02.04, and these rules. (4-11-06)

201. COMMUNICATIONS WITH COMMISSION.

All written communications and documents intended to be part of an official record of decision in any proceeding before the Commission of any hearing officer appointed by the Commission must be filed with the individual designated by the agency. Unless otherwise provided by statute, rule, order, or notice, documents are considered filed when received by the officer designated to receive them, not when mailed or otherwise transmitted. (4-11-06)

202. COMPUTATIONS OF TIME.

Whenever statute, these or other rules, order, or notice requires an act be done within a certain number of days of a given day, the given day is not included in the count, but the last day of the period so computed is included in the count. If the day the act must be done is Saturday, Sunday, or a legal holiday, the act may be done on the first day following that is not a Saturday, Sunday, or legal holiday. (4-11-06)

203. BOARD MEETINGS -- MAJORITY -- CHAIRMAN.

01. Majority. A simple majority of members voting shall be sufficient to decide any matter pending before the Commission. (4-11-06)

02. Chairman Vote. The chairman shall vote only when necessary to break a tie. (4-11-06)

204. -- 299. (RESERVED)

300. COMPLIANCE MONITORING.

The Commission shall be responsible for monitoring the public charter school's operations in accordance with all of the terms and conditions of the performance certificate, including compliance with all applicable federal and state education standards and all applicable state and federal laws, rules and regulations, and policies. See IDAPA 08.02.04, "Rules Governing Public Charter Schools," Subsection 301.01. Commission staff will make a site visit and verify the existence of the following documents after the charter is granted: (3-20-14)

01. Certificate of Occupancy. Certificate of Occupancy for the public charter school site; (4-4-13)

02. Building Inspection Reports. A copy of the inspection report from the Idaho Division of Building Safety; (4-4-13)

03. Fire Marshal Report. A fire marshal report for the public charter school site; (4-11-06)

04. Insurance Binders. Copies of insurance binders from a company authorized to do business in Idaho for a liability policy, a property loss policy, worker's compensation insurance, unemployment insurance, and health insurance; (4-4-13)

05. Health District Inspection Certificate. A copy of the health certificate issued by the health district for each site at which students will be taught; (4-11-06)

06. Instructional Staff Certification. Proof of certification for all instructional staff employed by the public charter school; and (4-4-13)

301. REQUIRED DOCUMENTS PUBLIC CHARTER SCHOOLS AUTHORIZED BY THE COMMISSION MUST SUBMIT TO THE COMMISSION.

01. Lease Agreement. If school structures are leased, a copy of the lease agreement for the building(s) at which students will be taught; (4-4-13)

02. Financial Statements. Audited financial statements from an independent auditor must be submitted as required by Section 33-701, Idaho Code; (4-4-13)

03. Accreditation Reports. A copy of any notice from the public charter school's accrediting body that the public charter school has failed to meet or maintain full accreditation requirements must be submitted within five (5) business days of receipt; (8-31-17)T

04. Complaints. Copies of any complaints filed against the public charter school including, but not limited to, lawsuits and complaints filed with the Idaho Professional Standards Commission relating to school employees, within five (5) business days of receipt; (4-4-13)

05. Board Members. A current list of all public charter school board members, including full name, address, telephone number, and resume must be on file with the Commission within five (5) business days of any changes; (4-4-13)

06. Proof of Compliance. Additional proof of compliance as reasonably requested by the Commission. (4-4-13)

302. -- 399. (RESERVED)

400. PETITION -- PUBLIC HEARING.

A public hearing, as required by Section 33-5205(2), Idaho Code, for consideration of a petition on its merits shall be conducted by the Commission. Citizens intending to testify must notify the Commission the day of the meeting. Public comment will be limited to ten (10) minutes, unless otherwise determined by the Commission chairman. (3-20-14)

401. -- 999. (RESERVED)

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STATEMENT OF PURPOSE

RS25851C1

The purpose of this legislation is to recognize those graduating public school and public charter school students who have exceeded the state's graduation requirements. A STEM diploma should help those that receive it with scholarship applications, college admittance applications and job resumes.

FISCAL NOTE

There will be no fiscal impact to the state general fund. There will be no additional costs to local school districts or public charter schools to order a STEM diploma. All school districts and public charter schools currently order and pay for high school diplomas from national companies that produce a wide range of diploma options.

Contact:

Senator Robert P. Nonini
(208) 332-1000

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

IN THE SENATE

SENATE BILL NO. 1267

BY EDUCATION COMMITTEE

AN ACT

RELATING TO STEM EDUCATION; AMENDING CHAPTER 5, TITLE 33, IDAHO CODE, BY THE
ADDITION OF A NEW SECTION 33-523, IDAHO CODE, TO ESTABLISH PROVISIONS
REGARDING A STEM DIPLOMA; AND DECLARING AN EMERGENCY.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Chapter 5, Title 33, Idaho Code, be, and the same is
hereby amended by the addition thereto of a NEW SECTION, to be known and des-
ignated as Section 33-523, Idaho Code, and to read as follows:

33-523. STEM DIPLOMA. (1) For purposes of this section, "STEM" means
science, technology, engineering and mathematics.

(2) A public school student who successfully completes all graduation
requirements established by the state board of education shall receive a
high school diploma designated as a STEM diploma if the student earned at
least:

(a) Eight (8) credits in mathematics;

(b) Eight (8) credits in science; and

(c) In addition to the credits listed in paragraphs (a) and (b) of this
subsection, five (5) credits in the student's choice of any or all sub-
jects of science, technology, engineering or mathematics.

(3) This section does not require a student to complete more than the
total credits required to graduate as determined by the state board of educa-
tion.

(4) A student who has completed eight (8) or more credits in mathemat-
ics that include algebra II or a higher-level mathematics class before the
student's senior year is not required to take a mathematics class in the stu-
dent's senior year.

(5) Each school district and public charter school may create a diploma
with a special STEM designation for students who meet the requirements of
this section.

(6) The state board of education may promulgate rules necessary to im-
plement the provisions of this section.

SECTION 2. An emergency existing therefor, which emergency is hereby
declared to exist, this act shall be in full force and effect on and after its
passage and approval.