

**SUBJECT**

Consideration of Proposed Performance Certificates for 2018 Renewal Schools

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. § 33-5205B

I.C. § 33-5209A

**BACKGROUND**

Idaho's charter school statute requires that all public charter schools and their authorizers sign performance certificates. The certificates for thirteen (13) PCSC-authorized schools will expire on June 30, 2018. In March 2018, the PCSC moved to renew all twelve charters, some conditionally. New performance certificates for these schools must be executed in time to take effect on July 1, 2018.

**DISCUSSION**

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

- Falcon Ridge Public Charter School
- Heritage Community Charter School
- Idaho Virtual Academy
- Inspire Connections Academy
- Idaho Science and Technology Charter School
- Legacy Public Charter School
- Monticello Montessori Charter School
- North Idaho STEM Charter Academy
- North Star Charter School
- North Valley Academy
- Palouse Prairie Charter School
- Rolling Hills Public Charter School
- The Village Charter School

In these materials, individualized sections of the certificates are highlighted in yellow. Each certificate's Appendix A contains any applicable conditions of renewal, which were previously agreed upon by the PCSC and schools and are not subject to change at this time.

All of the schools have provided written agreement to the proposed performance certificates as presented in these materials.

**IMPACT**

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

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

**STAFF COMMENTS AND RECOMMENDATIONS**

PCSC staff recommends that the performance certificates be executed as presented.

**COMMISSION ACTION**

A motion to execute the Falcon Ridge Public Charter School, Inc. performance certificate as presented.

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

AND

A motion to execute the Heritage Community Charter School, Inc. performance certificate as presented.

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

AND

A motion to execute the Idaho Virtual Academy, Incorporated performance certificate as presented.

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

AND

A motion to execute the INSPIRE Academies, Inc. doing business as Inspire Connections Academy performance certificate as presented.

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

AND

A motion to execute the Idaho Science and Technology Charter School, Inc. performance certificate as presented.

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

AND

A motion to execute the Legacy Public Charter School, Inc. performance certificate as presented.

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

AND

A motion to execute the Monticello Montessori Charter School, Inc. performance certificate as presented.

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

AND

A motion to execute the North Idaho STEM Charter Academy Inc. performance certificate as presented.

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

AND

A motion to execute the North Star Charter School, Inc. performance certificate as presented.

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

AND

A motion to execute the North Valley Academy, Inc. performance certificate as presented.

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

AND

A motion to execute the Palouse Prairie Educational Organization, doing business as Palouse Prairie Charter School performance certificate as presented.

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

AND

**June 14, 2018**

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A motion to execute the Rolling Hills Public Charter School, Inc. performance certificate as presented.

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

AND

A motion to execute The Village Charter School, Inc. performance certificate as presented.

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

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Falcon Ridge Public Charter School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on October 28, 2004, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2005; and

WHEREAS, the School’s charter was renewed on March 1, 2018, for a five-year term of operations,

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of July 1, 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

- A. School Mission.** The mission of the School is as follows: Developing students who are competent, productive and responsible by promoting the academic skills and character to succeed in life.
- B. Grades Served.** The School may serve students in grades K-8.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Establish a learning environment that is safe both emotionally and physically.
  - Incorporate a “teach to the ceiling” philosophy towards ensuring that all students are challenged academically.
  - Set high behavioral expectations with a focus on kindness and respect for others.
  - Establish an atmosphere that encourages student participation and engagement
  - Maintain a culture that values work ethic, personal responsibility and those habits that lead to a productive citizenry.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

### SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer’s Role will be to evaluate the School’s outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement

as Appendix B. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be

considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

## SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.

**B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 276 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

K – 24 students

Grades 1-3 – 29 students per grade

Grades 4-8 – 33 students per grade

- 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.

- A. School Facilities.** 278 S. Ten Mile, Kuna, ID 83634. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

- B. Attendance Area.** The School’s primary attendance area is as follows: Kuna Joint School District #3.

- C. 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.

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

## SECTION 6: SCHOOL FINANCE

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

## **SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION**

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- 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 D.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.

- 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 **July 1, 2018.**

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**Chairperson, Idaho Public Charter School Commission**

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**Chairperson, Falcon Ridge Public Charter School Board**

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

**Appendix B: Performance Framework**

**Appendix C: Charter**

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

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

No conditions of authorization or renewal are applicable.

**Appendix B: Performance Framework**

# FALCON RIDGE PUBLIC CHARTER SCHOOL [YEAR] ANNUAL PERFORMANCE REPORT

## INTRODUCTION

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

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

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

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

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

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

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

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

## PERFORMANCE FRAMEWORK STRUCTURE

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

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

## ACCOUNTABILITY DESIGNATIONS

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

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

### SCHOOL OVERVIEW

<b>Mission Statement</b>	Developing students who are competent, productive and responsible by promoting the academic skills and character to succeed in life.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>● Establish a learning environment that is safe both emotionally and physically.</li> <li>● Incorporate a “teach to the ceiling” philosophy towards ensuring that all students are challenged academically.</li> <li>● Set high behavioral expectations with a focus on kindness and respect for others.</li> <li>● Establish an atmosphere that encourages student participation and engagement.</li> <li>● Maintain a culture that values work ethic, personal responsibility and those habits that lead to a productive citizenry.</li> </ul>		
<b>School Location</b>	278 S. Ten Mile Road Kuna, Idaho 83634	<b>School Phone</b>	208-282-2822
<b>Surrounding District</b>	Kuna Joint School District		
<b>Opening Year</b>	2005		
<b>Current Term</b>	February 13, 2014 - June 30, 2018		
<b>Grades Served</b>	K-8		
<b>Enrollment (Approved)</b>	276	<b>Enrollment (Actual)</b>	

### SCHOOL LEADERSHIP


### STUDENT DEMOGRAPHICS

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

### ISAT PROFICIENCY RATES

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

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

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

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

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

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

ACADEMIC K-8

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

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

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																				
<b>Measure 3a</b> <b>Criterion-Referenced Growth</b> <b>Math</b> <b>Notes</b>	<b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
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<b>Measure 3b</b> <b>Criterion-Referenced Growth</b> <b>ELA</b> <b>Notes</b>	<b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
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OPERATIONAL

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

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

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

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

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

OPERATIONAL

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

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

FINANCIAL

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

FINANCIAL

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



**Falcon Ridge Public Charter School, Inc.**

**P.O. Box 326**

**Kuna, ID 83634**

[office@falconridgecharter.org](mailto:office@falconridgecharter.org)

EIN #: 27-0095874

The Falcon Ridge Public Charter School's mission is developing students who are competent, productive and responsible by promoting the academic skills and character to succeed in life."

**TITLE PAGE 2005-2006**

Amended 7-26-2012

Name of Applicant Applying for the Charter: Falcon Ridge Public Charter School, Inc.  
(This may be a public body, private person or private organization)

Name of Proposed Charter School: Falcon Ridge Public Charter School  
**X New School**                       Converted School

Authorized Agent for Applicant: Heather Dyer\_  
(This may be the individual applicant or an authorized member of the corporate board)

Authorized Agent Mailing Address: P.O. Box 326 Kuna, ID 83634 County: Ada  
Day Time Phone: (208) 703-0044  
E-mail: office@falconridgecharter.org

<b>Form of Organization</b>	When listing the names of corporate principals and members of the organization, provide the charter name and sponsor if the individual has ever applied for a charter before:		
<input checked="" type="checkbox"/> Non-Profit Corporation	Member Name(s)	Charter Name(s)	Sponsor
<input type="checkbox"/> For-Profit Corporation	Heather Dyer		
<input type="checkbox"/> S-Corporation	Brenda Lamphere		
<input type="checkbox"/> Partnership	Donia Jefferies		
<input type="checkbox"/> Sole Proprietorship	Jack Noble		
<input type="checkbox"/> Tribal Entity	Vince Bos		
<input type="checkbox"/> Other _____			

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## **Governance Structure**

### **Corporation History:**

The Articles of Incorporation for Falcon Ridge Public Charter School, Inc. were filed with the Secretary of the State of Idaho July 6, 2004. The Employer Identification Number is 27-0095874. The 501(c)(3) will be completed upon approval of the charter. At a meeting on June 25, 2004, the Falcon Ridge Board of Directors were elected.

The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the make-up of this body below.

A regularly maintained list of current FRPCS governing Board of Directors will be made available via the FRPCS website. [www.falconridgecharter.org](http://www.falconridgecharter.org)

The Governing Board of Falcon Ridge Public Charter School will be organized and managed under the Nonprofit Corporation Act. The Governing Board will be deemed public agents to control the articles and by-laws of the non-profit corporation known as Falcon Ridge Public Charter School. The Governing Board will have all the powers and duties afforded to a Board of Trustees. The Falcon Ridge Public Charter School will be considered a public school for all purposes and, as such, shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. Therefore the Governing Board meetings will follow the open meeting laws, keeping accurate minutes and making said minutes available to the public.

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

The Falcon Ridge Public Charter School will be liable for all acts, omissions, debts, or other obligations. Falcon Ridge Public School shall defend, hold harmless and indemnify the Falcon Ridge Board and its authorizing entity against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees, and court cost, arising out of the operation of Falcon Ridge Public Charter School and/or omissions of the agents, employees, or contractors of Falcon Ridge, under Idaho Code 33-5204 (4). Falcon Ridge Public Charter School will secure and maintain insurance for liability, errors, omissions, and property loss. Documentation of insurance coverage will be filed with the State Board of Education upon charter approval by Summer 2005. Falcon Ridge Public Charter School may sue or be sued, purchase receive, hold and convey real and personal property for school purposes, to the same extent and on the same condition as a public school district. If the Falcon Ridge Public Charter School is voluntarily relinquished, revoked, or expires, the school's authorizing entity sponsor or another charter school will be the recipient of all moveable assets. All employees, directors and officers shall enjoy the same immunities as employees, directors, and officers of public schools.

The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy making, advising and evaluating. The Board shall have further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values, and status of the charter school.

The five members of the Governing Board are Heather Dyer, Brenda Lamphere, Donia Jefferies, Jack Noble, and Vince Bos. This expertise includes administrative, agriculture, financial, community, business, public relations and accounting.

The initial Governing board of five (5) Directors of the Corporation shall serve staggered terms for which not more than two (2) such terms shall expire in any year. The five (5) seats of the Directors shall be designated, solely for identification, with the letters A through E, and the expiration for the terms of the Directors currently holding such

seats are as follows:

In addition to the Governing Board, there will be an Advisory Board. The function of the Advisory Board is to serve as a support team and working board to the Governing Board. Members of the Advisory Board are grouped in the following committees:

Community Relations Committee: Kris Johnson & Jeanne Bullock  
Volunteer Service Coordinators: Todd & Beth Konvalin  
Facilities and Grounds Committee: Rachel Roth & Becky Morrison  
Transportation Committee: Kelly Glenn  
Real Estate Committee: Janet Funk

The above listed committees and members are subject to change, dissolution and reinstatement as deemed necessary and appropriate by subsequent FRPCS school boards. Additionally, the establishment of additional committees will be determined by subsequent board as well.

Founder's children by Idaho State law can make up to 10% of the total student body. Governing Board members and Advisory Board members are the founders of Falcon Ridge Public Charter School. Our school is starting with 268 children, so we are allowed 27 founders children. We may be adding more Advisory Board Members after our school is authorized, up to the allotted amount.

With the assistance of; the Idaho Charter Commission, administrator and staff of Liberty Charter School in Nampa, and the staff designated by the Idaho Department of Education to oversee charter operations, the Governing Board is confident that a successful school will be formed and managed properly and according to all laws and regulations regarding public schools.

### **Organization**

Upon approval, the Falcon Ridge Public Charter School will function as a non-profit organization, organized and managed under the *Idaho Nonprofit Corporation Act*, as outlined in the school's Bylaws and Articles of Incorporation. Accordingly, the organizational flow chart representing the flow of information and the chain of command is as follows:

Board of Directors

Administrator (Principal)

Teacher          Student          Parent          PTO

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

- 1     The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business.
- 2     The Board of Directors will have the responsibility to approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, programs, or curriculum.
- 3     The Board of Directors and PTO (Parent Teacher Organization) of Falcon Ridge Public Charter may provide consultation to the Principal regarding ongoing plans for the school.
- 4     The Board will, when necessary, adjudicate disagreements between parents and the administration.
- 5     The Principal (Administrator) represents the Board of Directors of Falcon Ridge Public

Charter School as the liaison between the Board and the charter school community.

- 6 The Principal supervises, directly or indirectly, all employees of the charter school.

Falcon Ridge Public Charter School will seek accreditation according to state law and applicable regulations. Idaho Code 5205 (3)(e) and 5210 (4)(b).

## EDUCATIONAL PROGRAM

MISSION STATEMENT: The Falcon Ridge Public Charter School's mission is to develop students who are competent, productive and responsible by promoting the academic skills and character to succeed in life.

### **Philosophy and Special Emphasis**

The philosophy of the Falcon Ridge Public Charter School is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place. Falcon Ridge Public Charter School will create this low-threat environment and safe harbor with a unique character education curriculum that focuses on kindness and taps into each child's innate need to know boundaries while protecting every child's dignity. This is done through expectation training, in which teachers clearly illustrate and define what kindness looks like before students have a chance to be unkind. Daily procedures are designed to support the school's emphasis on kindness. Students who display kindness and good citizenship are given special recognition through a well-designed reward system.

Each child has the right to come to school without fear of taunting, teasing or violence. Each parent has the right to expect a school to provide a safe, kind environment for his/her child. Each staff member has the right to teach without fear of violence. Students, parents and teachers can be reassured that our best efforts will be put forth in creating a safe harbor.

The atmosphere created by our focus on kindness allows children to soar socially and academically. Students are not afraid to take academic risks, like asking or answering questions in front of peers, when they feel safe and supported. They are not distracted from learning by fear. This is extremely important because our educational focus is accelerated learning, and this is the only way it can be achieved. A culture that is warm and friendly, orderly and free from chaos is developed as a result of this discipline method.

### **Methods of Instruction**

Falcon Ridge Public Charter School's methods of instruction are based primarily on a "teach to the ceiling" philosophy with fast paced direct instruction. The Idaho State Standards are the floor. All students are encompassed in this method, and no child is left behind or left unchallenged. If a child doesn't understand a concept at first, they will eventually master it through daily repetition, assessment, and review. The focus isn't on when a child understands a concept, but rather that they will understand it in the end. This takes the desperation out of teaching and the anxiety out of learning. Direct instruction combined with individual student attention is the key to success at Falcon Ridge Public Charter School.

Teachers will be engaged in the act of direct teaching throughout the day using a variety of proven teaching techniques including: tactile, visual, kinesthetic, auditory, group and independent approaches. By taking into account and addressing the varying developmental rates and learning modalities of the student population, it is possible through this direct-teaching and monitoring approach to keep curricula challenging and the expectations for learning high.

Another unique aspect of Falcon Ridge's character education curriculum is the dramatization and memorization of classic poems and quotes, such as "The Man in the Looking Glass". The students learn such pieces through automaticity, and discuss the meanings and morals behind them. They develop a sense of pride as they perform them for others. The tempo for our academic program is set by student capabilities, not by textbooks. Our students will be well grounded in the basics, such as, reading, writing, math, science, health, humanities, and social studies. In addition, they will be taught fine arts, foreign language, and technology.

Language Arts (English and Foreign) – The goal is to develop learners who are effective communicators, who love literature, and are lifelong readers and writers. The curriculum is literature based. Comprehensive skills, grammar and vocabulary are integrated within the literature program.

Science and Health – The Falcon Ridge Charter School science curriculum is a multi-year sequence, which emphasizes functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling and testing science Kindergarten through third grade students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying and predicting. Fourth through eighth grade students will add the integrated science process skills of identifying variables, constructing tables of data, constructing graphs, describing relationships between variables, acquiring and processing data,

constructing hypotheses and designing investigations.

Math – Kindergarten through eighth grade students will master the arithmetic processes of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals through Hall of Fame Drills. However, since mathematical learning is not a spectator sport, we will continue to have concept and manipulative experiences that engage students in exploring, conjecturing and thinking. Students will view and use math as a tool for reasoning and problem solving in purposeful ways.

Social Studies and Community Service – Kindergarten through eighth grade will follow the state standards and benchmarks. In addition, there will be a strong emphasis on community service in the seventh and eighth grades as students apply their understanding of and their contributions to the world around them. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

Music - It is our belief that early musical training, including orchestra, can dramatically boost a child's brainpower, building the kind of skills necessary to succeed in high level math and science.

Foreign Language - The study of a foreign language is an integral and distinguishing aspect of the Character Curriculum. Research demonstrates that the study of a second language can boost English proficiency, improve memory and self-discipline and enhance verbal and problem-solving skills. The initial emphasis will be with the intermediate level learners (ages 9-12) with a gradual expansion in subsequent years, allowing students at the high school level to regulate their own language acquisition.

Technology - Technology provides learners with skills that prepare them for future employment. The term "technology" includes learning tools such as computers, interactive video equipment, audio-visual aids, scientific equipment and networks linked to local and nationwide resources. These tools support a child's natural way of learning through individual and group discovery, and through seeking solutions to real life challenges.

Seventh and Eighth Grade Opportunity - Realizing that the junior high years are critical to a child's self esteem, the focus of the seventh and eighth grades has been and will continue to provide a different environment where students have experienced less stress. There is less movement from room to room, fewer teachers and students, therefore a smaller arena that is not as threatening to a student's self esteem when taking risks or making mistakes.

### **Parental Involvement**

Parents of the students who attend Falcon Ridge Public Charter School are encouraged to be involved at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles and strengths and weaknesses, which will be central to the creation of the personalized learning goals. The process to ensure parental involvement will be as follows:

1. Fighting and its consequences, Liability issues concerning supervision on the premises, Field trips, Bus safety, Concerning insurance and student injuries, Homework policy, Dress guidelines, and the Discipline plan. A signed parent acknowledgement will be filed in the school office.
2. Parents will be encouraged to attend two parent teacher conferences a year.
3. Parents will complete one survey throughout the school year addressing one of the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parent's perception of learning environment.
4. In addition, parents will be encouraged to provide an appropriate learning environment at home for their child to study, and to volunteer at the school setting.

In conclusion, Falcon Ridge Public Charter School will establish a school philosophy, embraced by teachers, the administrator, students, and parents which holds that every child is valued and every student will succeed at a high level both socially and academically. The character education plan will result in a safe school infused with positive peer pressure, students who are ready to learn every day, and who possess the self-discipline needed to maximize theirs and other's educational experiences. Falcon Ridge Public School academic program is designed to meet the needs of the students, not cater to the convenience of teachers, administrators, or to the school calendar. That means

that all styles and rates of learning are taken into account, yet expectations for achievements are not compromised. Once again, when there is low threat and content is highly challenging, accelerated learning will take place, and the results will be outstanding!

### **HOW SCHOOL GOALS ADDRESS EDUCATIONAL THOROUGHNESS STANDARDS 33-1612**

The Falcon Ridge Public Charter School's learning program is built on the belief that all children can learn, but not in the same way, or equally well from the same sources. It recognizes that children are variously gifted. It is based on the work of Howard Gardner of Harvard, who has identified the following seven capabilities or "intelligences":

- 1 Linguistic
- 2 Mathematical/logical
- 3 Intrapersonal (self)
- 4 Interpersonal (others)
- 5 Bodily-kinesthetic
- 6 Spatial
- 7 Musical

Although all seven areas will be examined and encouraged through instruction and the gifted and talented program, the Falcon Ridge Charter School will retain the traditional focus on linguistic and mathematical/logical areas. One way of accomplishing this focus has been through the Personalized Learning Goal. Working together, student, parent and educator consider the learner's strengths and weaknesses. They then identify an academic and a personal goal for each learner. These goals capitalize on learner strengths and shore up areas of weakness, while enhancing parental involvement. The Personalized Learning Goal Plan is signed by the student, parent, and teacher.

The Personalized Goal encourages learners to take responsibility for their own learning, while encouraging teachers, parents and the community to share in that responsibility. Through the use of this personalized goal, the Falcon Ridge Charter School ensures that children are not penalized for the rate at which they learn. The faster learner is continuously presented with new challenges, while the slower learner benefits from extra adult help, multiple methods and multiple environments.

The learning program supports the Falcon Ridge Charter's mission of developing "lifelong learners." It is designed to stimulate the desire to learn, and it is based on the belief that all learners possess an innate and unique creativity that can be developed given the appropriate environment. It allows for the joy of knowledge, self-expression and the thrill of exploration.

The Educational Learning Program is accomplished within the context and focus of the Thoroughness Standards as defined in section 33-1612 of the Idaho Code:

1. A safe environment conducive to learning is provided;
2. Educators are empowered to maintain classroom discipline;
3. The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized;
4. The skills necessary to communicate effectively are taught;
5. A basic curriculum necessary to enable students to enter academic or vocational post secondary educational programs are provided;
6. The skills necessary for students to enter the work force are taught;
7. The students are introduced to current technology; and
8. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.

Falcon Ridge Charter School is achieving the Thoroughness Standards through its basic curriculum and the unique aspects. The instruction of the curriculum is accomplished by using an aligned system (Citizen of the Week and Citizen of the Month) which honors children who are hard working, responsible, honest, respectful, etc. and creates an environment allowing for student peace of mind which then maximizes learning potential. We focus on the memorization and dramatization of classic poetry rich in moral education. Through daily recitation, discussion, and application to life situations, this aligned proactive approach creates sensitivity for mankind in staff and students.

## MEASURABLE EDUCATIONAL STANDARDS

Falcon Ridge Charter School lists below the standards, which are driven by the philosophy and mission of our charter. Falcon Ridge's guiding coalition will clearly define the essential knowledge and skills for student learning in each program area making standards subject within the first year of operation focusing on one subject area at a time beginning with language arts. The technology unique aspect strand will be evidenced throughout the following standards.

### STANDARDS

#### **Personal Responsibility:**

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

Students will develop strategies and techniques to use self-regulation, critical, and creative thinking when presented with a task and personalized learning goals.

#### **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 information and 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 their talents in music, visual arts, and /or performance.

Students will develop oral and written skills in a non-native language.

#### **Thinking and Reasoning Skills:**

Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.

#### **Social Responsibility and 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.

## MEASURES OF STUDENTS PROGRESS

Standards and standardization are the basis of assessment. Learners are shown exemplary performances for given tasks. An assessment of their efforts reflects how closely it matches this performance. The goal is not only to give a grade, but also to encourage students to do their personal best and show them their own improvement throughout the year. As active participants in assessment of their own work, learners are encouraged to develop intra-personal understanding of their strengths and deficiencies and an objective view of their accomplishments. In addition, a score on a piece of work can be improved if the learner is willing to accept the challenge for improvement put forth

by the assessment.

Performance will be assessed on at least two levels: 1) The students will be assessed on their attitudes and personal/academic habits through teacher evaluations of projects and video presentations, as well as parental input. 2) Performance will be assessed according to state developed standards.

Students in attendance at Falcon Ridge Public Charter School will do the following:

- 1 Meet the statewide performance standards developed by the Idaho Department of Education. These standards include the subjects of Language Arts, Mathematics, Science, Social Studies, Health, Humanities, and Physical Education;
- 2 Achieve by scoring on a Proficiency level which would meet all standards in the following assessments:  
ISAT assessment, Grades 3-8  
Participation in NAEP
- 3 Achieve developed standards for age levels, content areas and outcomes addressed by the State Department of Education. These standards will be measured by student products, performances, exhibitions and any future tests developed by the Idaho State Department of Education.
- 4 Exceed statewide and local district student performance on state required assessments.

We will meet the goals identified in this Petition when students demonstrate the following:

Utilizing established Idaho state AYP targets as a benchmark:

- In the area of Reading, during the 2012-2013 school year, 96% of students who have been enrolled at FRPCS for ~~two~~ three or more consecutive years, will achieve a “proficient” score or above on state standardized assessments [ISAT (grades 3-8) and IRI (at “benchmark” or a combination of “strategic” and “benchmark” in grades K-3)].
- In the area of Mathematics, during the 2012-2013 school year, 95% of students who have been enrolled at FRPCS for ~~two~~ three or more consecutive years, will achieve a “proficient” score or above on state standardized assessments [ISAT (grades 3-8)].
- In the area of Language Usage, during the 2012-2013 school year, 92% of students who have been enrolled at FRPCS for ~~two~~ three or more consecutive years, will achieve a “proficient” score or above on state standardized assessments [ISAT (grades 3-8) and IRI (grades K-3)].
- In the area of Reading, during the 2013-2014 school year and forward, 100% of students who have been enrolled at FRPCS for ~~two~~ three or more consecutive years, will achieve a “proficient” score or above on state standardized assessments [ISAT (grades 3-8) and IRI (at “benchmark” or a combination of “strategic” and “benchmark” in grades K-3)].
- In the area of Mathematics, during the 2013-2014 school year and forward, 100% of students who have been enrolled at FRPCS for ~~two~~ three or more consecutive years, will achieve a “proficient” score or above on state standardized assessments [ISAT (grades 3-8)].
- In the area of Language Usage, during the 2013-2014 school year and forward, 100% of students who have been enrolled at FRPCS for ~~two~~ three or more consecutive years, will achieve a “proficient” score or above on state standardized assessments [ISAT (grades 3-8) and IRI (grades K-3)].
- Student absenteeism is less than 4%; (as measured by school attendance records.)
- Student tardies are less than 2%; (as measured by school attendance records.)
- 7<sup>th</sup> & 8<sup>th</sup> grade students receive a positive evaluation when completing the community service piece of the charter which is designed to instill a sense of individual, social, and civic responsibility where learners will use new found knowledge of solve community problems; (as measured by community service log.)

#### **Tracking of Students’ Progress Toward Mastery of State Standards Over Time**

The students are tested weekly in the following areas: Concept tests, Mad Minutes for math, reading

comprehension. A Words-per-minute test is given every two weeks to determine reading grade level. Results from the ISAT and IRI are used to also track a student’s progress toward mastery of state standards over time. Samples of the Concept, Mad Minute, and Words per minute tests are found in curriculum samples. (Harbor Method Sample Binders)

**Remediation**

Additional help will be given to students who do not accomplish the following;

— \* Scoring on a proficiency level which would meet all standards on the standardized tests on the national, state, and district levels after a period of two consecutive academic years at Falcon Ridge.

\* Read at grade level by third grade.

\* Compute math at grade level by third grade.

\* Student work depicts acquired, integrated, extended, refined and meaningful utilization of students.

\* Reflect positive growth on the parent surveys done yearly on the child’s attitudes and habits toward, but not limited to, work ethic, honesty, taking responsibility, self-confidence, knowledge, etc.

**Special Note:** Those students not reading at grade level or computing grade level math will be identified and receive a variety of services including, ESL Program, Special Education, Title 1 (if funded), tutoring, and the opportunity with parental support to attend school during one or more intercessions.

**Personnel**

Staff Requirements – 26 Total Staff, Year 1

- |                 |         |
|-----------------|---------|
| 1. Kindergarten | 0.5 FTE |
| 2. Grade 1      | 1.0 FTE |
| 3. Grade 2      | 1.0 FTE |
| 4. Grade 3      | 1.0 FTE |
| 5. Grade 4      | 1.0 FTE |
| 6. Grade 5      | 1.0 FTE |
| 7. Grade 6      | 1.0 FTE |
| 8. Grade 7      | 1.0 FTE |
| 9. Grade 8      | 1.0 FTE |
| 10. Music       | 0.5 FTE |
| 11. PE          | 0.5 FTE |
| 12. ESL         | 0.5 FTE |
| 13. Science     | 0.5 FTE |
| 14. Special Ed. | 1.0 FTE |

Administrator 1.15 FTE

Non-certified 4.5 FTE (part time personnel – 9 staff)

2.0 FTE

Qualifications – All individuals to be employed by Falcon Ridge Public Charter School will possess the personal characteristics, knowledge base and successful experiences. Administrative and instructional staff will be certified teachers, and will be “highly qualified” as required by No Child Left Behind or a waiver or another limited certification option will be obtained as provided by rule of the State Board of Education. Falcon Ridge Public Charter School will follow the same personnel practices as are required by the Idaho Code. This would include supervision, evaluation, and dismissal as detailed by the Idaho Code. An experienced Clerk of the Board will be hired to be responsible for payroll, data entry, and records management.

Benefits – All employees who currently are members of PERSI will continue their participation. Employees will contribute at the rate established by PERSI. All employees shall contribute to the Social Security System. Falcon Ridge Public Charter School will make all employer contributions as required by PERSI, and Federal Social

Security. They will also pay for workers compensation insurance, unemployment insurance and any other payroll obligations of an employer.

Health benefits will be provided to full time employees at a minimum of no less than health benefits provided to employees of surrounding districts.

#### TRANSFER OF RIGHTS

The transfer rights of an employee choosing to work in a public charter school and the rights of such employees to return to any noncharter school in the school district after employment at a public charter school authorized by the commission, instead of a school district, are not clear.

Unused sick leave shall be accumulated from year to year as long as an employee remains continuously in the service of the same school district, including charter districts, to ninety (90) days accumulation of leave. Termination of employment in any district shall terminate sick leave rights, both current and accumulated, except when such employee is employed by another district or another state educational agency during the school year immediately following the year of termination; and the accumulated leave up to a maximum of ninety (90) days shall be secured for, and credited to, the employee by the district or state educational agency thereafter employing such employee. Whenever new school districts are formed by the consolidation or by the division of existing districts, the accumulated sick leave of school district employees who continue in service in the new district or districts created by such consolidation or division shall have such accumulated sick leave secured for, and credited to, them in such newly created district, or districts. 33-1217.

#### COLLECTIVE BARGAINING

The certified staff of Falcon Ridge Charter School will be considered a separate unit for the purposes of collective bargaining.

Recruiting of teachers will be primarily through newspaper advertisements. Falcon Ridge Public Charter School will follow all Idaho State Laws in regards to recruiting and hiring of teachers. Prospective employees will be required to complete an application and submit a resume. Members of the Governing Board will conduct interviews.

#### STAFF MEMBERS' CRIMINAL HISTORY CHECKS

Falcon Ridge Charter School will comply with Idaho Code 33-5205 (3) and 5210 (4) (d). Each new employee having contact with minor pupils and not possessing a valid Idaho State Teaching Credential must submit two sets of fingerprints to the State Department of Law Enforcement for the purpose of obtaining a criminal background check. This is a condition of employment.

#### WRITTEN CONTRACTS

Employment of Falcon Ridge Charter School teachers and administrators shall be on written contract in form as approved by the state superintendent of public instruction, conditioned upon a valid certificate being held by such professional personnel at the time of entering upon the duties thereunder 33-5206(4).

#### HEALTH AND SAFETY

(see also Staff Members' Criminal History Checks)

Kindness will be the number one expectation for Falcon Ridge Charter School students in the area of behavior. There will be an emphasis on politeness, honesty, and integrity. The umbrella under which these areas fall is called discipline, "to disciple".

If students are kind, there will be no fights, no gangs, and no name-calling. Kindness covers all areas that can potentially cause behavior problems in a school setting. Many of the school's awards are behaviorally related. How will we accomplish our goal of a safe and orderly environment where students can learn and succeed?

First we must minimize the background noise so teachers have patience with children. We identify the background noise as hallway and assembly noise. As such we have implemented the following rules:

1. No talking in the hallways or when entering or exiting assembly programs.
2. Students will walk in straight lines. (It is easier for adults to see where students' hands are and also what is in those hands.)

Second, students at Falcon Ridge Charter School are expected to be polite.

1. Students will say please and thank you to the cooks and servers.
2. Students are expected to use napkins and talk quietly during lunch.
3. STUDENTS WILL ALWAYS BE RESPECTFUL TO ADULTS.

Falcon Ridge Charter School philosophy which has become the mission of our school is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place". Fighting is diametrically opposed to "low threat". A fight is described as follow: pushing, shoving, kicking, pulling or physically connecting in an aggressive manner with another student and must be seen by a staff member. Parents will be notified by the classroom teacher of the fight (battery). The consequences for a fight are as follows:

#### **ELEMENTARY K – GRADE 8**

- |                                 |   |
|---------------------------------|---|
| 1 <sup>st</sup> fight (battery) | Loss of recess/PE for 5 school days, Loss of field trip privileges: K, 1,2,3 – One field trip. Grades 4,5,6,7, and 8 loss of all remaining trips for the school year. |
| 2 <sup>nd</sup> fight (battery) | In-school suspension 2 days<br>Grades K, 1,2, and 3 – loss of all remaining field trips for the school year.  |

Rationale for loss of recess, P.E., and field trips:

Recesses and P.E. are not as structured as other classes in a school setting. A field trip is any occasion when students are away from the school campus. Anytime students are involved in field trips, there is more liability for Falcon Ridge Public Charter School.

The only way a student identified in a fight can participate in the off campus activity is if he/she is taken by a parent and supervised by said parent and then brought back by the parent. The student's safety is the responsibility of his/her parents.

#### **SPECIAL EDUCATION**

Description of Delivery Models/Resources:

Falcon Ridge Public Charter School will identify special needs students, and provide successful special needs education for them and adopt and comply with the "Special Education Manual" from the State Department of Education as now adopted or as amended. The Falcon Ridge Public Charter School part or full-time in-house Special Education administrator will be the Section 504 Compliance Officer.

If a student at the Falcon Ridge Public Charter School is found to be eligible for special education services at the charter school, services will be provided for that student in one or more of the following ways:

Falcon Ridge Public Charter School will form a multidisciplinary team to consider a student's eligibility for special education. If a team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the Falcon Ridge Public Charter School, such evaluations will be contracted with a private provider. ESL will also be provided at the level of the student's need.

A certificated special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. The special education teacher, or an educational assistant under his/her guidance, will provide services in an inclusion or a pullout model depending on the degree of intervention necessary to meet the student's needs. The special education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

Related services, such as speech or language therapy, occupational therapy, or transportation, refer to those services necessary for a student to benefit from their special education. The Falcon Ridge Public Charter School will contract with a private provider for the provision of related services. Direct speech, language, or

OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. The supervision of paraprofessionals will be outlined in the student's IEP.

In the event that the IEP team determines that the student's academic needs cannot be met on site, the Falcon Ridge Public Charter School will contract with a local school district to provide services.

Discipline for a student with disabilities will follow the same Discipline Policy as outlined in the Health and Safety aspect of Falcon Ridge's charter, unless stated in their IEP. If there is a need to address the behavior of the student, the IEP team will: 1) address preventative actions, 2) address how to teach the right behavior, and 3) address the consequences for the student. Falcon Ridge Charter School will follow all guidelines in the Idaho Special Education Manual as no adopted, or as amended.

#### GIFTED & TALENTED SERVICES

In a society based on democratic principles, each person has the right to learn at the most appropriate level where growth will take place. Because gifted and /or talented students have special needs, they will be provided educational experiences that will strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. The charter environment will allow areas to be pursued beyond the scope of the regular curriculum – regardless of their areas of giftedness or talents. This will be accomplished through but not limited to clustering, competitions, consultations, curriculum compacting, honors classes, independent study, interest-based workshops during intercessions, and pullout classes.

Falcon Ridge Charter School will use the following outline of identification procedures for our gifted and talented program:

1. Intellectual/Academic
2. Specific Academics
3. Creativity
4. Visual/Performing Arts
5. Leadership

#### LIMITED ENGLISH PROFICIENCY

In keeping with Falcon Ridge Charter School goals, Falcon Ridge will identify the special needs of students including LEP (Limited English Proficient), special education, gifted and talented, compensatory education and provide successful special needs education for them. Falcon Ridge will use a home-language survey upon student's registration. In addition, the "Woodcock Munoz" test will determine the student's eligibility and language level – L1, L2, and L3. The "Woodcock Munoz" test will be used as a pre-post test to document the progress in both content areas and English language development.

#### TRANSPORTATION

Transportation will be provided for those students residing in the Kuna School District. We will contract bussing services with the Kuna School District. Contracts will be available within 30 days after the charter is approved. Information will be submitted to the SDE as required by 33-5208 (4). See Attachment F for letter of intent.

#### CHILD NUTRITION

Falcon Ridge Charter School will access the Federal Lunch program. After the lottery process and registration forms are filled out, a federal form will be filled out as well by every family regarding income and family size to determine if the student is eligible for free and reduced lunch under the IDEA and NCLB guidelines. In the permanent plans we have for the school building, there will be a kitchen that will be used to provide nutritious lunches for the students. Until the building is finished, we will provide hot nutritious lunches through our own contracted services.

#### ATTENDANCE AREA

Primary attendance area will be the boundaries of Kuna Joint School District No.3; secondary attendance area will be outside of Kuna Joint School District No.3.

#### NOTIFICATION OF ENROLLMENT OPPORTUNITIES

**Target Market and Market Growth**

Prospective students of Falcon Ridge Public Charter School will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. The primary attendance area shall be the boundaries of Joint School District No. 3. The secondary attendance area shall be outside of Kuna Joint School District No. 3.

The target area has a potential student body of 3600 within the district boundaries with a projected growth of 7% annually. Falcon Ridge Public Charter School plans to begin with an initial student body of 268 students in kindergarten through eighth grade. (Student population numbers received from Kuna School District No. 3.)

**Advertising and Promotion Plan**

Falcon Ridge Public Charter School will actively recruit students for enrollment using, but not limited to, the following methods:

- 1 Advertising with elementary and middle schools located within the target area using newsletters and/or flyers.
- 2 Falcon Ridge Public Charter School website (available within two weeks of approval) that will introduce the Harbor Method, and other information about the school.
- 3 Brochures promoting the curriculum and methods used at Falcon Ridge Public Charter School.
- 4 Public informational meetings about Falcon Ridge Public Charter School will held in accordance with Idaho Statute §67-23.
- 5 Tours of the school we are modeled after (Liberty Public Charter School) will be arranged for all interested persons.
- 6 Other methods may include: news releases, radio, television, newspapers, news conferences, and newsletters.

The costs for implementing this plan will be approximately \$3,000. (See – First Year Budget “Communications”).

ADMISSION PROCEDURES

	<u>Grades Served</u> <b>Please circle all grades being taught.</b>	Total Number Served Enrollment cap at all campuses and in all grades combined	<u>Sites</u> Number Operating
<u>Year 1</u>	<u>K 1 2 3 4 5 6 7 8</u>	276 Cap	___1___
<u>Year 2</u>	<u>K 1 2 3 4 5 6 7 8</u>	276 Cap	___1___
<u>Year 3</u>	<u>K 1 2 3 4 5 6 7 8</u>	276 Cap	___1___

<u>School Calendar</u>	
<input type="checkbox"/> Standard <input type="checkbox"/> Extended School Year <input checked="" type="checkbox"/> Alternative (please describe in 5 words or less) ___Modified Year-round___	Instructional Days: ___173___ Start Date: ___August 15, 2005___

**Hours of Operation:** Falcon Ridge Public Charter plans to open in August of 2005. Grade organization will generally consist of traditional single-grade classrooms. The school calendar and hours of operation are based upon a modified schedule including 173 days of instruction. The school day is initially planned to begin at 8:10 AM and end at 2:30 PM. This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Principal in consultation with the Board of Directors.

**Class Size:** Falcon Ridge Public Charter School will be relatively small. In our initial school year we will have approximately 276 students, kindergarten through eighth grade. We believe that students benefit from a small school setting. Although our total population is small, our classrooms may be considered large. The methods we use benefit from relatively large classrooms. The effectiveness of our character education plan makes it possible to turn what often is seen as negative (i.e. large, hard to control classrooms) into a more positive, energetic, and vibrant place in which to learn. Our kindergarten class will have 24 students, first through fourth grades will have 29 students each, and fifth through eighth grades will have 33 students each.

#### **Admission Procedures**

Admission is not limited based upon ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language or athletic ability. There are no tuition or fees charged for attending Falcon Ridge Public Charter School.

Falcon Ridge Public Charter School will admit all eligible pupils who submit a timely application. A charter school shall give enrollment preference to pupils returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the charter school. If, by the application deadline, the number of applications exceeds the capacity of a program, class, grade level, or building, all applications for that program, class, grade level or building will be selected for the available slots through an equitable selection process, such as a lottery, except that preference shall be given to siblings of a pupil. After the application deadline, pupils for any remaining slots or from a waiting list will be accepted in chronological order. Falcon Ridge will be accepting registration applications starting in January of each year and will except applications until 3:00 PM on the last Friday of every April. The lottery will be held the first Monday of every May. The Falcon Ridge Public Charter School lottery process will be held according to Idaho State Code section 33-5205.

### ENROLLMENT CAPACITY AND OVER-ENROLLMENT PROCEDURES

The waiting list will remain effective until the last day of school for the school year in progress. That existing waiting list from the active school year will then no longer be valid and the new waiting list resulting from the new lottery will take effect for the upcoming school year.

### ATTENDANCE ALTERNATIVE

Students residing in the Kuna School District have the option of attending the Kuna School District's elementary and secondary schools if they choose not to attend Falcon Ridge Charter School.

### DUAL ENROLLMENT

Students in Falcon Ridge Charter School may participate in Dual Enrollment as provided for in Chapter 2, Title 33, Idaho Code.

←

### FACILITIES

FRPCS is currently meeting in facilities that are intended for temporary use. A building fund has been established and is being funded as an annual budget item. Additionally, an enlisted architectural firm is currently engaged in developing a phased master-plan and determining projected building costs with stakeholders. Financing options are researched on an ongoing basis by FRPCS Board, business office, and administration. The FRPCS board is committed to moving forward in the permanent facility process as quickly as possible yet in a manner that will prove

fiscally prudent.

#### LIABILITY INSURANCE

See page 4 under GOVERNANCE STRUCTURE. See attachment I for letter of intent.

#### POTENTIAL CIVIL LIABILITY

See page 4 under GOVERNANCE STRUCTURE.

#### DISPUTE RESOLUTION PROCEDURES

The Public Charter School Commission and Falcon Ridge Public Charter School, Inc., will resolve disputes relating to provisions of the charter following the procedures set forth in Idaho Code 33-5209 and the applicable rules of the State Board of Education for notice of defect and submission of a corrective action plan.

#### ANNUAL AUDITS

Falcon Ridge will follow the requirements set forth by Idaho Code 5205(3)(j) and 5210 (3) regarding annual audits.

Financial audits will be submitted by Falcon Ridge Public Charter School to both the Bureau of Public School Finance and the Bureau of Curriculum and Accountability at the State Department of Education by the 15<sup>th</sup> of October for the previous year ending June 30<sup>th</sup>. An additional copy of annual Financial Audits will be submitted along with annual Programmatic Audits by Falcon Ridge Public Charter School to the authorizing entity by the 15<sup>th</sup> of October for the previous year ending June 30<sup>th</sup>.

The accounting records will be kept in accordance with generally accepted accounting principles as dictated by Idaho Statutes. Falcon Ridge Public Charter School will follow the requirements set forth by the Idaho Department of Education. More detail on accounting procedures will be kept by the Treasurer in an accounting manual. Falcon Ridge Charter School will be responsible and accountable for learning the program, student standards, measurable educational standards, and unique aspects of the contract.

#### INTERNET SAFETY

Falcon Ridge Public Charter School will develop and implement an Internet Safety Policy under the Children's Internet Protection Act that will be strictly enforced. It will include the operation; of technology protection measures with respect to any of its computers with Internet access through such computers to visual depiction's that are obscene, child pornography, or harmful to minors. Parents will sign an information and permission form regarding Internet Safety and the use of the computers.

#### CHILD FIND

Falcon Ridge Public Charter School will participate in Child Find.

#### **Electronic Data Submission**

Falcon Ridge Public Charter School will have the technology and ability to meet all of the electronic data submission requirements for charter schools.

#### **Nonsectarian Statement**

Falcon Ridge Public Charter School is nonsectarian in its programs, admission policies and employment practices and all other operations.

#### **Special Education/Exceptional Student Services Training**

The applicant/authorized signer for Falcon Ridge Public Charter School will take a one-day Special Education training class sponsored by the Idaho Department of Education subsequent to signing the contract, but prior to the first day of instruction.

**All information presented in this charter application becomes part of the charter contract and may be used**

for accountability purposes throughout the term of the charter contract.

### BUDGET ASSUMPTIONS

**1. Enrollment:** The Harbor School Method is used presently in 4 public charter schools. All four schools have a significant waiting list. The first year Falcon Ridge Public Charter School is in operation, it will serve the following number of students:

Kindergarten – 24 students		.75 unit
Grade 1 –29 students		
Grade 2 –29 students		
Grade 3 –29students		
Grade 4 –33 students		
Grade 5 –33students		
Grade 6 –33students	Grade 1 – 6	9.0 units
Grade 7 –33students		
Grade 8 –33students	Grade 7, 8	3.0 units
Capacity-276 students		<b>12.75 units</b>

- 2. Attendance:** The Harbor School Method is a direct instructional approach that necessitates a higher attendance of 96 %. When factoring the information in #1 Enrollment, once the exceptional child dollars are factored in to the Feb. 15<sup>th</sup> payment, the units received from a Harbor School with an attendance policy was 12.5 units. The 12.75 budget assumption identified in #1 Enrollment is a conservative assumption.
- 3. Federal Charter Grant:** \$150,000.00 is a conservative estimate drawn from Liberty Charter School and Hidden Springs Charter School.
- 4. Payroll:** Payroll includes Instructional, Non Certified, Administrative, Health Benefits, Persi, FICA, etc. of \$65,000.00 per month with a cushion of \$4,800.00 per month.
- 5. Monthly expenditures:** These expenditures include everything not listed in #4. When Payroll items are deleted from the Expenditures--but as you will note that on the *Month to Month Cash Flow* attachment, there has been another \$5,000.00 added in as a cushion each month. The only exception to this is the August 15<sup>th</sup> amount of \$65,000.00, which includes start up materials, portable costs.
- 6. Non-Certified costs:** The Harbor School Method uses p/t educational assistants for tutoring lower achieving students. This makes maximum use of non-certified adults during critical reading/math instruction. Included in the non-certified cost is 3.5 hours of custodial cost per student contact day.

**0987561346 134567890 budgets are assumptions and are subject to change.**

## **Timeline**

### **March 2005**

Recruit students with methods outlined in marketing plan  
Recruit personnel-newspaper ads  
Submit estimated counts to School Finance-Tim Hill-with request for early charter payment  
Adopt policies and procedures and student handbooks

March 2005 – Governing Board Meeting

### **April 2005**

Identify facility

April 2005 – Governing Board Meeting

### **May 2005**

Order supplies, materials, and furniture  
May 2005 Hold lottery if necessary  
Hire Personnel

May 2005 – Governing Board Meeting

### **June 2005**

June 2005 – Governing Board Meeting

### **July 2005**

July 2005 – Governing Board Meeting

### **August 2005**

Facility acquired  
August 2005 – Receipt of supplies materials, and furniture  
August 2005 – Payment for supplies, materials, and furniture

**See attachment E for 3 year Budget**

**This school's Charter Appendices are on file with the Idaho Public Charter School Commission.**

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



# **CLOSURE PROTOCOL**

**August 2013**

## Background

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

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

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

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

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

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

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# Introduction

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

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

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

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

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

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

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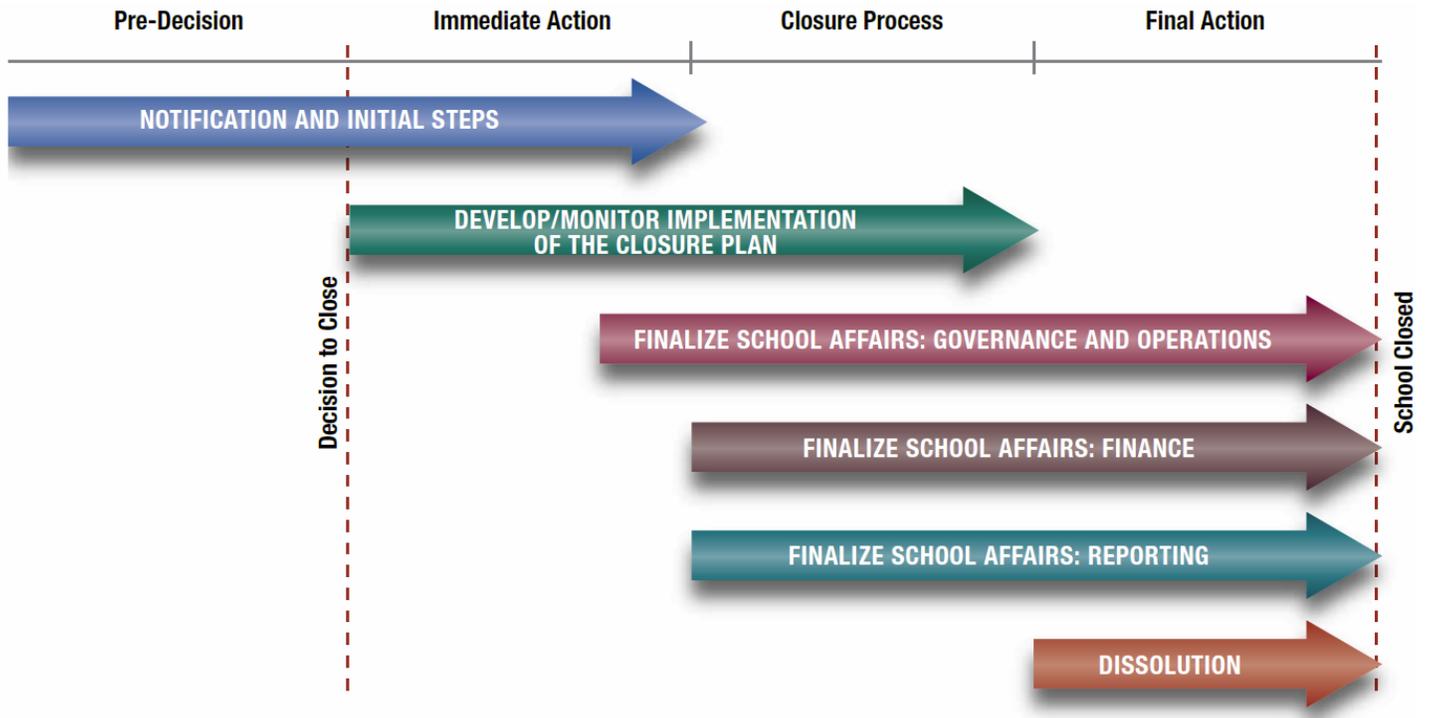
## Endnotes

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

<sup>2</sup> I.C. § 33-5212

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

# A Conceptual Timeline for Closure



## Notification and Initial Steps

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

<p><b>Send Additional and Final Notifications</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. The letters notifying staff, parents, and other districts of the final closure decision should include: <ul style="list-style-type: none"> <li>• The last day of instruction.</li> <li>• Any end-of-the-year activities that are planned to make the transition easier for parents and students.</li> <li>• 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.</li> <li>• Basic information about the process for access and transfer of student and personnel records.</li> </ul> </li> </ol>	<p>School, PCSC</p>			
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## Develop/Monitor Implementation of the Closure Plan

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

## Finalize School Affairs: Governance and Operations

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

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

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

## Finalize School Affairs: Finance

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

## Finalize School Affairs: Reporting

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

## Dissolution

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

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

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

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

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_, by and between the Idaho Public Charter School Commission (the “Authorizer”), and **Heritage Community Charter School, Inc.** (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on **September 23, 2010**, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year **2011**; and

WHEREAS, the School’s charter was renewed on **March 1, 2018**, for a five-year term of operations,

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of **July 1, 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

- A. School Mission.** The mission of the School is as follows: The Mission of Heritage Community Charter School is to create an atmosphere of mutual respect where students feel safe and are challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepare them for post-secondary education, careers, and service in their communities as well educated leaders who desire to preserve a democratic society and who act with integrity and character.
- B. Grades Served.** The School may serve students in grades K-8.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:

K-5 Dual Language Spanish Immersion Program to foster secondary language development, a Classical Liberal Arts curriculum to foster development of high order thinking in all grades utilizing the Core Knowledge Sequence as the framework, and offering Spanish and Logic in the middle school grades. HCCS will also continue a strong character education program.

- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

### SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School’s academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School’s performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School’s Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School’s performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer’s Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the

School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

## SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 540 students. The maximum number of students who may be enrolled per class/grade level shall be as follows: 60 students per grade / 30 students per class in kindergarten through fifth grade; 60 students per grade in sixth through eighth grade.
- 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.** 1803 East Ustick Road, Caldwell, ID 83605. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows: The boundary of Caldwell School District, plus the intersection of Homedale Road and Farmway Road south to Orchard Avenue – Orchard Avenue East to Midway Road – Midway road north to Caldwell Boulevard – and Caldwell Boulevard northwest to Ustick Road. Additional detail is included in Appendix C.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of

said amendment.

## **SECTION 6: SCHOOL FINANCE**

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

## **SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION**

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- 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 D.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued

operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.

**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 **July 1, 2018**.

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**Chairperson, Idaho Public Charter School Commission**

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**Chairperson, Heritage Community Charter School Board**

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

**Appendix B: Performance Framework**

**Appendix C: Charter**

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

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

1. Regarding academic growth in K-8 math:

By June 30, 2021, at least fifty-seven percent (57%) of HCCS's students in grades K-8 will make adequate academic growth to achieve math proficiency on the ISAT within 3 years or by 10<sup>th</sup> grade, whichever comes first.

This condition is based upon a rate of increase sufficient to promote the school's ability to achieve a "meets standard" rating on Academic Measure 3a (Criterion-Referenced Growth in Math) in the performance framework adopted by the PCSC in May 2017, by the end of the next performance certificate term (June 30, 2023).

The outcome shall be calculated using Academic Measure 3a (Criterion-Referenced Growth in Math). References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

2. Regarding academic growth in K-8 ELA:

By June 30, 2021, at least sixty-three percent (63%) of HCCS's students in grades K-8 will make adequate academic growth to achieve ELA proficiency on the ISAT within 3 years or by 10<sup>th</sup> grade, whichever comes first.

This condition is based upon a rate of increase sufficient to promote the school's ability to achieve a "meets standard" rating on Academic Measure 3b (Criterion-Referenced Growth in ELA) in the performance framework adopted by the PCSC in May 2017, by the end of the next performance certificate term (June 30, 2023).

The outcome shall be calculated using Academic Measure 3b (Criterion-Referenced Growth in ELA). References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

Regardless of whether or not HCCS agrees to fulfill the specific condition above, HCCS remains responsible for meeting the terms and conditions contained in its signed performance certificate effective July 1, 2018, through June 30, 2023, which will incorporate the performance framework adopted by the PCSC in May 2017.

**Appendix B: Performance Framework**

# HERITAGE COMMUNITY CHARTER SCHOOL [YEAR] ANNUAL PERFORMANCE REPORT

## INTRODUCTION

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

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

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

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

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

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

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

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

## PERFORMANCE FRAMEWORK STRUCTURE

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

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

## ACCOUNTABILITY DESIGNATIONS

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

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

**SCHOOL OVERVIEW**

<b>Mission Statement</b>	The Mission of Heritage Community Charter School is to create an atmosphere of mutual respect where students feel safe and are challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepare them for post-secondary education, careers, and service in their communities as well educated leaders who desire to preserve a democratic society and who act with integrity and character.		
<b>Key Design Elements</b>	K-5 Dual Language Spanish Immersion Program to foster secondary language development, a Classical Liberal Arts curriculum to foster development of high order thinking in all grades utilizing the Core Knowledge Sequence as the framework, and offering Spanish and Logic in the middle school grades. HCCS will also continue a strong character education program.		
<b>School Location</b>	1803 East Ustick Road Caldwell, ID 83605	<b>School Phone</b>	208-453-8070
<b>Surrounding District</b>	Caldwell School District		
<b>Opening Year</b>	2011		
<b>Current Term</b>	October 10, 2013 - June 30, 2018		
<b>Grades Served</b>	K-8		
<b>Enrollment (Approved)</b>	540	<b>Enrollment (Actual)</b>	

**SCHOOL LEADERSHIP**


**STUDENT DEMOGRAPHICS**

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

**ISAT PROFICIENCY RATES**

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

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	
--	--

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

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

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

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

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

ACADEMIC K-8

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. Measures based on ISAT outcomes exclude alternate ISAT data; as a result, the outcomes shown may differ slightly from those published on the State Department of Education's website.

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

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

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

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

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

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

OPERATIONAL

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

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

FINANCIAL

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

FINANCIAL

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

Heritage Community Charter School, Inc.

# HERITAGE COMMUNITY CHARTER SCHOOL

Board Chairman:

Lon C. McRae

[LMcRae@heritagecommunitycharter.com](mailto:LMcRae@heritagecommunitycharter.com)

1305 So. Kimball Ave.

Caldwell, Idaho 83605

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**TAB 1: ARTICLES OF INCORPORATION, BYLAWS,  
SIGNATURES AND MISSION STATEMENT**

See Appendices for Articles of Incorporation, Bylaws and Signatures of Qualified Electors

## HCCS Vision and Mission Statements

Vision:

To create:

- **H**igh Academic Achievement
- **C**ontinuous Love of Learning
- **C**ommunication that is Effective and a
- **S**afe and Respectful Environment

Mission:

The Mission of Heritage Community Charter School is to create an atmosphere of mutual respect where students feel safe and are challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepares them for post-secondary education, careers, and service in their communities as well educated leaders who desire to preserve a democratic society and who act with integrity and character.

Philosophy:

Heritage Community Charter School's philosophy lies with the strong belief that all children can learn. It is our goal to prepare each student with personal tools that will assist them in life's choices. We do so by addressing the needs of the Whole Child – Body, Mind, and Spirit:

**Body:** The atmosphere of the school and the classrooms will reflect mutual respect so that students will feel empowered to take risks necessary for growth and learning. Mistakes will be seen as opportunities to learn and all ideas will be valued.

Teachers will possess positive attitudes necessary to shape and facilitate learning in the classroom through encouraging, believing in the students, caring and requiring excellence in every detail.

**Mind:** We will seek to challenge every student all of the time through a coherent and orderly classical education curriculum.

We will have high expectations of our students, and our teachers will possess knowledge and skill necessary to assist students in achieving those high expectations.

Students will learn to value knowledge for knowledge's sake.

**Spirit:** Students will develop the self-esteem necessary to allow them to achieve their personal goals and to become active, responsible members of their communities.

Staff members will develop a specific character education plan and calendar of activities and events each year that will help students and the HCCS community understand and implement the character traits identified. The HCCS administrator will present the plan and calendar to the board of directors for approval by July 1<sup>st</sup> of each year.

The goal of HCCS is also for students to leave our school bilingual and bi-literate in Spanish and English. We believe we cannot accomplish this by providing Spanish as a foreign language class. Our students will need to use the language to learn something every day in order to become proficient. Our plan is to provide immersion experiences for our students.

Our teachers will use research based strategies when teaching the core subjects. But they will also use those same strategies, along with research based strategies for second language learners, to teach some of the core concepts in Spanish. For example, elementary students will have a language arts block during the morning. And in the afternoon, during "Spanish class", they will have 45 minutes to learn an additional language arts lesson. But this lesson will be taught in Spanish using curriculum materials written in Spanish. Although teachers will be using similar strategies in both sessions, the experience for the student will be very different.

Heritage Community Charter School seeks to replicate the successful curriculum model of instruction and school culture implemented by Xavier Charter School in Twin Falls. The HCCS founders believe that the educational model utilized by Xavier has a proven record of success and the establishment of a charter school, in Canyon County, that seeks to develop students who are proficient in English and Spanish as well as meet high academic standards will provide an additional choice to families in Caldwell to meet the needs of their children and assist the traditional school district in successfully preparing students to contribute to our community in meaningful ways. The Heritage Community Charter School educational program will be exemplified by:

- the consistency of the instruction models used throughout K-12. Starting with direct instruction in the lower grades and progressing through to Socratic Teaching, concept development, synectics and inquiry models; students will be able to recognize instructional models from grade to grade. Instruction will have the appearance of a spectrum, rather than a patchwork quilt. Students will be able to take those instructional techniques and incorporate them into learning strategies.

- the consistency of the cultural/climate expectations. Behavioral standards are the same for each classroom and teacher throughout the school.

Classical Education shall be defined as teaching by the same educational principles and toward the same educational pursuits as the ancients. To do so is known as the Trivium, Latin for “the three roads”. The three classical subjects are called Grammar (Elementary years), Logic (Middle School years), and Rhetoric (High School years). Levels of development in the classical sense are Knowledge, Understanding, and Wisdom. The picture is that human beings have three areas of mental capacity: one for gathering up information (Knowledge), a second for arranging the information in a logical order (Understanding), and a third for putting this information and this ordering to practical use (Wisdom). These three capacities are mutually dependent upon each other, but have a logical and developmental order between them. They all develop at the same time, from birth, yet they each pass through periods of intensive development until they finally meet each other and work harmoniously together.

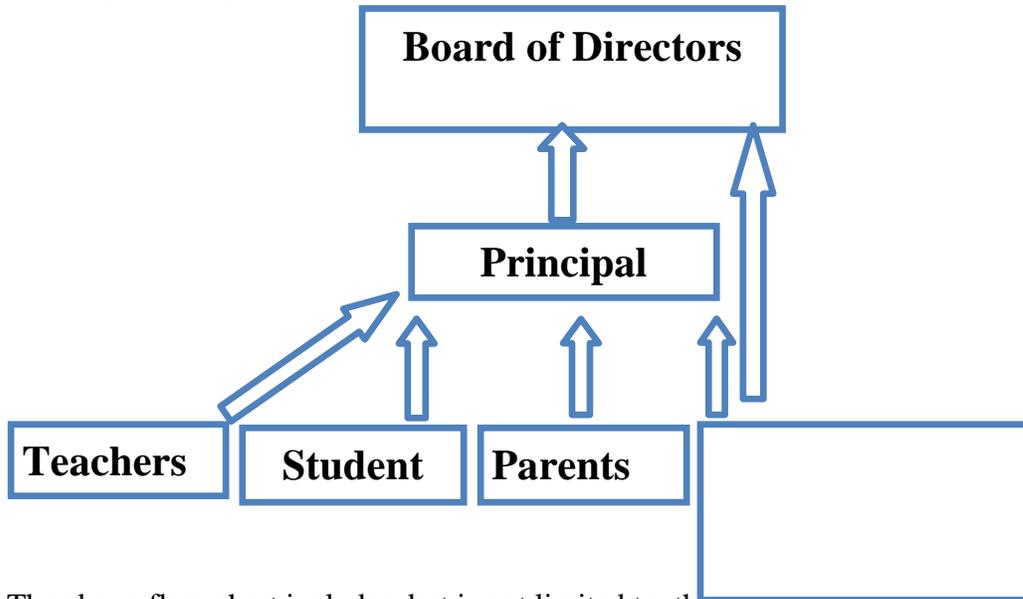
Socratic Teaching shall be defined as a powerful, teaching tactic for fostering critical thinking where the focus is on giving students questions, not answers. Teachers model the Socratic method by continually probing into the subject with questions directed at the student.

Synecotics shall be defined as an approach to creative thinking that depends on understanding together that which is apparently different. Its main tool is analogy or metaphor.

**TAB 2: PROPOSED OPERATIONS**

*Proposed Operations*

The Heritage Community Charter School will function as a non-profit organization, organized and managed under the *Idaho Nonprofit Corporation Act*, as outlined in the school's Bylaws and Articles of Incorporation. Accordingly, the organizational flow chart representing the flow of information and the chain of command is as follows:



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

- The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation’s business.
- The Board of Directors will have the responsibility to approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, programs, or curriculum.
- The Board of Directors and PTSO (Parent Teacher Student Organization) of Heritage Community Charter School may provide consultation to the Principal regarding ongoing plans for the school.
- The Board will, when necessary, adjudicate disagreements between parents and the administration.
- The Board is responsible to the authorized chartering entity directly.
- The Principal (Administrator) represents the Board of Directors of the Charter School as the liaison between the Board and the charter school.

- The Principal supervises, directly or indirectly, all employees of the charter school.

The school may hire staff or contract with a service provider for services such as transportation, food service, accounting, business management, or other business or educational services.

***Target Student Population/Primary Attendance Area***

The Primary Attendance Area of Heritage Community Charter School will include the following: the boundary of Caldwell School District, plus the intersection of Homedale Road and Farmway Road south to Orchard Avenue – Orchard Avenue East to Midway Road – Midway road north to Caldwell Boulevard – and Caldwell Boulevard northwest to Ustick Road. See image to the side.



**Note:** The “red” border indicates the boundary for Caldwell School District (boundary to the north). The “yellow” border (boundary to the south) indicates the additional area that combines with the district boundaries to constitute the Primary Area of Attendance.

***Potential Effects on the District***

Heritage Community Charter School will be located within the Caldwell School District

Boundaries and anticipates serving students from Caldwell, Vallivue, Nampa, Marsing and other small school districts within Canyon County.

Heritage Community Charter School plans to open in the fall of 2011 with two classes of 30 students each in grades K-6 (60 students per grade); one class of 30 students in grade 7; one class of 30 students in grade 8 and a total of 40 students in grades 9-12.

HCCS plans to expand grades 7 and 8 in the 2012-2013 school year to 60 students per grade. Maximum enrollment in HCCS will be 540 students. While the founders of

HCCS are sensitive to the struggles of public charter schools expanding into secondary education, the founders believe that offering a pilot secondary program beginning in the initial year of operation will give HCCS an opportunity to collect data and make adjustments that will allow the secondary program to be fully implemented and successfully functioning by the time the secondary program is full (the 2017-2018 school year). In addition, the founders of HCCS will be able to offer a unique secondary program designed to provide instruction in the core content areas utilizing the HCCS educational model. Planned expansion for grades 9-12, and/or increasing the number of students per grade in subsequent years will be dependent upon total enrollment, facility, budget needs, surveyed parental support, students' pre-registration and upon the approval from the Heritage Community Charter School Board of Directors.

The loss of ADA income (in local districts) due to HCCS's enrollment will be offset by the increase in projected population for Canyon County. In addition, HCCS expects to attract students currently enrolled in virtual charter schools and students currently participating in home schooling and will therefore minimally impact the Caldwell School District financially.

Although we recognize the strength of the local school district, there is a dual benefit a new public charter school will bring to our community. First, it will allow parents to choose a specific focus that meets the learning style and needs of their child. Second, parents make a conscious decision on where to have their child educated creating greater community buy-in to the educational process. This gain of choice not only benefits those attending public charter schools but also those attending traditional public schools. HCCS is proud to offer another choice of quality learning in a thriving, progressive School District. We are committed to remain a good neighbor in the educational community.

***Facilities***

We recognize the difficulties and resources needed to secure adequate facilities for public charter schools. With that in mind, we have selected several proposed locations for HCCS's future school facility. Upon approval, HCCS will develop a formal facility plan that takes into consideration our expected enrollment, staff size, revenues, and growth. Adoption of this facility plan will allow the Board of Directors to assess facility needs, evaluate and select a site, and explore our financing options.

Notwithstanding the likelihood of a modular campus in our early years, it will be the ultimate goal to provide a permanent structure that will meet the needs of the school's academic program. Due to the difficulties associated with financing in the current market, HCCS plans to utilize modular classrooms to meet its facility needs in the first few years of operation.

In an effort to select a site that will meet current and future needs, locations will be considered based on factors such as convenience for transportation, safety, diversity of the immediate surrounding neighborhoods, code requirements, access to major utilities, topography, affordability, etc.

Regardless of the location or type of facility, Heritage Community Charter School will acknowledge and certify that the facilities used will meet all requirements for health, safety, fire and accessibility prior to the opening of the school and will provide for the regular inspections of the facilities by authorized inspectors for the aforementioned compliance. Any facilities that the Board secures on behalf of the school will meet the legal requirements described above. For potential sites, *see* Appendix E.

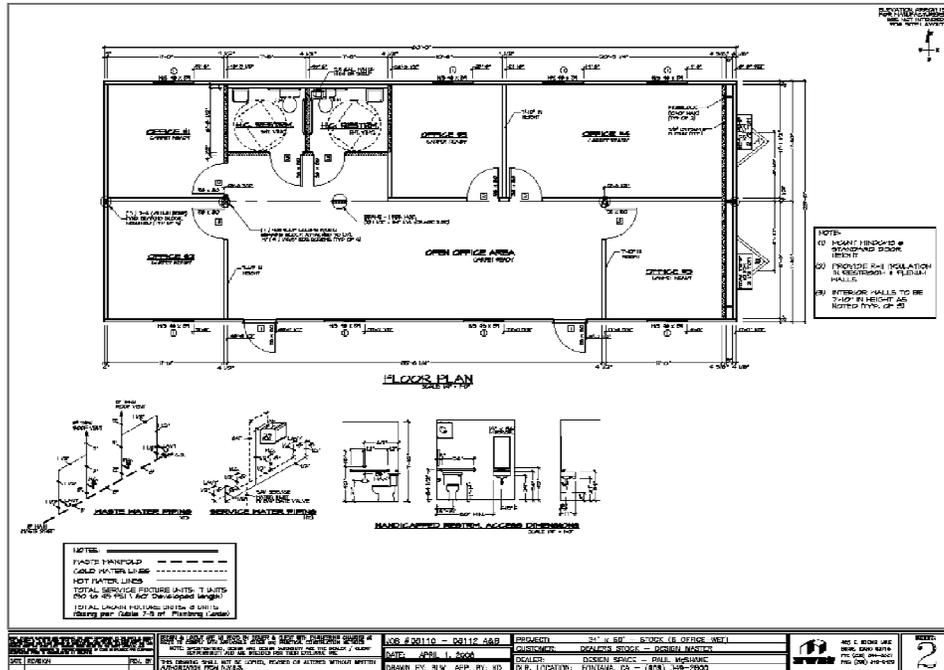
At this point, we have discussed our facility needs and received a commitment from a group of investors that are experienced in charter school facilities and are willing to assist us identify, secure, and develop a site that will accommodate our building needs (*See* Appendix L).

As part of our facility due diligence, we have also researched the specific zoning requirements applicable to any of the listed choices. In Caldwell, the municipal code provides that a charter school and all accessory buildings are considered a permitted use in any residential zoning district so long as certain requirements are met – examples include limitations on proximity to fire stations, industrial zones, airport overlay, etc. In the event our chosen site does not comply with the code restrictions, HCCS will go through the process of obtaining a special use permit with the city. While a special use permit would require additional time, it does provide HCCS with significant freedom if the most desirable location does not fit the parameters established for a permitted use.

The ultimate goal of Heritage Community Charter School will be to provide a facility in a convenient location that will both ensure the safety and enhance the education of our students. Due to the difficulties associated with financing in the current market, HCCS will likely utilize modular classrooms to meet its facility needs in the first few years of operation. We have spoken with several temporary classroom companies and have identified our needs and broken out our anticipated costs for the first several years of operation. For our first year, at a minimum we will seek modular units that contain restroom facilities, accommodate at least two classrooms, and have all the requisite permitting and licensing for the State of Idaho – a sample classroom floor plan is included above. We are aware of other units that accommodate more classrooms and can be more cost efficient, but their availability is limited. Therefore, for planning purposes, we will utilize a standard 28x64 two-classroom unit. In addition to the classroom space, we have included in our budget an administrative modular unit. This trailer will be used to house student records and will include a teacher break room, principal’s office, secretary’s office, etc. An example is provided below:



Tab 2: Proposed Operations



While the amount we have budgeted for our facility costs can be found in Appendix J, the following table provides a more detailed breakdown of HCCS’s yearly expenses as it relates to the transportation, set up, development, and lease of its facilities in years one through three:

	July	Aug	Aug	Aug	Aug	Monthly Lease
	Delivery	Skirting	HC Install & Ramps	Block&Level	Anchors & Ramps	Lease
28x64 (2 Classrooms)	\$ 1.125	\$ 1.525	\$ 2.175	\$ 2.645	\$ 650	\$ 1.395
Year one costs per building			\$ 23.465			
Year 2 costs per building			\$ 16.740			
Land Lease/Year			\$ 70,000			
<b>Best Case</b>	<b>Buildings Costs</b>					
Year 1		11	\$ 319.365			
Year 2		11	\$ 254.140			
Year 3		11	\$ 254.140			
<b>Worst Case</b>	<b>Buildings Costs</b>					
Year 1		9	\$ 272.435			
Year 2		10	\$ 244.125			
Year 3		11	\$ 260.865			

Please take note: under both the best and worst case scenarios, the year one “costs” reflect 10.5 months of rent (beginning mid-August). Also note, the mobile administrative office building shown above is approximately \$400 less per month in rent; however, the difference was not included in an effort to provide flexibility in the event unforeseen costs arise.

*As of the date of this submission, the HCCS board is waiting for additional documentation regarding its ability to secure land for its modular campus.*

***Administrative Services***

Administrative services will be provided by the Heritage Community Charter School Principal supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board of Directors and the authorized chartering entity. The Principal will also serve as the liaison between the Heritage Community Charter School and its Board of Directors, and parents. The Principal, in coordination with the Heritage Community Charter School Board of Directors, will determine the day-to-day operations of Heritage Community Charter School.

***Potential Civil Liability & Insurance Commitment***

The Idaho Public Charter School Commission (the “IPCSC”) shall have no liability for the acts, omissions, debts or other obligations of Heritage Community Charter School.

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

All contract service providers are required to have adequate limits of liability insurance as determined by the board or other state requirement and shall maintain the same throughout any contract period. Heritage Community Charter School shall operate its business in conformance with all local, state and federal environmental laws.

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

## **TAB 3: EDUCATIONAL PROGRAMS**

### ***Educational Goals***

It is the goal of Heritage Community Charter School to pursue a quest for excellence in all things ... for students, teachers and administrators. This lofty goal comes with the realization that excellence is never an accident – it comes from careful planning, exacting actions and precise follow through so that excellence becomes the norm, the habit that students, teachers and administrators will work toward every day.

This will be accomplished through strict adherence to the Thoroughness Standards.

### ***Educational Thoroughness Standards***

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

Goal: In keeping with our theme of addressing the needs of the whole child; body, mind and spirit, the goal of Heritage Community Charter School is to provide surroundings that maximize the learning process by having a safe and orderly facility where students will be academically challenged without the fear of threat.

Objectives: Heritage Community Charter School will:

- Develop procedures of conduct for students for proper behavior in the class and around the school. Procedures help establish a non-threatening environment where students are allowed to make mistakes without the anxiety of ridicule.
  - Develop a plan of action for addressing discipline concerns that emphasizes character building concepts that allows students to choose the right course of action.
  - Provide a staff/student handbook that provides rules and guidelines for physical safety. These guidelines will include and not be limited to the procedures for fire drills, visitors, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities..
  - Provide a facility that meets all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.
  - Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, and use or sale of alcohol, tobacco, and drugs. (see appendices for these policies.)
  - Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.
  - Students will be required to wear a school uniform to help create an environment that is conducive to learning.
-

*Standard 2.* Educators are empowered to maintain classroom discipline. Each staff member has the right to teach without fear of violence.

Goal: Create uniform school wide discipline and consequence procedures that are founded in dignity and logic. Consistency from all classrooms, to the playground, to the lunch room and anywhere else on the school property will insure equitable handling of infractions.

Objectives: Heritage Community Charter School will:

- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
- Teach appropriate behaviors and foster responsible decision-making skills where students assume responsibility for their own behavior.
- Establish and maintain consistent rules aligned throughout the school.
- Celebrate the success of good behavior

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

Goal: Educate students as to classical views of self-command using traditional teaching methods so that each student will; recognize pillars of character, practice virtuous actions, and be able to differentiate between right and wrong

Objectives: Heritage Community Charter School will:

- Have teachers model desired behaviors and attitudes such as those set forth in the following Virtues (from *The Book of Virtues* by William J. Bennett), and Eight Expectations for Living:

Virtues –

Responsibility	Friendship	Compassion
Courage	Self-Discipline	Loyalty
Work	Perseverance	Honesty

Eight Expectations for Living –

1. We will value one another as unique and special individuals.
2. We will not laugh at or make fun of a person's mistakes nor use sarcasm or putdown.
3. We will use good manners, saying "please," "thank you," and "excuse me" and allow others to go first.
4. We will cheer each other to success.
5. We will help one another whenever possible.
6. We will recognize every effort and applaud it.
7. We will encourage each other to do our best.

8. We will practice virtuous living, using the Life Principles.

- Help students strive for excellence in learning and practicing the Life Principles and Eight Expectations for Living.
- Display every student's work in some positive form with teachers providing positive commentary through oral and/or written feedback.
- Daily recite or reflect upon a school, class and/or personal creed to reaffirm commitment to excellence.

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

Goal: To equip each student with the necessary communication skills to prepare them for the 21st century.

Objectives: Heritage Community Charter School will:

- Emphasize students and teachers speaking in complete sentences and addressing one another by name, demonstrating mutual respect and common courtesy.
- Use enriched vocabulary that is drawn directly from classical education sources such as classic literature, myths, fables, poetry, proverbs, quotes, foundational writings and other genres.
- Emphasize and practice good listening skills and techniques
- Emphasize meaningful language experience through daily memory work, recitations and/or writing that are exuberant and full of expression

**Elementary** (Grades K-5):

The conviction that learning more than one language is important for every child guides HCC's commitment to a dual-language program. Language is not only a means to communicate and an instrument for thinking; it is also an important tool for understanding and appreciating the thoughts of others in our increasingly multicultural world. Knowing two languages is a marketable skill, thus expanding the individual child's later opportunities for constructive engagement with society.

There are cognitive benefits as well. According to Michael Rosanova, Ph.D., a professor of education at Chicago State University, a Montessori-certified teacher, and an expert in bilingual education, "Long term, children who have gone through an early childhood dual-language immersion experience show greater cognitive flexibility, greater facility in concept formation, greater creativity and problem-solving skills in verbal and math problems, and, obviously, a greater facility of vocabulary.

"Learning a language, however, occurs most effectively and efficiently at a very early age – young children are highly receptive to language acquisition, and second language learning comes most easily early on in a child's life."

Elementary students at HCCS will be at the perfect age for dual-language learning.

- **Secondary** (Grades 6-12):  
The philosophy and purpose are the same for the secondary program with a greater emphasis on college preparation. Students who have completed five or more years of elementary instruction at HCCS should be able to demonstrate bi-literate proficiency. Core classes will be taught in English in the secondary program. Spanish instruction, however, may continue through elective classes if the board of directors determines the need for additional Spanish instruction. Students in grades 6-12 will receive instruction in Latin which will prepare them for post-secondary study and enhance their overall understanding of languages.

*Standard 5.* A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

Goal: Help children establish strong foundations of knowledge, grade by grade through a solid, specific, shared core curriculum that will provide all children, regardless of background, with the shared knowledge they need to be included in our national literate culture.

Objectives: Heritage Community Charter School will:

- Use the Idaho State Board of Education's Standards as a foundation to be enhanced by the Core Knowledge Sequence and an advanced liberal arts high school curriculum that will provide the knowledge necessary for higher levels of learning.
- Develop a spectrum of instructional strategies that are research driven/data proven to ensure student learning, including but not limited to direct instruction, Socratic Teaching, concept development, synectics and inquiry models that are consistent throughout K-12.
- Use field trips and career development discussions when appropriate.
- Teach students as a whole group, thoroughly and to mastery, with intensive and specific modifications insuring success for all including identified special needs students.
- Expect teachers to "teach on their feet", meaning engaging students personally, adjusting instruction as necessary and holding high expectations of all students.

**Curriculum Emphasis - Special Emphasis:**

- **Elementary (K-5):** HCCS will offer a Spanish language program to enable students to become bilingual and bi-literate. The curriculum will incorporate theoretical foundations of bilingual education and second-language acquisition to implement effective program model. The goal of HCCS is for students to leave our school bilingual and bi-literate in both Spanish and English. The process for achieving that goal, however, will require that the school develop the capacity to

- provide Spanish instruction in phases. Full implementation will be achieved by the end of year 4 of operation.
- For draft implementation model, please see appendix I
  - Oral language development will be the focus of the Spanish program in kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grades. Reading and writing in Spanish will be added in 3<sup>rd</sup> grade. Spanish as a Second Language (SSL) strategies will be used for those students who transfer to our school and are behind in their Spanish language development.
  - **Secondary (6-12):** Students will receive instruction in core subjects in English. The founders believe that all students can learn and can achieve high standards. The school is committed to providing the support necessary for diverse learners to participate in the HCCS educational program. While our program focuses on a rigorous curriculum, HCCS will modify, adapt and design instruction to meet the needs of individual students when appropriate.
  - HCCS will develop a rigorous secondary program designed to prepare students for success in post-secondary education and the workforce. The founders of HCCS believe that by beginning operations with a small, pilot secondary program of 100 students and expanding as each year's 5<sup>th</sup> graders move into secondary school, the school will be able to collect data and modify the program in order to effectively meet the needs of students and achieve the vision of HCCS. A draft secondary school program model is included in Appendix I.
  - Secondary students (grades 6-12) will engage in a challenging course of study that includes courses in all core content areas. By full implementation, HCCS expects students to complete six years of instruction in math beginning with pre-algebra in 7<sup>th</sup> grade; six years of instruction in laboratory science; six years of instruction in English/language arts and six years of instruction in social studies. In addition, students will complete requirements in humanities, health, speech, physical education and elective courses. HCCS will offer students the opportunity to take Latin in grades 6 through 12 and advanced Spanish classes including dual credit and/or AP Spanish.
  - It is the goal of the HCCS founders to develop a robust dual credit program for secondary students that will allow students to finish a substantial number of college credits prior to high school graduation.

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

Goal: Provide students with: communication skills so that they can interact with others; cultural literacy, so that they possess a reservoir of common facts, ideas and references known to all in the culture; and real world work related experiences. -

Objectives: Heritage Community Charter School will:

- Provide a strong foundation in classical education that includes basic reading, writing, science, social studies, and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.

- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.
- Provide students with jobs in their classrooms and throughout the school to teach the importance of work, instill ownership in the school, and to help them learn the skills that they will need to enter the work force. These skills include taking instruction from supervisors, learning a task, and accomplishing a task in a timely manner.

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

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

Objectives: Heritage Community Charter School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.
- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data storage, and communication.

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

Goal: Provide students with opportunities to become involved in the community so as to develop the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

Objectives: Heritage Community Charter School will:

- Enable students to develop habits of responsible citizens by following the guidelines outlined under Standard 3 with respect to the Life Principals and the Eight Expectations for Living.
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, economics and constitutional studies.

- Further enhance the ability of students to assess needs, prioritize in decision making, plan an approach, implement a plan, and evaluate the result as part of the community service aspect of the curriculum. This will take the form of the classroom community service projects:
  - K-5 – community projects established and supported by class parents
  - 6-8 – class sponsored community projects
  - 9-11 – individual/small group community projects
  - 12 – Community action piece as part of the student’s senior project
- Plan for further growth in career guidance and development as we expand into the high school grades.

Heritage Community Charter School will achieve the Thoroughness Standards by: implementing a classical education curriculum that is Solid, Sequenced, Specific and Shared; by establishing a culture of great expectations of all students, faculty and administration; and by developing a community of learning and professional development among the staff.

***Definition of “Educated Person”***

The “Educated Person” in the 21<sup>st</sup> Century will need to be a true learner of the world. The person must have the skill to learn, evaluate information and respond appropriately to challenges. In addition, the worker of tomorrow will need to possess life skills to allow him or her to become a successful member of the community. Communication is an essential part of an educated person’s life and the educated person strives to communicate with others effectively. To ensure the learning process, HCCS will concentrate on three areas: curriculum, climate and instruction.

***How Learning Best Occurs***

The founders of Heritage Community Charter School believe that learning best occurs in an environment that challenges students academically and encourages them to excel. HCCS believes that students will learn when provided with a strong foundation in the core content areas, language development opportunities and elective choices that are engaging. HCCS also believes that learning occurs best in an environment that promotes respect for others and strong character development. HCCS will provide students with this type of environment and educational opportunities designed to help all students succeed.

***Curriculum Overview***

For the sake of academic excellence, greater fairness, and higher literacy, schools need a solid, specific, shared core curriculum in order to help children establish strong foundations of knowledge, grade by grade. Heritage Community Charter School will remain aligned with the general goals and curriculum of the Idaho State Standards while incorporating the concepts of classical education as outlined here:

- Solid Foundations - Many people say that knowledge is changing so fast that what students learn today will soon be outdated. While current events and technology are constantly changing, there is nevertheless a body of lasting knowledge that should form the core of the curriculum. Such solid knowledge includes, for

- example, the basic principles of constitutional government, important events of world history, essential elements of mathematics and of oral and written expression, widely acknowledged masterpieces of art and music, and stories and poems passed down from generation to generation.
- Sequenced - Knowledge builds on knowledge. Children learn new knowledge by building on what they already know. Only a system that clearly defines the knowledge and skills required to participate in each successive grade can be equitable and fair for all students. For this reason a clear outline of content to be learned grade by grade will be developed. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, but also helps prevent the many repetitions and gaps.
  - Specific – A classical education curriculum sequence is distinguished by its specificity. By clearly specifying important knowledge in language arts, history and geography, math, science, and the fine arts, the curriculum presents a practical answer to the question, "What do our children need to know?"
  - Shared - Literacy depends on shared knowledge. To be literate means, in part, to be familiar with a broad range of knowledge taken for granted by speakers and writers. For example, when sportscasters refer to an upset victory as "David knocking off Goliath," or when reporters refer to a "threatened presidential veto," they are assuming that their audience shares certain knowledge. One goal of the curriculum will be to provide all children, regardless of background, with the shared knowledge they need to be included in our national literate culture.

### ***Character Education/School Climate***

It is with the realization that no matter how good a curriculum is, no matter how prepared the teachers are, and no matter how new, updated and technologically advanced a facility is, if there is not the belief that every child can learn, and every teacher can make a difference, then all is for naught.

With this in mind, HCCS will strive to follow the “Great Expectations” Life Principles and the Eight Expectations for Living as outlined in Thoroughness Standard #3.

The Great Expectations Model is guided by six basic Tenets. These Tenets provide guidelines for training and implementation and serve as standards for evaluating the school, teachers and staff. The Tenets are as follows:

- High Expectations - Teachers must hold high expectations of students. When students recognize those expectations, they will respond by reaching upward to achieve them.
- Teacher Attitude and Responsibility - Teachers who have positive attitudes possess the influence necessary to shape the attitudes of students. The teacher’s attitude is one of a facilitator of learning who encourages and believes in students, and who requires excellence in every detail.
- All Children Can Learn - All children can learn no matter what labels are placed upon them, whether it is learning disabled, low socioeconomic status, unstable home life, inner-city, or rural.

- Building Self-Esteem - Building self-esteem is the key to helping students believe they are capable of learning and motivating them to try.
- Climate of Mutual Respect - Students are empowered to take risks necessary for growth when encompassed in a climate of mutual respect in which mistakes are seen as opportunities to learn and their ideas and efforts are appreciated. The teacher must extend the same respect to students that he/she desires to receive from them.
- Teacher Knowledge and Skill - The teacher must be knowledgeable and skillful in learning theory and teaching methods that enable students to achieve academic and social success.

With the Tenets comes Seventeen Classroom Practices to guide implementation of the ideal into each classroom. Consistency from classroom to classroom will be the hallmark for HCCS.

Classroom Practices:

1. The teacher models desired behaviors and attitudes such as those set forth in the Life Principles and the Eight Expectations for Living.
2. Students and teachers speak in complete sentences and address one another by name, demonstrating mutual respect and common courtesy.
3. Students are taught as a whole group, thoroughly and to mastery, with intensive and specific modifications insuring success for all.
4. Lessons are integrated, related to the real world, reviewed consistently, and connected to subsequent curricula.
5. Critical thinking skills are taught.
6. A non-threatening environment, conducive to risk-taking, is evident. Mistakes are okay. Students are taught to learn from their mistakes and to correct them.
7. Memory work, recitations, and/or writing occur daily. These enhance character development and effective communication skills while extending curricula. Recitations are exuberant and full of expression.
8. Enriched vocabulary is evident and is drawn directly from challenging writings and/or wisdom literature. Sources should include classic literature, myths, fables, poetry, proverbs, quotes, and other genres.
9. The Magic Triad (a kind word, a gentle touch and a smile), a positive and caring environment, and discipline with dignity and logic are evident.
10. Every student's work is displayed in some form. Teachers provide positive commentary through oral and/or written feedback.
11. Word identification skills are used as a foundation for expanding the use of the English and Spanish languages.
12. Students assume responsibility for their own behavior. Their choices determine consequences.
13. A school, class, or personal creed is recited or reflected upon daily to reaffirm commitment to excellence.
14. All students experience success. The teacher guarantees it by comparing students to their own past performance, not the performance of others. Students are showcased, and past failures are disregarded.

15. The teacher teaches on his/her feet, engages students personally, holds high expectations of students, and does not limit them to grade level or perceived ability.
16. Teachers and students celebrate the successes of others.

### ***Parent Involvement***

Enrollment at Heritage Academy will provide unique and meaningful opportunities for parental involvement by actively encouraging parent participation in HCCS's Parent Organization, involvement in school management and volunteer work.

HCCS encourages all of our parents to be highly involved in their child(ren)'s education and in the Heritage Community. HCCS understands that parent involvement may look different for each family and values all efforts parents make to support their child's education. Some examples of parent involvement may include:

- Asking your child what he/she learned in school each day
- Reviewing your child's homework with him/her
- Reading with your child
- Attending quarterly conferences
- Communicating with your child's teacher by phone, email or in person
- Volunteering at the school
- Helping the school with activities

### ***HCCS Parent Teacher Student Organization***

Parents/Guardians and grandparents of HCCS students may become members of the HCCS Parent Teacher Student Organization.

Members of the HCCS Parent Teacher Student Organization will:

Potentially serve on a board appointed task force or committee to investigate and research specific items related to school policy, procedure, programs, and curriculum.

Executive members of the Organization will be encouraged to attend the governing board meetings.

Volunteer time to the school.

Organize volunteer opportunities and potentially produce a monthly newsletter.

Organize fundraising opportunities.

Background checks, where applicable, will be performed on volunteers working with students.

Students at HCCS may participate in a student government organization. Students will have a minimum of one representative from the student government organization attend the Parent Teacher Student Organization monthly meeting.

Volunteer Time

HCCS will rely on parents and their willingness to volunteer their time to assist with the daily operation of the school as well as after school programs. Parent volunteerism is strictly optional, but it is encouraged for the benefit of the students. The school will regularly distribute volunteer information to parents that will allow them to sign up for service in areas of expertise or interest. This will allow parents to provide the most meaningful service, and simultaneously provide the school with the ability to coordinate parent service with school needs. Additionally, the school will advertise specific assistance in its newsletter and website when needed.

HCCS will also appoint a committee member to schedule and coordinate volunteer services for parents who wish to donate their time to the school. This individual will be charged with maintaining parent volunteer information and notifying parents of opportunities at the school. Examples of parent volunteer opportunities include but are not limited to:

Recess assistance	Playground monitoring
School tours	Computer lab assistant
Computer support	Field trips
At-home repair of student wear	Fundraising
Daily cleanup	Traffic/Parking assistance
Classroom aid/support	Building maintenance
At-home work for teachers	Set construction & design
Baking dishes for special events	Library assistance
Assembly Support	Parent Organization

The foregoing list is non-exhaustive and may change from time to time on an “as-needed” basis.

### ***Instructional Model***

Similar to the curriculum, instructional models must be solid, sequenced, specific and shared. Solid in that models used must be proven, data supported techniques that intensify the learning experience for students. Sequenced so that what is started in Kindergarten, continues throughout each grade, adapting and changing as needed for each new grade level, but recognizable none the less. Specific so that it targets each topic, so that teaching is with a purpose. And Shared – HCCS will establish itself as a learning community of teachers – each one teaching and learning from each other.

Logistically, each teacher will be on a rotation to receive specific, targeted professional development approved by the Board of Directors that supports HCCS’s vision and mission statements. They in turn will be the mentors/instructors of that professional development to the rest of the staff. This will insure that not only will each teacher will receive quality professional development every few years. Each teacher will have the responsibility and opportunity of being a team leader for Heritage Community Charter School.

Targeted initial instructional professional development will be obtained from Great Expectations, Core Knowledge, and in dual language instruction and/or others as recommended by the Principal and teachers and approved by HCCS's Board of Directors.

HCCS will explore opportunities to provide enrichment and remediation programs before school, after school and during school breaks to allow students to receive additional support for instruction. HCCS will also develop a peer tutoring or mentoring program that allows elementary students to work with secondary students to build upon students' knowledge and skills in the content areas and to enhance the HCCS community by developing cross-grade level relationships. HCCS secondary students will be required to participate in the peer mentoring program in order to fulfill community service requirements for specific secondary classes.

### ***Special Education Services***

Heritage Community Charter School will comply with the Individuals with Disabilities in Education Act ("IDEA"), Section 504 of the Rehabilitation Act ("Section 504"), and the Americans with Disabilities Act ("ADA").

To ensure the provision of a free and appropriate public education to all school-age children in need of Special Education Services, Heritage Community Charter School provides a Special Education Program in accordance with federal and state regulations and guidelines. Specifically, Heritage Community Charter School adopts and complies with the current Idaho Special Education manual from the State Department of Education. To the best of our knowledge this manual reflects IDEA guidelines and Special Education Best Practices. The Heritage Community Charter School Principal will designate a certified employee to serve as the Section 504 Compliance Officer.

It is the intent of Heritage Community Charter School to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, in this instance, includes, but is not limited to, such conditions as hearing impairments, visual impairments, speech or language impairments, specific learning disabilities, emotionally disturbed, multiple disabilities, cognitive disability, other health impairments, physical impairments, autism, and traumatic brain injury.

HCCS will strive to obtain IEPs for students enrolled in the charter school prior to the beginning of each school year. The HCCS administrator, office staff and special education staff will review the list of students enrolling at HCCS after the annual enrollment deadline and subsequent lottery each year and will collect information regarding IEP and 504 plans after students have confirmed that they will be attending HCCS. HCCS staff will obtain copies of IEP and eligibility documents prior to August 1<sup>st</sup> of each year whenever possible so that staff can plan for instruction and services to begin immediately when the school year begins. HCCS staff will utilize information from documents obtained to plan for instruction, related services, accommodations, evaluations and IEPs that are necessary to ensure students with disabilities receive a free appropriate education in the least restrictive environment as defined by the student's IEP.

HCCS will contract with related service providers for some services and will have those contracts in place and approved by the Board of Directors prior to the beginning of each school year. In addition, the HCCS administrator and the HCCS special education staff will plan an annual in-service training that they will provide to staff members each year, prior to the beginning of school, to ensure that all HCCS staff have access to and an understanding of information in each student's IEP and can work together to implement the IEP.

Every year starting in September and continuing throughout the year, Heritage Community Charter School will make a concerted effort to identify children with disabilities. The September in-service shall be a review of special education requirements, regulations and obligations so that Heritage Community Charter School is alert to the needs of the children for whom it is responsible. The assistance of all staff members and agency personnel in this process is essential to accomplish this task, and they must work to ensure that this goal and responsibility are achieved.

Heritage Community Charter School asks for information about each child that is identified to establish answers to such questions as:

- What is the challenge?
- What has already been done about the challenge/what interventions have been used?
- What background information is available?

This information may be collected in several ways including interview, observations, screening, and testing. This information may be obtained from parents and the student, or from other agencies that have information about the student. This information will be reviewed by a multidisciplinary team to determine whether further evaluation is needed and/or whether the child meets the eligibility requirements to receive special education services.

All information collected will be held in strict confidence and released to others only with parental permission or as allowed by law. Parents may have a copy of any records kept upon request. A copy of the *Procedural Safeguards Notice* from the Idaho Special Education Manual will be provided to parents of Special Needs students each year in accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004).

Heritage Community Charter School keeps a record of all persons who review confidential records and also maintains a list of employees who may have access to records. When the information collected, maintained, or used is no longer needed to provide educational services to the child, the parents will be informed.

Parents and students have rights in this process. Parents have the right to:

- Review their child's records

- Refuse permission to release information (except as required by, or permitted by, law to be released)
- Request that information they believe to be inaccurate, misleading, or in violation of their child's privacy or other rights be changed. Requests for changing information in a student's record must be made to Heritage Community Charter School in writing, not by email. Response from the school to the request will be made within a reasonable time. If the school makes a decision not to change the information, the parents/guardian may request a district hearing following the process outlined in the Idaho Special Education Manual from the State Department of Education.

Heritage Community Charter School appoints one person to make sure that information archived on the students is kept confidential and also has a system that assures a practical method of identifying which children are currently receiving special education services and which children are not. Certain data regarding children are maintained within this system.

If a student at Heritage Community Charter School is found to be eligible for special education services at the charter school, services will be provided for that student as determined by the student's IEP team and in accordance with state and federal regulations:

- Heritage Community Charter School will form a multidisciplinary team to consider a student's eligibility for special education. If the team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by HCCS, such evaluation may be contracted with a private provider or local school district.
- A certified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. The special education teacher, or an educational assistant under his/her supervision, will provide services as described by the student's IEP. The special education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.
- Related services, such as speech or language therapy, behavioral therapy, occupational therapy, or transportation, refer to those services necessary for a student to benefit from his or her education and will be provided as determined by the student's IEP team.

Heritage Community Charter School will provide special education and related services to eligible Heritage Community Charter School students in the Least Restrictive Environment as identified by each student's IEP. Heritage Community Charter School's IEP team, inclusive of the parent, will be responsible for identifying and providing the LRE as outlined in the IEP.

When necessary, Heritage Community Charter School will contract with a private provider or local school district for the provision of related services. Direct speech,

language, behavioral, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. The supervision of paraprofessionals will be outlined in the student's IEP.

- In the event that the IEP team determines that the student's academic needs cannot be met on site, Heritage Community Charter School may contract with a local school district or private provider to provide services.

The HCCS board of directors understands that a dual language program may present additional challenges for students with disabilities. The HCCS board believes that this is an opportunity to train staff members to effectively identify each individual student's strengths and needs and develop a plan with goals that are designed to meet that individual student's needs. HCCS will provide specific training to staff members to ensure that IEP teams can identify students with language proficiency needs, students with disabilities and students with both language proficiency needs and disabilities. Staff will be trained to create appropriate educational plans for students' needs. Staff will also be trained to provide appropriate interventions, accommodations and modifications as identified by multi-disciplinary and/or IEP teams.

Few legislative mandates of the federal government have such far-reaching implications for local school districts. The school is committed to working with the community in providing services that meet the individual needs of each child.

#### Implementing IDEA disciplinary procedures

The discipline procedures adopted in the Idaho Special Education Manual will be utilized in disciplinary matters for students with disabilities attending HCCS. These adopted policies and procedures will meet the requirements of the IDEA. The HCCS administrator will review these policies and procedures annually; obtain training (when necessary) to ensure he or she follows these procedures, and provide training to HCCS staff in the requirements of IDEA with regard to discipline of students.

#### The Role of General Education Teachers in Regard to Special Education

All special education students will remain in the "regular" class unless otherwise indicated on their IEPs. They are included in all class activities. Teachers will maintain a minimum monthly conference with the special education student's parent/guardian. "Parent" will be defined according to IDEA 34 CFR 300.30. The special education teacher will collaborate a minimum of 1 time per week with the general education teacher. Teachers are included in the student's IEP conference. IEP meetings shall be held annually and teachers will be given advanced notice of the date and time for these meetings. Teachers need to sign the child's IEP as the regular classroom teacher. If the teacher monitors the goals of this IEP and does quarterly progress reports on the status, the IEP can benefit the teacher in understanding the child's special needs and the focus taken in the delivery of services to the child.

The special education teacher will contact the regular classroom teacher(s) on an “as needed basis” (but no less than once per month) to provide the teacher with specific IEP information regarding each student with a disability; provide updates; discuss progress, and answer questions. The teacher should contact the special educator with questions or concerns as soon as possible once a question or concern arises. Working as a team with special needs students is critical in ensuring that each student’s needs are met.

### ***Limited English Proficiency***

In addition, students attending Heritage Community Charter School with limited English proficiency, (LEP) will be assessed using the Home Language Survey to determine the extent to which they may require Title III services or a LEP instructor. Every effort will be made to help the student attain proficiency in the English language.

Heritage Community Charter School will apply the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. Students who are eligible for the LEP program will participate in the LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered. The *Guidance for Evaluating Limited English Proficient (LEP) Students to Establish Special Education Eligibility*, provided by the Idaho Department of Education, will be used for identifying Special Education LEP students.

Heritage Community Charter School will follow the Idaho LEP Program guide and administer the Idaho English Language Assessment (IELA) for student placement as well as monitor student growth. The following guidelines will be used for the Home Language Survey in order to identify Primary Home Language Other Than English (PHLOTE) students.

### **Home Language Survey (HLS)**

Registration cards will include the question: What is the primary language spoken in the home?

If a response is any language other than English, a survey will go home to the parents.

If the district has Native American students enrolled, the survey will include the following questions: Is the student’s language influenced by the Tribal language through a parent, grandparent, relative or guardian? Does the student have at least one grandparent that is part of a federally recognized tribe?

If the survey comes back indicating that a student may be Limited English Proficient (LEP, the student will be tested with an English language proficiency test within 30 days of registration or within 2 weeks of entry into the school (if during the year.)

If the student tests less than proficient on the English language proficiency test, then a letter will go home to the parents indicating that their child was identified

as needing specific English language services. The parent will be given the opportunity to waive the services, if desired.

If the parent does not waive the Limited English Proficiency (LEP) services for their child, then the student will be placed in a program of “high quality language instruction, based on scientifically based research” (Section 3115 ( c ) (1)), as determined by Heritage Community Charter School.

Those children placed in a program will be counted for state and Federal funding. Once a student tests proficient on the English language proficiency test, they will be exited from the LEP program and monitored for 2 years. Students on monitoring status will be coded LEP on the ISAT and still counted for state and Federal funding purposes.

Those students whose parents waive the services may not be considered as “LEP” for state and Federal funding purposes and ISAT coding. However, they are still English language learners and must still be served according to their needs, according to the Office of Civil Rights.

### ***Gifted and Talented Students***

HCCS shall identify and provide reasonable services to students who possess demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts, and those students who require services or activities not ordinarily provided by the school in order to more fully develop such capabilities. HCCS will utilize eligibility criteria developed by the Idaho Department of Education as stipulated in Idaho Code 33-2003. The HCCS educational program will support the needs of gifted and talented students through its highly challenging curriculum. HCCS will also utilize the services of the Idaho Center on Disabilities and Human Development (CDHD) to ensure that gifted and talented students at the school are properly identified and provided with appropriate instruction.

### ***Plan for Dual Enrollment Participation***

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

Parents will be provided information concerning dual enrollment options and requirements in accordance with the local school district policies. State funding of a dually enrolled student will be only to the extent of the student’s participation in the public school programs. The HCCS board will adopt a dual enrollment policy and procedures for dual enrollment.

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

## **TAB 4: MEASUREMENT OF PROGRESS**

HCCS will seek to achieve this by providing enjoyable learning experiences, a progressive educational program in core subjects, and a bi-literate curriculum – all in an environment of respect, parental involvement, and a strong sense of community.

### ***Method by which student progress will be measured***

HCCS students will participate in state required assessments which will be used to measure progress in meeting state standards. In addition, HCCS will use classroom assessments, progress monitoring tools and data collection designed to monitor each measurable educational standard to assess individual, grade level and school progress in meeting the standards identified within the HCCS charter. Regular reports regarding progress will be provided to the HCCS board at the end of each semester.

### ***Measurable student educational standards***

Standard 1: Students at Heritage Community Charter School enrolled continuously from the beginning of the school year, will show annual academic improvement as measured by:

- 80% of 2<sup>nd</sup> and 3<sup>rd</sup> grade students who have been continuously enrolled at HCCS for two or more years will score equal to or better than the statewide benchmark as measured by the Idaho Reading Indicator.
- 80% of students who have been continuously enrolled at HCCS for ~~more than~~ two or more years will achieve proficient or above in all required subjects as measured by the Idaho Standards Achievement Tests (ISAT).
- 90% of students will achieve satisfactory or above in core subjects on quarterly academic progress reports, after two or more years of continuous enrollment at HCCS, as measured by teacher developed classroom assessment tools, such as, but not limited to culminating portfolios, assignments, quizzes and tests.

Standard 2: HCCS will achieve a daily average school absentee rate of less than 10% when calculated on a monthly basis.

Standard 3: Students will be able to recite a school, class, or personal creed after 6 consecutive months at Heritage Community Charter School assessed by the classroom/advisory teacher using the following measurements:

Grades K – 5:

- 85% of students participating in a flawless recitation of a school or class creed as part of a whole group (class) setting.
- 85% of students individually reciting a grade appropriate class creed flawlessly, with a maximum of two prompts.

Grades 6-12

85% of students participating in a flawless recitation of a school or class creed as part of a whole group (class) setting.

85% of students individually reciting a flawless class or personal creed.

Standard 4: 95% of all students, 9-12, will develop and maintain a career portfolio.

Completion/progress monitoring benchmarks are:

- 85% of students will achieve satisfactory status or above for their grade appropriate portfolio assignment pieces based on teacher developed rubrics.
- 95% of 8<sup>th</sup> grade students will develop an 8-year plan including a four year high school and a four year post high school career/education plan as part of their career portfolio.

Portfolio pieces will include a senior thesis, and may include but not be limited to grade appropriate pictures, interviews, reports, journal pages, speeches, biographies, internships, plans, and college/career investigations. Development of the carrier portfolio will be directed by a teacher/advisor and reviewed by the parents.

“The capacity to become cooperative contributors of society”

Standard 5: 90% of students will participate in a yearly community service project as outlined:

K-5 – community projects established by teachers and supported by parents

6-8 – class-sponsored community projects

9-11 – individual/small group community projects

12 – community action piece as part of the student’s senior project

Standard 6: HCCS will achieve above average parent and student satisfaction as measured by completion of an annual parent and student satisfaction survey.

A minimum of 50% of HCCS parents will complete a parent satisfaction survey no later than April 30<sup>th</sup> of each school-year. Parent satisfaction ratings will be calculated in each of the following areas: Academic Program, Parent and Community Relations/Communication, Administration and Board Activity, General School Operations. HCCS will score a minimum of 3.0 on a 5.0 scale in each area during the first three years of operation. After year 3, HCCS will score at least 3.5 on a 5.0 scale in all areas measured by the parent satisfaction survey.

A minimum of 75% of HCCS students in grades 4th -12th will complete a student satisfaction survey at least once a year. Student satisfaction ratings will be calculated in each of the following areas: Academic Program, School Culture, Faculty/Administrative and Student Relations/Communication. HCCS will score a minimum of 3.0 on a 5.0 scale in each area during the first three years of operation. After year 3, HCCS will score at least 3.5 on a 5.0 scale in all areas measured by the student satisfaction survey.

During the first year of operation, HCCS will collect baseline data regarding parent participation in monthly parent involvement events. HCCS will increase parent participation by a minimum of 10% per year until participation reaches 10% attendance at a minimum of one parent involvement activity per year. HCCS will maintain 50% involvement in subsequent years of operation.

*Objectives and Targeted Practices*

Standard 1 - Academic Improvement

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

**Targeted Practice:** students will be able to recognized ‘good, better and best’ work, both in their own and others  
Students will be able to rewrite papers/projects to reflect corrective comments from others  
Students will understand what plagiarism is, and how to create original works.

**Objective:** • Students will acquire and integrate knowledge and experiences from different subject areas.

**Objective:** • Students will gather and use subject area information effectively in order to gain new information and knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.

**Targeted Practice:** Students will be able to use a variety of resources in which to access information.

**Objective:** • Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.

**Targeted Practice:** students will use a variety of problem solving techniques that have been introduced through the instructional models.

**Objective:** Enjoy high bi-literate proficiency – Elementary

**Targeted Practice:** students will demonstrate proficiency in Spanish language including the ability to exchange personal feelings and ideas orally, present material and respond spontaneously to questions, read and comprehend text, produce written text that adequately conveys ideas.

Standard 2 – Student Work and Classroom Environment

**Objective:** Students will experience success in the classroom

**Targeted Practice:** Every student’s work will be displayed in some form in the classroom and/or school

**Objective:** The School and each classroom will have a non-threatening environment:

**Targeted Practice:** there will be no tolerance for abusive language, bullying and/or teasing. Each student has a right to make mistakes and the opportunity to correct them without prejudice.

Targeted Practice: there will be evidence that teachers are creating a positive and caring environment by using a kind word, a gentle touch and a smile with their students.

Standard 3 –Effective Communication

Objective: Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills.

Targeted Practice: students will develop oral and written projects appropriate to the student's grade level

Objective: Students will develop oral and written skills in two languages.

Targeted Practice: All students will have access to instruction in a second language. This instruction may be delivered in the form of a uniquely qualified instructor, computer software, and/or other technology assisted instruction.

Standard 4 – Career Plans

Objective: Students will reflect on, reconsider and re-evaluate the significance of information and their own learning.

Targeted Practice:  
Students will participate in parent-teacher conferences  
Students will develop 7-8 Career Portfolios for high school class choices and 9-12 for post high school plans.

Standard 5 – Community Service Projects

Objective: Students will develop strategies and techniques to use self-regulation, critical, and creative thinking when presented with a task and personalized learning goals.

Targeted Practice: students will learn and use different techniques (such as planners or advanced organizers) to outline and plan time/projects

Objective: Students will deal with disagreement and conflict caused by diversity of opinions and beliefs

Targeted Practice: students will know and use a variety of conflict resolution techniques

Objective: Students will evaluate and manage their behavior as group members

Targeted Practice: students will evaluate their personal contributions to the school and community as part of their community service project -

Objective: Students will participate in community service that reflects responsible citizenship in a democratic society

Targeted Practice: students will engage in community service as outline in the Thoroughness Standard #6

Standard 6 Appreciation for the Arts and Literature

**Objective:** Students will develop an appreciation for music, visual arts, and/ or performance.

**Targeted Practice:** all students will participate in music, visual arts and/or performing arts instruction/ appreciation.

**Objective:** Students will develop an appreciation for literature, poetry and expression of life principles through literature.

**Targeted Practice:** all students will participate in instruction and discussion of classic literature and poetry. All students will be able to identify life principles in works of literature studied at each grade level.

**Targeted Practice:** all students will participate in the recitation of the school and class poems and/or creeds.

**Targeted Practice:** all students in grades 9-12 will write and recite a personal creed incorporating key life principles.

*Course of Instruction-*

Instruction is inclusive of subject matter content and course offerings. Patterns of instructional organization will be determined by a qualified School Administrator and teaching team. Heritage Community Charter School will assure students meet the school goals with the state standards as a minimum. This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students, and students with other disabilities.

At appropriate grade levels, students will successfully complete instruction in the following that will include but not be limited to:

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

Elementary School (Grades 1-5)

- Other required instruction for all students and other required offerings include:
- Fine Arts (art and music)
- Health (wellness)
- Physical Education (fitness)

Additional instructional options as determined by HCCS include:

- Foreign Language-(Spanish)

Middle School (Grades 6-8)

No later than the end of Grade eight (8) all students will develop parent-approved student learning plans for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually, may be revised at any time, and will follow all rules pertaining to such learning plans as set forth by state rule. HCCS will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests in writing, that no learning plan be developed.

Other required instruction for all students includes:

- Health (wellness)
- Physical Education (fitness)

Other required offerings of the school might include:

- Fine & Performing Arts
- Vocational-Technical Education

Additional instruction options as determined by HCCS. For example:

- Spanish
- Latin
- Humanities

High School (Grades 9-12)

Students will continue to maintain a Career Portfolio for their high school and post high school options. The portfolio will be developed by the students with advice and recommendations from school personnel.

Other required instruction for all students includes:

- Physical Education
- Foreign Language

Additional instructional options can be determined by the Board of Directors so that graduation requirements from Heritage Community Charter School meet or exceed Idaho State Board of Education requirements.

High School Graduation Requirements:

Graduation requirements for Heritage Community Charter School will be determined by the HCCS Board of Directors and will meet or exceed state requirements.

### Academic Mastery

Students in attendance at Heritage Community Charter School will be expected to do the following:

- Meet the statewide performance standards adopted by the Idaho State Board of Education including but not limited to: Language Arts, Mathematics, Science, Social Studies and Physical Education. Students of HCCS will be tested with the same standardized tests as other Idaho public school students.

### *Remediation*

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

- Not reaching grade level on state adopted standardized tests.
- Reading below grade level as determined by IRI in grades K – 3; grades 4 – 12 teachers will use multiple sources of data such as classroom grades, fluency checks, comprehension checks, and/or computerized programs to determine a student's reading level.
- Failure to do math at grade level as determined by program assessments and/or on state adopted standardized tests.-

### ***Provision by which students will receive standardized testing***

The students at Heritage Community Charter School will be evaluated using adopted statewide performance/academic assessments in the areas of Language Arts, Mathematics, Reading, Science, Social Studies and others as targeted by the Idaho Board of Education. Those assessments currently include the Idaho Standards Achievement Tests, the Idaho Reading Indicator (IRI), and the National Assessment of Educational Progress (NAEP).

Additional yearly assessment tools may be required as determined by the HCCS Board of Directors.

Results will be reported as follows:

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

### ***Provision Ensuring State Accreditation***

Heritage Community Charter School will be accredited through the Northwest Association of Accredited Schools (NAAS). Training will be obtained for properly applying for accreditation including the correct procedures for submitting reports.

***Provision plan for improvement per NCLB***

Student learning is the primary focus for Heritage Community Charter School. Our current plan entails data collection and evaluation on a regular schedule as outlined under Tab 4. A Strategic Plan would be in place as part of our accreditation process with the State of Idaho. Should it be determined through our measurement systems that learning is being compromised, steps will be taken by the Principal and the Board of Directors to identify and target school and individual needs. A comprehensive plan of improvement will be developed that would examine curriculum, time on task, teaching instruction, and other important process that effect student learning.

## **TAB 5: GOVERNANCE STRUCTURES**

### ***Description of Governance Structure***

Heritage Community Charter School, Inc. is organized as a non-profit corporation pursuant to the Idaho Nonprofit Corporation Act. The Articles of Incorporation for Heritage Community Charter School, Inc. were filed with the Secretary of the State of Idaho on February 2, 2010. (Note: the 501(c)(3) application will be completed upon approval of the charter.) HCCS is governed by a Board of Directors that consists of three to seven board members as set forth in HCCS's Bylaws and Articles of Incorporation.

Upon approval, members of the Governing Board are deemed public agents responsible for oversight of the Charter School. The Governing Board (referred to as the "Board of Directors" or "Board") has all the power and duties afforded to a Board of Directors. Subject to the limitations of the Idaho Nonprofit Corporation Act, its Articles of Incorporation and its Bylaws, the activities and affairs of the school shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The function of the Board can be described as policy making, advising and evaluating. The Board shall have further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values, and status of the charter school.

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the school's business and to pledge the credit, assets, and property of the school when necessary to facilitate efficiency in its operation. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (Idaho Code § 33-5204.)

During the initial year of operation, the Board shall be comprised of at least the following positions: chairman, secretary, and treasurer. The responsibilities of these positions are outlined in the Corporate Bylaws. The Board of Directors will be determined through elections as outlined in the Bylaws.

### ***Liability***

Upon approval, Heritage Community Charter School will be liable for all acts, omissions, debts or other obligations. The Idaho Public Charter School Commission (the "IPCSC") shall have no liability for the acts, omissions, debts or other obligations of Heritage Community Charter School.

### ***Process to Ensure Parental Involvement***

The Board shall establish policies to ensure parental involvement. These requirements shall not require the payment of tuition or mandatory service requirements, but will include requirements for parental or legal guardian participation in enrollment procedures, school policy recommendation, and student discipline. HCCS is a public

school of choice and parents who choose this school for their children are agreeing to abide by the policies of the school.

The Board shall establish or recognize an official parent committee. Members of that committee will be elected annually by parents or designated guardians of students enrolled in the school according to policy to be set by the Board. An elected parent representative will dually serve on the HCCS Board of Directors and Parent Association Boards. The parent representative shall be authorized by the parent committee and the Board of Directors to make recommendations regarding any aspect of the school. The parent committee shall be a key element in the creation, implementation, and evaluation of school policy.

***Plan for Annual Financial & Programmatic Audits***

Each year HCCS will conduct an annual programmatic audit and an annual financial audit. The results of the annual financial audit will be submitted to the Idaho Department of Education in compliance with Idaho Code 33-701(6) (as required by Idaho Code 33-5210(3)). A copy of these audits will also be submitted to the Idaho Public Charter School Commission.

HCCS will comply with Idaho Public Charter School Commission policy and conduct a programmatic audit through information obtained via its own instruments, timeline, and processes; a copy of this report will be sent to the chartering entity. Results of the Programmatic Audit will be submitted, with a report on student progress based upon the student standards and measurement of student progress outlined in the charter, to the school's authorizing entity each year. Accreditation-related visits and/or reports will be completed in a timely manner and copies will be submitted to the school's authorizing entity if and when applicable.

The annual financial audit will be conducted by an independent auditing firm and copies of the audit will be sent annually to the chartering entity. In addition, HCCS's authorizer may choose to conduct an audit of HCCS at the expense of the authorizer.

## **TAB 6: EMPLOYEES**

### ***Employee Qualifications***

HCCS's staff will meet or exceed qualifications required by state law, including the following:

All individuals to be employed by Heritage Community Charter School will possess the personal characteristics, knowledge base and successful experiences necessary for meeting the requirements of this charter.

Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rules of the State Board of Education. All instructional staff will be highly qualified as required by the No Child Left Behind Act. All HCCS staff will meet appropriate certification and/or licensure requirements for the positions held by the individual.

A series of professional and in-house professional development sessions will be conducted to train personnel in the unique aspect of Heritage Community Charter School. Training may include but is not limited to:

- Instructional Models methodology to insure the consistency of instruction
- Language instruction in immersion models
- Language Arts
- Vocabulary with an emphasis on word roots
- Great Expectations Training
- Classroom pacing
- Teaching with Love and Logic
- Core Knowledge
- Identified Life Principles
- School Leadership
- Memorization and Dramatization
- Homework
- Utilizing parent volunteers
- Effective use of educational assistants
- Modeling as a staff
- Capturing teaching time
- Intervention strategies for students at risk

### ***Health & Safety Procedures***

Heritage Community Charter School complies with the provisions of Idaho Code with the following health and safety procedures:

1. Passing a criminal history check is required for all employees in compliance with Section 33-130, Idaho Code. This requirement is also a condition of employment.

2. Students are required to show proof of immunization before enrolling at Heritage Community Charter School. Copies of Immunization records and of birth certificates will be kept on file.

3. Heritage Community Charter School welcomes visitors during the regular school day, as well as at the school's public events. Parents and/or guardians are particularly encouraged to visit the school and participate in its programs. However, protection of the students and staff of Heritage Community Charter School is the highest priority. In an effort to monitor and protect access to students and staff members, all visitors are required to check in at the school office before visiting classrooms or other areas on campus. Visitors will be required to receive and wear a visitor's pass when visiting the school. If the principal determines that the presence of any person is disruptive or detrimental to the school's program, the administrator may prohibit that individual's presence on campus.

Individuals that visit the school to communicate with or remove a student from campus must obtain permission of the principal or their designee prior to contacting the student. The Principal or designee shall not grant such permission unless the person has a clearly valid and proper reason for contacting the student. Parents and guardians will be granted access to their students immediately upon request unless there is a legally necessary reason to deny access. However, parents and guardians who enter classrooms may be subject to reasonable restrictions to prevent the disruption of the instructional process.

4. To ensure the safety and health of children and staff, Heritage Community Charter School shall, at least once a year subject the facilities to an independent inspection for the purposes of determining whether such facilities comply with safety and health standards and other codes and requirements of Idaho law. The safety inspection will be conducted by a professionally qualified independent inspector or done pursuant to Title 39, Chapter 80, Idaho Code. The safety inspection report shall be provided to the Board of Directors and to the authorizing charter entity for review

5. Heritage Community Charter School shall ensure the safety and health of students and staff by:

a. having in place at all times an Emergency Plan that will include evacuation, lock-down, and bomb threat procedures particular to the current facility. HCCS will cooperate and coordinate efforts with city, county, and state emergency personnel. HCCS shall review its emergency evacuation plan annually to determine whether the procedures in place require modification. The Plan will be posted in the school office as well as in every classroom building in the school. The Plan will be provided to each staff member at the beginning of the school year. In addition, HCCS will educate parents and patrons by providing information regarding the Plan in the student handbook or on the HCCS's web page.

b. advising all school personnel of routine procedures to follow in handling body fluids. These procedures shall provide simple and effective precautions against transmission of diseases to persons exposed to the blood or body fluids of another. These procedures shall be standard health and safety practices. No distinction shall be made between body fluids from individuals with a known disease or infection and from individuals without symptoms or with an undiagnosed disease. Training and appropriate supplies shall be available to all personnel.

c. recognizing that HCCS is responsible for providing first aid or emergency treatment in case of sudden illness or injury to a student, but that further medical attention is the responsibility of the parent or guardian. Each parent or guardian must provide an emergency telephone number where the parent or designee of the parent can be reached.

When a student is injured, staff shall provide immediate care and attention until relieved by a superior, a nurse or a doctor. The principal or designated staff member should immediately contact the parent so that the parent can arrange for care or treatment of the injured student. If a child develops symptoms of illness while at school, the responsible school officials shall do the following:

- Isolate the child immediately from other children in a room or area segregated for that purpose.
- Inform the parent or guardian as soon as possible about the illness and request him or her to pick up the child.
- As required by law, report each case of suspected communicable disease the same day by telephone to the local health authority, or as soon as possible thereafter if no contact can be made the same day.

In the event that the parent cannot be reached and in the judgment of the principal or person in charge immediate medical attention is required, the injured student may be taken directly to the hospital and treated by the physician on call. When the parent is located, he/she may elect to continue the treatment or make other arrangements.

d. requiring that school employees be authorized in writing by the school administrator or school principal to be able to:

- assist in the self-administration of any drug that may lawfully be sold over the counter without a prescription to a pupil in compliance with the written instructions, if the pupil's parent or guardian consents in writing.

- assist in the self-administration of a prescription drug to a pupil in compliance with the written instructions of a practitioner, if the pupil's parent or guardian consents in writing.

No employee except a qualified health care professional may administer a drug or prescription drug to a pupil under this policy except in an emergency situation. Diagnosis and treatment of illness and the prescribing of drugs are never the responsibility of a school employee and should not be practiced by any school personnel.

e. maintaining tobacco free buildings and grounds. Use of tobacco will not be allowed in any buildings or grounds nor will employees be allowed to use tobacco while on duty. New employees of the school will be hired with the understanding that they will be directed not to use tobacco in school buildings or grounds. Limitations or prohibitions on tobacco use are applicable to all hours.

All school workplaces are drug- and alcohol-free workplaces. All employees are prohibited from:

- Unlawful manufacture, dispensing, distribution, possession, use, or being under the influence of a controlled substance while on school premises or while performing work for the school;
- Distribution, consumption, use, possession, or being under the influence of alcohol while on school premises or while performing work for the school.

For purposes of this policy, a controlled substance is one which is:

- not legally obtainable;
- being used in a manner different than prescribed;
- legally obtainable, but has not been legally obtained; or
- referenced in federal or state controlled substance acts.

f. Attendance at Heritage Community Charter School may be denied to any child diagnosed as having a contagious or infectious disease that could make the child's attendance harmful to the welfare of other students. In the instance of diseases causing suppressed immunity, attendance may be denied to a child with suppressed immunity in order to protect the welfare of the child with suppressed immunity when others in the school have an infectious disease which, although not normally life threatening, could be life threatening to the child with suppressed immunity.

g. The School may arrange each year for health services to be provided to all students. Such services may include, but not be limited to:

- Consulting services of a qualified specialist for staff, students, and parents.
- Vision and hearing screening.
- Scoliosis screening.
- Immunizations.

h. Although neither a school (nor a teacher) has a duty to warn of the suicidal tendencies of a student absent the teacher's or school's knowledge of direct evidence of such suicidal tendencies, the School may, in its sole discretion, provide the following programs in order to prevent adolescent suicide by:

- offering and providing help and assistance including early identification;
- support and/or counseling by school support personnel for low-risk students;
- referral to appropriate sources outside the school for high and moderate-risk students;
- the rights of the student and his/her family; and
- after care support by the school for faculty, staff, and students after a sudden death has occurred.

i. HCCS recognizes that the misuse of drugs is a serious problem with legal, physical and social implications for the entire school community. As an educational institution of this community, the school should strive to prevent drug abuse and help drug abusers by educational, rather than punitive means.

For purposes of this policy, "Drugs" shall mean:

- all dangerous controlled substances as so designated and prohibited by Idaho law;
- all chemicals which release toxic vapors;
- all alcoholic beverages;
- any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
- "look-alikes";
- anabolic steroids;
- any other illegal substances so designated and prohibited by law.

In accordance with Federal law, the Board of Directors hereby establishes a "Drug-Free School Zone" that extends 1000 feet from the boundary of any school property. The Board prohibits the use, possession, concealment, delivery, or distribution of any drug or any drug-related

paraphernalia at any time on school property, within the Drug-Free School Zone, or at any school-related event. Individuals eighteen (18) years of age or older who knowingly deliver or distribute controlled substances so designated and prohibited by Idaho law within the Drug-Free School Zone to another person could be prosecuted to the fullest extent of the law.

6. For minor infractions of school rules or regulations, or for minor misconduct, staff may discipline and/or detain students. Students may be required to attend Saturday detention for up to four (4) hours.

Preceding the assessment of such punishment, the staff member shall inform the student of the nature of the offense charged, and/or the specific conduct that allegedly constitutes the violation.

The student shall be afforded an opportunity to explain or justify his/her actions to the staff member. Parents must be notified prior to a student serving an after-school detention. Students detained for corrective action or punishment shall be under the supervision of the staff member or designee.

Disciplinary measures include, but are not limited to:

- expulsion
- suspension
- detention, including Saturdays
- clean-up duty
- loss of student privileges
- loss of bus privileges
- notification to juvenile authorities and/or police
- restitution for damages to school property

7. To maintain a climate of respect and high expectation there, Heritage Community Charter school prohibits harassment, intimidation, and bullying by any means, including but not limited to electronic, written, oral or physical acts, either direct or indirect, when such intentional electronic, oral, written or physical acts physically harm, substantially interfere with a student's education, threaten the overall educational environment, substantially disrupt the operation of school, or are otherwise prohibited by law. This prohibition shall apply to all school employees, volunteers, parents/guardians, and students, including conduct between students, between adults, and between adults and students. Any such actions will follow disciplinary procedures.

8. Heritage Community Charter School is a school of choice and at any time a parent deems the school as unsafe, their child may enroll in the designated school for the student's place of residence. (NCLB Act 2001 – Title IX Part E Subpart 2, Sec. 9532)

***Provision for Employee Benefits (PERSI, SS, WC, etc)***

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

***Transfer rights***

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

The board of directors for the charter school shall provide coverage for their employees with the public employee retirement system, federal social security, unemployment insurance and worker's compensation insurance.

***Collective bargaining***

In compliance with Idaho Code §33-5205(3)(p), HCCS staff shall be considered a separate unit for purposes of collective bargaining.

***Employee Contracts for Teachers & Administrators***

HCCS's staff will meet or exceed qualifications required by state law, including the following:

Heritage Community Charter School will follow the same personnel practices as are required by the Idaho Code. This would include supervision, evaluation, and dismissal as detailed by the Idaho Code.

- All teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.
- Those required by Idaho Code 33-130 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI finger-printing checks.
- Teachers will be evaluated according to the procedures outlined in Idaho Code 33-513. The Parent Committee may make recommendations regarding teacher and/or administrator evaluations.

- The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.
- Student/Teacher ratios will be recommended by the Administrator or Parent Committee and subject to Board approval. Student/Teachers ratios established may require the Board to hire additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.

## **TAB 7: SCHOOL PROCEDURES**

### ***Admission Procedures***

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

### **Enrollment Opportunities *I.C. 33-5205(3)(s)***

The Governing Board will take the following steps to ensure the Caldwell community is aware of the enrollment opportunities at Heritage Community Charter School: while taking into consideration the language demographics of the attendance area, at least three (3) months in advance of the enrollment deadline, enrollment information will be posted in highly visible and prominent locations within the HCCS attendance area. In addition, the Governing Board shall ensure that such process includes the dissemination of press releases or public service announcements to media outlets that broadcast within, or disseminate printed publications within, the attendance area of HCCS. The Governing Board will ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning no 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 HCCS, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

### **Caldwell District Demographics**

HCCS seeks to provide a unique opportunity for students residing within the Caldwell community. The Founders of HCCS are committed to continuing the positive relationship with the Caldwell School District that the charter petitioners have enjoyed during the development phase of the charter school. HCCS anticipates serving as another unique educational choice in a district committed to meeting the needs of all of its students. In addition, HCCS will strive to serve a population of students that is similar in its demographic characteristics to that of the Caldwell School District. HCCS will plan marketing efforts designed to provide information to all community members in both English and Spanish and in a variety of formats (written, radio, television, community meetings, etc.). Marketing efforts will be designed to attract a student population that is consistent with the demographics of the District (within a plus or minus 10%) of the percentage of any group by ethnicity, ELL, free and reduced lunch, special education, etc. while also complying with Idaho Code regarding enrollment procedures.

### **Enrollment Deadline**

Each year the Governing Board shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend HCCS for the next

school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.

**Requests for Admission**

HCCS will comply with Section 33-5205(3)(j) of the Idaho Code to establish policy and procedure 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 HCCS. In the case of a family with more than one (1) child seeking to attend HCCS, 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, HCCS on or before the enrollment deadline established by the Governing Board. 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 HCCS is insufficient to enroll all prospective students, then a lottery shall be utilized to determine which prospective students will be admitted to HCCS. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by the Governing Board shall be permitted in the lottery. Only written requests for admission shall be considered by the Governing Board. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list.

**Admission Preferences** *I.C. 33-5206 & 33-5205(3)(j)*

HCCS has established an admission preference for students residing within the primary attendance area of the school. In addition, HCCS has established admission preferences for returning students, for children of founders and full-time employees of the school, and for siblings of students already selected to attend the school.

**Priority of Preferences for Initial Enrollment**

If the initial capacity of HCCS is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to HCCS. HCCS will follow Idaho Code Section 33-5205(3)(j). Prospective students will be placed in priority groups as follows:

- a. First, to the children of founders and full-time employees (provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of HCCS).
- b. Second, to siblings of pupils already selected by the lottery.
- c. Third, to prospective students residing in the primary attendance area of HCCS.
- d. Fourth, students who reside outside the primary attendance area of HCCS.

**Priority of Preferences for Subsequent Enrollment Periods**

Preferences for subsequent enrollment periods shall be as follows:

- a. First, to pupils returning to HCCS in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a lottery.
- b. Second, to children of founders and full-time employees provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of HCCS.
- c. Third, to siblings of pupils already enrolled in HCCS.
- d. Fourth, to prospective students residing in the primary attendance area of HCCS.
- e. Fifth, to prospective students residing outside the primary attendance area of HCCS.

### **Proposed Attendance List for Lottery**

Each year the Governing Board shall create an attendance list containing all the names of all prospective students on whose behalf a written request for admission was timely received by HCCS, separated by grade level. In addition, the proposed attendance list shall contain columns next to the name of each student, in which the Governing Board will designate admission preferences applicable to each prospective student. The columns shall be designated “A” for returning student preference; “B” for children of founders and full time employees preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and “D” for primary attendance area preference, and “E” for students residing outside the primary attendance area.

### **Equitable Selection Process**

If the initial capacity of HCCS is insufficient to enroll all prospective students, or if the capacity is insufficient to enroll all prospective students in subsequent school years, then the Governing Board shall determine the students who will be offered admission to HCCS by conducting a lottery. The selection procedure, unless otherwise determined by the Governing Board and then approved by the school’s authorizer, shall be conducted as follows:

The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five (3x5) 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 of grade levels 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.

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.

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 or full-time employee, 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, the letter “C” shall be written on such index card. If the name of the person selected resides in the primary attendance area of the public charter school, then the letter “D” shall be written on such index card. If the name of the person selected resides outside the primary attendance area of HCCS, then the letter “E” shall be written on such index card.

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

With regard to the founder’s and full-time employee’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 HCCS for the school year at issue, then no additional index cards shall be marked with the letter “B,” even if such person selected would otherwise be eligible for the founder’s and full-time employee’s preference.

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 by all index cards with the letter “E,” 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.

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.

Within sixty days of approval of this charter, the HCCS board of directors will develop and adopt a definition of “Founders”. That definition will include, but not be limited to, those persons:

- sitting on the Board of Directors from January 2010 to June 2011 and/or
- involved in the initial writing of the petition for Heritage Community Charter School and/or

- Those individuals who have made a significant contribution to the development and establishment of Heritage Community Charter School as deemed by the Board of Directors.

#### VIII. Final Selection List

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

#### **Notification and Acceptance Process**

HCCS will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Notification and Acceptance Process.

1. Within seven days after conducting the selection process, Heritage Community Charter School will send an offer letter to the parent or guardian, who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to Heritage Community Charter School. The offer letter must be signed by the student's parent or guardian, and returned to HCCS by the date designated in the offer letter from HCCS.
2. Within seven days after conducting the selection process, Heritage Community Charter School will send a letter to the parent or guardian, or other person who has submitted an admission request on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.
3. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.
4. If a student withdraws from Heritage Community 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.

#### X. Subsequent School Years

HCCS will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for Subsequent School Years.

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of Heritage Community Charter School is not sufficient to

enroll all prospective students during the next subsequent school year, then a new equitable selection process will be conducted by Heritage Community Charter School for that year.

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

## XI. Amendments

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

### *Disciplinary Procedures*

Respectful behavior and kindness, with an emphasis on politeness, honesty, and integrity, is the number one expectation for Heritage Community Charter School students. There is little tolerance for disrespect shown to oneself and others at HCCS.

Students must be polite to the teachers, administrators, staff, fellow students, and any visitors. The same is required of those employed by Heritage Community Charter School. Teachers, administrators, and staff will be respectful of students and each other, and be an example of correct and proper behavior. Because the number one goal at HCCS is to have a safe and orderly school that provides an atmosphere that is conducive to learning, there is a focus on positive behavior. Any student faced with a disciplinary action will be granted due process pursuant to Idaho Code. In the case of suspension or expulsion, a student and parent/guardian will be given written notice of the charges and an opportunity to present the student's version of the incident. Whenever a student is faced with disciplinary actions the parents will be notified in a timely manner.

Heritage Community Charter School will produce a student handbook that will follow state laws and due process that outlines a Code of Conduct, with expectations and consequences. This handbook will be submitted to the authorizing entity before the start of the school year. Steps to address inappropriate behavior will include, but are not limited to the following:

1. Written or verbal teacher notification to the parent/guardian of incidence or infraction.
2. Principal intervention
3. Three day suspension. A Parent/guardian conference with student and principal to be held before re-admittance.
4. Five day suspension. A parent/guardian conference with student and the Board of Directors to be held before re-admittance.

5. Expulsion in accordance with Idaho Code.

Major Discipline Problems

Major discipline problems will be referred to the principal or designee for the appropriate consequences that may include suspension or referral to the Board of Directors or designee for expulsion. Written notice to the parent or guardian of the student shall state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board of Directors. Written notice will only be given in the event the student is expelled or denied enrollment.

A student may be automatically suspended (step three of the above procedure) under circumstances that: endanger student lives, involve drug/alcohol violations, involve weapons violations, and/or others as designated by the Board of Directors. Policies addressing drugs/alcohol and weapons can be found in the appendix. An informal hearing will be held prior to the suspension as required by Section 33-205, Idaho Code.

Temporary Suspension

Students who cannot abide by the school regulations and policies of Heritage Community Charter School and who disrupt the educational atmosphere or interfere with the educational process of the school may be temporarily suspended from classroom instruction and/or school for a time, not to exceed five (5) days by the principal or designee; and in the event the Board of Directors determines that it would be detrimental to the student and/or other students' health, welfare, or safety to return the student to school, the Board may extend the temporary suspension for an additional five (5) school days.

Expulsion

The Board of Directors may expel students who refuse or consistently fail to abide by school regulations and policies. Expulsion procedures will comply with Idaho Code. The student will be granted a full and fair hearing prior to the decision for expulsion to present information concerning the incident and/or actions of the student. The decision of the Board is final.

Reenrollment to School Following Expulsion

A student who has been expelled may appeal to the Board of Directors to hear a petition for reenrollment in school. Heritage Community Charter School's Board of Directors shall have the right to deny reenrollment for disciplinary or attendance reasons.

Disciplinary Procedures for Special Education Students

Heritage Community Charter School adopts and complies with the current Idaho Special Education Manual from the State Department of Education and will follow the procedures outlined in the student discipline section of the manual. Students with disabilities are entitled to all of the same due process rights in the area of discipline as

students without disabilities. In addition, there are additional safeguards that will be observed that insure their right to Free Appropriate Public Education (“FAPE”).

### ***Alcohol and Controlled Substances***

The Board recognizes that the misuse of drugs is a serious problem with legal, physical and social implications for the entire school community. As the educational institution of this community, the schools should strive to prevent drug abuse and help drug abusers by educational, rather than punitive means.

For purposes of this policy, “Drugs” shall mean:

- A. all dangerous controlled substances as so designated and prohibited by Idaho law;
- B. all chemicals which release toxic vapors;
- C. all alcoholic beverages;
- D. any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
- E. “look-alikes”;
- F. anabolic steroids;
- G. any other illegal substances so designated and prohibited by law.

In accordance with Federal law, the Board hereby establishes a “Drug-Free School Zone” that extends 1000 feet from the boundary of any school property. The Board prohibits the use, possession, concealment, delivery, or distribution of any drug or any drug-related paraphernalia at any time on school property, within the Drug-Free School Zone, or at any school-related event.

Furthermore, the principal shall take the necessary steps to ensure that an individual eighteen (18) years of age or older who knowingly delivers or distributes controlled substances so designated and prohibited by Idaho law within the Drug-Free School Zone to another person is prosecuted to the fullest extent of the law.

The principal shall prepare guidelines for the identification and regulation of drug use in the schools. Such guidelines shall emphasize the prevention of drug use and include a statement to students that use of illicit drugs and the unlawful possession of alcohol is harmful. The student handbook shall provide standards of conduct that are applicable to all students which clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students on school premises or as a part of any school activity.

Sanctions for violation of school policies which address illegal drug and alcohol possession, use or distribution will include referral to the appropriate law enforcement agency and may include voluntary referral to appropriate persons or agencies for screening and assessment.

***Public Charter School Attendance Alternatives***

Because Heritage Community Charter School is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the area. Students located within the attendance area of the charter school would have the option to enroll in existing public schools presently serving the area. No student will be required to attend Heritage Community Charter School.

***Process for Public Notification of Enrollment Opportunities***

All advertising and promotion processes for HCCS will include the dissemination of enrollment information in English, Spanish and possibly other language(s) taking into consideration the demographics of the area, at least three (3) months in advance of the enrollment deadline established by 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, HCCS shall ensure that such process includes the dissemination of press release and/or public service announcements, to media outlets that broadcast within, and/or disseminate printed publications within, the area of attendance of the public charter school; HCCS will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information 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.

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

- Advertising with public schools located within the target area using flyers upon administrative approval.
- Heritage Community Charter School website (available within four weeks of charter approval) that will introduce information about the school.
- Brochures promoting the curriculum and methods used at Heritage Community Charter School.
- Public informational meetings about Heritage Community Charter School held in accordance with Section 67-2340 of the Idaho Code

Other methods that may include: news releases, radio, television, newspapers, news conferences, newsletters and signage.

***Habitual Truancy, Incurrigibility, & Disruptive Students***

Students of HCCS may be denied attendance for any of the following reasons:

- If the student is an habitual truant, defined by Idaho Code 33-206 as any public school pupil who, in the judgment of the board of trustees, repeatedly has violated the attendance regulations established by the board; or any child whose parents or guardians, or any of them, have failed or refused to cause such child to be instructed as provided in section Idaho Code.
- If the he student is incurrigible,

- If the student is deemed by the board of trustees to be disruptive of school discipline or instruction effectiveness, or
- If the student is detrimental to the health and safety of the other students

In addition, students attempting to enroll at the school after being expelled from another district may be denied enrollment. Students who are expelled from HCCS or denied enrollment will be denied enrollment for not less than one calendar year. The school will comply with Idaho Code 33-205 which states that “No pupil shall be expelled nor denied enrollment without the board of trustees having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the board of trustees shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil’s expulsion to the prosecuting attorney of the county of the pupil’s residence. Discipline for students with disabilities, including expulsion and denial of attendance will comply with the requirements of the Individuals with Disabilities Education Act and the Idaho Special Education Manual as adopted by the Heritage Community Charter School Board of Directors and described in this Charter School Petition.

#### ***Plan for the Denial of School Attendance***

Heritage Community Charter School is a public school, open to all children based on the provisions provided within this petition. Strict adherence to HCCS’s Code of Conduct for Students as described in the Student Handbook is required for optimum learning to be achieved. New/incoming students and parents will ‘sign off’ on accepting the conditions and consequences of HCCS’s Code of Conduct. Students who show signs of truancy, incorrigibility, disruptive to the learning process, health or safety risk will follow the provisions set forth under Disciplinary Procedures in this petition.

Except in extenuating circumstances as presented to the Board of Directors, a student expelled from another school or district in this state or any other state shall be denied the right to enroll in Heritage Community Charter School. Written notice to the parent or guardian of the student shall state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board of Directors.

***Student Handbook & Parental Access***

Upon approval of the charter, the Board of Directors will appoint a committee to develop a student handbook that will reflect the vision and purpose of HCCS and that will be in compliance with the HCCS School Board Policies and the Law of the State of Idaho. The student handbook will be available in hard copy and on the HCCS web site. All new students will receive a copy of the Student Handbook upon enrollment.

## TAB 8: Business Plan

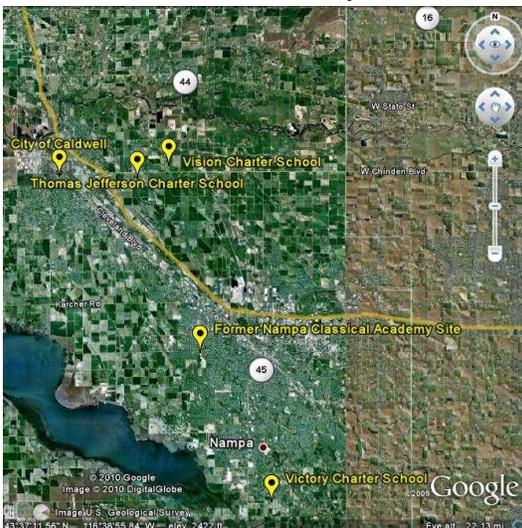
### *Description*

Heritage Community Charter School, Inc. was established to act and operate exclusively as a nonprofit corporation pursuant to the Idaho Nonprofit Corporation Act. The purpose for which it was created was to establish and operate an Idaho public charter school and to provide educational activities related to this purpose. HCCS was incorporated and organized by a group of founding members who volunteered their time and resources to create another choice in public education to parents and students in their community.

In accordance with the provisions of Idaho Code § 33-5205(3)(s) and IDAPA 08.02.04.203.2, HCCS will ensure that citizens in the area of attendance are made aware of the enrollment opportunities the school. This notification process will include the dissemination of enrollment information at least three 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. The information disseminated in compliance with the provisions of this paragraph will take into consideration the language demographics of HCCS’s attendance area. In addition, HCCS will ensure the dissemination of press releases or public service announcements to media outlets that broadcast within (or disseminate printed publications within) the area of attendance of the school, Further, HCCS ensures that these announcements will be broadcast or published by such media outlets no less than three times beginning no later than fourteen days prior to the enrollment deadline each year. Finally, this enrollment information will expressly provide notice that all prospective students will be given the opportunity to enroll at Heritage Community Charter School, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

### *Marketing Plan*

**Purpose.** At Heritage Community Charter School, our express purpose is to provide residents of our community with another choice in education. More specifically, our purpose is to offer an educational option that is otherwise unavailable yet highly desired.



**Educational Environment.** Residents of Canyon County have demonstrated an overwhelming demand for choice in education for their children. For example, all operating charter schools in the county are reporting significant waiting lists: **Victory Charter School** – waitlist of 1,791 students; **Vision Charter School** – waitlist of 396 students; **Idaho Arts** – waitlist of 507 students; and **Thomas Jefferson Charter School** – waitlist of

681 students. Furthermore, a recent decision by the IPCSC to revoke Nampa Classical Academy’s charter will only increase the demand for additional charter school options inasmuch as over 550 students were enrolled to attend this school in the fall of 2010. Taken together, these schools report a combined total of 3,375 students waiting to enroll in the closest charter schools. For students that reside within Heritage Community Charter School’s proposed Primary Area of Attendance, the likelihood of being accepted in any of these schools is very small due to the fact that they would not fall within these charter schools’ primary area of attendance and would therefore not qualify for a permitted preference in enrollment – not to mention the additional time and cost of transporting their children to and from these schools.

Notwithstanding the apparent interest in charter schools, Caldwell School District does not have a charter school option within its boundaries. In the 2009-2010, the district reported a fall enrollment of 3,552 students in K-6, with a total K-12 enrollment of 6,212. Further, Caldwell School District is essentially surrounded by Vallivue School District (serving 4,220 in grades K-6 with a total K-12 enrollment of 7,040), and shares its northern boundary with Middleton School District (serving 1,596 students in K-6 with a total K-12 enrollment of 3,026). (See 2009-2010 Fall Enrollment Chart below.)

CANYON COUNTY SCHOOL DISTRICTS Fall Enrollment Data 2009-2010																
GRADES	K	1	2	3	4	5	6	TOTAL K-6	7	8	9	10	11	12	Total 6-12	Total K-12
131 Nampa	1,330	1,242	1,242	1,222	1,238	1,210	1,250	8,706	1,143	1,162	1,130	1,033	960	1,055	6,483	16,189
132 Caldwell	529	559	533	506	484	451	490	3,552	493	456	495	423	451	367	2,660	6,212
135 Wilder	43	37	33	37	30	31	42	253	29	20	41	20	18	15	143	396
134 Middleton	215	255	216	235	237	227	211	1,596	214	261	285	244	218	208	1,430	3,026
136 Notus	30	24	25	30	24	35	31	199	34	26	32	34	38	25	189	388
136 Melba	51	46	40	54	56	44	63	362	56	57	55	53	64	60	340	710
137 Parma	33	78	87	74	90	81	86	589	70	92	82	80	82	78	484	1,073
130 Vallivue	838	860	802	832	806	866	827	4,220	533	520	484	485	438	380	2,820	7,040
<b>TOTALS</b>	<b>2,830</b>	<b>2,001</b>	<b>2,788</b>	<b>2,790</b>	<b>2,754</b>	<b>2,646</b>	<b>2,700</b>	<b>19,477</b>	<b>2,542</b>	<b>2,604</b>	<b>2,604</b>	<b>2,380</b>	<b>2,260</b>	<b>2,188</b>	<b>14,557</b>	<b>34,034</b>

As seen above, over 24,500 K-8 students are attending Canyon County public schools, and approximately 11,815 of those students reside in Caldwell, Vallivue, and Middleton school districts – all of which will likely have students attending Heritage Charter School.

In addition to the public school offering in our community, over 1,600 students sought out alternative choices in education and were reported to have enrolled in private or non-public schools at the end of the 2007-08 school year. (See table below.)

CANYON COUNTY	PK	K	1	2	3	4	5	6	Total K-6	7	8	9	10	11	12	Total K-12	
Caldwell Seventh Day Adventist	3	12	11	8	11	13	4	8	70	9	17	0	0	0	0	26	96
Calvary Christian School	33	13	13	6	7	7	8	12	99	7	9	9	6	8	5	44	143
Gem State Academy	0	0	0	0	0	0	0	0	0	0	0	19	32	22	20	102	102
Greenleaf Friends Academy	40	17	10	14	20	14	11	17	143	21	24	17	17	29	27	135	278
Nampa Christian School	48	60	43	49	42	39	41	39	361	53	47	56	48	68	68	340	701
St. Paul's Catholic School	30	20	23	27	22	23	25	13	183	18	15	0	0	0	0	33	216
Treasure Valley Ed Center	0	0	0	1	1	2	2	2	7	3	6	3	4	2	7	25	32
Zion Lutheran School	25	17	12	12	8	4	0	0	78	0	0	0	0	0	0	0	78
<b>TOTAL CANYON COUNTY</b>	<b>179</b>	<b>139</b>	<b>112</b>	<b>117</b>	<b>111</b>	<b>101</b>	<b>91</b>	<b>91</b>	<b>941</b>	<b>111</b>	<b>118</b>	<b>104</b>	<b>107</b>	<b>129</b>	<b>136</b>	<b>705</b>	<b>1646</b>

Enrollment data obtained through the Idaho State Department of Education’s *Non-Public Fall Enrollment 2007-2008*.

The purpose of providing this “educational landscape” is to demonstrate the viability of the market from which HCCS will likely draw its student base and provide realistic support for the enrollment projections reflected in this petition. With proper outreach and marketing, we are confident that we will be able to attract students to HCCS. However, demographics or a high population of school-aged children is only the foundation for our enrollment projections. The final piece is simple: a unique and desirable educational offering that will enhance and improve the educational offering found at other schools.

**Competitive Advantage.** It is our firm belief that the program of instruction outlined in this petition will be the driving force behind parents’ choice to enroll their students in HCCS. As noted above, HCCS will use the Idaho State Board of Education’s Standards as a foundation to be enhanced by the Core Knowledge Sequence and an advanced liberal arts high school curriculum. Many traditional public and charter schools have chosen to implement this highly effective curriculum that promotes academic excellence, greater equity and higher literacy, and a coherent, cumulative, and content specific core curriculum. The instructional program at HCCS will be further enhanced by a substantive second language acquisition program. The Core Knowledge Sequence provides the high level of planning and coordination across all grades that are almost always features of successful second language acquisition programs. With this curricular foundation, the addition of a second language will provide students with a host of benefits, including but not limited to: improved problem solving, increased test scores, increased proficiency with native language, increased creativity, improved literacy skills, and a broadened appreciation for other cultures. Given the demographics of Caldwell and surrounding districts, this program will provide meaningful benefits for all students who choose to attend the school.

**Outreach.** In addition to the procedures and requirements outlined in the *Description* section above, advertising for Heritage Community Charter School may also include, but not be limited to, the following methods:

- Advertising with public schools located within the target area using flyers upon administrative approval.
- Heritage Community Charter School website (available within four to eight weeks following charter approval) that will introduce information about the school.
- Brochures promoting the curriculum and methods used at Heritage Community Charter School.
- Public informational meetings about Heritage Community Charter School. Note: these meetings may be subject to the open meetings law contained in Idaho Code § 67-2345. If open meetings rules apply, HCCS board shall ensure compliance.

*Operations*

Following the outline detailed under Tab 2, organization of Heritage Community Charter School will generally follow the model of traditional single-grade classrooms starting with grades K-6, and beginning with a small grade 7-12 pilot secondary program. The Principal will determine the day-to-day operations of the school including but not limited

to the school calendar, schedule, and hours of operation in accordance to State required hours of attendance and Board of Director approval.

Administrative services will be provided by the Principal, augmented by other contracted services as needed.

*Board Policy*

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

***Budget***

The budget for Heritage Community Charter School will be: (i) prepared in compliance with section 33-801, Idaho Code; (ii) will be presented at a public hearing in June of the year the school will open; and (iii) will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations. Following is a projected three-year budget and first year cash flow.

For budget, please see Appendix I.

***Transportation Services***

In accordance with Idaho Code §§33-1501 and 33-1006, where practicable HCCS will provide transportation to students that reside more than 1.5 miles from the school facility and within the Primary Area of Attendance. HCCS will ensure its transportation policy complies with Idaho Code §§ 33-402(g), 33-1510, 33-1006, 33-1501 through 1514, 33-5208, and 67-2806 inasmuch as they are applicable to the school. Inasmuch as the process for advertising, receiving proposals, and selecting a student transportation provider is time consuming and involves various timelines and procedures, HCCS will take all reasonable steps to ensure transportation services are secured in a timely manner. In the process of advertising, HCCS will solicit proposals from all busing contractors listed on the SDE's contractor list.

***School Lunch Program***

Heritage Community Charter School hopes to begin offering hot food services during its first year of operation and will follow the guidelines listed by the National School Lunch Program. Free and reduced lunch forms will be provided to all students. Until a facility is available, alternate sources to offer lunch will be explored.

***Determining Eligibility for Free and Reduced Price Meals***

All schools participating in the NSLP must make free and reduced price meals available to eligible students. Each School Food Authority participating in the NSLP must have an approved free and reduced price policy statement on file at the State Agency. If a School Food Authority is just starting in participation in the NSLP it must file its policy statement for approval by the State Agency. This policy statement then becomes a permanent document, subject to any amendments whenever the School Food Agency makes a significant change in its free and reduced price policy.

**(NOTE: For Directors' Resumes, please see Appendix N)**



## **TAB 10: BUSINESS PRACTICES**

### ***Business Arrangements***

#### **Public Access**

Heritage Community Charter School's policies regarding the public access to the school's students, staff, and facilities will comply with all aspects of the Idaho Public Records Law (Idaho Code 9-337 – 9-350). The Charter School will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. We will comply with the Idaho Open Meeting Law (Idaho Code 67-2340-67-2347).

#### **Complaint Process**

Heritage Community Charter School's protocol for a complaint process for parents/guardians and the public are as follows, with the ultimate authority residing with the Board of Directors of Heritage Community Charter School;

1. Have pertinent parties meet and try to resolve the issue.
2. If no resolution can be found, the Principal will arbitrate and attempt to find a resolution.
3. Ultimately, the issue will be brought before the Board of Directors. The decision of the Board of Directors will be final.

#### **School Records**

Heritage Community Charter School's Principal will determine how the school will maintain school records and required information, consistent with state and Federal laws/statutes. Records of students transferring from HCCS will be forwarded to the new school upon request of the school or parents. Records of students transferring to HCCS will be requested of the previous school of attendance.

#### **Inspection Reports**

Heritage Community Charter School will provide certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped required of all public schools prior to the opening of the school and by the date specified in the contract. The Charter School will provide initial and ongoing certifications of the facilities for health, safety, and fire compliance to the district and other entities as required.

#### **State Compliance**

Heritage Community Charter School will comply with the State Board of Education and Superintendent for Public Instruction as they relate to Charter Schools and all state statutes applying to public education unless exempt through charter legislation.

#### **Right to Evaluate Contract Compliance**

The Public Charter School Commission or the school's Authorized Chartering Entity, if not authorized by the Public Charter School Commission, shall retain the right at any time to evaluate the degree to which Heritage Community Charter School is meeting the

terms of the charter contract. The Board of Directors or designee may choose to have a State representative(s) or an independent evaluator(s):

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

#### Amending the Contract

A material revision of the terms of the charter school contract requires the approval of the school's authorizer and the Board of Directors.

#### *Plan for Termination*

It is the responsibility of the board of directors of Heritage Community Charter School to maintain communications with the Authorized Chartering Entity regarding any changes, problems, or difficulties in the operations of the school.

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

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

Upon the dissolution of the charter school, the schools assets will distributed to the Idaho Public Charter School Commission.

Upon dissolution of the charter school, all records of students will be immediately transferred to the receiving district and a notice will be sent to all parents describing how to request records from HCCS. Personnel records will be transferred to the HCCS authorizer and all employees will receive a notice describing where records will be maintained and describing the length of time personnel records will be held by the HCCS authorizer.

#### *Internet Policy*

HCCS shall adopt a Policy of Internet Safety for minors that include the operation of a technology protection measure with respect to any of its computers with Internet access and that protects against access through such computers to visual depictions that are obscene, child pornography, or other content harmful to minors in compliance with the Children's Internet Protection Act. An example of an internet policy can be found in Appendix B.

**This school's Charter Appendices are on file with the Idaho Public Charter School Commission.**

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



# **CLOSURE PROTOCOL**

**August 2013**

## Background

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

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

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

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

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

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

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# Introduction

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

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

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

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

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

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

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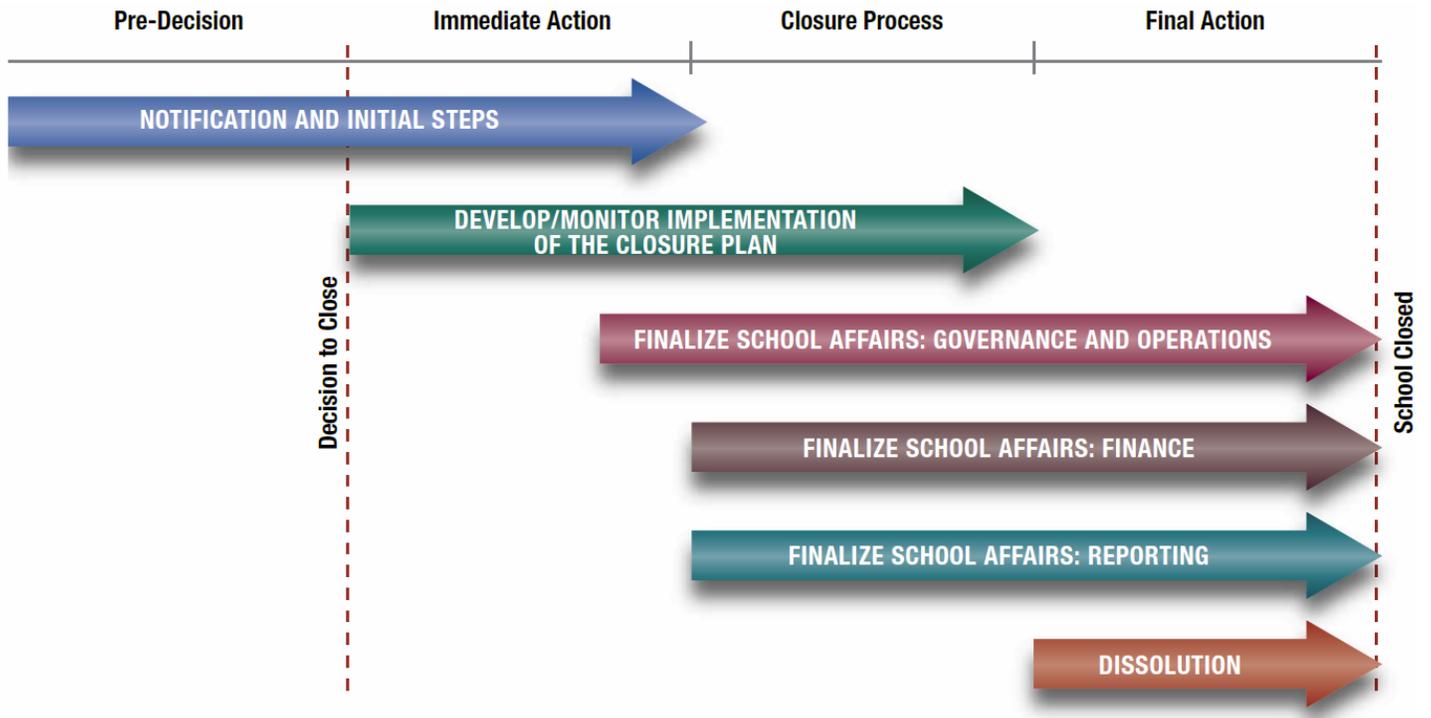
## Endnotes

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

<sup>2</sup> I.C. § 33-5212

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

# A Conceptual Timeline for Closure



## Notification and Initial Steps

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

**Send Additional and Final Notifications**

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

School,  
PCSC

## Develop/Monitor Implementation of the Closure Plan

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

## Finalize School Affairs: Governance and Operations

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

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

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain and Organize Records</b></p> <ol style="list-style-type: none"> <li>1. Maintain all corporate records related to: <ul style="list-style-type: none"> <li>• Loans, bonds, mortgages and other financing.</li> <li>• Contracts.</li> <li>• Leases.</li> <li>• Assets and their sale, redistribution, etc.</li> <li>• Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42.</li> <li>• Governance (minutes, bylaws, policies).</li> <li>• Accounting/audit, taxes and tax status, etc.</li> <li>• Employees (background checks, personnel files).</li> <li>• Employee benefit programs and benefits.</li> <li>• Any other items listed in the closure plan.</li> </ul> </li> <li>2. Determine where records will be stored after dissolution.</li> </ol>	School			
<p><b>Transfer Student Records and Testing Material</b></p> <ol style="list-style-type: none"> <li>1. Ensure that all student records are organized and complete</li> <li>2. Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> <li>• Individual Education Programs (IEPs) and all records regarding special education and supplemental services.</li> <li>• Student health / immunization records.</li> <li>• Attendance record.</li> <li>• Any testing materials required to be maintained by the school.</li> <li>• Student transcripts and report cards.</li> <li>• All other student records.</li> </ul> </li> <li>3. Document the transfer of records to include: <ul style="list-style-type: none"> <li>• Date of transfer (for each individual student file transferred).</li> <li>• Signature and printed name of the charter school representative releasing the records.</li> <li>• Name and contact information of the receiver's representative.</li> <li>• The total number and percentage of general and special education records transferred.</li> </ul> </li> </ol>	School			
<p><b>Inventory Assets and Prepare Federal Items for Pick-up</b></p> <ol style="list-style-type: none"> <li>1. Inventory school assets, and identify items: <ul style="list-style-type: none"> <li>• Loaned from other entities.</li> <li>• Encumbered by the terms of a contingent gift, grant or donation, or a security interest.</li> <li>• Belonging to the EMO/CMO, if applicable, or other contractors.</li> <li>• Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> <li>➢ Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed.</li> </ul> </li> </ul> </li> <li>2. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned.</li> <li>3. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> <li>➢ Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory.</li> <li>➢ PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day.</li> <li>➢ At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items.</li> </ul> </li> </ol>	School, PCSC			

## Finalize School Affairs: Finance

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

## Finalize School Affairs: Reporting

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

## Dissolution

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

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

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

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

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Idaho Virtual Academy, Incorporated (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, the School began operations in the year 2002; and

WHEREAS, on October 28, 2004, the Authorizer approved a petition for the transfer of the School’s charter to the Authorizer; and

WHEREAS, the School’s charter was renewed on March 1, 2018, for a five-year term of operations,

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. **Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. **Term of Agreement.** This Certificate is effective as of July 1, 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

- A. School Mission.** The mission of the School is as follows: Building a community of engaged learners.
- B. Grades Served.** The School may serve students in grades K-12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Innovative and Effective Educational Program:** Idaho Virtual Academy seeks to develop those qualities of mind and character that will help students become active, thoughtful, and responsible citizens. Furthermore, it aims to help students meet high expectations by offering an individualized, rigorous, self-paced, and mastery-based instructional program that incorporates significant parental involvement.
  - **Rigorous Curriculum:** Idaho Virtual Academy utilizes the award winning K12 curriculum.
  - **Effective Teachers:** Idaho Virtual Academy is committed to employing highly qualified, innovative and committed teachers. Professional growth is supported through meaningful professional development focused on continuous improvement.
  - **Parental Involvement:** When parents become active and informed partners in their child's education, test scores rise, drop-out rates fall, and the active pursuit of learning becomes a compelling focus for each family.
  - **Partnership:** Teachers, parents and students uniquely connected in a 21st Century Learning Community designed to support and enhance individual student learning.
  - **21st Century Skills:** Students will gain the skills, knowledge and expertise to succeed in work and life in the 21st century.
  - **Performance based accountability:** IDVA uses technology to alter the typical school day and school year. Mastering curriculum early allows students to move ahead and those who need extra time or remediation are able to work at an individualized pace. Student mastery of State achievement standards is measured through formative and

interim assessment throughout the school year and, additionally, at the end of each school year through the state assessment system.

- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

#### **SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES**

- A. Oversight Allowing Autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer’s Role will be to evaluate the School’s outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School’s academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School’s performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School’s Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School’s performance. These negotiated indicators will be

included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

- F. Authorizer’s Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

## **SECTION 5: SCHOOL OPERATIONS**

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be determined by the Charter Board no later than the annual meeting prior to that school year. The Charter Board may also establish an enrollment deadline. The Charter Board may establish different enrollment caps and/or enrollment deadlines for the general program and the alternative program. The enrollment caps and/or deadlines must be publically posted as soon as reasonably possible after the Charter Board makes its annual determination, and remain posted for the remainder of the affected school year. Once enrollment caps and/or deadlines have been established, students shall be enrolled until the cap or deadline is reached, whichever occurs first. Thereafter, student applications will be accepted for enrollment during the following school year.
- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special

education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.

- A. School Facilities.** 1965 S. Eagle Road, Meridian, ID 83642. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- B. Attendance Area.** The School's primary attendance area is as follows: State of Idaho.
- C. 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.
- D. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

## **SECTION 6: SCHOOL FINANCE**

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

## **SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION**

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- 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 D.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- 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 **July 1, 2018**.

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**Chairperson, Idaho Public Charter School Commission**

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**Chairperson, Idaho Virtual Academy Board**

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

**Appendix B: Performance Framework**

**Appendix C: Charter**

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

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

1. Regarding academic growth in K-8 math:

By June 30, 2021, at least fifty-nine percent (59%) of IDVA's continuously enrolled, general education students in grades K-8 will make adequate academic growth to achieve math proficiency on the ISAT within 3 years or by 10<sup>th</sup> grade, whichever comes first.

This condition is based upon a rate of increase sufficient to promote the school's ability to achieve a "meets standard" rating for the specified subset of students on Academic Measure 3a (Criterion-Referenced Growth in Math) in the performance framework adopted by the PCSC in May 2017, by the end of the next performance certificate term (June 30, 2023).

The outcome shall be calculated using Academic Measure 3a (Criterion-Referenced Growth in Math). References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

"Continuously enrolled" is defined pursuant to IDAPA 08.02.03.112.04.a(i); that is, "a student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation... A student is continuously enrolled if he/she has not transferred or dropped out of the public school. Students who are serving suspensions are still considered to be enrolled students."

"General education" refers to IDVA students who are not enrolled in IDVA's alternative program.

Regardless of whether or not IDVA agrees to fulfill the specific condition above, IDVA remains responsible for meeting the terms and conditions contained in its signed performance certificate effective July 1, 2018, through June 30, 2023, which will incorporate the performance framework adopted by the Commission in May 2017.

**Appendix B: Performance Framework**

# IDAHO VIRTUAL 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.

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

## ACCOUNTABILITY DESIGNATIONS

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

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

**SCHOOL OVERVIEW**

<b>Mission Statement</b>	Building a community of engaged learners.		
<b>Key Design Elements</b>	<p>Innovative and Effective Educational Program: Idaho Virtual Academy seeks to develop those qualities of mind and character that will help students become active, thoughtful, and responsible citizens. Furthermore, it aims to help students meet high expectations by offering an individualized, rigorous, self-paced, and mastery-based instructional program that incorporates significant parental involvement.</p> <ul style="list-style-type: none"> <li>• <b>Rigorous Curriculum:</b> Idaho Virtual Academy utilizes the award winning K12 curriculum.</li> <li>• <b>Effective Teachers:</b> Idaho Virtual Academy is committed to employing highly qualified, innovative and committed teachers. Professional growth is supported through meaningful professional development focused on continuous improvement.</li> <li>• <b>Parental Involvement:</b> When parents become active and informed partners in their child’s education, test scores rise, drop-out rates fall, and the active pursuit of learning becomes a compelling focus for each family.</li> <li>• <b>Partnership:</b> Teachers, parents and students uniquely connected in a 21st Century Learning Community designed to support and enhance individual student learning.</li> <li>• <b>21st Century Skills:</b> Students will gain the skills, knowledge and expertise to succeed in work and life in the 21st century.</li> <li>• <b>Performance based accountability:</b> IDVA uses technology to alter the typical school day and school year. Mastering curriculum early allows students to move ahead and those who need extra time or remediation are able to work at an individualized pace. Student mastery of State achievement standards is measured through formative and interim assessment throughout the school year and, additionally, at the end of each school year through the state assessment system.</li> </ul>		
<b>School Location</b>	1965 S. Eagle Road Meridian, ID 83642	<b>School Phone</b>	208-322-3559
<b>Surrounding District</b>	State of Idaho		
<b>Opening Year</b>	2002		
<b>Current Term</b>	June 17, 2014 - June 30, 2018		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	Unlimited	<b>Enrollment (Actual)</b>	

**SCHOOL LEADERSHIP**


**STUDENT DEMOGRAPHICS**

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

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

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	

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

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

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	0	0
	1b	25	0		1b	0	0
	1c	25	0		1c	0	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	0	0
	2b	25	0		2b	0	0
	2c	0	0		2c	0	0
Governance & Reporting	3a	25	0	Total Financial Points % of Financial Points	2d	0	0
	3b	25	0		50	0	
	3c	25	0			0%	
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
Additional Obligations	4b	25	0				
Total Operational Points	5a	375	0				
% of Operational Points			0%				

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

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

ACADEMIC K-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. 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		
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 10 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 11 or more percentage points lower than the state average.</p>	<p>50                      0</p> <p>30 - 45                0</p> <p>15 - 29                0</p> <p>0 - 14                   0</p> <hr/> <p>0</p>
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 11 or more percentage points lower than the state average.</p>	<p>50                      0</p> <p>30 - 45                0</p> <p>15 - 29                0</p> <p>0 - 14                   0</p> <hr/> <p>0</p>
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
<p><b>Measure 2a</b></p> <p><b>Math Proficiency Rate Comparison to District</b></p> <p><b>Notes</b></p>	<p><b>Do math (or similar subject area) proficiency rates meet or exceed the district average?</b></p> <p><b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 10 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Because IDVA is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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<p><b>Measure 2b</b></p> <p><b>ELA Proficiency Rate Comparison to District</b></p> <p><b>Notes</b></p>	<p><b>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</b></p> <p><b>Exceeds Standard:</b> The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 10 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Because IDVA is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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**INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)**

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

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

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

**Four-Year Adjusted Cohort Graduation Rate**

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

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

**Notes**

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

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

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

**ALTERNATIVE ACADEMIC**

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

<b>ALTERNATIVE INDICATOR 2: STUDENT PROFICIENCY COMPARISON</b>																				
<p><b>Alt Measure 2a</b> <b>Math Proficiency Rate Comparison to Alternatives</b></p>	<p><b>Do math proficiency rates meet or exceed the state average for alternative schools?</b></p> <p><b>Exceeds Standard:</b> The school's math proficiency rate is in the top 10% of alternative schools statewide.  <b>Meets Standard:</b> The school's math proficiency rate meets or exceeds the average (mean) for alternative schools but is below the top 10% of alternative schools statewide.  <b>Does Not Meet Standard:</b> The school's math proficiency rate is below the average but above the bottom 20% of alternative schools statewide, and the school's proficiency rate is higher than 0%.  <b>Falls Far Below Standard:</b> The school's math proficiency rate is 0% or is in the bottom 20% of alternative schools.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			15			0				0
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<p><b>Alt Measure 2b</b> <b>ELA Proficiency Rate Comparison to Alternatives</b></p>	<p><b>Do English Language Arts proficiency rates meet or exceed the state average for alternative schools?</b></p> <p><b>Exceeds Standard:</b> The school's ELA proficiency rate is in the top 10% of alternative schools statewide.  <b>Meets Standard:</b> The school's ELA proficiency rate meets or exceeds the average (mean) for alternative schools but is below the top 10%.  <b>Does Not Meet Standard:</b> The school's ELA proficiency rate is below the average for alternative schools but above the bottom 20% of alternative schools statewide, and the school's proficiency rate is higher than 0%.  <b>Falls Far Below Standard:</b> The school's ELA proficiency rate is 0% or is in the bottom 20% of alternative schools.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			15			0				0
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ALTERNATIVE ACADEMIC

ALTERNATIVE INDICATOR 4: STUDENT GROWTH COMPARISON																			
<p><b>Alt Measure 4a</b>      <b>Are students making expected academic growth in math compared to their academic peers?</b></p> <p><b>Norm-Referenced Growth Math</b></p> <p><b>Exceeds Standard:</b> The school's median student growth percentile in math is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math meets or exceeds the average for alternative schools but is below the top 10%.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math is below the average for alternative schools but is above the bottom 20%.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math is in the bottom 20% of alternative schools.</p> <p><b>Notes</b>      This measure will be evaluated using grades 6 - 7, 7 -8, and/or 8 - 10, as applicable.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			15			0				0
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<p><b>Measure 4b</b>      <b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b></p> <p><b>Norm-Referenced Growth ELA</b></p> <p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in ELA meets or exceeds the average for alternative schools but is below the top 10%.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA is below the average for alternative schools but is above the bottom 20%.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA is in the bottom 20% of alternative schools.</p> <p><b>Notes</b>      This measure will be evaluated using grades 6 - 7, 7 - 8, and/or 8 - 10, as applicable.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			15			0				0
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**ALTERNATIVE INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)**

**Alt Measure 5a**

**Are students graduating from high school?**

**Five-Year Cohort Graduation Rate**

**Exceeds Standard:** The school's five-year cohort graduation rate was greater than 80%.

**Meets Standard:** The school had a five-year cohort graduation rate of 66% - 80% OR met its progress goal.

**Does Not Meet Standard:** The school did not meet its progress goal AND had a five-year cohort graduation rate of 40% - 66%.

**Falls Far Below Standard:** The school did not meet its progress goal AND had a five-year cohort graduation rate below 40%.

The school's 5-year cohort graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent 5-year cohort graduation rate plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the average graduation rate for alternative schools statewide.

**Notes**

Graduation rates are calculated using a 5-year-plus-summer cohort. The 5-year rate is calculated by adding to the 4-year ACGR any students from the 4-year cohort that graduated by the end of summer of the following year. For this reason, data availability will always run two years behind (that is, annual reports will contain graduation rate data based on the 4-year cohort preceding the most recent school year by two years. For example, 2015-16 5-year cohort graduation rates will be reflected in 2018 reports.)

Result	Points Possible	Points Earned
	100	
	80	
	60	
	0-39	0
		0

OPERATIONAL

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

OPERATIONAL

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

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
<p><b>Measure 2a</b></p> <p><b>Financial Reporting and Compliance</b></p> <p><b>Is the school meeting financial reporting and compliance requirements?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p><b>Result</b></p>	<p><b>Points Possible</b></p> <p>25</p> <p>15</p> <p>0</p>	<p><b>Points Earned</b></p> <hr/> <p>0</p>
<p><b>Measure 2b</b></p> <p><b>GAAP</b></p> <p><b>Is the school following General Accepted Accounting Principles (GAAP)</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p><b>Result</b></p>	<p><b>Points Possible</b></p> <p>25</p> <p>15</p> <p>0</p>	<p><b>Points Earned</b></p> <hr/> <p>0</p>
<p><b>Measure 2c</b></p> <p><b>Enrollment Variance</b></p> <p><b>Is the school successfully enrolling the projected number of students?</b></p> <p><b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p><b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p><b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.</p> <p>Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year. Due to the deficit protection clause in IDVA's contract with K12, the school will be exempt from evaluation of this measure.</p> <p>Notes</p>	<p><b>Result</b></p>	<p><b>Points Possible</b></p> <p>25</p> <p>15</p> <p>0</p>	<p><b>Points Earned</b></p> <hr/> <p>0</p>

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

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

OPERATIONAL

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

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

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a Current Ratio	<p><b>Current Ratio: Current Assets divided by Current Liabilities</b></p> <p><b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p><b>Does Not Meet:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>		50	10	0
Notes	Due to the deficit protection clause in IDVA's contract with K12, the school will be exempt from evaluation of this measure.				
Measure 1b Cash Ratio	<p><b>Current Ratio: Cash divided by Current Liabilities</b></p> <p><b>Meets Standard:</b> Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).</p> <p><b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.</p>		50	10	0
Notes	Due to the deficit protection clause in IDVA's contract with K12, the school will be exempt from evaluation of this measure.				
Measure 1c Unrestricted Days Cash	<p><b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</b></p> <p><b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p><b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>		50	10	0
Notes	Due to the deficit protection clause in IDVA's contract with K12, the school will be exempt from evaluation of this measure.				
Measure 1d Default	<p><b>Default</b></p> <p><b>Meets Standard:</b> School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.</p> <p><b>Does Not Meet:</b> School is in default of financial obligations.</p>		50	0	0
Notes					

FINANCIAL

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
<b>Measure 2a</b> <b>Total Margin and Aggregated 3-Year Total Margin</b>	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b>  <b>Meets Standard:</b> Aggregated 3-yr Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the</i>  <b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".  <b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.			50 30 0	0
<b>Notes</b>	Due to the deficit protection clause in IDVA's contract with K12, the school will be exempt from evaluation of this measure.				
<b>Measure 2b</b> <b>Debt to Asset Ratio</b>	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>  <b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.  <b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0  <b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0			50 30 0	0
<b>Notes</b>	Due to the deficit protection clause in IDVA's contract with K12, the school will be exempt from evaluation of this measure.				
<b>Measure 2c</b> <b>Cash Flow</b>	<b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b>  <b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>  <b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"  <b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.			50 30 0	0
<b>Notes</b>	Due to the deficit protection clause in IDVA's contract with K12, the school will be exempt from evaluation of this measure.				
<b>Measure 2d</b> <b>Debt Service Coverage Ratio</b>	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>  <b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1  <b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1			50 0	0
<b>Notes</b>	Due to the deficit protection clause in IDVA's contract with K12, the school will be exempt from evaluation of this measure.				

## **Appendix C: Charter**



**IDAHO**  
VIRTUAL ACADEMY

# **Charter School Application Idaho Virtual Academy**

A Online Public Virtual Charter School

BEFORE THE IDAHO STATE BOARD OF EDUCATION  
CHARTER COMMISSION\*

Amended

Originally approved by Butte County School District Board of Trustees,  
April 17, 2002.

Approved by Charter Commission on October 28, 2004

Approved as amended June, 2005

Approved as amended March 20, 2007

Approved as amended September 16, 2008

Approved as amended August 17, 2010

**Approved as amended October 14, 2014**

Submitted By:

The Board of The Idaho Virtual Academy  
1965 S. Eagle Road, Suite 190  
Meridian, Idaho

“The issue before us now is how to make good on the Internet’s power for learning and how to move from promise to practice.”

From: The Report of the Web-Based Education Committee to the President and Congress of the United States

## Executive Summary

**Commission Application.** The Idaho Virtual Academy (IDVA) is presenting this Charter Petition to the Commission seeking to update the Charter as originally approved by the Butte School District No. 111 and thereafter transferred to the Idaho Public Charter School Commission. Due to the statewide nature of the school and its status as a Local Education Agency (LEA) status, we believe it is appropriate for the Commission to act as authorizing entity IDVA. **(See Appendix for petition signatures and for Tracking Form Approval Documentation.)**

**Mission and Purpose.** IDVA aims to empower students throughout Idaho with an innovative and effective educational program. The school seeks to develop those qualities of mind and character that will help students become active, thoughtful, and responsible citizens. Furthermore, it aims to help students meet high expectations by offering an individualized, rigorous, self-paced, and mastery-based instructional program that incorporates significant parental involvement. This is accomplished through an innovative Internet/Online learning program that connects students, parents, and teachers in a 21<sup>st</sup> century learning community. A research-based curriculum developed by k12 Inc. is used to prepare Idaho students to meet the educational goals of the school. The self-paced nature of the program means that gifted students can dig deeply into the rich curriculum, while students having difficulty can spend more time attaining mastery. The k12-developed lesson plans and curriculum-based assessments guarantee consistent quality access for all students. **(See Appendix for Accreditation Documentation.)**

**Board of Directors.** IDVA is a public charter school managed by a non-profit corporation under the Idaho Nonprofit Corporation Act and the Idaho Charter Schools Act. The Board of Directors control and govern the operations of the school and are comprised of individuals throughout the state of Idaho. These individuals are leaders in business, government, and their local community and include parents of students who attend IDVA. The Board conducts regular, special and annual meetings in compliance with provisions of the Idaho Code. The Board is actively involved with k12 Inc. in the selection of administrative personnel who work with the school under the Service Agreement between IDVA and k12 Inc. and has approved of the selection of administrative personnel. The Board is responsible for the selection and adoption of the educational program of the school, as well as the approval/disapproval of recommendations brought to the Board for personnel, programs, policies, and procedures of the school. Pursuant to policy, a member of the Board personally reviews the invoices of IDVA for accuracy prior to approval of payment. Subcommittees of the Board have been established to address various programs and activities of the school. IDVA’s Board follows all provisions of the Open Meetings Law of the State of Idaho and maintains minutes of all Board meetings;

these minutes are available for public inspection and/or copying, as are all other documents encompassed under the public records laws of the State of Idaho. **(See Appendix for Articles of Incorporation and Amended ByLaws.**

**Type of School.** IDVA is a statewide virtual public charter school created under the laws of the State of Idaho. This charter program has been in continual operation since the initial approval of the Charter by the Butte County School District No. 111. The school has never been involved in the conversion or replacement of any existing school.

**Educational Program.** The IDVA curriculum is provided by k12 Inc. under the control and supervision of the IDVA Board. The curriculum is aligned with the Idaho State Standards. This dynamic curriculum includes an online school component as well as student work performed away from the computer using books, workbooks, a phonics program, math manipulatives science and musical equipment, and other materials that are shipped directly to the student. Idaho-certified teachers oversee the learning of each child in their class by reviewing student work for quality, accuracy, and understanding; by accessing students' online academic records (including daily lessons and assessments); and by communicating directly with the student and family on a regular basis. Teachers also grade student work and are available during school hours via phone or e-mail when students (or adults) have questions. **(See Appendix for Curriculum and Standards Alignment and information regarding k12.)**

Notwithstanding the virtual purpose and operation of the school, IDVA may engage in professional technical programs, either individually or as part of a consortium or organization of other public schools providing virtual technical education, in any and all modes of provision of educational services, including but not limited to virtual education, hybrid model of education and/or traditional school building/classroom setting. This exception to the traditional educational program is in recognition that varying professional technical programs may best be supplemented through a component involving hands on education.

**Staff and Administrative Composition.** Administrative services are provided to IDVA through a Service Agreement between IDVA and k12, Inc. IDVA Board members are actively involved in the selection and evaluation of administrative personnel for the school. The teachers of IDVA are employed by the Academy through the use of Idaho Standard Teachers' Contracts. School personnel are required to hold the appropriate Idaho teaching certifications and endorsements. IDVA teachers hold highly qualified status under No Child Left Behind Act (NCLB) or are working towards this status on an approved program of instruction.

**School Facility and Attendance Area.** The school's main administrative office is headquartered in Meridian, Idaho. Administrators, teachers and satellite offices/testing centers are located throughout the state. The location of satellite offices during any given school year is dependent upon administrator locations and student geographical data. In most cases, teachers work from their homes and travel throughout their geographical

region to provide educational services to their assigned students. The school's attendance area is the State of Idaho.

**Grade Levels and Projected Enrollment.** For the 2006-2007 school year, IDVA will be serving students in grades K-10. Through the discretion of the Board of IDVA, as granted by the Idaho Public Charter School Commission, the school has expanded the program to serve grades K-12,.

**Funding Sources.** Basic funding for the school is provided as available under the Idaho Code as well as through federal funding programs. IDVA also seeks funding to support educational programs from private entities, individuals and governmental programs.

**Food Services.** As a public virtual charter school, food services are not applicable to this program.

**Contract Services.** As identified above, a Service Agreement exists between IDVA and k12 for the provision of administrative services, curriculum and materials, and technology services. This Agreement has been amended from time to time, as necessary.

**Budget and Fiscal Issues.** The IDVA Board approves a balanced budget prior to the beginning of each school year. Budgetary and financial documentation is provided on an annual basis.

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## I. **Mission and Vision**

### **Mission Statement**

***The Idaho Virtual Academy will empower students of all abilities to achieve excellence in a wide range of academic areas. Highly qualified educators will work alongside Learning Coaches to equip students for the demands and opportunities of the 21st century by providing and supporting a research-based, differentiated, effective and rigorous curriculum.***

### **Vision Statement**

**Empowering students, teacher and parents today with the tools of tomorrow.**

## II. **Educational Program and Philosophy**

An educated person in the 21st century needs to have a solid understanding of fundamental concepts from the core academic subjects. Tomorrow's educated person will also need additional skills and knowledge beyond the core subjects. The school intends to educate students in grades K - 12 throughout Idaho. Our approach is to employ research-based lessons fused to a technologically sophisticated delivery system.

The Idaho Virtual Academy is built upon the premise that, given a comprehensive and mastery-based curriculum, high expectations, technology, strong instructional support, a significant amount of off-line work, guidance from experienced teachers, and a strong commitment from parents (or other caring adults), a well-conceived virtual education program can foster measurable student achievement, serve the unique needs of students and families, and offer a new choice for public education in the 21st century.

### **A. Improving Learning and Increasing Opportunities**

Our academic objective is to improve student achievement. IDVA's educational program is rooted in developing reading, writing, mathematical, and critical-thinking skills through content-rich materials.

#### **Research-Based Approach**

At IDVA we use methods and curricula that are backed by research: phonics for reading, basic math facts early, hands-on learning, plenty of "read aloud" and written work for younger children, and more. We also embrace promising new approaches (for example,

adaptive learning via the Web), and we emphasize using multimedia technology (e.g., Flash animation with video and audio plug-ins) in innovative ways. The curriculum we have chosen, k12, has been and continues to be developed and reviewed by recognized leaders in their fields.

Parental involvement is another proven method that distinguishes our program. When parents become active and informed partners in their child's education, test scores rise, drop-out rates fall, and the active pursuit of learning becomes a compelling focus for each family.

The k12 curriculum is standards-based and is designed to meet or exceed the Idaho state standards. A detailed table illustrating the alignment of k12's curriculum with Idaho's standards in has been provided to the Commission and will continue to be provided as each grade level is added. Curriculum for each added successive school year has been provided upon completion.

#### Special Education Student/Section 504/ADA

The Academy will comply with the Individuals with Disabilities in Education Act ("IDEA"), Section 504 of the Rehabilitation Act ("Section 504"), and the Americans with Disabilities Act ("ADA"). The Academy shall be solely responsible for compliance with Section 504 and the ADA. The Academy has worked diligently to ensure full compliance with the IDEA. As an LEA, IDVA will be responsible for assuring compliance with these programs.

The Academy shall comply with all applicable federal law in regard to services and the education of Limited English Proficient (LEP) students. The Academy has developed and implemented policies and procedures for the provision of, services to ELL students in accordance with guidance published by the Office for Civil Rights of the U.S. Department of Education. These policies and procedures ensure the following:

- Identify students who need assistance;
- Develop a program that in the view of experts in the field, has a reasonable chance for success;
- Ensure that necessary staff, curricular materials and facilities are in place and used properly;
- Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students, and assess the success of the program and modify it where needed.

## **B. Innovative Teaching Methods**

In the IDVA model, an experienced and certified teacher serves as mentor and team leader to parent team members. Our teachers are charged with overseeing content

coverage and ensuring proper delivery of the instructional system. Our teachers assist both responsible adults and students with curriculum questions. They also provide instructional assistance and make suggestions about employing a variety of learning strategies. As a first priority, teachers are assigned geographically to their students and then on a space-available status. Teachers are available by phone, e-mail, and in-person visits to ensure that each child is progressing towards his or her individual goals. Teachers provide direct instruction to students through the use of the web conferencing tool, Elluminate. IDVA Teachers also conduct face-to-face instructional workshops in mathematics and writing for parents and students. Teachers may conduct a virtual class relating to a specific lesson or subject matter through the use of Elluminate.

Parents (or other responsible adults) guide children through the daily lessons and help ensure that students are learning. Parents also communicate regularly with teachers and help students manage their time. Attendance logs are maintained to track the minutes and hours of student attendance to meet the school's attendance requirements.

Though our delivery of material is unique, our approach to pedagogy is not. To accommodate the diverse learning styles of children, we employ a variety of teaching strategies, including individualized direct instruction or direct instruction through Elluminate, hands-on exploration, use of manipulatives, practice exercises, and "distributed review"--a method of including previous lesson material in a current lesson for the purpose of reinforcing and reviewing the content.

The IDVA program includes detailed instructional guides, clear and intuitive presentation of lessons, a comprehensive on-line help system, technical support, optional challenge problems, and secondary lessons in some subjects.

By setting goals, collecting and grading assignments, giving support and advice, and drawing on their years of experience and training, teachers work to ensure student success. Through the use of ongoing lesson and unit assessments, combined with portfolios and anecdotal records, teachers are intimately familiar with each student's progress.

### **C. Performance-Based Accountability**

IDVA uses technology to alter the typical school day and school year—to change the dynamics of time and learning as well as what is measured and how it is measured.

Students progress through the curriculum at the pace that meets their individual needs. Mastering curriculum early allows students to move ahead and those who need extra time or remediation are able to work at an individualized pace.

Our approach is to focus on measuring *learning*. The Internet- student learning system measures "positive attendance" (i.e., time spent on task)—and allows us to measure learning (as evidenced by mastery of our daily assessments) in "real time." Since IDVA

is a mastery-based program, we continually assess student progress through the curriculum via lesson-, unit-, and semester assessments.

Each student's level of achievement is assessed on a daily basis, according to explicit and measurable achievement standards, dictated by the k12 curriculum.

## **I. Alternative School Program**

Alternative secondary educational programs as defined in the state of Idaho are those programs that provide instructional courses and offer special services to eligible at-risk youth to earn credits toward graduation and enable such students to attain a high school diploma.

IDVA, like many school districts, is faced with a distinctive population of students who are challenged to be successful within the designated educational framework of the district. This population has necessitated the establishment of an alternative secondary schooling program within IDVA. The alternative school program follows and meets all requirements for Alternative Secondary Programs as provided by IDAPA 08.02.03.110, as issued by the State Board of Education and as may be amended from time to time.

Like our regular high school our curriculum is provided and supported by K12. Our Alternative High School Program is differentiated from our regular high school program through the following:

- a. All classes are at the "foundation" level; still meeting all Idaho Core standards but at less rigorous level.
- b. Quarter system instead of semester system; students take up to three classes at a time for one credit each. In addition, each student has an academic advisory class for .5 credits per quarter.
- c. Students can earn additional credits via credit recovery courses. The stipulation is they must be passing all current classes before we are willing to consider adding a credit recover course to their schedule.
- d. Students are able to advance at their own pace if they wish; teachers do not have penalties for "late work" due to the understanding that many of these students are working full-time, raising a family or have other pressing issues in their lives
- e. Students have an opportunity to earn an additional credit recovery credit during our J-Term.
- f. Teachers are available once a week for face-to-face meetings/direct instruction.

## **III. Goals**

The IDVA Board, administration, and teaching staff share a vision for student success that is measurable and meaningful. We view it as our responsibility to educate the whole

child, and feel that the tools for success lie in a strong foundation in academic content. Therefore, we will have both academic goals and non-academic goals, as outlined below. These goals are subject to modification from time to time by the IDVA Board, with approval by the Charter Commission.

**A. Academic Goals:**

- (1) Students will demonstrate mastery of a curriculum that meets the Idaho Achievement standards and Idaho Graduation Requirements.
- (2) Students will demonstrate their mastery through a variety of measures including participation in the state testing program, curriculum based assessments and conferences with their teachers.
- (2) Students will demonstrate strong proficiency in language arts.
- (3) Students will demonstrate strong proficiency in mathematics.
- (4) Students will develop a strong foundation of knowledge, facts, and skills in History, Geography, Civics, Science, Art, Music, Economics, and other disciplines.
- (5) Students will develop critical reasoning and higher-order thinking skills.
- (6) Students will prepare for a rigorous post-secondary education.
- (7) Students will acquire skills in both art and music as part of their aesthetic development.

**B. Non-Academic Goals:**

Our primary non-academic goal is to develop those qualities of mind and character that will help students become active, thoughtful, and responsible citizens. Our choice of materials and approach are designed to communicate and build commonly shared values such as honesty, integrity, courage, discipline, compassion, respect for others, and appreciation of the work ethic.

- (1) Through the Curriculum and Educational Program:
  - (a) Students will be responsible for the improvement of their school and local community.
  - (b) Students will develop important personal traits such as honesty, courage, loyalty, personal responsibility, perseverance, respect for others, and diligence.

- (c) Students will develop effective work habits and skills that will prepare them for the demands of school, society, business, government, and civic affairs.
  - (d) Students will rise to meet high expectations of behavior and performance.
  - (e) Students will learn habits of healthy living.
- (2) Students will be expected to complete a senior project approved by the designated School Administrator.
  - (3) School Clubs and Organizations will be encouraged to participate in a community service project.

## IV. Curriculum and Delivery

As stated in the Executive Summary, the IDVA virtual charter educational program entails work online but also individual student work away from the computer using books, workbooks, a phonics program, math manipulatives, science and musical equipment, and additional curricular materials (all of which are shipped directly to every family enrolling a student in the school). Lessons have teaching components, practice components, assessments, and optional challenge programs. The self-paced nature of the program allows students to progress at their individual abilities.

Idaho-certified teachers oversee the learning of each student in their class by reviewing student work for quality, accuracy, and understanding; accessing their online academic records and communicating with the student and/or parent (or other responsible adult) on a regular basis at teacher conferences. Teachers grade student work and are available daily via phone or e-mail. Teachers primarily work from their homes. The school administration maintains a Main Office in Boise and satellite offices.

Notwithstanding the virtual purpose and operation of the school, IDVA may engage in professional technical programs, either individually or as part of a consortium or organization of other public schools providing virtual technical education, in any and all modes of provision of educational services, including but not limited to virtual education, hybrid model of education and/or traditional school building/classroom setting. This exception to the traditional educational program is in recognition that varying professional technical programs may best be supplemented through a component involving hands on education.

A detailed version of our curriculum can be obtained upon request to the school's main office.

## V. Instruction

IDVA will continue to meet the standards and goals set forth by the Idaho Department of Education, as they are adopted and/or amended. IDVA has adopted the Idaho High School Graduation Requirements as a minimum expectation for high school students.

### A Complete Education Foundation

#### IDVA has a complete curriculum program that meets Idaho's Academic Standards and the subject-area standards. This program includes:

- **Internal Assessments and Individualized Placement:** Internal assessments are built into the on-line components of the school's academic program. These assessments are an integral part of instruction, including initial placement assessments in reading and math to discover the child's current level of competence. Regular assessment (integrated into the lessons) allows us to monitor and foster each child's progress.
- **Mathematics:** IDVA's Math program balances mastery of fundamental skills with critical thinking and problem-solving. The Math program emphasizes an active, multi-sensory approach to ensure that students understand the concrete realities that underlie mathematical concepts. Regular practice and review ensure mastery of basic skills. Online games and animations motivate students and help illustrate concepts, while challenge problems help develop critical-thinking skills.
- **Language Arts:** IDVA's Language Arts/English program builds important reading and writing skills while inspiring a love of literature. Combining Phonics, Literature, Language Skills, and Spelling lessons, the Language Arts/English program emphasizes classic works, teaches writing as a process, and prepares students for standardized tests in language skills and reading comprehension.
- **History:** IDVA's History program, with integrated topics in Geography and Civics, opens young minds and imaginations to far-off lands, distant times, and diverse people. The program emphasizes the *story* in History—a story that includes not only great men and women but also everyday people. The kindergarten History program takes students on a world tour of the seven continents, and provides an overview of American History through a series of biographies of famous Americans. The History program in grades 1-4 tells the story of civilization from the Stone Age to the Space Age. Older students explore major themes and topics in greater depth through a pair of two-year survey courses, one on World History and the other on American History.
- **Science:** IDVA's Science program balances hands-on experience with systematic study of scientific terms and concepts. Students perform many experiments to help them understand scientific principles, and receive guided instruction in important scientific concepts. Exploring life, earth, and physical sciences in each grade, the

science program nurtures curiosity, analytical skills, and an appreciation of how the world is shaped by ongoing scientific and technological advances.

- **Art:** Following the timelines in the History lessons, Art lessons introduce students to great works of art from different cultures and eras, while engaging them in creative activity—painting, drawing, molding with clay, and so on. Students learn to recognize artistic techniques and elements of design, express informed opinions about specific pieces, and develop an appreciation for great works of art.
- **Music:** IDVA's Music program is set up as a successive series of programs. Assuming no prior musical training, the lessons help students learn about and appreciate music, from singing and dancing to learning about rhythm and playing the recorder.
- **Health, Safety, and Physical Education:** Instruction in health, safety, and physical education program is also offered as part of the IDVA curriculum

Each full-time enrolled student is provided access to a computer system (including computer, printer, software, and ISP connection) and various instructional materials (including books, workbooks, science lab equipment, etc.) from the school to support the learning process. These computer systems and printed materials are the property of K12, Inc, and must be returned when the student leaves the school. Each IDVA-provided computer is equipped with a filtering system and each parent must sign an Agreement for Acceptable Use of Technology Policy as it relates to computer content and software. The school provides technical support and troubleshooting for these systems. Computer systems will be upgraded and replaced as needed. Broadband Internet access is made available to families.

## VI. Assessment

### A. State Testing System

The Academy, as required by law, participates in the state-testing program, including the ISAT and IRI. The School complies with all testing requirements of the state. The data generated from these assessments is used by the Academy as a factor in determining the progress students are making towards meeting the Idaho Achievement Standards. This data is also used by the school to determine areas of curriculum and program improvement.

### B. Idaho Virtual Academy Assessment System

The Academy assesses student performance in all subject areas with our own internal assessment system designed to determine how students are meeting the specific goals of the curriculum. These assessments also help the Academy to improve the learning program by providing information on the effectiveness of instructional activities.

The Academy assessment system consists of the following:

#### Lesson Assessments

In Math, Science, Art, Music, and History, every lesson is followed by a brief assessment. In Language Arts, there are assessments after every grammar, usage, mechanics, and composition lesson. Guided reading has lesson assessments every few days, and spelling and phonics offer assessments after every fifth lesson. These assessments show whether the student has achieved the objectives for that lesson, or whether a review of some, or all, of the lesson is advisable.

#### Unit and Semester Assessments

In many subjects, the student takes an assessment at the end of a unit. These assessments show whether or not the student has retained key learning objectives for the unit. There are similar semester assessments, with equivalent purposes, in the middle and at the end of a year's worth of content for many subjects. The results of the semester and unit assessments can be used to guide review or additional practice.

The Academy also has a system of qualitative evaluation. At least every two weeks, teachers have conferences (by phone/email) with students and/or parents to review progress and set goals. Each semester, students will be assigned a progress report, reflecting their completed work, their progress toward stated goals, and results from all quantitative assessments. Both quantitative and qualitative information are considered in assigning grades and recommending promotion for individual students.

## **VII. Health & Safety**

IDVA operates a virtual education program. As typically there is no traditional classroom setting, many of the issues of health and safety become the responsibility of the parent in the home.

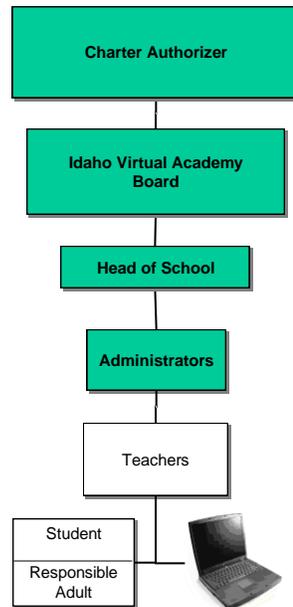
Administrative offices and other facilities are in compliance with all required federal, state and local regulations as required for public schools.

Parents are expected to demonstrate that their children obtain proper immunizations upon admission according to Idaho Statutes (39-4801). Immunization forms and other pertinent medical records are kept (confidentially) by the school administration.

Conduct criminal history checks for all employees in compliance with Idaho Code 33-130.

Additional policies and procedures are implemented by the Board, as needed.

## VIII. Governance



The Academy is a nonprofit corporation pursuant to Idaho law. The school is governed pursuant to the ByLaws adopted by the Incorporators and subsequently amended pursuant to the amendment process specified in the ByLaws.

The Board consists of at least five individuals from Idaho who are leaders in their communities across multiple sectors (public, private, non-profit). Some members of the Board are parents of students enrolled in IDVA. The Board meets regularly to oversee the management, operation, activities, and affairs of the school. The Board defines, composes, and revises (as needed) the policies of IDVA and ensures compliance with its charter agreement and applicable laws and regulations.

IDVA Directors do not receive compensation for their service as Board members, and may resign at any time by giving appropriate written notice. Directors may be removed, for cause, by an affirmative vote of two-thirds of the remaining members of the Board. Unless notice is waived by the director, any director facing possible removal must be provided with written notice of the intent to hold a vote on possible director removal seven (7) days prior to the date that the matter will be voted upon. The Board Chairperson will use revised Robert's Rules of Order as deemed necessary. The Board will set its own threshold for minimum Board attendance policies as well as possible sanctions for repeated or habitual unexcused non-attendance.

The IDVA Board of Directors shall be considered the Board of Directors for purposes of the nonprofit corporation. The Board of Directors will elect the officers of the corporation and determine the duration of their term(s). The Board of Directors will govern in accordance with the Articles of Incorporation and the Amended By-Laws of Idaho Virtual Academy, Inc. (See **Appendix** for a copy of the Articles of Incorporation and By-Laws, as amended.)

All meetings of the Board of Directors for the Academy are held in accordance with open meetings laws.

The Board, at its discretion, may vote to expand its membership and/or create subcommittees. Specific responsibilities of the Board are defined in the By-Laws.

This charter is a grant of authority approved by the Commission to the Board of Directors of the Academy pursuant to 33-502A(2), Idaho Code.

## IX. Parent Involvement

Parents are actively encouraged to work with the school and parent organizations including:

- Board of Directors, and
- Community/Parent Teacher Advisory Board or other *ad hoc* committees
- Family informational sessions
- Student outings and field trips
- Student community service projects

### Parent Involvement in School Affairs

Parents provide feedback regarding the school's program each year through meetings and surveys. Experienced IDVA families serve as mentors to new families.

Parents are trained on the IDVA instructional system. Parents are taught how to be effective instructional coaches, under the guidance of qualified and certified teachers.

## **X. Personnel**

The staffing plans for IDVA will change each year depending upon the needs of the school.

### **Statutory Requirements of Staff:**

The Academy will meet, or exceed, at the discretion of the Governing Board, Idaho Code for statutory requirements:

- a. Criminal background checks (I.C. 33-130)
- b. Non-discriminatory hiring and dismissal policies (Section 504 of Rehab. Act)
- c. Discipline of classified and certificated personnel (I.C. 33-513(5))
- d. A grievance procedure for certificated and noncertificated personnel (I.C. 33-517)
- e. Provision for sick and other leave (I.C. 33-1216)
- f. The accumulation of unused sick leave and transfer (I.C. 33-1217)
- g. Sick leave allowance at retirement (I.C. 33-1228)
- h. Released time for service on state committees and commissions (I.C. 33-1279)
- i. Employment on a contract; to be delivered within time lines given in the Idaho Code.
- j. Withholding the salary of any certificated employee not holding a valid Idaho certificate (I.C. 33-513(1))
- k. Endorsement of certificates by employing school organizations (I.C. 33-1207)
- l. Annual contract issuance requirements for certificated employees (I.C. 33-514)
- m. Renewable contract evaluation and recommendation requirements (I.C. 33-515)
- n. Hiring and evaluation of noncertificated personnel (I.C. 33-517)
- o. Health insurance provision available for noncertificated personnel (I.C. 33-517A)
- p. Proper provisions for personnel files (I.C. 33-518)
- q. All employees will be covered by the Idaho public employees retirement system, federal social security, unemployment insurance and worker's compensation insurance (I.C. 33-5205(3)(k))
- r. Teachers and administrators employed by IDVA will be employed on a written contract in a form approved by the state superintendent of public instruction, conditioned upon a valid certificate being held by such professional personnel at the time of entering upon their duties as required by statute.

### **Employee Benefits**

All staff members of the Charter School are covered by the public employee retirement system (PERSI), federal social security, unemployment insurance, and worker's compensations insurance.

### **Transfer Rights**

Due to the fact that IDVA is chartered under the Charter Commission, transfer rights of teachers to a chartering school district are not clear. However, IDVA would allow a teacher to transfer within the geographical parameters of the statewide program provided by IDVA.

### **Collective Bargaining**

The staff of the Charter School shall be considered a separate unit for the purposes of collective bargaining.

## **XI. Students**

### **A. Admission policy**

**The Academy is nonsectarian in its programs, admission policies, employment practices, and all other operations. As a public charter school we do not charge tuition. Additionally, the Academy does not discriminate against any applicant for admission on the basis of ethnicity, national origin, gender, disability, religion, intellectual or athletic ability, or proficiency in the English language.**

#### Enrollment, Over-Enrollment and Student Registration

Enrollment will be reviewed and determined annually, with an enrollment cap to be determined by the Board. Registration applications for new students will be accepted during the enrollment season with the likelihood that the majority of students applying for admission will be admitted, provided that this amount is not in excess of the caps provided by Idaho Code for virtual school growth. In the event that projected enrollment demands exceed curriculum level capacity for the next school term, a lottery process will be implemented to fairly allocate class vacancies.

Currently enrolled students and their siblings will maintain a preferred status unless they express an interest to withdraw. Re-enrollment forms shall be presented to each registered student in the spring of the current school year. Those discontinuing their studies shall not have a reserved position in the next curriculum level. The forms for re-enrollment must be signed and returned in compliance with the process and procedure that has been established by the school's administration, with consideration and approval by the Board. Failure to respond in the time provided shall constitute a waiver of any interest in application or enrollment renewal for the following term.

#### Lottery

IDVA will conduct a lottery according to the requirements as set out in 33-5205, Idaho Code, as well as any rule adopted by the State Board of Education or State Charter Commission that is applicable to student lotteries held by public charter schools.

### **B. Special Education, At-risk, and Students with Disabilities**

Students with disabilities will be served according to federal and state laws regarding special education, including but not limited to Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and other applicable legislation. IDVA has a nondiscrimination policy with regard to admissions.

Students with disabilities will be served in accordance with their Individualized Education Programs (IEPs). All IEP's will be developed in accordance with all applicable laws and regulations.

## Assurances

The Academy will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.

The Academy will, consistent with applicable law, work to ensure that all students with disabilities that qualify under the IDEA:

- Have available a free appropriate public education (FAPE)
- Are appropriately evaluated
- Receive an appropriate education in the least restrictive environment (LRE)
- Are involved in the development of and decisions regarding the IEP, along with their parents
- Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE

### **C. Gifted and Talented Students**

The Academy shall identify and provide services to students who possess demonstrated or potential abilities that give evidence of high-performing capabilities. The Academy will utilize eligibility criteria developed by the Idaho Department of Education. The identification system will align with the Gifted and Talented rules and regulations as identified by IDAPA.

### **D. Limited English Proficiency Students**

As a public school, the Academy will comply with Idaho Code in the identification and education of English Language Learners.

### **E. Dual Enrollment**

IDVA students may participate in dual enrollment as provided in the Idaho Code and IDVA policy.

### **F. Student Discipline Policy**

IDVA operates a virtual educational program. In this setting, many of the issues of student behavior and discipline addressed by a traditional brick and mortar school become the responsibility of the parent as such events are occurring in the home setting.

IDVA as a public school adheres to all federal, state laws and regulations as well as school approved policies and procedures (Code of Conduct) relating to student discipline and the required reports and actions for disciplinary infractions by its students. IDVA complies with all requirements of due process for student disciplinary violations including provisions for notice, fair procedures and a fair hearing.

Administrative disciplinary actions may include, but are not necessarily limited to the following consequences:

- Student conference with Head of School / teacher
- Group conference that may involve student, parent, teacher, and Head of School
- Counseling
- Loss of school privileges

A student cannot be suspended or expelled and thereby deprived of a free education provided in the public schools without due process. Due process requirements guarantee all students the right to fair notice, fair procedures, and a fair hearing. The student and his or her parent or guardians have the responsibility to follow the procedures set forth herein in a respectful and timely fashion.

A student who is accused of misbehavior or a breach of the Code of Student Conduct will be presented to the Head of School or designee by the person having knowledge of the misbehavior or breach of conduct.

- A. **Written Referral:** Violations shall be presented in written form and should be specific, indicating the breach of the Code of Student Conduct for which the referral is being issued.
- B. **Student Notification:** The student will be placed on notice of the violation by the Head of School or designee and afforded an opportunity to explain.
- C. **Initial Conference:** An initial conference (in person or by tele- or video-conference) shall be conducted by the Head of School or designee at each level of discipline.
  - a. **Charges and Evidence:** The Head of School or designee shall confer with the student, explain the charges and evidence against the student, and allow the student an opportunity to present his or her side of the story prior to taking disciplinary action.
  - b. **Parental Assistance:** A good faith effort shall be made by the Head of School or designee to employ parental assistance or other alternative measures prior to suspension, except in the case of emergency or disruptive conditions that require immediate suspension or in the case of a serious breach of conduct.

#### **D. Parental Notification:**

- a. **By Telephone or E-mail:** The Head of School or designee shall make a good faith effort to notify the parent by telephone or e-mail of the student's misconduct and the proposed disciplinary action.
- b. **By Written Notice:** Regardless of whether there has been communication with the student's parent by telephone, the Head of School or designee shall, within twenty-four (24) hours of taking disciplinary action, send written notice to the parent describing the disciplinary action imposed and the reason the action was taken.

#### **Violations Leading to Suspension:**

The following violations will lead to short-term suspension or other low-level disciplinary action, following the appropriate due-process procedures. Multiple violations at this level may lead to expulsion. [Note: We take the below violations very seriously but in a virtual environment we expect that many of these violations will be a lot less likely to occur.]

Abusive language or conduct: A student who uses or engages in abusive, profane, obscene or vulgar language or conduct in the presence of another person, whether in person or electronically, is guilty of unacceptable conduct.

Cheating: A student who participates in using, copying or providing another student with any test answers or answer keys or another person's work, representing it to be their own work, is guilty of unacceptable conduct.

Disruptive behavior and/or minor infractions: A student who engages in unacceptable behavior or conduct that is disruptive to the educational process, but is not considered a serious breach of conduct, or who violates school rules and policies determined by the Head of School to be minor in nature, is guilty of unacceptable conduct.

Unauthorized access: A student who enters part of the school website that has been denied to them by administrators will be in violation of the school's Technology Use Policy.

False information: A student who knowingly and intentionally reports or gives false or misleading information, either oral or written, which may injure another person's character or reputation or disrupt the orderly process of the school is guilty of a serious breach of conduct.

Interference with the educational process: A student who is guilty of willful disobedience, open defiance of authority of the Head of School or any member of the school staff, violence against persons or property, or any other act that substantially disrupts the orderly conduct of the school is guilty of a serious breach of conduct.

Vandalism: A student who intentionally destroys damages or defaces records or property (whether physical or electronic) owned by or in the possession of the Board or other members of the district staff, is guilty of a serious breach of conduct.

Theft: A student who takes from another person money or other property (whether physical or electronic) belonging to the other person with the intent to permanently deprive the victim of such property is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

Robbery: A student who takes money or other property (whether physical or electronic) belonging to another person from another person by the use of force, violence, assault, or threatened use of force or violence is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

Sexual Harassment: A student who subjects another person to unwelcome sexual advances, verbal harassment or abuse, pressure for sexual activity, repeated remarks with sexual or demeaning implications, unwelcome or inappropriate touching, or suggestions or demands for sexual involvement accompanied by implied or explicit threats – either in person or on-line – is guilty of a serious breach of conduct. This also includes transmission of sexually inappropriate or explicit material.

Indecent exposure or conduct: A student who exposes or exhibits his or her sexual organs in the presence of others in a lewd or indecent manner, or who intentionally and willingly engages in behavior that is considered lewd, indecent or obscene, either in person or on-line, is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

Burglary: A student who enters or remains in a building or property owned or maintained by the Board with the intent to commit theft, vandalism, or some other criminal offense therein, is guilty of burglary unless the premises at the time is open to the public or the student is legally authorized to enter or remain. However, the fact that the premises may be open to the public or that the student may be authorized to enter or remain will not excuse any other offense, violation or other breach of conduct committed by that student while therein. Burglary is a serious breach of conduct that may be reported to the proper law enforcement agency.

Abusive language or conduct directed at a school employee or trustee: A student who uses or engages in abusive, profane, obscene, or other vulgar language or conduct directed at a school employee or trustee is guilty of a serious breach of conduct.

Truancy: A student who is truant from school is guilty of a serious breach of conduct.

## **Violations leading to Expulsion**

The following violations will lead to expulsion, following the appropriate due process procedures.

Weapons: A student who displays or is in possession of an object normally considered a weapon (other than a firearm), such as a knife or club, while attending a school-sponsored activity away from home is guilty of a serious breach of conduct.

Firearms: A firearm is any weapon (including a starter gun, pellet gun, B-B gun, air rifle, or air pistol) that will, or is designed to, or may readily be converted to expel a projectile by the action of an explosive or compressed or forced air. It is the expressed policy of the Board that, with the exception of law enforcement officers, no person shall have in his or her possession any firearm of any nature, including a firearm used for recreational activities, while on a school campus, or other property owned or maintained by the Board, or property designated for school activities.

Battery: A student who intentionally strikes another person against the will of the other person is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

Bomb and explosive: A student who is in possession of a bomb, explosive device, or substance or materials intended for use in a bomb or explosive device or substance while at a school-sponsored activity, on Board property, or a chartered bus (unless the material or device is being used as part of a legitimate school-related activity or science project conducted under the supervision of an instructor with the knowledge and consent of the Head of School) is guilty of a serious breach of conduct.

Arson: A student who willfully, by fire or explosion, damages or attempts to damage any building, structure, vehicle or other property owned or maintained by the Board is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

Threat: A student who intentionally threatens, by words or act, to strike or cause bodily harm to another person, has the apparent ability to carry out such threat, and causes the other person to have a well-founded fear that he or she is about to be struck or about to suffer such bodily harm is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

Internet Use: Any student who abuses the Acceptable Use Policy (included separately) shall be dealt with according to the parameters of the use policy.

Truancy: A student who is habitually truant from school is guilty of a serious breach of conduct.

Alcohol, drugs or drug paraphernalia: A student who possesses or attempts to distribute alcohol, drugs or drug paraphernalia during school-related events or on school site will be in serious breach of IDVA conduct.

## **G. Advertisement of Student Enrollment Opportunities**

IDVA's virtual educational program will continue to seek students from the various geographical regions of the state of Idaho.

IDVA prepares and mails out informational materials regarding their school program. Further, IDVA holds informational sessions in various regions throughout the state to promote the school program. The school maintains a website addressing their educational program, and enrollment opportunities regarding the school.

## **H. Professional Technical Educational Opportunities**

IDVA recognizes that a significant component of the student body will express and interest in and seek out opportunities to participate in professional technical educational opportunities.

IDVA will seek to provide professional technical educational opportunities to IDVA secondary students, either through their own individually developed educational program and/or in combination with other public educational entities (Idaho Public School Districts and/or other Idaho Public Charter Schools) in regional areas. IDVA recognizes the challenges in providing such educational opportunities in a solely virtual setting. While recognizing that some professional technical programs fit within a solely virtual setting, the school also recognizes that some programs will necessitate a hybrid of virtual education and hands on educational experiences while others may involve solely hands on educational format. For such reason, IDVA recognizes an exception to the traditional virtual educational model of IDVA for the possible provision of professional technical educational services.

Curriculum and details of program offerings, which may change from time to time depending upon student interest and the school's needs, will be provided to the Commission.

## **XII. Chartering Entity Relations**

The Public Charter School Commission and the Idaho Virtual Academy will resolve disputes relating to the provisions of the charter following the procedures set forth in 33-5209, Idaho Code, and the applicable rules of the State Board of Education for notice of defect and submission or a corrective action plan.

### **XIII. Operation and Potential Liability**

Upon approval of the initial charter with the Butte County Joint School District 111, the Governing Board of the Academy obtained incorporation as a nonprofit public school, listing the IDVA Board as having the responsibilities and liabilities for the operation of the school. The Articles of Incorporation and Amended By-Laws serve as the policy manual for how the Academy operates.

The Academy operates independently as a Local Education Agency (LEA). The Academy is responsible for its own operation including personnel matters, preparation of a budget, and contracting for services. The Academy maintains a policy of general liability insurance and all other types of insurance necessary to provide coverage for the potential losses described in this paragraph.

The policy of insurance shall have limits of liability not less than that required pursuant to the Idaho Code and shall list the Chartering Entity as an additional insured.

IDVA can sue, be sued, purchase, receive, hold, and convey real and personal property for school purposes, and can borrow money for such purposes.

The Academy's employees, director, and officers shall enjoy the same immunities as employees, director, and officers of public school districts and other public schools.

Pursuant to 33-5204(2), Idaho Code, the Commission shall have no liability for the acts, omissions, debts or other obligations of the Academy. The Academy will defend, hold harmless and indemnify the Chartering Entity against any claim, action, loss, damage, or injury. Liability cost or expense of any kind or nature arising out of the operation of the Academy and/or arising out of the acts or omissions of the agents, employees, invitees, or contractors of the school.

Copies of insurance binders from a company authorized to do business in Idaho for liability insurance (per occurrence and aggregate coverage), property insurance, worker's compensation insurance, unemployment insurance, and any other insurance will be provided to the Commission upon request. All required insurance will be in effect during the operation of the Academy.

#### **XIV. Facility and Equipment**

The administration building(s) will be properly licensed and compliant with code with regard to the Americans with Disabilities Act, all OSHA regulations and with all applicable Idaho laws. The building will provide sufficient wiring and communication capabilities to support the high-tech nature and infrastructure of the school. The building will also provide adequate heating, ventilation, lighting, sanitary conditions, and water supply to support the school's administrative staff.

## **XV. Annual Audit of Programmatic and Financial Records/ Financial Management**

### **A. Financial Management and Financial Records**

The Academy's annual budget will be prepared in compliance with all statutes and rules of the State of Idaho including requirements for a public hearing and delivery to the State Department of Education. Copies of the Budget will be provided to the Commission upon Board approval and delivery to the State Department of Education. All Accounting records will be established and maintained in accordance with accounting principles generally accepted in the United States. In addition, the Academy will follow all requirements and regulations as may be set forth from time to time by the State Board of Education and State Department of Education. The Academy operates through funding provided by the State of Idaho and the Federal government. The Academy will continue to seek out private grants and donations to supplement the school's funding. All k12 invoices of the Academy are independently reviewed by a Board member prior to submission to the Board for approval. A separate Board motion is made to address K12 invoices, separate and apart from any other invoices to the school. A detailed report as to the financial status of the Academy and its Budget, including a detailed cash distribution report, is provided at each monthly regular meeting of the Board.

### **B. Financial Audit**

An audit of the School's financial statements is performed annually by an independent Certified Public Accountant. The audit reports, accompanied by the related financial statements are submitted yearly to the Commission pursuant to the requirements of section 33-701(6) & (7), Idaho Code.

### **C. Performance Audit**

Programmatic outcomes are composed of goals for student learning, student attendance, and other objectives described in this application as well as those requirements set forth by the Idaho Charter School Commission. Annually, the school will report in detail its performance against these programmatic objectives, describe deficiencies in performance, and set forth corrective actions for remedying these deficiencies. Additionally, the school will comply with any other requirements that the state might specify at a later point. IDVA has received and will maintain accreditation.

Reports from audit activities will be provided to the Commission staff in the same manner and to the same extent as other documentation and reports provided to Commission staff.

## **XVI. Administrative Audit**

The Board will arrange for the completion of an independent audit process as to various components of the administrative and educational services of IDVA. Reports will be provided to the Board upon the completion of these independent audits.

## **XVII. Statistical Reporting to Commission**

Any statistical reports that are filed by IDVA with the State Department of Education shall also be filed with the Commission. Such Commission filing shall coincide with the timing of filings with the State Department.

## **XVIII. Two Year Alternative Hybrid-Virtual Pilot Program**

Commencing with the 2010-2011 school year, IDVA will commence a two (2) year pilot program for the development and operation of an Alternative Hybrid Component, within the existing Virtual Charter School.

This program will follow and meet all requirements for Alternative Secondary Programs as provided by IDAPA 08.02.03.110, as issued by the State Board of Education and as may be amended from time to time.

### **Facility Location – Hours of Provision of Instruction:**

The location of the Alternative Program will be in a nearby facility, located at 1965 S. Eagle Road, Suite 160, Meridian, Idaho, 83642.

This is a location separate from the regular high school (which is a virtual home-based program) and is at a physical location separate from the Administrative Offices of the Idaho Virtual Academy.

The hours of this program are at hours different from that of the rest of the program. The hours of instruction will be as follows:

7-8 grade program: 8:30-11:30 a.m., Tuesday-Friday

9-12 grade program: 1:00-4:00 p.m., Tuesday-Friday

### **Student Enrollment and Students Served:**

Alternative secondary educational programs as defined in the state of Idaho are those programs that provide special instructional courses and offer special services to eligible at-risk youth to earn credits toward graduation and enable such students to attain a high school diploma.

Students to be Served:

At risk youth are served in this program. The definition of at risk secondary students (in grades 7 through 12) will encompass a student who meets any of the three following criteria in listing “a” through “f” or any of the one criteria in “g” through “m”.

- a. Has repeated at least one grade;
- b. Has absenteeism that is greater than ten percent (10%) during the preceding semester;
- c. Has an overall grade point average that is less than 1.4 (on 4.0 scale) prior to enrolling in the alternative secondary program;
- d. Has failed one or more academic subjects;
- e. Is two or more semester credits per year behind the rate required to graduate;
- f. Is a limited English proficient student who has not been in a program more than three years;
- g. Has substance abuse behavior;
- h. Is pregnant or a parent;
- i. Is an emancipated youth;
- j. Is a previous dropout;
- k. Has serious personal, emotional, or medical problems;
- l. Is a court or agency referral;
- m. Upon recommendation of the school district as determined by locally developed criteria for disruptive student behavior.

**Anticipated Initial Enrollment:**

For the first year of the pilot program, student enrollment is anticipated to be 150 students, comprised of students in the following grade levels:

7 <sup>th</sup>	25 students
8 <sup>th</sup>	25 students
9 <sup>th</sup>	25 students
10 <sup>th</sup>	25 students
11 <sup>th</sup>	25 students
12 <sup>th</sup>	25 students

**Purpose – Course offerings and Instruction:**

The purpose of this program will to meet the state-approved vocational technical component of education with offering a Work Experience Course under the supervision of a state certified Work Based Learning Coordinator as well as using k12 developed and provided courses in Business, Entrepreneurship, Marketing, Service Learning and Technology. These course offerings may expand during the course of the program pilot. It is also the intention to have the Achieving your College and Career Goals Course.

Graduation credit may be earned in the following areas:

- Academic Subjects
- Electives
- Approved work-based learning experiences

Non-academic courses i.e., classroom and office aides do not qualify for credits unless such is specifically approved as work-based learning experiences.

Instruction and special services as mandated by the IDAPA rules for Alternative Secondary Education and applicable to the designed program will be compiled with.

### **Staffing:**

IDVA's current employment rolls already include a certificated professional educator holding certification as a Work Based Learning Coordinator as well as a certificated employee holding a vocational-technical teaching certificate.

As career counseling and emotional issues are at serious play for Alternative School Programs, IDVA will initially assign a .50 counselor to the program. This counselor already has alternative school program experience. The school's existing employed psychologist will also provide support services to the program.

Any and all other positions necessitated by this program will be provided by highly qualified and properly endorsed personnel.

**This school's Charter Appendices are on file with the Idaho Public Charter School Commission.**

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



# **CLOSURE PROTOCOL**

**August 2013**

## Background

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

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

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

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

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

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

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# Introduction

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

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

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

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

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

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

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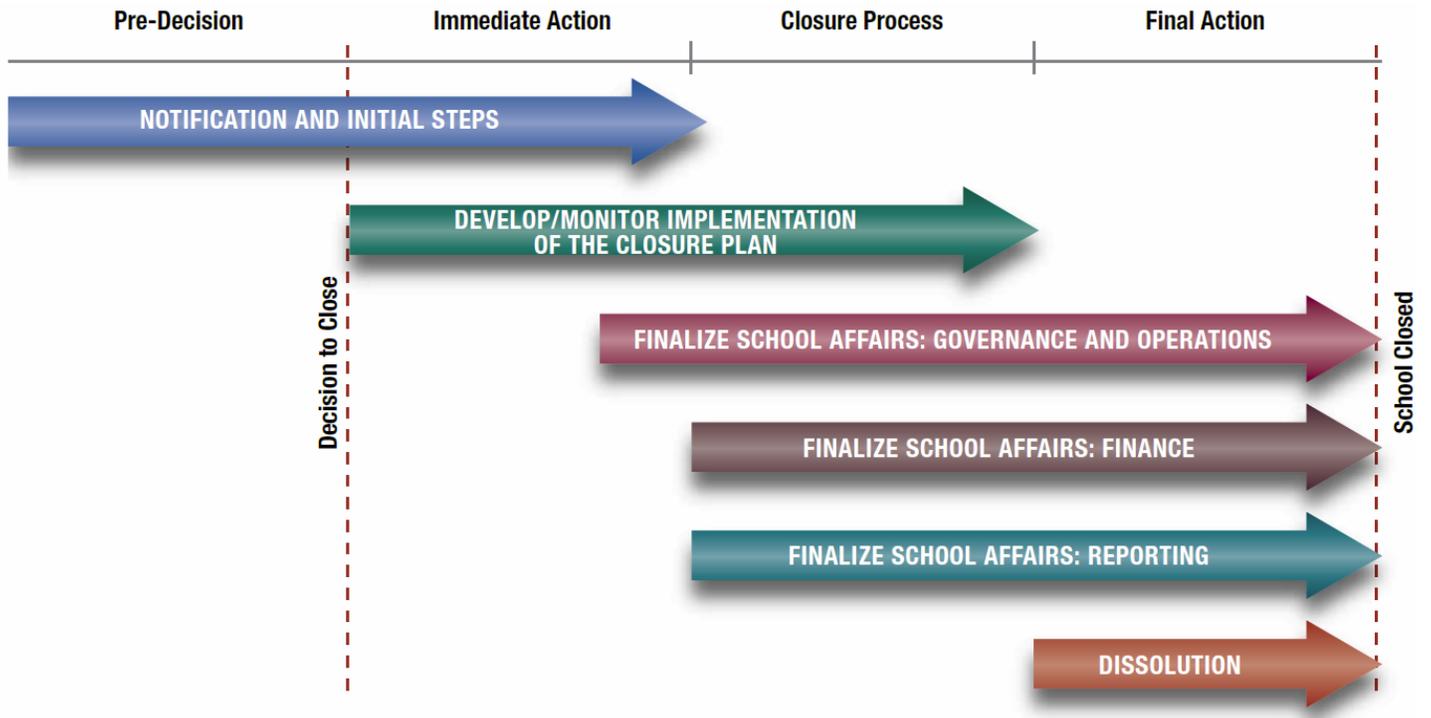
## Endnotes

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

<sup>2</sup> I.C. § 33-5212

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

# A Conceptual Timeline for Closure



## Notification and Initial Steps

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

**Send Additional and Final Notifications**

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

School,  
PCSC

## Develop/Monitor Implementation of the Closure Plan

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

## Finalize School Affairs: Governance and Operations

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

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

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain and Organize Records</b></p> <ol style="list-style-type: none"> <li>1. Maintain all corporate records related to: <ul style="list-style-type: none"> <li>• Loans, bonds, mortgages and other financing.</li> <li>• Contracts.</li> <li>• Leases.</li> <li>• Assets and their sale, redistribution, etc.</li> <li>• Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42.</li> <li>• Governance (minutes, bylaws, policies).</li> <li>• Accounting/audit, taxes and tax status, etc.</li> <li>• Employees (background checks, personnel files).</li> <li>• Employee benefit programs and benefits.</li> <li>• Any other items listed in the closure plan.</li> </ul> </li> <li>2. Determine where records will be stored after dissolution.</li> </ol>	School			
<p><b>Transfer Student Records and Testing Material</b></p> <ol style="list-style-type: none"> <li>1. Ensure that all student records are organized and complete</li> <li>2. Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> <li>• Individual Education Programs (IEPs) and all records regarding special education and supplemental services.</li> <li>• Student health / immunization records.</li> <li>• Attendance record.</li> <li>• Any testing materials required to be maintained by the school.</li> <li>• Student transcripts and report cards.</li> <li>• All other student records.</li> </ul> </li> <li>3. Document the transfer of records to include: <ul style="list-style-type: none"> <li>• Date of transfer (for each individual student file transferred).</li> <li>• Signature and printed name of the charter school representative releasing the records.</li> <li>• Name and contact information of the receiver's representative.</li> <li>• The total number and percentage of general and special education records transferred.</li> </ul> </li> </ol>	School			
<p><b>Inventory Assets and Prepare Federal Items for Pick-up</b></p> <ol style="list-style-type: none"> <li>1. Inventory school assets, and identify items: <ul style="list-style-type: none"> <li>• Loaned from other entities.</li> <li>• Encumbered by the terms of a contingent gift, grant or donation, or a security interest.</li> <li>• Belonging to the EMO/CMO, if applicable, or other contractors.</li> <li>• Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> <li>➢ Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed.</li> </ul> </li> </ul> </li> <li>2. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned.</li> <li>3. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> <li>➢ Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory.</li> <li>➢ PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day.</li> <li>➢ At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items.</li> </ul> </li> </ol>	School, PCSC			

## Finalize School Affairs: Finance

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

## Finalize School Affairs: Reporting

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

## Dissolution

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

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

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

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

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, by and between the Idaho Public Charter School Commission (the “Authorizer”), and **INSPIRE Academics Inc., commonly referred to as INSPIRE Connections Academy**, (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on **April 14, 2005**, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year **2006**; and

WHEREAS, the School’s charter was renewed on **March 1, 2018**, for a five-year term of operations,

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of **July 1, 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

- A. School Mission.** The mission of the School is as follows: To help each student maximize his or her potential and meet the highest performance standards. Connections Academy is a high-quality, high-tech, high-touch “school without walls” that brings out the best in every student.
- B. Grades Served.** The School may serve students in grades K-12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Implementation of Personalized Learning Plans (PLPs) designed collaboratively by teachers, parents and students to support each student’s personal and/or academic growth
  - Ensuring appropriate one-on-one student/teacher/guardian or learning coach interaction
    - For elementary (K-5) students, the minimum interaction frequency will be bi-monthly
    - For secondary (6-12) students, the minimum will be eight (8) times per school year
    - Weekly live lessons will be consistently available to all students
  - Fostering collaborative staff teamwork through a Professional Learning Community (PLC) model
  - Providing enhanced learning through online technology
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

### SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer’s Role will be to evaluate the School’s outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School’s academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School’s performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School’s Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School’s performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer’s Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents,

including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

**H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

## SECTION 5: SCHOOL OPERATIONS

**A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.

**B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be unlimited. The maximum number of students who may be enrolled per class/grade level shall be unlimited.

**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.** 600 N. Steelhead Way, Suite 164, Boise, ID 83704. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

**E. Attendance Area.** The School's primary attendance area is as follows: State of Idaho.

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

**G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are

amended, the School shall be bound by any such amendment upon the effective date of said amendment.

## **SECTION 6: SCHOOL FINANCE**

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

## **SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION**

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- 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 D.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school

has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.

- 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 **July 1, 2018.**

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**Chairperson, Idaho Public Charter School Commission**

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**Chairperson, INSPIRE Academics, Inc. Board**

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

**Appendix B: Performance Framework**

**Appendix C: Charter**

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

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

1. Regarding academic growth in K-8 math:

By June 30, 2021, at least fifty-five percent (55%) of INSPIRE's continuously enrolled students in grades K-8 will make adequate academic growth to achieve math proficiency on the ISAT within 3 years or by 10<sup>th</sup> grade, whichever comes first.

This condition is based upon a rate of increase sufficient to promote the school's ability to achieve a "meets standard" rating for the specified subset of students on Academic Measure 3a (Criterion-Referenced Growth in Math) in the performance framework adopted by the PCSC in May 2017, by the end of the next performance certificate term (June 30, 2023).

The outcome shall be calculated using Academic Measure 3a (Criterion-Referenced Growth in Math). References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

"Continuously enrolled" is defined pursuant to IDAPA 08.02.03.112.04.a(i); that is, "a student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation... A student is continuously enrolled if he/she has not transferred or dropped out of the public school. Students who are serving suspensions are still considered to be enrolled students."

2. Regarding graduation rate:

INSPIRE will maintain a five (5) year cohort graduation rate comparable to or higher than that of the median 2014 five (5) year cohort graduation rate for Idaho alternative schools, which is 48%. Although INSPIRE is not an alternative school, the PCSC recognizes that its student population faces similar challenges.

Regardless of whether or not INSPIRE agrees to fulfill the specific condition above, INSPIRE remains responsible for meeting the terms and conditions contained in its signed Performance Certificate effective July 1, 2018, through June 30, 2023, which will incorporate the performance framework adopted by the PCSC in May 2017.

**Appendix B: Performance Framework**

# INSPIRE CONNECTIONS 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.

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

## ACCOUNTABILITY DESIGNATIONS

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

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

### SCHOOL OVERVIEW

<b>Mission Statement</b>	To help each student maximize his or her potential and meet the highest performance standards. Connections Academy is a high-quality, high-tech, high-touch “school without walls” that brings out the best in every student.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>● Implementation of Personalized Learning Plans (PLPs) designed collaboratively by teachers, parents and students to support each student’s personal and/or academic growth</li> <li>● Ensuring appropriate one-on-one student/teacher/guardian or learning coach interaction                             <ul style="list-style-type: none"> <li>o For elementary (K-5) students, the minimum interaction frequency will be bi-monthly</li> <li>o For secondary (6-12) students, the minimum will be eight (8) times per school year</li> <li>o Weekly live lessons will be consistently available to all students</li> </ul> </li> <li>● Fostering collaborative staff teamwork through a Professional Learning Community (PLC) model</li> <li>● Providing enhanced learning through online technology</li> </ul>		
<b>School Location</b>	600 N Steelhead Way Boise, Idaho 83704	<b>School Phone</b>	208-322-4002
<b>Surrounding District</b>	State of Idaho		
<b>Opening Year</b>	2006		
<b>Current Term</b>	December 12, 2013 - June 30, 2018		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	Unlimited	<b>Enrollment (Actual)</b>	

### SCHOOL LEADERSHIP


### STUDENT DEMOGRAPHICS

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

### ISAT PROFICIENCY RATES

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

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

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

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	0	0
	1b	25	0		1b	0	0
	1c	25	0		1c	0	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	0	0
	2b	25	0		2b	0	0
	2c	0	0		2c	0	0
Governance & Reporting	3a	25	0	Total Financial Points % of Financial Points	2d	0	0
	3b	25	0			50	0
	3c	25	0				0%
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
Additional Obligations	4b	25	0				
Total Operational Points	5a	375	0				
% of Operational Points			0%				

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

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

ACADEMIC K-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. 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																				
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>																			
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 10 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 11 or more percentage points lower than the state average.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.																			
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>																			
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 11 or more percentage points lower than the state average.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
<p><b>Measure 2a</b></p> <p><b>Math Proficiency Rate Comparison to District</b></p> <p><b>Notes</b></p>	<p><b>Do math (or similar subject area) proficiency rates meet or exceed the district average?</b></p> <p><b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 10 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Because INSPIRE is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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<p><b>Measure 2b</b></p> <p><b>ELA Proficiency Rate Comparison to District</b></p> <p><b>Notes</b></p>	<p><b>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</b></p> <p><b>Exceeds Standard:</b> The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 10 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Because INSPIRE is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)		
<b>Measure 3a</b> <b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>  <b>Criterion-Referenced Growth</b> <b>Math</b> <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.  <b>Notes</b>	<b>Result</b>          	<b>Points Possible</b> 39-50 26-38 13-25 0-12 <hr/> 0 <b>Points Earned</b> 0 0 0 0 <hr/> 0
<b>Measure 3b</b> <b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>  <b>Criterion-Referenced Growth</b> <b>ELA</b> <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.  <b>Notes</b>	<b>Result</b>          	<b>Points Possible</b> 39-50 26-38 13-25 0-12 <hr/> 0 <b>Points Earned</b> 0 0 0 0 <hr/> 0

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

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

**Four-Year Adjusted Cohort Graduation Rate**

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

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

**Notes**

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

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

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

**ALTERNATIVE ACADEMIC**

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

<b>ALTERNATIVE INDICATOR 2: STUDENT PROFICIENCY COMPARISON</b>		
<b>Alt Measure 2a</b>	<b>Do math proficiency rates meet or exceed the state average for alternative schools?</b>	<b>Result      Points Possible      Points Earned</b>
<b>Math Proficiency Rate Comparison to Alternatives</b>	<p><b>Exceeds Standard:</b> The school's math proficiency rate is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's math proficiency rate meets or exceeds the average (mean) for alternative schools but is below the top 10% of alternative schools statewide.</p> <p><b>Does Not Meet Standard:</b> The school's math proficiency rate is below the average but above the bottom 20% of alternative schools statewide, and the school's proficiency rate is higher than 0%.</p> <p><b>Falls Far Below Standard:</b> The school's math proficiency rate is 0% or is in the bottom 20% of alternative schools.</p>	<p>50</p> <p>30</p> <p>15</p> <p>0</p> <hr/> <p>0</p>
<b>Notes</b>		
<b>Alt Measure 2b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average for alternative schools?</b>	<b>Result      Points Possible      Points Earned</b>
<b>ELA Proficiency Rate Comparison to Alternatives</b>	<p><b>Exceeds Standard:</b> The school's ELA proficiency rate is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's ELA proficiency rate meets or exceeds the average (mean) for alternative schools but is below the top 10%.</p> <p><b>Does Not Meet Standard:</b> The school's ELA proficiency rate is below the average for alternative schools but above the bottom 20% of alternative schools statewide, and the school's proficiency rate is higher than 0%.</p> <p><b>Falls Far Below Standard:</b> The school's ELA proficiency rate is 0% or is in the bottom 20% of alternative schools.</p>	<p>50</p> <p>30</p> <p>15</p> <p>0</p> <hr/> <p>0</p>
<b>Notes</b>		

ALTERNATIVE ACADEMIC

ALTERNATIVE INDICATOR 4: STUDENT GROWTH COMPARISON		
Alt Measure 4a	Are students making expected academic growth in math compared to their academic peers?	Result      Points Possible      Points Earned
Norm-Referenced Growth Math	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math meets or exceeds the average for alternative schools but is below the top 10%.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math is below the average for alternative schools but is above the bottom 20%.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math is in the bottom 20% of alternative schools.</p>	<p>50</p> <p>30</p> <p>15</p> <p>0</p> <hr/> <p>0</p>
Notes	This measure will be evaluated using grades 6 - 7, 7 -8, and/or 8 - 10, as applicable.	
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	Result      Points Possible      Points Earned
Norm-Referenced Growth ELA	<p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in ELA meets or exceeds the average for alternative schools but is below the top 10%.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA is below the average for alternative schools but is above the bottom 20%.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA is in the bottom 20% of alternative schools.</p>	<p>50</p> <p>30</p> <p>15</p> <p>0</p> <hr/> <p>0</p>
Notes	This measure will be evaluated using grades 6 - 7, 7 - 8, and/or 8 - 10, as applicable.	

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

Alt Measure 5a	Are students graduating from high school?	Result	Points Possible	Points Earned
<b>Five-Year Cohort Graduation Rate</b>	<p><b>Exceeds Standard:</b> The school's five-year cohort graduation rate was greater than 80%.</p> <p><b>Meets Standard:</b> The school had a five-year cohort graduation rate of 66% - 80% OR met its progress goal.</p> <p><b>Does Not Meet Standard:</b> The school did not meet its progress goal AND had a five-year cohort graduation rate of 40% - 66%.</p> <p><b>Falls Far Below Standard:</b> The school did not meet its progress goal AND had a five-year cohort graduation rate below 40%.</p>		<p>100</p> <p>80</p> <p>60</p>	<p>0</p> <hr/> <p>0</p>
<b>Notes</b>	<p>The school's 5-year cohort graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent 5-year cohort graduation rate plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the average graduation rate for alternative schools statewide.</p> <p>Graduation rates are calculated using a 5-year-plus-summer cohort. The 5-year rate is calculated by adding to the 4-year ACGR any students from the 4-year cohort that graduated by the end of summer of the following year. For this reason, data availability will always run two years behind (that is, annual reports will contain graduation rate data based on the 4-year cohort preceding the most recent school year by two years. For example, 2015-16 5-year cohort graduation rates will be reflected in 2018 reports.)</p>			

**MISSION-SPECIFIC**

Mission-specific measures are optional, unless required as a condition of the performance certificate. These measures may be academic or non-academic in nature, but must be objective, data-driven, and based on a valid measurement tool. Measures must be based on data that is processed by a third party, such as an assessment vendor or the State Department of Education, rather than by the school or authorizer. Care should be taken to ensure that rating categories correlate with the format in which the third party provides data to the school. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer. The mission-specific data reporting deadline is August 1; exceptions may be made by mutual agreement in cases where data is unavailable by that date. Unless otherwise specified, schools are responsible for accurate and timely submission of mission-specific data; failure to provide substantiated results in a meaningful format by the established deadline will negatively impact scoring. Mission-specific measures may be amended mid-term, by mutual agreement, after baseline data has been collected.

<b>MISSION-SPECIFIC INDICATOR</b>						
<p><b>Measure 1</b> Is the school...</p> <p><b>Exceeds Standard:</b>  <b>Meets Standard:</b>  <b>Does Not Meet Standard:</b>  <b>Falls Far Below Standard:</b></p> <p>Notes</p>	<p><b>Result</b></p>	<table border="1"> <thead> <tr> <th><b>Points Possible</b></th> <th><b>Points Earned</b></th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	<b>Points Possible</b>	<b>Points Earned</b>		0
<b>Points Possible</b>	<b>Points Earned</b>					
	0					
<p><b>Measure 2</b> Is the school...</p> <p><b>Exceeds Standard:</b>  <b>Meets Standard:</b>  <b>Does Not Meet Standard:</b>  <b>Falls Far Below Standard:</b></p> <p>Notes</p>	<p><b>Result</b></p>	<table border="1"> <thead> <tr> <th><b>Points Possible</b></th> <th><b>Points Earned</b></th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	<b>Points Possible</b>	<b>Points Earned</b>		0
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<p><b>Measure 3</b> Is the school...</p> <p><b>Exceeds Standard:</b>  <b>Meets Standard:</b>  <b>Does Not Meet Standard:</b>  <b>Falls Far Below Standard:</b></p> <p>Notes</p>	<p><b>Result</b></p>	<table border="1"> <thead> <tr> <th><b>Points Possible</b></th> <th><b>Points Earned</b></th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	<b>Points Possible</b>	<b>Points Earned</b>		0
<b>Points Possible</b>	<b>Points Earned</b>					
	0					

OPERATIONAL

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

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

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

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

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

OPERATIONAL

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

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

FINANCIAL

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

FINANCIAL

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

## **Appendix C: Charter**



**INSPIRE**  
Virtual Charter School Petition

Submitted to the  
Idaho Charter School Commission  
February 1, 2005  
(Revised March 2005)

Contact:  
Carrie Jean Ross, Project Coordinator  
455 Scenic Drive, Emmett, ID 83617  
(208) 365-6800 (home office)  
(208) 365-6819 (home)

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34.	Describe the compact and contiguous attendance area of the charter school.....	51
35.	Outline transportation services for students, including estimated first year cost. ....	52
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**1. Elector petition forms with no less than 30 signatures.**

Elector petition forms with no less than 30 certified signatures are included in Exhibit A.

**2. Articles of Incorporation and Bylaws of the nonprofit corporation.**

The INSPIRE Articles of Incorporation and initial approved Bylaws are included in Exhibit B.

### **3. Describe the school's educational program and how learning will occur.**

#### **a. Overview**

INSPIRE is a proposed virtual charter school that is seeking authorization from the Idaho Charter School Commission to serve students in grades K-12 throughout Idaho beginning in Fall 2005. INSPIRE will maximize academic achievement for students who need an alternative to the traditional classroom. First-year enrollment at INSPIRE is expected to be approximately 500 students, with enrollment growing to over 2,000 students by Year 5.

INSPIRE has selected for its core program the Connections Academy virtual public school curriculum, instructional model, and technology that have proven successful nationwide, supplemented and expanded specifically for Idaho.

Working under the guidance of certified, highly qualified teachers with whom they interact via telephone, email, and groupware following a Personalized Learning Plan, INSPIRE students will engage in a rigorous, Idaho Achievement Standards-aligned curriculum that is rich in print, enhanced by technology, and tailored to their learning needs.

Each INSPIRE student has a learning coach, typically a parent, who works daily with the student face-to-face following detailed INSPIRE lesson plans under the guidance of the professional INSPIRE teacher.

INSPIRE students will be provided with the complete curriculum materials (online and offline, print- and technology-based) for their grade, a loaned family computer and subsidized Internet access. All INSPIRE students have the opportunity to participate in face-to-face field trips and community activities while also learning to work effectively in a virtual environment not unlike the working world that they will one day enter.

The INSPIRE school will also serve as a reference site for Idaho scholars engaged in research on technology, education, and distance learning. The INSPIRE founding group is engaged in ongoing discussions with Boise State University (see Provost letter, enclosed) regarding a multi-faceted partnership which may include location of the INSPIRE office and teaching center on the university campus, collaboration on teacher training and curriculum development, and research and evaluation activities.

#### **b. Curriculum**

INSPIRE combines proven and rigorous print-based curriculum materials with the best in technology-enhanced learning such that a significant portion of the curriculum is delivered through the Internet and other electronic means. The entire curriculum is aligned to the Idaho Achievement Standards.

The INSPIRE curriculum will be based on the Connections Academy program as extended for grades K-12 in Idaho.

- The K-8 Connections Academy curriculum integrates textbooks, lesson plans and other content from a variety of leading publishers and school programs including Houghton Mifflin, Zaner-Bloser, the Calvert school and others (see course catalog included as Exhibit C1). The curriculum is regularly updated to conform to state

standards and student needs. The Connections Academy curriculum has been shown to be effective based on standardized test scores in other states and is currently in the process of being accredited by the Commission on International and Trans-regional Accreditation (CITA).

- The Connections Academy 9-12 program, which is currently under development, will provide a more online high school curriculum, as appropriate for secondary school learners (see Exhibit C2 for an overview of the 9<sup>th</sup> grade curriculum). The high school curriculum, which will be fully aligned with Idaho Achievement Standards, will integrate digital versions of textbooks from major publishers enhanced by multimedia, interactive material, communication/ conferencing tools, and team projects. Top-quality third-party courseware elements will be licensed as part of the 9-12 curriculum, based on alignment to Idaho Achievement Standards, demonstrated success in producing positive test results, accreditation by CITA and/or a regional accrediting organization, and fit with the Connections Academy and INSPIRE curriculum philosophies. For example, INSPIRE may seek to include courses licensed from the Idaho Digital Learning Academy as part of this complete high school curriculum.

The entire K-12 INSPIRE curriculum will be updated on a regular basis, with major changes subject to approval by the school's Governing Board.

Technology plays an important facilitating role in the INSPIRE curriculum, so INSPIRE will ensure that its students have access to technology. Each family participating in INSPIRE will receive a loaned computer with a printer and an Internet service subsidy. All necessary software and technology support are provided along with the computers. For a discussion of safe and appropriate use of technology tools, see Element 37.

In addition to working with the curriculum materials described above, INSPIRE students will have the opportunity to participate regularly in both face-to-face and virtual community activities. Face-to-face activities include field trips and community outings facilitated by the INSPIRE community coordinators – parent volunteers whom INSPIRE supports in organizing such activities for families who live nearby. INSPIRE's technology-based activities include virtual group projects, online bulletin boards/forums (such as "Math Problem of the Week"), book chats, teacher-led discussions, learning-focused webmail, and student clubs ranging from chess to yearbook. All of the collaborative online activities and communications tools are restricted for use only by members of the INSPIRE community; parents can feel comfortable that their children are experiencing this technology safely within the "walled garden" of INSPIRE.

Given the balance of modes and media for learning at INSPIRE, actual time online for students (as compared to parents and teachers) will vary according to each student's developmental level, learning needs, and learning styles. Students in grades K and 1 may spend up to 15% of their time online; students in grades 2 -5 may have a range of 15 - 25%; students in grades 6 - 8 may range from 25-50+% of time online, and students in grades 9-12 may spend up to 75% of their school time online.

INSPIRE will be part of a family of schools using the Connections Academy program and will be a trailblazer among them for its inclusion of grades 9-12. There are currently 11

Connections Academy schools in eight states across the country: Wisconsin, Colorado, California, Pennsylvania, Ohio, Florida, Arizona and Minnesota. Student achievement results from the 2003-04 school year confirm the effectiveness of the Connections Academy curriculum. The Connections Academy program has been used in Colorado and Wisconsin for more than one year and test scores exceeded AYP in both states. Further in Wisconsin and Florida, Connections Academy students met or exceeded the states' standards. Other state scores represent early Fall results for the schools' first years or have not yet been reported

### c. Instructional Techniques

INSPIRE's instructional design is known as Personalized Performance Learning. Education research connects this design's three primary components – parent/family involvement, individualized instruction, and high-quality teaching – to improved student achievement:

- *Parent involvement:* Decades of research show that parent participation in education is very closely related to student achievement. In *A New Generation of Evidence: The Family Is Critical to Student Achievement*<sup>1</sup>, Anne T. Henderson and Nancy Berla document concrete benefits of parent involvement for students, including higher grades and test scores, higher graduation rates, and greater enrollment in postsecondary education. A Stanford study found that using parents as tutors brought significant and immediate changes in children's I.Q. scores. At INSPIRE, all parents are closely involved in their child's education either directly as a learning coach or through oversight of a learning coach they designate.
- *Individualized instruction:* Students clearly benefit from instruction that is individualized in terms of pace, content, sequence and style. Among the many studies on this topic, Margaret Haertel and her colleagues show in "What Helps Students Learn?"<sup>2</sup> that "curriculum and assessment tailored to student ability and academic background" to assure "an appropriate level of task difficulty for students and an appropriate instructional pace" is a proven tool for helping students achieve. At INSPIRE, instruction is individualized for every student, every day.
- *High-quality teaching:* Each teacher will be equipped with the skills and technology needed to bring out the best in every student. In his landmark study correlating test data with teacher quality, Harold Wenglinsky<sup>3</sup> of the Educational Testing Service showed a direct link between good teaching and higher test scores. Students benefit from the personalized guidance of INSPIRE's highly qualified teachers.

**The Personalized Learning Plan:** The centerpiece of instruction at INSPIRE is the Personalized Learning Plan (PLP), which provides for individualized instruction tailored to the learning needs of each child. The PLP is an extensive document developed at the beginning of the school year by the Idaho-certified teacher in consultation with the student and the student's parents/guardians. This PLP is built from a combination of baseline

<sup>1</sup> Henderson, A., & Berla, N., eds. (1994). *A new generation of evidence: The family is critical to student achievement*. National Committee for Citizens in Education, Center for Law and Education, Washington, DC.

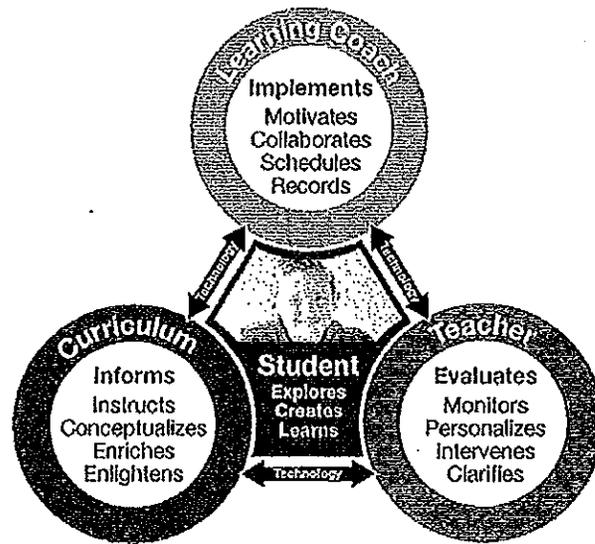
<sup>2</sup> Wang, Margaret C., Haertel, Geneva D., and Walberg, Herbert J. (1993), "What Helps Students Learn?" *Educational Leadership*.

<sup>3</sup> Wenglinsky, Harold (2000), *How Teaching Matters: Bringing the Classroom Back Into Discussions of Teacher Quality*, Educational Testing Service.

assessments of both academic skills/knowledge and learning modalities, information gathered from the parents, and input directly from the student. Learning needs that go beyond the purely academic (such as study habits and interpersonal skills) are addressed in the PLP as well. The PLP then guides the student's course through the Idaho Achievement Standards-based curriculum.

All daily lesson plans are provided to students and families online, directing them step by step through use of the comprehensive set of textbooks, trade books, manipulatives, and consumables that INSPIRE ships to them.

**The Learning Triad:** Instruction at INSPIRE builds on the research and the PLP to surround each student with the resources needed for success. Each student will be part of a "learning triad" as illustrated below.



**Learning Management System:** The platform for organizing and managing the entire INSPIRE educational environment is the online Learning Management System (LMS). This proprietary, web-based software allows INSPIRE to deliver every assignment and track every activity, monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge (see Exhibit D, Learning Management System highlights). With this system, INSPIRE is able to provide an unprecedented level of time-on-task detail. The LMS operates within Connections Academy's very secure and robust technology infrastructure which protects all data from loss and intrusion while maintaining a safe environment in which students, parents, and teachers can interact with each other (see Exhibit E, Network Infrastructure & Security).

**A complete learning team:** At INSPIRE, student learning benefits from committed educators and involved parents who provide total support for the student's PLP.

- **Idaho-certified, highly qualified teachers:** Each INSPIRE student will have an Idaho-certified teacher specially trained in the INSPIRE curriculum and instructional

method. Working full-time in INSPIRE's local professional office/teaching center, which is proposed to be located on the Boise State University campus, this teacher is responsible for evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities, and providing feedback on the child's performance. Based on a student's demonstrated mastery of the material, teachers will add, expand or replace assignments; they will also grade students in each subject for the regular student report cards and make promotion or retention decisions. Depending on the need of the learner, teacher contact with the student and learning coach – most often via telephone and email – may be as frequent as several times a day, and at minimum once every two weeks. Teachers do not wait to be contacted; they are proactive participants in their student's learning plans. In addition, INSPIRE families are always welcome to visit the INSPIRE office in Boise during business hours to meet with their teachers in person.

- ***Face-to-face learning coaches:*** Each INSPIRE student will have a learning coach—a parent or other responsible adult designated by the parents—who works with him or her in person under the guidance of the Idaho-certified professional teacher. Parent involvement is a centerpiece of the INSPIRE concept. Whether a parent's role is as a learning coach, or as someone providing oversight to the learning coach, all parents/guardians will be intimately familiar with their child's progress on a day-to-day basis at INSPIRE. The school offers ongoing training and support to help learning coaches carry out their important role while making optimum use of the available technology tools and professional teacher support to do so.
- ***Expanded educational support:*** The INSPIRE principal coordinates the work of the teachers, using data from the Learning Management System to target curriculum and instructional resources toward specific student needs. Supporting the principal and teachers in their work are Connections Academy curriculum specialists, who are highly trained in distance education methodologies and specific subject areas. Curriculum specialists will be available by telephone and email to the INSPIRE teachers for assistance in addressing particular curriculum topics or in customizing curriculum for particular student needs. The Connections Academy Special Education Director serves as resource for teachers as they develop/adjust services for special education students in the INSPIRE program.

In effect, each INSPIRE student has a team of experts working together to leverage the school's myriad resources – technological, instructional, and interpersonal – for his or her success.

**4. Identify the school's goals and how all Educational Thoroughness Standards (as defined in Section 33-1612, Idaho Code) shall be fulfilled.**

INSPIRE's over-arching goal is student mastery of its challenging, Idaho Achievement Standards-aligned curriculum in a personalized learning environment that promotes 21<sup>st</sup> century learning skills and meets Idaho's Educational Thoroughness Standards, as required by the Idaho Public Charter School law. INSPIRE will achieve this over-arching goal through seven measurable objectives described in detail in Elements 5 and 6.

INSPIRE believes that an educated person of the 21<sup>st</sup> century must be literate and articulate, mathematically competent, scientifically and technologically adept and have the opportunity to develop individual creative and physical abilities. INSPIRE recognizes its responsibility to generate enthusiasm and excitement for the lifelong process of learning by providing a curriculum that is relevant, integrated and age-appropriate at the same time that it is aligned to Idaho Achievement Standards. INSPIRE is a high-quality, high-tech, high-touch virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

The INSPIRE goals and objectives will be met through curriculum and instructional programs that fulfill all of the recommendations recently put forth by the Partnership for 21<sup>st</sup> Century Skills<sup>4</sup>, which include:

- 1- • Emphasis on core subjects: INSPIRE students will master the timeless fundamentals such as reading, writing, mathematics, science, and social studies.
- 2- • Emphasis on learning skills: INSPIRE students develop the essential skills required for lifelong, continuous learning, such as communication, information, problem-solving, and self-directional skills.
- 3- • The use of 21<sup>st</sup> century tools to develop learning skills: As the Partnership recommends, INSPIRE students develop proficiency in an array of digital information and communication tools.
- 4- • Teaching and learning in a 21<sup>st</sup> century context: At INSPIRE, learning takes place beyond the "four walls of the classroom" and integrates the community, parents, and fellow learners connected by technology, as the Partnership recommends.
- 5- • Teaching and learning of 21<sup>st</sup> century content: The Partnership stresses global awareness, economic literacy, and civic literacy among other topics, which the INSPIRE curriculum integrates throughout the grades through both technology-based and print-based learning activities.
- 6- • Use of 21<sup>st</sup> century assessments that measure 21<sup>st</sup> century skills: As the Partnership recommends, INSPIRE uses both standardized testing and ongoing, curriculum-based assessments – including portfolios of student work and online assessment activities – which integrate with teacher data analysis tools to allow for sophisticated instructional decision-making by parents, students, and school staff.

INSPIRE also believes that the individualized and supported educational program

<sup>4</sup> The Partnership for 21<sup>st</sup> Century Skills, "Learning for the 21<sup>st</sup> Century," June 2003, <http://www.21stcenturyskills.org>.

facilitates the development of self-direction and personal responsibility among its students. In these ways, INSPIRE will meet the objective of producing students who are self-motivated, competent, lifelong 21<sup>st</sup> century learners.

INSPIRE's innovative curriculum and technology also support the eight Educational Thoroughness Standards established in Section 33-1612 of the Idaho Code:

- A safe environment conducive to learning is provided: INSPIRE students attend school primarily from home, a learning environment chosen by many families specifically because it is safe and conducive to focused instruction. In addition, the INSPIRE online environment is carefully structured and monitored by the school to be safe and conducive to learning.
- Educators are empowered to maintain classroom discipline: At INSPIRE, parents, students, and teachers together share responsibility for maintaining a disciplined learning environment. The classroom at home is overseen by the parents, who are empowered to maintain discipline as they see fit with their own children; parents also have access to the advice and support of other INSPIRE families on how to run an organized and disciplined classroom at home. The "virtual classroom" where students come together as a school community is governed by clear and consistent rules of behavior articulated in the INSPIRE code of conduct and handbook.
- The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized: The core INSPIRE curriculum emphasizes universal values and moral development in a non-sectarian way, through classic literature, high-quality social studies materials, a home life course, and multiple opportunities for positive interactions among students, families, and the community. Because success in a virtual school requires a high degree of self-discipline and hard work, the entire school experience reinforces these values.
- The skills necessary to communicate effectively are taught: The INSPIRE curriculum includes a very rigorous and expansive focus on written communication, including everything from diagramming sentences to developing major expressive works. Excellent communication skills are considered absolutely essential for teachers who wish to work at INSPIRE, as well as for students aiming for success in an environment in which telephone conversations, email, and message board postings are the primary forms of interaction with peers and teachers.
- A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided: The INSPIRE curriculum is very strong on all the fundamentals required for higher education at all levels. The classical nature of the curriculum and its alignment with the Idaho Achievement Standards further ensures that INSPIRE's students will be well-prepared for post-high school education both outside and inside of Idaho.
- The skills necessary for students to enter the work force are taught: In addition to a solid grounding in literacy and numeracy and development of higher order thinking skills, INSPIRE students will benefit from the kinds of skills needed for

today's working world – virtual team work, distance communications, information management, and use of technology.

- The students are introduced to current technology: INSPIRE students interact daily with current computer technology, which the school provides for their homes. In addition, INSPIRE offers a multi-layered technology skills elective that explicitly covers all the basics of technology literacy as defined by the National Education Technology Standards.
- The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized: Good citizenship is a watchword of the INSPIRE school experience, as students learn to interact constructively with online peers from all walks of life while developing invaluable skills in their interrelationships with siblings, parents, and community members. In a very real sense, INSPIRE prepares its students to be good citizens of the 21<sup>st</sup> century world.

**5. Identify measurable student educational standards/objectives which describe the extent to which all students of the charter school demonstrate they have attained the skills and knowledge specified as goals.**

Within the framework of alignment to the Idaho Achievement Standards, a crucial component of INSPIRE's plan for overall excellence is the establishment of clear academic and related goals for each student, and for the school, as well as clear ways to measure progress toward those goals. Specifically:

*Objective 1 – Ongoing Student Progress:* INSPIRE students will demonstrate ongoing progress in their Idaho Achievement Standards-aligned curriculum as measured by satisfactory attendance, participation, and performance. INSPIRE will set these benchmarks as follows:

- 90% of students will be in Satisfactory status on attendance each quarter during the school year, as logged by learning coaches/students and verified by teachers;
- 80% of students will in Satisfactory status on participation each quarter during the school year as measured by completion of lessons/courses, submission of portfolio items in timely manner, communication with the teacher, and several other variables; and
- 75% of students will be in Satisfactory status on performance each quarter during the school year as measured through demonstration of learned concepts on academic tasks across all core academic subjects based on internal assessments (including quizzes, tests and portfolios).

*Objective 2 – Standardized Test Performance:* INSPIRE students will participate in the Idaho Reading Indicator (IRI) in grades K-3, Idaho Direct Mathematics Assessment (DMA), the Idaho Direct Writing Assessment (DWA), and the Idaho Standards Achievement Test (ISAT) in other grades. The goal of all INSPIRE stakeholders will be to have schoolwide composite IRI, DMA/DWA, and ISAT scores that are equal to or better than the statewide benchmark of students meeting or exceeding standards by Year 3.

*Objective 3 - Student Academic Growth:* In the value-added model of academic growth upon which INSPIRE is based, each student will demonstrate a year of academic growth for a year in school. Using its standards-based, technology-facilitated Longitudinal Evaluation of Academic Progress (LEAP) pre- and post-test, INSPIRE will gauge each student's academic growth over the course of the year. The goal of all INSPIRE stakeholders will be that that at least 75% of students will demonstrate a year of academic growth on an annual basis.

*Objective 4 – Parent Satisfaction:* As a school of choice, INSPIRE must ensure that parents and families maintain a level of satisfaction with their child's school experience. The goal of all INSPIRE stakeholders will be that the school attains an overall score of at

least 4 (on a scale of 1-5) each year on the annual Connections Academy parent satisfaction survey.

*met*  
**Objective 5 -- Teacher Quality:** INSPIRE will provide its students with excellent teaching by teachers dedicated to a specified grade range working together in an office/teaching center. The goal of all INSPIRE stakeholders will be that 100% of teachers will be highly qualified and that annual teacher attrition will be less than 6%.

*N/A*  
**Objective 6 -- Longitudinal Student Gains:** By its fifth year of operation, INSPIRE expects to have served a subset of its students for multiple years. Our goal at the end of Year 5 will be that students who have attended INSPIRE for three or more years will score a minimum of 10% higher on ISAT than their grade-level peers who are in their first year at INSPIRE.

*N/A*  
**Objective 7 -- Contribution to Knowledge Base:** INSPIRE intends to serve as a living laboratory for research by Idaho scholars on individualized instruction and distance learning. Our goal by the end of Year 5 is to have contributed to the greater knowledge base on these issues, as measured by the completion of one or more credible research studies using data from INSPIRE.

**6. Identify various methods by which student progress is to be measured in meeting educational standards/objectives.**

INSPIRE provides a variety of assessments throughout the year so that each student's academic progress is monitored on multiple levels, beginning with a placement test which facilitates appropriate matching of standards-aligned curriculum with student learning needs. Throughout the year, the INSPIRE Learning Management System maintains extensive specific data about every activity by every student every day. Furthermore, the robust student information system capabilities of the LMS permit rapid in-depth evaluation of performance by sub-groups such as disabled students or gifted/talented students. This rich array of data allows very targeted evaluation of the school's progress toward its objectives, as detailed below.

<b>Objective</b>	<b>How Progress Will Be Measured</b>
<i>Objective 1 – Ongoing Student Progress</i> , including Satisfactory status each quarter by 90% of students on attendance, 80% of students in on participation, and 75% of students in performance	Learning Management System data verified/evaluated by teachers; ongoing assessments (online and offline quizzes, tests, work samples/portfolios)
<i>Objective 2 – Standardized Test Performance:</i> Schoolwide composite IRI/SMA/DWA/ISAT scores equal to or better than the statewide benchmark by Year 3	Idaho Reading Indicator, Idaho Direct Mathematics Assessment, Idaho Direct Writing Assessment, Idaho Standards Achievement Test scores
<i>Objective 3 - Student Academic Growth:</i> 75% of its students across will demonstrate a year of academic growth on an annual basis.	Longitudinal Evaluation of Academic Progress (LEAP) pre- and post-test
<i>Objective 4 – Parent Satisfaction:</i> Overall Parent Satisfaction score of at least 4 out of 5 each year	Annual Parent Satisfaction Survey
<i>Objective 5-- Teacher Quality:</i> 100% highly qualified, annual attrition of less than 6%	Audit of human resources records
<i>Objective 6– Longitudinal Student Gains:</i> Students who have attended INSPIRE for three or more years score a minimum of 10% higher on ISAT than their grade-level peers who are in their first year at INSPIRE.	Idaho Standards Achievement Test scores
<i>Objective 7 – Contribution to Knowledge Base:</i> Facilitate contribution by Idaho scholars to the greater knowledge base on individualized instruction and distance learning for at-risk students	One or more research studies within first five years

**7. Include a provision by which students will be tested with the same standardized tests as other Idaho public school students.**

Like all Idaho public school students, INSPIRE students will participate in required standardized testing, including the Idaho Reading Indicator for kindergarten and grades 1-3, the Idaho Standards Achievement Test, the Direct Math and Direct Writing Assessment, and the National Assessment of Educational Progress, or whatever successor tests the State Board of Education should approve.

Although they are students in a virtual school, INSPIRE students will take these standardized tests in person, at proctored locations within reasonable driving distance of their homes. Arranging these locations and ensuring that students are prepared and participate will be an important responsibility of the principal and the teaching staff.

If students and their families lack transportation to the testing sites and no informal arrangements can be made (e.g., carpooling with fellow INSPIRE students), the school will arrange for transportation. Funds for such transportation are included in the budget under Student Testing/Assessment (along with funds for testing site rental).

**8. Include a provision that ensures the charter school shall be accredited as provided by rule of the Idaho State Board of Education.**

As soon as school operations begin, INSPIRE will launch the process of seeking accreditation as provided by Idaho State Board of Education rule. This early pursuit of accreditation is a hallmark of the Connections Academy family of schools, building upon CITA accreditation to seek regional accreditation.

From day one, INSPIRE will ensure that its school operations meet the Idaho accreditation standards:

- **Vision, Mission and Policies:** Both the INSPIRE vision of personalized, 21<sup>st</sup> century learning and its mission of facilitating optimum achievement for each student are supported by clear, consistent, and well-articulated policies governing the life of the school.
- **Highly Qualified Personnel:** INSPIRE teachers are Idaho-certified and qualified to teach in their subject areas and grade levels.
- **Educational Program:** The INSPIRE educational program is research-based and integrates the highest quality curriculum materials aligned to Idaho Achievement Standards.
- **Learning Environment:** The INSPIRE learning environment combines the personalization and safety of the student's home with the expansive, barrier-free world of technology, all structured to meet the learning needs of the student.
- **Continuous School Improvement:** The INSPIRE Learning Management System provides complete data on student performance to empower teachers to continuously improve their practice while equipping the principal and Governing Board to press for ongoing improvements in overall school operations.
- **Student Achievement:** INSPIRE's ultimate goal is to improve student achievement through personalized, data-driven instruction; highest-quality curriculum; and meaningful parent, family, and community involvement in each learner's progress.

**9. Describe the governance structure of the school, including the person or entity that shall be legally accountable for the operation of the school.**

The INSPIRE Governing Board will oversee the operation of the charter school and be legally accountable for its operations. The Board sets policy and hires contractors, including those providing the management, curriculum, technology and instructional services. Additionally, the Board is responsible for ensuring that all aspects of the financial and programmatic accountability systems fulfill INSPIRE's obligations to the Idaho Department of Education. The Board shall adopt all policies as required for the charter school program of INSPIRE.

**Board Meetings:** The Board will meet monthly on a uniform day of a uniform week, and its meeting in July in each year will be considered its annual meeting and annual budget hearing. Special meetings of the Board may be called by the chairman or by any two (2) members of the board and held at any time with appropriate notice as set forth in the organization's bylaws and in Section 33-510 Idaho Code. All meetings will take place in accordance with requirements of Idaho Code and charter school rules, including but not limited to the laws regarding interested parties and conflict of interest.

**Board composition:** The founding members of the Governing Board were selected in keeping with the bylaws and were seated by the incorporator. They shall, in selecting future Board members, ensure potential members are committed to the school's mission. In addition, the Board will evaluate the potential members' credibility and integrity within the community. INSPIRE will actively recruit Board members who have professional skills that complement or add to the existing Board composition. The Board will also consider members' professional, educational, and practical experience. At least one position is to be held by someone with expertise in education. In order to insure parental involvement in the governance of the school, at least one position will be the parent or guardian of a student enrolled in the charter school (or prospective student prior to the start of school operations). As provided in the bylaws, the initial Board members will vote on the above positions for new board members, with a majority required for acceptance.

**Board training:** In order to insure smooth operations and effective board practices, INSPIRE will develop Governing Board training procedures. These will include orientation, training and self-evaluation strategies. The INSPIRE Governing Board will be responsible for outlining and implementing a regular, ongoing program in these areas.

**Operating structure:** The operating structure of the school will be similar to a traditional educational environment with a school principal who will supervise administrative staff and teachers. The school principal will act according to the policies and procedures as approved by the Governing Board. The principal will also act in an information and advisory capacity to the board, and will be responsible for implementing board policies in the day to day operation of the school. All personnel decisions including hiring, firing and evaluations concerning the principal and the teachers will be the responsibility of the Governing Board.

#### **10. Describe the process to be followed to ensure parental involvement.**

Parent involvement is a centerpiece of the INSPIRE concept. Whether a parent's role is as a learning coach working daily with one or more students, or as someone providing insights and guidance to a learning coach, all parents/guardians will be intimately familiar with their child's progress on a day-to-day basis at INSPIRE. The Learning Management System ensures that all parents have access to complete data about their children's learning, and the human infrastructure of the school – the principal and teachers – place the highest premium on supporting the role of parents. The school offers ongoing training and support to help learning coaches carry out their important role while making optimum use of the available technology tools and professional teacher support to do so.

The opportunity for meaningful, intensive involvement in their children's education is part of what draws families schools like INSPIRE in the Connections Academy family, and research among participating families indicates a high level of satisfaction in this regard. On the most recent Parent Satisfaction Survey, more than 90% of parents graded the Connections Academy A or B (see Exhibit F).

In addition to involvement focused on their own children's learning needs, INSPIRE parents will have multiple opportunities to shape the overall school experience. They can volunteer to serve as Community Coordinators, arranging field trips and other face-to-face activities among INSPIRE families who live nearby. They may be selected to serve as a parent member of the Governing Board, or serve on ad hoc groups convened by the Governing Board to focus on particular issues such as community partnerships and neighborhood outreach. Parents may also choose to join the Connections Academy Families Association, a national group of Connections Academy parents that has become very active in ensuring that parents' voices are heard throughout the Connections Academy network of schools.

**11. Outline the qualifications to be met by individuals employed by the school.**

INSPIRE's instructional leader will be the principal. While this person has not yet been selected, the qualifications for the position are as follows:

- The INSPIRE principal will possess an advanced degree and an appropriate administrative credential as required by Idaho Board rules.
- A minimum of three years of management or administrative experience is required.
- A former principal or master teacher is ideal.
- The prospective principal must be technology literate and have good communication skills.
- Must be able to build consensus and inspire teachers to teach, students to learn and parents to engage in their child's learning while following the mission of the school.

The INSPIRE principal shall be offered a performance contract that includes provisions regarding the due process protections to be afforded to principals and the procedures for termination, which shall meet the minimum standards as specified by the Board.

The performance contract shall also include any performance criteria or goals negotiated between the INSPIRE governing body and the principal.

The performance contract will augment the standard contract approved by the State Board of Education.

**Teachers:** INSPIRE will have one teacher for every 50 students, with whom they will work one-on-one via telephone, email, group chat, and other means. To be hired at INSPIRE, teachers will be required to possess:

- An appropriate Idaho teaching credential.
- A Bachelor's degree.
- A minimum of three years teaching experience.
- Certification that they are highly qualified for the assigned grades/subject matter.
- Skills in teaching a standards-based curriculum and incorporating innovative approaches to instruction.
- Good communication skills.
- Technology literacy.

Special attention will be paid to applicants who have experience in individualized instruction, virtual teams and distance education. Teachers with certification in reading and mathematics, as well as those qualified to teach ESL, will also be given special attention.

At least one teacher will have certification in Special Education in accordance with all Idaho requirements.

- 12. Include provision that ensures all staff members will submit a criminal history check fingerprint card to the Office of Certification at the State Department of Education.**

The INSPIRE Governing Board and principal will ensure that all INSPIRE staff members, including the principal, will submit a criminal history check fingerprint card to the Office of Certification at the Idaho State Department of Education, as required by Idaho Code §§ 33-130 and 33-5210(4)(d).

**13. A statement that all teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.**

All INSPIRE teachers and administrators including the principal, will be employed by the charter school under written contract with the school in form as approved by the Governing Board and the Superintendent of Public Instruction, conditioned upon a valid certificate being held by such professional personnel at the time of assuming their duties . All certificated employees will be employed by the Governing Board as required by Idaho Code § 33-5206(4) and all personnel actions concerning teachers and administrators including the principal, will be the responsibility of the Governing Board.

#### **14. Include procedures to ensure health and safety of students and staff.**

**Immunization/Medical Records Information:** All enrolling INSPIRE students and staff will provide records documenting immunizations to the extent required by law. In addition, each enrolling family will provide the school with contact information for its primary care physician as well as information about its health insurance coverage for use in handling student health emergencies.

**Facility safety:** The INSPIRE teaching center will be housed in a facility that has received state fire marshal approval. The facility will comply with the Americans with Disabilities Act access requirements, and with other applicable health and building code requirements. The school will maintain all appropriate facility compliance documents on file, and will make these documents available upon request.

**Other health and safety policies:** Prior to commencing instruction, INSPIRE will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with the school's insurance carriers and following review of state policies. They will, at a minimum, address and/or include the following topics:

- Policies and procedures for response to natural disasters and emergencies.
- Policies relating to preventing contact with blood-borne pathogens and providing training to employees on such prevention.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent and/or hold current certificates in emergency response.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A policy regarding health screenings for student, such as vision, hearing, etc.
- Policies regarding visitors to the school facility, and other school security issues.
- Policies to insure the school is in compliance with federal sexual harassment prevention guidelines and is maintaining a learning and work environment that is free from sexual harassment.

All of the school's Health and Safety policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and Governing Board policies.

All Health and Safety policies approved by the Governing Board will be submitted to the Idaho Public Charter School Commission upon approval by the Governing Board.

**15. Describe admission procedures, including provision for over-enrollment, which specify equitable selection processes for the initial year, as well as subsequent years of operation. In addition, include enrollment capacity of the charter school.**

As a virtual charter school, INSPIRE's enrollment capacity is quite flexible, technically limited only by parent demand and by the availability of highly qualified teachers. However, because INSPIRE will place a high priority on quality of service to its students, it has established enrollment goals for each year. In any given year, if applications for admission by the enrollment deadline exceed that year's projected enrollment goal by more than 50%, the Governing Board may vote to put into place the fair and equitable selection process, including admissions preferences, described below.

Enrollment goals for each of the first five years of school operation are:

Year 1 (2005-06)	520
Year 2 (2006-07)	1,040
Year 3 (2007-08)	1,560
Year 4 (2008-09)	2,080
Year 5 (2009-10)	2,925

INSPIRE admission procedures are proposed as follows, in keeping with IDAPA 08.02.04, Section 203.

**Enrollment Opportunities:** INSPIRE will provide enrollment opportunities to students throughout Idaho following the procedures outlined in Element 17, below, which conform with the requirements of IDAPA 08.02.04, Section 203.02.

**Enrollment Deadline:** Each year, an enrollment deadline will be established, and all outreach activities will begin at least three months prior to that deadline.

**Requests for Admission:** To apply for enrollment for their children, parents must complete a simple application form that conforms to the requirements of IDAPA 08.02.04, Section 203.04. Applicants are encouraged, but not required, to attend informational sessions prior to enrolling in INSPIRE. INSPIRE will conduct multiple Information Sessions for families in Spring and Summer 2005, following approval of the charter. These sessions will be held in different parts of Idaho to assure that families from a variety of communities are able to attend. INSPIRE will use these sessions to provide a complete array of information about its program, including its curriculum, teaching methods, technology resources and testing requirements.

Many families may visit the website ([www.connectionsacademy.com](http://www.connectionsacademy.com)) or call the toll-free information line (800-382-6010) to learn about INSPIRE. The website contains information about the proposed charter school, its Personalized Performance Learning approach, and its curriculum. The site also contains a regularly updated set of Frequently Asked Questions

and their answers. When the charter has been approved, the site will be expanded to include application information and procedures, the INSPIRE School Handbook, and other useful tools for prospective students and their families.

Through its recruitment/marketing and application guidance activities, INSPIRE will disclose full details about its program and encourage families to carefully consider its academic and parental involvement demands before applying. INSPIRE will also provide tools (such as an online self-quiz and contact with a Connections Academy education counselor if desired) to help parents decide whether INSPIRE is truly the right fit for their children and themselves.

To finalize their enrollment, parents complete all enrollment and placement activities in a timely and complete fashion. This includes signing all necessary school-family agreements (such as the sample Parent/Learning Coach Agreement, Exhibit G). INSPIRE families will have the opportunity to receive extensive training prior to the start of the school year. This is particularly important for families whose children have only been in a public school setting or for those who have had limited exposure to technology. The training includes a thorough orientation to the Learning Management System and practice lessons for the students. Families also receive a book on virtual schooling that provides guidelines on everything from setting up a classroom in the home to how to handle more than one student.

**Admission Preferences:** INSPIRE will not discriminate against pupils on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities, including its admissions policies and procedures. INSPIRE will establish admission preferences and priority of preferences for initial and subsequent years as permitted in IDAPA 08.02.04, Sections 203.05-07, as follows:

- **Priority of Preferences for Initial Enrollment:** In Year 1 of INSPIRE, preferences will be given first to children of founders, if any, limited to no more than 10% of initial capacity; "founders" shall be defined as the founding group members listed on the Articles of Incorporation as well as initial members of the Governing Board. Second priority will be given to siblings of students selected by through the equitable selection process described below. Third priority will be given to students selected through the equitable selection process described below. (As a virtual charter school, INSPIRE has the entire state of Idaho as an "attendance area," so no meaningful preference can be given for attendance area residence.)
- **Priority of Preferences for Subsequent Enrollment Periods:** In Years 2 and beyond, enrollment preferences at INSPIRE shall go first to returning pupils, second to children of founders, third to siblings of enrolled pupils, and fourth to students selected through the equitable selection process described below.

**Proposed Attendance List:** Each year, as recommended in IDAPA 08.02.04, Section 203.08, INSPIRE will maintain a proposed attendance list containing the names of all prospective students on whose behalf a request for admission was timely received by the school. The list of names will be separated by grade level, with columns designating the admissions preference status of each student (c.g., "A" for returning student preference, "B" for founder's preference, "C" for sibling preference).

**Equitable Selection Process:** In any given year, should the number of applications to INSPIRE exceed the school's enrollment goals by more than 50%, the Governing Board may vote to implement a lottery to ensure an equitable and impartial selection process. The lottery will follow the model process set forth in IDAPA 08.02.04, Section 203.09. The Governing Board will select an independent organization – a “third, neutral party” as recommended in the model process – to conduct and oversee the lottery at a separate and accessible location at least 30 days prior to the start of school. Families of applicants will be invited but not required to attend. During the lottery, the model selection process will continue until the entire applicant pool has been exhausted. First, the open position candidates will be assigned, following the preferences outlined above, and then a waiting list will be generated.

Results of the lottery will be certified as “true and correct” by the organization conducting the lottery within 24 hours of the event, and posted prominently on the INSPIRE website. Persons contesting the lottery results, on whatever grounds, will have 48 hours to present a letter specifically detailing their concerns. The INSPIRE Governing Board will consider all written protests and will make a determination as to whether to repeat the lottery or proceed with the original results.

Applicants on the “accepted” list will be notified by mail within five (5) business days following the final certification of lottery results, and parents will have ten (10) days in which to sign a commitment letter to indicate the pupil will attend the school. If the signed commitment letter is not returned within the allotted period of time, enrollment at INSPIRE will be offered to the next student on the waiting list, whose parents will have five (5) business days in which to respond with a signed commitment letter. As vacancies arise during the school year, enrollment opportunities will continue to be offered to those on the waiting list in a similar fashion.

The processes by which waiting lists are developed and maintained annually are described in Element 16, below.

**16. A statement describing how waiting lists will be developed and renewed annually.**

As described in Element 15, above, the INSPIRE Governing Board may decide to conduct a lottery for admission (following the model procedures set forth in IDAPA 08.02.04, Section 203.09) in any year in which the number of prospective exceed the enrollment goal by more than 50%. Each year's lottery will generate a waiting list following the enrollment preferences outlined above.

During any given school year, vacancies created by students leaving INSPIRE shall be filled from the waiting list. Enrollees selected from the waiting list will be notified by mail and will have five (5) business days in which to respond with a signed letter of commitment.

The waiting list for a given school year shall not roll over to the next school year; a new selection list and waiting list will be generated each year in which the Governing Board determines that the number of prospective students requires implementation of the equitable lottery process.

**17. Describe the manner in which citizens residing in the compact and contiguous attendance area of the charter school will be made aware of enrollment opportunities.**

As a virtual charter school, INSPIRE has an attendance area that covers the entire state of Idaho. INSPIRE will actively recruit families that represent the full cultural, demographic and socioeconomic range of Idaho communities. To do so, INSPIRE will use a variety of means to inform families about its services and provide them an opportunity to enroll, including:

- **Direct mail:** After approval of the charter, INSPIRE will conduct one or more direct mail campaigns announcing the school to families with children throughout Idaho. In a typical mailing, INSPIRE will send out a postcard inviting parents to attend an Information Session (see below), visit the website, and/or contact the call center. INSPIRE may also use electronic mail to supplement its physical mail campaign.
- **Information sessions:** INSPIRE will conduct multiple Information Sessions for families in Spring and Summer 2005, following approval of the charter. These sessions will be held across Idaho to ensure that families from a variety of communities are able to attend. INSPIRE will use these sessions to provide a complete array of information about its program, including its curriculum, teaching methods, technology resources and testing requirements.
- **Web site:** INSPIRE will launch and maintain a website ([www.connectionsacademy.com](http://www.connectionsacademy.com)) that contains information about the proposed charter school, its Personalized Performance Learning approach, and its curriculum. The site also contains a regularly updated set of Frequently Asked Questions and their answers. When the charter has been approved, the site will be expanded to include application information and procedures, the School Handbook, and other useful tools for prospective students and their families.
- **Telephone/e-mail information service:** INSPIRE has launched and will maintain a toll-free information line (800-382-6010) and an email information service ([info@connectionsacademy.com](mailto:info@connectionsacademy.com)) to answer parents' questions about the contract school.
- **Community and youth services partnerships:** As part of its outreach process, INSPIRE will provide information about the school to community, family, and youth-serving organizations such as Boys and Girls Clubs; reach out to residential facilities; and seek partnerships with parent groups, health-related organizations; and organizations for young performers and athletes.
- **School district referrals and outreach:** INSPIRE will take every opportunity to brief school administrators and guidance personnel on INSPIRE as an alternative for students

who might benefit from individualized instruction in a non-classroom setting.

- *Media outreach:* INSPIRE will make limited use of paid media, primarily advertisements in community newspapers and radio service announcements, but will take full advantage of the local media's interest in promoting community events relevant to Idaho residents in order to inform parents about INSPIRE informational sessions and to raise awareness of the school.

In future years, current INSPIRE parents will play a leading role in serving as a source of information about the school and referring other families.

**18. Describe the manner in which the annual audit of financial and programmatic operations is to be conducted.**

INSPIRE will undergo an annual audit of both its finances and its program.

As described more fully in Element 29, INSPIRE will be seeking to contract with an education management organization that provides the Connections Academy curriculum, has significant experience in supporting virtual schools nationwide, and is in good standing with all regulatory authorities concerning its financial management services. Timely annual audits conducted by outside auditors will be a key element required by the management contract.

The INSPIRE Governing Board will designate one of its members as the board treasurer who will work closely with the management organization to review the financial statements, authorize payments and report monthly to the board. The board will also appoint an audit committee and will engage a local auditor who will review the financials on a periodic basis and will also issue a final year end audit report.

In addition, the INSPIRE Governing Board will appoint a program audit committee which will engage an independent evaluator to audit the INSPIRE program on an annual basis. INSPIRE hopes to arrange for such evaluation services from an Idaho-based institution of higher education.

The results of both the financial and program audit will be reported to all INSPIRE stakeholders, including parents, the Idaho Department of Education, the Idaho Public Charter School Commission, and the community, as part of the school's annual report.

## 19. Outline procedures for suspension, expulsion and re-enrollment of students.

INSPIRE understands that it is responsible for ensuring a safe school environment. Furthermore, it expects all students enrolled in INSPIRE to accept responsibility for their actions and behavior. Appropriate conduct is expected of all students at INSPIRE. The student's code of conduct, summarized below, will be explained in the school Handbook () and includes steps to be followed in the event of misbehavior.

**Discipline, Suspension and Expulsion Policies:** The description below is provided as an initial guideline. The INSPIRE Governing Board will adopt comprehensive discipline, suspension and expulsion policies which will be in accordance with students' rights and with Section 33-205, Idaho Code and any other applicable law, including compliance with due process hearing provisions. The discipline policies will be developed to identify the types of conduct subject to discipline, to offer an opportunity for a hearing in which the student may present evidence to defend his/her actions, and, finally, to offer the student a forum in which to appeal an adverse decision. The School Handbook and the discipline policies will be approved by the INSPIRE Governing Board and will be reviewed at least once every three (3) years, more often if necessary. The Governing Board will review the policies to be sure they are within all current legal guidelines and are consistent with the school's mission and educational program.

**Suspension:** The INSPIRE principal may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of the school. Violations that may lead to suspension include, but are not limited to, the following breaches of conduct, whether committed electronically or in person:

- *Cheating on tests or daily work:* A student who knowingly participates in copying, using another student's work and representing it as his or her own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers or answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- *Abusive conduct:* A student who uses or engages in using abusive language or conduct in the presence of others in person or electronically.
- *Vandalism:* A student who intentionally damages or destroys school property or records (physical or electronic). In these instances the school reserves the right to contact the proper law enforcement agency.
- *Theft and robbery:* A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances the school reserves the right to contact the proper law enforcement agency.
- *Sexual harassment:* A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.

- *Harassment/bullying:* A student who singles another out with antagonistic and threatening behavior, whether online or in person.

***Due Process for Suspensions:*** Prior to suspending any student, the principal shall grant an informal hearing, convened with the student, parent/guardian, school principal and other staff members as appropriate, on the reasons for the suspension and the opportunity to challenge those reasons. At this hearing, the student and parent/guardian will be informed by the school principal of the charges. Should the student not admit to the charges, he or she will be provided an explanation of the evidence. The student will be provided with an opportunity to present his or her version of the occurrence. If the school principal determines that the occurrence justifies suspension, the student and parent/guardian will be informed and written notice will be sent to the student and parent/guardian. Students and parents/guardians will also be notified in writing of their rights.

***Duration of Suspensions:*** A temporary suspension shall not exceed five (5) school days in length; and the head of school/superintendent may extend the temporary suspension an additional ten (10) school days. Provided, that on a finding by the Governing Board that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare or safety, the Governing Board may extend the temporary suspension for an additional five (5) school days. Any pupil who has been suspended may be readmitted by the principal who suspended him upon such reasonable conditions as said principal may prescribe.

***Board Notification:*** The INSPIRE Governing Board shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

**Expulsion:** The Governing Board may deny enrollment, or may deny attendance at INSPIRE by expulsion, to any pupil who is an habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Specific violations by INSPIRE students that may lead to expulsion include:

- *Weapon or firearm:* The school shall expel from school for a period of not less than one (1) year, twelve (12) calendar months, or may deny enrollment to, a student who has been found to have carried a weapon (including a bomb or explosive) or firearms on school property or at any school sponsored event in this state or any other state, except that the Governing Board may modify the expulsion or denial of enrollment order on a case-by-case basis.
- *Controlled substances:* Possession of or sale of controlled substances or paraphernalia at the school or at any school-sponsored event.
- *Criminal behavior.*
- *Arson.*

***Due process for Expulsions:*** If charges are brought against a student, which could result in an expulsion, the Governing Board will convene a formal expulsion hearing

which will include the student, parent/guardian, school principal, and other staff members as appropriate, presided over by a hearing officer (a neutral professional with experience in school discipline issues engaged as needed by the school for this purpose). No pupil shall be expelled nor denied enrollment without the Governing Board having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the Board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Governing Board shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the Board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the Governing Board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

**Students with Disabilities:** Discipline of students with disabilities shall be in accordance with the requirements of Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504), the Individuals with Disabilities in Education Act, 20 U.S.C. 1400 et. seq. (IDEA), the American with Disabilities Act, 42 U.S.C. 12101 et. seq. (ADA). An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency if there is an alleged violation of law.

**Data Reporting on Suspensions and Expulsions:** The school will include data on suspensions and expulsions in its annual performance report to the Idaho Department of Education and the Idaho Charter School Commission.

**20. Include provision that ensures all staff members will be enrolled in and covered by Public Employee Retirement System, Federal Social Security, Unemployment Insurance/Worker's Compensation Insurance.**

INSPIRE intends to attract and retain the highest-quality staff, and its employee benefits will reflect this intention. Among other benefits, INSPIRE staff will participate in:

- a. **Public Employee Retirement System (PERSI):** All eligible INSPIRE staff will be enrolled in PERSI, and the school will coordinate such participation, as appropriate, with the Social Security system or other reciprocal systems in the future. INSPIRE will make appropriate arrangements with the Idaho Department of Education to insure proper reporting of required payroll deductions and related data to the appropriate agencies. The school may also explore other retirement alternatives if feasible and if so directed by the Governing Board.
- b. **Federal Social Security:** As noted above, INSPIRE staff will have the same participation in Federal Social Security as do other Idaho public school employees.
- c. **Unemployment Insurance/Worker's Compensation Insurance:** INSPIRE staff will be covered for unemployment and worker's compensation, with all appropriate payroll deductions and reporting handled by the school.

**21. Include a public school attendance alternative for students residing within the school district who choose not to attend the charter school.**

As a charter school seeking original approval by the Idaho Charter School Commission, INSPIRE will not be authorized by or otherwise connected to any individual Idaho school district. However, as a statewide virtual charter school, INSPIRE will be a school of choice for students in every district. Each of these students will also have the choice to attend his or her local public school and/or an available public brick-and-mortar charter school rather enrolling in INSPIRE.

**22. Describe the transfer rights of any employee choosing to work in a charter school, and the right of this employee to return to any non-charter school in the district.**

As a statewide virtual charter school seeking approval by the Idaho Charter School Commission, INSPIRE will not be authorized by or otherwise connected to any individual school district. Therefore, the transfer and return rights of district teachers are not within INSPIRE's purview.

**23. Include provision that ensures that the staff of the charter school shall be considered a separate unit for purposes of collective bargaining.**

The INSPIRE staff will be considered its own unit for purposes of collective bargaining, should the staff choose to pursue a collective bargaining agreement.

**24. Outline procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.**

The Idaho Public Charter School Commission and the Board of Directors of INSPIRE will resolve disputes relating to the provisions of this charter by following procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the State Board of Education, including a notice of defect and submission of a corrective plan of action.

## **25. Outline provisions for how special education services will be provided.**

INSPIRE is committed to serving children with disabilities whether such children are currently or newly identified as disabled. The INSPIRE teaching staff will include at least one appropriately certified special education teacher, and together with the Connections Academy's Special Education Director and staff – who possess extensive experience in providing support and services to children with disabilities using the virtual school instructional model – INSPIRE will be able to effectively meet the needs of special learners.

As a public school INSPIRE shall, through its policies and procedures, comply with all applicable requirements of the Individuals with Disabilities Act, 20 U.S.C. 1400 et. Seq. (IDEA), and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504). INSPIRE will provide a free appropriate public education (FAPE) to children with disabilities, including, but not limited to, identifying, evaluating, planning educational programs, conducting IEP team meetings, arranging for the provision of any necessary related services through charter school staff and contractual arrangement with local school districts or private providers, and implementing placements in accordance with those Acts. To ensure that INSPIRE's special education services are in keeping with Idaho best practices, the INSPIRE Governing Board will review and adopt the *Idaho Special Education Manual, September 2001* (and any future updates of this manual) as its special education policy.

Specifically, INSPIRE will provide special education services as follows.

### **a. Identification/Evaluation**

- **Coordination/Location:** INSPIRE will designate one staff member as its Child Find coordinator, who together with Connections Academy special education staff will conduct Child Find coordination and location activities. These activities shall include coordination with appropriate state and local organizations and agencies, as well as ensuring public awareness both inside and outside the INSPIRE community through outreach each fall about INSPIRE special education services and procedures.
- **Screening:** The INSPIRE principal and special education staff, together with the Connections Academy special education team, will regularly review assessment results and other data to identify any possible special education needs among INSPIRE students.
- **Prereferral:** The INSPIRE staff will form a Child Study team consisting of teachers, special education teacher, principal, and Connections Academy specialists to handle all prereferrals, which may be made by teachers, parents, or others. The Child Study team will determine if the student's needs can be met through curriculum modifications and interventions or if a formal referral for special education evaluation is warranted. If the former, the teacher then implements and documents suggested modifications, lesson adaptations, and alternative instructional strategies, as well as the student's level of success with each.

- Referral: If the Child Study team suspects that a student requires special educational services, the following procedures are implemented:
  - The INSPIRE teacher consults with the principal and Connections Academy Special Education Director to complete an official special education referral. The parent is notified of this referral.
  - Parental consent for the student evaluation is obtained and the appropriate evaluations are arranged. Parents are sent a copy of *Procedural Safeguards*.
  - Parent is invited to the interdisciplinary Child Study team meeting to review the assessment results. The team determines if the student has a disability and which least-restrictive special education services are required.
  - Individualized Education Plan (IEP) meeting is scheduled – at the INSPIRE office, at another mutually agreeable site, or by telephone – and the parents are invited to attend. IEP goals are formulated with parental consent.
  - IEP is implemented.

**b. Programming**

Since INSPIRE is a program focused on individualization, flexibility and personalization it is often a very good fit for students with special needs. INSPIRE can be an appropriate setting for students with special needs by providing:

- 1:1 individualized instruction
- A team of adults focused on student success
- Ongoing consultation with special educators and certified teachers to assist with adapting and modifying assignments to meet specific student needs
- Personalized Learning Plans
- A safe and directed environment
- Reduced environmental distractions
- Frequent progress checks, evaluations and reports
- Flexible schedule that allows for students to move at their own pace
- Ability to separate academics from socialization
- Recommendations for/provision of software (e.g., keyboarding or speech recognition software) to facilitate communication, organization and skill development and to address special needs.

These factors, along with the presence of a caring and committed adult – the learning coach – enable the regular INSPIRE program to provide programs for the large majority of students with special learning needs in the least restrictive environment as required by the *Idaho Special Education Manual, September 2001*. This is accomplished through the implementation of specific instructional approaches and learning strategies via a consultative service model, an approach that is already successfully demonstrated in other virtual schools. With specific guidance and specialized consultation from a certified special educator, learning coaches are able to utilize specific strategies and deliver individualized instruction in a much more personalized manner than is possible in many other settings. This model requires good communication between the special educator, the learning coach, and the student, but proves to be highly effective for students that require individualized instruction.

Some students also have specific needs that will require additional direct services (such as speech and occupational therapy, etc.). If it is determined that INSPIRE is a good educational fit for these students, INSPIRE will work with local school districts and other service providers to secure the services mandated by the IEPs (refer to 26d, Services, below for more information on securing related services).

**c. Individual Education Plans (IEP)**

- i. Development: See above.
- ii. Review: All families applying to INSPIRE must disclose if their child has an IEP in place. During the enrollment process INSPIRE will review the existing IEP and take one of the following actions:
  - The IEP already reflects a virtual environment, and the student continues through the enrollment process with the existing, compliant IEP.
  - The INSPIRE special education staff feels the student's needs can be appropriately met in the least restrictive environment in a virtual setting, but the IEP does not reflect such a placement. The student continues with the enrollment process, and within the first 90 days of school an IEP conference is held by the INSPIRE team to revise the IEP and document the student's official change of placement.
  - The IEP does not reflect a virtual placement, and the INSPIRE special education staff does not feel that the student's needs will be appropriately met in the least restrictive environment with a virtual setting. INSPIRE refers the student back to his or her current school/resident district to secure a setting in which the IEP can be effectively implemented.

To support enrolled students with IEPs in an ongoing manner, INSPIRE will:

- Provide Annual Reviews of the IEP including a review of student progress within the existing IEP, creation of new IEP goals; and obtaining parent consent for and approval of new IEP.
- Provide a qualified administrator to oversee IEP meetings.
- Participate in Tri-annual Reviews, in which students are formally reassessed every three years

In order to make efficient use of staff resources, IEP meetings may be held at the INSPIRE office, at another mutually agreeable site, or by telephone. Specific arrangements will be made on a case-by-case basis and will be in accordance with all applicable law

- iii. Revision: See above.

**d. Services**

Although most special education services can be delivered within INSPIRE's consultative model (as described in 26b above), the school also provides a variety of additional related services to students with special needs. In accordance with each student's IEP, INSPIRE will secure any IEP-mandated related services by contracting with local school districts or private service providers. Such services may include, but are not limited to, speech-language therapy, occupational therapy, or even specialized direct resource instruction (if specifically required by the IEP). The school then facilitates arrangements between the

families and service providers to ensure that proper scheduling, facilities use, and consistent student attendance occurs. Such service models have been successfully implemented by existing virtual schools in Idaho and by Connections Academy virtual schools in other states, as evidenced by sample contracts in Exhibit H.

Specific services will be arranged once the INSPIRE charter has been approved and the actual needs of enrolled INSPIRE students have been determined based on IEP review. However, the INSPIRE team has had initial discussions with selected school districts around Idaho to begin assessing where services may be available through districts and where private arrangements will need to be made. In these initial discussions, for example, Boise School District and Coeur D'Alene School District have both confirmed their interest in and ability to provide services to INSPIRE students on a contract basis. Idaho Falls School District has indicated that it cannot provide such services itself, but has referred the INSPIRE team to a credible private provider in the area from whom services can be contracted. Based on the specific needs of enrolled students, the INSPIRE and Connections Academy special education staffs will conduct similar discussions with both school districts and private providers in the immediate geographic area of each student in need of services, and expects to execute contracts similar to those shown in Exhibit H.

#### **e. Discipline Policy**

As noted above, the INSPIRE Governing Board is expected to adopt the *Idaho Special Education Manual, September 2001* (and any future updates of this manual), including its discipline provisions, as its special education policy.

Discipline of students with special needs is also described in Element 19, above.

#### **f. Budget**

INSPIRE will have LEA status for purposes of seeking federal funding, a significant portion of which will be sought for special education services. From Year 1 forward, INSPIRE intends to have at least one teacher on staff who has special education certifications, and will be fully supported by the Connections Academy Director of Special Education. As enrollment grows, the school may employ one or more local specialists who will coordinate IEP development, review and revisions and assist teachers in making necessary curriculum modifications.

The budget projection on the following page provides INSPIRE's estimated special education costs, based on an assumption of 12% of total ADA classified as special education with a distribution of specific special education needs based on experience in other Connections Academy schools of similar size.

**ESTIMATED BUDGET FOR SPECIAL EDUCATION**

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment - Total	520	1,040	1,560	2,080	2,925
ADA (95% attendance)	494	988	1,482	1,976	2,779
Special Education Enrollment	59	119	178	237	333
<b>SPECIFIC NEEDS – ANTICIPATED NUMBER OF STUDENTS (based on Connections Academy schools nationally)</b>					
Autism	1	2	3	3	5
Emotionally Impaired	6	12	18	24	34
Gifted	2	3	5	7	10
Hearing Impaired	1	2	3	3	5
Mental Retardation	3	5	8	10	15
Multiple Disabilities	1	2	3	3	5
Other Health Impaired	1	2	3	3	5
Physical Disability	2	3	5	7	10
Specific Learning Disability	37	73	110	146	206
Speech/Language	6	12	18	24	34
TBI	1	2	3	3	5
<b>COST OF SERVICES (based on Connections Academy schools nationally)</b>					
Autism	\$ 16,379	\$ 32,757	\$ 49,136	\$ 65,515	\$ 92,130
Emotionally Impaired	\$ 86,348	\$ 172,697	\$ 259,045	\$ 345,393	\$ 485,709
Gifted	\$ 17,435	\$ 34,871	\$ 52,306	\$ 69,741	\$ 98,074
Hearing Impaired	\$ 13,944	\$ 27,888	\$ 41,832	\$ 55,776	\$ 78,434
Mental Retardation	\$ 39,334	\$ 78,668	\$ 118,002	\$ 157,336	\$ 221,254
Multiple Disabilities	\$ 17,520	\$ 35,040	\$ 52,560	\$ 70,079	\$ 98,549
Other Health Impaired	\$ 11,515	\$ 23,030	\$ 34,545	\$ 46,061	\$ 64,773
Physical Disability	\$ 26,139	\$ 52,278	\$ 78,417	\$ 104,556	\$ 147,032
Specific Learning Disability	\$ 386,572	\$ 773,144	\$ 1,159,716	\$ 1,546,287	\$ 2,174,467
Speech/Language	\$ 66,870	\$ 133,739	\$ 200,609	\$ 267,478	\$ 376,141
TBI	\$ 14,421	\$ 28,841	\$ 43,262	\$ 57,683	\$ 81,117
<b>Total Cost of Special Ed</b>	<b>\$ 696,476</b>	<b>\$ 1,392,953</b>	<b>\$ 2,089,429</b>	<b>\$ 2,785,905</b>	<b>\$ 3,917,680</b>
<b>Regular Per Pupil Funding (est. \$5,000 per student)</b>	<b>\$ 296,400</b>	<b>\$ 592,800</b>	<b>\$ 889,200</b>	<b>\$ 1,185,600</b>	<b>\$ 1,667,250</b>
<b>Special Education Funds Required</b>	<b>\$ 400,076</b>	<b>\$ 800,153</b>	<b>\$ 1,200,229</b>	<b>\$ 1,600,305</b>	<b>\$ 2,250,430</b>

**g. Transportation**

It is anticipated that many INSPIRE special education students will require modified curriculum and instructional strategies to meet their IEPs, which means that their transportation needs will be limited to bringing the school services to their homes via technology. For students who require outside services, such as speech therapy or occupational therapy, INSPIRE will arrange for these services to be provided within convenient driving distance of the students' homes; parents will be expected to provide transportation to these services, with reimbursement for mileage available from the school consistent with Idaho Code § 33-1503. If parents are unable to provide necessary transportation due to economic need or other circumstances, INSPIRE will work with the family to provide for alternative transportation (such as appropriately insured and certified local medical van service). Estimated transportation costs are included in the budget above.

**26. Describe the manner in which gifted and talented students will be served including a plan for identification and service.**

INSPIRE will use its placement process, parent input, and teacher observation to identify gifted and talented students, which as defined in IDAPA 08.02.03.999 and Idaho Code 33-2001 are those students "possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities."

INSPIRE's Personalized Learning approach will ensure that gifted and talented students are provided with the most appropriate curriculum, pacing, and teaching approach from day one. INSPIRE teachers work closely with Connections Academy curriculum specialists and learning coaches to assure a steady flow of enrichment activities for these students.

In the INSPIRE virtual environment, students are able to work significantly above grade level and pursue their special talents and interests without fear of ostracism or other negative social repercussions that gifted students sometimes face in a more traditional school setting.

**27. Describe the manner by which Limited English Proficiency services will be provided.**

INSPIRE will utilize required criteria and procedures to identify students who are Limited English Proficiency (LEP) and meet their learning needs.

During the enrollment process, the parents of all incoming INSPIRE students will be asked to indicate the language(s) spoken in their home; Connections Academy enrollment counselors may also inquire about language learning needs while facilitating completion of the enrollment process for incoming families. Students who are identified through this process as possibly needing language assistance will be tested using a standardized English language proficiency test such as Language Assessment Scales or the Language Proficiency Testing Series to verify the need.

INSPIRE anticipates that a portion of its LEP students can be very effectively served by the basic INSPIRE program. The individualized pace of the program allows students to move more quickly through subjects where language is not a factor and spend more time on reading and writing activities. A Connections Academy curriculum specialist with LEP/ESL training is available to work with INSPIRE teachers, learning coaches and students to adapt the core material for LEP students and provide appropriate supplemental resources, including various technologies that can facilitate language acquisition.

To meet the needs of LEP students with less English speaking proficiency, Connections Academy will deploy a more comprehensive English as a Second Language (ESL) instructional approach, including adapted materials for students and parents and special training for teachers certified to teach ESL. Additional services may be provided through programs already in place for public school students.

**28. Describe facilities to be used by the school.**

As a virtual charter school, INSPIRE will not require a physical facility for day-to-day learning. Students will work from the setting of their families' choice, such as the home or a supervised community location.

INSPIRE does anticipate leasing permanent office space to serve as a "teaching center" where administrative and teaching staff will work and where families may periodically meet with staff and use school resources. The facility selected will be in an attractive and safe area in the Boise metropolitan area (possibly on the campus of Boise State University) providing good access for administrators and teachers and any students or parents who visit the school. The facility will have a certificate of occupancy, be air-conditioned, heated and illuminated with fluorescent lights, provide male and female bathrooms and parking, will be handicapped accessible, and will be fully equipped with sprinklers and other fire safety equipment.

The facility will provide the necessary infrastructure to support the required computer network. Should there be a need for further renovations, they will be made in compliance with applicable building and safety codes and will be completed prior to the beginning of the school year.

The INSPIRE budget includes funds for lease of such a facility, estimated at current market prices. INSPIRE has also included a budget provision for contracting for cleaning service for its administrative offices. Facility maintenance will be the responsibility of the commercial space provider.

**29. Outline the manner in which administrative services of the school are to be provided.**

INSPIRE intends to contract with an educational management organization that has a proven track record in providing administrative support services to virtual public schools across the nation and that also provides the Connections Academy curriculum and technology services described above.

All contracting will be conducted by the Governing Board consistent with the provisions of Idaho Code §§ 33-601 and -507, as well as all Idaho statutory provisions regarding conflict of interest and ethical provisions. The Governing Board will execute a detailed management contract with the selected educational management organization, which will be expected to provide a complete range of services from coordination of school start-up activities, recruiting of staff for Governing Board approval, planning and coordination of student outreach/marketing, grant-writing, financial and payroll management, human resources management, and facilitation of financial and program audits.

The management contract will detail those services which the management organization will provide directly and those services for which it will serve as a payment agent for the Governing Board. The contract will also include specific terms for performance by the management organization and a process by which the contract can be terminated for non-performance or breach.

The contracted management organization will present a summary of each charge every month, provide monthly financial statements as outlined in the financial statement section and will also provide an updated annual forecast to the Governing Board at each of its meetings.

All certificated employees will be hired by the Board and will be employees of INSPIRE. In general all classified employees will be employees of INSPIRE. In employing these individuals, the Board will be in strict compliance with Idaho Code §§33-513, -514, -514A, -515, -515A, -516, -517-517A and -518.

**30. Describe potential civil liability effects upon the school and upon the district.**

As a public charter school, INSPIRE has the same civil liability as a traditional public school district, and its employees, trustees and officers shall enjoy the same immunities as employees, trustees and officers of traditional public school districts and other public schools. INSPIRE will have appropriate insurance coverage for such liability (see Exhibit I).

INSPIRE is seeking its public charter school authorization from the Idaho Charter School Commission, which shall have no liability for the acts, omissions, debts or other obligations of a public charter school, except as may be provided in the charter. No local public school district shall have liability for INSPIRE's acts, omissions, debts or other obligations.

**31. Include documentation of organization under the Idaho Nonprofit Corporation Act.**

See Exhibit B, Articles of Incorporation and initial Bylaws.

**32. Include documentation regarding insurance for liability and property loss.**

See Exhibit I for certificate of insurance documenting coverage for INSPIRE and the State Board of Education for liability and property loss.

INSPIRE will also purchase insurance for Errors and Omissions as recommended in Idaho Code, Section 33-5204(2). Funds for this insurance coverage are included in the budget line item for liability insurance.

**33. Describe the manner by which eligible students from the charter school shall be allowed to participate in dual enrollment in non-charter schools within the District as provided for in Chapter 2, Title 33, Idaho Code.**

According to Title 33, Section 203 of the Idaho Code, the parent or guardian of a child of school age who is enrolled in a public charter school shall be allowed to enroll the student in a public school for dual enrollment purposes.

Since the INSPIRE program is full-time and provides a comprehensive, integrated curriculum, it is anticipated that such requests will be for supplementary and enrichment courses, and will be handled by INSPIRE on a case-by-case basis.

INSPIRE will establish a clear policy and procedure by which INSPIRE students may request dual enrollment and by which INSPIRE will work out financial arrangements with the public school district(s) in which its students may dual-enroll.

**34. Describe the compact and contiguous attendance area of the charter school.**

As a virtual charter school, INSPIRE will serve the entire state of Idaho. See Element 17 for a discussion of how INSPIRE will inform families in every region of the state about enrollment opportunities at the school.

**35. Outline transportation services for students, including estimated first year cost.**

Students at INSPIRE will not require transportation services for regular school activities. INSPIRE expects to collect "transportation equivalent" funds to cover the cost of transporting the virtual charter school to all of its students as provided for in SB 1443 passed in 2004, but will include such funding in its budget only pending consultation with the Department of Education regarding the process for doing so.

While INSPIRE will help facilitate local extracurricular and recreational activities among INSPIRE students and their families, the families will be responsible for providing their own transportation for these activities. Any parent transporting students other than their own children in their car to school organized events will sign appropriate waivers/release forms and will provide proof of liability insurance to the school.

The only required school events that may require students to report somewhere other than their home or immediate neighborhood will be: a) special orientation sessions, and b) state standardized tests, which students will take at proctored locations.

INSPIRE families who do not have ready transportation to required face-to-face events and cannot be accommodated through parent carpools may request transportation assistance from the school. INSPIRE may provide such assistance either directly, by arranging for a vehicle, or indirectly, through reimbursement for public or private transport consistent with in lieu payment pursuant to Idaho Code § 33-1503.

INSPIRE proposes a budget of \$2,600 to cover its first year transportation costs as defined under Idaho Code § 33-5208(4). This fund does not include transportation for special education students to IEP-required outside service providers, nor does it include transportation for testing, as both of these are covered in other areas of the budget. Experience by Connections Academy virtual schools in other states suggests that the modest transportation funds budgeted will be sufficient to meet transportation needs described in this section.

If INSPIRE provides transportation for any special event, school administrators will assure that such transportation meets all applicable safety standards and bears any motor vehicle insurance required under Idaho law.

### **36. Outline provisions for Child Nutrition.**

Since students will attend INSPIRE from their homes, the school will not provide Child Nutrition or meal services. As a charter school, INSPIRE is not required to provide these services, and parents will be fully informed of this fact prior to their students' enrollment in the school so that they may make the best school choice for their family.

For purposes of demographic documentation, however, INSPIRE will request during the enrollment process that families who qualify for Free or Reduced Price Meals – based on past eligibility for these services or current family income – so identify themselves. The purpose of collecting this information is to ensure that the school will be prepared to arrange supplemental educational resources available to students and the school based on incidence of poverty. These resources may range from Title I services to E-rate funding for school technology. Parents will be fully informed that volunteering this information will not entitle their family to meal service.

**37. Include a provision that ensures a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors (Children's Internet Protection Act).**

INSPIRE facilitates access to electronic mail, groupware, and the Internet via a provided computer and subsidized Internet connection. As shown in the budget table on page 60, the Year 1 cost for hardware for students is projected to be \$316,333, while the software cost (including student information system) is expected to be \$312,000.

As stated in the sample Parent/Learning Coach Agreement (see Exhibit G), "The Parent shall take full responsibility for the student's use of the Internet, and hereby hold the school harmless for any actions or activities resulting from the student's use."

While the parent/learning coach is ultimately responsible for acceptable and safe computer use, the school requires that parents and students agree to follow a set of acceptable use guidelines. Consequently, before using the school computer to access electronic mail, groupware, or the Internet, all students under the age of 18 must obtain parental permission and must sign the *Internet and Electronic Mail Acceptable Use Policy and Permission Form* described below and return it to the school principal. This form will be provided prior to a student receiving his or her computer. Students who are 18 and older may sign their own forms.

The INSPIRE *Internet and Electronic Mail Acceptable Use Policy and Permission Form* forbids the following computer or Internet activities:

- Sending or displaying offensive messages or pictures
- Sending or displaying racist, prejudice, or discriminatory messages or pictures
- Using obscene language
- Harassing, insulting, or attacking others
- Damaging computers, computer systems, or computer networks
- Violating copyright laws
- Using another's password (with the exception of parents, students, or learning coaches assisting students)
- Trespassing in another's folders, work, or files
- Accessing or sending pornographic material
- Intentionally wasting limited resources
- Employing the computer for commercial purposes.

Violation of any of the above may result in the loss of a computer as well as other disciplinary or legal action.

The Learning Management System includes several unique and proprietary features designed for student safety:

- Webmail: INSPIRE families do not use ISP e-mail services that subject them to unsafe content and spam. Rather, they use a completely enclosed mail system that only permits communication with other families in the school and with the school staff and technology support team. Parents can further restrict access by defining if their students can receive mail from other students.
- Virtual library: The school provides a "virtual" library that contains pre-screened content that provides a variety of safe and secure educational resources.
- Pre-screened links: Any lessons that contain links to outside web sites are all pre-screened for appropriate content.
- Filter software: Parents are instructed on how to adjust their browser's security settings in order to restrict access to inappropriate content. Parents may also request at no charge a filtering program that also contains further safeguards including the ability to restrict the student's time online.

However, it is important to note that students can go outside the bounds of the Learning Management System if permitted by their parents. The school believes that it is important to permit parents to make this choice because of the rich variety of material that is available outside the pre-screened content. Families should be warned that INSPIRE is not able to ensure that any inappropriate material on the Internet will not be accessible by students.

All computers provided by the school are configured with anti-virus and anti-popup protection software and technical support is available to assist with its use. Parents are also given guidelines to assist them with selecting an Internet Service Provider<sup>5</sup> that provides adequate protective measures for inappropriate content.

The parent will be ultimately responsible for the student's use of the Internet and for setting and conveying the standards that their children should follow when using media and information sources. To that end, the school will support and respect each family's right to decide how to manage access for their children. INSPIRE strongly recommends that student Internet time be supervised.

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<sup>5</sup> Families receive reimbursement for their ISP but are able to select their own provider.

**38. A virtual charter school that is approved by the school district board of trustees must include a statement declaring if the school wishes to be considered an LEA for purposes of federal formula funding.**

INSPIRE is a virtual charter school that is petitioning for approval by the Idaho Charter School Commission rather than a school district. The school does wish to be considered an LEA for purposes of federal formula funding.

**39. Tracking form signed by local board chair and stamped with SBOE tracking number.**

Attached as cover sheet before Table of Charter Elements.

#### 40. BUDGET (REVISED MARCH 2005)

**Overview:** This revised budget for INSPIRE was prepared in response to two developments: recent action by the Idaho State Legislature to manage charter school enrollment growth and inquiries from the Idaho Charter School Commission concerning INSPIRE's ability to operate with a larger reserve. The INSPIRE Board appreciates both the fiscal concerns of the Legislature and the thoughtful questioning of the Commission, and so took advantage of this opportunity to further refine its financial analysis. The following revised budget reflects both more modest year-over-year enrollment growth and a significantly increased contingency fund than included in the original INSPIRE budget. Specifically:

**Enrollment growth:** In the week following INSPIRE's presentation to the Commission on March 3, the Joint Finance and Appropriations Committee of the Idaho State Legislature approved language to limit year-over-year enrollment growth by charter schools to no more than 20 additional support units per year. The INSPIRE Board embraces this policy of managed growth and has chosen to revise the proposed school budget accordingly. INSPIRE's original enrollment plan included a modest 520 students in Year 1 with proposed growth based on experience of other virtual schools within Idaho, balanced by commitment to quality service to students and families. The revised budget reflects slower enrollment growth within the "20 additional support units" limit for Years 2-5, with attendant revenue reductions and cost savings throughout.

**Contingency fund:** Since the original INSPIRE budget was prepared, additional favorable information has been obtained concerning certain cost assumptions, including the signing of a memorandum of understanding with Boise State University that provides a number of cost advantages to the school. In an effort to further demonstrate the financial viability of the school, several cost assumptions have been increased – for example, additional administrative personnel have been added in the fifth year of the school to accommodate maximum enrollment. Further, the original budget assumed very aggressive reuse of certain curriculum elements in order to lower the overall cost of the curriculum. With further discussion, this assumption did not consider the cost of lesson plans that are licensed per student; no reuse available in Year 1; return postage and refurbishment costs for texts and other non-consumables; as well as the need for a reserve for students who fail to return materials. Therefore, in order to be more conservative, the overall costs have been increased. (There was no change in the cost per grade.) However, the increases are also offset by lowering the number of curriculum sets required to be purchased for students who start school during the year. This is appropriate because, with a relatively small number of exceptions, departing students will not be replaced until their materials are received back and then they can be redeployed within the same school year. This is consistent with the expected terms of the curriculum license. The net effect of these changes is to more than double the amount of the contingency reserve while increasing the overall conservatism of the budget assumptions. The new contingency reserve is in keeping with the industry standard of approximately 3% for virtual charter schools nationally.

Changes from the previous budget narrative are noted below in *italics*.

The INSPIRE five-year budget shown on the following pages represents the founding group's best estimates for revenues and costs for this statewide virtual school.

The year-by-year enrollment estimates, *adjusted in Years 2-5 to fall within the limit of 20 additional support units per year*, assume a daily attendance estimate of 95%, plus a modest inflow of students during the year to balance students leaving the school because of moves out of state, family life changes, and so on. The grades 9-12 enrollment assumes the addition of one high school grade per year, with the understanding that the addition of grade levels may take place more quickly depending on demand and curriculum readiness.

The revenues shown are based on an assumption of approximately \$5,000 per student in base ADA funding. This does not include transportation equivalency funding (to defray cost of "transporting the school to the student") as provided for in SB 1443 passed in 2004; although INSPIRE intends to claim this funding, we will include it in the budget only pending consultation with the Department of Education regarding the process for doing so. Additional funding for Title I and special education costs are also not included in this budget because these are assumed to be available based only on documented student need and will be spent for those purposes only. A separate budget of estimated costs for special education is shown on page 43 *of the original charter document*.

In addition to the school implementation grants of \$50,000, \$150,000 and \$150,000 for years 1, 2 and 3 of the school's operation respectively, \$125,000 in research grants (\$25,000 for year 2, and \$50,000 each in years 4 and 5) has been budgeted to provide specifically for research on issues of scholarly interest, such as virtual school instructional models, curriculum design, technology innovations, and variables for student achievement. This grant would be used to fund part of the research program with Boise State University. In the event that these grants are not received, the research program would still continue, but on a more modest scale (the grant funds only represents 27.9% of the budgeted research expenditures).

Staff costs assume a student-to-teacher ratio of 50:1, which has been demonstrated to be very effective in providing personalized instruction in other Connections Academy virtual schools across the country. We provide for one principal *in Year 1*, with assistant principals and additional administrative support staff added as the school grows.

Curriculum costs are based on cost of curriculum materials in each grade level, as calculated by estimated enrollment at each grade level. Costs for the Connections Academy curriculum chosen by INSPIRE are higher than some other virtual schools because of the extensive use of printed as well as online materials and the need for pre-written detailed lesson plans for every subject. *Curriculum costs will vary depending on the timing of replacement students – i.e., if a student leaves mid-year, his or her materials must be returned prior to being able to reuse them for another student. This budget includes an assumption that there will not be a direct matching of all replacement students by grade or time of departure – i.e., the school will be able to purchase some additional sets of curriculum in order to ensure that students who enter the school mid-year can be accepted if sufficient teaching staff is available to serve them.*

Computer costs are one per household with based on an estimate of 1.4 INSPIRE students per household. *This assumption is based on information provided by our proposed technology vendor based on experience in other similar schools.* Computer costs are based on leasing the equipment, but providing all repair services for hardware and software including the costs of

shipping the computers to and from the student. Further, the cost includes any losses associated with damage caused by the user that is not collectible from the family due to inability to pay.

The Education Resource Center refers to the curriculum specialists, special education resources, and related support that Connections Academy will make available to the INSPIRE teachers and principals.

Capital expenditures will include office equipment, furniture, and essential renovations for the Boise-area teacher center that will serve as the primary office for the INSPIRE teachers and administrative staff. *The proposed partnership with Boise State University provides many benefits including the ability to obtain space at favorable rates and share infrastructure including Internet access and other office costs. The school also intends to take advantage of the shift to Internet-based telephony in its later years of operation which will also have a favorable impact on costs.*

**INSPIRE FIVE-YEAR BUDGET**

	Year 1	Year 2	Year 3	Year 4	Year 5	Comments
Enrollment - Total	520	849	1,164	1,486	1,811	See Enrollment worksheet
ADA (95% attendance)	494	807	1,106	1,412	1,720	
<b>REVENUES</b>						
ADA Funding	2,470,000	4,032,750	5,529,000	7,058,500	8,602,250	Base per-pupil funding (excl. transportation)
Grants/Donations	50,000	175,000	150,000	50,000	50,000	Added research grant
<b>EXPENSES</b>						
<b>Salaries and Benefits</b>						
Teachers	384,800	679,200	931,200	1,188,800	1,448,800	See Staff worksheet
Principal/Administrators	90,000	157,500	157,500	180,000	247,500	
Support Staff	24,000	48,000	48,000	48,000	72,000	
Benefits (30%)	149,640	265,410	341,010	425,040	530,490	
<b>Subtotal</b>	<b>648,440</b>	<b>1,150,110</b>	<b>1,477,710</b>	<b>1,841,840</b>	<b>2,298,790</b>	
<b>Books and Supplies</b>						
Classroom supplies	11,993	11,993	11,993	23,985	23,985	School curriculum sets
Computer Equipment	271,143	442,693	606,943	774,843	944,307	Computer, printer and Internet - 1 per household, 1.4 students in each
Office supplies	6,760	11,037	15,132	19,318	23,543	Slight decrease, BSU leverage
Software - student and SIS	312,000	509,400	698,400	891,600	1,086,600	Per enrollment
HW/SW- teachers	2,600	4,245	5,820	7,430	9,055	Per enrollment
Texts and instructional materials	513,279	838,522	1,148,798	1,467,692	1,788,537	Increased as per intro comment
<b>Subtotal</b>	<b>1,117,774</b>	<b>1,817,889</b>	<b>2,487,085</b>	<b>3,184,868</b>	<b>3,876,027</b>	<b>Per enrollment</b>
<b>Services and Contracts</b>						
Banking fees	250	250	250	250	250	
Bookkeeping & Audit	0	7,500	15,000	25,000	40,000	
Community outreach/recruiting		169,800	232,800	260,050	226,375	Decr. yr 5; orig overly conservative

Education Resource Center	65,520	106,974	146,664	187,236	228,186	Per enrollment
School Administration	378,000	631,163	851,850	1,066,275	1,297,838	Per mgmt. Contract - minor incr for fee on new grants
Transportation - Special events	2,600	4,245	5,820	7,430	9,055	Contingency for transportation needs
Copiers/Reproduction	3,000	6,000	9,000	12,000	15,000	
Research	49,400	80,655	82,935	105,878	129,034	Sliding scale from 2% to 1.5% - reduced based on BSU discussions; will vary based on research receipts
Equip maintenance & repair	3,000	4,000	5,000	6,000	7,000	Estimated
Insurance - Liability	10,000	16,980	23,280	29,720	36,220	Estimated
Insurance - Property	5,000	5,500	6,000	6,500	7,000	Estimated
Legal/accounting	5,000	7,000	9,000	11,000	15,000	Estimated
Postage	17,160	28,017	38,412	49,038	59,763	Per enrollment
Student testing & assessment	13,000	21,225	29,100	37,150	45,275	Per enrollment
Staff recruiting	7,800	12,735	17,460	22,290	27,165	Per teacher
Staff training	5,200	8,490	11,640	14,860	18,110	Per enrollment
Software support	20,800	33,960	46,560	59,440	72,440	Per enrollment
Travel & conferences	5,000	5,000	5,000	5,000	5,000	
Special education - excess	21,840	35,658	48,888	62,412	76,062	
<b>Subtotal</b>	<b>612,510</b>	<b>1,185,152</b>	<b>534,659</b>	<b>1,967,529</b>	<b>2,314,772</b>	
<b>Facilities</b>						
Capital expenditures	10,000	10,000	10,000	15,000	15,000	Reduced year 1 & 2 for BSU leverage
High speed Internet	0	0	0	0	0	Anticipate using BSU access
Phone	13,000	21,225	29,100	27,863	33,956	Lowered yrs 4 & 5 for IP telephony
Rent/lease/mortgage	14,880	25,176	32,736	40,464	50,664	Reduced base rent from previous based on BSU discussions
<b>Subtotal</b>	<b>37,880</b>	<b>56,401</b>	<b>71,836</b>	<b>83,327</b>	<b>99,620</b>	
<b>TOTAL EXPENDITURES</b>	<b>2,416,664</b>	<b>4,209,552</b>	<b>5,621,290</b>	<b>7,077,563</b>	<b>8,589,210</b>	
Revenues less expenditures	103,336	-1,802	57,710	30,937	63,040	
Cumulative fund balance	103,336	101,534	159,244	190,181	253,221	
Contingency (as percentage of non grant revenues)	4.18%	2.52%	2.88%	2.69%	2.94%	
Previous submission reserve	40%	74%	2.12%	1.65%	2.49%	

<b>INSPIRE Staff Costs</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Number of Classroom Teachers	10.4	17.0	23.3	29.7	36.2
Teacher Salary	37,000	40,000	40,000	40,000	40,000
Student to Teacher Ratio	50	50	50	50	50
Number of Students	520	849	1,164	1,486	1,811
Teacher Compensation					
Benefits	384,800	679,200	931,200	1,188,800	1,448,800
Benefits \$	30%	30%	30%	30%	30%
	115,440	203,760	279,360	356,640	434,640
Principals (see note below)					
Secretary/Bookkeeper	90,000	157,500	157,500	180,000	247,500
	24,000	48,000	48,000	48,000	72,000
Administrative Salaries					
Benefits	114,000	205,500	205,500	228,000	319,500
Benefits \$	30%	30%	30%	30%	30%
	34,200	61,650	61,650	68,400	95,850
<b>TOTAL STAFF COSTS</b>	<b>648,440</b>	<b>1,150,110</b>	<b>1,477,710</b>	<b>1,841,840</b>	<b>2,298,790</b>

Note: Asst. principals added as school grows; 2 full principals in Year 4.

Enrollment Worksheet Enrollment	Year One	Year Two	Year Three	Year Four	Year Five
K	40	67	89	113	138
1	40	67	89	113	140
2	40	67	89	113	140
3	40	67	89	113	140
<del>K-3</del>	<del>160</del>	<del>268</del>	<del>356</del>	<del>452</del>	<del>558</del>
4	40	67	89	115	140
5	40	67	89	115	140
6	40	67	89	115	140
<del>4-6</del>	<del>120</del>	<del>201</del>	<del>267</del>	<del>345</del>	<del>420</del>
7	40	67	89	115	140
8	40	67	89	115	140
<del>7-8</del>	<del>80</del>	<del>134</del>	<del>178</del>	<del>230</del>	<del>280</del>
9-12 (see note below)	160	246	363	459	553
<del>Total</del>	<del>520</del>	<del>849</del>	<del>1164</del>	<del>1486</del>	<del>1811</del>
Average enrollment (95%)	494	807	1106	1412	1720
During the year starts	36	59	81	104	127

#### Curriculum Cost Worksheet

These costs represent the 03-04 school year and will be updated for 04-05

K	\$ 529	\$ 529	\$ 529	\$ 529	\$ 529
1	\$ 845	\$ 845	\$ 845	\$ 845	\$ 845
2	\$ 904	\$ 904	\$ 904	\$ 904	\$ 904
3	\$ 974	\$ 974	\$ 974	\$ 974	\$ 974
4	\$ 1,009	\$ 1,009	\$ 1,009	\$ 1,009	\$ 1,009
5	\$ 998	\$ 998	\$ 998	\$ 998	\$ 998
6	\$ 1,047	\$ 1,047	\$ 1,047	\$ 1,047	\$ 1,047
7	\$ 1,061	\$ 1,061	\$ 1,061	\$ 1,061	\$ 1,061
8	\$ 1,025	\$ 1,025	\$ 1,025	\$ 1,025	\$ 1,025
9	\$ 900	\$ 900	\$ 900	\$ 900	\$ 900
10	\$ 900	\$ 900	\$ 900	\$ 900	\$ 900
11	\$ 900	\$ 900	\$ 900	\$ 900	\$ 900
12	\$ 900	\$ 900	\$ 900	\$ 900	\$ 900
Avg K-12	923	923	923	923	923
Total curriculum costs	\$ 513,279	\$ 838,522	\$ 1,148,798	\$ 1,467,692	\$ 1,788,537
Full set	\$ 11,993	\$ 11,993	\$ 11,993	\$ 11,993	\$ 11,993

Grades 9, 10, 11 and 12 will be offered as shown, based on demand

New grades may be offered sooner based on demand and curriculum availability

*See comments in introduction about changes in curriculum overall cost assumptions (no changes in cost of individual grades).*

## EXHIBITS

- A Elector Petition Forms
- B Articles of Incorporation and Bylaws
- C1 K-8 Curriculum Catalog (see pocket of binder)
- C2 9<sup>th</sup> Grade Curriculum Overview
- D Learning Management System Highlights
- E Network Infrastructure and Security
- F Parent Satisfaction Survey
- G Sample Parent/Learning Coach Agreement
- H Sample Special Education Services Contracts
- I Insurance Certificate
- J Sufficiency Review & Disposition of Issues
- K Commission Staff Feedback and Petitioner Responses
- L Memorandum of Understanding with Boise State University, 3/3/05
- M Proposed Policies
- N Sample Personalized Learning Plan

**This school's Charter Appendices are on file with the Idaho Public Charter School Commission.**

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

**CLOSURE  
PROTOCOL**

**August 2013**



## Background

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

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

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

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

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

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

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# Introduction

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

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

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

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

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

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

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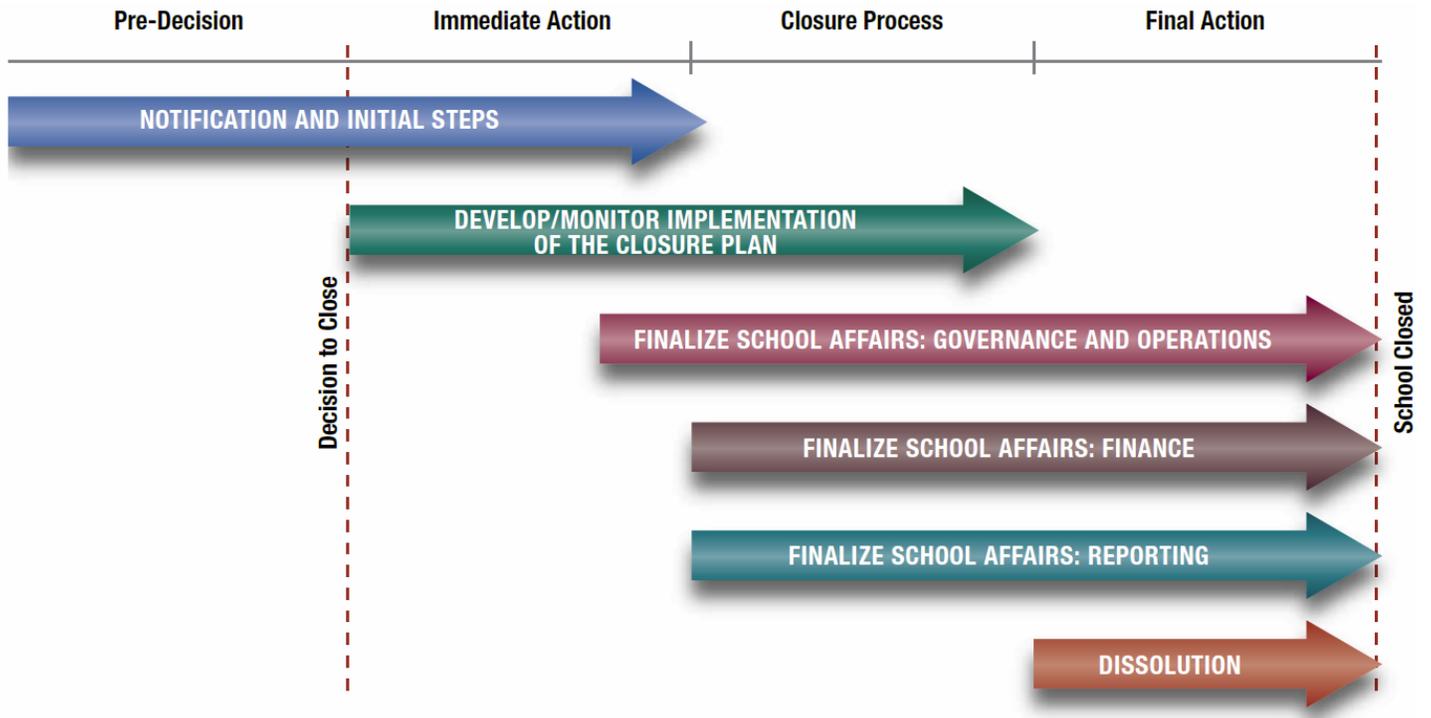
## Endnotes

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

<sup>2</sup> I.C. § 33-5212

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

# A Conceptual Timeline for Closure



## Notification and Initial Steps

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

**Send Additional and Final Notifications**

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

School,  
PCSC

## Develop/Monitor Implementation of the Closure Plan

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

## Finalize School Affairs: Governance and Operations

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

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

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

## Finalize School Affairs: Finance

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

## Finalize School Affairs: Reporting

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

## Dissolution

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

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

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

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

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_, by and between the Idaho Public Charter School Commission (the “Authorizer”), and **Idaho Science and Technology Charter School, Inc.** (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on **August 21, 2008**, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year **2009**; and

WHEREAS, the School’s charter was renewed on **March 1, 2018**, for a five-year term of operations,

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of **July 1, 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

- A. School Mission.** The mission of the School is as follows: The mission of Idaho Science and Technology Charter School (ISTCS) is to engage students in independent learning through authentic, complex, projects in a positive collaborative setting.
- B. Grades Served.** The School may serve students in grades K-8.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- The educational program at ISTCS is centered on a project-based learning philosophy aligned with Idaho State Standards. Students learn best when they are personally invested in their own learning. Project-based learning encourages active student engagement as students “learn how to apply knowledge [gained in core ELA and math courses] to the real world, and use it to solve problems, answer complex questions, and create high-quality products.” (Buck Institute for Education, 2015). While project-based classes may be taught in a variety of subjects, many project-based classes will focus on teaching the application of skills necessary to succeed in science such as problem solving, inquiry, collaboration, constructing and testing a hypothesis, and effectively communicating results.
  - ISTCS will promote a supportive and collaborative school culture. ISTCS will actively encourage collaboration amongst faculty and students. This emphasis will inform school decisions in scheduling, professional development, curriculum, and discipline. ISTCS will maintain a 4-day instructional week; Fridays will be focused teachers’ professional development and collaboration. ISTCS will implement classroom strategies and activities designed to explicitly teach students how to contribute in a collaborative, supportive academic effort.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.

- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

#### **SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES**

- A. Oversight Allowing Autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer’s Role will be to evaluate the School’s outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School’s academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School’s performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School’s Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School’s performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer’s Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and

records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

**G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

**H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

## SECTION 5: SCHOOL OPERATIONS

**A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.

**B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 460 students, with annual per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix C.

**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.** 21 N 550 W, Blackfoot, ID 83221. 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: Intersection of 450 West and 400 West (McDonaldville Rd) West (No Roads of Population) to Highway 26 and Larsen Road: South on Larsen Rd. to W 350 N; West on W 350 N to Wilson Road; South on Wilson Road to Hahn Road; Southeast (No road or population) to the intersection

at S Riverton Road and Hoskins Loop; East to S 625 West; Southeast (No Road or population) to the intersection at Highway 91 and Shilling; East on Blackfoot River to 150 West; North on 150 West to Cromwell Lane; North (No Road – State Hospital) the intersection of Mitchell Lane and 100 West; North on 100 West to the end of Hansen Lane; North (No Roads or Population) to intersection of 350 North and Rose Road; West on 350 North to Johnson Road; North on Johnson Road to 450 West (Lambert Road); West on 450 West to McDonaldville Road. Addresses on both sides of the streets will be included in the primary attendance area.

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

## **SECTION 6: SCHOOL FINANCE**

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

## **SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION**

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- 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 D.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- 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 July 1, 2018.

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**Chairperson, Idaho Public Charter School Commission**

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**Chairperson, Idaho Science and Technology Charter School**

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

**Appendix B: Performance Framework**

**Appendix C: Charter**

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

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

1. Regarding academic growth in K-8 math:

By June 30, 2021, at least fifty-nine percent (59%) of ISTCS's students in grades K-8 will make adequate academic growth to achieve math proficiency on the ISAT within 3 years or by 10<sup>th</sup> grade, whichever comes first.

This condition is based upon a rate of increase sufficient to promote the school's ability to achieve a "meets standard" rating on Academic Measure 3a (Criterion-Referenced Growth in Math) in the performance framework adopted by the PCSC in May 2017, by the end of the next performance certificate term (June 30, 2023).

The outcome shall be calculated using Academic Measure 3a (Criterion-Referenced Growth in Math). References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

Regardless of whether or not ISTCS agrees to fulfill the specific condition above, ISTCS remains responsible for meeting the terms and conditions contained in its signed performance certificate effective July 1, 2018, through June 30, 2023, which will incorporate the performance framework adopted by the PCSC in May 2017.

**Appendix B: Performance Framework**

# IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL [YEAR] ANNUAL PERFORMANCE REPORT

## INTRODUCTION

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

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

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

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

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

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

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

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

## PERFORMANCE FRAMEWORK STRUCTURE

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

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

## ACCOUNTABILITY DESIGNATIONS

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

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

**SCHOOL OVERVIEW**

<b>Mission Statement</b>	The mission of Idaho Science and Technology Charter School (ISTCS) is to engage students in independent learning through authentic, complex, projects in a positive collaborative setting.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>•The educational program at ISTCS is centered on a project-based learning philosophy aligned with Idaho State Standards. Students learn best when they are personally invested in their own learning. Project-based learning encourages active student engagement as students “learn how to apply knowledge [gained in core ELA and math courses] to the real world, and use it to solve problems, answer complex questions, and create high-quality products.” (Buck Institute for Education, 2015). While project-based classes may be taught in a variety of subjects, many project-based classes will focus on teaching the application of skills necessary to succeed in science such as problem solving, inquiry, collaboration, constructing and testing a hypothesis, and effectively communicating results.</li> <li>•ISTCS will promote a supportive and collaborative school culture. ISTCS will actively encourage collaboration amongst faculty and students. This emphasis will inform school decisions in scheduling, professional development, curriculum, and discipline. ISTCS will maintain a 4-day instructional week; Fridays will be focused teachers’ professional development and collaboration. ISTCS will implement classroom strategies and activities designed to explicitly teach students how to contribute in a collaborative, supportive academic effort.</li> </ul>		
<b>School Location</b>	21 N 550 W Blackfoot, ID 83221	<b>School Phone</b>	208-785-7827
<b>Surrounding District</b>	Blackfoot School District		
<b>Opening Year</b>	2009		
<b>Current Term</b>	June 17, 2014 -June 30, 2018		
<b>Grades Served</b>	K-8th		
<b>Enrollment (Approved)</b>	460	<b>Enrollment (Actual)</b>	

**SCHOOL LEADERSHIP**


**STUDENT DEMOGRAPHICS**

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

**ISAT PROFICIENCY RATES**

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

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

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

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

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

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

ACADEMIC K-8

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

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

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

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT																	
<p>Measure 2a Financial Reporting and Compliance</p>	<p>Is the school meeting financial reporting and compliance requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Measure 2b GAAP</p>	<p>Is the school following General Accepted Accounting Principles (GAAP)</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Measure 2c Enrollment Variance</p>	<p>Is the school successfully enrolling the projected number of students?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Notes</p>		<p>Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.</p>															

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

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

OPERATIONAL

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

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

FINANCIAL

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

FINANCIAL

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

# IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL

CHARTER APPLICATION

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## TAB 1 -- INTRODUCTION

### EXECUTIVE SUMMARY

Idaho Science and Technology Charter School (ISTCS) was established in 2009 as a charter middle school in Blackfoot, Idaho. Its founding mission emphasized preparation for careers in a global marketplace, especially careers in science and technology.

Almost immediately, the school underwent pragmatic changes in its vision. Evidence that middle school students are not developmentally ready to prepare for careers forced educational program changes. School viability was dependent on offering a variety of electives, especially in music and art. Soon, the school began to move away from career preparation and towards teaching the application of skills necessary to succeed in science such as problem solving, inquiry, collaboration, constructing and testing a hypothesis, and effectively communicating results.

At the time of its charter renewal in 2018, the school had effectively transitioned from its original career focus to an emphasis on providing applied, project-based learning in a positive, collaborative culture. As part of its renewal process, the school transitioned from offering grades 4–8 to offering grades K-8.

The culture of ISTCS is its defining trait. The school has a reputation for being a safe, caring school that systematically teaches students positive social skills. Stakeholder surveys consistently indicate that families choose to have their children attend the school because of its positive, supportive culture.

The educational program at ISTCS is centered on a project-based learning philosophy aligned with Idaho State Standards. Students learn best when they are personally invested in their own learning. Project-based learning encourages active student engagement as students tackle real-world problems that require them to apply academic knowledge gained in core ELA and math courses using real-world skills including scientific inquiry, problem solving, research, collaboration, and effectively articulating a conclusion.

Expected student outcomes for children attending ISTCS go far beyond traditional testing methods. While student achievement has consistently trended upwards and students at ISTCS tend to outperform their local peers as measured by standardized tests, the educational program at the school is designed to produce confident, independent thinkers who can manage complex projects and effectively communicate the results of their work.

## MISSION STATEMENT

To engage students in independent learning through authentic, complex projects in a positive collaborative setting.

## TAB 2 -- EDUCATIONAL PROGRAM

### EDUCATIONAL PHILOSOPHY

Students who learn to apply knowledge and skills in positive, collaborative, supportive settings will be prepared for their future. This educational philosophy is based on four fundamental beliefs:

1. Quality education is the key to a successful future.
2. Students learn best when they are personally invested in their own learning.
3. Students are more likely to be personally invested in learning that has authentic value to them such as Project Based Learning.
4. Students learn best in a safe, supportive environment.

### EDUCATIONAL PROGRAM

The educational program at ISTCS is centered on a project-based learning philosophy aligned with Idaho State Standards. Students learn best when they are personally invested in their own learning. We strive to use project-based learning as a platform to encourage active student engagement as students “learn how to apply knowledge [gained in core ELA and math courses] to the real world, and use it to solve problems, answer complex questions, and create high-quality products.” (Buck Institute for Education, 2015).

ISTCS has adopted board policies designed to fulfill IDAPA requirements. Board policies 2000 – 2999 regulate all aspects of the educational program at ISTCS including but not limited to curriculum, school calendar, student placement, grading, and meeting the needs of special student populations. Board policy is reviewed and updated regularly.

All educational program and curricular decisions are made pursuant to board policy and IDAPA. Content specific curriculum is adopted through processes outlined by board policy 2100 and may be changed from time to time pursuant to that policy and Idaho State Content Standards. ISTCS currently uses Buck Institute for Education, the George Lucas Educational Foundation, ASCD, and other research-driven educational tools to develop project based curriculum. However, such programs may change from time to time due to the development of new products, changes in standards and/or curriculum modifications.

The educational program at ISTCS is designed to allow students to systematically gain the skills necessary to progress toward independent learning. ISTCS provides five (5) distinct

educational levels designed to meet the needs of children as they develop cognitive, emotional, and academic skills. All educational programs at ISTCS are vertically aligned. Students in upper elementary grades are housed in separate facilities from middle school students and have limited contact with them.

---

### ELEMENTARY (EXPLORATION)

The elementary educational program at ISTCS is designed to give students the skills necessary to explore, discover, and respond to their world while gaining literacy, math, observation, collaboration, presentation, and inquiry skills. Students in elementary programs will be given daily opportunities to participate in “specials” such as PE, music, language, art, and computers. The elementary program is divided into three levels: kindergarten, early elementary, and upper elementary.

---

### KINDERGARTEN (CURIOSITY)

The kindergarten program is designed to nurture a young child’s natural curiosity and desire to learn. The curriculum is based largely on using stories to create early literacy and number sense experiences. Students in kindergarten have extensive exposure to books, stories, phonological awareness, and numbers in a creative environment designed to encourage collaborative play, curiosity, problem solving, and friendship. Students leave kindergarten prepared to learn reading and math skills while working with others to identify and solve problems. Kindergarten is a half day program. Parents will have the option of enrolling kindergarten students in an additional supplemental program on campus for a fee.

---

### EARLY ELEMENTARY (OBSERVATION)

The early elementary program focuses on teaching children early literacy and math in an environment designed to encourage children to develop skills in observation, perspective, and creativity. Students in early elementary grades have extensive exposure to books, stories, non-fiction, and early mathematical concepts. Students are given daily opportunities to make and articulate observations, listen to others, and collaborate to meet age-appropriate goals. Students leave early elementary with the literacy and math skills necessary to begin inquiry-based learning.

---

### UPPER ELEMENTARY (INQUIRY)

The upper elementary program focuses on helping students transition from learning early literacy and math skills to using reading and math as tools in their learning process. Students in upper elementary grades will learn inquiry skills in an environment rich in resources necessary to ask and answer questions as they explore topics ranging from oceans to mythology. Students leave the elementary program prepared for an academic program designed to teach them how to make a positive impact on their world.

---

## MIDDLE SCHOOL (IMPACT)

The middle school educational program is designed to give students opportunities to impact their world. During middle school, students use knowledge and skills to solve problems, ask and answer complex questions, and create high-quality products. Students leave middle school as empowered, independent learners with the ability to impact their own environment and their own futures. The middle school program is divided into two levels: 6<sup>th</sup> grade and middle school.

---

## 6<sup>TH</sup> GRADE (IMPACT FOR SELF)

ISTCS's 6<sup>th</sup> grade program is considered part of the middle school program. The focus of 6<sup>th</sup> grade is to empower students to use the skills of observation, inquiry, research, and presentation to make an impact on their world. Students attend multiple classes including core subjects, project-based learning classes, and electives taught by teachers certified in content areas; however, they are assigned a "core rotation" group. These groups of students are assigned all core classes in a block. This configuration allows students to experience a middle-school schedule without the distraction of changing classmates in every class period. The curriculum is differentiated to meet the needs of a variety of learners, and an honors track is available.

---

## MIDDLE SCHOOL (IMPACT OUTSIDE OF SELF)

ISTCS's 7<sup>th</sup> and 8<sup>th</sup> grade program is based entirely on a middle-school configuration. The goal of the middle school academic program is to give students opportunities to incorporate all of the skills gained through ISTCS in authentic projects that have a measurable impact. Students request classes based on academic preparation and preference. All students are required to complete content-specific requirements as outlined by Idaho Statute, project classes, and electives. Students will have the opportunity to take electives. Honors classes are available in core subjects, and qualified 8<sup>th</sup> grade students are given advanced opportunities for high-school credit.

## STUDENT ACADEMIC ACHIEVEMENT STANDARDS

Expected student outcomes for children attending ISTCS go far beyond traditional testing methods. While student achievement has consistently trended upwards and students at ISTCS tend to outperform their local peers as measured by standardized tests, the educational program at the school is designed to produce confident, independent thinkers who can manage complex projects and effectively communicate the results of their work.

ISTCS will set annual goals addressing Measurable Student Educational Standards (MSES) through existing processes which currently include a Continuous Improvement Plan, Accreditation, and Strategic Planning. MSES will be publicly available and will use the following methods as tools to assess student achievement:

---

### STATE-MANDATED TESTING

The school will administer all required state-mandated testing and will establish annual performance goals related to each test at each level. The results of state-mandated testing, along with associated academic goals, will be presented in public meetings annually and will be available on the school's website. Currently, these tests include ISAT, IRI, and NAEP but may change from year to year.

---

### UNIVERSAL TESTING

The school will administer universal testing at the beginning and end of every academic year. The results will be used to screen students for potential specific needs, to place students in appropriate classes, and to monitor specific academic programs. Students who qualify for academic assistance in programs such as Title I will be given additional progress monitor tests throughout the year. Progress monitoring may be used as needed with any student.

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### CLASSROOM ASSESSMENTS

Classroom assessments designed to determine student knowledge, understanding, and skills including but not limited to tests, quizzes, student products, and student performances will be used to measure student achievement.

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### PROJECT-BASED STANDARDS RUBRICS

Skills identified as essential for project based learning will be assessed through mastery-based rubrics.

## EDUCATIONAL DESIGN ELEMENTS

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### PROJECT BASED LEARNING

The educational program at ISTCS is centered on a project-based learning philosophy aligned with Idaho State Standards. Students learn best when they are personally invested in their own learning. Project-based learning encourages active student engagement as students “learn how to apply knowledge [gained in core ELA and math courses] to the real world, and use it to solve problems, answer complex questions, and create high-quality products.” (Buck Institute for Education, 2015). While project-based classes may be taught in a variety of subjects, many project-based classes will focus on teaching the application of skills necessary to succeed in science such as problem solving, inquiry, collaboration, constructing and testing a hypothesis, and effectively communicating results.

---

### COLLABORATIVE SCHOOL CULTURE

ISTCS will promote a supportive and collaborative school culture. ISTCS will actively encourage collaboration amongst faculty and students. This emphasis will inform school decisions in scheduling, professional development, curriculum, and discipline. ISTCS will maintain a 4-day instructional week; Fridays will be focused teachers’ professional development and collaboration. ISTCS will implement classroom strategies and activities designed to explicitly teach students how to contribute in a collaborative, supportive academic effort.

## STRATEGIES FOR MEETING THE NEEDS OF SPECIFIC STUDENT POPULATIONS

ISTCS supports the right of all students including students with disabilities, English language learners, and gifted/talented to equal access to educational opportunity. No student will be excluded from ISTCS because of their special needs.

ISTCS has adopted the State of Idaho 2016 Special Education Manual as board policy. The school is committed to abiding by the requirements of the federal Individual with Disabilities Education Act (IDEA), section 504 of the Americans with Disabilities Act (ADA) and other federal and state statutes.

The school will maintain a Response to Intervention (RTI) program to identify students who may qualify for services under IDEA. The school will employ certificated special education teacher(s) to provide services. When necessary, the school will contract with specialists such as speech pathologists, school psychologists, and occupational specialists. An Individual Education Plan (IEP) will be developed by an interdisciplinary team including the student's parent(s) or guardian(s) to meet the needs of students with disabilities in the Least Restrictive Environment (LRE).

ISTCS has established board policies (2390 – 2450) pursuant to federal and state statute to address the school's responsibility to specific student populations including English Language Learners (ELL), Gifted and Talented students (GT), students who qualify for section 504 of ADA, and Title I. Board policies are reviewed and updated as needed.

## TAB 3 -- FINANCIAL AND FACILITIES PLAN

### TRANSPORTATION

Transportation to and from school for students in the primary attendance area is provided through contracted services pursuant to state mandates.

### FOOD SERVICE

ISTCS does not participate in the Federal Free and Reduced Lunch Program; however, it does have lunch available for students to purchase.

ISTCS proactively seeks grants and other sources of revenue to offset the cost of student lunch. Currently, the school is able to offer a reduced lunch price to qualifying families. In addition, the school proactively seeks funds and/or material support from community partnerships and Federal Programs such McKinney Vento to provide assistance to qualifying students. The level of assistance and funding for such programs may vary and impact the school's ability to assist from time to time.

### FINANCIAL MANAGEMENT

ISTCS has adopted board policies designed to fulfill IDAPA requirements. Board policies 7000 – 7999 regulate all aspects of financial management at ISTCS including but not limited to budgeting and accounting practices, fraud prevention, audits, and property records. Board policies 1000 – 1999 regulate governance practices including the Board of Director's rights and responsibilities regarding financial management; board policy 1205 outlines the financial authority of the Board of Directors. Board policy is reviewed and updated regularly.

ISTCS contracts with an independent auditor to perform financial audits annually.

### FACILITIES

ISTCS is located at 21 N 550 West. The school owns 50% interest in a 15 acre property at that address and currently leases a 30,000 square foot facility that includes 13 classroom spaces, a

gym, a warming kitchen, a commons area, restrooms, and office space. In addition, the school owns four modular units located on the property. The school will add additional modular units as necessary. In the future, the school will consider other permanent building options including but not limited to adding a wing to its current building or building an additional building on its grounds.

## TAB 4 -- BOARD CAPACITY AND GOVERNANCE STRUCTURE

### GOVERNANCE STRUCTURE

The governance structure for ISTCS is outlined in detail in ISTCS Board Policies 1000 – 1999. Governance policies address a wide range of board topics including legal status, board membership, powers and duties, strategic planning, director insurance, board meeting, and the board’s relationship to the school’s director. All board policies are cross referenced with legal requirements including IDAPA and federal regulations. The board reviews and updates policies as needed. All policies are available on the school’s website: idahoscience.com.

Articles of Incorporation and Corporate Bylaws can be found in Appendix B.

### CURRENT BOARD OF DIRECTOR’S ROSTER

Seat Number and Current Occupant	Elected or Appointed	Office Position Held If any	Seated	Date of Term Expiration
1. Jennifer Cameron	Appointed	Secretary/Treasurer	11/08/2017	Annual Meeting – 2018; 2021, 2024
2. Kelly Moulton	Elected	Chair	11/14/2012	Annual Meeting – 2020; 2023; 2026
3. Gwen Inskeep	Elected	Member	7/10/2017	Annual Meeting – 2019; 2022; 2025
4. Vacant	Elected	Member	7/10/2017	Annual Meeting – 2019; 2022; 2025
5. Becki Adams	Appointed	Vice Chair	3/19/2014	Annual Meeting – 2020; 2023; 2026
6. Not Utilized	--	--		--
7. Not Utilized	--	--		--

*Resumes for current board members can be found in Appendix C.*

## RECRUITMENT AND TRAINING

The process for filling all openings on the Board of Directors at ISTCS is outlined in Article 4 of its Corporate Bylaws. The school actively recruits potential board members from its parent stakeholders. All board openings are announced to stakeholders through established communication methods such as email, letters home, Facebook, advertising at school functions, and/or the school's website. In addition, parents who have previously expressed an interest in significant volunteer positions are contacted individually to notify them of a potential opportunity to serve on the board.

Once potential board members are identified, they are provided with information necessary to eventually be seated including but not limited to a questionnaire for potential board members, the school charter, and Board policy 1205 *Board of Directors Powers and Duties*, and ISBA publication *So You Want to be a School Board Member*.

ISTCS is a member of the Idaho School Board Association (ISBA). The Board of Directors completes annual training through that organization including individualized training at the school and attendance at ISBA sponsored training events. Two current ISTCS board members have earned Boardmanship Awards through ISBA, and the Board of Directors earned the 2017 Master of Boardmanship Award. In addition to ISBA training, the board actively seeks training in legal matters. Representatives from the board attend Ed Law Institute annually. All board training is also attended by the school's administrative director to facilitate a strong working relationship between ISTCS's governance and administration.

## TAB 5 -- STUDENT DEMAND AND PRIMARY ATTENDANCE AREA

### STUDENT DEMAND

Within three weeks of announcing expansion to a K-8 program, ISTCS had collected sufficient lottery applications to fill all openings in 1<sup>st</sup> – 3<sup>rd</sup> grade and sufficient lottery applications to fill 70% of its overall enrollment caps. Initial studies show that ISTCS’s current student population (2017-18 school year) transferred from the following educational entities:

- 49% transferred from 7 Blackfoot School District (55) Schools.
- 21% transferred from Blackfoot Charter Community Charter School (BCCLC).
- 16% transferred from 4 Snake River District (52) Schools.
- 14% transferred from 22 Out of Area Schools or Homeschool.

ISTCS’s current student population includes 59% siblings; however, applicants for the new openings in early elementary show a significantly higher initial sibling preference. The school is projecting that 80% of its students in grades K – 3 will be siblings of current students.

ISTCS’s retention rate among students who begin in elementary grades is significantly higher than its retention rate among students who begin in middle school grades. Currently, 62% of the school’s total student population started attending ISTCS as an elementary student.

### STUDENT NEED

ISTCS students generally score higher on standardized tests than their peers in surrounding public schools (see chart below); however, expected student outcomes for children attending ISTCS go far beyond traditional testing methods. The educational program at the school offers project-based and advanced classes that are not widely available in local schools. Each year, between 50 – 70% of 8<sup>th</sup> grade students earn high school credits through advanced opportunities programs including four (4) in-house classes offered at ISTCS.

Percentage of Students Proficient  
Spring, 2017

	ELA	Math	Science
Idaho Science and Technology	52%	33%	63%
Blackfoot Charter	39%	33%	39%
Blackfoot School District	40%	31%	48%
Snake River School District	49%	38%	54%

Notably, ISTCS students who are classified as economically disadvantaged outperform their public school peers on the state level as measured by ISATs. In Spring, 2017, 47% of ISTCS students who qualified as economically disadvantaged were proficient in ELA, compared to only 40% statewide. In math, the proficiency rates were 31% for ISTCS compared to 30% statewide.

## TARGET ENROLLMENT

Idaho Science and Technology Charter School will serve grades kindergarten (K) through eight (8). The school will maintain its overall enrollment CAPS to embrace a small, highly competitive educational and market philosophy. During the initial year of expansion, the school will retain its overall enrollment CAP and redistribute grade level CAPS as shown in the table below. In subsequent years, the school will maintain 10% or less growth in the school-wide enrollment CAP.

	Enrollment CAP	Anticipated Enrollment
Year 1 (2018-19)	K – 40 Students 1 – 20 Students 2 – 20 Students 3 – 20 Students 4 – 24 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 54 students  Total – 370	K – 40 Students 1 – 20 Students 2 – 20 Students 3 – 20 Students 4 – 22 students 5 – 48 students 6 – 72 students 7 – 54 students 8 – 48 students  Total – 344 18.95 Support Units
Year 2 (2019-20)	K – 40 Students 1 – 40 Students 2 – 37 Students 3 – 20 Students 4 – 24 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 54 students  Total 407	K – 40 Students 1 – 40 Students 2 – 32 Students 3 – 20 Students 4 – 24 students 5 – 48 students 6 – 72 students 7 – 65 students 8 – 50 students  Total 391 21.95 Support Units

Year 3 (2020-21)	<p>K – 40 Students  1 – 40 Students  2 – 40 Students  3 – 40 Students  4 – 24 students  5 – 48 students  6 – 72 students  7 – 72 students  8 – 60 students</p> <p>Total 436</p>	<p>K – 40 Students  1 – 40 Students  2 – 40 Students  3 – 38 Students  4 – 22 students  5 – 48 students  6 – 72 students  7 – 72 students  8 – 58 students</p> <p>430  24.11 Support Units</p>
Year 4 (2021-22)	<p>K – 40 Students  1 – 40 Students  2 – 40 Students  3 – 40 Students  4 – 48 students  5 – 48 students  6 – 72 students  7 – 72 students  8 – 60 students</p> <p>Total 460</p>	<p>K – 40 Students  1 – 40 Students  2 – 40 Students  3 – 40 Students  4 – 40 students  5 – 48 students  6 – 72 students  7 – 72 students  8 – 60 students</p> <p>Total 452  24.97 Support Units</p>

ISTCS will ensure that total student enrollment remains below overall school enrollment CAPS outlined above and that sufficient openings exist in upper grades to accept all returning students from lower grades. When grade-based caps must be adjusted based on returning enrollment or retained students, the ISTCS Board of Directors will establish grade-based enrollment caps no less than one (1) month prior to ISTCS’s lottery application deadline and will post the Annual Enrollment Capacity information on the Idaho Science and Technology Charter School website within five (5) days of the Board vote.

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## LOTTERY PROCESS

All potential students wishing to enroll in ISTCS must complete a lottery application. Applications can be obtained through the office or the enrollment tab at [idahoscience.com](http://idahoscience.com). Applications can also be mailed or faxed to the school. Applications must be received by ISTCS by 3:00 the day

before the date of the lottery. Applications received after the deadline will be added to the bottom of the final selection list for the appropriate grade.

If the capacity of the school is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to ISTCS. The lottery will be held during the March Board of Director's Meeting unless otherwise designated by the board. The lottery date will be posted at least 30 days prior to the lottery. The lottery will utilize a randomized computer lottery program. A lottery to determine the order in which grades will be filled will precede the student lottery. The lottery will follow Idaho Code Section 33-502 (j). Prospective students will be placed in priority groups as follows:

First Priority – The first priority group includes pupils returning to ISTCS for the subsequent year.

Second Priority – The second priority group of ISTCS will include the children of full-time employees and children of Founders (provided that this admission preference shall be limited to not more than ten percent of the capacity of ISTCS).

Third Priority – The third priority group is siblings of pupils already enrolled or selected by the lottery.

Fourth Priority – The fourth priority group is students who reside within the primary attendance area.

The fifth priority group includes students who reside outside of the primary attendance area.

At the conclusion of the lottery for each grade, the officials will pause to update the priority group assigned to prospective students impacted by sibling priority. In the case of twins, school officials will manually adjust the priority of the second twin chosen.

Offers of enrollment may be made via e-mail, telephone or residential mail. Acceptance must be made within 7 days of when the offer is made or of the date the offer was delivered, as verified by the U.S. postal Service. If no response is received within 7 days, the child's name will be moved to the bottom of the waiting list. This timeline will be shortened to 24 hours between August 15 and September 15.

The final selection list for a given school year shall not roll over to the next subsequent school year.

## COMMUNITY VISION

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### VISION

ISTCS will be recognized for playing a positive role in the community.

ISTCS stakeholders host or support a minimum of 5 community events per year. Past events include hosting a community-wide science fair, hosting education outreach programs, color runs, canned food drives, and service projects.

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### PARTNERSHIPS

ISTCS actively seeks community partnerships. The school has current, active partnerships with the following organizations: ISU Community Outreach, ISU College of Science and Engineering, Ignite CS, iSTEM, Leo's Place, Overdeck Family Foundation, Simons Foundation, INL, Radio Shack, Community Dinner Table, Bingham Historical Park, STEM Action Center, Future City, and PK12. In addition to those partnerships, ISTCS hosts students from surrounding school districts in an annual science fair.

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### MARKETING

ISTCS maintains an aggressive marketing plan that is updated and presented to its Board of Director's annually. The marketing plan generally consists of four components: community, communication, advertisement, and enrollment. The community component focuses on establishing and maintaining a positive school image in the community, communication focuses on maintaining a positive image with current stakeholders, advertisement focuses on communicating with potential students, and enrollment focuses on meeting annual enrollment expectations.

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### STRATEGIES FOR INFORMING UNDERSERVED STUDENTS AND FAMILIES

ISTCS's marketing plan is designed specifically to reach all potential stakeholders within its primary attendance area. The school typically runs three (3) coordinated advertising campaigns per school year with the goal of using multiple platforms to disseminate a specific, targeted message in both English and Spanish. The school relies heavily on digital platforms such as Facebook, email, and its Website; however, it recognizes that digital messaging does not work for all populations in its primary attendance area. The school distributes fliers to underserved neighborhoods.

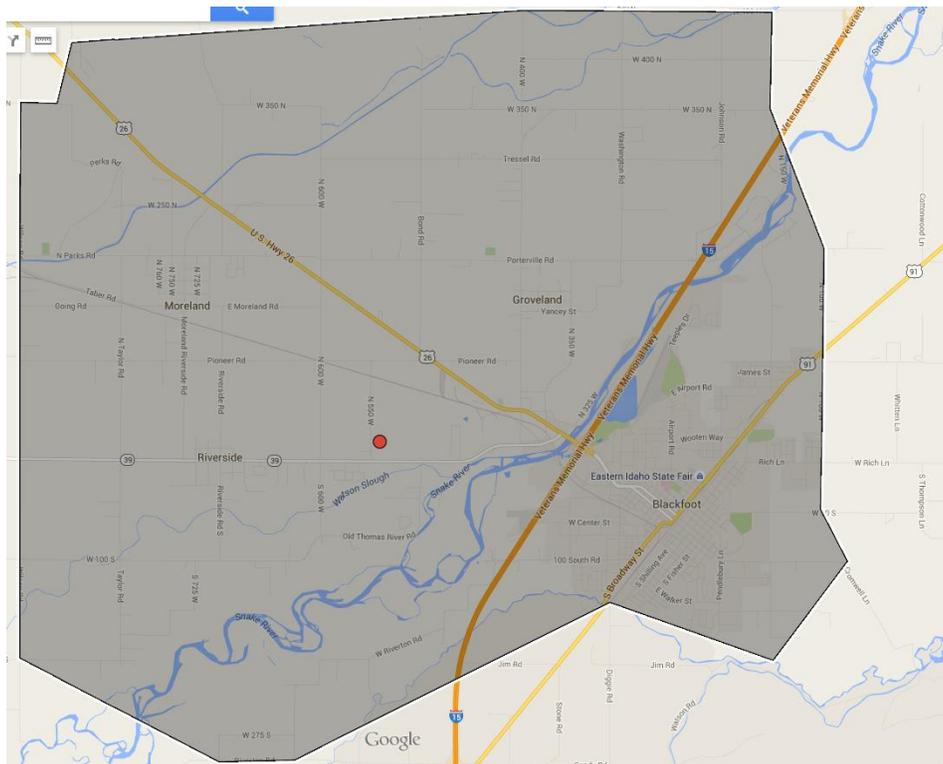
Currently, ISTCS's population does not appear to mirror the demographics of surrounding school districts. Verified enrollment numbers consistently show that ISTCS serves a higher percentage of Special Education students, but a lower number of both ELL students and students who qualify for Free and Reduced Lunch.

## PRIMARY ATTENDANCE AREA

The primary attendance area will include areas from the Blackfoot School District (55) and Snake River School District (52). The boundaries will be as follows:

Intersection of 450 West and 400 West (McDonaldville Rd) West (No Roads or Population) to Highway 26 and Larsen Road: South on Larsen Rd. to W 350 N; West on W 350 N to Wilson Road; South on Wilson Road to Hahn Road; Southeast (No road or population) to the intersection at S Riverton Road and Hoskins Loop; East to S 625 West; Southeast (No Road or population) to the intersection at Highway 91 and Shilling; East on Blackfoot River to 150 West; North on 150 West to Cromwell Lane; North (No Road – State Hospital) the intersection of Mitchell Lane and 100 West; North on 100 West to the end of Hansen Lane; North (No Roads or Population) to intersection of 350 North and Rose Road; West on 350 North to Johnson Road; North on Johnson Road to 450 West (Lambert Road); West on 450 West to McDonaldville Road. Addresses on both sides of the streets will be included in the primary attendance area. (See Map)

These students will be given priority as designated in Idaho Code Section 33-5205(3) (j); however, students from other areas may be enrolled.



## TAB 6 -- SCHOOL LEADERSHIP AND MANAGEMENT

Policies related to school leadership and management are delineated in Board Policies 6000-6999. The director of ISTCS is directly responsible to the Board of Directors, serves as the chief executive of the Board, and supervises all District operations in accordance with Board policies. The Director's responsibilities include overseeing all aspects of compliance, personnel, students, strategic planning, educational program, operations, finances, and public relations. The Board evaluates the Director annually pursuant to Board Policy 1410 and 6100.

The Principal of ISTCS is responsible to the Director in managing all day-to-day operations of the school. The Principal acts as a designee for the Director when necessary, sits on the school leadership team, and participates in long-term strategic planning. The Director is responsible for evaluating the Principal annually.

The business manager of ISTCS is responsible to the Director of the school in managing all business operations including financial, student and personnel records, and compliance. The business manager also serves as the Clerk of the Board and is directly responsible to the Board of Directors as its Clerk. The Director is responsible for evaluating the Business Manager Annually.

*Resume for current Director can be found in Appendix D.*

*Organizational Chart can be found in Appendix D.*

*Job Descriptions for the Director, Principal, and Business Manager can be found in Appendix D.*

**This school's Charter Appendices are on file with the Idaho Public Charter School Commission.**

## **Appendix D: Articles of Incorporation and Bylaws**



# **CLOSURE PROTOCOL**

**August 2013**

## Background

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

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

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

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

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

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

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# Introduction

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

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

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

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

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

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

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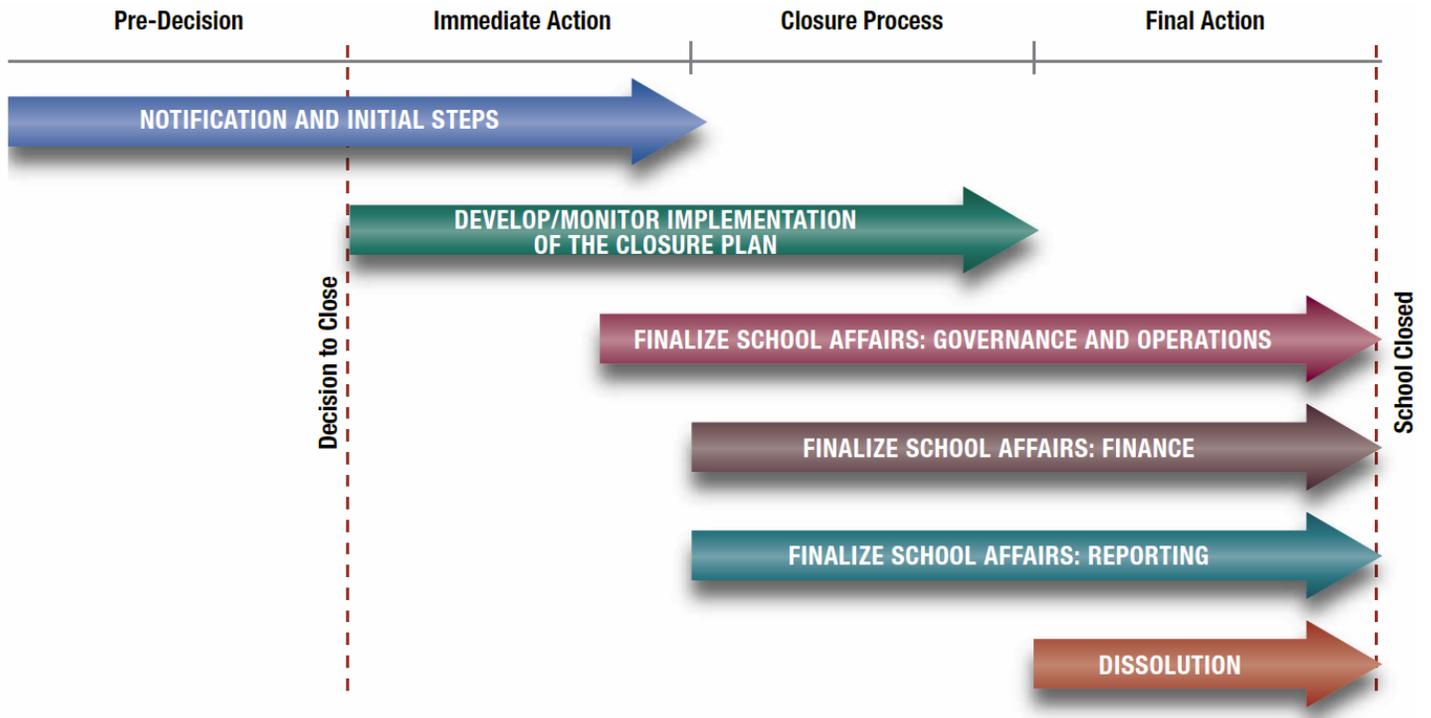
## Endnotes

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

<sup>2</sup> I.C. § 33-5212

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

# A Conceptual Timeline for Closure



## Notification and Initial Steps

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

**Send Additional and Final Notifications**

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

School,  
PCSC

## Develop/Monitor Implementation of the Closure Plan

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

## Finalize School Affairs: Governance and Operations

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

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

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

## Finalize School Affairs: Finance

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

## Finalize School Affairs: Reporting

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

## Dissolution

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

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

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

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

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Legacy Public Charter School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on March 4, 2010, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2011; and

WHEREAS, the School’s charter was renewed on March 1, 2018, for a five-year term of operations,

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of July 1, 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

- A. School Mission.** The mission of the School is as follows: To develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities.
- B. Grades Served.** The School may serve students in grades K-8.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Teach to the high, and through strict adherence to the Harbor School Method, use the Method's educational approach, curricula, and tools to provide multiple opportunities for mastering concepts, and to exceed State benchmarks in required academic testing.
  - Ensure instructional fidelity across grade levels with core instructional methodology being consistent among teachers and grades, ensuring that students learn the instructional routines in early grades which accelerates their ability to focus on new information, skill development and thinking skills.
  - In addition to emphasizing the traditional core curriculum areas of language arts, math, science, social studies, incorporate the Harbor Method's educational features of providing self-contained 7<sup>th</sup> & 8<sup>th</sup> grade classes, the study of a foreign language beginning in at least the 3<sup>rd</sup> grade, and participation in music, PE and computer classes.
  - Provide a School-to-Work experience that, in addition to the school's academic program, purposefully trains students to demonstrate "Attitude and Effort," along with the characteristics of enthusiasm, efficiency and excellence in the work they do.
  - Remove fear, threat and intimidation from the learning environment by implementing and carrying out the Harbor Method's character education program that emphasizes kindness and a zero tolerance policy for teasing, taunting, bullying, and negative peer pressure. The character education program will also emphasize and require adults in the school to model the expectations and behaviors for character required of students.

- Hold the school’s principal(s) directly accountable for the environment in which teachers teach and students learn.

**D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.

**E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

#### **SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES**

**A. Oversight Allowing Autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer’s Role will be to evaluate the School’s outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

**B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School’s academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

**C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.

**D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.

**E. Performance Framework As Basis For Renewal of Charter.** The School’s performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School’s Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and

reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

## SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 325 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:
  - Kindergarten 26 students
  - 1st Grade 30 students
  - 2nd-3rd Grade 32 students
  - 4th – 5th Grade 35 students
  - 6th – 8th Grade 50 students
- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need

for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.

**D. School Facilities.** 4015 S. Legacy Way, Nampa, ID 83686. 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:

North Boundary: The center of East Greenhurst Road to include only property on the south side of the road. East Boundary: The center of Happy Valley Drive to include only property on the west side of the road. South Boundary: The center of East Lewis Lane to include only property on the north side of the road. West Boundary: The center of South Powerline Road to include only property on the east side of the road.

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

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

## SECTION 6: SCHOOL FINANCE

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

**B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

**C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.

**D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting

Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

## **SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION**

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- 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 D.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- 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 **July 1, 2018**.

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**Chairperson, Idaho Public Charter School Commission**

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**Chairperson, Legacy Public Charter School Board**

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

**Appendix B: Performance Framework**

**Appendix C: Charter**

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

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

No conditions of authorization or renewal are applicable.

**Appendix B: Performance Framework**

# LEGACY CHARTER SCHOOL [YEAR] ANNUAL PERFORMANCE REPORT

## INTRODUCTION

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

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

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

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

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

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

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

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

## PERFORMANCE FRAMEWORK STRUCTURE

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

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

## ACCOUNTABILITY DESIGNATIONS

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

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

**SCHOOL OVERVIEW**

<b>Mission Statement</b>	To develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Teach to the high, and through strict adherence to the Harbor School Method, use the Method’s educational approach, curricula, and tools to provide multiple opportunities for mastering concepts, and to exceed State benchmarks in required academic testing.</li> <li>• Ensure instructional fidelity across grade levels with core instructional methodology being consistent among teachers and grades, ensuring that students learn the instructional routines in early grades which accelerates their ability to focus on new information, skill development and thinking skills.</li> <li>• In addition to emphasizing the traditional core curriculum areas of language arts, math, science, social studies, incorporate the Harbor Method’s educational features of providing self-contained 7th &amp; 8th grade classes, the study of a foreign language beginning in at least the 3rd grade, and participation in music, PE and computer classes.</li> <li>• Provide a School-to-Work experience that, in addition to the school’s academic program, purposefully trains students to demonstrate “Attitude and Effort,” along with the characteristics of enthusiasm, efficiency and excellence in the work they do.</li> <li>• Remove fear, threat and intimidation from the learning environment by implementing and carrying out the Harbor Method’s character education program that emphasizes kindness and a zero tolerance policy for teasing, taunting, bullying, and negative peer pressure. The character education program will also emphasize and require adults in the school to model the expectations and behaviors for character required of students.</li> <li>• Hold the school’s principal(s) directly accountable for the environment in which teachers teach and students learn.</li> </ul>		
<b>School Location</b>	4015 S Legacy Way Nampa, ID 83686	<b>School Phone</b>	208-467-0947
<b>Surrounding District</b>	Nampa School District		
<b>Opening Year</b>	2011		
<b>Current Term</b>	April 17, 2014 – June 30, 2018		
<b>Grades Served</b>	K-8		
<b>Enrollment (Approved)</b>	325	<b>Enrollment (Actual)</b>	

**SCHOOL LEADERSHIP**


**STUDENT DEMOGRAPHICS**

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

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

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	

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

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

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

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

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

ACADEMIC K-8

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

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON			Result	Points Possible	Points Earned
<b>Measure 2a</b>	<b>Do math proficiency rates meet or exceed the district average?</b>				
<b>Math Proficiency Rate Comparison to District</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the district average.</p>		50	0	
			30 - 45	0	
			15 - 29	0	
			0 - 14	0	
				0	
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Nampa School District will be used for comparison purposes.				
<b>Measure 2b</b>	<b>Do ELA proficiency rates meet or exceed the district average?</b>				
<b>ELA Proficiency Rate Comparison to District</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.</p>		50	0	
			30 - 45	0	
			15 - 29	0	
			0 - 14	0	
				0	
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Nampa School District will be used for comparison purposes.				

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																				
<b>Measure 3a</b> <b>Criterion-Referenced Growth</b> <b>Math</b> <b>Notes</b>	<b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
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	76-100	0																		
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	26-50	0																		
	0-25	0																		
		0																		
<b>Measure 3b</b> <b>Criterion-Referenced Growth</b> <b>ELA</b> <b>Notes</b>	<b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
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OPERATIONAL

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

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

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

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

OPERATIONAL

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

OPERATIONAL

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

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

FINANCIAL

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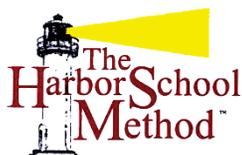
FINANCIAL

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

# Legacy Public Charter School

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A Harbor Method<sup>TM</sup> School

Approved Charter for School Year Starting 2011-2012

Amended May 31, 2012

Legacy Public Charter School  
Nampa, ID 83686  
Contact Persons:  
Christine Ivie or Gayle O'Donahue  
Phone: (208) 871-7749  
Fax: (208) 442-7216

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**Tab 1**

## **A. Articles of Incorporation & By-laws**

See Appendix A for Articles of Incorporation and Appendix B for By-laws.

## **B. Signatures of Qualified Electors**

See Appendix C.

## **C. Mission Statement & Philosophy**

### **Vision**

At Legacy Public Charter School, students will develop a strong academic foundation, strength of character, and the work ethic and attitudes to achieve success in their chosen careers and in all aspects of their lives.

### **Mission**

Legacy Public Charter School's mission is to develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities.

### **Philosophy**

The philosophy of the Legacy Public Charter School is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place. Each child has the right to come to school without fear of taunting, teasing or violence. Each parent has the right to expect a school to provide a safe, kind environment for his/her child. Each staff member has the right to teach without fear of violence. Students, parents and teachers will experience peace of mind in the Legacy Public Charter School setting. The founders believe that a "kind" environment should be extended through the potentially tumultuous junior high/middle school years.

**Tab 2**

## **A. Rationale for Legacy Public Charter School**

As of 2009, there were 22 traditional public schools serving a student population of over 14,000 within the Nampa School District. In addition, there were four public charter schools and a number of private schools. Of the traditional public schools, none use the Harbor School Method™. Two of the public charter schools, Liberty Charter School and Victory Charter School, use the Harbor School Method™. Liberty Charter School has been in operation since 1998. After its initial lottery, Liberty's waiting list was approximately 300 students. With Liberty's academic success and high level of parental satisfaction, its waiting list continued to grow to over 700 students by 2002. At that time, parents who wanted to provide an education for their children based upon the Harbor School Method™, sought and received approval for a second public charter school utilizing this successful model and Victory Charter School opened its doors in fall of 2004.

Even with a second Harbor School, the number of students whose parents seek to enroll them in a school utilizing the Harbor School Method™ still exceeds the enrollment capacity of both Liberty and Victory. The combined waiting lists have grown to over 3,600 students for kindergarten through 8<sup>th</sup> grade. Many parents have had their children on a waiting list for Liberty or Victory for several years with little hope of having their child attend either school prior to 8<sup>th</sup> grade due to the large waiting lists.

Therefore, to address the continued demand by Nampa families, it is in the best interest of the parents, students and general public in Nampa to open another public school dedicated to providing an education based upon the Harbor School Method™. Nampa parents have made it clear that they support choice in education by the overwhelming growth of both public charter schools and of small school learning environments created within the traditional Nampa School District. It is important that the public school system continue to respond to the demands of taxpayers and offer the types of choice that they support for their children. Legacy Public Charter School is a response to a need that has clearly been demonstrated for over a decade.

The founders' purpose for opening Legacy Public Charter School is to provide parents with an educational option based upon the Harbor School Method™ which provides high expectations and standards in academics and behavior in a safe environment with an emphasis on training students to succeed in the workplace. It is the founders' intent to replicate the educational culture and academic success exemplified at Liberty Charter School. Liberty Charter School is the most successful Harbor Method school in the state.

## **Target Student Population *I.C. 33-5205(4)***

### **Primary Attendance Area**

Legacy Public Charter School is anticipated to be located at the southeast corner of Locust Lane and Southside Road intersection within the Nampa School District. Based upon this location, the primary attendance area would be as follows:

- North Boundary: The center of East Greenhurst Road to include only property on the south side of the road.
- East Boundary: The center of Happy Valley Drive to include only property on the west side of the road.
- South Boundary: The center of East Lewis Lane to include only property on the north side of the road.
- West Boundary: The center of South Powerline Road to include only property on the east side of the road.

If Legacy's location is different than the anticipated location, Legacy founders will construct a similar Primary Attendance Area.

Legacy Public Charter School's goal is to open in the fall of 2011 with grades kindergarten through 8<sup>th</sup> grade with only one class for each grade. If fewer than 30 students enroll for 8<sup>th</sup> grade prior to July, 1, 2011, Legacy will not offer 8<sup>th</sup> grade the first year of operation but will add it the second year.

Legacy Public Charter School's enrollment cap will be 325 students. There is no plan to increase the enrollment cap through the addition of more kindergarten through 8<sup>th</sup> grade classes or with the addition of a high school.

### **B. Potential Impact on Nampa School District**

Legacy's founders are aware that opening Legacy Public Charter School will have a potential impact on the Nampa School District; however, Nampa's growth should minimize the impact of taking students from their current schools to Legacy Public Charter School. In the past several years the Nampa School District has opened several, new elementary schools and two middle schools to address the district's growth. Most recently, Lake Ridge Elementary and Lone Star Middle School both opened in the fall of 2008, while Endeavor Elementary opened in the fall of 2007. With an overall school enrollment of 325 students, Legacy will not have a huge impact in relation to the district's nearly 15,000 student-body enrollment. In fact, Legacy's total enrollment is less than 2%

of the Nampa School District's total enrollment. For the four middle schools that now serve Nampa, Legacy will affect approximately 120 students and that is only if all the students come from Nampa School District schools. However, it's anticipated that Legacy's student population will include home-schooled students, students from private schools, other charter schools, and virtual charter schools. On the elementary side, Legacy will serve approximately 188 students. The closest elementary schools to Legacy's proposed site are Ronald Reagan Elementary, Sunnyridge Elementary, and Greenhurst Elementary. Again, it's anticipated that in addition to these nearby elementary schools, Legacy will draw students from home-schools, private schools, other charter schools, and virtual charter schools. As a result, Legacy founders estimate that perhaps 60-70% of its enrollment, or approximately 175-200 students, could choose to come to Legacy that had been attending Nampa School District schools.

While in these slower economic times it's perhaps more difficult to project school district growth, historically the Nampa School District has reported annual growth of four to seven percent, or approximately 600-1,000 students. The Nampa School District population is expected to increase as the population of Nampa grows. Currently, the Nampa Chamber of Commerce projects the city of Nampa's population to reach approximately 91,000 residents by the 2010 census.

Additionally, Legacy Founders are committed to remain a small school, with total enrollment capped at less than 325 students in Kindergarten through eighth grade. Therefore, Legacy will not impact the Nampa School District in future years through expansion.

According to the Idaho State Department of Education (2008), only 4% of the state's total public education budget goes towards charter schools. No charter school funding is provided by individual traditional school district funds. Districts, including Nampa School District, are able to acquire additional funding through levies and bonds, regardless of the student population. While Nampa School District will not receive the ADA funding for students enrolled full-time at Legacy Public Charter School, Nampa School District will avoid the costs associated with meeting the demands of growth in their coverage areas. There is a significant benefit to the Nampa School District as current economic trends may make it more difficult to budget for new school facilities and gain local taxpayer support for bonds and levies required for new school buildings. There is no financial support that would be provided by the Nampa School District for students that attend Legacy Public Charter School. It is important to remember that charter schools are public schools, and the money that they receive is not being "drained" from public education at all. The founders of Legacy believe that the minimal impact of 175-290 students moving from the traditional school district to Legacy Public Charter

School will be neutralized within a very short period of time and that the district will benefit and continue to grow.

### **C. Facilities to Be Utilized**

Legacy's founders have identified one strong option. Legacy would purchase approximately 3.5 acres of land located at Lava Springs, on the southeast corner of Locust Lane and Southside Road intersection in Nampa, Idaho, and contract to design, build and lease, or purchase a facility.

The first choice is to purchase property and design and build a new facility for Legacy. A new facility provides numerous benefits such as: (i) it may be more economical than leasing or purchasing an existing facility; (ii) it promotes a sense of permanence and stability; (iii) it provides more flexibility in terms of design; and (iv) it can avoid certain pitfalls and uncertainties associated with leases. In an effort to provide the most detailed plans possible, the founders have requested site plans or floor plans (with estimated costs) from a developer regarding our facility options. The developer has indicated that actual site plans would require significant testing and engineering, however, they have been willing to provide us with proposed floor plans, estimated costs, and projected time frames for completion of a Legacy facility.

After researching this issue and speaking with various schools that have secured financing for their facilities in the first year of operation, the founders have identified the general process and organizations that have experience in this area. Preliminary designs have been developed for a 26,597 square foot facility for a fall 2011 opening. The design is similar to the facilities used by Liberty Charter School and Victory Charter School for their kindergarten through eighth grade students. This design has proven to be functional in terms of its floor plan and is economical to build. Although the Lava Springs opportunity is extremely viable, the founders are actively pursuing other facility locations and options.

Notwithstanding the appeal of a new facility, the founders recognize that due to unforeseen events or circumstances, Legacy may not be able to have a new school facility ready for fall of 2011. Therefore, the founders are in the process of developing other alternatives for temporary lease options. One alternative will be to identify a facility with a short term lease option (2-6 months) to ensure a location if a permanent building cannot be completed on time for fall opening in 2011 but can be completed within the first year of operation. In the event the founders are unable to secure a permanent site for the first year of operation, other possible lease options will be found to temporarily (1-3 years) house Legacy until a permanent site is acquired and a new facility is completed. The founders have been communicating with a local realtor who is also the owner of property

located at 904 12<sup>th</sup> Avenue South in Nampa. The facility was originally a church building but has been utilized as a temporary facility for two different schools. Idaho Arts Charter School utilized the facility until its permanent facility was completed. Most recently, in 2008-2009 school year, a private elementary school leased the facility. The facility has ample classrooms, has been updated for use as a school and has ADA compliant bathrooms. The owner has expressed his intention to enter into a lease with Legacy and will negotiate a lease within the market rate.

See Appendix D for facility documentation.

#### **D. Administrative Services**

In order to ensure Legacy Charter School is able to operate efficiently and accomplish its goals, it is the intent of the Governing Board to hire an administrator who has an understanding of and experience in the implementation of the Harbor School Method™. The administrator in a Harbor School is intimately involved in the day-to-day operations of the school through actively monitoring the implementation and quality of the academic program and working to create the Harbor School culture. The administrator is also responsible for the school's financial operations including the development of a budget consistent with the values and goals of the Harbor School Method™.

Because the role of administrator is critical to the success of a Harbor School, the Governing Board will ensure that the Legacy Charter School administrator is fully trained in the Harbor School Method™ and has resources available to successfully implement the Method. The Governing Board will contract with Rebecca Stallcop, under a Management Agreement with BMed, Inc., to serve as the Administrator Trainer for Legacy Public Charter School for the first three years of operation. Mrs. Stallcop developed the Harbor School Method™ and has successfully implemented the program at Liberty Charter School for the past ten years. Mrs. Stallcop will provide training for the Legacy administrator in all aspects of his or her duties and specifically in the implementation of Harbor culture and financial operations, oversight of staff training, and development and implementation of the school budget. Additionally, Mrs. Stallcop will be the final authority for the administrator in all aspects of school management, subject only to the authority of the Governing Board. After the first three years, Mrs. Stallcop will evaluate Legacy annually to ensure compliance with the Harbor School Method™. See Appendix E for Letter of Intent to Contract from Rebecca Stallcop.

In the event BMed, Inc. is unable to provide Administrator Trainer services for Legacy Charter School as set out in the Management Agreement, the Governing Board will appoint an individual with administrative training in the Harbor School Method™ from a list of pre-designated individuals approved by Mrs. Stallcop to serve in her capacity.

Mrs. Stallcop will submit to the Governing Board a list of individuals she has approved as qualified to take her place along with a plan for transition. That list and plan will be reviewed at least annually by Mrs. Stallcop and the Governing Board to ensure the most qualified individuals and current transition plan are available.

## **E. Civil Liability**

Neither the Idaho State Board of Education, nor the Idaho Public Charter School Commission will have any liability for the acts, omissions, debts or other obligations of any charter schools, except as may be provided in an agreement between the state and Legacy Public Charter School.

### **Types of Insurance**

Legacy Public Charter School will procure and maintain a policy of general liability insurance in the amount required by state law and errors and omissions insurance with limits not less than one million dollars. Legacy Public Charter School will have the same role as a traditional public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability and property insurance will be similar to the coverage purchased by the district. A copy of the proof of insurance will be given to the Idaho Public Charter School Commission each time it is renewed to ensure continuous coverage. Legacy Public Charter School will provide a list of all other types and amounts of insurance required prior to the opening of the school. Legacy's authorizer will be named as a co-insured on any liability policy that is secured.

An insurance quote from Moreton & Company, P.O. Box 191030, Boise, ID 83719, has been received. See Appendix F for documentation.

**Tab 3**

## **A. Educational Program I.C. 33-1612 & 33-5205(3)(a)**

### *The Harbor School Method™*

Legacy Public Charter School's mission and educational program are built upon the foundation of the Harbor School Method™. The Harbor School Method™ was originally founded by Rebecca Stallcop, currently the principal of Liberty Charter School. Long before Liberty existed, Mrs. Stallcop and talented teachers brought their beliefs, knowledge and skills to bear to create a school where students learned more because they were taught more and where expectations for conduct were shared throughout the school. Mrs. Stallcop's passion remains focused on the preparation of future generations who can contribute to a democratic society as exemplars of learning, leading and citizenship.

The Harbor School Method™ is a way of teaching, a way of learning and a way of schooling. It is an integrated model designed to educate children to be capable graduates ready to contribute to a democratic society. Harbor Schools create a setting focused on the development of knowledge and skills, as well as the development of attitudes and dispositions of children. It is grounded in core beliefs about children, how they learn and the responsibilities of the adults who shape their development. The instructional strategies are not necessarily unique and innovative. What is unique and innovative is the manner in which these elements have been brought together to create a culture – a way of being as a school.

The Harbor School Method™ integrates elements from five key areas: Student Learning, School Culture, Instructional Fidelity, School Leadership, and Parent Participation. The following is a brief overview of the five key areas taken from the Harbor Essentials Manual. A more detailed description of Student, Teacher, Principal and Parent Responsibilities in each of the five areas is found in the Harbor Essentials Manual in Attachment O.

#### Student Learning

Children learn in a social context of schools. They learn in and out of the classroom. They learn by what they see, what they hear and what they do. The Harbor School Method™ is built on the belief that all students should know that their teachers have high expectations for their academic accomplishments and for their conduct. Harbor educators intentionally design every aspect of school to provide clear and consistent expectations for students. This helps students know what is expected of them at school. The Harbor School Method™ is centered on student learning in and out of the classroom.

Work habits are established early in life and the Harbor Method intentionally develops work habits in students that will serve them throughout their lives. Nurturing the development of students' intellectual, social, interpersonal and character growth is expected to be evident throughout the programs of a Harbor School. An environment in which high academic achievement is an expectation for all students is foundational. The goal of a Harbor School is to

help all students develop their capacity for knowledge, skills and dispositions that equip them to be work and college ready.

What We Believe:

- Teach to the high. All children are capable of learning more than we think.
- Safety is fundamental to learn, develop and succeed.
- Make learning personal and important for students.

### School Culture

School cultures teach. They teach through the expectations set for and by the people working in them, both children and adults. They teach through the visible and invisible ways that people work together. They teach through the ways in which people treat one another. Safe, supportive school cultures mitigate the potential effect that differences among students could have on their learning. Harbor principals are accountable for the school culture and must intentionally create the conditions consistent with Harbor philosophy and practices.

Harbor schools intentionally create a culture that lives what it believes. School cultures teach children and adults directly and indirectly. Everything that occurs within a school culture shapes behavior of people. We are intentional about shaping that behavior.

The practices and conduct of the adults in the school are expected to be a primary model for students as they learn the character traits and work habits that will be life-long assets to them.

Harbor Schools focus on safety by removing fear, threat and intimidation from the learning environment. A focus on kindness and a zero tolerance policy for teasing, taunting, bullying, and negative peer pressure creates a positive, supportive and constructive environment for children to learn and grow. Adult decisions are made based on what is in the best interest of the students and the development of their knowledge, skills and dispositions. There is evidence of kindness between students and students, students and adults, and adults with adults. Adults demonstrate their respect and their responsibility to maintain a clean, orderly environment. They extend themselves to one another and to the students. Respect and personal responsibility is visible in all interactions.

### Instructional Fidelity

The quality of learning for students has everything to do with the quality of teaching. Three key elements distinguish a Harbor school:

1. Faculty and staff who decide to work in a Harbor School commit to adopting the beliefs that ground the school's philosophy. Their teaching, leading and working habits emerge from those beliefs.

2. Faculty and staff are prepared to meet clear expectations through the use of specific curriculum, teaching strategies and student management practices that support the intellectual as well as the social, emotional and character development of children.
3. Faculty and staff understand the importance of instructional fidelity. Instructional fidelity is defined as being consistent with the Harbor philosophy and practices to achieve program coherence throughout their school. Program coherence matters for students. The consistency of structure, expectations and instruction accelerates learning. This is a key component for school-wide high performance.

Program and instructional coherence is a signature feature of Harbor Schools. This feature brings benefits to student learning because they know what to expect from grade to grade, class to class, adult to adult. Students learn that they have multiple opportunities to learn information and to demonstrate their understanding and skill. Students learn the instructional routines in early grades which accelerate their ability to focus on new information, skill development and thinking skills. The core instructional methodology is consistent across teachers yet implemented with the unique creativity and talents of each teacher. Pacing of accelerated objectives is coordinated between grade levels.

### School Leadership

The quality of a school, the quality of teaching and the confidence of parents rest on the competence of the school's leaders. Leadership comes from two functions of a Harbor School. 1) The Board of Directors which is responsible for the governance, policies and strategic direction of the school, as well as the link to the parent community; and 2) The school principal, who carries out the expectations of the Board and insures the quality of the school programs.

The ability of a Harbor School to carry out its mission depends heavily upon the strength of its governing board. An effective board provides strategic direction for the school, chooses and nurtures strong school leaders, and ensures the school's financial and legal soundness. For a charter school to succeed, it must form a board that is committed to the school's mission, possess substantial leadership skills and expertise, set policy that guides the school's work, and evaluate both the school and itself with an eye toward continuous improvement.

Leadership has a profound effect on the conduct and achievement of students and the adults who contribute to their learning in the school setting. We believe that the principal has a direct accountability for the environment in which teachers teach and students learn. The principal's primary responsibility in a Harbor School is to support teachers and protect teaching time. This is not merely a function of scheduling or other administrative activities, but of the principal's presence throughout all student contact areas during school hours. Principals in Harbor Schools are extremely visible to the student population in the classroom, in the hallways, in the lunchroom, and on the playground. They use all of these venues to teach practical aspects of living and how to interact positively with one's neighbors and community. The principal's

presence in this manner provides daily supervision and support of teachers to ensure instructional fidelity.

### Parent Participation

Harbor Schools depend on the support and engagement of parents. Harbor educators must cultivate strong parental engagement. The school actively works to earn parent trust and confidence to provide a safe and productive learning environment for their children.

It is essential that parents are well informed on the elements of the Harbor School Method™. All Harbor parents understand that they are their child's first teacher. All parents should have sufficient understanding of the method upon enrolling their children, a thorough orientation before the first day of school, and ongoing opportunities to experience the method through classroom visits. Their understanding of Harbor practices is essential for them to support their child's education. Harbor Schools encourage parents to volunteer in various ways to enhance the program's effectiveness.

### *School- to-Work Emphasis*

At Legacy Public Charter School, students will be prepared to enter the work force with the knowledge, skills, and attitudes necessary to be good employees. The Harbor School Method™ curriculum and culture gives students the foundational knowledge base necessary for success. Students learn persistence, good study skills, respect for authority, leadership, cooperation, kindness and respect for peers. Academically, students are challenged and encouraged to go the extra mile to be successful. They gain confidence in their ability to succeed as a result of hard work.

Legacy's policies are intentionally designed to prepare students for the rigors and challenges of the workplace. Policies establishing strict attendance requirements, respect for authority, real life consequences for both positive and negative behaviors and a culture of respect and kindness, train students to become accustomed to an employer's expectations.

Legacy recognizes that the most important factors defining satisfying and successful employment are "Attitude and Effort." Employers look specifically for enthusiasm, efficiency and excellence in those they hire. Legacy will purposefully train its students to develop these characteristics. Work-related programs designed for each grade level teach work ethic, positive attitude and effort. Training culminates in the eighth grade when each student spends two weeks working in the café under the direct supervision of the Administrator. The Administrator works alongside students giving feedback and issuing a final grade based upon work performance. See Attachment P for a detailed description of Legacy's School-to-Work criteria.

**Thoroughness Standards *I. C. 33-1612***

Legacy Public Charter School will fulfill the thoroughness standards identified in Idaho Code 33-1612. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

Standard	Goal	Objective
Standard 1: A safe environment conducive to learning is provided.	Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.	<p style="text-align: center;">Legacy Public Charter School will:</p> <p style="text-align: right;">Tab 3 p. 16</p> <ol style="list-style-type: none"> <li>1. Develop guidelines for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights and staff monitoring responsibilities.</li> <li>2. Provide a facility and adopt policies that meet all required city, state, and federal health accessibility, safety, fire, and building codes for public schools.</li> <li>3. Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.</li> <li>4. Create an environment that strongly encourages parents and other adults to visit the school and participate in the school's activities.</li> </ol>
Standard 2: Educators are empowered to maintain classroom discipline.	Create a positive teaching and learning environment with an emphasis on high expectations of behavior and academic performance.	<p style="text-align: center;">Legacy Public Charter School will:</p> <ol style="list-style-type: none"> <li>1. Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior.</li> <li>2. There will be school-wide process for teachers to handle minor and major infractions in the classroom setting.</li> <li>3. Teach appropriate behaviors and foster responsible decisions-making skills.</li> <li>4. Establish and maintain consistent rules aligned throughout the school.</li> </ol>
Standard 3: The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.	Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.	<p style="text-align: center;">Legacy Public Charter School will:</p> <ol style="list-style-type: none"> <li>1. Utilize the general philosophy of the character education program throughout all decisions to instill appropriate values.</li> <li>2. Emphasize the importance of adults modeling important values at school.</li> <li>3. Help student build personal bonds and carry out responsibilities to one another and to the faculty and staff.</li> <li>4. Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.</li> </ol>
Standard 4: The skills necessary to communicate effectively are taught.	Teach students a range of effective communication skills appropriate for the 21 <sup>st</sup> century.	<p style="text-align: center;">Legacy Public Charter School will:</p> <ol style="list-style-type: none"> <li>1. Emphasize meaningful language experience in language arts, enhanced by writing and memorization.</li> <li>2. Provide access to computers to teach students basic computer skills and, in the older grades, appropriate communication through technology (via e-mail and the internet..</li> <li>3. Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.</li> </ol>
Standard 5: A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.	Develop an educated citizenry for the 21 <sup>st</sup> century through a proven academic program where all students are offered an advanced curriculum.	<p style="text-align: center;">Legacy Public Charter School will:</p> <ol style="list-style-type: none"> <li>1. Use the Idaho State Standards as a starting point to be enhanced by unifying themes and other creative methods.</li> <li>2. Use the Harbor School Method to ensure student learning including but not limited to: phonics, reading, mathematics, science, history, and literature.</li> <li>3. Offer a solid health curriculum as required by the state.</li> </ol>
Standard 6: The skills necessary for the students to enter the workforce are taught	Provide students with the intellectual foundation and strong moral compass that provide the character traits of leadership, which lead them to becoming productive	<p style="text-align: center;">Legacy Public Charter School will:</p> <ol style="list-style-type: none"> <li>1. Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, history and literature.</li> <li>2. Provide a technology oriented environment, encouraging the use of technology as a toll in the workplace of the 21<sup>st</sup> century.</li> <li>3. Enable the students to develop the following intellectual habits important in society: adapting to new situations</li> </ol>

Legacy Public Charter School will achieve the Thoroughness Standards through its curriculum and the unique aspects of the school. The instruction of the curriculum will be accomplished by using an aligned proactive method. A combination of a strong emphasis on kindness, the “golden rule,” and a reward system (Citizen of the Week and Citizen of the Month) which honors children who are hard working, responsible, honest, respectful, etc., creates an environment allowing for student peace of mind which then maximizes learning potential. We believe every student is responsible for his or her own learning. We recognize that all children are capable of achieving their potential to the fullest extent if they so choose. We must cultivate a learning environment that encourages full development in all these areas even as we remain dedicated to teaching students effectively as a caring adult can.

### **Curriculum Overview**

In keeping with Legacy Public Charter School’s mission to prepare learners to be functional citizens of the 21st century, we recognize that such preparation is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. The Legacy Charter emphasizes both the acquisition and application of knowledge.

The Legacy Public Charter School curriculum contains both traditional academic subjects and additional language areas that make the Legacy Charter unique. The Idaho State Department of Education’s “Standards and Benchmarks” serves as the starting point and is enhanced with unifying themes and other creative methods.

The subjects that comprise the curriculum are listed and briefly discussed below. The traditional core curriculum areas - language, arts, math, science, social studies - remain strongly emphasized. Legacy Public Charter School will provide solid preparation in the fundamental academic skills of reading, writing, mathematics and science.

### **Unique Aspects**

The distinctive aspects of Legacy Charter include the addition of seventh and eighth grade, the study of a second language, piano lessons for Kindergarten through third-grade students, enriched gifted and talented services, and integration of community service into the learning process.

Seventh/Eighth Grade Opportunity – We recognize that the junior high/middle school years are critical to a child’s self-esteem. Therefore, the focus of the seventh and eighth grades is to provide an environment different from what has been the traditional junior high/middle school setting in order to create a learning atmosphere where students experience less stress. There is less movement from room to room, fewer teachers (eliminating the one-teacher-per-subject

format), and fewer students (only one class per grade). The result is a smaller arena that is less threatening to a student's self esteem when taking risks or making mistakes.

To further distinguish the 7<sup>th</sup>/8<sup>th</sup> grade opportunity at Legacy, by the third year of operation, a "hybrid," self-contained classroom environment will be added to the educational setting offered at Legacy. In this unique design, 1/3 of the 7<sup>th</sup> and 8<sup>th</sup> grade classes will rotate between the traditional classroom setting and a specially-designed, on-site/on-line, yet still self-contained, learning environment. This additional educational opportunity will not only enhance what is in place within the successful Harbor School Method academic program, but will vastly improve today's soon-to-be high school and college-bound students' readiness in the ever-increasing and expected world of online learning that they will encounter at the secondary and post-secondary levels.

While on rotation in the "hybrid" self-contained classroom, students will be supervised by an all-day, in-class educational assistant; will communicate with their peers not on rotation via Skype and other instant electronic communication means, as well as through face-to-face means (lunch, recess/breaks, PE, etc.); and receive direction instruction by their teachers in the online *and* physical learning environments.

The hybrid self-contained classroom itself will be a departure from the traditional classroom as it will be designed to house an online learning environment that provides the various forms in which students can learn online, such as typical, cubicle-type learning areas, college/university student union building/coffee shop setting w/less formal furniture and laptops, group learning areas for online group projects. As a result, not only will students learn how to learn in an online environment, but also in the various physical environments where they and their computers may find themselves.

Finally, this approach allows the Harbor School Method's small school/larger classroom size emphasis to provide even more students the opportunity to attend a Harbor School. Because at any one time 1/3 of each 7<sup>th</sup> & 8<sup>th</sup> grade classes will be in rotation, both the 7<sup>th</sup> & 8<sup>th</sup> grades can be enlarged to accommodate more students. Therefore, by the third year of operation, both the 7<sup>th</sup> and 8<sup>th</sup> grade classes will increase from 36 to up to 50 students.

Foreign Language - The study of a foreign language is an integral and distinguishing aspect of the Legacy Charter curriculum. We will provide instruction in Spanish Language beginning in 3<sup>rd</sup> grade. Research demonstrates that the study of a second language boosts English proficiency improves memory and self-discipline, and enhances verbal and problem-solving skills. Studies also show that learning a foreign language actually contributes to better SAT and ACT scores. Most colleges and universities require a second language for incoming students. In addition:

- knowledge of a second language is essential in over 60 occupations
- each of the major U.S. corporations routinely employs 500 to 5,000 persons abroad

- commercial language schools now have waiting lists, due to increased demands in business and industry for people with strong language skills
- 1,261 companies surveyed reported 60,687 positions requiring a second language.

Music: Piano Lessons for Kindergarten through third grade. .5 hours per week - It is our belief that early musical training - particularly on the piano - will dramatically boost a child's brain power, building the kind of skills necessary to succeed in high level math and science. Studies in California and Wisconsin show that after only six months, pre-school piano students outperformed those who had not studied piano by 35% on measured intelligence tests. Further studies have shown the best time to boost brainpower through music is between the ages of two and ten.

The explanation for this phenomenon is simple: when a child makes music, brain cells begin firing in patterns - linking with each other and forming a network of lasting connections. This exercises and strengthens the same bridges in the brain that are believed to lay the framework for logic, order, and abstract reasoning.

Therefore, we will create a piano lab where primary students (grades K - 3) will learn the basics of playing the keyboard. It is not our intent to turn every child into a Mozart or an Einstein. But it is our desire to stimulate as much brain activity as possible, for the stimulus a child receives early in life will determine how well their brain functions through life. The piano lab will be in place by the third year of operation, or when funds become available in which to purchase the equipment needed to create the lab.

## **Core Curriculum**

Language Arts— Students will study language and literature through reading aloud, grammar and mechanics, vocabulary and spelling instruction. The curriculum is literature based.

Comprehension skills, grammar and vocabulary are integrated within the literature program. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes self-analysis connected with student learning goals through a personal journal, as well as creative, expository writing. Communication skills include speaking and writing.

Science and Health - The Legacy Public Charter School science curriculum is a multi-year sequence, which emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling and testing science to actually “doing” and “feeling”. This process approach lets students experience the excitement of science so they can better understand facts and concepts.

Kindergarten through third grade students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying and predicting. Fourth through

eighth grade students will add the integrated science process skills of identifying variables, constructing tables of data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses and designing investigations. As students progress through the curriculum, they deepen and extend their understanding of the basic principles of sciences through a variety of scientific media and through the development of subject-appropriate vocabulary skills. Students will study earth, life and physical science.

Math – Our math program was developed by the K-8 teachers at Liberty Public Charter School. The program is taught in a fast-paced, direct teaching method. We will have concept and manipulative experiences that engage students in exploring, conjecturing and thinking. Students will learn numbers and operations, including numeration, basic operations, properties of numbers and operations, and estimations. Students will also learn Algebra and Geometry. Additionally, students will learn measurements and perform data analysis and probability including data collection and representation, data set characteristics, and probability. Students will also learn problem-solving skills and tools including problem-solving strategies, reasoning and proof.

Social Studies and Community Service - Kindergarten through 8<sup>th</sup> grade will follow the state standards and benchmarks. American history will be taught in Kindergarten through 8<sup>th</sup> grade. In fourth grade, the history of Idaho and the Pacific Northwest region will be taught. In the fifth grade, students will be introduced to world history with a four-year sequential study of Ancient Egyptian, Greek, Roman, and Medieval Civilization. In addition, there will be an emphasis on community service in the seventh in eighth grades as students apply their understanding of and their contributions to the world around them. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

Technology – Technology will be used to support a child’s natural way of learning through individual and group discovery and seeking solutions to real life challenges. Legacy will provide our learners with technology skills that prepare them for future employment. One source of technology will be the internet. We have developed a draft Computer Use Policy which will be in compliance with the Children’s Internet Protection Act. See the Draft Policies.

## **B. An Educated Person I.C.33-5205(3)(a)**

Change remains a core characteristic of the 21st Century. Individuals, as a part of the future workforce, will change jobs an average of eight times, and as knowledge continues to multiply, information management, technology and communication will become tools for success. Successful workers will need to be literate and possess excellent problem-solving skills. Our nation will require a citizenry who have learned to learn and who, more than ever before, have learned to work cooperatively. Not only will they need to have completed high school, but also for roughly three out of four new jobs, some education or training will be required at an institution of higher learning.

Legacy's mission seeks to develop an educated citizenry for the 21st Century through a dynamic, interactive, academic program where pacing is driven by student capabilities, not textbooks. Our students will be well grounded in the basics, such as, reading, writing, math, science and social studies. In addition, our students will evolve into citizens who will develop the following academic habits:

- Curiosity;
- Lifelong learning;
- Clear oral and written communication;
- Thinking creatively;
- Thinking logically and making informed judgments;
- Adapting to new situations and responding to new information;
- Finding, selecting, evaluating, organizing and using information from various sources;
- Making easy and flexible connections among various disciplines of thought.

They will develop personal habits and attitudes of:

- Accepting responsibility for personal decisions and actions;
- Investment in and awareness of the needs of others;
- Academic honesty and the ability to face challenges with courage and integrity;
- A healthy lifestyle;
- Empathy and courtesy for others and respect for differences among people and cultures;
- Self-confidence and willingness to risk setbacks in order to learn;
- Concentration and perseverance;
- Seeking a fair share of the workload;
- Managing time in a responsible manner;
- Working cooperatively with others, including the ability to listen, share opinions, negotiate, compromise and help a group reach consensus.

The development of the above noted habits and attitudes requires a climate that is conducive for learning. The philosophy of Legacy Public Charter School is that learning occurs when:

- Learners construct meaning;
- Learners see connections between what they learn and the real world;
- Learners are actively engaged in purposeful tasks;
- Activities are integrated and meaningful;
- Learners work individually and as members of a group;
- Learners work side-by-side with community members to develop solutions and opinions on issues that can be presented to local policy makers;
- Learners internalize that what they learn and do in school makes a positive change in the community;
- Challenged learners have an individual plan and support is an intrinsic part of the educational program;

- Learners are supported with coaches, mentors and advocates;
- All learners have advanced learning opportunities.

## **Instructional Methods I.C. 33-5205(3)(q)**

### **Methods**

Legacy Public Charter School is distinguished by the multiplicity of ways in which it seeks to ensure student learning. Some of these are highlighted in the sections that follow. Not all students have equally successful outcomes. The charter uses uncommon means to achieve common ends. Through its multiple methods, all students are successful, capable of fulfilling their potential.

The *Subject Matter Method* presumes that an educated learner needs to know clearly-defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally, this approach has been predominately lecture based. The Charter aims to add computer-based learning to increase the efficiency of this method and provide the opportunity for drill, which is sometimes necessary.

The *Inquiry and Problem Solving Method* suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information. *Dimensions of Learning* will be the centerpiece of this method.

The *Individualized Learning Method* attempts to personalize the learning process to the interests of the individual, by allowing students to develop goals for their self-study. The reasons for learning thus become one's own curiosity and personal applicability of the information learned.

The *Discussion Method* encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner.

### **Learning Opportunities**

The most significant learning opportunity for our students at Legacy is the number of times they have to learn any given concept. The general principle which our teachers impress upon the learners is, "*If you don't get it today, you'll get it tomorrow. If you don't get it tomorrow, you'll get it next month. If you don't get it next month, you'll get it next year.*" This learning advantage alleviates student anxiety and the feeling of desperation if the student doesn't get it quickly enough.

Other learning opportunities are afforded to Legacy students. Some are familiar, some are novel, but all strive to make learning relevant and purposeful and to actively engage the learner.

Problem-solving groups apply knowledge they have acquired and to practice new skills by tackling both real world problems and problems stimulated to model the current work-world. Peer teaching provides an opportunity for learners to become educators and reinforce their own knowledge and mastery of new skills through presentation of their own work and “learning buddy” activities.

All students will experience a common core of learning that will fulfill the school’s mission to produce students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century.

Our students will be able to:

- Develop oral and written skills;
- Have the opportunity to develop oral and written skills in a non-native language;
- Possess the ability to use knowledge and skills, think logically and solve problems related to mathematics;
- Have sufficient knowledge of science to be responsible users of scientific information;
- Participate in a comprehensive program of community service that reflects responsible citizens in a democratic society and an inter-dependent world;

Legacy Public Charter School’s learning program is built on the belief that all children can learn, but not in the same way, or equally well from the same sources. It recognizes that children are variously gifted. It is based on the work of Howard Gardner of Harvard, who has identified the following seven capabilities or “intelligences”:

- Linguistic
- Mathematical/logical
- Intrapersonal (self)
- Interpersonal (others)
- Bodily-kinesthetic
- Spatial
- Musical

Although all seven areas will be examined and encouraged through instruction and the gifted and talented program, Legacy Public Charter School will retain the traditional focus on linguistic and mathematical/logical areas, and implement a unique musical component, a piano lab.

The staff and parents of Legacy Public Charter School believe that children do not develop character in a vacuum. Our plan for character education provides expectation training through memorization and dramatization of classic poetry and historical passages, as well as staff who model essential traits of good character.

### **Harbor School Method™ Instructional Approach**

The Harbor Method™ is an instructional approach that provides students with a coherent system of learning from grade to grade. It is a synthesis of multiple instructional approaches that are well-documented for their effects on learning. Over the past several years, research on learning has established key attributes for effective teaching and effective learning. The Harbor Method incorporates these key elements into its pedagogy. Instruction of concepts and skills is *frequent* and *integrated* into multiple contexts. Concepts and skills are not taught in isolation, but incorporated throughout the day. Teachers *motivate* students through instructional design and through behavior expectation training. Students develop a learning-ready posture through intentional instruction on attention. The Harbor Method does not separate the development of character in children from the development of their academic skills.

Harbor Schools utilize the Harbor Curriculum for reading, language arts, and math which includes the Idaho State Standards as a foundation. It extends student learning through designation of objectives as either “essential,” which are expected to be mastered at that grade level or “accelerated,” which are expected to be introduced or repeated at that grade level. Teachers design instruction based on the level of cognitive demand that they are helping students achieve.

Direct instruction is used to teach students information, facts and fundamental skills. The effects of direct instruction have been consistently documented. The Harbor Method focuses on building knowledge for students to develop their capability to apply, analyze, synthesize and evaluate. The Harbor Method incorporates both information and skill development as requirements for tasks of high cognitive demand. Teachers skillfully scaffold student learning, building on their success from year to year and increasing the cognitive demand. Instruction is fast-paced to develop not only the targeted knowledge or skill but the ability to focus and attend. They learn skills that need to be automatic. Instruction emphasizes opportunities for students to develop thinking skills that:

- acquire and integrate knowledge
- extend and refine knowledge
- use knowledge meaningfully

As students progress through grades, teachers design learning to incorporate these areas and develop the ability of each of the students to be a critical thinker and a self-directed learner.

A detailed overview of the specific curriculum and teaching strategies is provided in the Harbor Essentials Manual in Attachment O.

### Math Instruction

The hallmark instructional strategy of the Harbor Method is the *Concept Board*. It is used to teach both the essential and accelerated objectives of the Harbor Curriculum in a repetitive manner. Teachers use their classroom white boards to display the daily concepts, implementing them through direct instruction, and then scaffolding them to build on the skills which are repeated every day. Students respond by engaging in oral recitation and joining in choral response. This provides a safe environment in which students can learn and teachers can monitor each child's progress. By modeling and reinforcing as a group, the students do not feel singled out, but rather know that if they do not get it today, they will get it tomorrow.

Teachers are provided CDs illustrating *Concept Boards* that should be used as outlined during the first year of the program. These "boards" have been created by skilled master Harbor Method teachers at every grade level and are artfully constructed to contain both the essential and accelerated curricular expectations for that grade level.

As teachers become more comfortable with the Harbor School Method™, they may alter the *content* in subsequent years, to meet students' needs and curricular expectations. The *Method*, however, does not change.

Mad minutes are done daily in grades 1-8. All teachers do at least one mad minute. Grades 3-6 assess students' skills in timed tests. Math manipulatives are also used to deepen students' understanding. Teachers often incorporate these manipulatives in other instructional activities where they fit. Grade levels utilize Problem Solvers to strengthen the problem-solving component of math. This series incorporates various strategies such as Guess & Check, Draw a Picture, Use Logical Thinking, Work Backwards, etc., to reinforce/practice solving mathematical situations. This connects to the *Concept Board* as well as real-life situations, which is important to Harbor philosophy.

### Reading Instruction

The method of Direct Instruction, which ensures quick pacing, repeated and spiraling concepts, and realistic application are used. There are essential elements in literacy instruction that have proven to be highly effective for student learning and can complement any reading program.

It is essential to the Harbor Method that educators be well-versed in research findings of reading. Scientifically based reading research has identified five essential components of effective

reading instruction. To ensure that children learn to read well, explicit and systematic instruction must be provided in these five areas:

- **Phonemic awareness**—the ability to hear, identify, and play with individual sounds—or phonemes—in spoken words.
- **Phonics**—the relationship between the letters of written language and the sounds of spoken language.
- **Fluency**—the capacity to read text accurately and quickly, including oral reading skills.
- **Vocabulary**—the words students must know to communicate effectively.
- **Comprehension**—the ability to understand and gain meaning from what has been read.

### Vocabulary Instruction

Vocabulary development is a key component of a Harbor School. Students learn words taken from numerous sources including the literature used at each grade level as well as the book, *110 Words to Pass the SAT and ACT*, and ISAT vocabulary lists. Students learn words in the context of daily teaching and through “whole body learning” which uses recitation, dramatization, and choral speaking. Teachers integrate new vocabulary into writing, speaking and real life contexts.

### Language Arts

There are essential features of the Harbor School Method™ that contribute to the development of competent speakers and writers. Teachers use the Shurley Method to teach the mechanics and the linguistic characteristics of their language. The Harbor Method utilizes the Shurley Method because the successful results of this method have been well-documented. The Shurley Method prepares students to be excellent writers and users of their language as well as more astute learners of foreign languages. The understanding of the parts of speech is integrated into reading, writing and not practiced in isolation.

### **C. Special Needs Students I.C. 33-5205(3)(q)**

Legacy Public Charter School will identify special needs students, including LEP (Limited English Proficient), gifted and talented, and students qualifying for Section 504 and IDEA. Legacy will utilize the Idaho Special Education Manual as now adopted or as amended in the future and will comply with state and federal statutes and regulations. The Idaho Special Education Manual will be used as a guide on developing individualized education plans, planning services, developing our discipline policy, budgeting and providing transportation for special needs students, as necessary. The Legacy Public Charter School Special Education administrator will be the Section 504 Compliance Officer.

### **Special Education**

If a student is found to be eligible for special education services at the charter school, services will be provided for that student in one or more of the following ways:

- Legacy Public Charter School will form a multidisciplinary team to consider a student's eligibility for special education. If a team determines the need for an evaluation by other personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted with a private provider. Providers will meet all applicable licensure and certification requirements. All evaluation and eligibility requirements will be followed and parents will be notified of their due process rights.
- Disciplinary problems by special education students will be assessed by the multidisciplinary team. Teachers and administrators will follow the Idaho Special Education Manual (as currently defined in Chapter 12, and titled "Student Discipline") to address these issues. See the draft policies for Discipline of Students with Disabilities and Drug and Alcohol Use.
- The delivery of instruction for students with disabilities, and the monitoring of that delivery of instruction will be provided by personnel who meet highly qualified criteria along with requirements of IDEA. Instructional services will follow the Individual Education Plan (IEP) and will be provided in the Least Restrictive Environment as defined by the student's IEP. A paraprofessional will be used to support instruction as allowed by IDEA. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.
- Legacy Public Charter School will contract with private providers for the provision of related services. All providers will meet the applicable licensure and certification requirements appropriate for the services they are providing. Direct speech, language, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that the student's academic needs cannot be met on site, Legacy Public Charter School will determine the least restrictive environment complying with PL 94-142.

#### Limited English Proficient

- Legacy Public Charter School will apply the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. Students who are eligible for the LEP program will participate in the Legacy LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered. LEP services may be provided on-site or contracted out. The *Guidance for Evaluating Limited English Proficient (LEP) Students to Establish Special Education Eligibility*, provided by the Idaho Department of Education, will be used for identifying Special Education LEP students.
- Legacy Public Charter School will follow the Idaho LEP Program guide and administer the Idaho English Language Assessment (IELA) for student placement as well as monitoring student growth. The following guidelines will be used for the Home Language Survey in order to identify Primary Home Language Other Than English (PHLOTE) students. A sample Home Language Survey is included in Appendix Q.

#### Home Language Survey (HLS)

- Registration cards must include at least the question: What is the primary language spoken in the home?
- If a response is any language other than English, a survey must go home to the parents.
- If a district has Native American students, more questions should be included such as: Is the student's language influenced by the Tribal language through a parent, grandparent, relative or guardian? Does the student have a least on grandparent that is part of a federally recognized tribe?
- If the survey comes back indicating that a student maybe Limited English Proficient (LEP, they must be tested with an English language proficiency test within 30 days of registration or within 2 weeks of entry into the school (if during the year.)
- If the student tests less than proficient on the English language proficiency test, then a letter must go home to the parents indicating that their child was identified as needing specific English language services. The parent must be given the opportunity to waive the services, if desired.
- If the parent does not waive the Limited English Proficiency (LEP) services for their child, then the student must be placed in a program of "high quality language instruction, based on scientifically based research" (Section 3115 ( c) (1)), as determined by the individual district.
- Those children placed in a program can be counted for state and Federal funding.
- Once a student tests proficient on the English language proficiency test, they will be exited from the LEP program and monitored for 2 years. Students on monitoring status will be coded LEP on the ISAT and still counted for state and Federal funding purposes.
- Those students whose parents waive the services may not be considered as "LEP" for state and Federal funding purposes and ISAT coding. However, they are still English language learners and must still be served according to their needs, according to the Office of Civil Rights.

Once LEP students are identified, Legacy Charter School will meet the linguistic, academic, and cultural needs of these learners in a number of ways. An LEP teacher will be identified and will meet the appropriate certification and endorsement requirements to serve students identified. The LEP teacher will teach English language acquisition and will work with Legacy general education teachers to provide support in the general education classroom. Because the Harbor Model is effective in providing support and intervention for students with a variety of needs, the Legacy LEP program will be designed to allow students to participate in the core curriculum as much as possible. The LEP teacher will identify additional curricula to support specific language acquisition needs after analyzing specific student assessment data. The LEP teacher will also identify and instruct teachers regarding modifications that will be made in the core classes.

Professional development will be given to administrators and teachers specific to meeting the needs of LEP students through two in-service trainings each year. Both trainings will focus on the specific needs of English Language Learners and one will be designed to increase collaboration among general education teachers and the Legacy LEP teacher, Title I teacher and

Special Education teacher to create and adjust the model of providing instruction, intervention and support to students to allow them to meet their language acquisition goals and participate as fully as possible in the general education curriculum. In addition, in the spring or summer, prior to administration of the Home Language Survey and identification of LEP students, Legacy will conduct training for staff members to ensure that information collected is accurate and students are identified appropriately. Prior to administration of the IELA, proctors will be trained to administer the assessments and instructed regarding the use of accommodations and modifications in order to make sure Legacy assessments are administered appropriately.

### **Other Special Needs Student Services**

Because gifted and/or talented, LEP, Title I, Section 504, and IDEA students have special needs, they will be provided educational experiences that will strive to meet those needs in the regular classroom. Students with disabilities will be placed in the Least Restrictive Environment as defined by their IEP teams and services enabling each student to receive a Free Appropriate Public Education will be provided as determined by each student's IEP team. Transportation will be provided as required by the student's IEP.

### **D. Dual Enrollment *I.C. 33-203(7) & 33-5205(3)(r)***

Legacy Public Charter School students will be permitted to dually enroll as Idaho Code 33-203 permits.

**Tab 4**

### **A. Measurable Student Educational Standards *I.C. 33-5205 (3)(b)***

The goal Legacy Public Charter School will constantly strive for and expect is that 100% of our students will exceed the minimum passing requirements on all state-mandated testing and other testing that may be instituted or required in the future. Students who have been enrolled at the school for three consecutive years will meet the following educational standards:

95% of kindergarteners, 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> graders will be at “Benchmark” or a combination of “Benchmark” and “Strategic” on the Idaho Reading Indicator (IRI).

95% of 5<sup>th</sup>, 7<sup>th</sup>, and 9<sup>th</sup> graders will score a “3.0” or better on the Direct Writing Assessment.

95% of 4<sup>th</sup>, 6<sup>th</sup>, and 8<sup>th</sup> graders will score a “3.0” or better on the Direct Math Assessment.

95% of 3<sup>rd</sup>, 4<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders will achieve “Proficient” and/or “Advanced” in each area, as applicable, on the Idaho Standards Achievement Test.

### **B. Student Assessment *I.C. 33-52-5(3)(c)***

The method by which student progress in meeting the above identified student educational standards is to be measured consist of the Idaho Reading Indicator (IRI), Idaho Standards Achievement Test (ISAT), Idaho Direct Math Assessment (DMA), Idaho Direct Writing Assessment (DWA), the Idaho Alternative Assessment (IAA) if applicable, and the National Assessment of Educational Progress (NEAP), if selected.

### **C. Standardized Tests *I.C. 33-5205(3)(d)***

Legacy Public Charter School students participate in the state assessment system as defined by the Idaho Board of Education. This state assessment system currently requires the following:

The IRI is a 10-minute assessment of early reading skills.

Grades K-3, administered in the fall, winter and spring.

The Idaho Standards Achievement Tests.

Spring scores are used to determine AYP for Legacy Public Charter School.

The DMA is a five performance assessment that requires students to show their working knowledge of math.

Currently, grades 4, 6, and 8 will take this assessment.

The DWA is a performance assessment of standard written English.

Special needs students who meet the criteria for alternative assessment according to the Idaho Special Education Manual will take the IAA in the spring through special education.

If selected, grades 4 and 8 will participate in the NEAP.

The NEAP will assess reading, mathematics, science, and writing.

Student assessment evaluation, reported annually, will consist of:

Student baseline developed during the first year using testing results;

A comparison of annual results with baseline scores to assess progress;

Grade-level and school composite scores;

A graph of annual results showing year-to-year change;

A graph of school scores relative to state and national averages; and

Sub-analysis of a variety of variables to identify areas for improvement.

Monitoring progress of our students and evaluating innovations in education procedures are important parts of our curriculum development process.

#### **D. Accreditation** *I.C. 33-5205(3)(e) & IDAPA 08.02.140*

Legacy Public Charter School will obtain accreditation through the Northwest Association of Accredited Schools (NAAS). Throughout the implementation of the school plan, Legacy will utilize the Self-Assessment Idaho School Accreditation Quality Indicators as a guide. The Self-Assessment consists of six standards:

Vision, Mission, and Policies

Highly Qualified Personnel

Educational Program

Learning Environment

Continuous School Improvement

Student Achievement

## **E. Improvement Planning**

Legacy Public Charter School is a school in which student success is our top priority. If it were determined, based on student performance, that the school was in need of improvement as outlined in the No Child Left Behind Act, the Administrator and the Governing Board would meet with Rebecca Stallcop and/or educators selected by her who are familiar with the Harbor School Method™ and develop a comprehensive plan for improving performance. The Governing Board would examine the current processes and develop a detailed performance improvement plan to address each process deemed important to achieve increased student success. Legacy charter school will comply with all federal and state requirements regarding student achievement and school improvement.

In the event Rebecca Stallcop is unable to fulfill her role in the improvement planning process, the Governing Board will appoint a Harbor School founding board member and two Harbor School founding teachers to develop the improvement plan. Mrs. Stallcop will submit the names of the founding board member and founding teachers selected by her to the Governing Board at the Annual Meeting each year.

**Tab 5**

## **A. Legacy Public Charter School, Inc.**

Legacy Public Charter School is a non-profit organization organized and managed under the *Idaho Nonprofit Corporation Act*. Legacy's Founders are in the process of applying for qualification under Section 501 (c) (3) of the Internal Revenue Code and will provide documentation of application and subsequent approval in Appendix G when documentation becomes available. The school's Bylaws and Articles of Incorporation are provided in Tab 1. The Governing Board will be the public agents who control and govern the charter school. In addition, the Governing Board shall be responsible and ensure that the school is in compliance with all applicable federal and state education standards, all applicable federal and state laws, rules, regulations and policies, as well as the terms and conditions of the charter. The Governing Board meetings will follow the open meeting laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the charter school (I.C. 33-5205(3) (f)).

### **Organizing Group**

The organizing group of founding families has written the petition and elected the initial Governing Board. The Governing Board will recruit candidates for the position of Administrator, and establish a preliminary operating budget. The current function of the organizing group is to serve as a data-gathering resource and to provide input and advice to the Governing Board. See Appendix H for Organization Chart.

### **Board of Directors/Governing Board**

#### *Initial Formation*

The Governing Board of Legacy Public Charter School shall be comprised of five (5) Directors. Two of the Directors shall be either a parent or guardian of a student enrolled in the school. Two of the Directors need not be a parent or guardian but must be conversant with and supportive of the Harbor School Method™ as evidenced by their service for at least five (5) years as a Director on Liberty Charter School's Board of Directors while Rebecca Stallcop was an administrator, by having taught for at least five (5) years at Liberty Charter School while Rebecca Stallcop was an administrator, or by having been endorsed or certified as being conversant with both the philosophy and technique of the Harbor School Method™ by either Rebecca Stallcop or the entity holding the intellectual property rights for the Harbor School Method™. The fifth Director may be either a parent or guardian of a student at Legacy or meet the criteria of an experienced qualified board member or teacher at a Harbor School or endorsed or qualified by Rebecca Stallcop as set out above.

#### *Selection and Replacement*

Legacy's Founders believe that the leadership of its Governing Board is critical to the school's success. Members of Legacy's Governing Board must have clear understanding of the Harbor School Method™ and a strong commitment to its mission and methods. The most effective way to maintain the mission and vision of the school is to appoint individuals to the board who have that strong commitment to Legacy and the Harbor School Method™. Appointment of members of the Governing Board will be staggered with varying length of terms according to the Bylaws.

#### *Powers and Limitations*

Legacy Public Charter School, Inc. will be a legally and operationally independent entity established by the nonprofit corporation's Governing Board. The Governing Board will be legally accountable for the operation of the charter school. Legacy Public Charter School acknowledges that upon approval of the petition, the school's Governing Board will be public agents required by its authorizer to oversee the school. Legacy Public Charter School commits to comply with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them.

The Governing Board will have the responsibility to approve the selection of the Administrator, who may not be one of its members. The Governing Board also will be responsible for hearing, and approving or disapproving, the recommendations of the Administrator with respect to changes in staffing, program or curriculum. The Governing Board will, when necessary, adjudicate disagreements between parents and the administration. Legacy Public Charter School commits to keeping complete and accurate Governing Board meeting minutes and to making them available to the public.

#### **Relationship between Governing Board and the Administrator**

**Administrator-** Legacy Public Charter School recognizes the Administrator as the key leader responsible for implementing the Harbor School Method™ as well as institutional procedures and policies. It is only under the leadership of a strong Administrator that Legacy will succeed in creating a strong Harbor school culture. In conjunction with a Governing Board that understands the Harbor Method and acts to support the Harbor trained Administrator and enforce policies on a consistent basis, the Administrator is responsible for meeting Legacy's mission as described in the authorized charter. The Administrator is accountable to the Governing Board for successful implementation of all curriculum and educational programs and for meeting the measurable student educational standards set out in the charter.

We anticipate contracting with an Administrator prior to the opening of the school to assist in purchasing, recommending teacher applicants to the Governing Board for employment, school set-up, policy review, and student recruitment. A preliminary job description of the Administrator is included below. A more detailed description of the Administrator's responsibilities in a Harbor Method School is identified in Harbor Essentials document in Appendix O.

Responsibilities:

1. Maintain a coordinated and challenging K-8 curriculum which effectively implements the Harbor School Method<sup>TM</sup> and successfully fulfills the school's mission.
2. Supervise administrative staff with an effective blend of delegation and authority, measures of accountability and evaluation of results.
3. Implement effective student disciplinary procedures and oversee judicial hearings and appeals that conform to all relevant laws, policies and procedures, and the Harbor School Method<sup>TM</sup>.
4. Ensure administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning is continuous.
5. Interact and intercede for the needs of staff and/or students as needed.
6. Report to the board as required regarding:
  - a. Coordination with the Authorizer
  - b. Staff communications
  - c. Meeting coordination
  - d. Parent interactions, and
  - e. Staff information review.
7. Attend or conduct meetings of various constituent groups, attend school functions, attend external meetings, conferences, or legal training sessions or delegate attendance at those meetings so that the school is benefited from the training/information and the Administrator is not absent from the school during the school day.
8. Insure all teachers understand student data and how to apply such data to instructional adjustments/interventions, when appropriate.

9. Develop and follow a financial budgeting plan that is fiscally conservative, meets State and Federal requirements and is consistent with the Harbor Method.
10. Perform other duties as assigned by the Governing Board.

Upon hire, the Administrator position may be evaluated semi-annually by the Governing Board based on mutually agreed upon criteria.

The Governing Board is the ultimate policy-making organization and retains total control in the selection or removal of a service organization serving the school, the Administrator of the school, and school employees. The Administrator will be empowered to provide educational direction, administration, and on-site, day-to-day operation, among other areas, as directed by the Governing Board.

### **Standing Committees and Ancillary Support Personnel**

Standing committees will be formed in accordance with the bylaws of the corporation. These committees will include, but are not limited to, a fundraising committee, a Parent-Teacher Association (PTA), as well as others.

Ancillary support personnel, including clerical and custodial, will be hired and supervised by the Administrator. The state funding formula will be used for funding to hire staff through the regular budgetary process. Additional resources will be sought through grants, volunteers, and fundraising efforts.

### **B. Parental Participation *I.C. 33-5205(3)(f)***

The PTA and Governing Board of Legacy Public Charter School may provide consultation to the Administrator regarding on-going plans for the school. Legacy Public Charter School is committed to ensuring that parents of students who attend its program are involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to ensure parental involvement will be as follows:

1. Parents will receive written information as each year begins which will include signing the following eight specific policy letters: fighting and its consequences, liability issues concerning supervision on the premises, field trip policy, bus safety, insurance and student injuries, homework policy, dress policy, and the discipline plan.

2. Parents will be highly encouraged to attend two parent-teacher conferences per year.
3. Parents will be asked to complete a survey during the school year addressing at least one of the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
4. Parents will be highly encouraged to provide an appropriate learning environment at home for study.
5. Parents will be highly encouraged and welcomed to volunteer in their child's(ren's) classroom(s).
6. Parents will be highly encouraged to communicate regularly with the school. In turn, the school will regularly communicate with the parents.
7. Parents will be highly encouraged to attend and participate in the Governing Board monthly board meetings.

### **Community and Business Partnerships**

Legacy Public Charter School has no formal business arrangements or partnerships with other schools, educational programs, businesses, or non-profit organizations at this time.

### **C. Annual Programmatic Operations Audit *I.C. 33-5205(3) (k)***

Legacy Public Charter School, will conduct an annual programmatic operations audit for the purpose of providing Legacy Public Charter School an opportunity for self-reflection and outside observation to help ensure operational success and fulfillment of the Legacy Public Charter School's vision, to assist Legacy Public Charter School with school improvement and strategic planning, and to identify and inform its authorizer of Legacy Public Charter School's strengths and deficiencies, including failure to comply with statute, administrative rule, or the terms of the charter. Legacy Public Charter School is committed to comply with all Idaho statutes and Idaho Public Charter School Commission policy with regard to programmatic operations audits.

### **Deadline for Programmatic Operations Audit**

Idaho Administrative Rule is clear that the programmatic operations audit must be submitted annually and must be submitted to Legacy's authorizer no later than October 15<sup>th</sup> for the previous school year (IDAPA 08.03.01.301.12).

### **Participation in the Programmatic Operations Audit**

In its first three years of operation, Harbor Method Founder Rebecca Stallcop will lead the annual programmatic audit to ensure not only proper reporting of the school's overall annual education outcomes, but also to ensure compliance in successfully implementing the Harbor Method educational model. The programmatic operations audit will be conducted with the input of at least two persons outside the immediate stakeholder group of Legacy Public Charter School. These persons may include other public charter school administrators or board members, local school district board members or staff, representatives of charter school support entities such as the Idaho Charter School Network, and other knowledgeable members of the public. Other members of the programmatic operations audit team may include current and former governing board members, founders, teachers, parents, students, representatives of the authorized charter entity, and other stakeholders.

### **Dispute Resolution**

The school's authorizer and the Governing Board of Legacy Public Charter School will resolve disputes relating to provisions of the charter following the procedures set forth in Section 33-5209, Idaho Code, and the applicable rules of the Idaho State Board of Education for notice of defect and submission of a corrective action plan.

### **D. Annual Financial Operations Audit *I.C. 33-5205(3)(k)***

Legacy Public Charter School will conduct a full and complete audit of the financial statements of the school as required by Idaho Code Section 67-450B and prepare an annual statement of financial condition and report of the school as of the end of fiscal year in a form prescribed by the state superintendent of public instruction as required by Idaho Code Section 33-701. Legacy will contract with a Certified Public Accountant to conduct the financial audit and shall file one (1) copy of the audit report with the State Department of Education and one (1) copy with its authorizer no later than November 10 of each year.

**Tab 6**

## **A. Employee Qualifications** *I.C 33-130 & 33-5205(3)(g)*

Legacy Public Charter School's full time staff will meet or exceed qualifications required by state law. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, vision, mission, core values, and expectations of Legacy Public Charter School as outlined within this petition. Staff must also comply with the professional codes and standards approved by the state board of education, including standards for ethics or conduct as required by Idaho Code Section 33-5204A(1).

Instructional staff shall be certified teachers as required by Idaho Code Section 33-5205(3)(g). Legacy Public Charter School reserves the right to seek limited or alternative certification options as provided by rule of the Idaho State Board of Education when deemed in the best interest of the educational program. Additionally, Legacy Public Charter School reserves the right to employ any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on an as needed basis.

The Administrator will make recommendations to the Governing Board for approval of instructional staff. Each professional staff member (teachers and the Administrator) will be on a written work agreement approved by the Legacy Public Charter School's Governing Board.

### **Professional Opportunities**

Faculty at Legacy Public Charter School will work in an environment where they have opportunities to work with other faculty to align subject areas. The Administrator will determine in-service training days in order to provide teachers with training in the teaching methods described in this petition. In-service training days will be held as much as possible before the first day of school.

### **Background Checks**

All employees will undergo State of Idaho criminal background and Federal Bureau of Investigation fingerprinting checks. One fingerprint card will be submitted to the Office of Certification at the State Department of Education and one will be kept in the individual's personnel file.

### **Targeted Staff Size**

Legacy Public Charter School will employ one full time teacher per grade level, with additional staff for music, physical education, computer and foreign language as the budget permits. We will utilize educational assistants in classes where needed.

**Estimated Staff: 18 FTE in Year 1**

Administrator – 1 FTE

Kindergarten -- .5 FTE

First Grade –1 FTE

Second Grade – 1 FTE

Third Grade – 1 FTE

Fourth Grade – 1 FTE

Fifth Grade – 1 FTE

Sixth Grade – 1 FTE

Seventh Grade – 1 FTE

Science -- .5 FTE

Music -- .5 FTE

Educational Assistants – 6 FTE (includes PE, Computer and Spanish teachers at .5 FTE)

Administrative Assistant – 1.5 FTE

Special Education Teacher – 1 FTE

If enrollment interest permits the addition of 8<sup>th</sup> grade the first year of operation, Legacy will add the following:

Eighth Grade – 1FTE

Educational Assistants -- .5 FTE

**Teacher Certification**

A copy of the certificate for all certified teachers/staff members will be kept on file at Legacy Public Charter School and will be provided upon request.

**B. Health and Safety *I.C. 33-5205(3)(h)***

To ensure the safety of our employees and students, Legacy Public Charter School will comply with the following health and safety procedures:

Conduct criminal history checks for all employees in compliance with Idaho Code Section 33-130. This requirement is a condition of employment.

Require that all students have proof of immunization or have a written parental waiver and have a birth certificate or other identification before being enrolled at the Legacy Public Charter School.

Require that all visitors sign in at the office when visiting the school building.

Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.

Adopt and implement, where appropriate, policies regarding health, safety and risk management policies, unless otherwise written and adopted by the Board of Directors. These policies at minimum address the above and the following items:

Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.

Policies relating to preventing contact with blood borne pathogens.

A policy requiring that all staff receives training in emergency response, including appropriate “first responder” training.

Policies relating to the administration of prescription drugs and other medicine.

Policies establishing that the school functions are a gun-free, drug-free, alcohol-free, and tobacco-free workplace.

Policies will be incorporated as appropriate into the school’s student and staff handbooks and will be reviewed on an ongoing basis in the school’s staff development efforts.

### **C. Employee Benefits** *I.C. 33-52-5(3)(m)*

All employees will participate in the following programs and benefits: group health insurance, sick leave benefits, Public Employee Retirement System of Idaho (PERSI), Federal Social Security, Unemployment Insurance, and Worker’s Compensation Insurance to the extent allowed and required by law.

**D. Transfer Rights** *I.C. 33-5205(3)(o)*

Employees of Legacy Public Charter School are not employees of the Nampa School District. They may apply to teach in any school district. Teachers at Legacy Public Charter School will not be eligible for an in-district transfer to another school within the Nampa School District.

**Experience**

Certified teachers at Legacy Public Charter School are public school teachers. Their service at Legacy Public Charter School counts as one year experience on the state indexing scale.

**E. Collective Bargaining** *I.C. 33-5205(3)(p)*

Legacy Public Charter School's staff and employees will be a separate unit for purposes of collective bargaining.

**F. Written Contract** *I.C. 33-5206(4)*

All teachers and administrators will be on a written contract with Legacy Public Charter School, Inc., as approved by the state superintendant of public instruction. All employees will undergo an annual performance review.

**Tab 7**

## **A. Admission Procedures *I.C. 33-5205(3)(i)***

### **Enrollment Opportunities *I.C. 33-5205(3)(s)***

The Governing Board will take the following steps to insure the Nampa community is aware of the enrollment opportunities at Legacy Public Charter School: while taking into consideration the language demographics of the attendance area, at least three (3) months in advance of the enrollment deadline, enrollment information will be posted in highly visible and prominent locations within the Legacy Public Charter School attendance area. In addition, the Governing Board shall ensure that such process includes the dissemination of press releases or public service announcements to media outlets that broadcast within, or disseminate printed publications within, the attendance area of Legacy Public Charter School. The Governing Board will ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning no 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 Legacy Public Charter School, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

### **Enrollment Deadline**

Each year the Governing Board shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend Legacy Public Charter School for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.

### **Requests for Admission**

Legacy Public Charter School will comply with Section 33-5205(3)(j) of the Idaho Code to establish policy and procedure 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 Legacy Public Charter School. In the case of a family with more than one (1) child seeking to attend Legacy 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, Legacy Public Charter School on or before the enrollment deadline established by the Governing Board. 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 Legacy Public Charter School is insufficient to enroll all prospective students, then a lottery shall be utilized to determine which prospective students will be admitted to Legacy Public Charter School. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by the Governing Board shall be permitted in the lottery. Only written requests for

admission shall be considered by the Governing Board. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list.

**Admission Preferences** *I.C. 33-5206 & 33-5205(3)(j)*

Legacy Public Charter School has established an admission preference for students residing within the primary attendance area of the school. In addition, Legacy has established admission preferences for returning students, for children of founders and full-time employees of the school, and for siblings of students already selected to attend the school.

**Priority of Preferences for Initial Enrollment**

If the initial capacity of Legacy Public Charter School is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to Legacy. Legacy will follow Idaho Code Section 33-5205(3)(j). Prospective students will be placed in priority groups as follows:

- a. First, to the children of founders and full-time employees (provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of Legacy Public Charter School).
- b. Second, to siblings of pupils already selected by the lottery.
- c. Third, to prospective students residing in the primary attendance area of Legacy Public Charter School.
- d. Fourth, students who reside outside the primary attendance area of Legacy Public Charter School.

**Priority of Preferences for Subsequent Enrollment Periods**

Preferences for subsequent enrollment periods shall be as follows:

- a. First, to pupils returning to Legacy Public Charter School in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a lottery.

- b. Second, to children of founders and full-time employees provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Legacy Public Charter School.
- c. Third, to siblings of pupils already enrolled in Legacy Public Charter School.
- d. Fourth, to prospective students residing in the primary attendance area of Legacy Public Charter School.
- e. Fifth, to prospective students residing outside the primary attendance area of Legacy Public Charter School.

### **Proposed Attendance List for Lottery**

Each year the Governing Board shall create an attendance list containing all the names of all prospective students on whose behalf a written request for admission was timely received by Legacy 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 Governing Board will designate admission preferences applicable to each prospective student. The columns shall be designated “A” for returning student preference; “B” for children of founders and full time employees preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and “D” for primary attendance area preference, and “E” for students residing outside the primary attendance area.

### **Equitable Selection Process**

If the initial capacity of Legacy Public Charter School is insufficient to enroll all prospective students, or if the capacity is insufficient to enroll all prospective students in subsequent school years, then the Governing Board shall determine the students who will be offered admission to Legacy Public Charter School by conducting a lottery. The selection procedure, unless otherwise determined by the Governing Board and then approved by the school’s authorizer, shall be conducted as follows:

The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five (3x5) 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 of grade levels 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.

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.

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 or full-time employee, 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, the letter “C” shall be written on such index card. If the name of the person selected resides in the primary attendance area of the public charter school, then the letter “D” shall be written on such index card. If the name of the person selected resides outside the primary attendance area of Legacy Public Charter School, then the letter “E” shall be written on such index card.

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

With regard to the founder’s and full-time employee’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 Legacy Public Charter School for the school year at issue, then no additional index cards shall be marked with the letter “B,” even if such person selected would otherwise be eligible for the founder’s and full-time employee’s preference.

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 by all index cards with the letter “E,” 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.

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.

**Final Selection List**

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

**Notification and Acceptance Process**

Legacy Public Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Notification and Acceptance Process.

**Subsequent School Years**

Legacy Public Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for Subsequent School Years.

**Enrollment Cap**

Each grade shall be made up of one class per grade level kindergarten through eighth grade and the total enrollment capacity for the school will be 325 students. The enrollment cap for each grade level shall be:

- Kindergarten            26students
- First Grade                30students
- Second Grade            32students
- Third Grade                32students
- Fourth Grade             35students
- Fifth Grade                35students
- Sixth Grade                35students
- Seventh Grade            50students by year 3
- Eighth Grade             50 students by year 3

**B. Discipline Procedures *I.C. 33-5205(3)(l)***

Legacy Public Charter School is committed to a safe learning environment. Student expectations for appropriate behavior are high and will be communicated to both students and parents through the student handbook and upon enrollment. Legacy Public Charter School will assemble a

student handbook that describes school rules and procedures including expectations and consequences for unacceptable behavior. Parents/guardians will be notified of violations of the code of conduct or school policy via phone calls, in writing, or during school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the Administrator or to the Governing Board for further discussion and appropriate action.

Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures, including but not limited to, the following steps:

*Step 1:* Parent/Guardian notification by teacher or staff (Written and Verbal).

*Step 2:* Parent/Guardian notification by teacher/staff or administrator (Written and Verbal) and possible parent/teacher/administrator conference.

*Step 3:* Suspension with parental notification

a. Three Day Suspension with re-admission after a conference with student, parents, and Administrator; or

b. Five Day Suspension with re-admission after a hearing within five (5) school days with the Governing Board. Pursuant to Idaho Code Section 33-205, the Governing Board may extend the suspension.

*Step 4:* Expulsion to be determined by the Governing Board in compliance with Idaho Code Section 33-205.

See Disciplinary Policy, Appendix R.

### **C. Alcohol or Controlled Substances**

Legacy Public Charter School will comply with Section 33-210, Idaho Code for students using or under the influence of alcohol or controlled substances. In harmony with the federal regulations established by the Drug Free Workplace Act of 1988, Legacy Public Charter School is committed to the concept of having a drug free work and student environment. Programs and activities will be planned and carried out by the professional staff that will enable the school to achieve this goal.

See Drug and Alcohol Policy, Appendix R.

### **D. Public School Attendance Alternative I.C. 33-5205 (3)(n)**

Because Legacy Public Charter School is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the Nampa School District. Students located within the attendance area of Legacy Public Charter

School would have the option to enroll in existing charter or non-charter public school serving the area. Enrollment is not mandated based upon residential proximity to Legacy Public Charter School, but through parental choice and equitable selection.

### **E. Public Notice of Enrollment Opportunities**

The process by which Nampa area citizens will be made aware of the enrollment opportunities include:

Public service announcements through media outlets,

Public notices at public buildings,

Publications sent home with students.

Announcement through school web site.

### **F. Denial of School Attendance *I.C. 33-205 & 33-5205(3)(i)***

Legacy Public Charter School will comply with Idaho Code Sections 33-205 and 33-206 regarding denial of enrollment or denial of school attendance by expulsion. The Governing Board will establish the procedure to be followed by the Administrator for the purpose of affecting a temporary suspension, which procedure must conform to the minimal requirements of due process (I.C. 33-205).

See Appendix R for Discipline Policy, Suspension and Expulsion.

### **G. Student Handbook**

Legacy Public Charter School will produce a complete student and parent handbook that describes the school rules and procedures before parents begin the admission procedure. The handbook will be available in printed form as well as on the school's website. For current draft see Appendix N. A final handbook will not be approved by the Governing Board until the Administrator has reviewed it.

**Tab 8**

## **A. Business**

### **i. Business Description**

Legacy Public Charter School, Inc. is organized exclusively for educational purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and as outlined in the charter petition. Notwithstanding any other provision of its Articles of Incorporation, Legacy Public Charter School shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c) (3) of the Internal Revenue Code of 1986 (or corresponding provisions of any future United States Internal Revenue law), or (b) by a corporation, contributions to which are deductible under Section 170(c) (2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue law). Legacy's Founders are in the process of applying for qualification under Section 501 (c) (3) of the Internal Revenue Code and will provide documentation of application and subsequent approval in Appendix G when documentation becomes available.

### **ii. Marketing Plan**

1. Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. To ensure those who would like the opportunity to have their child(ren) attend Legacy Public Charter School, or, if demand exceeds the school's stated enrollment, to place their child(ren) in the school's lottery, the following marketing plan has been established: Because Legacy has been formed as a result of the continued demand for an additional Harbor Method School in Nampa, Legacy will provide printed post cards, postage, and reimbursement of incidental costs to Liberty Charter School and Victory Charter School, Nampa's already existing Harbor Method Schools, for the purpose of notifying those on these two schools' waiting lists of Legacy's opening and notice of information meetings. [Time/work by employees at either Liberty or Victory Charter School in regards to this effort will be carried out either before or after school hours and reimbursed by Legacy.] The postcards may be sent up to three times before the school's enrollment or lottery deadline.
2. Upon approval, Legacy representatives will conduct information meetings in Nampa to notify residents of the school's opening, its mission/vision/philosophy, learning program, and other information pertinent to assisting parents in making an informed decision about their children attending the school. There will be a representative available with Spanish-speaking abilities should there be those in attendance needing such assistance. It's anticipated at least three meetings will occur prior to the school's opening.
3. Upon approval, Legacy's marketing team will create a school website for the purpose of sharing information about the school.

4. Upon approval, Legacy will access various local media in the Treasure Valley (radio, TV, web, newspaper, etc.), either through paid or earned media, to inform the public about the school and to keep the community updated throughout the start-up process.
5. Upon approval, Legacy will create notices to be sent to home addresses in the school's primary attendance zone so that its neighbors are informed of the additional school choice opportunity.

As marketing pieces are developed, care will be taken to ensure they are created in both English and Spanish formats so that the greatest demographic possible is reached within the Nampa community.

### **iii. Governing Board Resumes**

See Appendix I for resumes of Governing Board members.

### **iv. Legacy Public Charter School's Financial Plan**

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

The Administrator of Legacy Public Charter School will determine the day-to-day operations of the school. The Governing Board will have oversight authority.

*Budget:* The budget for Legacy Public Charter School, 1) will be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education; 2) will be presented at a public hearing in June of the year the school will open, and 3) will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. The budget will be prepared, approved and filed using the form prescribed by the state superintendent of public instruction.

### **v. Start-Up Budget**

See Appendix J for budget.

*Income Sources:* See Appendix J for income sources. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations. Legacy Public Charter School will apply for a start-up grant once it is granted status as a non-profit organization pursuant to Section 501(c) (3) of the Internal Revenue Code. See Appendix G for documentation of the application for Section 501(c) (3) status.

*Working Capital and Assets:* Legacy Public Charter School does not expect to have working capital and assets until after the Charter is approved.

*Fundraising:* A committee will be established to conduct fundraising efforts to generate capital or to supplement the per-pupil allocations.

*Expenditures:* Expenditures will be handled as described in the following sections:

*Purchasing Process:* Until alternative arrangements are made, the Administrator will determine procedures for procuring goods and services, with approval of the Governing Board.

*Financial Management:* The accounting records will be kept in accordance with general accepted accounting principles. Legacy Public Charter School will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Administrator, or designee, will be responsible for financial management.

*Bonding:* Documentation of bonding of all personnel involved in the school's financial operations will be provided prior to the opening of the school.

#### **vi. Three-Year Operating Budget**

See Appendix J for budget.

#### **vii. First Year Month-by-Month Cash Flow**

See Appendix J for budget.

### **B. Budget**

See Appendix J for budget.

### **C. Transportation I.C. 33-5205(3)(t) & 33-5208(4)**

Transportation will be provided to students residing in the primary attendance area and at selected pick-up locations for out-of-attendance area students. If seating becomes limited, priority will be given to students residing in the primary attendance area. In providing transportation services, Legacy will comply with Idaho Code 33-402(2) and 33-1510. See Appendix K for documentation of Brown Bus Company's interest in submitting a bid at the appropriate time to provide transportation services for Legacy.

### **D. Food Service**

At the time of enrollment, students will be given the opportunity to complete the federal free or reduced lunch form. Lunch will be provided to all first through eighth grade students with cost, but that cost will be reduced or waived for eligible students. Lunch will be prepared daily in the school's cafeteria facility or will be brought in through a subcontracted third party caterer.

**Tab 9**

## **Virtual Schools and Online Programs**

By the third year of operation, Legacy Charter School will put in place the “Harbor Room.” The Harbor Room will be a self-contained, hybrid, online-type classroom within the school’s building where 7<sup>th</sup> and 8<sup>th</sup> grade students will rotate between this learning environment and their traditional classroom in such a manner that at any one time 1/3 of these students will be learning in this on-site/on-line environment. The role of the Harbor Room is to serve as an on-site location for 7<sup>th</sup> and 8<sup>th</sup> grade students to gain experience with online learning while in a safe, organized, self-contained classroom so that they will gain the skills, confidence and work ethic necessary to succeed when they enroll in high school and post-secondary online courses. Upon graduating from Legacy Public Charter School, we will expect our students to demonstrate understanding of digital learning accountability measures, software/hardware use and digital file management, as well as meta-cognitive strategies required to be successful and experienced virtual learners. It is our goal that the Harbor Room at Legacy will be a tool that helps us uphold the promise to our community: to prepare students for entrance into any Idaho public secondary environment, whether traditional, virtual, or charter, or combination thereof.

### **Learning management system to be used (systems by which courses will be delivered)**

While on rotation in the Harbor Room, students will use a variety of online learning management tools, including: a skype-type set up where students will be connected to their traditional classroom in the building so as to receive direct instruction and online interaction with their teachers and peers in all academic areas; a Pages and Numbers APP (or similar) for online note-taking; Flashsync APP, Conundra APP and Educreations APP (or similar) for mathematics work, including concept boards participation, a hallmark of any Harbor School; and Skitch APP (or similar) for Language Arts instruction. Additional online learning formats will be explored as the Harbor Room is established to continually make the online/onsite learning component relevant and up-to-date technologically. It is anticipated that by the time Legacy students have completed the 7<sup>th</sup> and 8<sup>th</sup> grades they will each have spent more than 2,000 hours in the Harbor Room digital learning environment.

### **Role of the online teacher (include the consistent availability of the teacher to provide guidance around course material, methods of individualized learning in the online course, and the means by which student work will be assessed)**

Since this is a modified, hybrid type of online learning with the online environment within a self-contained classroom in Legacy's brick-and-mortar building, the 7<sup>th</sup> and 8<sup>th</sup> grade certified teachers will serve as the "online" teachers while students are on rotation in the Harbor Room. As such, their role will be to present all direct instruction and content through a Skype-type delivery system. In other words, while they are teaching in their traditional classroom down the hall, students in the Harbor Room will participate with and receive instruction, content and feedback from their teachers (and peers as appropriate) via the Harbor Room's laptops, ipads and/or additional technology as appropriate. The certified teachers who present the core courses will be responsible for instructing students in commonly used online learning protocols (i.e., account management, student portal, appropriate use of instructor/student communications, digital accountability methods and student management systems) and will be aided by educational assistants assigned to the Harbor Room. Additionally, the certified teachers for these grades will visit their students in the Harbor Room daily to, among other things, monitor student progress and discipline in the online, hybrid environment; provide face-to-face feedback and to assess in person students' online work. To formally assess students' work while in the Harbor Room, as well as their attitude & effort in this online-type environment, a specially-designed progress report card will be created for the 7<sup>th</sup> & 8<sup>th</sup> grades to include outcomes observed and grades specific to the learning taking place in the Harbor Room. While the Harbor Room is to serve as an onsite location for 7<sup>th</sup> and 8<sup>th</sup> grade students to gain experience in online learning, it will be understood that not all students may have the maturity to succeed in such an environment at the same time. Therefore, it will be expected that prior to going on rotation in the Harbor Room students are able to demonstrate the ability to take personal responsibility for their work, to maintain focus with little redirection, and to have the maturity to affect positively the online learning environment.

### **Means by which students will receive appropriate teacher-to-student interaction (including timely, frequent feedback about student progress)**

The Harbor Room is purposely designed in such a manner to help train students in the 7<sup>th</sup> and 8<sup>th</sup> grades so they will be successful in online learning environments once they reach high school and post-secondary schooling. The planned rotation whereby at any time only 1/3 of the 7<sup>th</sup> and 8<sup>th</sup> graders will be learning in the Harbor Room will help eliminate the possibility of a "sink or swim" approach. Therefore, while on rotation in the Harbor Room teacher-to-student interaction will occur as follows: Students will participate via a skype-like delivery system with their peers in the traditional classroom down the hall so that immediate participation and feedback will be available to those in the online environment during their teachers' course content presentations. Additionally, while in the Harbor Room rotation, students will complete and hand in homework and other assignments via APPS such as harborroom.weebly.com, homework calendar and Khanacademy.org. The 7<sup>th</sup> & 8<sup>th</sup> grade teachers will also visit their students and educational assistant in the Harbor Room to provide in-person feedback, redirection, one-on-one

assessments, etc. Through all these measures while in the Harbor Room these students will have the support and guidance of their certified teachers and the fluid capability to return to the traditional classroom for face-to-face instruction if or when necessary.

### **Means by which student attendance is verified and the awarding of course credit given**

Again, since the Harbor Room's classroom provides a hybrid, online, self-contained environment within its physical structure, students' attendance will be taken both physically when they arrive each morning (educational assistant to conduct), as well as through an online app so as to create the expectation they will need to be accustomed to when in a complete online environment. All student work while in the Harbor Room rotation will be completed and turned in online. Content will be identical to what is presented in the traditional classroom, however, assignments related to content will vary so as to maximize the use of online learning apps and approaches while on rotation in the Harbor Room. However, whether they are in the traditional 7<sup>th</sup> and 8<sup>th</sup> grade classroom or in the Harbor Room, course content will correlate to the Idaho State thoroughness standards. **Combined with the regular, self-contained classroom, in the Harbor Room 7th and 8th grade students will receive credits for content areas meeting all Common Core Standards successfully.**

### **Plan for technical support relevant to delivery of online courses**

In the online, hybrid environment we see a new opportunity within our School-to-Work program (another Harbor School learning hallmark) in which the 7<sup>th</sup> & 8<sup>th</sup> grade students will be trained and provided instruction in the proper care and maintenance of the technologies in place in the Harbor Room and will be assigned as "employees" to do basic trouble-shooting, cleaning, set up and take down each day of the various technologies used. The educational assistant will also receive professional development in the care and maintenance of the technologies used, and the school's technology coordinator, along with the certified teachers, will provide the technical expertise necessary beyond the basic care & maintenance to ensure the Harbor Room's technologies remain operational and up to date.

### **Plans to ensure equal access to all students (including provisions of necessary hardware, software, and internet connectivity required for participation) in the online coursework**

When students are identified as needing accommodations to ensure equal access to the hybrid online environment, the school will provide the appropriate technology that will allow student access to the core curriculum, and will refer to Tab 3 of this charter, and I.C. 33-5205(6)(h), as guidance for meeting the requirements of special needs students in the least restrictive environment

**Tab 10**

## **A. Business Arrangements & Partnerships**

Legacy Public Charter School does not have any business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations. However, Legacy intends to contract with the following:

- Contract with Rebecca Stallcop to provide oversight and training in the Harbor School Method™ during the first three years of operation and to evaluate Legacy's compliance with the Method on an ongoing basis after year three. See Appendix E for Letter of Intent to Sign a Contract with Legacy Public Charter School from Rebecca Stallcop.
- Contract with individual Harbor School Method™ teachers from Liberty or Victory Charter Schools to mentor and /or monitor its teachers through their first year of working at the school, and beyond, if deemed necessary by the Legacy administrator and/or mentor teacher.

## **B. Additional Information**

### **School Status**

Legacy Public Charter School will be a public charter school. It will not be a religious school, a conversion of a private school, or a school operated for profit.

### **Student Fees**

No fees from students are planned at this time. Fees may be identified in the future by the Administrator, as appropriate, and as allowed by state law. Accommodations for low-income students will be made through fundraising efforts or fee waiver provisions. Legacy Public Charter School is a public charter school and will not charge tuition.

### **Public Access**

Legacy Public Charter School's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be similar to that of the Nampa School District unless otherwise determined by the Governing Board. Legacy will comply with all aspects of the Idaho Public Records law (Idaho Code Sections 9-337 through 9-350), with the Idaho statutes relating to public records and public meetings, as indicted in its Bylaws, and with the Idaho Open Meeting Law (Idaho Code Sections 67-2340 through 67-2347). Legacy will also comply with federal law regarding student records and privacy.

## **Complaint Process**

Legacy Public Charter School's complaint process for parents/guardians and the public are as follows, with the ultimate authority residing with the Governing Board of Legacy Public Charter School:

1. Have pertinent parties meet and try to resolve the issue.
2. If no resolution can be found to the dispute, the Administrator will intervene and attempt to find a resolution.
3. Ultimately, the issue could be brought before the Governing Board for resolution. Once all needed input has been obtained by the Governing Board, the Board will render a final decision.

## **School Records**

Legacy Public Charter School's Administrator will determine how the school will maintain school records and required information, consistent with state and Federal guidelines.

## **IRS Regulations**

Legacy Public Charter School will comply with all Internal Revenue Service regulations and reporting requirements.

## **Use of District Facilities**

Legacy has no arrangements to utilize any Nampa School District facilities, or facilities of any other local public school. The Legacy Governing Board will develop policies regarding the use of Legacy's facilities by other school districts and the general public.

## **Inspection Reports**

Legacy Public Charter School will provide certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped required of all public schools prior to the opening of the school and by the date specified in the contract. Legacy Public Charter School will provide initial and ongoing certifications of the facilities for health, safety, and fire compliance to the district and other entities as required.

### **Amending the Charter**

Any revision of the terms of the Charter, consisting of Tabs 1-10, requires the approval of the Legacy Public Charter School's Board of Directors and the Idaho Public Charter School Commission.

### **Proof of Attendance at the Petitioner's Workshop**

Two founders and the individual drafting the charter document attended the Petitioner's CharterStart! 101 Workshop held on March 2, 2009. One founder attended the Workshop held October 5, 2009. See Appendix M for documentation.

### **Policies and Procedures**

See the attached policies and procedures on discipline, attendance, drug and alcohol use for Legacy Public Charter School. These policies will be considered drafts until the Administrator is hired and has the opportunity to review and accept these policies. In the event a policy does not exist when needed, the Nampa School District Board policy will become the default policy.

### **C. Termination *I.C. 33-5205(3)(u)***

#### **Dissolution**

In cases of termination, the Governing Board of Legacy Public Charter School is responsible for the dissolution of the business and affairs of the school. Legacy will fully cooperate with its authorizer for the dissolution process. All records of students residing the Nampa School District will immediately be transferred to the District. All students will receive written notice of how to request a transfer of student records to a specific school. Legacy will accommodate student record requests from schools outside the Nampa School District for up to one year after dissolution. Upon the dissolution of Legacy Public Charter School, remaining assets will be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distrusted to Legacy's authorizer.

**This school's Charter Appendices are on file with the Idaho Public Charter School Commission.**

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

**CLOSURE  
PROTOCOL**

**August 2013**



## Background

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

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

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

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

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

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

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# Introduction

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

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

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

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

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

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

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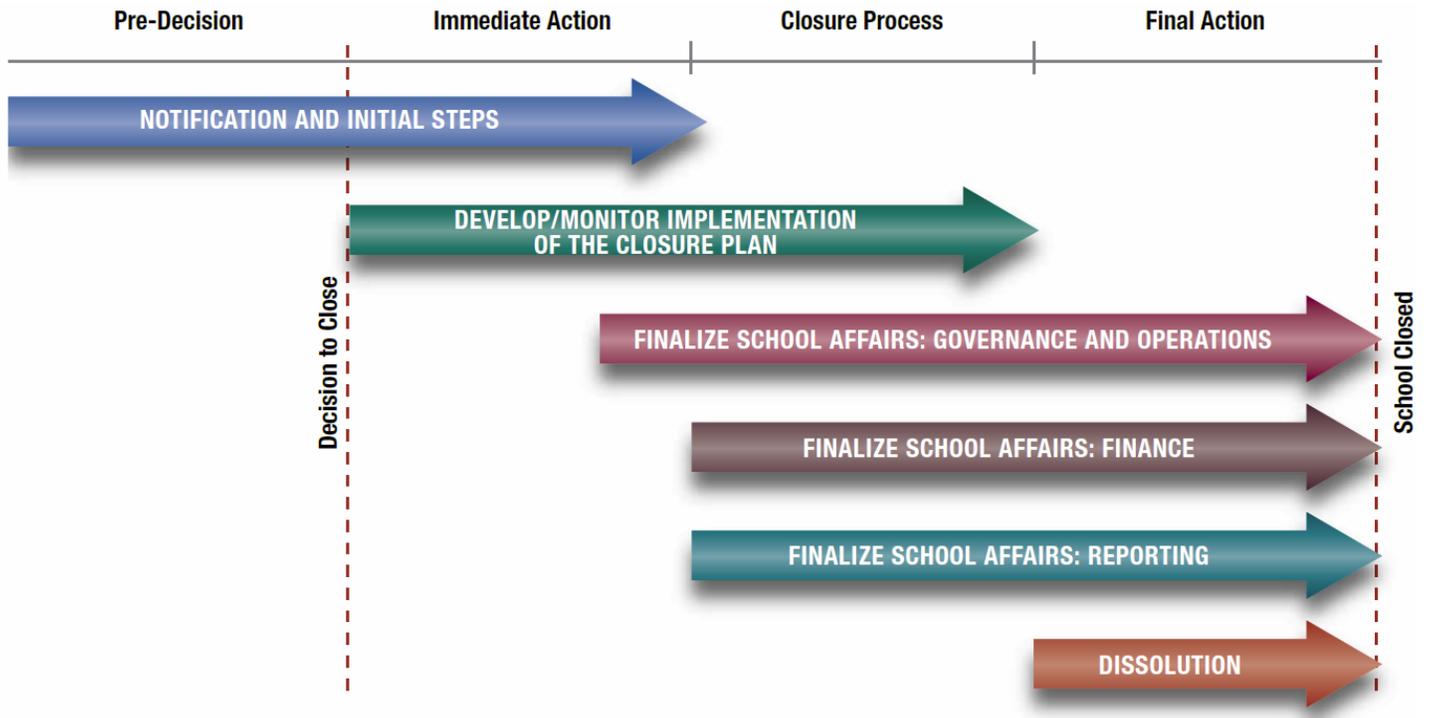
## Endnotes

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

<sup>2</sup> I.C. § 33-5212

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

# A Conceptual Timeline for Closure



## Notification and Initial Steps

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

**Send Additional and Final Notifications**

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

School,  
PCSC

## Develop/Monitor Implementation of the Closure Plan

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

## Finalize School Affairs: Governance and Operations

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

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

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

## Finalize School Affairs: Finance

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

## Finalize School Affairs: Reporting

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

## Dissolution

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

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

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

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

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_, by and between the Idaho Public Charter School Commission (the “Authorizer”), and **Monticello Montessori Charter School, Inc.** (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on **July 22, 2009**, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year **2010**; and

WHEREAS, the School’s charter was renewed on **March 1, 2018**, for a five-year term of operations,

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of **July 1, 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

- A. School Mission.** The mission of the School is as follows: Through a Montessori-inspired approach to learning, students will maximize their inner potentials and experience purpose and meaning in life, take responsibility for their own education, cultivate personal dignity and develop independence and purpose in life.
- B. Grades Served.** The School may serve students in grades K-6.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Maintain commitment to the core Montessori curriculum and instruction by utilizing authentic Montessori materials.
  - Idaho State Standards are used as a basis for what every child needs to know. From there, the Montessori approach is utilized to help students master required knowledge and skills.
  - Employ experienced Montessori teachers or teachers who will become Montessori certified.
  - Employ a building principal/educational leader who has knowledge of Montessori principles and curriculum through Montessori coursework, Montessori Administrator Credential and/or annual conference exposure.
  - Students will utilize work plans to guide them in their learning toward mastery.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

### SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly

inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance

of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

**H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

## SECTION 5: SCHOOL OPERATIONS

**A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.

**B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 320 students. The maximum number of students who may be enrolled per class/grade level shall be as follows: 32 students per class.

**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.** 4707 S. Sweetwater Way, Ammon, ID 83406. 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: Bonneville, Bingham, and Jefferson Counties.

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

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

## SECTION 6: SCHOOL FINANCE

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

## SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- 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 D.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the

School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.

- 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 **July 1, 2018**.

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**Chairperson, Idaho Public Charter School Commission**

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**Chairperson, Monticello Montessori Charter School Board**

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

**Appendix B: Performance Framework**

**Appendix C: Charter**

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

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

No conditions of authorization or renewal are applicable.

**Appendix B: Performance Framework**

# MONTICELLO MONTESSORI CHARTER SCHOOL

## [YEAR] ANNUAL PERFORMANCE REPORT

### INTRODUCTION

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

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

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

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

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

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

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

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

## PERFORMANCE FRAMEWORK STRUCTURE

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

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

## ACCOUNTABILITY DESIGNATIONS

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

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

**SCHOOL OVERVIEW**

<b>Mission Statement</b>	Through a Montessori- inspired approach to learning, students will maximize their inner potentials and experience purpose and meaning in life, take responsibility for their own education, cultivate personal dignity and develop independence and purpose in life.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Maintain commitment to the core Montessori curriculum and instruction by utilizing authentic Montessori materials.</li> <li>• Idaho State Standards are used as a basis for what every child needs to know. From there, the Montessori approach is utilized to help students master required knowledge and skills.</li> <li>• Employ experienced Montessori teachers or teachers who will become Montessori certified.</li> <li>• Employ a building principal/educational leader who has knowledge of Montessori principles and curriculum through Montessori coursework, Montessori Administrator Credential and/or annual conference exposure.</li> <li>• Students will utilize work plans to guide them in their learning toward mastery.</li> </ul>		
<b>School Location</b>	4707 S. Sweetwater Way Ammon, ID 83406	<b>School Phone</b>	208-419-0742
<b>Surrounding District</b>	Bonneville School District		
<b>Opening Year</b>	2010		
<b>Current Term</b>	April 17, 2014 - June 30, 2018		
<b>Grades Served</b>	K-6		
<b>Enrollment (Approved)</b>	320	<b>Enrollment (Actual)</b>	

**SCHOOL LEADERSHIP**


**STUDENT DEMOGRAPHICS**

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

**ISAT PROFICIENCY RATES**

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

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	
--	--

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

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

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

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

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

ACADEMIC K-8

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

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

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

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

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

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

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

OPERATIONAL

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

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

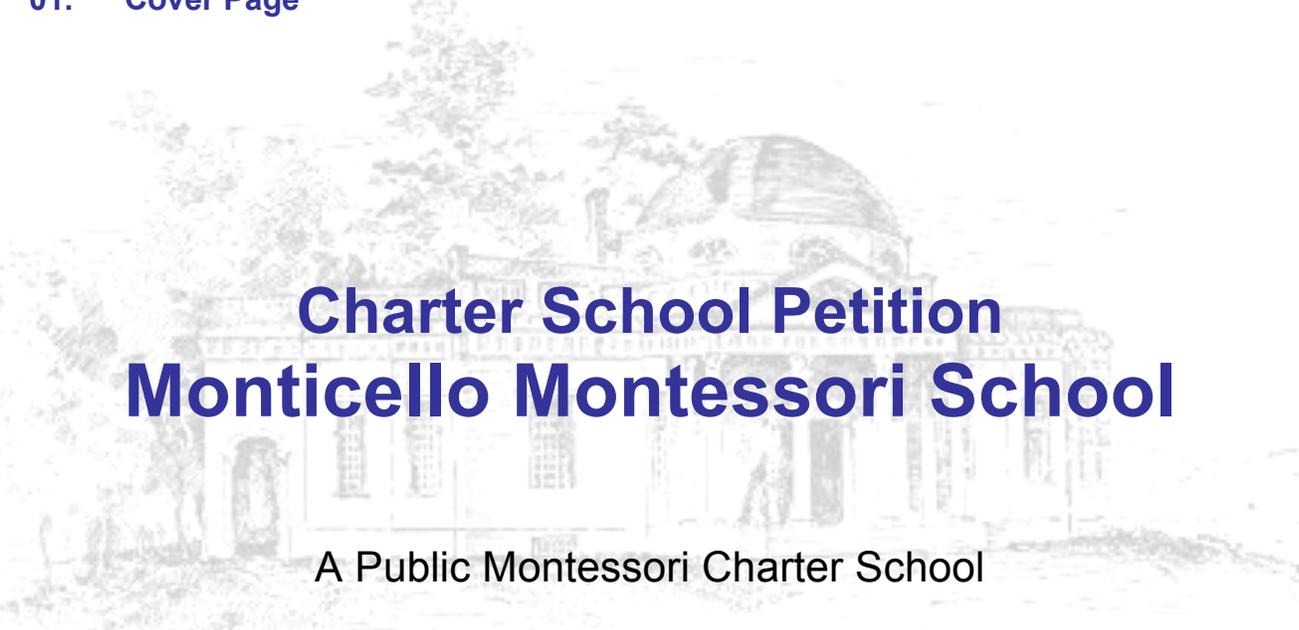
FINANCIAL

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

FINANCIAL

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



# Charter School Petition Monticello Montessori School

A Public Montessori Charter School

BEFORE THE IDAHO PUBLIC CHARTER SCHOOL COMMISSION

Opened Fall, 2010

Attendance Area:  
Bonneville, Bingham, and Jefferson Counties

School Building Location:  
4707 S Sweet Water Way  
Ammon, ID 83406

Submitted By:

Monticello Montessori Board of Trustees  
administrator@monticellomontessori.com

4704 S Sweetwater Way  
Ammon, ID 83406  
(208) 419-0742

“Any child who is self-sufficient, who can tie his shoes, dress or undress himself, reflects in his joy and sense of achievement the image of human dignity, which is derived from a sense of independence.”

—Dr. Maria Montessori

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### 03. Tab 1 Articles of Incorporation, Mission, and Vision

#### A. File-Stamped Articles of Incorporation

Copies of Articles of Incorporation, file-stamped by the Idaho Secretary of State's Office; and of the signed Bylaws adopted by the board of directors of the Monticello are provided in Appendix A.

#### B. Petition Signatures of Qualified Electors

Copies of Signatures of at least thirty (30) qualified electors of Bonneville School District No. 93 and proof of qualification of electors are provided in Appendix B.

#### C. Mission and Vision Statements

##### **Mission Statement:**

**Monticello Montessori helps students to become critical thinkers and intrinsically motivated learners.** Critical Thinkers solve problems, clarify ideas, analyze arguments, and evaluate inductive, deductive, comparative, ideological and empirical reasoning. Motivated Learners desire to learn, engage problems, apply knowledge and achieve results.

##### **Vision Statement:**

**Students attending Monticello will maximize their inner potentials and experience purpose and meaning in life** by taking responsibility for their own education and cultivating personal dignity and independence through the Montessori approach to learning.

## 04. Tab 2 Proposed Operation and Potential Effects of the Charter School

### Facilities

The administration/school building(s) shall be properly licensed and compliant with code with regard to the Americans with Disabilities Act, all OSHA regulations and with all applicable Idaho laws. The building shall provide sufficient wiring and communication capabilities to support the nature and infrastructure of the school. The building shall also provide adequate heating, ventilation, lighting, sanitary conditions, and water supply to support the school's staff and students.

In accordance with Montessori classroom design principles, classrooms shall allow a minimum of 35 square feet per student enrolled between the ages of 5 and 8. Ideally, but not required, classrooms for students between the ages of 9 and 12 allow 50 square feet per student enrolled. Classrooms shall provide an abundance of natural light from windows to the outdoor environment. The facility shall accommodate the need for small kitchens and sinks in every classroom. The Charter Developers are currently exploring a variety of building options for the school to ensure sustainability of the program. The Charter Developers intend to build a permanent facility by 2015. Until financing can be secured for such a project, the school will likely lease a facility either from School District No. 93 or from a private entity. Details about the building plan are included in Appendix J.

### Administrative Services

Administrative services are selected and evaluated by the Monticello Board. Monticello teachers are employed by the school through the use of Idaho Standard Teachers' Contracts. School personnel are required to hold the appropriate Idaho teaching certifications and endorsements. Monticello teachers hold highly qualified status under No Child Left Behind Act (NCLB) or are working towards this status in a state-approved program of instruction. This may include state-approved alternative routes to certification such as through the American Board for Certification of Teacher Excellence (ABCTE).

*Monticello implements the following recommendations from the American Montessori Society's "Essential Elements of Successful Montessori Schools in the Public Sector:"\**

- Employ an experienced Montessori teacher to serve as curriculum coordinator.
- Employ a building principal/educational leader who has knowledge of Montessori principles and curriculum through Montessori coursework, Montessori Administrator Credential and/or annual conference exposure.
- Maintain commitment to the core Montessori curriculum and instruction even with changes in administrative staff.

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\* American Montessori Society. *Essential elements of successful montessori schools in the public sector.*  
<http://www.amshq.org/schoolExtras/publicEssentials.html>

## Potential Civil Liability Effects

Monticello is incorporated as a nonprofit public school with the Monticello Board listed as having the responsibilities and liabilities for the operation of the school. Idaho School Boards Association (ISBA) policies will serve as a basis for Monticello policy until the school's policies can be developed completely.

Monticello operates independently as a Local Education Agency (LEA). Monticello is responsible for its own operation including personnel matters, preparation of a budget, and contracting for services. Monticello maintains a policy of general liability insurance and all other types of insurance necessary to provide coverage for the potential losses described in this paragraph.

Monticello's employees, director, and officers shall enjoy the same immunities as employees, director, and officers of public school districts and other public schools.

Pursuant to 33-5204(2), Idaho Code, the Commission shall have no liability for the acts, omissions, debts or other obligations of Monticello. Monticello will defend, hold harmless and indemnify the Authorized Chartering Entity against any claim, action, loss, damage, injury, liability, cost or expense of any kind or nature arising out of the operation of Monticello and/or arising out of the acts or omissions of the agents, employees, invitees, or contractors of the school.

Copies of insurance binders from a company authorized to do business in Idaho for liability insurance (per occurrence and aggregate coverage), property insurance, worker's compensation insurance, unemployment insurance, and any other insurance will be provided to the Commission upon request. All required insurance will be in effect during the operation of Monticello.

## Anticipated Impact on the Local School District and Community

Bonneville School District No. 93 has been experiencing steady growth since 1997. Two charter schools have opened over the past six years serving the District No. 93 attendance area with a total of 665 students enrolled in the charter schools as of the 2008/2009 school year. Even with these students not attending District No. 93 schools, the district passed a \$25 million bond for new school construction and improvement to accommodate the area's growth. The addition of Monticello Montessori to the attendance area will provide another school to serve this growing need.

There is an interest in the Montessori approach to learning in Bonneville County and the surrounding area. In Bonneville County and Jefferson County alone there are three private Montessori schools. These schools do a wonderful job; however the tuition fees make access to this type of education prohibitive, especially for the children who are most in need of it. Monticello will provide a high-quality Montessori education to any child regardless of the family's financial situation.

## 05. Tab 3 Educational Program and Goals

### A. Thoroughness Standards

Monticello's educational program and goals will fulfill each of the educational thoroughness standards, as defined in Section 33-1612, Idaho Code.

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

Goal: Monticello not only provides for the physical safety of students, but also for their emotional and intellectual safety. The learning environment enables students to feel comfortable taking emotional and intellectual risks.

Objectives:

- Procedures and guidelines for physical safety are included in this charter petition, Monticello policy, and the student handbook, including procedures for fire drills; city, state, and federal health, accessibility, safety, fire and building codes; zero tolerance for weapons, harassment, drugs and alcohol, and more.
- Students utilize work plans to give them a sense of control over their learning.
- Grades and labels are not used around students to make comparisons.
- Students advance through the curriculum at their own pace to minimize frustration.
- Failure is presented as something positive: the process of identifying incorrect or incomplete ideas. Persistence is the paramount virtue.
- Students are given specific lessons about how to respect the space and privacy of others, how to use the Montessori materials correctly, and how to keep their environment (the classroom) clean and uncluttered.

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

Goal: Students will feel confident, interested in learning, and maintain a high standard of personal comportment. Teachers will preempt classroom discipline problems by identifying students' needs and making every effort to address them.

Objectives:

- Teachers utilize authentic Montessori materials which are inherently designed to attract the interest of children and create a meaningful context for learning
- The classroom environment is highly ordered to help students understand the sequence involved in their learning.
- School-wide expectations for student conduct and procedures for handling unacceptable behavior are clearly communicated in the Student Handbook
- Extrinsic rewards are not used in connection with academics
- The administrator supports teachers through ongoing training and by enforcing the Code of Conduct.

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

Goal: The development of character and a strong work ethic are central to the Montessori approach. Students will have daily opportunities to share, respect personal space, work out differences appropriately, show self-discipline, and work hard.

Objectives:

- Character education is built in to the Montessori approach
- All faculty are trained to talk and behave in the same way when interacting with students
- Grace and courtesy are taught to students and modeled by faculty members
- Students care for their school, community, and world by helping to maintain facilities and by participating in local and global service projects

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

Goal: Students acquire written and verbal communication skills beginning with very simple, concrete skills, and expanding to more complex, abstract skills where nuance, climate, audience, timing, and cue are understood.

Objectives:

- Students work cooperatively with peers through peer tutoring and multi-aged, multi-graded grouping of students.
- Instruction in Reading and Language Arts with an emphasis on writing is provided
- Students have a variety of opportunities to express themselves including giving speeches, writing letters, publishing essays, and working cooperatively.

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

Goal: Monticello provides students with a high-quality Montessori approach to learning that meets or exceeds Idaho State Standards.

Objectives:

- Idaho State Standards are used as a basis for what every child needs to know. From there, the Montessori approach is utilized to help students master required knowledge and skills
- Every student will have an individual work plan that is self-paced
- A variety of resources will be used to address students' needs. The selection of resources including additional books, manipulatives, etc. will be based on teacher observation, academic performance, IEP requirements, and parental input.

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

Goal: The Montessori approach addresses the need in today's workforce for people who think creatively, take initiative, organize well, and adapt to rapid changes by instilling these attributes in students.

Objectives:

- Monticello utilizes a classroom design that is compatible with Montessori "prepared environment" principles.
- Students are given a great deal of control over what order and the amount of time they spend on subjects
- Monticello creates uninterrupted daily work periods of 90 minutes to 3-hours
- The classroom environment is highly ordered to teach students organizational skills
- Students help develop weekly work plans to learn planning and follow through

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

Goal: Technology is utilized to make the learning and teaching process more efficient.

Objectives:

- Wireless high-speed internet access is available in all classrooms.
- Laptops are utilized by teachers along with specialized software to track the progress of students
- Systems are integrated to make communication of student data (i.e. progress reports, demographics, alerts and notifications, attendance, etc.) rapidly available and to reduce redundancies.
- Students in the upper-elementary program will be taught how to use word processing and presentation software
- Physical classroom materials and instruments (i.e. microscope) will be connected to digital cameras and/or LCD projectors where appropriate and necessary to enhance the learning experience for students

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

Goal: In addition to their intellectual development, students acquire skills in practical life, grace and courtesy, art and music, as well as habits of healthy living, to become responsible citizens of their homes, schools, and communities.

Objectives:

- Montessori integrates specialty programs such as art and music as part of each student's aesthetic development.

- Students are fed healthy whole food lunches and snacks while learning about food guides and the importance of nutrition and exercise
- Practical life skills are taught such as how to wash dishes, sweep a floor, wipe down a table, tie shoes, care for clothing, and much more.

## B. The Educated Person in the 21st Century

Maria Montessori was a woman ahead of her time. In the early 20<sup>th</sup> century she stated, “What purpose would education serve in our days unless it helped man to a knowledge of the environment to which he has to adapt himself?” Ray Kurzweil, a noted futurist and New York Times bestselling author believes that by the middle of the 21<sup>st</sup> century there will be a “profound and disruptive transformation in human capability.” According to Kurzweil computing will not be limited to laptops and handheld devices. It will be environmental: “Computing will be everywhere: in the walls, in our furniture, in our clothing, and in our bodies and brains.”\* He envisions a day when raw information will become a relatively common commodity that will literally be ‘downloadable’ into the brain. An educated person in the 21st century may have no use for schools that see themselves as being in the business of merely transmitting knowledge and information. Technology will do this far more efficiently. According to Maria Montessori, tomorrow’s schools “must take a new path, seeking the release of human potentialities.” Students in the 21<sup>st</sup> century need to possess the ability to interact adaptively with their environment (including their peers) and utilize raw information to creatively solve complex human problems. 21<sup>st</sup> century schools will be about helping people maximize their inner potentials and experience purpose and meaning in life.

## C. Special Education Services

Monticello complies with the Individuals with Disabilities in Education Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”). Monticello is solely responsible for compliance with Section 504 and the ADA. Monticello works diligently to ensure full compliance with the IDEA. As an LEA, Monticello is responsible for assuring compliance with these programs.

Students with disabilities will be served according to federal and state laws regarding special education, including but not limited to Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and other applicable legislation. Monticello has a nondiscrimination policy with regard to admissions.

Students with disabilities will be served in accordance with their Individualized Education Programs (IEPs). All IEP’s will be developed by a certified special education teacher in accordance with all applicable laws and regulations.

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\* Kurzweil, Ray. *The singularity is near: When humans transcend biology*. Penguin Group (USA) Inc., New York, NY, pp. 135-136.

Monticello will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it. Expenses to educate students with disabilities that exceed federal reimbursements will be drawn from the general fund.

Monticello will, consistent with applicable law, work to ensure that all students with disabilities that qualify under the IDEA:

- Have available a free appropriate public education (FAPE)
- Are appropriately evaluated
- Receive an appropriate education in the least restrictive environment (LRE)
- Are involved in the development of and decisions regarding the IEP, along with their parents
- Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's provision of FAPE

Monticello Montessori will form a multidisciplinary team (consisting of a parent or guardian, the classroom teacher, the special education teacher, the school principal, and psychologists, therapists, or counselors as required) to consider a student's eligibility for special education. If the team determines the need for an evaluation by other personnel, such as a school psychologist, speech therapist, or occupational therapist not currently employed by the school, such evaluations will be contracted with a private provider or made possible through a cooperative arrangement with another school or district.

A special education teacher either employed full-time by the school or providing services on a contracted or part-time basis (depending on the number of students with IEPs) will be responsible to monitor Individual Education Plans (IEP) in multiple classrooms and supervise the implementation of IEPs as written. Certified teachers will provide services in an inclusion model to the extent possible depending on the degree of intervention necessary to meet the students' needs. Paraprofessionals will be used to support instruction as needed and allowed by IDEA and the ESEA. The special education teacher will consult with the general education staff to ensure they are utilizing effective classroom interventions, adaptations, and modifications. Generally the Montessori approach, being individualized in nature, will serve every child's needs completely in the regular education classroom.

## Gifted and Talented Students

The Montessori learning approach meets the needs of Gifted and Talented (GAT) Students in the regular classroom—no separate program is necessary. Monticello shall identify and provide services to students who possess demonstrated or potential abilities that give evidence of high-performing capabilities. Monticello utilizes eligibility criteria developed by the Idaho Department of Education. The identification system aligns with the Gifted and Talented rules and regulations as identified by IDAPA 08.02.03.999.

Monticello's identification process for GAT students uses multiple indicators of giftedness with information obtained through the following methods and sources:

- Formal assessment methods, such as group and individual tests of achievement, general ability, specific aptitudes and creativity
- Informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, and interviews.
- Information about students from multiple sources, such as teachers, counselors, peers, parents, community members, subject area experts, and the students themselves.

The Gifted and Talented Education (GATE) program will be supervised by a certificated staff member who holds the Gifted and Talented Endorsement, or by a certificated staff member of another school through a cooperative arrangement.

Monticello uses the Federal definition of Children with Outstanding Talent:

“Children and youth with outstanding talent perform or show the potential for performance at remarkably high levels of accomplishment when compared with others of their age, experience, or environment. These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools. Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor.”\*

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\* Programs for Improvement of Practice. (1993). National Excellence: A Case for Developing America's Talent. (p. 26). Washington DC: US Department of Education, Office of Educational Research and Improvement. Available online: <http://www.ed.gov/pubs/DevTalent/part3.html>

## Limited English Proficient Students

LEP students are English language learners (ELLs) who are specifically placed in a language development program, based on the home language survey (HLS) and the Idaho ELL Placement Test. As a public school, Monticello complies with Idaho Code in the identification and education of Limited English Proficient (LEP) students. Monticello will comply with all applicable federal law in regard to services and the education of LEP students. Monticello will develop and implement policies and procedures for the provision of services to LEP students in accordance with guidance published by the Office for Civil Rights of the U.S. Department of Education. These policies and procedures shall ensure the following:

- Identification of students who need assistance;
- Development of a program that in the view of experts in the field has a reasonable chance for success;
- Assurance that necessary staff, curricular materials and facilities are in place and used properly;
- Development of appropriate evaluation standards including program exit criteria for measuring the progress of students, and assess the success of the program and modify it where needed.

Monticello will apply the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. ELL students are identified by the home language survey (HLS) and the Idaho ELL Placement Test. Monticello teachers are trained in the use of the Sheltered Instruction Observation Protocol (SIOP) Model through the SIOP Institute. Teachers will implement SIOP instructional elements in daily lessons for ELL students. In the majority of cases, LEP students will have their needs met completely within the regular Montessori classroom. LEP services deemed necessary beyond what can be provided in the classroom may be contracted out or provided in a cooperative arrangement with another school or district. Students will begin transitioning out of the LEP program once they have achieved “proficiency” on the Idaho English Language Assessment (IELA). Students will be exited from the LEP program once they have achieved “proficiency” on the IELA *and* have received an Idaho Reading Indicator (IRI) score of at least a 2; or an Idaho Standards Achievement Tests (ISATs) score that meets the “Basic” level; or have demonstrated access to mainstream content curriculum by showing consistent proficient scores on grade level benchmark unit assessments. Any additional state and federal testing required for ELL students attending charter schools will also be administered.

### D. Dual Enrollment

Monticello students may participate in dual enrollment by attending classes offered by Bonneville Joint School District No. 93 as provided in Idaho Code 33-203 and Monticello policy.

## 06. Tab 4 Student Educational Standards, Testing and Accreditation

Maria Montessori believed that all children could learn. Over her lifetime she developed a solid instructional program that is highly sensorial and tactile; the curriculum provides hands-on learning materials for all subject areas and moves in an orderly fashion. Students are treated with great respect and given a great deal of freedom to guide their own learning within a highly structured and orderly environment. Montessori classrooms are beautiful, open spaces with furniture and shelves that accommodate the child's size. Classrooms are arranged in areas, each area having "materials" (educational objects) that address particular subject areas. Each material has a specific purpose intended to teach children as they learn to use it correctly. Students learn to work cooperatively and also to respect the space and privacy of the individual.

Students do not advance by "grade" but rather by mastery of content. A specific list of knowledge and skills that students must master to move forward is subdivided into parts that can reasonably be taught and mastered within a year. This is a working tool for the teacher and student to collaborate about progress made. Rubrics are developed for all lessons to help teachers, students and parents know what mastery looks like. Students are not given letter grades. Instead, teachers and parents discuss what the child can actually do, and what she has yet to master. Student achievement is based on giving children freedom within a structured and orderly environment. Students have the freedom to choose activities, but are responsible to structure their day to cover the curriculum. Children receive lessons across the curriculum, collaborate with peers of their choosing, and report back about their findings in written papers or class speeches.

### A. Measurable Student Educational Standards (MSES)

The Monticello Board, administration, and teaching staff share a vision for student success that is measurable, meaningful and aligned to the mission of the school.

#### **MSES Standard 1**

9 out of 10 students who maintain an average daily attendance of at least 96% will score at the "Proficient" or "Advanced" level in math, language, and reading on the Idaho Standards Achievement Test (ISAT) by the students' third consecutive year of enrollment.

#### **MSES Standard 2**

At least 85% of students enrolled in the fall who maintain an average daily attendance of at least 96% will obtain a score of 3 on the Idaho Reading Indicator (IRI) by the spring of their first year of enrollment.

## B. Measuring Student Progress

Progress toward meeting each Monticello MSES will be evaluated on a regular basis so that the Monticello Board, administration, and teaching staff can assess to what extent the mission of the school is being fulfilled. Monticello teachers may utilize a variety of assessment methods, including authentic assessments, standardized tests, norm-referenced tests, criterion-referenced tests, and informal tests, to provide accurate feedback about student progress. Assessment methods are flexible to allow for different learning styles of students.

*Monticello will implement the following recommendations from the American Montessori Society's "Essential Elements of Successful Montessori Schools in the Public Sector:"\**

- Use a process of reporting student progress that is compatible with Montessori and includes parent conferences and authentic assessment tools such as observation, portfolio, performance assessment with rubric, etc.
- Implement state mandated assessments in such a way that the character of the Montessori program is not compromised.

### **MSES Standard 1**

9 out of 10 students who maintain an average daily attendance of at least 96% will score at the "Proficient" or "Advanced" level in math, language, and reading on the Idaho Standards Achievement Test (ISAT) by the students' third consecutive year of enrollment.

### **Evaluation Instrument and Methodology**

Instrument: Idaho Standards Achievement Test (ISAT). The "Proficient" and "Advanced" spring ISAT scores of the students who have been enrolled for three consecutive years in Monticello will be counted and compared to the total number of 3<sup>rd</sup>-year students who took the ISAT.

### **MSES Standard 2**

At least 85% of students enrolled in the fall who maintain an average daily attendance of at least 96% will obtain a score of 3 on the Idaho Reading Indicator (IRI) by the spring of their first year of enrollment.

### **Evaluation Instrument and Methodology**

Instrument: Idaho Reading Indicator (IRI). Of the students who have been enrolled since the fall of any given year, the spring IRI scores of 3 will be counted and compared to the total number of students also having been enrolled since the fall who took the IRI.

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\* American Montessori Society. *Essential elements of successful montessori schools in the public sector.*  
<http://www.amshq.org/schoolExtras/publicEssentials.html>

### C. Standardized Testing

Monticello, as required by law, complies with all testing requirements of the state. The data generated from these assessments is used by Monticello as a factor in determining the progress students are making towards meeting the Idaho Achievement Standards. This data is also used by the school to determine areas in need of improvement.

### D. Accreditation

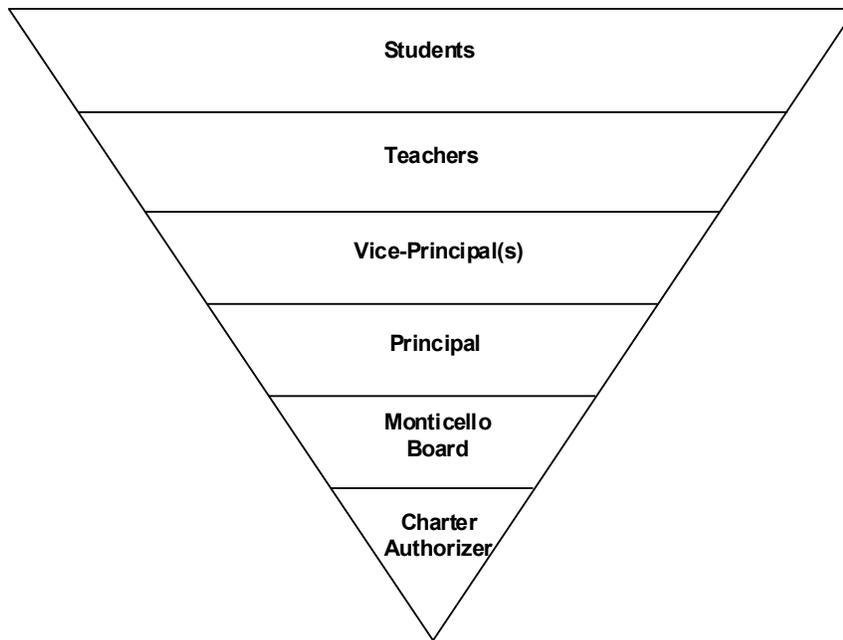
Monticello will maintain membership with one or more of the professional Montessori organizations and seek Montessori accreditation to assure consistent quality. In addition, the school will budget for continuing education through Montessori workshops and conferences. Should the Board decide to offer a secondary education program in the future, it will seek accreditation through the Northwest Association of Accredited Schools as provided by rule of the Idaho State Board of Education 5205 (3) (e) and 5210 (4) (b).

### E. NCLB School Improvement Plan

Should Monticello ever identified as in need of improvement as outlined in the No Child Left Behind Act, the school shall cooperate fully with State and Federal mandates to ensure compliance. It will be the responsibility of the principal to organize a team that includes the Principal, a teacher, a parent, and a board member to carefully review the areas indicated as in need of improvement. The team will make recommendations along with any budget proposals to the Board which will approve the final plan of action. Students and faculty will be monitored carefully throughout the year to ensure that progress is being made toward accomplishing the terms of the improvement plan.

## 07. Tab 5 Governance, Parental Involvement, and Annual Audit

### A. Governance



MONTICELLO SERVANT LEADERSHIP MODEL

Monticello uses a Servant Leadership model as illustrated above. Directors, administrators and teachers all commit to use their influence and authority to support and serve each stakeholder that is above them, and ultimately the students enrolled at Monticello. This means continuously seeking to meet others' legitimate needs and improve the learning and working environment.

Monticello Montessori is a nonprofit corporation pursuant to Idaho law. The school is governed pursuant to the Bylaws adopted by the Incorporators and subsequently amended pursuant to the amendment process specified in the Bylaws.

The Board consists of at least three individuals who reside in Bonneville, Bingham, and Jefferson Counties or a contiguous county who are leaders in their communities across multiple sectors (public, private, non-profit) based upon their professional experience, service to their community, and/or honorary distinctions earned. The Board meets regularly to oversee the budget, management, operation, activities, and affairs of the school. The Board defines, composes, and revises (as needed) the policies of Monticello and ensures compliance with its charter agreement and applicable laws and regulations.

Monticello Directors do not receive compensation for their service as Board members, and may resign at any time by giving appropriate written notice. Directors may be

removed, for cause, by an affirmative vote of two-thirds of the remaining members of the Board. Unless notice is waived by the director, any director facing possible removal must be provided with written notice of the intent to hold a vote on possible director removal seven (7) days prior to the date that the matter will be voted upon. The Board Chairperson will use revised Robert's Rules of Order. The Board will set its own threshold for minimum Board attendance policies as well as possible sanctions for repeated or habitual unexcused non-attendance.

The Monticello Board of Directors shall be considered the Board of Directors for purposes of the nonprofit corporation. The Board of Directors will elect the officers of the corporation and determine the duration of their term(s). The Board of Directors will govern in accordance with the Articles of Incorporation and the Bylaws of Monticello Montessori, Inc.

All meetings of the Board of Directors for Monticello are held in accordance with open meetings laws.

The Board, at its discretion, may vote to expand its membership and/or create subcommittees. Specific responsibilities of the Board are defined in the Bylaws.

This charter is a grant of authority approved by the Commission to the Board of Directors of Monticello Montessori pursuant to 33-502A(2), Idaho Code.

## B. Parental Involvement

Parents provide feedback regarding the school's program each year through meetings and surveys. Experienced Monticello families serve as mentors to new families. Parents are actively encouraged to work with the school and parent organizations including:

- Board of Directors
- Community/Parent Teacher Advisory Board or other ad hoc committees
- Family informational sessions
- Student outings and field trips
- Student community service projects

*Monticello will implement the following recommendations from the American Montessori Society's "Essential Elements of Successful Montessori Schools in the Public Sector:"\**

- Provide Montessori parent education programs that promote understanding of Montessori principles and curriculum.
- Develop an admission process that informs parents about the nature of Montessori and seeks the necessary commitment to the program.

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\* American Montessori Society. *Essential elements of successful montessori schools in the public sector.*  
<http://www.amshq.org/schoolExtras/publicEssentials.html>

### C. Annual Audit

Monticello's annual budget shall be prepared in compliance with all statutes and rules of the State of Idaho applicable to charter schools. Copies of the Budget shall be provided to the Commission upon Board approval and delivery to the State Department of Education. All Accounting records shall be established and maintained in accordance with accounting principles generally accepted in the United States. In addition, Monticello shall follow all requirements and regulations as may be set forth from time to time by the State Board of Education and State Department of Education. Monticello operates through funding provided by the State of Idaho and the Federal government. Monticello will continue to seek out private grants and donations to supplement the school's funding. All invoices of Monticello are independently reviewed by a Board member prior to submission to the Board for approval. A detailed report as to the financial status of Monticello and its Budget, including a detailed cash distribution report, is provided at each monthly regular meeting of the Board.

An audit of the School's financial statements is performed annually by an independent Certified Public Accountant. The audit reports, accompanied by the related financial statements are submitted yearly to the Commission pursuant to the requirements of Section 33-701(6) & (7), Idaho Code.

Programmatic outcomes (Measurable Student Educational Standards) are composed of goals for student learning and other objectives described in this application as well as those requirements set forth by the Idaho Charter School Commission pursuant to Section 33-5205(3)(k), Idaho Code. Annually, the school shall report in detail its performance against these programmatic objectives, describe deficiencies in performance, and set forth corrective actions for remedying these deficiencies, submitted no later than October 15<sup>th</sup> for the previous school year. Additionally, the school shall comply with any other requirements that the state might specify at a later point.

## 08. Tab 6 Personnel

The staffing plans for Monticello will change each year depending upon the needs of the school.

### A. Personnel Qualifications

Monticello meets or exceeds, at the discretion of the Governing Board, Idaho Code for statutory requirements for charter schools.

*Monticello will implement the following recommendations from the American Montessori Society's "Essential Elements of Successful Montessori Schools in the Public Sector:"\**

- Employ Montessori teachers who have Montessori credentials for the levels they teach.
- Maintain an active and open recruitment for Montessori credentialed teachers.
- Budget for future Montessori teacher education for non Montessori-credentialed teachers.
- Provide professional Montessori in-service by experienced credentialed Montessori educators.
- Contract for on-going internal and periodic external Montessori consultation and/or professional support as a follow up to Montessori teacher education.
- Employ one paraprofessional per classroom, each having received Montessori orientation for that role.

### B. Health and Safety

The school building, administrative offices, and other facilities will be in compliance with all required federal, state and local regulations required for public schools.

Parents are expected to demonstrate that their children obtain proper immunizations upon admission according to Idaho Statutes (39-4801). Parents who object to having their children immunized may sign an exemption form. Immunization forms and other pertinent medical records are kept (confidentially) by the school administration.

Monticello will conduct criminal history checks for all employees in compliance with Idaho Code 33-130.

Monticello will utilize the Bonneville Joint School District No. 93 Emergency Operations Plan / Crisis Response Plan.

Additional policies and procedures are implemented by the Board, as needed.

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\* American Montessori Society. *Essential elements of successful montessori schools in the public sector.*  
<http://www.amshq.org/schoolExtras/publicEssentials.html>

C. Employee Benefits

All staff members of the Charter School are covered by the public employee retirement system (PERSI), federal social security, unemployment insurance, and worker's compensations insurance. A health insurance provision is also available for certificated and non-certificated personnel.

D. Transfer Rights

Employees of Monticello are not employees of Bonneville Joint School District No. 93. Teachers at Monticello will not be eligible for an in-district transfer to another school in District No. 93.

E. Collective Bargaining

The staff of the Charter School shall be considered a separate unit for the purposes of collective bargaining.

F. Written Contract

All teachers and administrators shall be on written contract as required by Section 33-5206(4), Idaho Code.

## 09. Tab 7 Students

### A. Admission Procedures and Over-Enrollment Provision

Monticello is nonsectarian in its programs, admission policies, employment practices, and all other operations. As a public charter school we do not charge tuition for services that are reimbursed by the state. A tuition fee will apply for students enrolled in the preschool and full-day kindergarten programs (if they are offered). Monticello does not discriminate against any applicant for admission on the basis of ethnicity, national origin, gender, disability, religion, intellectual or athletic ability, or proficiency in the English language.

#### Enrollment and Over-Enrollment Provision

Enrollment will be reviewed and determined annually, with an enrollment cap of 192 in the first year of operation, 288 in the second year, and 320 in the third year. Registration applications for new students will be accepted during open enrollment (January-March of each year). Enrollment will be limited to 32 students per class. In the event that projected enrollment demands exceed curriculum level capacity for the next school term, a lottery process will be implemented to fairly allocate class vacancies.

In accordance with Subsection 203.06 and 203.07 of the Administrative Rules Governing Charter Schools, five preference pools / lists will be established and prioritized as follows: 1) pupils returning to Monticello in the second or any subsequent year of operation; 2) children of founders and full-time employees, provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of the public charter school; 3) siblings of pupils already selected by the lottery or other random method, or who are already enrolled in the school; 4) prospective students residing in the attendance area of the public charter school; and 5) an equitable selection process, such as by lottery or other random method for all other students. Applications will be drawn for placement using the Equitable Selection Process outlined in Subsection 203.09 of the Administrative Rules Governing Charter Schools. Those on the final selection lists may be placed in the school any time during the year when an opening occurs. Available positions will be filled from the waiting lists established from the initial lottery.

Once on the final selection list, students will remain eligible for placement within the school without repeating the application process. Each year, Monticello will contact all students on the final selection list and request written verification of the continued desire to be on the list. Students wishing to be removed from the final selection list must make their request directly to Monticello Montessori in writing. Once the enrollment period is complete and final selection lists have been established through lottery as described above, subsequent applications will be added to the final selection lists on a first come, first served basis.

Re-enrollment forms shall be presented to each registered student in the spring of the current school year. Those discontinuing their studies shall not have a reserved position in the next curriculum level. The forms for re-enrollment must be signed and returned in compliance with the process and procedure that has been established by the school's administration, with consideration and approval by the Board. Failure to respond in the time provided shall constitute a waiver of any interest in application or enrollment renewal for the following term.

In accordance with Subsection 203.08 of the Administrative Rules Governing Charter Schools Monticello shall maintain a proposed attendance list containing the names of all prospective students on whose behalf a request for admission was timely received by the public charter school, however the list will not be 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.

#### Lottery

Monticello will hold a lottery on or before April 30 of each year to establish the waiting list order of entrance for the upcoming school year. All openings during the school year will be filled according to the order established by that lottery. The lottery will be held in a public forum and a disinterested party will conduct the lottery selection. Over-enrollment procedures will be conducted according to the requirements as set out in 33-5205, Idaho Code, as well as any rule adopted by the State Board of Education or State Charter Commission that is applicable to student lotteries held by public charter schools, and according to the process described under "Exceptions Approved by Commission Staff." Final selection lists for a given school year shall not roll over to a subsequent school year and will be developed using the Equitable Selection Process outlined in Subsection 203.09 of the Administrative Rules Governing Charter Schools.

#### Exceptions Approved by Commission Staff

Monticello Montessori uses a methodology that does not rank students by grade level. Instead, students progress from concept to concept and skill to skill regardless of age. There is nothing that prevents an older student from returning to an earlier lesson or classroom. Similarly, a younger student might take interest in a more "advanced" concept that older students are working on. Therefore, the IDAPA Rules referencing "grade levels" in Section 203, Admission Procedures, do not make sense for this charter school. Admission Procedures will be followed in every other detail as follows:

- All 192 seats will be randomly selected as though they are a single grade in Year 1 for students between the ages of 5 and 9.

- 1 application per family with all siblings listed who are interested in enrolling will be returned to Monticello
- 1 family index card will be made with all siblings listed who are interested in enrolling
- All Founder cards will be pulled and labeled with a "B." (If the number of Founder children exceeds 10%, the cards will be selected randomly)
- The other cards will be placed in a box and pulled randomly
- Each individual child on the family index card will be numbered sequentially and labeled with a "C"
- Cards will continue to be pulled until all 192 seats have been randomly selected
- Identifying all siblings on a single family card makes the lottery process more efficient by eliminating the redundancy of searching for siblings in a stack of 192 cards. This process is also more equitable since families with large numbers of children have an equal chance of their card being pulled as a family with only one child.
- In subsequent years Monticello will follow this same process with new openings and a potentially broader age range.

## B. Student Disciplinary Procedures

Monticello as a public school adheres to all federal, state laws and regulations as well as school approved policies and procedures relating to student discipline and the required reports and actions for disciplinary infractions by its students. Monticello complies with all requirements of due process for student disciplinary violations including provisions for notice, fair procedures and a fair hearing in compliance with I.C. 33-205.

Administrative disciplinary actions may include, but are not necessarily limited to the following consequences:

- Student conference with principal and/or teacher
- Group conference that may involve student, parent, teacher, and principal
- Loss of school privileges
- Suspension / recommendation for expulsion
- Counseling

A student who is accused of misbehavior or a breach of the Code of Student Conduct will be presented to the principal or designee by the person having knowledge of the misbehavior or breach of conduct. The following protocol will be used to provide due process, provisions for notice, fair procedures, and a fair hearing before administering disciplinary action:

1. **Written Referral:** Violations shall be presented in written form and should be specific, indicating the breach of the Code of Student Conduct for which the referral is being issued.
2. **Student Notification:** The student will be placed on notice of the violation by the principal or designee and afforded an opportunity to explain.
3. **Initial Conference:** An initial conference (in person or by tele-conference) shall be conducted by the principal or designee at each level of discipline.
  - a. **Charges and Evidence:** The principal or designee shall confer with the student, explain the charges and evidence against the student, and allow the student an opportunity to present his or her side of the story prior to taking disciplinary action.
  - b. **Parental Assistance:** A good faith effort shall be made by the principal or designee to employ parental assistance or other alternative measures prior to suspension, except in the case of emergency or disruptive conditions that require immediate suspension or in the case of a serious breach of conduct.
4. **Parental Notification:**

- a. By Telephone or E-mail: The principal or designee shall make a good faith effort to notify the parent by telephone or e-mail of the student's misconduct and the proposed disciplinary action.
- b. By Written Notice: Regardless of whether there has been communication with the student's parent by telephone, the principal or designee shall, within twenty-four (24) hours of taking disciplinary action, send written notice to the parent describing the disciplinary action imposed and the reason the action was taken.

## **Violations Leading to Suspension**

The following violations will lead to short-term suspension (not to exceed 5 school days) or other low-level disciplinary action, following the appropriate due-process procedures. Upon appeal to the Board of Directors the suspension may be extended for up to twenty (20) days. This appeal would only be granted if there was a finding by the Board that immediate return to school attendance by the temporarily suspended student would be detrimental to other students' health, safety, or welfare. Multiple violations at this level may lead to expulsion.

Abusive language or conduct: A student who uses or engages in abusive, profane, obscene or vulgar language, or conduct, in the presence of another person, whether in person or electronically (i.e. online), is guilty of unacceptable conduct.

Bullying, physical and/or emotional harassment: A student who engages in verbal and/or physical behaviors that intimidate others, or who attempts to obtain something such as money or information from somebody by using force, threats, or other unacceptable methods is guilty of unacceptable conduct.

Cheating: A student who participates in using, copying, or providing another student with any test answers, answer keys, or another person's work, representing it to be their own work, is guilty of unacceptable conduct.

Disruptive behavior and/or minor infractions: A student who engages in unacceptable behavior or conduct that is disruptive to the educational process, but is not considered a serious breach of conduct, or who violates school rules and policies determined by the principal to be minor in nature, is guilty of unacceptable conduct.

Unauthorized access: A student who enters part of the school website that has been denied to them by administrators will be in violation of the school's Technology Use Policy.

False information: A student who knowingly and intentionally reports or gives false or misleading information, either oral or written, which may injure another person's character or reputation or disrupt the orderly process of the school is guilty of a serious breach of conduct.

Interference with the educational process: A student who is guilty of willful disobedience, open defiance of authority of the principal or any member of the school staff, violence against persons or property, or any other act that substantially disrupts the orderly conduct of the school is guilty of a serious breach of conduct.

Vandalism: A student who intentionally destroys damages or defaces records or property (whether physical or electronic) owned by or in the possession of the Board or other members of the school staff, is guilty of a serious breach of conduct.

Theft: A student who takes from another person money or other property (whether physical or electronic) belonging to the other person with the intent to permanently deprive the victim of such property is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

Robbery: A student who takes money or other property (whether physical or electronic) belonging to another person from another person by the use of force, violence, assault, or threatened use of force or violence is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

Sexual Harassment: A student who subjects another person to unwelcome sexual advances, verbal harassment or abuse, pressure for sexual activity, repeated remarks with sexual or demeaning implications, unwelcome or inappropriate touching, or suggestions or demands for sexual involvement accompanied by implied or explicit threats – either in person or on-line – is guilty of a serious breach of conduct. This also includes transmission of sexually inappropriate or explicit material.

Indecent exposure or conduct: A student who exposes or exhibits his or her sexual organs in the presence of others in a lewd or indecent manner, or who intentionally and willingly engages in behavior that is considered lewd, indecent or obscene, either in person or on-line, is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

Burglary: A student who enters or remains in a building or property owned or maintained by the Board with the intent to commit theft, vandalism, or some other criminal offense therein, is guilty of burglary unless the premises at the time is open to the public or the student is legally authorized to enter or remain. However, the fact that the premises may be open to the public or that the student may be authorized to enter or remain will not excuse any other offense, violation or other breach of conduct committed by that student while therein. Burglary is a serious breach of conduct that may be reported to the proper law enforcement agency.

Abusive language or conduct directed at a school employee or trustee: A student who uses or engages in abusive, profane, obscene, or other vulgar language or conduct directed at a school employee or trustee is guilty of a serious breach of conduct.

Truancy: A student who is truant from school is guilty of a serious breach of conduct.

## **Violations Leading to Expulsion**

The following violations will lead to expulsion, following the appropriate due process procedures. Only the Appeals Board consisting of the principal and the Board of Directors may expel a student.

Weapons: A student who displays or is in possession of an object normally considered a weapon (other than a firearm), such as a knife or club, while attending a school-sponsored activity away from home is guilty of a serious breach of conduct.

Firearms: A firearm is any weapon (including a starter gun, pellet gun, B-B gun, air rifle, or air pistol) that will, or is designed to, or may readily be converted to expel a projectile by the action of an explosive or compressed or forced air. It is the expressed policy of the Board that, with the exception of law enforcement officers, no person shall have in his or her possession any firearm of any nature, including a firearm used for recreational activities, while on a school campus, or other property owned or maintained by the Board, or property designated for school activities.

Battery: A student who intentionally strikes another person against the will of the other person is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

Bomb and explosive: A student who is in possession of a bomb, explosive device, or substance or materials intended for use in a bomb or explosive device or substance while at a school-sponsored activity, on Board property, or a chartered bus (unless the material or device is being used as part of a legitimate school-related activity or science project conducted under the supervision of an instructor with the knowledge and consent of the principal) is guilty of a serious breach of conduct.

Arson: A student who willfully, by fire or explosion, damages or attempts to damage any building, structure, vehicle or other property owned or maintained by the Board is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

Threat: A student who intentionally threatens, by words or act, to strike or cause bodily harm to another person, has the apparent ability to carry out such threat, and causes the other person to have a well-founded fear that he or she is about to be struck or about to suffer such bodily harm is guilty of a serious breach of conduct that may be reported to the proper law enforcement agency.

Internet Use: Any student who abuses the Acceptable Use Policy shall be dealt with according to the parameters of the use policy.

Truancy: A student who is habitually truant from school is guilty of a serious breach of conduct.

Alcohol, drugs or drug paraphernalia: A student who possesses or attempts to distribute alcohol, drugs or drug paraphernalia during school-related events or on school site will be in serious breach of Monticello conduct.

### **Disciplinary Procedures for Students with Disabilities**

Misconduct will be addressed through normal school wide discipline policies, instructional services, and/or related services. If a student with disabilities has behavior problems that interfere with his or her learning or the learning of others, an individualized education program (IEP) team shall consider the use of strategies, including positive behavioral supports and interventions, to address the behavior. If the IEP team determines that such services are needed, they be included in the IEP and be implemented. Students with disabilities who are subject to disciplinary actions will receive all of the due process rights afforded students without disabilities under Idaho Code 33-205. In addition to these rights, students with disabilities who are being removed from their current educational placement will receive all special education rights and additional discipline procedures mandated for charter schools by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). These procedures apply when Monticello is unable to work out an appropriate placement for the student with the parent and/or adult student. Further, these procedures do not prevent Monticello personnel from maintaining a safe environment conducive to learning that is critical for all students. Even though Idaho Code allows the Board of Directors to “temporarily suspend” students for up to 20 school days, all students with disabilities who have been suspended or expelled for more than 10 cumulative school days in a school year retain the right to a free appropriate public education (FAPE).

#### **C. Students under the Influence of Alcohol or Controlled Substances**

Monticello shall follow the procedures required by Section 33-210, Idaho Code, for students found using or under the influence of alcohol or controlled substances.

#### **D. Public School Attendance Alternative**

Students residing within the attendance area who choose not to attend the public charter school will have the same attendance alternative as other students in District No. 93. No student will be required to attend Monticello per Section 33-5205 (3) (n).

#### **E. Publicity of Enrollment Opportunities**

Monticello’s educational program will actively seek students from its attendance area. Monticello prepares and mails out informational materials regarding its school program. Further, Monticello holds informational sessions to promote the school program. The School maintains a website addressing the educational program, and enrollment opportunities.

In accordance with IDAPA 08.02.04.203.02, Monticello shall ensure that dissemination of enrollment information takes into consideration the language demographics of the attendance area and occurs at least three (3) months in advance of the enrollment deadline. Advertisements and other informational materials shall be posted in highly visible and prominent locations and shall include at least three (3) press releases or public service announcements to media outlets.

#### F. Denial of School Attendance

Pursuant to Section 33-5205(3)(i), Idaho Code a student cannot be suspended or expelled and thereby deprived of a free education provided in the public schools without due process. Due process requirements guarantee all students the right to fair notice, fair procedures, and a fair hearing. The student and his or her parent or guardians have the responsibility to follow the procedures set forth herein in a respectful and timely fashion. Monticello Policy addresses the school's plan for denial of attendance to any student who is or has been:

- Habitually truant
- Incurable
- Deemed by the board of trustees to be disruptive of school discipline or instructional effectiveness
- Detrimental to the health and safety of the other students, or e. Expelled from any other district

#### G. Student Handbook

Monticello shall provide a Student Handbook to each child enrolled that outlines the Code of Conduct. The Student Handbook is reviewed in each classroom at the beginning of the school year by the principal. Parents will provide their signature acknowledging their understanding of, and willingness to comply with, the rules set forth in the Student Handbook. A draft handbook can be found in Appendix D.

## 10. Tab 8 Business Plan, Budget, Transportation and Food Services

### A. Business Plan

#### i. Business Description:

Monticello is a public Montessori charter school created under the laws of the State of Idaho. This charter program is seeking approval by the Idaho Public Charter School Commission.

Monticello provides residents of Bonneville, Bingham and Jefferson Counties a public Montessori option to the traditional school setting. The mission of Monticello is to help students maximize their inner potentials and experience purpose and meaning in life by providing a high-quality, mastery-based Montessori education. A research-based curriculum is used to prepare Idaho students to meet the educational goals of the school and the state of Idaho as outlined in the Idaho State Content Standards.

The Monticello curriculum is based on the Montessori Method. The Montessori Method is a unique approach to learning that meets the needs of children with special needs, the gifted and talented, and everyone in between in an inclusive, highly supportive environment. Monticello utilizes an innovative approach to student advancement that will continue to support inclusiveness and address the specific needs of every child. Monticello teachers utilize a variety of best-practices to meet the needs of their students. The school's current focus is on offering a high-quality lower-elementary Montessori option for families (Kindergarten through age 9). The school may expand in phases to older students with an "arts and classics" emphasis as the need becomes apparent and the school is fiscally able to do so. Monticello may offers a full day preschool and kindergarten to better meet the needs of parents. The curriculum is aligned with the Idaho State Standards and Idaho-certified teachers oversee the learning of each child in their class by reviewing student work for quality, accuracy, and understanding, and by communicating directly with the student and family on a regular basis. Teachers are available during school hours when students (or adults) have questions.

Students with many different needs can benefit from the Montessori Method. The school is an attractive option for average, self-motivated students who desire the flexibility to learn at their own pace in a structured learning environment. Gifted and Talented students are drawn to the differentiated, constructivist nature of the program. Students with disabilities such as developmental delays and/or sensory integration dysfunction, cognitive impairment, autism, and other learning disabilities benefit from the inclusive environment and highly sensory learning approach.

The school's main administrative office is headquartered in the school facility in Idaho Falls. Administrators, teachers and other faculty work at the School facility. The school's attendance area is Bonneville, Bingham and Jefferson Counties. All of these counties are contiguous, and considering the shortage of charter school options available to residents of these counties, the attendance area is compact. There are currently two charter schools in District 93, both of which have sustained high enrollment numbers and waiting lists since their inception. There are no charter schools in Idaho Falls School District 91, nor in Jefferson nor Bingham Counties. According to the Idaho Charter School Network 2007-2008 data regarding waiting lists there is a growing interest in charter schools in Bonneville County. Most children on these waiting lists are in the lower grades, which is the target market for Monticello. White Pine Charter School (Core Knowledge) currently has 200 children on waiting lists while Taylor's Crossing Public Charter School (Harbor) has 320.

Enrollment in charter schools in Bonneville County continues to increase as well. White Pine opened with 185 students in 2003 and now serves 360. Taylor's Crossing opened with 272 students in 2006 and now serves 305.

According to data at the Idaho Department of Labor, Bonneville County has experienced steady growth since 1997 with an average increase in population of over 2300 per year. Most of that growth has impacted District No. 93, the area which Monticello intends to serve. Another charter school should relieve some of the impact of the population growth this area has seen.

For the 2010-2011 school year Monticello will serve students between the ages of 5 and 9. Class size will be capped at 32 students. At the discretion of the Board, Monticello will seek to add older students each successive school year through age 12. For each successive school year, enrollment may increase by 32-96 students depending upon student enrollment figures.

ii. Marketing Plan:

Monticello's marketing plan will be a grassroots effort. A Facebook group has been created to begin generating discussion and interest in the preparations toward opening its doors to students in the fall of 2010. Public information sessions will be advertised via radio, the Internet, and posters to be held in the summer of 2009 and throughout the fall of 2009. An official web domain for the school will be purchased and a website established to answer questions and provide information for the community. The Board will open student enrollments beginning in January 2010 with a cut off of March 31.

iii. Management Plan:

Monticello is a public charter school managed by a non-profit corporation under the Idaho Nonprofit Corporation Act and the Idaho Charter Schools Act. The

Board of Directors control and govern the operations of the school and is comprised of individuals from Bonneville County and other contiguous counties. The Board conducts regular, special and annual meetings in compliance with provisions of the Idaho Code. The Board is responsible for the selection and adoption of the educational program of the school, as well as the approval/disapproval of recommendations brought to the Board for personnel, programs, policies, and procedures of the school. Monticello's Board follows all provisions of the Open Meetings Law of the State of Idaho and maintains minutes of all Board meetings; these minutes are available for public inspection and/or copying, as are all other documents encompassed under the public records laws of the State of Idaho.

iv. Resumes of the Directors of the Non-profit Corporation:

Resumes and references of the Directors are provided in Appendix C of the Charter Petition.

Below are brief bios of the Charter Directors:

**David Meyer, President:** The Monticello Montessori Charter was conceived in the belief that every child deserves the best education possible. One of the charter developers, David Meyer, adopted twins who later manifested developmental delays and sensory integration dysfunction. The Montessori Method was ideal for them. David, a professional educator himself, was fascinated with how the program helped his children catch up academically and gain greater independence and confidence. He was thrilled with their progress, and fully committed to the methodology, however the financial sacrifice to send them to a private Montessori program was tremendous. The approval of this charter proposal makes a free Montessori education available to all children in the Idaho Falls area. David holds a Masters Degree in Education, a current Idaho Principal's Certificate, and current Idaho Elementary / Secondary Teaching Certificates. He is interested in continuing to lead the charter school in the capacity of administrator.

**Liz Killpack, Vice-President,** graduated from Utah State University in 1996 with a degree in Parks and Recreation Management. After graduation she and her husband moved to Eastern Idaho where she received her second bachelor's degree from Idaho State University in Secondary Education, with a major in English and a minor in History. She taught in Idaho Falls District #91, Firth District #59, and Shelley District #60. After starting a family and taking some time off from teaching, Liz was appointed and then re-elected to the Firth School Board of Trustees. There she served as the Vice Chair, as well as on the Curriculum Committee, Negotiations Committee, and the Para-Professionals Task Force. During her service she was elected to represent the entire region as the Vice Chair on the ISBA Executive Board. Due to the effects of West Nile Virus Liz resigned from both the Firth Board and the ISBA board to regain her

health. Liz is currently employed by the Idaho School Board Association as their Board Development Coordinator and Trainer. Her employment entails traveling the state of Idaho training boards to be effective, to implement strategic plans, to set goals, to govern and conduct superintendent evaluations, to oversee the budget, and to improve student achievement. She and her husband, Todd, have 5 children and reside in Firth, Idaho.

**Dr. Andrew Meyer, Treasurer,** is an Assistant Professor at Idaho State University. He retired from administration after a long and distinguished career as a school principal and superintendent. Dr. Meyer is certified to teach K-12 and as an Administrator K-14 in both California and Idaho. He is noted for his leadership in creating National Blue Ribbon Schools and California Distinguished Schools. In 1998 and again in 2003 he was recognized by the Association of California School Administrators (ACSA) Region 10 as Superintendent of the Year. He has conducted training in collective bargaining with a specialty in Interest Based Bargaining which he instituted in his own district. Dr. Meyer has been recognized and honored by the California State Assembly, the California State Senate, the United States Congress, as well as by every school district and city in which he has served. He was a pioneer in the development of the largest charter school network in California, providing unparalleled academic alternatives for parents and their children. His interest in the Monticello Charter is to serve in an advisory capacity and work to create a partnership between Monticello and Idaho State University.

**Lori Gentillon, Secretary,** is a native Idahoan and received her Bachelor's Degree in Psychology from Idaho State University. She has been employed at a community rehabilitation service provider for the past thirty years and is currently responsible for oversight of all rehabilitation services offered by the organization. This includes four locations covering southeastern Idaho. In addition to her paid employment experience, she has served 12 years on School District #59 Board of Trustees; several as Board Chair as well as Treasurer. She is currently serving on the Board of Directors for Committed Hearts which supports the Cardiac Rehabilitation Unit at Eastern Idaho Regional Medical Center. She is also Treasurer for ACCSES Idaho, a State Association for Not for Profit Community Rehabilitation Providers. She co-owns a farm with her husband and has three children who have all graduated from public high school and attended State Universities.

v. Financial Plan:

Basic funding for the school is provided as available under the Idaho Code as well as through federal funding programs. Monticello also seeks funding to support educational programs from private entities, individuals and governmental programs.

The Monticello Board approves a balanced budget prior to the beginning of each fiscal year. Budgetary and financial documentation is provided on an annual basis.

vi. Start Up Budget with Assumptions

See Appendix E

vii. Three (3)-Year Operating Budget Form

See Appendix F

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

See Appendix G

B. IFARMS (Idaho Financial Accounting Reporting Management System)

Monticello's budget will be in the Idaho Financial Accounting Reporting Management System (IFARMS) format.

C. Transportation Services

The board may contract with a transportation provider to transport any pupil when in its judgment the age or health or safety of the pupil warrants. The board may also contract with a transportation provider to fulfill any transportation requirement necessitated by a student's IEP. Transportation is generally not provided to students who live outside of the attendance area (Bonnevile, Jefferson and Bingham Counties), nor to students who reside outside of the reimbursable limitation established by I.C. 33-5208(4). Any transportation the board chooses to provide for ineligible students, as defined by I.C. 33-5208(4), shall be on a "space available" basis and neither time, mileage, nor other appreciable cost, shall be added as a result of this service. The board reserves the right to expand or contract transportation services pursuant to any changes made to I.C. 33-5208(4). The board also reserves the right to eliminate transportation services altogether if ridership falls below numbers sufficient to support the service, or if the Idaho Legislature or the Congress fails, neglects, or refuses to appropriate adequate funds for transportation services.

D. Food Services

Monticello offers a school lunch program. Healthy, whole food sack lunch menu items are made available to students at a reduced cost who qualify for free and reduced food services. One full-time classified staff position has as part of his or her responsibilities the organizing of the lunch menu and coordinating of the daily lunch routine. He or she is assisted on a rotating basis by classroom aides and student volunteers. As the school grows and the demands for lunch increase, personnel will be hired accordingly.

Kitchen facilities sufficient to support the school's food services plan have been contemplated as part of the school's building plan. Free and reduced lunch forms are provided to all students by Monticello. A nominal fee applies for students and others who wish to purchase food. Microwaves are made available for students who need to reheat food items. Hot lunches will generally not be provided. Monticello uses verification, reporting, and record keeping procedures as outlined in the National School Lunch Program through the State Department of Education.

#### **11. Tab 9 Not a Virtual Charter School**

Monticello Montessori is not a virtual charter school as defined by Section 33-5202A(6), Idaho Code.

## **12. Tab 10 Partnerships, Additional Information, and Dissolution Plan**

### **A. Partnerships**

At the discretion of the Board, Monticello contracts with public and private entities for food services, transportation services, curriculum and materials, technology services, and other services deemed necessary. Agreements are amended from time to time, as needed. Copies of contracts and/or lease agreements are included in Appendix I.

### **B. Additional Information**

Any statistical reports that are filed by Monticello with the State Department of Education shall also be filed with the Commission. Such Commission filing shall coincide with the timing of filings with the State Department.

### **C. Dissolution Plan**

Monticello will fully cooperate with the Commission in the event of dissolution of the charter. In such cases, the Governing Board of Monticello is responsible for the dissolution of the business affairs of the school. Upon dissolution of Monticello remaining assets will be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed to the Idaho Public Charter School Commission. All records of students residing in District No. 93 will be immediately transferred to the District. All parents of students will receive written notice of how to request a transfer of student records to a specific school. Monticello will accommodate student record requests from schools outside of Bonneville School District for up to one year after dissolution.

**This school's Charter Appendices are on file with the Idaho Public Charter School Commission.**

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



# **CLOSURE PROTOCOL**

**August 2013**

## Background

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

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

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

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

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

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

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# Introduction

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

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

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

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

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

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

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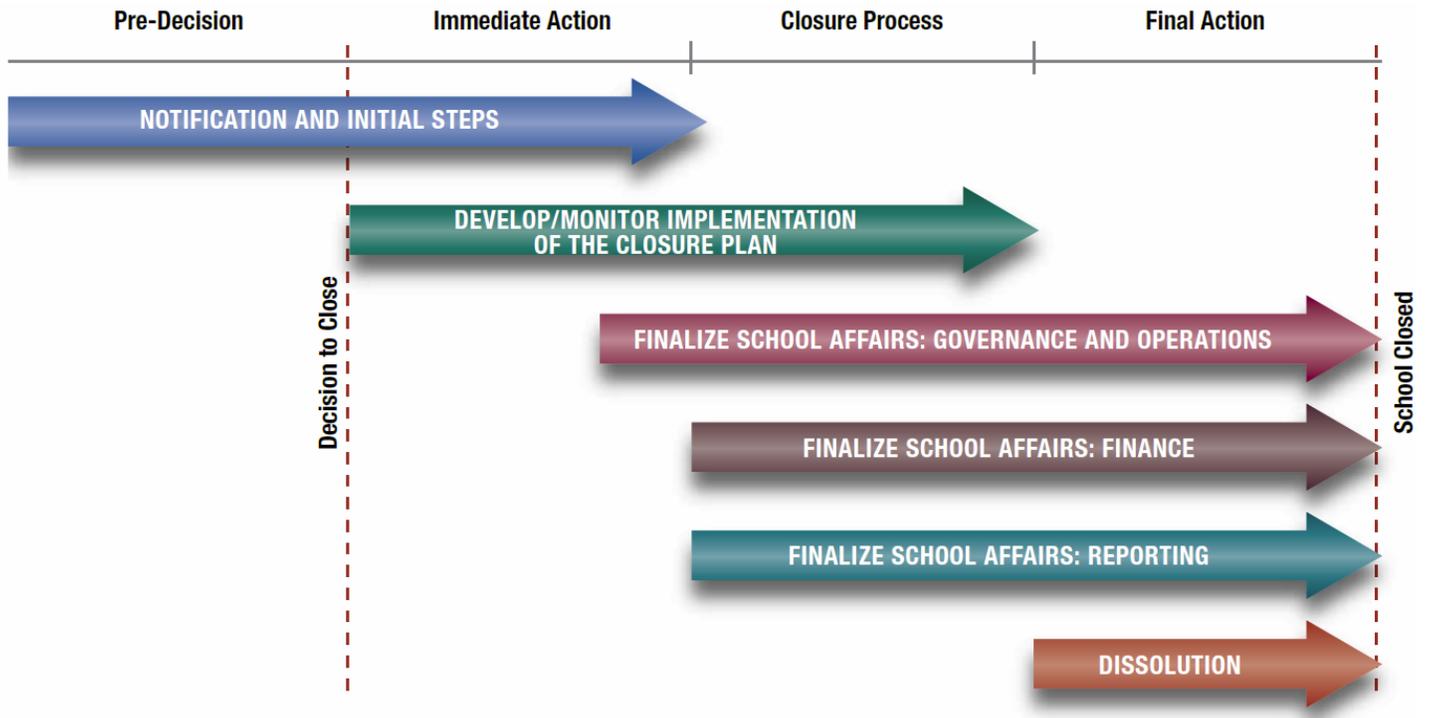
## Endnotes

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

<sup>2</sup> I.C. § 33-5212

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

# A Conceptual Timeline for Closure



## Notification and Initial Steps

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

**Send Additional and Final Notifications**

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

School,  
PCSC

## Develop/Monitor Implementation of the Closure Plan

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

## Finalize School Affairs: Governance and Operations

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

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

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

## Finalize School Affairs: Finance

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

## Finalize School Affairs: Reporting

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

## Dissolution

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

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

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

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

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, by and between the Idaho Public Charter School Commission (the “Authorizer”), and **North Idaho STEM Charter 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 **September 24, 2010**, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year **2012**; and

WHEREAS, the School’s charter was renewed on **March 1, 2018**, for a five-year term of operations,

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of **July 1, 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

- A. School Mission.** The mission of the School is as follows: To prepare students, through rigorous and relevant content, to be productive and successful citizens by developing a strong work ethic and the higher-level critical thinking skills needed to solve problems in the real world..
- B. Grades Served.** The School may serve students in grades K-12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Provide an environment where students are engaged in real-world problem solving through a project-based STEM program.
  - Provide and encourage innovation and creativity as an educated person in the 21<sup>st</sup> century.
  - Maintain rigor and high expectations to positively impact student success.
  - Provide an environment where students use specific 21<sup>st</sup> century skills including collaboration, time and task management, presentation skills, and the effective use of technology.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

### SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

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

establish the process by which the School achieves the outcomes sought.

- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School’s academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School’s performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School’s Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School’s performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer’s Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The

Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

**H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

## SECTION 5: SCHOOL OPERATIONS

**A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.

**B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 724 students. Grade-level enrollment caps shall be as follows:

K – 22 per class (2 sections)

1st – 22 per class

2nd – 24 per class

3rd – 26 per class

4th – 28 per class

5th -12th – 30 per class

The rate of expansion shall be as described in the approved charter, as amended, which is incorporated into this certificate as Appendix C.

**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.** 15633 N. Meyer Road, Rathdrum, ID 83858. 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:

Starting from the Southwest Corner of Interstate 95 and Lancaster Road; West along Lancaster Road including all parcels touching Lancaster road to highway 41; North along highway 41 including all parcels touching Highway 41 to Scarcello road; East along Scarcello Road including all parcels touching Scarcello Road to Ramsey Road; South along Ramsey Road including all parcels touching Ramsey Road to Chilco Road; East along Chilco Road including all parcels touching Chilco Road to Interstate 95; South along Interstate 95 including all parcels touching Interstate 95 to Lancaster Road.

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

## SECTION 6: SCHOOL FINANCE

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

## SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before

the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.

- 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 D.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- 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 **July 1, 2018**.

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**Chairperson, Idaho Public Charter School Commission**

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**Chairperson, North Idaho STEM Charter Academy Board**

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

**Appendix B: Performance Framework**

**Appendix C: Charter**

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

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

No conditions of authorization or renewal are applicable.

**Appendix B: Performance Framework**

# NORTH IDAHO STEM CHARTER ACADEMY [YEAR] ANNUAL PERFORMANCE REPORT

## INTRODUCTION

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

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

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

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

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

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

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

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

## PERFORMANCE FRAMEWORK STRUCTURE

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

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

## ACCOUNTABILITY DESIGNATIONS

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

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

**SCHOOL OVERVIEW**

<b>Mission Statement</b>	To prepare students, through rigorous and relevant content, to be productive and successful citizens by developing a strong work ethic and the higher-level critical thinking skills needed to solve problems in the real world.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Provide an environment where students are engaged in real-world problem solving through a project-based STEM program.</li> <li>• Provide and encourage innovation and creativity as an educated person in the 21st century.</li> <li>• Maintain rigor and high expectations to positively impact student success.</li> <li>• Provide an environment where students use specific 21st century skills including collaboration, time and task management, presentation skills, and the effective use of technology.</li> </ul>		
<b>School Location</b>	15633 N Meyer Road Rathdrum, ID 83858	<b>School Phone</b>	208-687-8002
<b>Surrounding District</b>	Lakeland School District		
<b>Opening Year</b>	2012		
<b>Current Term</b>	June 17, 2014 – June 30, 2018		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	724	<b>Enrollment (Actual)</b>	

**SCHOOL LEADERSHIP**


**STUDENT DEMOGRAPHICS**

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

**ISAT PROFICIENCY RATES**

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

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	
--	--

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

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

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

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

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

ACADEMIC K-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. 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																				
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>																			
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 10 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 11 or more percentage points lower than the state average.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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	15 - 29	0																		
	0 - 14	0																		
		0																		
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.																			
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>																			
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 11 or more percentage points lower than the state average.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.																			

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

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)														
<b>Measure 3a</b> <b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>  <b>Criterion-Referenced Growth</b> <b>Math</b> <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.  <b>Notes</b>	<b>Result</b>          	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>39-50</td> <td>0</td> </tr> <tr> <td>26-38</td> <td>0</td> </tr> <tr> <td>13-25</td> <td>0</td> </tr> <tr> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	39-50	0	26-38	0	13-25	0	0-12	0		0
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39-50	0													
26-38	0													
13-25	0													
0-12	0													
	0													
<b>Measure 3b</b> <b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>  <b>Criterion-Referenced Growth</b> <b>ELA</b> <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.  <b>Notes</b>	<b>Result</b>          	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>39-50</td> <td>0</td> </tr> <tr> <td>26-38</td> <td>0</td> </tr> <tr> <td>13-25</td> <td>0</td> </tr> <tr> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	39-50	0	26-38	0	13-25	0	0-12	0		0
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INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)																				
<b>Measure 4a</b>	<b>Are students making expected academic growth in math compared to their academic peers?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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		0																		
<b>Norm-Referenced Growth</b>																				
<b>Math</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math falls below the 30th percentile.</p>																			
<b>Notes</b>	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.																			
<b>Measure 4b</b>	<b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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**INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)**

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

**Four-Year Adjusted Cohort Graduation Rate**

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

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

**Notes**

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

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

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

OPERATIONAL

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

OPERATIONAL

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

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

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

OPERATIONAL

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

OPERATIONAL

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

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

FINANCIAL

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

FINANCIAL

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

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# **North Idaho STEM Charter Academy**

Opening date 2012

Petition approved by the Idaho Public Charter School Commission on  
September 24, 2010

Current version of the Charter approved on December 12, 2013

**North Idaho STEM Charter Academy will be physically located within the boundaries of Lakeland School District. Other nearby districts include Coeur d'Alene and Post Falls, however, North Idaho STEM Charter Academy would not be physically located within those districts.**

**Scott Thomson**

**P.O. Box 434**

**Rathdrum, Idaho 83858**

**208-687-8002**

**[sthomson@northidahostem.org](mailto:sthomson@northidahostem.org)**

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## **TAB 1**

### **Articles of Incorporation & Bylaws**

See Appendix A for Articles of Incorporation and Appendix B for Bylaws

### **Signatures of Qualified Electors**

See Appendix C

### **Vision Statement**

To provide a challenging learning environment in Science, Technology, Engineering, and Math, which maximizes individual potential and ensures students are well equipped to meet the challenges in the world around them.

### **The Mission Statement**

The mission of North Idaho STEM Charter Academy is to prepare students to be productive and successful citizens and to develop the higher-level critical thinking skills needed to solve problems in the real world.

### **We Believe:**

- Parents are the first and primary teachers. They are responsible for their children's basic needs and values.
- Schools provide a safe, positive, organized setting with clearly defined behavior expectations.
- Effective character education enhances the academic program.
- Knowledge and application of current technology prepares student for tomorrow's world.
- All students can learn and each is a valued individual.

-

---

## TAB 2

### **Proposed Operation and potential effects of the public charter including: *I.C. 33-5205(4)***

**Facilities:** With the increase in the Albertson's grant, we have purchased, and own free and clear, 4 acres in Rathdrum, Idaho. We will be completing infrastructure and purchasing portables as needed. Dr. Lorna Finman will also donate \$50,000 towards facilities.

North Idaho STEM Charter Academy will acquire and maintain facilities in compliance with federal and state regulations to facilitate the instruction of students and operate academic programs.

#### **Target Population and Enrollment Capacity**

North Idaho STEM Charter Academy will open in the fall of 2012 serving grades kindergarten through eighth. We plan to add additional sections of grades K through 12<sup>th</sup>, when appropriate in the future based on enrollment demands and adequate finances. North Idaho STEM Charter Academy would obtain approval from the Public Charter School Commission prior to any expansion.

#### **Primary attendance area is within the Lakeland School District:**

The primary attendance boundaries of North Idaho STEM Charter Academy will include: Starting from the Southwest Corner of Interstate 95 and Lancaster road; West along Lancaster Road including all parcels touching Lancaster road to highway 41; North along highway 41 including all parcels touching highway 41 to Scarcello road; East along Scarcello Road including all parcels touching Scarcello Road to Ramsey Road; South along Ramsey Road including all parcels touching Ramsey Road to Chilco road; East along Chilco Road including all parcels touching Chilco Road to Interstate 95; South along Interstate 95 including all parcels touching Interstate 95 to Lancaster Road.

#### **See map in appendix P**

Enrollment at North Idaho STEM Charter Academy will follow the table in Appendix R. The Board reserves the right to configure classes to maximize enrollment opportunities. Caps for each class will be at no more than the following:

- Kindergarten 22 per class (2 sections)
- 1<sup>st</sup> grade 22 per class
- 2<sup>nd</sup> grade 24 per class
- 3<sup>rd</sup> grade 26 per class
- 4<sup>th</sup> grade 28 per class
- 5<sup>th</sup> through 12<sup>th</sup> 30 per class

**Please see Appendix R – Expected Enrollment and Growth**

---

## **TAB 2**

North Idaho STEM Charter Academy is conducting a survey of the surrounding attendance areas, which include three local school districts. Survey Monkey results out of 132 responses to date (Sept 9) indicate 87% are interested in this type of school for their children, 95% feel there is a need for this type of school in this area, and a total of 175 interested students in grades 1<sup>st</sup> through 8<sup>th</sup>. This is interest in a proposed charter school, and we anticipate greater interest once we are approved.

We are also distributing flyers and brochures and have designed a website with school information. We have visited science camps in the area and were invited to the iSTEM conference in North Idaho to meet with participants and visitor STEM speakers. We are currently advertising the proposed school in the Coeur d'Alene Press, the Spokesman Review, on KXLY Radio, and were the lead story on Tuesday, July 20<sup>th</sup>. We were contacted by the Press for the article because of public interest in our school. We will also be holding public meetings and initiating additional radio and print advertising upon approval. We have attended Rathdrum Days and had an additional 38 interested parents sign-up to receive notice when we begin accepting applications.

### **Potential Impact on Lakeland School District**

We are aware that opening North Idaho STEM Charter Academy will have a potential impact on the Lakeland School District. North Idaho STEM Charter Academy will have a maximum of 315 students in year one, however, the impact to Lakeland School District will probably be lower as students at North Idaho STEM Charter Academy will also come from other districts, private schools, and those being home schooled. At the final board meeting with Lakeland School District, they estimated a loss of approximately 100 students and the potential financial impact over a 3 year period to be approximately 1.5 million dollars. The actual amount of fiscal impact for Lakeland School District will be less than the per student average daily attendance funding due to them having to service fewer students.

### **Administrative Services**

Administrative services shall be provided by the principal and business manager with support from the Board of Directors. The principal is also responsible for managing the facilities and creating and maintaining a school climate that is disciplined, orderly, and conducive to learning. A full-time secretary will assist in handling paperwork and required reporting for the school. An independent audit will be performed each year by an outside auditor (not affiliated with North Idaho STEM Charter Academy).

The principal shall assume broad responsibilities concerning, but not limited to:

- Curriculum, instruction, and assessment
- Instructional materials and supplies
- Resource allocation
- State charter school requirements

---

## TAB 2

- Special services
- Contracted services
- Disciplinary support
- Public and media relations
- School-wide community building
- Business and community partnerships
- Professional development
- Employment and personnel issues
- Enrollment and attendance
- Staff evaluations
- Facility conditions
- School climate
- District/Board liaison
- Fiduciary responsibilities for the school

### **Civil Liability**

North Idaho STEM Charter Academy is organized and managed under the Idaho Non-Profit Corporation Act. We agree to indemnify and hold harmless the state of Idaho, the Idaho Public Charter School Commission, The Lakeland School District, or any other sending districts, and their officers, directors, agents, or employees from and against all claims, damages, losses and expenses for wrongful acts. We will follow all rules and regulations regarding Idaho code 33-5205 (4)

North Idaho STEM Charter Academy will secure insurance for liability and property loss. Provision for liability and property loss shall be made for general liability, auto liability, professional liability, and directors and officers' liability in the annual budget. Errors and omissions insurance shall be secured as well.

The authorized chartering entity has no liability for the acts or omissions of North Idaho STEM Charter Academy or the corporation.

---

## TAB 3

### **Educational Program *I.C. 33-1612 & 33-5205(3) (a)***

North Idaho STEM Charter Academy's educational program revolves around science, technology, engineering, and math (STEM). Imagine a day where student motivation is evident, curriculum is integrated and students see the connections between subjects and to the world around them. They are expanding their skills, taking risks, experiencing trial and error, and using their imagination. Throughout the process, students build a portfolio, create a final product and presentation, and begin to solve real-world problems. This is the goal of North Idaho STEM Charter Academy.

North Idaho STEM Charter Academy will utilize The STEM Academy for STEM education curriculum. Recommended by the Department of Education, The STEM Academy's curriculum is aligned with state and federal standards which include student assessments. The STEM Academy meets the requirements to receive ARRA Race to the Top funds and the program must include instructor training on effective utilization of the curriculum. Teachers will have on-site training before the opening of school and on-going training thereafter.

The STEM Academy learning management system collects demographic information about who is engaging in the work and taking the tests to provide future data. Assessments are scored automatically and immediately available to students and instructors. Course outcomes and national standards met through course formative and summative assessments are automatically populated to a student's individual portfolio. This information can suggest areas for remediation or enrichment.

The STEM Academy has a multitude of training opportunities. There is access to on-going training sessions throughout the year that occur at local, regional, and national locations. Online webinars and training sessions are also available. Local consultants and development team experts are available as mentors or to assist on site as needed. Real time and online forums are also available so teachers can collaborate with their colleagues across the United States who are delivering the same content.

Cost for the STEM Academy ranges from \$27,500 to \$45,500 for the program with updates every 3 to 5 years at a cost of \$3,500. That includes initial and on-going training, a data management system that also creates a student portfolio, scaffolding STEM projects designed for each grade level, formative and summative assessments which are tied to specific content of each of the units in the coursework, and the STEM Academy has partnered with the ACE Mentor Program (Architecture, Construction, and Engineering) which is a program that links architectural and engineering professionals with classroom teachers to assist in delivering and evaluation of learning activities, and PCS Edventures.

---

### TAB 3

The learning of specified subject-matter concepts and standards is the focus of North Idaho STEM Charter Academy. In all program areas and at all levels, North Idaho STEM Charter Academy will assess student progress toward achieving learner goals and program area performance standards including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude.

North Idaho STEM Charter Academy core educational philosophy is that learning occurs when:

- Learners succeed at a high level both socially and academically
- Learners see the connection between what they learn and the real world
- Activities are integrated and meaningful
- Learners work individually and as members of a group
- Character education is modeled and taught
- Learners see themselves as part of the community and find ways to serve the community
- Styles and rates of learning are taken into account, yet expectations for achievement are not compromised

An interdisciplinary, project-based STEM (Science, technology, engineering, and math) curriculum will be the focus of the instructional program. The curriculum will be integrated, so that all subject areas will be connected, rather than artificially separated into discrete disciplines. Authentic project-based, inquiry-based learning will enable students to see the connections between subjects, and the connections between what they are learning and the world around them.

Although a STEM school, we realize that strong reading, writing, and comprehension skills are the gateway to other disciplines, and these skills will be incorporated into all project requirements. The educational philosophy of North Idaho STEM Charter Academy is that of a learning laboratory incorporating inquiry-based and project-based learning experiences, which include all subject areas and place a strong emphasis on the processes of science.

Students at the North Idaho STEM Charter Academy will be engaged in real world problem solving. North Idaho STEM Charter Academy will use project-based learning to engage students and require them to use Bloom's higher order thinking skills to create a response. Teamwork and technology are important elements of project-based learning, with an emphasis on STEM disciplines for science, technology, engineering, and mathematics.

---

### TAB 3

North Idaho STEM Charter Academy will prepare students to become productive and successful citizens. Popular culture, misconceptions, and peer pressure begin to exert their strong influence early in a child’s cognitive and social development. It is critical to provide engaging hands-on education to students in order to open their minds to future career choices, including those in STEM (Science, technology, engineering, and math) areas.

Research supports the effectiveness of project-based learning and STEM (Science, technology, engineering, and math) education. Standards-focused project-based learning has been defined as *a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks* (Buck Institute for Education, 2003). A number of research studies are posted on the website of the George Lucas Educational Foundation ([www.glef.org](http://www.glef.org)) which notes, “A growing body of academic research supports the use of project-based learning in schools as a way to engage students, cut absenteeism, boost cooperative learning skills, and improve test scores. Those benefits are enhanced when technology is used in a meaningful way in the projects” (GLEF, 2004).

Project-based learning is not only a potentially effective instructional approach, but it is also an essential component of several current school reform models. A series of studies showed substantial school-wide gains for schools adopting project-based learning methods (Expeditionary Learning Outward Bound, 1999).

The first piece of major legislation dealing directly with STEM education just passed the House of Representatives, H.R. 1709, the STEM Education Coordination Act of 2009, passed overwhelmingly by a vote of 353 to 39. The legislation will coordinate the STEM education programs of such federal agencies as NASA, the Department of Energy, the National Science Foundation, the National Oceanic and Atmospheric Administration, the National Institutes of Standards and Technology, the Department of Defense, and the Department of Education.

According to the Results of the Trends in International Mathematics and Science Study (TIMSS) (2009), U. S. Students finished 11<sup>th</sup> in the world in Science. Students in Singapore, Taiwan, Japan, England, Russia, South Korea, Hong Kong, even countries like Slovenia, Czech Republic, and Hungary all outperformed U.S. eighth-graders in science. Most of the same countries also outperformed U.S. students in math. How can we be a technological innovative leader in the world when we can’t even finish in the top ten in math and science?

Project-based learning is an inquiry based process for teaching and learning. Students focus on a complex question or problem, then answer or solve the problem through a

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### TAB 3

collaborative process of investigation over an extended period of time. Integrated projects will include the Idaho Content Standards for science, social studies, and language arts. Math will be a separate course to ensure proper skill development and will be integrated into specific projects.

At North Idaho STEM Charter Academy, exploring experiences will have intrinsic academic value since they allow students to practice what they have learned in theory and thus to use their verbal, mathematic and reasoning skills in an applied context. All exploratory programs will clearly reflect the relationship between the exploratory offering and general curricular goals as expressed in the Idaho Content Standards to ensure that academic rigor is ever present.

#### **Project-based cross curricular approach to learning.**

Project-based learning incorporates all traditional teaching tools and methods, including lecture, text-books, and conventional assessments. However, the nature of project-based learning requires students to spend the bulk of the project actively working in groups or individually to research the question and come to conclusions. Project-based learning requires students to use specific skills such as collaboration, teamwork, time and task management, and presentation skills to conclude a project successfully. These same skills prepare them to become productive, capable citizens in a technology-dependent society through comprehensive student assessments including traditional tests, project-based learning presentations and portfolios, and to apply their STEM education with hands-on activities.

Exploration is an opportunity to investigate a variety of approaches to a given topic. Approaching a subject or a topic from different points of view and in different ways is essential for students at the middle level. At North Idaho STEM Charter Academy, our educational approach will require students to stretch their interests into previously unidentified areas.

#### **High School:**

In keeping with our Vision and Mission for students to develop higher-level critical thinking skills through a challenging, project-based learning environment in Science, Technology, Engineering, and Math, North Idaho STEM Charter Academy is excited to offer a high school program for grades 9 through 12. We believe that creativity and innovation positively impact student success. We currently begin with children in kindergarten and connect students across grade levels in a project-based cross curricular environment. The addition of high school is a natural progression and will allow students to continue their STEM education and prepare them to be successful in both the work force and higher education.

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An educated person in the 21<sup>st</sup> century will need to innovate continuously as new technologies and ideas will impact all aspects of the content of our society and world.

Project-based learning integrates curriculum so students understand the connections between subjects and their application in the world.

Our program changes the role of student and teacher. Students become problem-solvers and teachers create a culture of inquiry and provide support so students can find their talents and build concrete foundations. We move from standardizing all children and provide opportunities to create many ways to answer a question, to think differently, and exceed expectations. It challenges traditional education through interdisciplinary projects that allow students to see subjects as a bridge to others. They become meaningful to use in life. Students of varying age groups collaborate and realize that great learning happens when learning with others of different ages, abilities, ideas, and skills. This type of learning allows students to discover their natural talents while personalizing education.

As with our K-8 program, high school students will be required to use specific 21<sup>st</sup> century skills such as collaboration, time and task management, and presentation skills. They will understand that failure is just a step in the process toward success. This gives students the opportunity to demonstrate complex tasks, and become problem-solvers and innovators in life.

STEM education, in a project-based, problem-solving environment for students within a community, leads to prosperity for that community as the students evolve and grow into the entrepreneurs, innovators, manufacturers, business leaders and community leaders of tomorrow. Creative learning requires innovative teaching. Innovative teaching is both the practice of teaching for creativity and of applying innovation to teaching. Both aspects call for an educational culture which values creativity and sees it as an asset in the classroom and also in the larger community. Students development real-world understanding and applications. It is clear that most jobs of the future will require a basic understanding of math and science, and the U.S. Department of Labor show that of the 20 fastest growing occupations projected for 2014, 15 of them require significant mathematics or science preparation.

We feel it is critical for North Idaho STEM Charter Academy to provide a high school program for both our students as well as those from other programs that are interested in STEM education and have not had that opportunity. By forming a partnership among North Idaho STEM Charter Academy, IDEA and IDLA, students will be able to meet their high school requirements through a combination of course offerings and multiple resources.

In addition to Idaho state graduation requirements, North Idaho STEM's Graduation requirements will also reflect the focus of our program with 2 additional credits in mathematics (STEM Elective), and 2 additional credits in science (STEM Elective

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## TAB 3

including 6 lab credits) which may include basic engineering, and robotics. Students will complete a Capstone STEM Senior Project. Students will also have the opportunity to earn speech credits through project presentations.

**Please see Appendix S- “Sample” 4 Year Plan High School to help better define our expectations.**

### **Idaho Core and National Common Core**

North Idaho STEM Charter Academy adopted the Common Core Standards prior to opening in 2012 and are currently being taught in the classroom. Our 3 year professional development plan approved by the State Department of Education includes on-going professional development focusing on both Idaho Core and Common Core Standards.

### **Methods of Instruction**

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

North Idaho STEM Charter Academy’s curriculum will encourage children to delve deeply into an idea. This belief of deep exploratory opportunities will be fully developed in interdisciplinary projects. For nearly thirty year, leaders in the middle school movement have acknowledged that learners in the middle grades develop the important ability to organize knowledge and concepts into problem solving strategies. What better way to do this than to give students an actual problem to solve. Considerable emphasis and to expose students to varied career fields.

North Idaho STEM Charter Academy curriculum subject areas will be integrated into multidisciplinary projects to make learning more meaningful for our students. All exploratory programs will clearly reflect the relationship between the exploratory offering and general curricular goals as expressed in the Idaho Content Standards to ensure that academic rigor is ever present. North Idaho STEM Charter Academy will design projects around rigorous and relevant standards-focused projects that engage students in authentic learning activities that teach 21<sup>st</sup> century skills and demand demonstration of mastery.

By using multiple methods of instruction with a project-based program, students will be capable of fulfilling their individual potential. Several of the instructional methods will include:

- The Inquiry and Problem-Solving Method suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information.

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- The Individualized Learning Method attempts to personalize the learning process to the interests of the individual by allowing students to develop goals for their self-study. The reasons for learning thus become intrinsic
- The Discussion Method encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role.

#### **Curriculum Overview**

All students will participate in a common core of learning that will fulfill the goals and curriculum of the Idaho State Standards for reading, language, mathematics, health, social studies, and science.

Students will learn to:

- Explore inquiry based learning to develop skills, think logically, and solve problems
- Develop oral , written, and presentation skills
- Have a working understanding of the scientific method to promote responsible use of scientific information
- Use mathematics as a tool for reasoning and problem solving in relevant ways

By using hands-on activities, The STEM Academy curriculum prepares students for real-world application or their education. The curriculum meets the standards of the International Technology Education Association (ITEA); Accreditation Board for Engineering and Technology (ABET); National Science Teachers Association (NSTA); and National Council of Teachers of Mathematics (NCTM).

#### **Character Education:**

North Idaho STEM Charter Academy believes strongly in a character education program that works in conjunction with the academic program. Quality character education is critical in order to create a safe, caring, and successful learning environment that supports academic development. Character education is everything you do that influences the character of the students you teach. Character education helps students act upon core ethical values.

Every adult in the school shapes the character of the students they come into contact with by the way they talk, the behaviors they model, and the expectations they transmit. Effective character education transforms the culture and life of the school.

North Idaho STEM Charter Academy will utilize the Self-Manager Program that focuses on the following character traits:

- Respectful
- Caring
- Fair
- Industrious

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- Responsible
- Trustworthy/Honest
- Citizenship

Students self-evaluate and conference with their teacher to successfully model these character traits. Students, along with their teacher, set goals for success socially and academically.

North Idaho STEM Charter Academy will also use the Ambassador Program. Students in the 8th grade will serve as school ambassadors. In 7<sup>th</sup> grade, they will go through an application process, much like they will for a job in the future. The process includes an application, reference letters (from community members they have worked for, pastors, coaches, Scout Leaders, etc.) and a letter stating why they feel they should be considered as a school ambassador.

School Ambassadors will act as positive role models in the school, help with various duties throughout the school, and greet and escort visitors to the school. Ambassadors will also organize community service projects throughout the year.

### **Textbooks**

North Idaho STEM Charter Academy will follow the Idaho State Standards. All curriculum materials will meet or exceed the state standards. Subject area curriculum committees will be in place to evaluate materials on a regular basis and will use supporting data (State IRI, ISAT Assessments, Smarter Balanced Assessments, school benchmark assessments, Adequate Yearly Progress, success of students, etc.) when adopting or recommending curriculum. Curriculum committees will also align curriculum as needed to meet changing requirements of the state. Textbooks will enrich, not drive instruction.

### **Curriculum Development and Approval**

Curriculum development will be an ongoing process directed by the principal with the approval of the Board of Directors. The curriculum will be implemented and evaluated through observations and data from statewide testing results.

### **Educational Thoroughness Standards *I.C. 33-1612***

North Idaho STEM Charter Academy will fulfill the thoroughness standards identified in Idaho Code 33-1612. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

#### **Standard A**

A safe environment conducive to learning is provided.

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

Objectives. North Idaho STEM Charter Academy will:

1. Develop guidelines for physical safety. These guidelines will include, but are not limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
2. Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools.
3. Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
4. Create an environment that strongly encourages parents and other adults to visit the school and participate in the school's activities.

#### **Standard B**

Educators are empowered to maintain classroom discipline.

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

Objectives. North Idaho STEM Charter Academy will:

1. Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior.
2. There will be school-wide process for teachers to handle minor and major infractions in the classroom setting.
3. Teach appropriate behaviors and foster responsible decision-making skills.
4. Establish and maintain consistent rules aligned throughout the school.

#### **Standard C**

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

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

Objectives. North Idaho STEM Charter Academy will:

1. Utilize the general philosophy of the character education program throughout all decisions to instill appropriate values.
2. Emphasize the importance of adults modeling important values at school.
3. Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.

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### TAB 3

4. Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

#### **Standard D**

The skills necessary to communicate effectively are taught.

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

Objective. North Idaho STEM Charter Academy will:

1. Emphasize meaningful language experiences in the language arts, enhanced by writing, and memorization.
2. Provide access to computers to teach students basic computer skills and appropriate communication through technology.
3. Provide instruction in a foreign language as budget permits. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.

#### **Standard E**

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

Goal: Develop an educated citizenry for the 21<sup>st</sup> century through a dynamic, interactive academic program where student capabilities rather than textbooks drive pacing. Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies.

Objective. North Idaho STEM Charter Academy will:

1. Use the Idaho State Standards as a starting point to be enhanced by unifying themes and other creative methods.
2. Use a variety of methods to ensure student learning, including but not limited to reading, compositions, mathematics, inquiry-based science, history, and literature
3. Parents and educators will consider the student's strengths and weaknesses when presenting new challenges.
4. Emphasize math and science.
5. Offer a solid health curriculum as required by the state. Health knowledge and physical activity are very important for students.

#### **Standard F**

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

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Goal: Provide students with basic skills that prepare them for future employment and with the intellectual foundation and strong moral compass that provide the character traits of leadership which lead them to becoming productive citizens.

Objective. North Idaho STEM Charter Academy will:

1. Provide a strong foundation in reading, writing, problem-solving, math concepts, science, history, and literature.
2. Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21<sup>st</sup> century.
3. Enable student to develop the following intellectual habits important in society: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically and making informed judgments.
4. Enable students to develop the following personal habits important in society: accepting responsibility for personal decisions and actions; honesty, courtesy, and integrity; a healthy lifestyle; empathy, courtesy and respect for differences among people: self-confidence; concentration and perseverance; responsible time management; and assuming a fair share of the work load.

#### **Standard G**

The students are introduced to current technology.

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

Objective. North Idaho STEM Charter Academy will:

1. Use technology as tools in an integrated educational program rather than as primary instructional delivery systems.
2. All students leaving North Idaho STEM Charter Academy will be proficient in using both a word processing and spreadsheet programs.
3. Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data storage, and communication.

#### **Standard H**

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

Goal: Provide students with the skills and the intellectual foundation to become responsible citizens in our society.

Objective. North Idaho STEM Charter Academy will:

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### TAB 3

1. Provide a comprehensive program of community service by the fourth year of operation that reflects responsible citizenship in a democratic society and an interdependent world.
2. Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.
3. Enable students to understand and apply concepts and principles embedded in each of the social sciences.

#### **An Educated Person**

Our society continues to evolve and transform, and an educated person in the 21<sup>st</sup> century will need to innovate continuously as new technologies and ideas will impact all aspects of the content of our society and world. Students at North Idaho STEM Charter Academy will design projects around rigorous and relevant standards-focused projects that engage students in authentic learning activities that teach 21<sup>st</sup> century skills, and demand demonstration of mastery.

North Idaho STEM Charter Academy's educational program will provide students the opportunity to develop his or her maximum potential academically and socially and to prepare them to be productive and successful citizens. The charter will determine the success of these goals by the continuing success of our students and by student scores on statewide evaluation tools.

#### **Special Needs Students *I.C. 33-5205(3) (q)* Special Education Eligibility Evaluations**

North Idaho STEM Charter Academy will serve children with disabilities by adopting the mandates of the Individuals with Disabilities Education Act (IDEA), provide students equitable enrollment procedures under section 504, and use the Idaho Special Education Manual for identifying, evaluating, programming, developing individualized education plans, planning services, developing our discipline policy, budgeting, and providing transportation for special needs students, as necessary. The School Board of North Idaho STEM Charter Academy will adopt the Idaho Special Education Manual 2007 and all subsequent revisions.

#### **Nondiscriminatory enrollment procedures**

North Idaho STEM Charter Academy will not deny enrollment to a student with a disability solely because of that student's need for special education or related services. Section 504 specifically prohibits discrimination on the basis of disability to public and

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## **TAB 3**

private programs and activities that receive federal financial assistance. Students with disabilities have the same opportunity to enroll in the school as all other students.

### **LRE requirements**

North Idaho STEM Charter Academy will provide special education and related services to eligible students in the Least Restrictive Environment as identified on each student's IEP.

Providing special education students services in the Least Restrictive Environment provides certain challenges. The project-based curriculum of North Idaho STEM Charter Academy is especially compatible for special education students. Project-based learning provides special needs students the ability to use and be appreciated for the strengths of his/her other intelligences besides the traditional linguistic and logical/mathematical intelligences that are traditionally valued in a typical classroom. Special needs students are able to demonstrate and be assessed for mastery of content and standards in a hands-on manner instead of the more traditional pencil and paper assessment, which is often the most challenging assessment format for special education. These students are rewarded based on the strengths of his/her skill sets. These are some of the reasons that project-based learning is one of the most effective pedagogies to use with special education students.

### **Student and parent rights**

IDEA includes a set of procedural safeguards designed to protect the rights of children with disabilities and their families. North Idaho STEM Charter Academy will protect student and parent rights as described in the Idaho Special Education Manual. A locked file will store special education records and staff will be trained in confidentiality requirements.

### **Discipline of students with disabilities**

Students receiving special education services or Section 504 accommodations will be held to the same academic and discipline standards as other students within the scope of applicable federal and state laws. Teachers and administrators will also follow the Idaho Special Education Manual to address these issues. North Idaho STEM Charter Academy will also consider whether the student's disability was a factor in a particular disciplinary infraction.

### **Services for Limited English Proficient Students**

A limited English proficient student is defined as an individual who has a native language other than English and comes from an environment where a language other than English is dominant; or is a Native American and comes from an environment where a language

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### TAB 3

other than English has had a significant impact on such individual's level of English language proficiency; and who has difficulty speaking, reading, writing or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language instruction is English.

The No Child Left Behind Act of 2001, Title III: Language Instruction for Limited English Proficient and Immigrant Students details the requirements for LEP programs and the way in which LEP students are to be instructed. Nothing under NCLB supersedes the Office of Civil Rights (OCR) regulations for instructing English language learners. The Idaho Consent Decree also details protocol for serving LEP student within Idaho.

North Idaho STEM Charter Academy will provide English language development services for eligible LEP students who enroll, and LEP designation may not be a factor in the enrollment lottery procedures.

When North Idaho STEM Charter Academy enrolls LEP students, they will assess the students for their level of language proficiency using the Idaho ELL Placement Test and place them in a program if services are needed. All requirements of NCLB, including but not limited to the following will be met:

- Identification of limited English proficiency through a Home Language Survey (HLS) given to all new students upon registration
- Development of a LEP plan for meeting needs of LEP students
- Submission of an annual LEP plan update to the state LEP program
- Provision of notifications to parents, translated to the extent practicable
- Provision of parental outreach opportunities
- Provision of continuous program monitoring
- Provisions of comprehensive professional development to all teachers and paraprofessionals that is applicable for serving LEP students
- Provision of annual reports to the LEP program at the State Department of Education

#### **Essential Educational Components of an LEP Program**

North Idaho STEM Charter Academy's second language instruction will be integrated into the overall curriculum, be responsive to cultural differences, and maintain high learning and achievement standards.

LEP students will be instructed in all content areas in a manner that will be comprehensible. Finally, all LEP students should receive specific English language development appropriate for linguistic abilities. This added instruction will help each student benefit from instruction in the classroom and simultaneously achieve appropriate academic levels.

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## TAB 3

### Reporting Requirements

North Idaho STEM Charter Academy will collect LEP data annually for submission to the State LEP Program. This data emphasizes the requirements outlined in Title III of NCLB and includes, but is not limited to, the following:

- Total number of students assessed as LEP with a language placement test
- Total number of LEP students served
- Progress in English language made by students enrolled in the program
- Progress in the academic content area made by students enrolled in the program
- Types of language instruction educational programs implemented within the school
- Total number of certified or licensed teachers working with language instruction educational programs
- Number of paraprofessionals serving LEP students in a language development program
- Number of students exited from the program each year
- Proposed changes, if any, for the subsequent year

### Accountability for Serving LEP Students

The State Board of Education uses a variety of methods to verify that districts are making every effort to develop and implement programs that will ensure access to an equitable education for all LEP students and meet consent decree requirements. North Idaho STEM Charter Academy will participate in the following types of data collection and monitoring devices:

- LEP plan and annual updates
- Educational Learning Plan for Limited English Proficient Students
- On-site visits
- LEP Program reviews
- Grades, attendance, participation in extra-curricular activities, teacher feedback, state assessments, and classroom assessments will also be included in the monitoring process of LEP students.

### Language Proficiency Assessments

North Idaho STEM Charter Academy will administer the Idaho English Language Assessment (IELA) to evaluate LEP students' oral, reading, and writing proficiency. The assessment provides information for student evaluation regarding growth and proficiency in the English language. The State Board of Education will provide the IELA annually every spring for LEA's to administer in order to measure the progress of the LEP students they are serving. An IELA placement assessment is a separate assessment provided by the State Department of Education and is used to determine placement into

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## **TAB 3**

an LEP Program. Annual statewide assessment is federally mandated by the No Child Left Behind Act of 2001.

### **School and State Coordination**

The administrator of North Idaho STEM Charter Academy will be the designated LEP director to coordinate the LEP Program with the State Department of Education.

### **Gifted and Talented**

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

We will follow all rules and regulations addressing Gifted and Talented in Idaho code, 33-2001, 33-2003, and IDAPA 08.02.03.999.

### **Identification of Gifted Students**

The identification of gifted students will be as follows:

1. Student is nominated by a teacher or adult knowledgeable of the student's abilities. The nomination should specify the need for GT services.
2. Student scores in the 98<sup>th</sup> percentile or higher in any academic area on a standardized test of achievement.
3. Student scores in the 90<sup>th</sup> percentile or higher on standardized test of creativity.
4. Student scores in the 98<sup>th</sup> percentile or higher on a standardized test of intelligence.

If a student qualifies on three of the four methods of qualification, that student will be designated for the gifted program. Any student that has previously received Gifted and Talented services in another school will need to meet this school's criteria before admission into the program.

Once a student has been identified as gifted, the school shall develop an Individual Education Plan (IEP) for the student. The IEP may be developed by a committee consisting of educators, administrators, counselors, parents and the student. The IEP will outline how the school will address specific educational needs of the student.

The school shall provide appropriate documentation in the student's file regarding identification, IEP, services, and evaluation of student achievement within the gifted program.

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## **TAB 3**

### **Dual Enrollment *I.C. 33-203(7) & 33-5205(3(R))***

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

North Idaho STEM Charter Academy will have an Memorandum of Understanding (MOU) in place with IDEA in order to allow students from both schools to take courses from the other. Both schools will claim full enrollment for their students and pay the other entity for courses taken by those students. This will provide a variety of instructional opportunities, course offerings, and allow flexibility in scheduling for students in a rural setting. Students from other programs will also benefit from participating in a project-based STEM setting.

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

**Included is Appendix T – “Sample” 4 Year Plan High School Dual Enrollment to help better define our expectations and student opportunities**

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## TAB 4

### **Measurable Student Educational Standards *I.C. 33-5202 (3) (b)***

#### Value- Added Assessment:

Value-added assessment is a way to measure teaching and learning by identifying the progress made by individual students and the extent to which individual teachers and schools have contributed to that progress. Based on reviewing student test score gains from previous grades, predictions are made on the amount of growth those students are likely to make in a given year.

Student performance on assessments can be measured in two important ways.

Achievement describes the absolute levels attained by a student in their end-of-year tests, and growth describes the progress in test scores made over the school year. Value-added assessment measures growth and answers the question: how much value did the school staff add to the students who live in its community.

Because individual students rather than cohorts are traced over time, each student serves as his or her own “baseline” or control, which removes virtually all of the influence of the unvarying characteristics of the student, such as race or socioeconomic factors. This approach does recognize student-related factors and other extenuating circumstances such as evidence of an external effect related to the student’s home environment or some other variable lying outside the range of a teacher’s influence.

#### Goals:

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

1. 80% of second grade students who have a 90% attendance record and have attended the school for 2 consecutive years will achieve a score of 3 on the spring IRI and by the end of third grade, 85% of students will receive a score of 3.
2. 85% of third through eighth grade students who have a 90% attendance record and have attended the school for 2 consecutive years will score proficient, advanced, or have made more than a year’s growth on their ISAT scores for reading.
3. 85% of third through eighth grade students who have a 90% attendance record and have attended the school for 2 consecutive years will score proficient, advanced, or have made more than a year’s growth on their ISAT scores for math.
4. 85% of fifth and seventh grade students who have a 90% attendance record and have attended the school for 2 consecutive years will score proficient, advanced, or have made more than a year’s growth on their ISAT scores for science.
5. 85% of third through eighth grade students who have a 90% attendance record and have attended the school for 2 consecutive years will score proficient, advanced, or have made more than a year’s growth on their ISAT scores for language.
6. By the end of year one, 90% of students will have raised their science course post-test scores by 10% from the pre-test scores

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## TAB 4

7. By the end of year two, 90% of students will have raised their science course post-test scores by 15% from the pre-test scores from year one.
8. By the end of year three, 90% of students will have raised their science course post-test scores by 20% from the pre-test scores from year one.
9. By the end of year two, students will show a 10% decrease in student discipline referrals from year one.

Administrative and teacher methods to measure student progress:

1. Use value added information to identify and improve the focus and impact of instruction for each student.
2. Improve data driven decision making by using value added information.
3. Measure the success of the school through growth, not simply achievement.
4. Create student growth trajectories to targets and develop intervention strategies.

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

1. Student progress relative to previous performance will be assessed following state requirements.
2. Attitudes and personal/academic habits will be assessed through teacher evaluations
3. Performance will be assessed relative to school and state developed standards
4. Content and instructional objectives for each STEM (Science, Technology, Engineering, and Math) area will specify the exact skill that is to be measured and demonstrated by the student
5. Formative and summative assessments tied to the specific content of each STEM area.
6. Multiple formats of assessments will make certain that the student has the ability to express their knowledge of the content being tested
7. Student portfolios

We will follow the timeline established by the Idaho State Department of Education in administrating student assessments. A student baseline will be established during the first year of testing and will be evaluated each year thereafter. The baseline will include, but not be limited to the following: ISAT and Smarter Balanced Assessments. Tracking of individual student progress is critical to evaluating the success of the curriculum, the instruction, and the climate of the school. This information will be used in on-going strategic and long-term school planning.

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## TAB 4

### Measuring student progress

The Idaho State Achievement Standards clearly define the essential knowledge and skills for learning. The State Standards represent the minimum standards all students at North Idaho STEM Charter Academy will strive to achieve. Students will be encouraged to view assessments as learning experiences and challenges. Student growth and development will reflect understanding, application, and synthesis of the educational standards of the State of Idaho and North Idaho STEM Charter Academy. Students will meet or exceed the statewide performance standards developed by the Idaho Department of Education.

Student progress in meeting the state achievement standards will be measured by the following assessments:

- Smarter Balanced Assessment for grades 3 through 8 and 11<sup>th</sup> grade
- ISAT in the areas of science for grades 5 and 7.
- IRI for kindergarten, first, second, and third grades.
- ACT, SAT, or Compass exam by the end of 11<sup>th</sup> grade
- Completion of a Capstone STEM Senior Project by the end of 12<sup>th</sup> grade

The federal No Child Left Behind (NCLB) act has given added impetus for schools to close the achievement gap between high and low performing students. Students with low achievement are often minority, special education, or Limited English Proficiency students. North Idaho STEM Charter Academy will use data from standardized state assessments, which are aligned to the state standards, to show result for various groups of students including specific student subgroups.

Student achievement will be clearly documented on school records. All results of statewide testing will be reported to school patrons as well as the State Department of Education. Test data will be used when placing students. Strategies will be developed and implemented to remedy any accreditation deficiencies focusing primarily on student achievement. Test data will be used to improve student performance and instructional programs. Student achievement will also be monitored by using multiple testing measures as teacher-made tests, skill check lists, norm referenced tests, criterion referenced tests, and assigned student work.

Other methods of self-assessment include, but are not limited to the following:

- Analyzing weekly/unit assessments in all subject areas
- Results from performance tasks and rubrics in writing
- Parent surveys to determine student/school successes and needs
- Evaluation of presentations skills by students on projects
- Students' abilities to use given data to make predictions
- Student's ability to use available technology to assist in solving problems
- A positive school environment

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## TAB 4

- Character Education is valued by Board, administration, staff, students, and patrons
- Strategic Planning and Long-term planning are on-going

An annual report of student progress will be made to the Idaho Public Charter School Commission.

### **Standardized Testing *I.C. 33-5205 (3) (d)***

#### Statewide Assessments

The students at North Idaho STEM Charter Academy will be evaluated using the same standardized tests as other Idaho public school students. North Idaho STEM Charter Academy will give the state-mandated assessments during the testing windows outlined by the State Department of Education.

#### Additional Assessment

Additional yearly assessment tools may be required as determined by the North Idaho STEM Charter Academy Board.

Student assessment evaluation, reported annually, will consist of:

- A student baseline developed during the first year using testing results which will be used to track the individual student
- A comparison of annual results with baseline score to assess progress
- Grade-level and school composite scores
- A graph of annual results showing year to year change
- Comparative results between North Idaho STEM Charter Academy, state, and national averages

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

### **Accreditation *I.C. 33-5205(3)(e),5210(4)(b) & (IDAPA) 08.02.02.140***

North Idaho STEM Charter Academy will be accredited through Northwest Accreditation Commission (NWAC)/AdvancED in order to ensure North Idaho STEM Charter Academy's K-8 and high school program is properly accredited. The Board will comply with all accreditation standards established by the NAAS. These standards include:

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## TAB 4

### Teaching and Learning Standards

- Mission, beliefs, and expectations for student learning
- Curriculum
- Instruction
- Assessment

### Support Standards

- Leadership and organization
- School Services
  - Student Support Services
  - Guidance Services
  - Health Services
  - Library Information Services
  - Special Education Services
  - Family and Community Services
- Facilities and Finance

### School Improvement Standard

- Culture of continual improvement

North Idaho STEM Charter Academy will also follow the Idaho State Board of Education Rules Governing Uniformity. This would include developing the following:

- A School/District Strategic Plan
- A Continuous School Improvement Plan
- An aligned and focused plan for the improvement of school and staff capacity (including structure, resource allocation, and teacher skill sets) to increase student achievement
- A plan to meet state approved accreditation standards
- Submitting reports as requested
- Meeting the elements of Thoroughness

### **No Child Left Behind (NCLB)**

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

Written administrative policies will be developed, interpreted, and communicated to staff, students, and patrons regarding student achievement. A plan for evaluating student achievement will be in place. Test data will be used for both student improvement, and to determine how well the faculty is implementing the instructional program. Grading policies will be in place.

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## TAB 4

The data will be used to make accurate judgments about student and school performance and to make better decisions about how to deploy resources to improve the school. The school will maintain careful records on actual instructional practices and strategies to determine if the practices and strategies in place are positively impacting student achievement. This data will guide curriculum/staff development and both Strategic and Long-term planning of the school and its programs while measuring the effectiveness of the governing board, administration, staff, and faculty implementing the educational program.

If North Idaho STEM Charter Academy should ever be identified as “In need of improvement,” we would meet the federal requirements as follows:

- Promptly providing information to the parents of each child enrolled in the school explaining what the identification means, the reasons for the school being identified, what the school is doing to improve, what help the school is getting, and how parents can become involved in addressing the academic issues that led to the identification [*Section 1116(b)(6)*].
- Ensuring that the school receives technical assistance, both during the development or revision of its improvement plan and throughout the plan’s implementation [*Section 1116(b)(4)*].
- Reviewing, through a peer-review process, the school’s improvement plan, working with the school to make necessary revisions in the plan, and approving the plan once it meets the requirements of the statute [*Section 1116(b)(3)(E)*].

In implementing these requirements, States, charter school authorizers, and charter schools should attempt to align them, as much as possible, with State law requirements related to charter school accountability.

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## TAB 5

### **Governance Structure *I.C. 33-5205(3) (f)***

North Idaho STEM Charter Academy, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The School's Bylaws and Articles of Incorporation are provided in Tab 1. The Board of Directors will be the public agents who control and govern the charter school. In addition, The Board of Directors shall be responsible and ensure that the school is in compliance with all applicable federal and state education standards, all applicable federal and state laws, rules, regulations, and policies, as well as the terms and conditions of the charter.

The Board of Directors meetings will follow the open meeting laws, keep accurate minutes, and make the minutes available to the public, according to the By-laws of the charter school.

North Idaho STEM Charter Academy will comply with all regulations to ensure that the charter school meets the terms of its charter and complies with applicable laws. The regulations address performance monitoring through annual school accreditation reports and annual reporting on educational goal attainment.

Idaho law requires charter schools to submit to their authorizer an annual report that contains a fiscal and programmatic audit, a report on student progress based on the school's identified educational standards, and a copy of the school's accreditation report. It also requires charter schools to comply with the same financial reporting requirements as school districts.

#### **Parental Participation**

The Board will establish policies to ensure parental involvement. The process to ensure parental involvement may include, but not be limited to:

- Parents will receive written materials at the beginning of each school year.
- Parents will be encouraged to attend two parent teacher conferences per year
- Parents will be asked to complete a survey during the school year addressing the following issues: safety to students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parent's perception of learning environment, curriculum, and achievement
- Parents will be encouraged to be involved in the Parent-Faculty Association (PFA) and to volunteer for school projects, programs, and committees, and to work with students
- Parents will be highly encouraged to attend and participate in the Board of Directors monthly board meetings.
- Parents will be encouraged to provide an appropriate learning environment at home for study
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## TAB 5

- Parents will be encouraged and welcomed to volunteer in their child's(ren's) classroom(s)

Parents will be encouraged to communicate regularly with the school. In turn, the school and the PFA will regularly communicate with the parents.

### **Organizing Group**

The organizing group of founders has written the Charter petition and selected the initial Board of Directors. The Board of Directors and the school principal will work together to establish a preliminary operating budget.

### **Board of Directors**

The Board of Directors of North Idaho STEM Charter Academy should consist of no less than five (3) and no more than seven (7) members.

Elections for members of the Board of Directors will be staggered with varying lengths of terms according to the Bylaws.

### **Audit of Programmatic Operations *I.C. 33-5205 (3) (j)***

An annual educational program and financial audit will be conducted after the completion of each charter school year. North Idaho STEM Charter Academy will conduct a programmatic audit through information obtained via its own instruments, timeline, and processes as well as contract a programmatic audit through the Idaho Charter School Network. An independent auditing firm will conduct a financial audit. A copy of the fiscal audit will be submitted the SDE, as well as their authorizing body, which is required by the IC33-701 (6) (as required by Idaho Code 33-5210 (3)). The Public Charter School Commission may choose to do an independent audit at the Commission's expense. An independent audit may be performed as specified (annually) or at such time as revocation of the charter may be initiated.

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## **TAB 6**

### **Employee qualifications**

Employment practices shall be governed by the relevant laws of the State of Idaho. These laws include, but are not limited to Idaho Code Sections 33-513 through 33-518, and sections 33-130, and 33-5205 (3) (g).

These practices include but are not limited to hiring, dismissal, contracts, grievance procedures, certification, criminal history check, and personnel records. Educational experience of certified teachers will accrue for service in a charter school as defined by Department of Education IBEDS rules.

North Idaho STEM Charter Academy full-time staff will meet or exceed qualifications required by state law. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of this petition.

North Idaho STEM Charter Academy will hire teachers who have met the highly qualified standards as set by the State of Idaho for both new teachers and teachers who are not new to the profession. To be compliant with NCLB, all Idaho teachers of core academic subjects, including special education teachers, must additionally demonstrate subject matter competence in each core academic subjects taught.

The administration will make recommendations to the Board of Directors for approval of instructional staff. Each professional staff member (teacher and administrators) will be on a written contract approved by the Superintendent of Public Instruction according to 33-5206(4).

North Idaho STEM Charter Academy will not discriminate on the basis of any criteria prohibited in federal and state mandates.

### **Background Checks**

The criminal history check shall be based on a completed ten (10) finger fingerprint card or scan and shall include, at a minimum, the following state and national databases:

1. Idaho bureau of criminal identification
2. Federal bureau of investigation (FBI) criminal history check
3. Statewide sex offender register

The State Department of Education shall charge all such individuals a fee of forty dollars (40.00) for undergoing a criminal history check. The fee will be sufficient to cover costs charged by the Federal Bureau of Investigation, the state police and the State Department of Education. A record of all background checks shall be maintained at the State

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## TAB 6

Department of Education and North Idaho STEM Charter Academy in a data bank for all employees with a copy going to the applicant upon request.

All substitute teachers must submit for a criminal history check before substituting at North Idaho STEM Charter Academy. Regarding a partnership with other educational entities for grade 9 through 12, North Idaho STEM will additionally require and complete background checks on all teachers with multiple teaching assignments. North Idaho STEM Charter Academy will submit the required forms.

### **Targeted Staff Size**

North Idaho STEM Community Charter will employ one teacher per class, with additional staff for music, gifted and talented and physical education as the budget permits. The goal is to have 1 teacher per ~~27~~ stated students per grade level class.

### **Estimated staff: 17 FTE in year 1**

Principal/Business Manager - 1 FTE

Curriculum Coordinator – 1 FTE

Kindergarten (maximum class size =22 /2 half day classes) 1 FTE

First grade (maximum class size = 22) 1 FTE

Second grade (maximum class size = 24) 1 FTE

Third grade (maximum class size= 26) 1 FTE

Fourth grade (maximum class size = 28) 1FTE

Fifth grade (maximum class size = 30) – 1 FTE

Sixth grade (maximum class size = 30) – 1 FTE

Seventh grade (maximum class size = 30) – 1 FTE

Eighth grade (maximum class size = 30) – 1 FTE

Special Education Teacher -.5 FTE

Music Teachers – .5 FTE

Math Specialist –1 FTE

Science Specialist –1 FTE

Administrative Assistant – 1 FTE

Gifted and Talented – 1 FTE

Physical Education – .5 FTE

Custodian -.5 FTE

### **Professional Opportunities**

Faculty at North Idaho STEM Charter Academy will work in an environment where they have opportunities to work with other faculty to align subject areas. The Principal and administrative team will determine in-service training days in order to provide teachers with training in the teaching methods described in this petition.

North Idaho STEM Charter Academy will provide training for the project-based STEM curriculum before the opening of school and on-going training thereafter.

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## TAB 6

### **Health and Safety I.C. 33-5205 (3) (h)**

North Idaho STEM Charter Academy's Principal will ensure that the school's employees understand and are able to implement the school's vision upon hiring and through in-service training. All employees will undergo an annual performance review.

#### **Health and Safety**

To ensure the safety of our employees and students, North Idaho STEM Charter Academy will comply with the following health and safety procedures.

1. Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
2. Require that all students have proof of immunization or have a written parental waiver and have a birth certificate or other identification before being enrolled at the North Idaho STEM Charter Academy.
3. Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school buildings.
4. Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
5. Adopt and implement, where appropriate, policies regarding health, safety and risk management policies, unless otherwise written and adopted by the Board of Directors. These policies will at a minimum address the above and the following items:
  - a. Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
  - b. Policies to implement lock-down procedures in the event of intruders or local emergencies requiring children to remain safely at facility and/or indoors.
  - c. Policies relating to preventing contact with blood-borne pathogens.
  - d. Policies requiring all staff receive training in emergency response, including appropriate "first responder" training.
  - e. Policies relating to the administration of prescription drugs and other medicine.
  - f. Policies establishing that the school functions as a gun-free, drug-free, alcohol-free and tobacco-free workplace.
  - g. Policies establishing school closures due to inclement weather, or facility emergencies.

Policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the schools' staff development efforts.

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## TAB 6

North Idaho STEM Charter Academy will also follow all the Idaho Content Standards for health and physical education.

### **Public Employees Retirement system**

All qualified North Idaho STEM Charter Academy personnel will be covered by and subject to the Public Employee Retirement System of Idaho, health insurance, Federal Social Security and Medicare, federal and state employment taxes, unemployment insurance and worker's compensation insurance in accordance with applicable Idaho Codes.

### **Transfer Rights *I.C. 33-5205 (3)(0)***

Employees of North Idaho STEM Charter Academy are not employees of the Lakeland School District. They may apply to teach in any School District. Teachers at North Idaho STEM Charter Academy will not be eligible for an in-district transfer to another school within the Lakeland School District.

### **Collective Bargaining *I.C. 33-5205 (3) (p)***

North Idaho STEM Charter Academy's staff and employees will be a separate unit for purposes of collective bargaining.

### **Written Contract *I.C. 33-5206 (4)***

All teachers and administrators will be on a written contract with North Idaho STEM Charter Academy as approved by the state superintendent of public instruction. All employees will undergo semi-annual performance reviews.

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## TAB 7

### **Admission Procedures**

North Idaho STEM Charter Academy will follow the model admission procedure identified by the Idaho State Board of Education in the initial year and for every year thereafter.

North Idaho STEM Charter Academy admission procedures, including provision for over enrollment: Such admission procedures shall provide that the initial admission procedures including provision for over enrollment, will be determined by lottery or other random method, except as otherwise provided herein. If initial capacity is insufficient to enroll all pupils who submit that preference shall be given in the following order:

1. North Idaho STEM Charter Academy founders' children as well as children of full-time employees will have first preference for admission to the school, with a maximum of 10% of the student population consisting of founders' and full-time employees children.
2. Siblings of current students will be given admission preference to enroll in the school.
3. Students residing in the primary attendance area will be given admission preference to enroll in the school.
4. An equitable selection process will be in place for remaining students wishing to attend the school.

### **Public School Attendance Alternative**

Because North Idaho STEM Charter Academy is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the Lakeland School District. Students located within the attendance area of the Charter School would have the option to enroll in existing public schools presently serving the area. No student will be required to attend North Idaho STEM Charter Academy

### **Enrollment Growth**

Enrollment for North Idaho STEM Charter Academy was 264 students in 2012/13 and is at 312 in 2013/14 school year in grades K-8. We expect to methodically add classes each year in a "Natural" growth pattern to both our K-8 and high school levels (9-12) in order to build our enrollment to a maximum of 724 students by the fall of 2022.

**Please see the table in Appendix R for Expected Enrollment and Growth**

### **Over-Enrollment Procedures**

North Idaho STEM Charter Academy has identified the following over-enrollment procedures:

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## TAB 7

1. North Idaho STEM Charter Academy full time employees and founders' children will have first preference for admission to the school, with a maximum of 10% of the student population consisting of founders' children. Any founders' children in excess of the 10% will go to the highest preference category for which they qualify.
2. Four lottery preferences and/or waiting lists will be established for and prioritized as follows for year one:
  1. Children of founders and full-time employees
  2. Siblings of pupils already enrolled
  3. Students who reside within the primary attendance area and all other students by equitable selection process.
3. Five lottery preferences and/or waiting lists will be established for and prioritized as follows for subsequent years:
  1. Returning students
  2. Children of founders and full-time employees
  3. Siblings of pupils already enrolled
  4. Students who reside within the primary attendance area, and
  5. All other students by equitable selection process.

Applications will be drawn for placement using the Equitable Selection Process outlined in Subsection 203 of the Administrative Rules Governing Charter Schools. The process will begin with a randomly drawn grade and continue with randomly selected grades. Those on the waiting list may be placed in the school any time during the year when an opening occurs. Available positions will be filled from the waiting list established from the initial lottery.

4. Once on a waiting list, students will remain eligible for placement within the school without repeating the application process. Each year, North Idaho STEM Charter Academy will contact all waiting list students and request written verification of the continued desire to be on the waiting list. The order of these waiting lists will be revised annually based on the lottery results. Students wishing to be removed from the waiting list must make their request directly to North Idaho STEM Charter Academy, preferably in writing. Returning students who submit their written verification on time will automatically be admitted.
5. Once the enrollment period is complete and waiting lists have been established through lottery as described above, subsequent applications will be added to the waiting lists on a first come-first served basis.
6. A lottery will be held by April 30 to establish the waiting list order of entrance for the upcoming school year in the initial year and each year thereafter. All openings during the school year will be filled according to the order established by that lottery. The lottery will be held in a public forum and an uninterested party will conduct the lottery selection.

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## TAB 7

### **Non-Discrimination**

Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs as required by federal, state, and local laws.

### **Denial of School Attendance *I.C. 33-205***

See Suspension and Expulsion section under the Discipline Policy.

### **Discipline Procedures *I.C. 33-5205(3)(f) & 33-210 & 33-5205(3)(f)***

North Idaho STEM Charter Academy is committed to a safe learning environment. Student expectations for appropriate behavior are high and will be communicated to both students and parents through the student handbook and upon enrollment. Students may be denied attendance to the charter school for any of the following reasons:

- Being a habitual truant
- Being deemed incorrigible by the school Principal
- Being deemed by the Board of Directors to be disruptive to the school for disciplinary reasons
- Being detrimental to the health and/or safety of other students
- Being expelled from another district

Upon approval of a charter, the Board will appoint a committee to further develop the student handbook to ensure it reflects the vision and purpose of North Idaho STEM Charter Academy, and will continue to be in compliance with Idaho School Board Policies and the laws of the State of Idaho. All students and parents will receive a copy of the student handbook upon enrollment. A copy of the student handbook can be found in the appendix.

### **Disciplinary Consequences**

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

1. Student conference with principal.
  - a. Loss of privileges
  - b. Detention
  - c. Phone call to parent
  - d. Letter sent to parent
  - e. Student and parent conference with Principal
  - f. Suspension from extracurricular activities

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## TAB 7

- g. In-school suspension
- h. Out-of-school suspension
- i. Referral to Counselor or Student Specialist
- j. Recommendation to Board for Expulsion

The Principal determines appropriate consequences for infractions

### Suspension Policy

Students will be suspended for one to three days as deemed appropriate by the school administrative team for offenses that interfere with the learning of other students. Offenses may include but are not limited to:

- Student harassment, intimidation, or bullying
- Fighting
- Cyber bullying
- Chronically tardy either to school or class
- Cheating or plagiarism
- Other conduct disruptive of good order or of the instructional effectiveness of the school

Students will be re-admitted to class once a parental conference with the Principal has been conducted. The Principal, with the administrative team, will design a program for the student to follow upon re-admittance. With each discipline referral thereafter, days of suspension will be increased by one day, until a maximum of five days has been reached. At that time, the student will be referred to the Board for consideration of permanent expulsion since the student is demonstrating a lack of commitment to the values of the established learning community and/or is habitually disrupting the learning of others.

### Expulsion Policy

The Principal or Board may deny attendance at North Idaho STEM Charter Academy by expulsion of any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Principal or Board, is such as to be continuously a discipline problem, or who may be harmful to the other students. Expulsion will be until the next calendar break, semester, or for the rest of the year. The Governing Board shall have the right to permanently expel students for disciplinary or attendance reasons.

### **Procedures for students using alcohol/controlled substances 33-210**

North Idaho STEM Charter Academy will comply with I.C. 33-210. FMSCC recognizes that substance abuse, the harmful use of drugs, tobacco and alcohol, and the problems associated with it are becoming increasingly commonplace in our society.

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## TAB 7

The primary focus of our program shall be educational in nature, with instruction geared to discourage student experimentation of any mood altering substance. A companion focus of this program shall be aimed to assist students who have made unacceptable choices regarding any controlled substance and track all related incidents. A necessary part of the latter focus is an attitude among teachers and other staff members that one of our responsibilities are to assist those students who need help in overcoming their potentially addictive behaviors. If a student cannot, or will not, commit to responsible behavior, several sanctions may be imposed as a disciplinary measure. They include, but are not limited to, the following:

- Parent or guardian contacted
- Referral to assistance, such as counselors and/or health professionals
- Referral to an outside agency for chemical dependency assessment and/or treatment
- Suspension from school
- Expulsion from school

North Idaho STEM Charter Academy will also develop a Suicide Crisis Response Plan.

### **Student Handbook**

North Idaho STEM Charter Academy will produce a complete student and parent handbook that describes rules and procedures before parents begin the admission procedure. For a current draft, see appendix E. A final handbook will be approved by the Board.

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## TAB 8

### **Business Plan**

#### **Business Description**

North Idaho STEM Charter Academy, Incorporated, is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law). North Idaho STEM Charter Academy was established in October of 2009.

#### **Marketing Plan**

Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. The primary attendance area for North Idaho STEM Charter Academy shall be Lakeland, Coeur d'Alene, and Post Falls School District areas. We also anticipate interest from the southern Bonner County area. This area has the potential of meeting or exceeding our initial target student body of 200 students. North Idaho STEM Charter Academy will actively recruit students for enrollment using, but not limited to, the following methods:

- Develop a website with school information
- Hold town meetings in the 3 local districts and the district to the north
- On-going articles in local publications
- Produce flyers and pamphlets
- Advertise on local radio stations
- Direct mailings to primary attendance area households
- News releases
- Advertise with elementary and middle schools located within the target area upon administrative approval

The cost for the advertising budget is approximately \$8500

#### **Facility Description**

We plan to construct a permanent school building prior to the start of school in September 2012 and the facilities will be inspected to ensure compliance with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code and the *Americans with Disabilities Act*.

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## TAB 8

### **Instructional Arrangements**

North Idaho STEM Charter Academy plans to open in September of 2012. Grade organization will generally consist of traditional single-grade classrooms. The administration will determine the school calendar, schedule, and hours of operation based upon a modified schedule. Within that general format, the administration, in consultation with the Board of Directors, will establish the school year calendar in compliance with the requirement of providing 900 hours of instruction. This schedule will be reviewed on an annual basis and may be changed, as necessary, by the administration in consultation with the Board of Directors. State and District-required hours of attendance will be met. Administrative services will be provided by the North Idaho STEM Charter Academy Principal supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board of Directors. The Principal will also serve as the liaison between the Governing Board, the Public Charter School Commission, and parents. Financial operations will be contracted out to licensed and bonded entities. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

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

The principal of North Idaho STEM Charter Academy will determine the day-to-day operations of the school. The Governing Board will have oversight authority.

### **Budget**

The budget for North Idaho STEM Charter Academy, 1) will be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education, 2) will be presented at a public hearing in June of the year the school will open, and 3) will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. Copies of the budget will be provided to the authorizing body. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format.

Fiscal responsibility will be maintained through good fiscal management. This will be helped by the purchase of 2M software which will be used to keep track of all revenues and expenditures necessary to generate state reports. We will purchase the services of a certified public accountant to train our office staff, generate monthly reports, set-up and process payroll. The monthly reporting will ensure that we stay on track throughout the year. North Idaho STEM Charter Academy will purchase an annual audit to ensure fiscal responsibility.

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## TAB 8

**For complete budget see appendix D.**

**Start-Up and Long Term Budget:** A start-up budget with forms, three-year operating budget, and first year month-by-month cash flow form are attached.

**Income Sources:** Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

**Working Capital and Assets:** North Idaho STEM Charter Academy does not expect to have working capital and assets until after the Charter is approved.

**Fundraising:** A committee has been established to conduct fundraising efforts to generate capital or to supplement the per-pupil allocations. We have not included any fundraising monies in our budget.

### **Expenditures**

Expenditures will be handled as described in the following sections.

**Purchasing Process:** North Idaho STEM Charter Academy's Principal will determine procedures for procuring goods and services, with approval of the Board of Directors.

**Payroll Processing:** North Idaho STEM Charter Academy intends to outsource its payroll processing as determined by the Principal, with approval of the Board of Directors.

**Financial Management:** The accounting records will be kept in accordance with generally accepted accounting principles. North Idaho STEM Charter Academy will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Principal of North Idaho STEM Charter Academy will be responsible for financial management.

**Bonding:** Documentation of bonding of all personnel involved in the school's financial operations will be provided prior to the opening of the school.

### **Transportation**

North Idaho STEM Charter Academy will not offer transportation services for students for the 2012-2013 school year because it has been deemed not practicable due to financial constraints. It is also not practicable to contract with other districts that may not share our identical school calendar. North Idaho STEM Charter Academy will investigate transportation options in subsequent years.

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## **TAB 8**

Transportation for students with special needs will be provided in accordance with requirements of state and federal law. Transportation for fieldtrips, excursions, and extracurricular activities will be provided by the school through one or more of the allowable methods provided for by the state.

### **Food Service**

North Idaho STEM Charter Academy will not provide any food service initially but will consider programs for a possible future date.

Free and reduced lunch data will be collected during enrollment.

**Resumes of directors for nonprofit corporation – See appendix H**

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## TAB 10

### **Business Arrangements & Partnerships**

Except the item listed below, North Idaho STEM Charter Academy does not have any business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations.

1. Land Lease Agreement with Lorna Finman.
2. Contracted legal service with attorney Mark Jackson.
3. Contracted accounting service with Brian Tenney CPA

### **Additional Information**

#### **School Status**

North Idaho STEM Charter Academy will be a public charter school. It will not be a religious school, a conversion of a private, or a school operated for profit.

#### **Student Fees**

No fees from students are planned at this time. Fees may be identified in the future by the principal, as appropriate, and as allowed by state law. Accommodations for low-income students will be made through fundraising efforts or fee waiver provisions. North Idaho STEM Charter Academy is a public charter school and will not charge tuition.

#### **Public Access**

North Idaho STEM Charter Academy's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will comply with all aspects of the Idaho Public Records Law (Idaho Code 9-337 - 9-350). North Idaho STEM Charter Academy will comply with Idaho statutes relating to public records and public meetings, as indicated in the By-laws. We will comply with the Idaho Open Meeting Law (I.C. 67-2340-67-2347).

#### **School Records**

North Idaho STEM Charter Academy's Principal will determine how the school will maintain school records and required information, consistent with state and Federal guidelines.

#### **IRS Regulations**

North Idaho STEM Charter Academy will comply with all Internal Revenue Service regulations and reporting requirements.

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## **TAB 10**

### **Use of District Facilities**

At this time we have no arrangements to utilize any Lakeland School District facilities.

### **Inspection Reports**

North Idaho STEM Charter Academy will provide certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped required of all public schools prior to the opening of the school and by the date specified in the contract. North Idaho STEM Charter Academy will provide initial and ongoing certifications of the facilities for health, safety, and fire compliance to the authorizing body and other entities as required.

### **Amending the Charter**

Any revision of the terms of the Charter, consisting of Tabs 1 - 10, requires the approval of the North Idaho STEM Charter Academy Board of Directors and the PCSC.

### **Proof of Attendance at the Petitioner's Workshop**

Two founding members attended the Petitioner's Charterstart! 101 Workshop held on October 5<sup>th</sup>, 2009.

### **Policies and Procedures**

See the attached policies and procedures for North Idaho STEM Charter Academy. In the event a policy does not exist when needed, the Lakeland School District Board policy will become the default policy.

### **C. Termination *I. C. 33-5205(3) (u)***

#### **Dissolution**

In cases of termination, the Governing Board of North Idaho STEM Charter Academy is responsible for the dissolution of the business and affairs of the school. North Idaho STEM Charter Academy will fully cooperate with the authorizing body for the dissolution process. All records of students residing in the District will be immediately transferred to the District. All students will receive written notice of how to request a transfer of student records to a specific school. North Idaho STEM Charter Academy will accommodate student record requests from schools outside of Lakeland School District for up to one year after dissolution. Upon the dissolution of North Idaho STEM Charter Academy, remaining assets will be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed to the Public Charter School Commission.

**This school's Charter Appendices are on file with the Idaho Public Charter School Commission.**

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



# **CLOSURE PROTOCOL**

**August 2013**

## Background

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

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

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

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

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

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

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# Introduction

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

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

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

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

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

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

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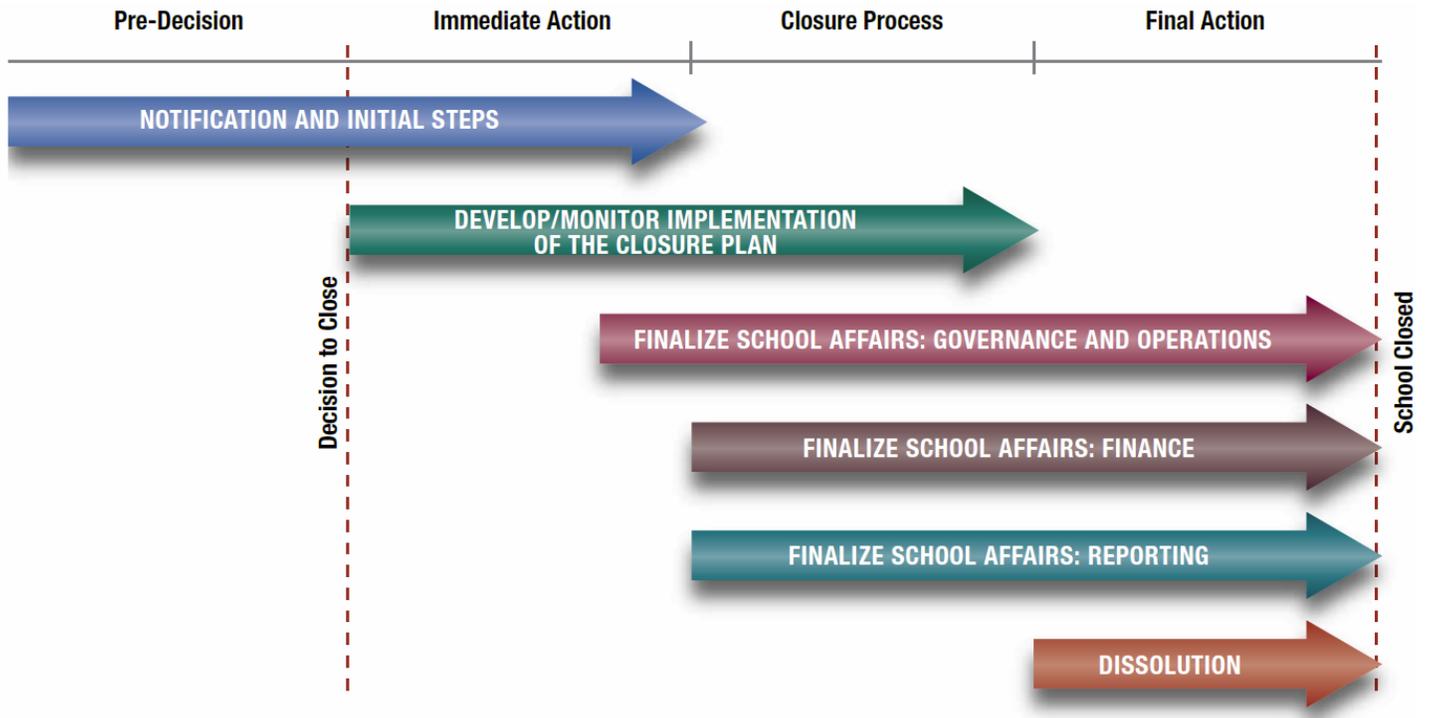
## Endnotes

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

<sup>2</sup> I.C. § 33-5212

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

# A Conceptual Timeline for Closure



## Notification and Initial Steps

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

**Send Additional and Final Notifications**

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

School,  
PCSC

## Develop/Monitor Implementation of the Closure Plan

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

## Finalize School Affairs: Governance and Operations

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

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

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

## Finalize School Affairs: Finance

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

## Finalize School Affairs: Reporting

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

## Dissolution

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

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

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

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

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_, by and between the Idaho Public Charter School Commission (the “Authorizer”), and North Star Charter School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on April 22, 2002, Joint School District No. 2 approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2003; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

WHEREAS, on October 9, 2014, the Authorizer, Joint School District No. 2, and the School agreed to a transfer of the School’s performance certificate and charter to the Authorizer;

WHEREAS, the School’s charter was renewed on March 1, 2018, for a five-year term of operations,

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of July 1, 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

- A. School Mission.** The mission of the School is as follows: North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship.
- B. Grades Served.** The School may serve students in K-12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- The School will provide each student a rigorous world-class educational program, encouraging collaborative learning, academic achievement, intellectual confidence and virtuous leadership.
  - Through the Character Leadership Program, the School will strive to remove fear, threat and intimidation from the classroom, creating the environment in which learning can best take place.
  - The School will advocate for all students' social, emotional, and physical well-being.
  - A Business/Economics emphasis will be woven throughout the curriculum to teach the influences of business and economic decisions in our lives, communities and world.
  - The School will implement the International Baccalaureate (IB) Diploma Program for grades 11-12, providing students with a curriculum that is intellectually

challenging and utilizes rigorous assessments to prepare students for the demands of college and employment.

- In addition to core subject matter, the school will support the development of the whole child by providing opportunities in music, art, inventiveness, and cultural awareness.

**D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.

**E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

#### **SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES**

**A. Oversight Allowing Autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer’s Role will be to evaluate the School’s outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

**B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School’s academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

**C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.

**D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.

**E. Performance Framework As Basis For Renewal of Charter.** The School’s performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance

Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

## SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 1020 students. Annually, no less than thirty (30) days prior to NSCS's lottery application deadline, the Board of Directors will establish, at its regularly scheduled meeting, by motion and vote, an 'Annual Enrollment Capacity' as follows: Based on recommendations from the Administration, the Board will establish: (1) an annual school wide enrollment capacity not to exceed 1032 students; and (2) an annual enrollment capacity for each grade. Each year, The Administration will: (1) post the Annual Enrollment Capacity information on the NSCS web site within five (5) days of the Board

vote; and (2) conduct the lottery and enrollment process in compliance with the limits established in the Board's Annual Enrollment Capacity motion and vote.

- 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.** 839 N Linder Road, Eagle, Idaho, 83616. 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: within the boundaries for the Joint School District No 2, north of Ustick Road with eastern, western and northern boundaries as shown on map in Appendix J.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

## SECTION 6: SCHOOL FINANCE

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

- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

## **SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION**

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- 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 D.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- 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 **July 1, 2018**.

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**Chairperson, Idaho Public Charter School Commission**

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**Chairperson, North Star Charter School Board**

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

**Appendix B: Performance Framework**

**Appendix C: Charter**

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

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

No conditions of authorization or renewal are applicable.

**Appendix B: Performance Framework**

# NORTH STAR CHARTER SCHOOL

## [YEAR] ANNUAL PERFORMANCE REPORT

### INTRODUCTION

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

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

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

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

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

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

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

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

## PERFORMANCE FRAMEWORK STRUCTURE

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

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

## ACCOUNTABILITY DESIGNATIONS

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

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

### SCHOOL OVERVIEW

<b>Mission Statement</b>	North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• The School will provide each student a rigorous world-class educational program, encouraging academic achievement, intellectual confidence and virtuous leadership.</li> <li>• Through the Character Leadership Program, the School will strive to remove fear, threat and intimidation from the classroom, creating the environment in which learning can best take place.</li> <li>• A Business/Economics emphasis will be woven throughout the curriculum to teach the influences of business and economic decisions in our lives, communities and world.</li> <li>• The School will implement the International Baccalaureate (IB) Diploma Program for grades 11-12, providing students with a curriculum that is intellectually challenging and utilizes rigorous assessments to prepare students for the demands of college and employment.</li> <li>• In addition to core subject matter, the School will emphasize the Arts, exposing students to music and art and providing additional opportunities for increased language development, visual learning, inventiveness, and cultural awareness.</li> </ul>		
<b>School Location</b>	839 N Linder Rd Eagle, Idaho, 83616	<b>School Phone</b>	208-939-9600
<b>Surrounding District</b>	Meridian School District		
<b>Opening Year</b>	2003		
<b>Current Term</b>	October 9, 2014 – June 30, 2018		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	1020	<b>Enrollment (Actual)</b>	

### SCHOOL LEADERSHIP


### STUDENT DEMOGRAPHICS

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

### ISAT PROFICIENCY RATES

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

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

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

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

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

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

ACADEMIC K-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. 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																				
<b>Measure 1a</b> <b>Math Proficiency Rate Comparison to State</b>	<b>Do math proficiency rates meet or exceed the state average?</b>  <b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more. <b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points. <b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 10 percentage points lower than the state average. <b>Falls Far Below Standard:</b> The school's proficiency rate in math is 11 or more percentage points lower than the state average.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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	50	0																		
	30 - 45	0																		
	15 - 29	0																		
	0 - 14	0																		
		0																		
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.																			
<b>Measure 1b</b> <b>ELA Proficiency Rate Comparison to State</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>  <b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more. <b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points. <b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average. <b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 11 or more percentage points lower than the state average.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.																			

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



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

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

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

<b>Measure 5a</b>	<b>Are students graduating from high school on time?</b>
<b>Four-Year Adjusted Cohort Graduation Rate</b>	<p><b>Exceeds Standard:</b> The school's four-year ACGR was at least 90%.  <b>Meets Standard:</b> The school either:  a) had a four-year ACGR of 80% - 89% OR  b) had a four-year ACGR of at least 66% AND met its progress goal.  <b>Does Not Meet Standard:</b> The school met its progress goal but had a four-year ACGR below 66%.  <b>Falls Far Below Standard:</b> The school did not meet its progress goal and had a four-year ACGR below 66%.</p>
<b>Notes</b>	<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.</p> <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>

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

OPERATIONAL

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

OPERATIONAL

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

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

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

OPERATIONAL

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

OPERATIONAL

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

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

FINANCIAL

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

FINANCIAL

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



# North Star Charter School

839 N. Linder Road  
Eagle, Idaho 83616  
Office: (208) 939-9600

Established 2003

Primary Attendance Area is within the Meridian School District #2

Approved for Authorization Transfer by the  
Public Charter School Commission on October 9, 2014

Charter submitted by:  
James C. Miller, Chairman of the Board  
(208)863-6801  
millerjc@cableone.net  
839 N. Linder Road  
Eagle, Idaho 83616

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# Tab 1: Executive Summary, Articles of Incorporation, By-Laws, Mission Statement, Vision Statement

## **EXECUTIVE SUMMARY**

North Star Charter School Inc. (NSCS) was established in 2003 as a K-6 program (later becoming a K-8) based on the Harbor School Method of instruction and discipline, a model that incorporates high expectations for intellectual achievement as well as behavior. We have evolved from our Harbor “roots” to a school that uses newer methods and technological tools, but still adhere to some of the philosophical concepts from Harbor. However, we can no longer be considered a pure Harbor School. With that said, NSCS’s educational philosophy, from kindergarten through senior graduation, promotes high expectations and a school culture that supports achievement.

The school expanded in 2007, with the addition of the High School grades. The hallmark of this addition was the clear articulation that a goal of “college readiness” will be achieved by our students regardless of their career aspirations. In order to achieve this goal, NSCS became the first public school in Idaho to offer the prestigious International Baccalaureate (IB) Diploma Program which is administered by the International Baccalaureate Organization. The program helps develop the student’s intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. In addition, the IB learner profile and CAS program tie right into NSCS’s Character Program.

Along with the IB program, NSCS provides a unique learning opportunity throughout our curriculum with an emphasis on the use of technology and an economics/business thread that is interwoven at all grade levels.

## **VISION STATEMENT**

*North Star students will mature as confident architects of their future and thrive at every level of their education and careers.*

This vision guides North Star Charter School to:

- Forge “high performance” principles into a stellar public education.
- Ignite in our students a passion for critical and creative thinking balanced with a deep ability for self-reflection.
- Fuel a vision of perseverance, compassion and depth of character that empowers our students to flourish in their community, nation and world.

By “high performance” we mean having a universal and pointed focus on accelerated educational expectations for all students. In aligning curriculum from K through 12<sup>th</sup> grades, high standards for teaching and learning can be achieved. We promote and train effective

teachers and leaders that use the powerful tools of collaboration and communication to unite the whole NSCS community.

## **MISSION STATEMENT**

*North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship.*

This mission represents our belief that all of our students will receive an education that prepares them to handle the issues of the 21<sup>st</sup> century world by equipping them to think critically and creatively and gain confidence in their skills and knowledge, resulting in citizen leaders with virtue. They will achieve this through the “North Star Way”:

- **Students:** We believe all of our students deserve and can benefit from the educational programs we offer. We are a public, K-12, tuition free charter school.
- **World-Class:** We are an International Baccalaureate (IB) school. We engage students in exploration and discovery of their 21<sup>st</sup> century world through the IB Diploma program, learning a second language, surveying music or art, and investigating global entrepreneurship.
- **Safe, Supportive and Structured:** We help our students become virtuous citizens. Our elementary program prepares students both morally and in conduct, for the leadership, service and hard work of our secondary and IB diploma programs. We provide a safe learning environment allowing students to focus on a challenging curriculum and accelerated learning
- **High Academic Achievement:** We believe that all students can meet high expectations and overcome obstacles that seem insurmountable. We equip students to think critically and creatively and gain confidence in their skills and knowledge. All students in all grades strive to be “college-ready”.
- **Community:** We are students, teachers, staff, parents, and directors of the North Star Charter School community. We focus on a shared vision of educational excellence and character development. We strive to understand our unique roles in that common vision. We all have a responsibility to educate NSCS students.

## **LEGISLATIVE INTENT**

NSCS’s vision and mission further enforces our focus on the legislative intent for public charter schools (Idaho Code 33-5202) as we seek the following objectives:

1. NSCS’s K-10 and International Baccalaureate curricula will increase the learning opportunities for all students by offering these specialized programs through Idaho’s public school system. Both programs focus on enriching student learning through high-level

questioning, in-depth real-world discussions and teaching students how to apply what they learn.

2. NSCS provides parents and students with expanded choices in the types of educational opportunities available within the public school system. NSCS offers its community a school of choice where character building, business, economics and college preparation are at the heart of its philosophy and teaching.

## **ARTICLES OF INCORPORATION**

Included in Appendix A

## **BY-LAWS**

Included in Appendix B

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## Tab 2:

# Operation and Potential Effects of the Public Charter School

## **LEGAL STATUS**

NSCS operates a public charter school, exclusively for educational purposes, located in Eagle, Idaho, which provides public education in grades K through 12 pursuant to a charter agreement with the Authorizing entity. NSCS was created as a nonprofit corporation under the provisions of the Idaho Nonprofit Corporation Act on May 14, 2002, and operates the charter school pursuant to the Idaho Public Charter Schools Act, Title 33, Chapter 52, as amended (the "Public Charter Schools Act"). NSCS is an organization described and recognized by the I.R.S. under Section 501(c) (3) of the Internal Revenue Code of 1986, as amended. NSCS is a separate Local Educational Entity (LEA) and will be responsible for all of the requirements related to Special Education and other Federal programs.

## **FACILITIES**

NSCS operates from an existing facility located at 839 North Linder Road, Eagle, ID, 83616. The facility is approximately 75,000 square feet. The grade K-6 program operates in approximately 22 classrooms. The grade 7-12 program operates in approximately 15 classrooms. The property sits on 14.9 acres which provides more than adequate space for expansion, as needed, and for playground and sports usage. The facility includes common spaces such as administrative office space, cafeteria, gymnasium, locker rooms, music rooms, library and computer space, special education space and specialized classrooms. The facility is owned by the school and constructed and financed with a combination of proceeds from the sale of a previously owned facility and Nonprofit Facility Revenue Bonds.

NSCS intends to remain in compliance with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code and the Americans with Disabilities Act. NSCS will provide certification that the facilities meet all requirements for health, safety, fire and accessibility for the handicap. NSCS will provide regular inspections of the facilities for health, safety and fire compliance and provide copies of these reports upon request.

## **ENROLLMENT**

Please see Tab 7-Enrollment, for details on enrollment.

## **POTENTIAL IMPACT ON LOCAL SCHOOL DISTRICTS**

NSCS lies within the Meridian School District #2. Since its inception in 2003, NSCS offers an alternative public school of choice for parents and students in the area. NSCS's enrollment is

near capacity and there are currently no plans for growth beyond that capacity, thus there is no anticipated impact on the local district.

### **PRIMARY ATTENDANCE AREA**

The primary attendance area will be within the Meridian School District #2, north of Ustick Road with eastern, western, and northern boundaries as shown on the map in Appendix C. Students from other areas may be enrolled as per Idaho Code Section 33-5205(3) (k).

### **ADMINISTRATIVE SERVICES**

Administrative services and day-to-day operations will be provided by North Star's Elementary, Secondary and Academic Administrators (state certification required) with support from the school's Board of Directors. Administrative assistant(s) will complete paperwork and required reporting, in addition to other duties. A Finance Administrator will operate the school's fiscal affairs. See Tab 5-Governance for additional detail on responsibilities.

The organization chart can be found in Appendix H. The composite administrative team as identified in the organization chart may, at the direction of the Board of Directors be further organized to operate as a self-directing administrative/management team with cross-training and appropriate joint decision making and collaboration so long as requirements for certification as required by the Idaho Code are fully observed.

### **POTENTIAL CIVIL LIABILITY AND INSURANCE COVERAGE**

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

Pursuant to Idaho Code 33-5204(2), the Idaho State Board of Education and the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts or other obligations of this charter school, except as may be provided in an agreement or contract between the state and NSCS.

NSCS has in the past procured and will continue to procure and maintain a policy of general liability insurance for property, directors and officers and errors and omissions insurance in the amount required by state law. Insurance will be provided by insurance companies who have and maintain a rating of “A” according to the A.M. Best Company. NSCS will have the same role as a public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities.

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## Tab 3: Educational Programs and Goals

### **DEFINING AN EDUCATED PERSON**

An educated person in the 21<sup>st</sup> century has a strong foundation in basic reading, writing, science, social studies, and computational skills. He has been educated in a technology-rich environment that has encouraged the effective use of technology as a tool in the workplace. A 21<sup>st</sup> century learner develops the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; critical thinking and solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments. NSCS instills in its 21<sup>st</sup> century learners personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; leadership; a healthy lifestyle; empathy, courtesy, and respect for differences among people; reflection; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

### **WHEN LEARNING BEST OCCURS**

NSCS believes that students have the opportunity to accelerate their learning and excel when they are provided with a safe, supportive environment and challenging academic content.<sup>1</sup> Students are actively engaged in learning when Highly Qualified teachers provide rich content in a safe and challenging environment. Learning best occurs when students are provided a teaching and learning climate that is positive and safe. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others. Students learn when their teachers and learning environment emphasize high expectations of behavior and performance. Students accelerate when they are given opportunities to develop and express exemplary character traits in concert with their overall education program. NSCS believes that learning occurs when:

- learners construct meaning;
- learners see the connection between what they learn and the real world;
- learners are actively engaged in purposeful tasks;
- activities are integrated and meaningful;
- learners work individually and as members of a group;
- learners are expected and encouraged to learn;
- learners internalize that what they learn and do in school makes a positive change in the community;
- learners are supported by passionate, engaged coaches, mentors, and advocates;

---

<sup>1</sup> Thapa, Amrit; Cohen, Jonathan; Guffy, Shawn; Higgins-D'Alessandro, Ann(2013). A review of school climate research. *Review of Educational Research*. Washington D.C.: Sage Publications.

- all learners have advanced learning opportunities; and
- learners see themselves as part of the community and find ways to serve the community.

## **EDUCATIONAL PROGRAM**

No matter how skilled the teacher or how elaborate the classroom, learning takes place in the mind of the student. The most effective educational environment, therefore, is the one that stimulates and engages the mind of the student. The core educational philosophy of NSCS is grounded in the belief that providing a highly challenging content in a safe environment creates the setting for accelerated learning. NSCS offers an advanced curriculum to its students, focused on helping students meet and exceed the Idaho Core Standards. This offers students in our community a choice for public education that meets the needs of advanced learners, while ensuring that struggling learners receive the help to which they are entitled through Response to Intervention, direct paraprofessional support and differentiated learning.

This core educational philosophy is represented in NSCS evidence-based curricula and through student participation in a successful, spiraling curriculum, direct instruction, and the “teach to the top” philosophy that has helped NSCS students report some of the highest state-mandated, year-end assessment results in the state of Idaho. NSCS believes that when teachers design lessons around teaching to the advanced student (teaching to the top), all students in the classroom benefit from and accelerate their learning.

NSCS is made up of an Elementary Program covering grades K-5 and a Secondary Program covering grades 6-12, with the middle school years being grades 6-8 and the high school years being grades 9-12.

### **Program Goals**

All students will participate in a common core of learning that will fulfill the school's mission. It is the intent of the NSCS to ensure that students achieve and exceed the Idaho Core Standards.

Our students will learn to:

- develop oral and written skills;
- use knowledge and skills, think logically, and solve problems related to mathematics;
- acquire sufficient knowledge of science to be responsible users of scientific information;
- develop their aesthetic talents in music, visual arts, and/or performance.

In keeping with NSCS’s mission, we recognize that education is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. NSCS emphasizes both the acquisition and application of knowledge.

## **The Elementary Program (K-5)**

### Methodology

NSCS is committed to improving student achievement through high expectations for student engagement and meaningful preparation for postsecondary education and careers. NSCS's curriculum, instructional methodologies, use of assessment, scheduling and professional development are designed and continually reviewed to ensure student achievement. This approach of continual critical inquiry dedicates NSCS to a student-focused model of best practice.

NSCS teachers utilize a combination of direct instruction and Idaho Core Standard-inspired questioning in group activities, designed around current educational research indicating effectiveness and best practice. NSCS has maintained many of its philosophical education roots, with its focus on keeping the curricula challenging and the expectations for learning high, while utilizing the help and support of qualified educational assistance and classroom volunteers.

We draw not only on time-honored practices, but also on many valuable insights into childhood cognitive and developmental processes realized in recent decades. Moreover, we place strong emphasis on the relationship between the school and the home, recognizing the critical role of parents in fostering children's education.

We see ourselves as allies of the family, reinforcing parents' efforts to guide the intellectual, emotional, and moral development of their children. By providing moral and ethical standards, the school prepares its students to accept the privileges and responsibilities of citizenship. Every child is capable of achieving his or her potential to the fullest extent when afforded respect, fairness, kindness, discipline, and appropriate instruction.

### Instruction Methods

NSCS seeks to achieve accelerated student learning by using cross-curricular methods to teach Idaho Core Standards. Through multiple methods, all students are capable of fulfilling their individual potential. NSCS currently uses the following instructional methods:

- **THE SUBJECT MATTER METHOD** presumes that an educated learner needs to know clearly defined skills and concepts that can best be learned in an organized sequential fashion. The primary method to ensure these skills are acquired is through direct-instruction. NSCS also utilizes computer-based learning for struggling learners who may be missing the prerequisite skills necessary for them to participate successfully in the general education curriculum. Computer-based learning offers students an opportunity to receive instruction at their instructional level, through state-sponsored computer-based programs such as Plato Learning Environment. Computer-based learning is also an engaging method for providing the opportunity for high-repetition drills sometimes necessary for learning.

- **THE INQUIRY AND PROBLEM-SOLVING METHOD** suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information. With the adoption of the Idaho Core Standards, North Star has shifted the way students indicate mastery of a skill from not only recalling the information on tests and quizzes but also applying the skill in problem solving and real-world situations.
- **THE DISCUSSION METHOD** encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner. The Discussion Method is encouraged by the Idaho Core Standards, as a way for learners to connect with one another through a sharing of ideas.

NSCS's educational roots are in the Subject Matter Method. However, NSCS has transitioned from a predominantly Subject Matter Method into a blended model, which also utilizes the Inquiry and Problem-Solving Method and Discussion Method. While the Subject Matter Method will always have its appropriate place in subjects such as phonemic awareness, phonics, and numerical operations, many skills are better taught and learned through the Inquiry and Problem-Solving Method and Discussion Method such as reading comprehension skills, and math application and word problem solving skills.

## Curriculum

The Idaho State Department of Education's Core Standards serve as the starting point and is enhanced with unifying themes and other creative methods. The subjects that make up the curriculum are listed and briefly discussed below. Traditional core curriculum areas--language, social studies, science, physical education, and mathematics,--remain strongly emphasized. The core curriculum is enhanced with music/arts, American history studies and business/economics.

NSCS's curriculum has an emphasis on business and economics that makes NSCS unique. The focus on business and economics is purposely woven into the fabric of NSCS curricula, and is considered to be a core foundational skill for NSCS students. In a global economy marked by rapid technological advances, students face increasingly complex economic decisions in their lives. As producers, consumers, spenders and investors, young people make economic choices daily. They must be prepared for the challenges they will face in the years to come. Equipping students with economic decision-making skills to navigate through life will lead to increased civic competence, proficiency in logical and analytic reasoning, an appreciation of our free enterprise system, and a development of crucial personal and survival skills.

When is the best time to begin teaching children about economics? Some would say that as soon as children ask for money, parents should begin teaching economic principles. Most states have adopted one semester of economics in high school as a requirement for graduation. However, young children are capable of understanding the most basic economic principles: scarcity, wants,

needs, choices, costs. Society is assigning increasing opportunities to children to become consumers. Governmental leaders are more willing than ever to privatize essential services, making private citizens more and more responsible for their own well-being. In other words, each person will need to become his or her own “economist” in the future. It is unlikely that future “economists” will be ready to make these critical decisions with just one semester of high school economics.

NSCS’s approach has several layers. We teach students to “think economically”. We provide lessons throughout the core curricula to teach the influence of economic decisions in our neighborhoods, communities, history, and future. Finally, we give students the skills to apply economic principles to problems faced both nationally and internationally.

### *Language Arts*

NSCS’s ~~North Star Charter School’s~~ language arts curriculum is designed to develop effective communicators, who love literature, and to develop a lifelong passion for reading and writing. Younger grades focus on explicit phonemic awareness and phonics-based reading instruction to ensure that NSCS students learn to decode and read text through research-based methodologies and instructional practices described in the Teaching Reading Sourcebook, 2<sup>nd</sup> edition<sup>2</sup>. As recommended by the Idaho Core Standards, NSCS implements and utilizes a novel-based approach, guided by the instructional practices and exercises in the Teaching Reading Sourcebook, 2<sup>nd</sup> edition to teach and develop rich vocabulary, reading comprehension and reading fluency. NSCS’s writing curriculum focuses on ensuring students understand and apply basic grammar skills through the explicit, research-based teaching required to develop rich written language and helps the student apply these skills to research, informative writing, persuasive argument, narratives and college preparatory writing.

### *Social Studies, Business and Economics*

NSCS’s social studies curriculum includes instruction in history, government, geography, current world affairs, and sociology with a heavy emphasis on citizenship, business and economics. This focus on citizenship, business and economics is a unique curriculum choice, which NSCS is proud to make available to its community. As students progress through the NSCS curricula, the emphasis is enhanced with an additional focus on community service and how students apply their understanding of and their contributions to the community around them.

### *Science*

NSCS’s science curriculum is a multi-year sequence that emphasizes hands-on-~~on~~ experimentation and functional knowledge of scientific phenomena. NSCS is proud to offer an elementary science curriculum taught by a dedicated and certified science teacher in grades 3<sup>rd</sup> through 5<sup>th</sup>. This unique commitment emphasizes NSCS’s dedication and commitment to

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<sup>2</sup> "Correlation: Sourcebook Sample Lesson Models to Common Core State Standards." N.p., n.d. Web. 16 Apr. 2014.

ensuring a superior science curriculum which focuses on Life Science, Physical Science and Earth Science.

### *Physical Education*

A flexible physical education program, taught by a certified teacher, ensures that NSCS students develop the coordination, motor skills and overall fitness necessary to lead healthy and active lives. Students are expected to participate in physical education activities, which will teach them good sportsmanship, team play, and participation that will translate and generalize into the classroom and personal settings.

### *Mathematics*

Through daily practice and reviewing application, NSCS' math curriculum builds a strong early foundation in both facts and applied concepts. Younger grades will focus on mastery of arithmetic processes in addition, subtraction, multiplication and division of whole numbers, fractions and decimals through daily drills that develop math fluency. Developing automaticity for math facts early in the academic career of NSCS students allows for greater ease of applications as students progress through the math curricula and focus on advanced concepts and applications such as place value, time, money, story problems and complex problem-solving.

NSCS appreciates and promotes the need for math to be a hands-on learning experience, when learning how to apply math strategies. Students engage in exploration, conjuring and deeper level thinking promoted by the Idaho Core Standards and the Math Thinking for Instruction (MTI) methodologies. MTI methods are designed to help the student understand the multitude of methods available for solving any given math problem, rather than the rigid approach historically taken to solving math problems via one specific algorithm or strategy. MTI methodologies take into consideration the child's cognitive development, issues of number, meanings of operations and how they relate to one another, and computation within the number system as a foundation for algebra, number systems, ways of representing numbers, meanings of operations and how they relate to one another, working with qualitative and quantitative change and the need to describe and predict variation.

NSCS students develop a high degree of mathematical literacy and qualitative proficiency as indicated by consistently superior year-end summative assessments. Mathematics is taught as a tool for reasoning and problem solving in purposeful ways through a combination of initial explicit and direct instruction, followed by application in problem solving and real-world situations. Because math instruction is interwoven with the business and economics focus at NSCS, the students are explicitly taught the math skills through direct instruction, after which they use the skills and an economics-based context, focusing on every day, real-world application such as formulating compounding interest, how to read and develop bar graphs, understanding savings and loans agreements, etc.

## *Music/Arts*

NSCS utilizes the Orff-Schulwerk method for music teaching and learning, combined with and supported by movement, based on things children like to do: sing, chant rhymes, clap, dance, and keep a beat or play a rhythm on anything near at hand. These natural behaviors are directed first into responding to and making music; reading and writing music are a later natural outgrowth of these experiences. Composer Carl Orff, originator of the approach, called this music and movement activity “elemental” – basic, unsophisticated, concerned with the fundamental building blocks of both art forms. The purpose is to provide a means for awakening the potential in every child for being “musical” – able to understand and use music and movement as forms of expression. The further intent is to develop a foundation for lifelong enjoyment of music and movement/dance, and for some, the incentive for specialized individual study.

## *American History*

NSCS offers its student community a unique curriculum designed to instill in our students a love and appreciation of our heritage, particularly the history of American leaders and influential individuals and its Constitution. By studying and understanding our original founding documents, and the lives and writings of the Founders and other influential leaders, NSCS students will understand and appreciate their roles and responsibilities as virtuous citizen leaders in the 21<sup>st</sup> century. This focus on our American Heritage is integrated into the elementary curriculum, and carries through the middle school and high school curricula as students look at the documents and machinery of American democracy in American Government in specific classes such as US History, American Government and History of the Americas.

## *Technology*

Technology will be used to support a child's natural way of learning through individual and group discovery and seeking solutions to real-life challenges. NSCS will provide our learners with technology skills that prepare them for future employment. In the elementary grades, students receive explicit instruction related to keyboarding, basic computer skills and the utilization of technology in NSCS’s elementary computer lab. As students progress into middle school, their technology skills develop through Business and Technology courses, in the computer lab. They begin to utilize the technology in topic presentations. As high school students, they use the technology skills they have learned to conduct research, develop essays, and present information to educators and peers. North Star teachers utilize an array of technologies each day in their classroom through desktops computers for student use, staff laptops, iPads and Apple TVs used for the delivery of instruction and the use of Interwrite Boards to enhance visual presentation. NSCS will, in the future, continue to explore the feasibility of using technology to create new methods of delivery within and outside the school. New approaches to delivery may be adopted if and only if they are feasible, sustainable and do not detract from existing delivery success.

## **The Secondary Program (6-12)**

### Small Secondary School

The NSCS program was designed to transform the secondary school experience for its students by providing a smaller, safer, more intimate learning environment aimed at accelerating student learning through the creation of meaningful, sustained relationships among teachers, students and families in the school. In a small school setting, students and teachers at NSCS share in developing a school culture that supports learning. Relationships between students and adults are strong, trusting and ongoing. Students at NSCS have more opportunities to participate in co-curricular programming and athletics, providing them with opportunities to develop leadership skills and the ability to work cooperatively on teams.<sup>3</sup>

Smaller secondary schools have been credited with improving student achievement. Studies conducted in Chicago and New York City have shown that smaller schools resulted in improved student achievement as measured by test scores and dropout rates.<sup>4 5</sup> A recent study of urban, suburban, and rural schools in four states found that smaller schools helped close the achievement gap—as measured by test scores—between students from poor communities and students from more affluent ones.<sup>6</sup> Based on such successes, the Bill & Melinda Gates Foundation has begun a campaign to finance the establishment of many more small high schools in the United States.<sup>7</sup>

### Secondary Methodology

In 2007, NSCS amended its charter to incorporate a small high school program aimed at extending and expanding its successful K-8 program. Founders sought curriculum and an instructional methodology aimed at providing accelerated learning in a safe environment with a focus on character education and the development of virtuous citizen leaders. In 2009, NSCS became the Idaho's first public, tuition-free school authorized to offer the International Baccalaureate Diploma Program.

Three areas of focus were identified: international issues, economics, and business. International-mindedness requires staff and students alike to look beyond the community we live in – to seek to participate in a respectful and knowledgeable manner with the culturally rich and diverse global community. Our school hosts exchange students from countries all over the world: Germany, Sweden, Brazil, Spain, Thailand, Ukraine, and Denmark. In addition, teachers provide opportunities for overseas travel, not only for educational purposes, but also for service

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<sup>3</sup> Grauer, Stuart R. "Small Schools White Paper: A Meta-Study on the Benefits of Small Schools". Coalition of Small Preparatory Schools. 2012.

<sup>4</sup> Stiefel, L., Iatarola, P., Frautcher, N., and Berne, R. "The effects of size of student body on school costs and performance in New York City high schools". Institute of Education and Social Policy. 1998.

<sup>5</sup> Wasley, P.A., Fine, M., Gladden, M., Hollan, N.E., King, S.P., Mosak, E., & Powell, L.C. "Small Schools: Great strides-A study of new small schools in Chicago. Bank Street College of Education. 2000.

<sup>6</sup> Howley, C., & Bickel, R. (2000). *Research about school size and school performance in impoverished communities*. (Eric Digest). (Eric Document Reproduction Service No. ED 448968.

<sup>7</sup> [www.gatesfoundation.org](http://www.gatesfoundation.org)

learning. The business and economics strand extends from the introductory program in the elementary school to the secondary school and includes courses such as personal finance, marketing, web design, business and technology, macro and micro economics, entrepreneurship, and leadership.

By weaving business, economics, communication and leadership skills into the fabric of education, NSCS aims to educate future business, civic, and community leaders. NSCS's educational philosophy promotes high expectations and a school culture that supports achievement. A goal of "college readiness" will be achieved for all students regardless of their career aspirations.

### Grade 6-10 Curriculum

The middle school program provides a framework of learning which encourages students to become creative, critical and reflective thinkers. NSCS emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. NSCS fosters the development of skills for communication, intercultural understanding and global engagement; all qualities that are essential for life in the 21st century. Curriculum is backwards mapped to prepare students with content and skills necessary for success in the IB Diploma Program and to promote a continuum of education. Studies during the sixth through eighth grade years are aligned with preparing students to handle the IB aims and objectives. Curriculum is presented through a spiraling process. Students are introduced to new topics every year; topics are reinforced in subsequent years, and students gain mastery of complex concepts over time.

The ninth and tenth grade curriculum provides a bridge between the middle school program and the IB Diploma Program. Teachers at NSCS have high expectations for all students. High school programming focuses on acceleration, rather than remediation. Teachers provide scaffolding that explicitly teaches students how to study, how to approach academic tasks, and how to read and write at a college level.

### *English*

As students leave the elementary grades they begin studying the rich literature of English and other languages in translation. They develop skills in literary criticism and, an appreciation of cultural differences. In keeping with the Idaho Core Standards, both creative and nonfiction texts are studied for content and style. In the middle years students take two classes per year to polish their skills in both reading and writing. By the first year of IB, students are beginning to appreciate a language's breadth, complexity, wealth, and subtleties in a variety of contexts.

### *Foreign Language*

There are two major languages spoken in the Western Hemisphere: Spanish and English. At a minimum, one ought to be fluent in both. Knowledge of a second language will become more and more important to effective leadership in the 21<sup>st</sup> century. Knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and

problem-solving skills. We are an IB World School. By learning Spanish in ninth and tenth grade years and as part of the Diploma Program, we promote an understanding of other cultures through the study of their language.

### *Social Studies*

When students leave the elementary years, their world expands and they begin the study of world history and geography. As they proceed through their middle school and early high school years, their studies spiral back to an in-depth look at the documents and machinery of American democracy in American Government. In the IB diploma class, History of the Americas, students will look very closely at the recent history of the United States and its relationship with other nations in North and South America during the 20<sup>th</sup> century.

### *Science*

Beginning in the middle school years, students begin more field work with instruments. This enhances the students' excitement of science so that they can better understand facts and concepts. Students will experience the integrated science process skills of constructing hypotheses, designing investigations/models, identifying and describing relationships between variable, acquiring and constructing tables and graphs to processing data and drawing conclusions based on that data. In the middle school years, students study life and physical sciences. As freshman and sophomores, they will take biology and chemistry as the groundwork for success in the IB Biology class.

### *Mathematics*

Students explore and master pre-Algebra, Algebra 1, and Geometry. Successfully completing Algebra II is the gate to IB math classes. By refining their powers of abstraction and generalization, IB math students develop mathematical knowledge, concepts and principles as well as logical, critical and creative thinking. Students will view and use mathematics as a tool for reasoning and problem solving in purposeful ways in the other content areas.

### *The Arts*

The Arts demonstrate how people understand and record the human experience and our world. A strong music program is part of our core educational offering. Some suggest a strong correlation between cognitive development and musical training. NSCS provides a music training choice for middle school, freshman and sophomore students.

### *Business and Economics*

By weaving business, economics, communication and leadership skills into the fabric of education, NSCS aims to educate future business, civic and community leaders. The economics curriculum focuses on both microeconomics and macroeconomics. Microeconomics is the branch of economics that studies the behavior of individual households and firms in making

decisions on the allocation of limited resources. Macroeconomics is the branch of economics that deals with the performance, structure, behavior and decision-making of the whole economy.

## Grade 11-12 Curriculum

NSCS wants its students to be college-ready and is cognizant of the strong reputation IB has for being the best college-prep program<sup>8</sup> – even better than Advanced Placement, especially at preparing strong writers, speakers and thinkers. The extended essay requirement has been cited by *Washington Post* education reporter Jay Mathews as one of the chief reasons why IB students surpass AP students in college-readiness.

NSCS engages students in intellectually challenging work, focused on preparing its students to not only meet the content demands of college and challenging jobs, but to prepare them apply their learning to produce significant pieces of analytic work. Students are asked to read and write extensively in all classes.

The IB Diploma Program provides students with:

- a broad and balanced, yet academically demanding, program of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification.



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<sup>8</sup> International Baccalaureate Organization. “Key findings from research on the impact of IB programmes in the Americas region”. 2012.

## *IB Diploma Program Curriculum: Core Elements*

The core of the curriculum model consists of three elements:

### Element 1- Extended essay

The extended essay of some 4,000 words offers the opportunity for IB students to investigate a topic of special interest related to one of the student's six Diploma Program (DP) subjects/disciplines. An extended essay can also be undertaken in world studies. The world studies extended essay provides students with the opportunity to carry out an in-depth interdisciplinary study of an issue of contemporary global significance, utilizing two IB diploma disciplines. Both types of extended essay (single-disciplinary and interdisciplinary essays) are intended to promote high-level research and writing skills, intellectual discovery and creativity expected at the university level. They provide students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or issue chosen. It is recommended that students follow the completion of the written essay with a short, concluding interview - viva voce - with the supervisor.

### Element 2--Theory of knowledge (TOK)

TOK plays a special role in the Diploma Program by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. The fundamental question of TOK is “how do we know that?” Students are encouraged to think about how knowledge is arrived at in different disciplines, what the disciplines have in common and the differences between the disciplinary. TOK therefore both supports and is supported by the study of other DP subjects, as students are required to explore knowledge questions against the backdrop of their experiences in their other DP subjects. Through discussion and critical reflection students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.<sup>9</sup>

### Element 3—CAS

CAS (Creativity - Action – Service) is at the heart of the Diploma Program. CAS enables students to live the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. CAS is defined as:

- Creativity - arts and other experiences that involve creative thinking
- Action - physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the IB Diploma Program
- Service - an unpaid and voluntary exchange that has a learning benefit for the student.

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<sup>9</sup> International Baccalaureate. N.p., n.d, Web. 07 Apr. 2014.

Students develop skills and attitudes through a variety of individual and group activities that provide them with opportunities to express their passions, personalities and perspectives. CAS complements a challenging academic program in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. Students are also required to undertake a CAS Project that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem solving, and decision making.

The school and students give CAS as much importance as any other element of the Diploma Program. Successful completion of CAS is a requirement for the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence of achieving the eight learning outcomes.<sup>10</sup>

### *Diploma Program Subject Groups*

#### Group 1: Studies in language and literature

It is a requirement of the program that students study at least one subject from group 1. In group 1, students will study literature, including selections of literature in translation. Students will choose to study their group 1 subject(s) in a language in which they are academically competent.

In studying the group 1 courses, students are able to develop:

- a personal appreciation of language and literature
- skills in literary criticism
- an understanding of the formal, stylistic and aesthetic qualities of texts
- strong powers of expression, both written and oral
- an appreciation of cultural differences in perspective

The range of texts studied in language courses is broad, and students grow to appreciate a language's complexity, wealth and subtleties in a variety of contexts. A specific aim is to engender a lifelong interest in literature and a love for the elegance and richness of human expression.

While NSCS currently offers Language A: Literature HL, the school reserves the right to offer other alternatives as the program grows and matures.

#### Group 2: Language acquisition

It is a requirement of the program that students study at least one subject from group 2. The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.

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<sup>10</sup> International Baccalaureate. N.p., n.d, Web. 07 Apr. 2014.

NSCS currently offers Spanish SL and Spanish ab initio courses. In prior years Japanese ab initio was also offered. The school reserves the right to offer alternatives as the program grows and matures.

### Group 3: Individuals and societies

Students are required to choose one subject from each of the six academic areas, including one from Individuals and societies. They can choose a second subject from each academic area except the arts.

Studying any one of these subjects provides for the development of a critical appreciation of:

- human experience and behavior
- the varieties of physical, economic and social environments that people inhabit
- the history of social and cultural institutions.

In addition, Group 3 studies are designed to foster in students the capacity to identify, to analyze critically and to evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies.

NSCS currently offers IB History. In prior years, NSCS has offered IB Geography. The school reserves the right to offer alternatives as the program grows and matures.

### Group 4: Sciences

It is a requirement of the program that students study at least one subject from group 4. Students explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method.

A compulsory project encourages students to appreciate the environmental, social and ethical implications of science. This exercise is collaborative and interdisciplinary and provides an opportunity for students to explore scientific solutions to global questions.

NSCS currently offers IB Biology (with an emphasis on, IB Anatomy/Physiology, IB Biochemistry/Genetics), and IB Environmental Systems SL. The school reserves the right to offer alternatives as the program grows and matures.

### Group 5: Mathematics

It is a requirement of the program that students study at least one course in mathematics; computer science is an elective. The mathematics program enables students to:

- develop mathematical knowledge, concepts and principles
- develop logical, critical and creative thinking
- employ and refine their powers of abstraction and generalization.

Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives.

NSCS currently offers IB Math Studies and IB Math SL. In prior years North Star offered IB Math HL. The school reserves the right to offer alternatives as the program grows and matures.

### Group 6: The arts

It is a requirement of the program that students choose one subject from each of the academic areas 1 – 5. Alongside these five courses, a student can choose to study a group 6 subject, or to study an additional subject from groups 1 – 5.

The emphasis is on creativity in the context of disciplined, practical research into the relevant genres. In addition, each subject is designed to foster critical, reflective and informed practice, help students understand the dynamic and changing nature of the arts, explore the diversity of arts across time, place and cultures, and express themselves with confidence and competence.

In prior years NSCS offered IB Music HL. The school reserves the right to offer alternatives as the program grows and matures.

## **NORTH STAR'S CHARACTER PROGRAM**

NSCS emphasizes the ongoing development of the whole person.

“Schools must not only help students become literate and well informed, they must also help them develop the capacity to live responsibly and to judge wisely in matters of life and conduct.”

*Dr. Ernest L. Boyer  
President of the Carnegie Foundation for the Advancement of Teaching, Princeton, NJ  
Principal Magazine, NAESP  
September, 1995*

A unique quality of NSCS is the conscious emphasis placed on the non-academic part of our educational program. We see that schools have a critical role to play in helping to shape and reinforce basic values. The key work of our character program not only develops healthy, young

leaders aware of their responsibility in the world, it also helps create the environment in which learning can best take place.<sup>11</sup>

Our character program has three elements: Character/Leadership, Service, and Physical Wellness.<sup>12</sup> For the kindergarten through eighth grade, we employ *Character Counts*. During high school (9-12), the IB program takes seriously the importance of life outside the world of scholarship by requiring their Creativity, Action, and Service (CAS) project for the Diploma Program. *The IB Learner Profile* also provides a roadmap to both intellectual and personal qualities.

## **Character and Leadership Development**

In the early years above all else, we see ourselves as allies of the family, reinforcing parents' efforts to guide the intellectual, emotional, and moral development of their children. By providing moral and ethical standards, the school prepares its student to accept the privileges and responsibilities of citizenship. Every child is capable of achieving his or her potential to the fullest extent when afforded respect, fairness, kindness, discipline, and appropriate instruction.

NSCS represents a partnership among its students, parents, and faculty. A child has the right to come to school without fear of taunting, teasing, or violence. Parents have the right to expect a school to provide a safe, kind environment for their children. Teachers have the right to teach in an orderly environment without fear of violence. NSCS's dedication and commitment to providing a safe learning environment for every student is core to what NSCS provides its community of students.

Professional development focuses teachers on learning related to school culture and climate. Administration and staff learn how to develop a healthy school culture through book studies and discussions related to fostering and maintaining a healthy school climate and culture.

### Character Counts

At the Elementary level, each month a particular character trait is emphasized. A different grade level is responsible for developing skits and role-playing that teach and model the month's character trait. Thereafter, daily classroom instruction continues to explicitly teach these character traits and help the students implement them on a day-to-day basis. This emphasis and placement of high value on character education provides NSCS students with a unique learning environment, focused on developing virtuous citizen leaders dedicated to maintaining a safe and effective learning environment.

The Character Counts program continues into NSCS's Middle School program. Students have a daily advisory period where a different trait is highlighted and reinforced for a month. Each

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<sup>11</sup> "Social, emotional, and academic education: Creating a climate for learning, participation in democracy, and well-being." Cohen, Jonathan, *Harvard Educational Review* 76.2(2006):201-237.

<sup>12</sup> "Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning." Greenberg, Mark T.; Weissberg, Roger P.; O'Brien, Mary Utne; Zins, Joseph E.; Fredericks, Linda; Resnik, Hank; Elias, Maurice J.

homeroom has the opportunity to plan an assembly for their peers. Teachers choose a Student of the Month for each grade level who exemplifies the highlighted trait.

#### OUR CHARACTER COUNTS PROGRAM \*

- Respect
- Responsibility
- Gratitude
- Compassion
- Perseverance/ self-discipline
- Friendship Cooperation Kindness
- Honesty/ Integrity
- Enthusiasm
- Citizenship
- \* Self-reflection will likely be added as a character trait bringing the elementary program in line with the IB learner program. Self-reflection already is a part of program activities in the elementary classroom.

#### The IB Learner Profile

When students move into our secondary program, character development is furthered with the guidance of the IB learner profile which becomes the beacon for their actions and aspirations. By using and modeling the IB Profile, NSCS prepares the students for their time in the IB program. In addition to becoming reflective thinkers capable of understanding their own strengths and limitations, our 9<sup>th</sup> and 10<sup>th</sup> graders and IB students learn to courageously and confidently accept new challenges and new roles and see themselves as members of communities with responsibilities toward each other and the environment.

The IB Learner Profile provides a framework and common language for character education at the secondary level. Through a shared emphasis on the Profile, students and teachers 9-12 develop a school culture and climate that supports accelerated learning. The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

*Inquirers:* They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

*Knowledgeable:* They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

*Thinkers:* They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

*Communicators:* They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

*Principled:* They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

*Open-minded:* They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

*Caring:* They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

*Risk-takers:* They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

*Balanced:* They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

*Reflective:* They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.<sup>13</sup>

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<sup>13</sup> International Baccalaureate. N.p., n.d, Web. 07 Apr. 2014.

## **Service<sup>14</sup>**

NSCS sees service as a key aspect of developing a virtuous citizen. We see combining classroom instruction with meaningful community service as a way to heighten a sense of community, civic engagement, and personal responsibility in our learners. Our service learning emphasizes critical thinking and personal reflection while encouraging a broad sense of community.

In our elementary school, community service begins at the local level with events such as a Community Food Drive.

During the middle school and early high school years, students from grades 6-10 are required to participate in a requisite number of service hours. Students are provided with service opportunities coordinated by staff (i.e. a project that supports the opening of Horsethief Reservoir or a service trip to Belize).

The service aspect of the IB Program, the CAS (Creativity - Action- Service) Project expands on these initial community service opportunities provided in the early years. CAS requires students to understand their capacity to make meaningful contributions to their community and society. Through service, students develop and apply personal and social skills to real-life situations involving decision-making, problem solving, initiative, responsibility, and accountability.

## **Physical Wellness**

Physical wellness is the part of our character program that deals with developing long term soundness of body that is free of illness and pain. We feel fitness is critical to lifelong learning and encourage our students to learn these skills attitudes and habits. A physical education program ensures that NSCS students develop the coordination, motor skills, and overall fitness necessary to lead healthy and active lives.

In elementary school, students participate in physical education activities, which will teach them good sportsmanship, team play, and that will translate into classroom and personal settings.

In the middle school years, students begin formal health classes combined with physical education and are given the first opportunities to begin participating in NSCS sport programs like basketball, cross-country, volleyball, and track.

Action is the part of the IB CAS project focused on getting involved in activities and sports that contributes to a healthy lifestyle. NSCS offers a solid program of athletics for a small high school and encourages students to participate in sports programs in their home high schools if we do not offer it. Participation in organized sports requires dedication, focus teamwork and leadership.

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<sup>14</sup> “Research on K-12 school-based service-learning”. Billig, Shelley H. *Phi Delta Kappan* 81.9(2000): 658-664.

## **THOROUGHNESS STANDARDS (IDAHO CODE 33-1612)**

NSCS will fulfill the thoroughness standards identified in Idaho Code. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

### **STANDARD A**

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

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

Objectives: NSCS will:

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

### **STANDARD B**

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

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

Objectives: NSCS will:

- Establish behavioral expectations for students, staff and visitors that encourage a positive and respectful school climate and culture that is essential to creating and maintaining a safe and supportive school community.
- Follow the guiding principles of a classroom discipline model focused on respect for oneself and ones learning environment.

- Develop a student/parent handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
- Teach appropriate behaviors and foster responsible decision-making skills.
- Establish and maintain consistent rules aligned throughout the school.

## **STANDARD C**

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

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

Objectives: NSCS will:

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

## **STANDARD D**

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

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

Objectives: NSCS will:

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

## **STANDARD E**

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

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

Objectives: NSCS will:

- Use the Idaho State Department of Education's Core Standards as a starting point to engage students in research-based and evidence-based pedagogy, a prerequisite for entry into the International Baccalaureate curriculum
- Emphasize American history and the lives and writings of the Founders.
- Integrate business and economic concepts
- Provide a strong foundation in basic reading, writing, science, social studies, and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21<sup>st</sup> century.
- Physical activity during the school day will be incorporated into the curriculum.

## **STANDARD F**

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

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

Objectives: NSCS will:

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

## **STANDARD G**

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

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

Objectives: NSCS will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.
- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

## STANDARD H

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

*Goal: Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21<sup>st</sup> century.*

Objectives: NSCS will:

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

NSCS will achieve the Thoroughness Standards through implementation of an accelerated curriculum supported by a school culture based on a solid foundation of character education.

## GRADUATION REQUIREMENTS

The graduation requirements for NSCS will meet or exceed the guidelines established by the State of Idaho. The graduation requirements are outlined below, and are also included in the *North Star Charter School Student/Parent Handbook*.

Core Area	Graduation Requirement
<b>Core of Instruction</b>	46 credits
<b>Electives</b>	18 credits
<b>Total Credits</b>	64 credits
<b>Language Arts</b>	9 credits <i>English: 8 credits, Speech: 1 credit</i>
<b>Mathematics</b>	8 credits <i>2 credits must be taken in last year of high school</i>
<b>Science</b>	8 credits <i>4 credits must be lab classes</i>
<b>Social Studies</b>	10 credits

<i>US History, Economics, and American Government</i>	
<b>Humanities</b> <i>Foreign Language</i>	8 credits
<b>Health</b>	1 credit
<b>Physical Education</b>	2 credits
<b>Post-Secondary Readiness Plan</b>	4- Year Learning Plan at end of 8 <sup>th</sup> Grade
<b>Advanced Opportunities</b>	International Baccalaureate
<b>Senior Project</b>	IB CAS Project and IB Extended Essay
<b>College Entrance Exam</b>	PSAT, SAT, ACT
<b>Middle School</b>	Must take algebra before entering 9 <sup>th</sup> grade

## **SPECIAL EDUCATION SERVICES**

NSCS will serve all children including special education, Gifted and Talented, students requiring Section 504 Accommodations and LEP (Limited English Proficient) students. NSCS will follow the requirements of IDEA, the state of Idaho, and all other federal and state mandates regarding students with special needs.

The NSCS Board of Directors will adopt the 2007 *Idaho Special Education Manual* with all subsequent revisions and implement appropriate special education policies and procedures consistent with state and federal laws, rules, regulations, and legal requirements. All children will receive appropriate services as outlined in the Individuals with Disabilities Education Improvement Act, Section 504, and the *Idaho Special Education Manual*.

NSCS will plan and budget to provide Highly Qualified special education teacher(s) and other personnel, physical facilities that are appropriately accessible to permit access by students with disabilities, funding and contractual arrangements to ensure that NSCS students with disabilities receive special education and services as required in IDEA 2004 and outlined on the students' IEPs. All special education personnel will meet highly qualified special education standards and will be interviewed, selected, hired, trained, and in place by the first day of the 2014-2015 school year. To meet these expectations, NSCS will conduct a yearly Child Find activity.

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

1. The school will locate students by establishing and implementing an ongoing Child Find system, which will include referrals by parents, school staff, etc. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.
2. NSCS's Child Find system will also publicize and ensure that staff and the school's constituents are informed of the availability of special education services through information included in staff orientation, on the school's web page, in registration materials and through the use of various social media.
3. NSCS will conduct a thorough and comprehensive evaluation for students referred, to determine if the student qualifies for special education services under the Individuals

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

NSCS will implement and utilize a comprehensive Response to Intervention program as recommended in the Idaho Special Education Manual. This comprehensive, general education-led program will consist of the core components of problem identification, problem analysis, applying researched-based intervention and progress monitoring to determine student response to the scientifically research-based interventions. Students who do not respond adequately to the Response to Intervention program may be considered for a Referral to Consider a Special Education Evaluation.

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

## **Individual Education Plans**

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

The continuum of settings and services will be provided at NSCS, include general education classes, resource classes, and provisions for supplemental services such as resource services, itinerant instruction provided in conjunction with the general classroom, classroom aides, replacement curricula, behavioral supports, etc. In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the variety of alternate placements and related services available to meet those needs. NSCS may contract with private providers for the provision of related services. Services may be provided by a

licensed therapist, who may use a para-educator for support. In the rare event that the IEP team determines that the student's academic needs cannot be met on site, NSCS may contract with other agencies to provide those services.

For all special education students, NSCS will develop, review, and revise IEPs in accordance with state and federal laws. NSCS will adhere to the IDEA Procedural Safeguards and FERPA to assure protection of student and parent rights, including the confidentiality of personally identifiable information in student special education records. These statutes also provide for the right to review and inspect records. NSCS will ensure access to charter school programs, as required by the Americans with Disabilities Act (ADA). NSCS's building plan will permit access by students with disabilities. The school will provide transportation for special education students when the student's IEP requires it as a result of the multidisciplinary team decision.

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

## **Nondiscriminatory Enrollment Procedures**

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

## **LRE Requirements**

NSCS will provide special education and related services to eligible NSCS students in the Least Restrictive Environment (LRE), educating students with disabilities with their non-disabled peers to the maximum extent appropriate. Related services may include (but is not limited to) Positive Behavior Interventions, Adaptive Technologies, Extended School Year, etc. This will be in accordance with the *Idaho Special Education Manual, PL94-142*, and as identified on each

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

## **DUAL ENROLLMENT**

NSCS students will be allowed to participate in dual enrollment with other schools, as required by Idaho Code 33- 203. Dual enrollment is subject to school district policy and procedures, as allowed in Idaho Code 33- 203. Information concerning dual enrollment options and requirements will be provided to parents annually through the student/parent handbook.

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## Tab 4

# Measurable standards, Accreditation and Accountability

## **MEASURABLE STANDARDS**

NSCS is committed to holding students to a higher standard, and consistently striving for academic success.

In evaluating the school's success in meeting mission-based goals and objectives, the school is utilizing both standards-based and performance-based assessments. For those students who have attended NSCS for more than the prescribed timeframe stated they will accomplish the following goals:

1. 90% of all 3<sup>rd</sup> grade students who have attended NSCS for two or more consecutive years will score a "3" on the Idaho Reading Indicator (IRI).
2. Within 16 months of graduation, 75% or more of seniors will be enrolled in a post-secondary program.
3. Students will demonstrate an appreciation and respect for diversity, as demonstrated by a school-wide average score of 3 or higher on the Respect for Diversity sub-section of the Comprehensive School Climate Inventory.

## **Methods of Measuring Student Progress**

1. NSCS will run an enrollment report to determine which 3<sup>rd</sup> graders have been attending NSCS for two or more consecutive years and compare the IRI results to find the percentage of students that have obtained a score of 3.
2. NSCS will utilize the Idaho Go-On rates<sup>15</sup> calculated by the National Student Clearinghouse Research Center<sup>16</sup> to determine the percentage of students that graduate NSCS and enroll in post-secondary education. Post-secondary education is defined as attendance at a 2 or 4 year college, university or vocational/ trade program. NSCS's goal of 75% or more students attending a post-secondary program within 16 months is representative of the data collection procedures used by the National Student Clearinghouse Research Center. In setting this goal's target percentage, NSCS took into account that the small school concept's graduating classes are smaller in size and that some students at NSCS will choose to pursue a religion-based mission before continuing onto post-secondary educational opportunities. All data will be evaluated by graduating class with no intermixing of other graduating classes (example: when looking at the 2013

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<sup>15</sup> [http://www.idahoedtrends.org/data#college\\_going](http://www.idahoedtrends.org/data#college_going)

<sup>16</sup> [Hggp://nscresearchcenter.org/](http://nscresearchcenter.org/)

graduates 16 months after their graduation, there would be no inclusion of any data from the 2014 graduates in the analysis).

3. NSCS will use the Comprehensive School Climate Inventory (CSCI) to evaluate and report on progress towards this MSES. The CSCI is a nationally recognized school climate survey that provides an in-depth profile of our school community's particular strengths and needs relative to an appreciation and respect for diversity. The survey is an empirically validated tool that has been used by many schools nationwide. Due to the large expense associated with administration of the survey, NSCS will not administer the survey or report results to the PSCS on an annual basis. The survey will be administered to students, teachers and parents. Results will be generated by CSCI after analysis and provided to NSCS. At a minimum, the survey will be administered in the year preceding a renewal decision. These results will be reported by the school to the PCSC by October 1 of that year.

## **Annual Reporting of MSES**

Annual reports will be made available to the Idaho State Department of Education and the Idaho Public Charter School Commission regarding NSCS's MSES. Non-student specific MSES results will also be made available to parents and other stakeholders on the school's website, within 30 days of receipt of data. Student-specific data will be shared with parents at the parent-teacher conferences at least once a year.

## **STANDARDIZED TESTS**

Under the direction of the School Administrator, NSCS students will be tested with the same state-mandated standardized tests as all other Idaho public school students. The tests will be conducted in strict accordance with, and at the specified intervals mandated by the State of Idaho. It is NSCS's goal to have a 95% participation rate on state assessments. Early and consistent communication with parents about the importance and purpose of the assessments along with communicating the assessment results to parents in a timely manner will help facilitate NSCS reaching this goal. The School Administrator will work with the staff member assigned the role of School Test Coordinator to ensure a schedule is developed that provides an opportunity for all students to be assessed and for students that are not in attendance during the testing period to be rescheduled for a make-up test. Additionally, NSCS will administer any and all required state assessments according to SDE protocol.

## **ACCREDITATION**

NSCS is currently accredited for grades K through 12 by The Northwest Accreditation Commission. NSCS will renew accreditation every 5 years as required by the Northwest Accreditation Commission. The requirements used by the AdvancED Accreditation Commission are research-based standards to not only evaluate NSCS's organizational effectiveness, but also its K-12 programs, school wide culture, and satisfaction of our stakeholders. The five standards- Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for Continuous

Improvement, provide the framework for NSCS to continually monitor our effectiveness. It is our belief that using this set of research-based standards can provide focus and help NSCS leadership and stakeholders continue to provide a quality education for NSCS students.

To ensure continuing accreditation of NSCS, the school will maintain accreditation for its K-12 program in accordance with Idaho Code 33-5205(3) (e) and IDAPA 08.02.02.140. An accreditation committee appointed by the school administration will choose the appropriate accreditation standard and oversee the accreditation process. After accreditation, the school administration will submit annual accreditation reports to the Idaho State Department of Education. The accreditation will be completed through NWAC/AdvancED.

Please see Appendix K for the External Accreditation Review Report.

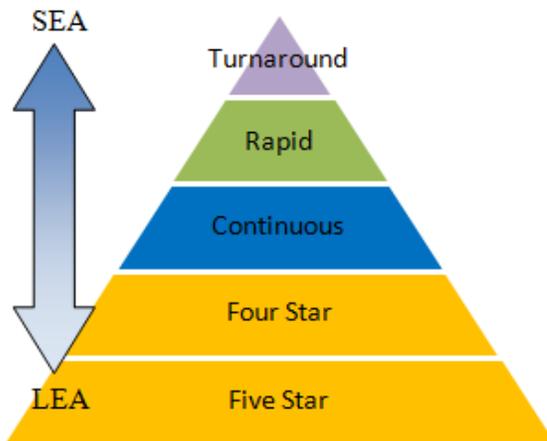
## **ACCOUNTABILITY AND SCHOOL IMPROVEMENT**

NSCS is committed to being a school where student success is a top priority. This is reflected currently with a Four-Star rating in the Star System.

If it is ever determined that, based on student performance, the school is in need of improvement in accordance with the Star System through receiving a one, two or three Star Rating, NSCS will develop and follow a plan that will focus on improving school and staff capacity (structure, resource allocation, and teacher skill sets) to increase student achievement.

The Board of Directors of NSCS will provide consultation to the school administration regarding ongoing plans for the school. The Board will be responsible for the oversight and implementation of the school improvement process. It will be subject to all School-Level Improvement, continuous, Rapid and Turnaround Plans to a documented, meaningful and thorough review process prior to providing approval. If applicable, it will show that it has partnered with any schools in Turnaround planning to ensure a successful plan for alternative governance. The Board will oversee the development of the District Improvement Plan and will assure that the goals of the plan represent the goals of the Board of Directors.

If NSCS receives either four or five stars, no action is required. If NSCS receives a score of three stars or less, NSCS will follow the procedures outlined below:



School level plans are based on a continuum of performance over time with varying levels of LEA and SEA intervention and support structures. Schools with four and five star ratings are not required to submit School Improvement Plans so all the direction is at the school and LEA level. Moving along the continuum, the requirements for schools in Continuous Improvement will be less directed by the SEA than those in Rapid Improvement; however, the furthest end of the spectrum is Turnaround Planning at which point the State Department of Education will be highly involved in the planning process.

Idaho's Accountability System includes the following four measures and the rate of participation in State assessments:

1. Reading, mathematics, and language usage achievement (proficiency) designations for all students;
2. Graduation rates for all students;
3. Growth and growth toward proficiency for all students and subgroups over time; and
4. For schools with grade 12, increasing advanced opportunities and ensuring college readiness through college entrance and placement exams.

Annually, NSCS will receive a star rating and improvement planning category designation from the SDE. The school will strive to receive a four or five star rating. In the case that it receives a lesser rating, the following steps will be enacted.

If NSCS receives a Turnaround or Priority School status (One-Star Rating):

After the State conducts an Instructional Core Focus Visit, the Board, appropriate staff and the authorizer will create a Turnaround Plan based on whichever of the following permissible models would best affect the necessary change:

1. Transformation model, which addresses areas critical to transforming persistently low achieving schools. These areas include: developing teacher and Administrator leader effectiveness (depending on the track record of the Administrator, this could mean replacing the current administrator), implementing comprehensive instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support.
2. Turnaround model, which includes, among other actions, replacing the Administrator and rehiring up to 50% of the school's staff, adopting a new governance structure, and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with the State's academic standards. A turnaround model may also implement other strategies such as any of the required and permissible activities under the transformation model or a new school model (e.g., themed, dual language academy).

3. Governance Partnership Model in which the Board/school partners with an external entity to implement the Turnaround Principles and transform the governance of the school. This may include:
  - a. Agreeing to utilize services provided directly to the school by the state in lieu of a state takeover in which a diagnostic review is conducted and services are tailored specifically to the context of the school;
  - b. Purchasing the services of a lead turnaround partner that will utilize research-based strategies, that have a proven record of success with similar schools, and which shall be a key participant and decision-maker in all aspects of developing and collaborative executing the turnaround plan.

After choosing the best Turnaround Model, NSCS staff, Board, and the authorizing charter entity will create a Turnaround Plan that will provide the framework for analyzing problems, identifying underlying causes and addressing instructional issues in the school that have led to low student achievement outcomes. The plan will incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused NSCS to be identified for the Turnaround Plan category.

NSCS will use the State's WISE Tool and required indicators to write its Turnaround Plan. The indicators NSCS will use in its Turnaround Plan will be tied to research-based practices that have been proven to raise achievement for all students, including English Learners, students with disabilities, and the lowest achieving students.

Once identified, NSCS would remain a One-Star School (i.e., a priority school in the Turnaround Plan status) for at least three years, unless it meets the exit criteria defined in Section 2.D.v. During that period, plans will be overseen by the authorizing charter entity, approved by the State, and monitored by both the State and the authorizing charter entity. NSCS may exit priority status one year early if it meets the exit criteria of two consecutive years at a Three Star rating or higher (after initial identification).

**Special Rule for District Charter Schools:** For a district charter school, renegotiate and significantly restructure the school's charter pending approval by the State Charter School Commission in order to implement the Turnaround Principles or revoke the charter and close the district charter school.

If NSCS receives a Two-Star Rating, the Board and authorizing charter entity will collaborate with the SDE to develop and Rapid Improvement Plan using the required WISE tool indicators. NSCS will follow the required steps, guidelines, and procedures in a manner similar to those outlined above and as provided in the Idaho Improvement Planning and Implementation Workbook. NSCS must receive a three star rating for two subsequent years to be removed from this ranking.

If NSCS receives a three-star rating, the Board and authorizing charter entity will collaborate with the SDE to develop a Continuous Improvement Plan using the required WISE Tool indicators. NSCS will follow the required steps, guidelines and procedures in a manner similar to

those above and as provided in the Idaho Improvement Planning and Implementation Workbook. NSCS must receive a higher rating for at least one year to be removed from this ranking.

If NSCS is in improvement status, they will complete all requirements including the 10% set aside for professional development, notification of school choice and tutoring services for eligible students attending one and two star schools, SMART Goals and alignment of evaluation and state funding plan. Additionally, if NSCS is in improvement status, the Board in conjunction with the administration (as appropriate) and authorizer will revisit and reprioritize the operational budget to ensure resources are directed toward realizing improvement goals. This will be particularly critical to meet the requirements of Turnaround Plans, and especially if the administrator or a significant portion of the staff are replaced.

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## Tab 5

# Governance Structure, Parental Involvement, Audits

### **GOVERNANCE STRUCTURE**

NSCS is a non-profit organization and managed under *the Idaho Nonprofit Corporation Act*. A Board of Directors will be the public agents who control and govern the charter school. NSCS shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. The Board of Directors' meetings will generally follow Robert's Rules of Order, and will follow the Open Meetings laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the Charter School Corporation and Public Records laws.

Under the bylaws of the corporation, NSCS is governed by a Board of Directors consisting of between five and seven voting directors. Board Members are elected for a two year term. No more than three Board Members may be parents of students at NSCS. The remainder of the Board Members shall not be affiliated with the school.

The Board of Directors seats are as follows:

<b>Seat #</b>	<b>Type of Seat</b>	<b>Year of Election</b>
Seat One	Parent	Even year
Seat Two	Parent/community	Even year
Seat Three	Community	Even year
Seat Four	Parent	Odd year
Seat Five	Community	Odd year
Seat Six	Community	Odd year
Seat Seven	Community	Even year
Non-Voting	PTO President	Current

Current board members and their resumes are in Appendix E.

### **Powers and Limitations**

NSCS will be a legally and operationally independent entity established by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the charter school. NSCS commits to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them.

The Board of Directors will have the responsibility to approve the selection of all the Administrators (Elementary, Secondary, Academic and Finance Administrator) who may not be

one of its members. NSCS will not contractually bind the Idaho Public Charter School Commission in a contract with any third party.

## **Board of Director's Responsibilities**

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

The Board is responsible for development of the school's policies. Board decisions on policies affecting the school will be made only after full discussion and opportunity for public comment at publicly held board meetings. The Board will periodically review and evaluate the effectiveness of policies based on the impact on school operations, performance and alignment with applicable laws, rules and regulations.

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

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

## **Selection and Replacement**

Annual elections for members of the Board of Directors will be held according to the Bylaws of the Charter School Corporation (see Bylaws in Appendix B). For Election Process, see Appendix D.

## **Recruiting Board Members**

NSCS will seek to recruit parents of students enrolled in the school and others in the community who are highly qualified to be on the Board. NSCS will seek prospective members who have training or experience in accounting/finance, law, education, publicity, marketing, and/or business. Recruitment notices that detail the qualifications and experience required will be sent out through email to the students' parents and others on the school's e-mail list. They will also be posted on the school's website. NSCS will request the assistance of its faculty and stakeholders in finding Board candidates.

Since NSCS has an elected Board, the Board, itself, does not choose the future board members, therefore the role of the NSCS Board in succession planning is somewhat limited. Board Members will encourage stakeholders to find qualified members and urge them to participate in the election process.

NSCS can utilize the Advisory Committees as a means to identify possible candidates. These committees provide an avenue for the school's stakeholders to vet prospective candidates for the Board.

Advisory committees have at least one Board member as Chair. Generally, no more than 6 non-board members will serve on the committee. Non-Board Members of a committee have no voting authority.

## **Board Training and Evaluation**

When new Board Members are added, they are provided with a New Board Member Packet. This packet contains information to help them understand what is involved in being a Board Member, such as but not limited to: the NSCS Charter, roles and responsibilities, meeting laws, state statute for charter schools, ethical standards, policies and financial reports and budgets.

Annually or throughout the year, at the discretion of the Chairman, there may be a training schedule to include, but not limited to, the roles/responsibilities of a Board, review of the school's charter, the Board's Ethical Standards, and state statutes. As appropriate, the Board may include other training, including external training, as appropriate based on costs and time. The Chairman will make sure the Board is aware of these opportunities.

Board members will be encouraged to attend any staff and parent education meetings.

The Board will conduct a self-assessment annually by using the Idaho School Board Association (ISBA)'s self-assessment tool (see Appendix G). The data will be used to improve the Board and its individual member's functionality. An example may be the discovery that the Board is weak in financial knowledge, leading to additional training specific to educational finances.

## **Ethical Standards**

NSCS is a member of the ISBA and adheres to the ISBA ethical standards. Each Board member is required to read, understand, sign and adhere to the ethical standards of the Board. Our Ethical Standards Agreement is in Appendix F.

## **Relationship between the Board of Directors and School Administration**

The organization chart in Appendix H demonstrates the reporting and interaction structure for NSCS. The relationship of the Board of Directors to the NSCS administration is as follows:

### **Board of Directors**

The Board of Directors is responsible:

- For policy development and review
- For the financial health of the school
- For operational oversight (not day-to-day operations)
- For the annual evaluations of Elementary, Secondary, Academic and Financial administrators
- For the legal affairs of NSCS
- To refer administrative communications to the administration, as appropriate, and to follow the Board-established chain of command
- To adopt, advocate for and oversee a school budget, which is responsive to school goals and meets the needs of all students.
- To delegate to the Administrators responsibility for all administrative functions, except those specifically reserved to the Board through board policy
- To conduct an annual self-evaluation of its own leadership, governance and teamwork.
- To seek the administration's recommendation before taking action.
- To communicate and interpret the school's mission and other policy related matters to the public and stakeholders.
- To ensure there is a supportive, smoothly, operating leadership team, which advocates for both children and the community.

### **Elementary and Secondary Administrators**

The Elementary and Secondary Administrators works under the direction of the Board of Directors and are empowered to provide educational direction, administration, and on-site day-to-day operation of the elementary and secondary schools, respectively, as well as certain decisions concerning but not limited to:

- Implementing the vision and mission of the school
- Recommend to the Board the hiring of personnel
- Providing instructional materials and supplies
- Allocating classroom resources
- Fulfilling state charter school requirements
- Building school-wide community
- Providing special services
- Contracting educational services
- Contracting SPED services

- Manage the disciplinary policy
- Developing curriculum, instruction and assessment
- Implementing professional development
- Resolving employment and personnel issues
- Overseeing enrollment and attendance
- Conducting teacher evaluations
- Supplying annual educational reports
- Executing the policies of the Board
- Acting as an intermediary between the Board of Directors and stakeholders
- Communicating to the Board on NSCS's academic performance
- Making recommendations to the Board on issues facing the school
- Supervising student scheduling
- Student enrollment and records
- Attendance
- State reports concerning students, faculty, and staff
- Parent and public relations

### Academic Administrator

The Academic Administrator works under the direction of the Board of Directors, with a primary focus on the teachers through the following, but not limited to, responsibilities:

- Provide teacher mentorship and coaching K-12
- Oversee Teacher Leadership teams
- Oversee ISEE reporting related to student data management
- Oversee Professional Development and in-services events
- Oversee Special Education initiatives and process
- State assessment planning, scheduling and implementation
- Oversee building security and student safety
- Oversee Substitute teacher roster, training and evaluations
- Participate in integrated curriculum development K-12

### Finance Administrator

The Finance Administrator will work under the direction of the Board of Directors. The Finance Administrator's responsibilities include, but are not limited to the following:

- Monthly and Annual financial reporting to the Board and outside entities
- Day to day financial operations and accounting
- Financial records
- Purchasing/Contracting
- State reporting requirements
- Payroll

- Insurance
- Benefits
- Facilities management

### Administrative Assistant(s)

The administrative assistant(s) will work under the direction of the Elementary and Secondary Administrator. The administrative assistant(s) responsibilities will include, but are not limited to:

- Student enrollment and records
- Attendance
- State reports
- Parent and public relations

The composite administrative team as identified herein may, at the direction of the Board of Directors, be further organized to operate as a self-directing administrative/management team with cross-training and appropriate joint decision making and collaboration so long as requirements for certification as required by the Idaho Code are fully observed.

## **PARENTAL INVOLVEMENT**

The Parent-Teacher Organization (PTO) will provide consultation and support to the Board and the Administration regarding ongoing plans for the school. The head of the PTO will sit on the Board of Directors (as a non-voting member) providing an additional avenue for parent's views to be shared.

Parents of students who attend NSCS will be involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to ensure parental involvement will be as follows:

1. Parents will receive a student handbook at registration.
2. Parents will be encouraged to attend parent teacher conferences during the year.
3. Parents will be encouraged to be involved in the PTO and to volunteer for school projects, programs and committees, and to work specifically with students who are challenged academically.
4. Parents will be encouraged to provide an appropriate learning environment at home for study.
5. Parents will be encouraged to attend Board meetings.
6. The Board will seek parental involvement on Advisory Committees and as Board members as described under "Board Recruitment".

In order to create awareness of volunteer opportunities, Board meeting dates, PTO contacts and other parental involvement opportunities, the information will be communicated via email, newsletter and school website.

## **AUDITS/FINANCIAL REPORTING**

Annually, the Board of Directors approves a letter of engagement of an independent certified public accountant to conduct an independent audit that complies with all related finance laws. At the completion of the audit, the Board reviews the results of the audit, approves and accepts the audit report and findings. A copy of the audit report will be submitted to the Authorizing entity and the SDE.

The Board of Directors complies with all school finance laws. The board presents and discusses all financial matters at public session and posts all financial results, budgets, audits, contracts and disbursements electronically via the school website. The Board holds an annual public hearing where the budget is discussed in detail. The Board posts notices of all meetings, including financial meetings, at the Meridian School District, Meridian Public Library, and Eagle Public Library and in the Idaho Statesman.

NSCS will comply with the financial reporting requirements of Idaho Code Section 33-701 (5-10). The Board will have prepared and published, within one hundred twenty (120) days from the last day of each fiscal year, an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction pursuant to Idaho Code Section 33-701(5)(6). Such annual statement shall include, but not be limited to, the amounts of money budgeted and received and from what sources, and the amounts budgeted and expended for salaries and other expenses by category. The school places copies of all teacher contracts and vendor contracts on the school website. In addition, the school places a listing of all disbursements on the website and makes available all such information upon request.

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

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

Pursuant to 33-701(10), NSCS will invest any money coming into the hands of the school in investments permitted by section 67-120 of the Idaho Code.

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## TAB 6:

# Employee Requirements, Health and Safety, Student Discipline

### **EMPLOYEE QUALIFICATIONS**

NSCS's full-time and part-time staff will meet or exceed qualifications required by state law. Instructional staff shall be Highly Qualified certified teachers as required by Idaho Code Section 33-5205(3) (g). The Elementary, Secondary and Academic Administrators will be certified as administrators. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of NSCS as outlined within the Charter. Staff must comply with the professional codes and standards approved by the State Board of Education, including standards for ethics or conduct as required by Idaho Code Section 33-5204A(1). The Elementary and Secondary Administrators(s) will make recommendations to the Board of Directors for approval of instructional staff.

NSCS reserves the right to seek waivers or limited certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. Additionally, NSCS reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis.

### **BACKGROUND CHECKS**

All employees, subcontractors, Board Members, and volunteers who work with students independently are required to undergo State of Idaho criminal background checks and FBI fingerprinting in compliance with Idaho Code 33-130. Each person stated above shall submit the completed fingerprint card to the school who will submit such background check information to the Office of Certification at the State Department of Education. Subcontractors will pay for their own background checks.

### **PROFESSIONAL DEVELOPMENT**

NSCS recognizes that teachers are the foundation of our school's program, helping achieve their potential academically, socially and emotionally. Teacher success is the basis for successful student learning. NSCS intends to support its teachers through competitive compensation packages, paraprofessional support, opportunities for peer connection and support, and a strong mentoring and professional development program. NSCS recognizes the critical importance of its professional development programs for the long-term success of the school and its students. See teacher evaluations in Appendix I and professional development plans in Appendix J.

## **HEALTH AND SAFETY PROCEDURES**

NSCS complies with the following health and safety procedures:

1. Conducts criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
2. Requires that all students show proof of immunization before being enrolled at the NSCS.
3. Requires that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
4. Provides for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
5. NSCS has adopted and implemented a comprehensive set of health, safety and risk management policies. These policies have been developed in consultation with the NSCS's insurance carriers and at a minimum address the above and following items:
  - a. Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
  - b. Policies relating to preventing contact with blood-borne pathogens
  - c. A policy requiring that all staff receives training in emergency response, including appropriate "first responder" training.
  - d. Policies relating to the administration of prescription drugs and other medicine.
  - e. A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
  - f. Policies establishing that the school functions as a gun-free, drug, alcohol, and tobacco free workplace.
6. NSCS has developed a policy regarding internet usage that complies with all requirements set forth in the Children's Internet Protection Act.

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

## **CLASSROOM MANAGEMENT**

NSCS is committed to a safe learning environment. Appropriate behavior is essential in the establishment of a positive learning environment for students. Student expectations for appropriate behavior are high, and are communicated to students as part of the Character Development program (described in Tab 3). Teachers specifically and explicitly teach and review classroom rules as a means to teach appropriate behavior in the classroom setting. Expectations for appropriate behavior are communicated to parents in NSCS's student/parent handbook (distributed to families annually) and these expectations are clearly communicated to new families during initial tours of the facilities offered in the spring. Teachers will be trained in

the “Love and Logic” approach, as a means to ensure that the school-wide philosophy will be implemented in communicated uniformly.

The Love and Logic program is a classroom management approach to working with students that:

1. Puts teachers in control
2. Teaches students to think for themselves
3. Raises the level of student responsibility
4. Prepares students to function effectively in a society filled with temptations, decisions and consequences

Teachers and staff follow three basic rules when using Love and Logic, which are:

1. Use enforceable limits
2. Provide choices within limits
3. Apply consequences with empathy

## **STUDENT DISCIPLINE**

Discipline at NSCS emphasizes a positive approach, guided by the Love and Logic way of thinking. NSCS expects its students to behave in an age-appropriate, respectful way towards adults, classmates in school and personal property. When this does not occur, classroom teachers will use corrective strategies that correlate with the Love and Logic philosophy. Teachers and staff are primarily responsible for the maintenance of proper student behavior both within and outside of the classroom setting during the school day. Every reasonable effort should be made by teachers/staff to solve discipline problems before they are referred to administration.

### **Discipline Steps**

When a referral is made by a teacher regarding mischievous or severe behavior it will be submitted to Administration. Referrals will be processed as follows below:

#### **Level One**

(Behavioral interventions may begin on Step 1 or Step 2):

- Step 1: Teacher conferences with student and maintains written documentation of student behavior.
- Step 2: Teacher documents student behaviors and determines appropriate intervention strategies. Teacher contacts parents; may include the counselor and administration. Teacher maintains written documentation of student behavior.
- Step 3: Teacher refers student to the administration and parents are contacted. This indicates that the student has not responded to step 2 and/or 3 interventions in the classroom. Administration maintains written documentation of student behavior.
  - Referrals will result in a conference with the student/parent and assignment of a consequence determined by the Administration. A review

of step 1 and 2 interventions and alternate strategies may be considered by the Administration and the teacher.

### **Level Two**

For severe deviant behavior or repeated violations, the student may be suspended from school for a period of one to five (1-5) days by the Administration or certified designee. See Idaho Code 33-205 or North Star Policy 502.1 for more information

- Continued referrals may result in progression to level three. This may take place by a telephone or school conference.

### **Level Three**

When the student does not respond to interventions, expulsion will be considered. The Board reviews all expulsions. The Administrator has the authority to temporarily suspend a pupil until a final determination is made by the Board. The Administrator or designee may recommend to the Board a time period for pupil expulsion up to one year. No pupil shall be expelled without the Board having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the Board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his/her own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the Board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the proposed expulsion.

### **Readmission**

Readmission may occur after a meeting with the NSCS Board of Directors and Administrator prior to the end of the expulsion.

## **Zero Tolerance**

Most students respect each other and the staff at NSCS. However, we believe it is important to call attention to specific behaviors that are not allowed on any school campus. Students in violation of any zero tolerance policy may be expelled and referred to the appropriate authorities. The duration of expulsion may be for the remainder of the school year, or, if occurring in the second semester, the student may be additionally expelled for the first semester of the next school year. The expulsion process is described above under "Discipline Steps". Zero tolerance will be in effect while on the property of the school or other structure on school grounds which were, at the time of the violation, being used for an activity sponsored by or through the school, and/or while riding school provided transportation and/or participating in a school sponsored extracurricular or academic activity off school grounds.

Zero tolerance offences include alcohol/controlled substance (including tobacco), arson, explosive devices, weapons, battery, bullying and harassment. Please know that because a specific behavior is not mentioned, it does not mean it is acceptable.

The Board of Directors reviews all expulsions recommended by the school's administration, and will adhere to all state laws and NSCS policy 502.1 regarding expulsion hearings.

## **Alcohol, Drugs and Tobacco**

The Board of Directors recognize that student use of chemical substances is a serious problem of utmost concern in our society. Drug, alcohol, and tobacco use is detrimental to a state of well-being and undermines the aim of education, which is to enable individuals to develop to their full potential. The school seeks to ensure the highest standards of learning in the classroom and recognizes that use of chemical substances—including alcohol, tobacco, controlled substances and other substances as defined in the policy—creates educational, economic and legal problems. NSCS supports prevention, early intervention, and appropriate referral. Our intent is to identify and document any behavior/appearance that would be considered problematic to the student. The consequences for violation of this policy is set forth in the student/parent handbook (see Appendix L).

## **Bullying/Harassment**

Bullying/harassment shall be defined as any physical, verbal, cyber, or socially aggressive behavior calculated to intimidate, harm, injure, coerce, ridicule, or threaten. Any staff member observing or suspecting bullying behavior shall intervene. The consequences for violation of this policy is set forth in the student/parent handbook (see Appendix L).

## **Notification of Law Enforcement**

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

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

## **Suicide Prevention**

NSCS complies with Idaho Code 33-512 B, Suicidal Tendencies-Duty to Warn and Idaho Administrative Procedures Act (IDAPA). 08.02.03.160. Additionally, NSCS uses the 4-pronged approach recommended in the Idaho Guidelines for Suicide Prevention in Schools:

1. **Student Well-Being:** There are, of course, many aspects related to the well-being of students. Two of these aspects are of particular importance in preventing suicide as documented by nationally known suicide expert Dr. Thomas Joiner in his book, Why People Die by Suicide. Dr. Joiner points to failed belongingness and perceived burdensomeness as the two fundamental elements involved in desire for suicide. School personnel can play a key role in increasing student feelings of belongingness and capability/effectiveness (non-burdensomeness).
2. **Training:** Staff training is to include all certified school personnel, in the fall of each new school year. Training will be incorporated into the professional development days, provided to certified teachers prior to the start of each school year, by the school counselor.
3. **Student Training:** Student prevention should be administered in a regular, relevant class setting, such as a health course or teen development class with a curriculum that focuses on warning signs, protective factors, available community mental health services, and a strong message of hope, with the purpose of helping students identify classmates or themselves to prevent suicide.
  - a. Do not present students with curriculum until school personnel, parents, and community mental health providers are on board and support is available for those presenting with suicide ideation.
  - b. Do not present student suicide prevention training within six to twelve months of a completed suicide, depending on the readiness of the school community. Continue post-intervention activities.
4. **Screening:** It is critical to follow up with students who are identified by the training or coursework as at risk.

## **Disaster Preparedness**

All school staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and events which threaten to result in a disaster. The Board of Directors or designee shall develop and maintain a school crisis plan which details provisions for handling foreseeable emergencies and disasters. It is recommended that this plan be reviewed and updated regularly.

The Administration shall augment the school plan with working site crisis plans and appropriate procedures specific to the school. All students and employees shall receive instruction regarding these plans.

The Board of Directors or designee shall consult with city and/or county agencies so that school and site plans may provide the best possible way a of handling each situation. These consultations should also consider emergency communications systems between these agencies and the school.

School and site plans shall address, but not be limited to, the following situations:

- Fire in a building
- Fire from an external source, i.e., brush, grass, or forest fires.
- Bomb threats or actual events.

- Natural disasters, i.e., floods, severe weather, or earthquakes.
- Man-made disasters, i.e., riots, accidents involving aircraft, or hazardous materials.
- Threats, attacks, or disturbances from groups or individuals.
- Other threats to students' health and safety, i.e., suicide.

## **EMPLOYEE: BENEFITS, STATUS, CONTRACTS**

### **Benefits**

NSCS will comply with all state and federal laws addressing employment benefits and insurance. At a minimum, all eligible employees will be covered by worker's compensation insurance, will have Federal Social Security withheld along with the employer's matching contributions, will be covered under the Public Employee Retirement System of Idaho (PERSI), and will be offered health insurance. It is the intent of NSCS to offer competitive wages and benefits so that it can recruit and retain talented employees. All employees who currently are members of PERSI will continue their participation. All new employees that are eligible for PERSI will become members of PERSI.

All employees will contribute to the Federal Social Security System. NSCS will make all employer contributions as required by PERSI and Federal Social Security. In addition, the school will also pay for worker's compensation insurance, and any other payroll obligations of an employer as required by Idaho Code 33-1279. NSCS will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits. The Board will develop a process to ensure that all eligible employees are invited to enroll in one of NSCS's health insurance plans. The Employees have the right to decline health insurance.

### **Transfer Rights of Employees**

With NSCS as its own LEA, no employee transfer rights apply between NSCS and any other school district.

### **Collective Bargaining**

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

### **Written contracts**

All teachers and administrators will be on a written contract with NSCS, approved by the Board. All contracts will be in a form approved by the State Superintendent, conditioned upon a valid certification being held by such professional personnel at the time of entering upon the duties.

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

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

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## TAB 7:

# Admissions, Enrollment, Student Policies

### **ENROLLMENT**

NSCS's enrollment is capped at 1032 students in grades K-12<sup>th</sup>. Annually, no less than thirty (30) days prior to NSCS's lottery application deadline, the Board of Directors will establish, at its regularly scheduled meeting, by motion and vote, an 'Annual Enrollment Capacity' as follows: Based on recommendations from the Administration, the Board will establish: (1) an annual school-wide enrollment capacity not to exceed 1032 students; and (2) an annual enrollment capacity for each grade. Each year, The Administration will: (1) Post the Annual Enrollment Capacity information on the NSCS web site within five (5) days of the Board vote; and (2) conduct the lottery and enrollment process in compliance with the limits established in the Board's Annual Enrollment Capacity motion and vote.

### **ENROLLMENT OPPORTUNITIES**

In accordance with IDAPA08.02.02.203.02, NSCS will ensure that the public notification process of enrollment opportunities will include the dissemination of enrollment information, at least three months in advance of the enrollment deadline established by NSCS each year. The information will be posted in highly visible and prominent locations within the attendance area of the school, as well as, on the school's website. In addition, NSCS will ensure that such process includes the dissemination of press release or public service announcements to media outlets such as television, radio, and newspapers that broadcast within, or disseminate printed publications within, the area of attendance of the school. NSCS will ensure that such announcements are broadcast or published by such media outlets on at least three occasions, beginning no later than fourteen days prior to the enrollment deadline each year. Enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

### **ADMISSION PROCEDURES**

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

NSCS will substantially follow the model admission procedure identified by the Idaho State Board of Education in the initial year and for every year thereafter.

NSCS has identified the following admission procedures:

## **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 NSCS. In the case of a family with more than one (1) child seeking to attend, a single written request for admission must be submitted on behalf of all siblings whom the parents desire to enroll in NSCS. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of the school is insufficient to enroll all prospective students, then a lottery, as described elsewhere in this charter, shall be utilized to determine which prospective students will be admitted to the school. Only those written requests for admission submitted on behalf of prospective students that are received prior to the established deadline shall be permitted in the lottery. Only written requests for admission shall be considered.

## **Lottery Process**

NSCS will hold a lottery each year unless the initial capacity of NSCS is sufficient to enroll all prospective students. The lottery will be held in a public forum and a neutral 3rd party will conduct the lottery selection. NSCS will determine the students who will be offered admission by conducting a fair and equitable lottery conducted according to IDAPA 08.02.04.203 and Idaho Code 33-5205.

## **Priority of Preferences for Future Enrollment Periods**

The selection hierarchy for admission preferences for enrollment of students shall be as follows:

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

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

## **Wait List**

All student names which were not selected in the lottery will be listed after the selected students in the order established by the lottery. Prospective students not eligible for immediate admission will be placed on a wait list and may be eligible for admission at a later date if a seat becomes available.

All openings during the school year will be filled according to the order of this wait list. If a parent, guardian, or other person receives an offer on behalf of a student and declines admission,

or fails to respond to such an offer in a timely manner by the date designated in such offer by NSCS, then the name of such student will be stricken from the wait list, and the seat that opens in that grade will be made available to the next eligible student on the wait list.

Written requests for admission received after the lottery has been conducted will be added to the bottom of the wait list for the appropriate grade. If a student is enrolled in NSCS, and their sibling is on the waitlist, the sibling student will advance to the bottom of the sibling waitlist for their respective grade level, in accordance with (Rules Governing Public Charter Schools) IDAPA 08.02.04.203.04. Wait lists for a given school year shall not roll over to a subsequent school year.

### **DENIAL OF ATTENDANCE**

In accordance with Idaho Code 33-205, the school's Board of Directors may deny enrollment or may expel or deny attendance to NSCS to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board, but such enrollment or readmission shall not prevent the Board from again expelling such pupil for cause.

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

### **STUDENT/PARENT HANDBOOK**

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

See Appendix L for the student/parent handbook.

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## TAB 8: Business Plan, Transportation, Nutrition

### **BUSINESS DESCRIPTION**

NSCS is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. Notwithstanding any other provision of the school's Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

### **MARKETING PLAN**

NSCS Marketing Committee is tasked with assisting the Administration and Board in the marketing of the school to prospective students and the community. This is accomplished through a variety of tools capable of reaching a wide cross section of the local community, including underserved and at-risk families:

- Direct mailing to primary attendance area households to notify about open house dates or lottery deadlines
- Digital media sources: community events calendars, Facebook
- NSCS website ([www.northstarcharter.org](http://www.northstarcharter.org))
- Brochures and Posters
- Local media coverage of individual student or teacher recognition, or school wide recognition
- Signage
- Events (school tours, IB night, open houses, music programs, sports events)
- News releases and articles

Since NSCS is near capacity, a current point of emphasis has been to target retention of current student population primarily through email marketing to the NSCS stakeholders.

## **MANAGEMENT PLAN**

Please see Tab 5-Governance and the Organization Chart in Appendix H.

## **FINANCIAL PLAN**

### **Budget**

The budget for NSCS is prepared in compliance with Idaho Code Section 33-801 and rules of the State Board of Education; is presented at a public hearing in June of each school year; and will be delivered to the State Department of Education as required on or before July 15<sup>th</sup> for the subsequent school year. Copies of the budget are provided to any interested parties via the NSCS website. Further, the budget is prepared, approved, and filed using the required accounts associated with the Idaho Financial Accounting Reporting Management System (IFARMS).

### **Financial Management**

The accounting records are kept and maintained in accordance with generally accepted accounting principles (GAAP). NSCS will follow the reporting requirements set forth by the Idaho State Department of Education IFARMS.

The Board of Directors is ultimately responsible for financial management. The Board delegates the day-to-day financial management and day-to-day accounting of the school to the Finance Administrator. The Finance Administrator, in conjunction with the Finance Committee and the Treasurer, completes a monthly review of operating results and presents such results to the Board.

In addition to the annual audit (see Tab 5), a report to the Board is given that includes any material weaknesses in internal controls and/or operating inefficiencies that should be addressed in the coming year.

The school has instituted various segregation of duties to assist in the assurance that there is propriety required to protect the school's books and records, including receipt and deposit of cash, payment of expenditures and reconciliation of accounts and records.

### **Short-term and Long-term Budgets**

Budget assumptions are in Appendix P.

Current year budget is in Appendix Q.

Three year budget forecast is in Appendix R.

### **Income Sources**

Funding sources will include SDE foundation payments based on support units by grade, staff apportionment and benefits based on support units, transportation reimbursement based on current year expenditures and directed program payments in support of specific SDE initiatives. All funds from SDE foundation payments flows first to the NSCS Bond Trustee. The trustee, per

a waterfall agreement, takes a portion of the foundation payment for semi-annual interest, principal, reserve requirements and annual bond expenses and fee. The remainder is then wired into the School's operating bank account. Further funding may come from federal grants, private grants, various fund raising events, donations and fees for extra-curricular activities.

Any federal funds for Title I and Title VI-B will be calculated through the prescribed formulae and submitted within required deadlines.

## **Operating Expenditures**

NSCS operates under a purchase order system in compliance with Idaho Code Section 33-601. All expenditure requests are signed off by the appropriate operating personnel and approved by the Finance Department. Pursuant to Idaho Code Section-67-2302 the school pays all of its operating obligations no later than 60 days after receipt of invoice. All operating expenditures are approved monthly at regularly scheduled Board meetings.

## **Non-Operating Expenditures**

Non-operating expenditures are based on the specific terms set out in the agreement. Non-operating expenditures are generally limited non-recurring expenditures and debt service obligations.

## **Payroll**

NSCS will process its own payroll. The school payroll is a monthly payroll with two pay dates (10<sup>th</sup> and 25<sup>th</sup> of the month). Payroll is distributed by check and/or direct deposit, based on employee elections. The school withholds all federal and state withholdings based on W-4 submissions executed by employees. In addition, the school deducts from employee pay contributions to various benefit plan and the Public Employee Retirement System of Idaho (PERSI). All payments to regulatory agencies, based on specific due dates, are made subsequent to the monthly payroll date, the 25<sup>th</sup> of each month. All employees, under contract, which generally terminate on June 30<sup>th</sup> of each year, are paid over twelve months beginning in August of each year and completed on July of the following year.

## **Assets and Working Capital**

NSCS will properly maintain its existing and future assets. The school will maintain working capital and other covenant requirements as set forth in lender documents.

## **Cash Flow**

The Finance Administrator reconciles cash flow monthly to the bank statements and compares the current monthly expenditures to the monthly cash plan approved by the Board, performs a variance analysis and reports to the Board on a monthly basis.

Cash Flow budget for 2014-2015 is in Appendix S.

## **Debt**

NSCS operates under a series of bonds, with varying coupon rates and maturity dates over the next thirty-five years. These bonds are Nonprofit Facilities Revenue Bonds. See Appendix N for Bond Structure Summary.

## **TRANSPORTATION**

NSCS currently offers transportation to students through a contract with Brown Bus Company. Annually, NSCS looks at alternative bus routing based on the mix of students by grade.

These transportation services are offered to students within our primary attendance area when they live more than one and one-half (1.5) miles from the NSCS facility. In accordance with Idaho Code, students who live less than one and one-half (1.5) miles from the nearest established bus stop must provide their own transportation to such bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and the nearest public road, to the nearest door of the building he/she attends, or to the bus stop, as the case may be. NSCS may transport any student a lesser distance when in its judgment the age, health, or safety of the student warrants.

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

Students with special needs are provided transportation in accordance with requirements of state and federal law. Transportation of field trips, excursions, and extracurricular activities will be provided by the school through contracted services at the expense of all participating students.

## **NUTRITION**

Currently, NSCS does not provide a school-sponsored lunch program. The school has contracted with an outside vendor to offer healthy lunch meals. The school offers this alternative lunch program as a courtesy to students. Annually, the Board will discuss whether a school lunch program would be viable related to facilities and finances.

The school currently does not track free or reduced lunch data. NSCS will pursue the means to obtain FRL information via the application for admission process. Any information obtained related to FRL would be for the purpose of demographics and will be kept and protected from identifying the student.

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TAB 9:

Virtual Schools and Online Programs

NOT APPLICABLE TO NORTH STAR CHARTER, AT THIS TIME

## TAB 10:

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# Business Arrangements, Community Involvement, School Closures

### **BUSINESS ARRANGEMENTS**

At the current time, NSCS has established key contracted business arrangements with the following:

- Brown Bus for student transportation services
- Children’s Therapy Place for speech therapy services
- G & A Foods as vendor for lunch food
- International Baccalaureate Organization for IB program fees
- Capstone Press Inc. for Myon Reading Program
- American Preparatory School (APS)
- Borton -Lakey Law Offices

Community Partners consist of:

- NSCS PTO
- North Star Athletic Association
- Rosauers
- Idaho Charter Network
- Idaho Leads
- New Pedagogies for Deep Learning Global Partnership
- Key Club International
- National Honor Society

Appendix O contains a full list of business arrangements. Details of contracts/agreements are available upon request.

### **TERMINATION/CLOSURE PLAN**

NSCS will follow all closure and termination procedures as outlined in the Idaho Public Charter School Commission’s Closure Protocol (see Appendix M).

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

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

Within two months after the determination to dissolve the school, the Chairman will direct the remaining student records to parents for whom the school has mailing addresses. Any remaining student records will be stored in a secure location for the legal limit required by an individual or organization to be determined by the Board. The School will maintain a Facebook page or similar page stating who to contact for student records.

The Chairman will direct all personnel records to all former employees of the School. All former employees shall receive their personnel records within one month after the final school year.

The Chairman will arrange for the sale of assets for distribution to creditors pursuant to Idaho Code 30-3-114 and 30-3-115. At least 80% of the proceeds will be used to pay creditors in the following order and categories: Staff salaries, benefits, contracted service providers: payroll, accounting, utilities, transportation, nutrition, special education leases and mortgages.

Once appropriate assets have been used to pay creditors, the School will donate or redistribute the remaining assets to other non-profits, in accordance with and allowable by Idaho State Statute. Any assets bought with federal funds will be delivered to the Idaho Public Charter School Commission and will not be used to pay creditors. All remaining federal funds will be turned over to the Idaho Public Charter School Commission in accordance with Idaho State Statute.

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

**This school's Charter Appendices are on file with the Idaho Public Charter School Commission.**

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



# **CLOSURE PROTOCOL**

**August 2013**

## Background

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

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

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

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

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

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

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# Introduction

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

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

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

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

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

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

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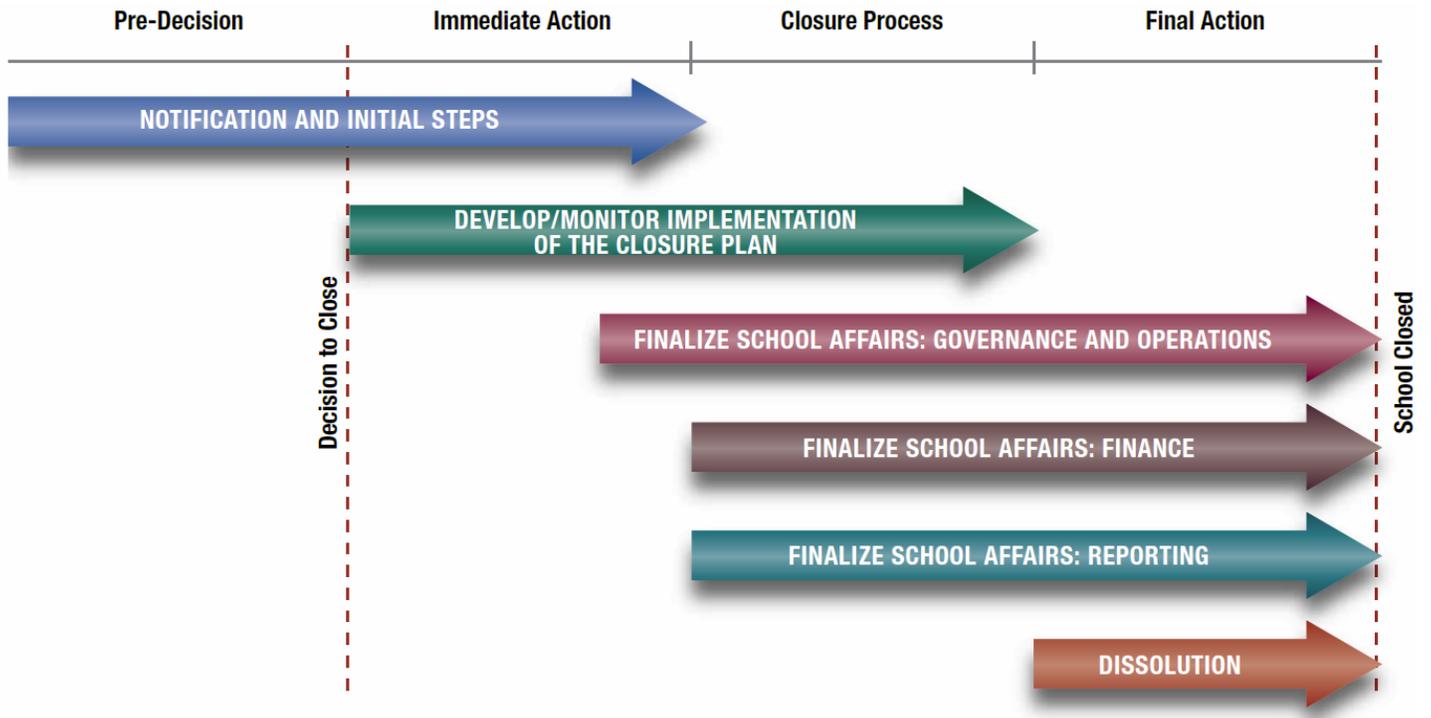
## Endnotes

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

<sup>2</sup> I.C. § 33-5212

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

# A Conceptual Timeline for Closure



## Notification and Initial Steps

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

**Send Additional and Final Notifications**

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

School,  
PCSC

## Develop/Monitor Implementation of the Closure Plan

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

## Finalize School Affairs: Governance and Operations

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

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

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

## Finalize School Affairs: Finance

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

## Finalize School Affairs: Reporting

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

## Dissolution

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

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

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

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

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_, by and between the Idaho Public Charter School Commission (the “Authorizer”), and North Valley 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 December 20, 2007, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2008; and

WHEREAS, the School’s charter was renewed on March 1, 2018, for a five-year term of operations,

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of July 1, 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

**A. School Mission.** The mission of the School is as follows: At North Valley Academy, our mission is to create patriotic and educated leaders. We believe in James Madison’s statement that, “The advancement and diffusion of knowledge is the only guardian of true liberty.”

**B. Grades Served.** The School may serve students in K-12.

**C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:

**Focus on patriotic American values:**

- through daily teaching of the American Heritage Curriculum;
- fostering a service centered and civic-minded culture;
- emphasizing American exceptionalism as founded upon our Constitution and Bill of Rights; and
- helping students to understand how to access the American Dream by requiring age appropriate money management, entrepreneurship, and free market capitalism education.

**Build a culture of respect:**

- by providing a controlled disciplinary environment;
- requiring students and staff to adhere to a dress code;
- exhibiting and expecting exemplary behavior from students and staff; and
- implementing the character education program in the American Heritage Curriculum.

**Provide a rigorous academic education:**

- by requiring the Core Knowledge Curriculum K-8; and
- requiring that graduation with honors from NVA will require coursework in history, social studies and economics above and beyond the state’s graduation requirements.

**Support teacher growth and excellence**

- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

#### **SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES**

- A. Oversight Allowing Autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer’s Role will be to evaluate the School’s outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School’s academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School’s performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School’s Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School’s performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

- F. Authorizer’s Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

**SECTION 5: SCHOOL OPERATIONS**

**A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.

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

	K	1	2	3	4	5	6	7	8	9	140	11	12	Total
Face to Face	24	24	26	26	28	28	28	30	30	30	30	30	30	364
Blended	6	6	6	6	6	6	6	6	6	6	6	6	6	78
Totals	30	30	32	32	34	34	34	36	36	36	36	36	36	442

**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.** 906 Main Street, Gooding, ID 83330. 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: Gooding 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 Performance Framework incorporated into this agreement as Appendix B.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

## SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before

the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.

- 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 D.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- 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 **July 1, 2018**.

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**Chairperson, Idaho Public Charter School Commission**

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**Chairperson, North Valley Academy Board**

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

**Appendix B: Performance Framework**

**Appendix C: Charter**

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

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

1. Regarding academic growth in K-8 math:

By June 30, 2021, at least fifty-two percent (52%) of NVA's continuously enrolled students in grades K-8 will make adequate academic growth to achieve math proficiency on the ISAT within 3 years or by 10<sup>th</sup> grade, whichever comes first.

This condition is based upon a rate of increase sufficient to promote the school's ability to achieve a "meets standard" rating for the specified subset of students on Academic Measure 3a (Criterion-Referenced Growth in Math) in the performance framework adopted by the PCSC in May 2017, by the end of the next performance certificate term (June 30, 2023).

The outcome shall be calculated using Academic Measure 3a (Criterion-Referenced Growth in Math). References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

2. Regarding academic growth in K-8 ELA:

By June 30, 2021, at least fifty-nine percent (59%) of NVA's continuously enrolled students in grades K-8 will make adequate academic growth to achieve ELA proficiency on the ISAT within 3 years or by 10<sup>th</sup> grade, whichever comes first.

This condition is based upon a rate of increase sufficient to promote the school's ability to achieve a "meets standard" rating for the specified subset of students on Academic Measure 3b (Criterion-Referenced Growth in ELA) in the performance framework adopted by the PCSC in May 2017, by the end of the next performance certificate term (June 30, 2023).

The outcome shall be calculated using Academic Measure 3b (Criterion-Referenced Growth in ELA). References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

3. Regarding academic growth in high school math:

By June 30, 2021, NVA's median student growth percentile in ISAT math, for continuously enrolled 10<sup>th</sup> grade students, will be thirty-six (36).

This condition is based upon a rate of increase sufficient to promote the school's ability to achieve a "meets standard" rating for the specified subset of students on Academic Measure 4a (Norm-Referenced Growth in Math) in the performance framework adopted by the PCSC in May 2017, by the end of the next performance certificate term (June 30, 2023).

The outcome shall be calculated using Academic Measure 4a (Norm-Referenced Growth in Math). References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

4. Regarding academic growth in high school ELA:

By June 30, 2021, NVA's median student growth percentile in ISAT ELA, for continuously enrolled 10<sup>th</sup> grade students, will be thirty-five (35).

This condition is based upon a rate of increase sufficient to promote the school's ability to achieve a "meets standard" rating for the specified subset of students on Academic Measure 4b (Norm-Referenced Growth in ELA) in the performance framework adopted by the PCSC in May 2017, by the end of the next performance certificate term (June 30, 2023).

The outcome shall be calculated using Academic Measure 4b (Norm-Referenced Growth in ELA). References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

For purposes of conditions 1, 2, 3, and 4 above, "continuously enrolled" is defined pursuant to IDAPA 08.02.03.112.04.a(i); that is, "a student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation... A student is continuously enrolled if he/she has not transferred or dropped out of the public school. Students who are serving suspensions are still considered to be enrolled students."

Regardless of whether or not NVA agrees to fulfill the specific condition above, NVA remains responsible for meeting the terms and conditions contained in its signed performance certificate effective July 1, 2018, through June 30, 2023, which will incorporate the performance framework adopted by the PCSC in May 2017.

**Appendix B: Performance Framework**

# NORTH VALLEY 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.

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

## ACCOUNTABILITY DESIGNATIONS

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

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

**SCHOOL OVERVIEW**

<b>Mission Statement</b>	At North Valley Academy, our mission is to create patriotic and educated leaders. We believe in James Madison’s statement that, “The advancement and diffusion of knowledge is the only guardian of true liberty.”		
<b>Key Design Elements</b>	<p><b>Focus on patriotic American values:</b></p> <ul style="list-style-type: none"> <li>• through daily teaching of the American Heritage Curriculum;</li> <li>• fostering a service centered and civic-minded culture;</li> <li>• emphasizing American exceptionalism as founded upon our Constitution and Bill of Rights; and</li> <li>• helping students to understand how to access the American Dream by requiring age appropriate money management, entrepreneurship, and free market capitalism education.</li> </ul> <p><b>Build a culture of respect:</b></p> <ul style="list-style-type: none"> <li>• by providing a controlled disciplinary environment;</li> <li>• requiring students and staff to adhere to a dress code;</li> <li>• exhibiting and expecting exemplary behavior from students and staff; and</li> <li>• implementing the character education program in the American Heritage Curriculum.</li> </ul> <p><b>Provide a rigorous academic education:</b></p> <ul style="list-style-type: none"> <li>• by requiring the Core Knowledge Curriculum K-8; and</li> <li>• requiring that graduation with honors from NVA will require coursework in history, social studies and economics above and beyond the state’s graduation requirements.</li> </ul> <p><b>Support teacher growth and excellence</b></p>		
<b>School Location</b>	906 Main Street Gooding, ID 83330	<b>School Phone</b>	208-934-4567
<b>Surrounding District</b>	Gooding School District		
<b>Opening Year</b>	2008		
<b>Current Term</b>	October 10, 2013 – June 30, 2018		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	442	<b>Enrollment (Actual)</b>	

**SCHOOL LEADERSHIP**


**STUDENT DEMOGRAPHICS**

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

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

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	

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

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

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

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

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

ACADEMIC K-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. 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																				
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>																			
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 10 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 11 or more percentage points lower than the state average.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.																			
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>																			
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 11 or more percentage points lower than the state average.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
<p><b>Measure 2a</b></p> <p><b>Math Proficiency Rate Comparison to District</b></p> <p><b>Notes</b></p>	<p><b>Do math (or similar subject area) proficiency rates meet or exceed the district average?</b></p> <p><b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 10 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Gooding School District will be used for comparison purposes.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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<p><b>Measure 2b</b></p> <p><b>ELA Proficiency Rate Comparison to District</b></p> <p><b>Notes</b></p>	<p><b>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</b></p> <p><b>Exceeds Standard:</b> The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 10 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Gooding School District will be used for comparison purposes.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)																				
<b>Measure 4a</b>	<b>Are students making expected academic growth in math compared to their academic peers?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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<b>Norm-Referenced Growth</b>																				
<b>Math</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math falls below the 30th percentile.</p>																			
<b>Notes</b>	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.																			
<b>Measure 4b</b>	<b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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<b>Notes</b>	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.																			

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

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

**Four-Year Adjusted Cohort Graduation Rate**

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

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

**Notes**

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

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

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

OPERATIONAL

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

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

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

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

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

OPERATIONAL

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

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

FINANCIAL

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

FINANCIAL

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

North Valley Academy, Inc.

NORTH VALLEY ACADEMY (NVA)  
Petition for a Charter for School Year Starting 2008-2009  
Within the Gooding School District #231

Submitted To:

Idaho Public Charter School Commission

Approved December 20, 2007

Revised October 20, 2011

North Valley Academy  
906 Main St.  
Gooding Id 83330

Contact Person:  
Debra A. Infanger  
1821 S 1800 E  
Gooding ID 83330  
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FAX: 934-4522  
[infangerd@nvapatriots.us](mailto:infangerd@nvapatriots.us)

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**I. Articles of Incorporation**

**FILED EFFECTIVE**

2006 JUL -7 PM 1:06

**ARTICLES OF INCORPORATION  
OF  
NORTH VALLEY ACADEMY, INC.**

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

**ARTICLE I**

The name of the corporation shall be NORTH VALLEY ACADEMY, INC., an Idaho Nonprofit Corporation, hereinafter the "Corporation."

**ARTICLE II**

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

**ARTICLE III**

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

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

IDAHO SECRETARY OF STATE  
07/07/2006 05:00  
OK: 979 CT: 155656 BH: 363662  
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C167790

Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1969 (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE IV

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

ARTICLE V

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

ARTICLE VI

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

ARTICLE VII

The address of the initial registered office of the Corporation shall be 2190 East 1850 South, Gooding, Idaho, 83330. The name of the initial registered agent at such address shall be DANIELLE LOFGRAN.

ARTICLE VIII

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

<b>Name</b>	<b>Address</b>
Danielle Lofgran	2190 East 1850 South, Gooding, Idaho 83330
Debra Infanger	1800 East 1821 South, Gooding, Idaho 83330
Fineas Hughbanks	1925 South 2000 East, Gooding, Idaho 83330

ARTICLE IX

The names and addresses of the incorporators are:

<b>Name</b>	<b>Address</b>
Debra Infanger	1800 East 1821 South, Gooding, Idaho 83330
Danielle Lofgran	2190 East 1850 South, Gooding, Idaho 83330
Gayle DeSmet	2006 East 1850 South, Gooding, Idaho 83330

ARTICLE X

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

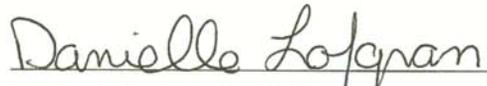
ARTICLE XI

Upon the winding up and dissolution of this Corporation, after paying or adequately providing for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code, the remaining assets shall be distributed to a non-profit fund, foundation, or corporation which is organized and operated exclusively for charitable, educational, and/or scientific purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code. If no such suitable organization is found or if the Directors then serving cannot agree on a distribution, the remaining assets shall be distributed to the Gooding School District #231, as organized under the laws of the State of Idaho, for exempt, public educational

Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

purposes. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for public charitable or educational purposes.

DATED this 30<sup>th</sup> day of June, 2006.

  
DANIELLE LOFGRAN

  
DEBRA INFANGER

  
GAYLE DESMET

"Incorporators"

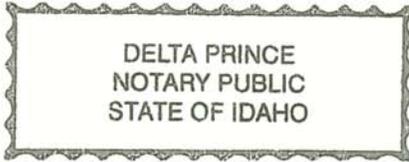


Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

STATE OF IDAHO )  
County of Blaine )  
ss:

On this 30<sup>th</sup> day of June, 2006, before me, the undersigned, a Notary Public in and for said County and State, personally appeared GAYLE DESMET, known to me to be the person whose name is subscribed to the within and foregoing instrument, and who acknowledged to me that he executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and seal, the day and year in this certificate first above written.



Delta Prince  
NOTARY PUBLIC for Idaho  
Residing at Blaine, Idaho  
Commission Expires: 9-13-2010

**ARTICLES OF AMENDMENT**  
**OF**  
**NORTH VALLEY ACADEMY, INC.**

The Directors of the North Valley Academy, Inc., an Idaho non-profit corporation, adopted by resolution and majority vote of the Directors these Articles of Amendment. By such resolution and pursuant to the Idaho Non-Profit Corporation Act, Title 30, Chapter 3 of Idaho Code, the Directors set forth the Articles of Incorporation to be amended as herein stated, and declare:

That the undersigned are natural persons over the age of twenty-one (21), acting as all of the Directors of a non-profit corporation under Idaho law, approved by unanimous vote on the 15th day of August, 2007, a resolution adopting the following Amendment to the Articles of Incorporation for such non-profit corporation:

That Article XI of the Articles of Incorporation, be, and the same is hereby amended to read as follows:

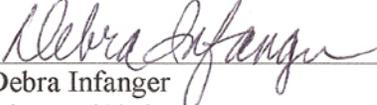
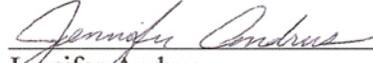
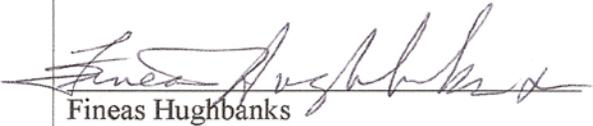
**ARTICLE XI**

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

Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

DATED this 15th day of August, 2007.

**The Directors of North Valley Academy, Inc.**

 Debra Infanger Director/Chairman	 Danielle Lofgran Director/Vice-Chairman
 Jennifer Andrus Director/Secretary	 Fineas Hughbanks Director/Treasurer
 Mary Belle Anderson Director	

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

**BYLAWS**

**OF**

**NORTH VALLEY ACADEMY, INC.**

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

**ARTICLE I: OFFICES**

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

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

**ARTICLE II: BOARD OF DIRECTORS**

**SECTION 1. General Powers.**

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

**SECTION 2. Number, Tenure, and Qualifications.**

The number of Directors shall be five (5). All members of the Board shall be residents of Idaho. Except as otherwise provided by these Bylaws, each Director shall hold office for a term of three (3) years, or until his successor shall have been elected and qualified. No Director may serve for more than a total of three terms, or nine (9) years, whichever is longer.

**SECTION 3. Regular Meetings.**

A regular annual meeting of the Board shall be held without other notice than this bylaw, on the 1st Tuesday of February, of each year, or if a holiday, on the next succeeding business day. The Board may provide by resolution the time and place for the holding of additional regular meetings of the Board without other notice than such resolution.

**SECTION 4. Special Meetings.**

Special meetings of the Board may be called by or at the request of the Chairman of the Corporation or any Director. The person or persons authorized to call special meetings of the

## Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

Board may fix any site within Gooding County, Idaho, as the place for holding any special meeting of the Board called by them.

### SECTION 5. Notice.

The Secretary shall give public notice of the date, time and place of any meeting of the Board in accordance with Idaho Law. Notice of any special meeting of the Board must include shall be given at least two (2) days previously thereto by written notice delivered personally or sent by mail, facsimile, or electronic mail to each Director at his address as shown by the records of the Corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with first class postage thereon prepaid. If notice is given by facsimile or electronic mail, such notice shall be deemed to be delivered when the facsimile or electronic mail is received by the Director.

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

### SECTION 6. Quorum.

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

### SECTION 7. Manner of Acting.

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

### SECTION 8. Order Of Business.

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

### SECTION 9. Vacancies.

Any vacancy occurring in the Board and any directorship to be filled by reason of an increase in the number of directors may be filled by the affirmative vote of a majority of the remaining directors, though less than a quorum of the Board. A Director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

### SECTION 10. Compensation.

Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

Directors as such shall not receive any stated salaries for their services, but by resolution of the Board a fixed sum and expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board; but nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other capacity and receiving compensation therefore.

SECTION 11. Informal Action by Directors.

Any action required by law to be taken at a meeting of directors, or any action which may be taken at a meeting of directors, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the Directors.

SECTION 12. Initial Terms.

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

Fineas Hughbanks	(Seat One)	-	1 years
Mary Belle Anderson	(Seat Two)	-	2 years
Debra Infanger	(Seat Three)	-	2 years
Danielle Lofgran	(Seat Four)	-	3 years
Jennifer Andrus	(Seat Five)	-	3 years

ARTICLE III: OFFICERS

SECTION 1. Officers.

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

SECTION 2. Election and Term of Office.

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

SECTION 3. Removal.

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

SECTION 4. Vacancies.

## Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

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

### SECTION 5. Chairman.

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

### SECTION 6. Vice Chairman.

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

### SECTION 7. Treasurer.

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

### SECTION 8. Secretary.

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

### SECTION 9. Assistant Treasurers and Assistant Secretaries.

If required by the Board, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board shall determine. The

## Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

Assistant Treasurers and Assistant Secretaries, in general, shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the Chairman or Board.

### ARTICLE IV: COMMITTEES

#### SECTION 1. Parent-Faculty Association.

The Board shall establish or recognize an official Parent-Faculty Association (PFA). Members of that committee will be elected annually by parents of students enrolled in the North Valley Academy charter school according to policy to be set by resolution of the Board. The PFA shall be authorized to make recommendations regarding any aspect of the school. The PFA shall assist and counsel the Board in the creation, implementation, and evaluation of school policy.

#### SECTION 2. Other Committees.

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

### ARTICLE V: CONTRACTS, CHECKS, DEPOSITS AND FUNDS

#### SECTION 1. Contracts.

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

#### SECTION 2. Checks, Drafts, etc.

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

#### SECTION 3. Deposits.

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

#### SECTION 4. Gifts.

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

### ARTICLE VI: BOOKS AND RECORDS

## Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

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

### ARTICLE VII: FISCAL YEAR

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

### ARTICLE VIII: INDEMNIFICATION OF OFFICERS, DIRECTORS, & EMPLOYEES

#### SECTION 1. Indemnification.

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

This Corporation shall indemnify any Director who was or is a party, or is threatened to be made a party, to any threatened, pending or completed action by or in the right of this Corporation to procure a judgment in its favor by reason of the fact that that Director is or was a Director of this Corporation, against expenses actually or reasonably incurred by that Director in connection with the defense or settlement of that action. This indemnification provided by this Article VIII shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any by law, agreement, vote or shareholders of disinterested directors, or otherwise, both as to an action in his official capacity and as to an action in another capacity while holding such office, and shall continue as to a Director who has ceased to be a Director and shall inure to the benefit of the heirs and Personal Representative of such a Director.

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

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

## Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

after the transaction occurred or after adoption of the policy, decision or resolution.

### SECTION 2. Continuity of Protection.

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

### SECTION 3. Insurance.

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

## ARTICLE IX: SEAL

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

## ARTICLE X: WAIVER OF NOTICE

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

## ARTICLE XI: GOVERNING LAW AND DOCUMENTS

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

## ARTICLE XII: AMENDMENTS TO THE GOVERNING DOCUMENTS

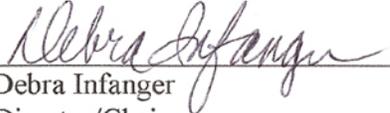
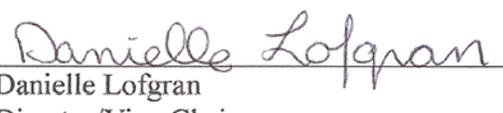
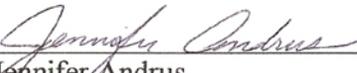
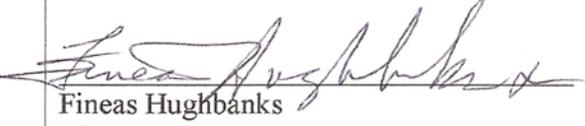
Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

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

CERTIFICATE OF ADOPTION

KNOW ALL MEN BY THESE PRESENTS, that we, the undersigned, being all the Directors and the Secretary of **NORTH VALLEY ACADEMY, INC.**, also being all the members of said Corporation, do hereby certify that the above and foregoing By-Laws were duly and legally adopted as the By-Laws of said Corporation at the first meeting of the members and the first meeting of the Directors, of said Corporation, on the 15 day of August, 2007, and that the same does now constitute the By-Laws of the said Corporation.

IN WITNESS WHEREOF, We have hereunto set our hands as Directors, and Secretary, respectively, of the said Corporation, and affixed hereto the Corporate Seal thereof, this 15<sup>th</sup> day of August, 2007.

 Debra Infanger Director/Chairman	 Danielle Lofgran Director/Vice-Chairman
 Jennifer Andrus Director/Secretary	 Fineas Hughbanks Director/Treasurer
 Mary Belle Anderson Director	

Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

STATE OF IDAHO )

:SS

County of Gooding )

I, Jennifer Andrus, the duly and regularly elected, qualified, and acting Secretary of **NORTH VALLEY ACADEMY, INC.**, do hereby certify that the above and foregoing By-Laws were regularly adopted by the Directors of said Corporation at a regular meeting of the Directors of said Corporation, duly and regularly held and called on the 15 day of August, 2007, and were also adopted by the majority vote of the members of the Corporation, at a duly and regularly called and held meeting of the Corporation, on the 15 day of August, 2007.

IN WITNESS WHEREOF, I have hereunto set my hand this 15 day of August, 2007.

Jennifer Andrus  
Secretary of the Corporation



**BEFORE THE DIRECTORS OF THE  
NORTH VALLEY ACADEMY, INC.**

Resolution 2007-02

**PROVIDING FOR AMENDMENT TO THE BYLAWS**

Be It Resolved by the Directors of the North Valley Academy, Inc.:

WHEREAS, the Directors have petitioned the Idaho Public Charter School Commission and the State Board of Education for approval of a Charter to establish the North Valley Academy, Inc. as a public charter school; and

WHEREAS, the staff of the State Board of Education has recommended certain changes to the Bylaws of the Corporation to ensure compliance with state law governing Public Charter Schools; and

WHEREAS, the Directors desire to comply with state law and secure State approval of the proposed Charter and petition for the North Valley Academy, Inc. to become a public charter school under Idaho law; and

WHEREAS, the Directors have reviewed the proposed changes and believe that they are in the best interest of the Corporation;

NOW THEREFORE, BE IT RESOLVED by the Directors of the North Valley Academy, Inc.:

Section 1. That Article II, Section 3 of the Bylaws, be, and the same is hereby amended to read as follows:

**SECTION 3. Regular Meetings.**

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

Section 2. That Article II, Section 10 of the Bylaws, be, and the same is hereby amended to read as follows:

**SECTION 10. Compensation.**

Directors shall not receive or accept any reward or compensation for their services, but by resolution of the Board expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board; nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other volunteer and non-compensated capacity. Directors shall

Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

comply with and be bound by the provisions of Idaho Code §§ 33-5204(5)(a) and 33-5204A.

Section 3. That Article II, Section 11 of the Bylaws, be, and the same is hereby repealed and shall be deleted in its entirety.

Section 4. That Article II, Section 12 of the Bylaws, be, and the same is hereby redesignated and renumbered as Article II, Section 11.

Section 5. That Article IV, Section 1 of the Bylaws, be, and the same is hereby amended to read as follows:

**ARTICLE IV: COMMITTEES**

**SECTION 1. Parent-Faculty Association.**

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

Section 6. That Article XI of the Bylaws, be, and the same is hereby amended to read as follows:

**ARTICLE XI: GOVERNING LAW AND DOCUMENTS**

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

Section 6. That Article XII of the Bylaws, be, and the same is hereby amended to read as follows:

**ARTICLE XII: AMENDMENTS TO THE GOVERNING DOCUMENTS**

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

Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

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

SECTION 2. Charter Amendments Require State Authorization.

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

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

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

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

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

BE IT FURTHER RESOLVED that these changes shall take effect immediately upon approval by a majority of the Directors; and

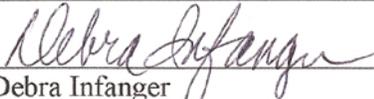
BE IT FURTHER RESOLVED that the Secretary of the Corporation shall incorporate such changes into a published copy of the Bylaws, which Bylaws shall be kept in the Corporate records and made available to the public upon request.

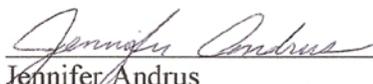
Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

STATE OF IDAHO    )  
                                  :SS  
County of Gooding    )

We, the undersigned, the duly and regularly elected, qualified, and acting President and Secretary of NORTH VALLEY ACADEMY, INC., do hereby certify that the above and foregoing Resolution was regularly adopted by a majority of the Directors of said Corporation at a duly and regularly called and held meeting of the Board of Directors, on the 15<sup>th</sup> day of August, 2007.

IN WITNESS WHEREOF, we have hereunto set our hand this 15th day of August, 2007.

  
\_\_\_\_\_  
Debra Infanger  
Director/Chairman

  
\_\_\_\_\_  
Jennifer Andrus  
Director/Secretary

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

**STATE OF IDAHO**  
**SS**  
**COUNTY OF GOODING**

To Idaho Public Charter School Commission, I, Denise M. Gill, County Clerk of Gooding County, hereby certify that **\*\* 15 \*\*** signatures on this petition are those qualified electors.

Signed: *Denise M. Gill*  
County Clerk or Deputy

Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

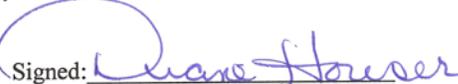
Petition to Establish a NEW Idaho Public Charter School  
 This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School School District Where New Charter School will be Physically Located	North Valley Academy Gooding, Idaho				
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
16 Nadine Koyle	Nadine Koyle	1505 S. 1800	Gooding	934-9728	8-1-07
18 <del>Bill Taylor</del>	<del>Bill Taylor</del>	735 Farmers St	Gooding	934-5725	8-1-07
19 <del>Bill Taylor</del>	<del>Bill Taylor</del>	309 Nebraska	Gooding	934-0787	8-1-07
20 <del>Bill Taylor</del>	<del>Bill Taylor</del>	301 Oregon	Gooding	934-8217	8-1-07
21 <del>Bill Taylor</del>	<del>Bill Taylor</del>	1927 S. 1800 E.	Gooding	539-3577	8-1-07
22 <del>Bill Taylor</del>	<del>Bill Taylor</del>	1956 east 1775 South	Gooding	384-4296	8-1-07
23 <del>Bill Taylor</del>	<del>Bill Taylor</del>	441 Colorado St	Gooding	934-8881	8-1-07
24 <del>Bill Taylor</del>	<del>Bill Taylor</del>	1450 S. 1750 E	Gooding	934-4180	8-3-07
25 <del>Bill Taylor</del>	<del>Bill Taylor</del>	2219 S. 1544 E	Gooding	934-5627	8-6-07
26 <del>Bill Taylor</del>	<del>Bill Taylor</del>	505 Colorado	Gooding	934-4968	8-6-07
27 <del>Bill Taylor</del>	<del>Bill Taylor</del>	1821 S 1800 E	Gooding	934-5738	8-6-07
28 <del>Bill Taylor</del>	<del>Bill Taylor</del>	1821 S 1800 E	Gooding	934-5738	8-6-07
29 <del>Bill Taylor</del>	<del>Bill Taylor</del>	542 Colorado St	Gooding	358-2016	8-6-07
30 <del>Bill Taylor</del>	<del>Bill Taylor</del>	542 Colorado St	Gooding	539-0629	8-6-07
MAURICE DESMET	M.A. Desmet	1386 S 2100 E	Gooding	934-9531	8-8-07
ERIC ANDRUS	Eric C. Andrus	Page 2 of 2 306 California St.	Gooding	934-4654	8/27/07
KAREN MCHAN	Karen Mchan	2030 Hwy 26	Gooding	934-8629	8/20/07
Vance MCHAN	Vance Mchan	2030 Hwy 26	Gooding	934-8629	8/20/07

Tab 1: Articles of Incorporation, Bylaws, Signatures, and Mission Statement

**STATE OF IDAHO**  
**SS**  
**COUNTY OF GOODING**

To Idaho Public Charter School Commission , State of Idaho: I, Denise  
M. Gill, County Clerk of Gooding County, hereby certify that \*\* 15 \*\* signatures on  
this petition are those qualified electors.

Signed:   
County Clerk or Deputy

Petition to Establish a NEW Idaho Public Charter School

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

Name of Proposed New Charter School		North Valley Academy			
School District Where New Charter School will be Physically Located		Gooding, Idaho			
<ul style="list-style-type: none"> <li>I am currently a qualified elector in the above-named school district.</li> <li>I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.</li> </ul>					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1 Debra A. Instaney	<i>Debra A. Instaney</i>	1821 S. 1800 E.	Gooding	208-934-5738	7-27-07
2 Gayle Holovac-DeSmet	<i>Gayle Holovac-DeSmet</i>	1386 S. 2100 E.	Gooding	208-934-9531	7-27-07
3 Jennifer Andrus	<i>Jennifer Andrus</i>	306 California St.	Gooding	208-934-4654	7-27-07
4 Jottie Phelps	<i>Jottie Phelps</i>	1837 Elmwood Rd.	Gooding	208-934-8550	07-27-07
5 Heidi Lofgren	<i>Heidi Lofgren</i>	2120 E. 1850 S.	Gooding	208-934-4444	7-27-07
6 Virginia Lofgren	<i>Virginia Lofgren</i>	1801 Elmwood	Gooding	5399995	7-27-07
7 Elizabeth Stein	<i>Elizabeth Stein</i>	245 Nebraska St.	Gooding	934-4346	7-27-07
8 TAP KUSE	<i>TAP KUSE</i>	701 8th Ave	"	734-9955	7-27-07
9 William Miller	<i>William Miller</i>	1500 N. Main St	"	934-4276	
10 Diana Dewey	<i>Diana Dewey</i>	1732 9th Ave East	Gooding	934-4237	7/30/07
11 Jennifer Paul	<i>Jennifer Paul</i>	701 Oregon	"	934-8217	7/30/07
12 John DeWitt	<i>John DeWitt</i>	1732 9th Ave	Gooding	934-4237	7-30-07
13 Kelly M. Bowler	<i>Kelly M. Bowler</i>	920A 4th Ave West	Gooding	934-4752	7-30-07
14 Kelly I bow	<i>Kelly I bow</i>	824 MICHIGAN ST	GOODING	934-5994	7-30-07
15 Rain E. Holmes	<i>Rain E. Holmes</i>	831 Locke Ave.	Gooding	934-4513	7-30-07

#### **IV. Vision Statement**

North Valley Academy strives to create patriotic and educated leaders.

We believe in James Madison's statement:

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

#### **V. Mission Statement**

North Valley Academy strives to provide an excellent educational choice where students have the opportunity to become an informed and involved citizenry.

(To be posted at the school's entrance)

School goals:

- Provide superb academic education
- Provide a controlled disciplinary environment
- Provide dual credit opportunities
- Provide a jump start to college careers
- Provide teacher training to teach the Core Knowledge Curriculum
- Meet the State testing guidelines at the pertinent grade levels
- Meet college entrance testing requirements

Unique qualities:

- Academic focus
- Blended program
- Disciplined environment
- Core Knowledge Curriculum
- Money Management Education K-12
- Partnering with College of Southern Idaho for graduates to be able to earn 16 college credits upon high school graduation
- Integration of Professional-Technical education with academic focus, preparing students for post secondary training, professional technical training, and/or the work force

Methodology

- Employ a top notch administrator focused on “what is best for our students”
- Pay the teachers higher than the state of Idaho salary schedule
- Foster a partnering between teachers and classes in grades K-12
- Foster project-based education
- Build a student needs-driven model with teachers taking responsibility for the learning of each of their students K-12
- Utilize all forms of curriculum delivery: classroom, Idaho Digital Learning Academy, College of Southern Idaho online courses, independent study

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

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

Uniform Grievance Procedure

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

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

Level 1: Informal

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

Level 2: Principal

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

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

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

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

### Level 3: The Board

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

## **I. Proposed Operation**

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

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

The Articles of Incorporation for NVA, Inc. were filed with the Secretary of the State of Idaho June 8, 2006. NVA obtained Employer Identification Number 26-0820021, on a notice dated 9/7/2007. The 501(c)(3) will be completed upon approval of the charter. Update: 501(c)(3) status was granted March 22, 2008.

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

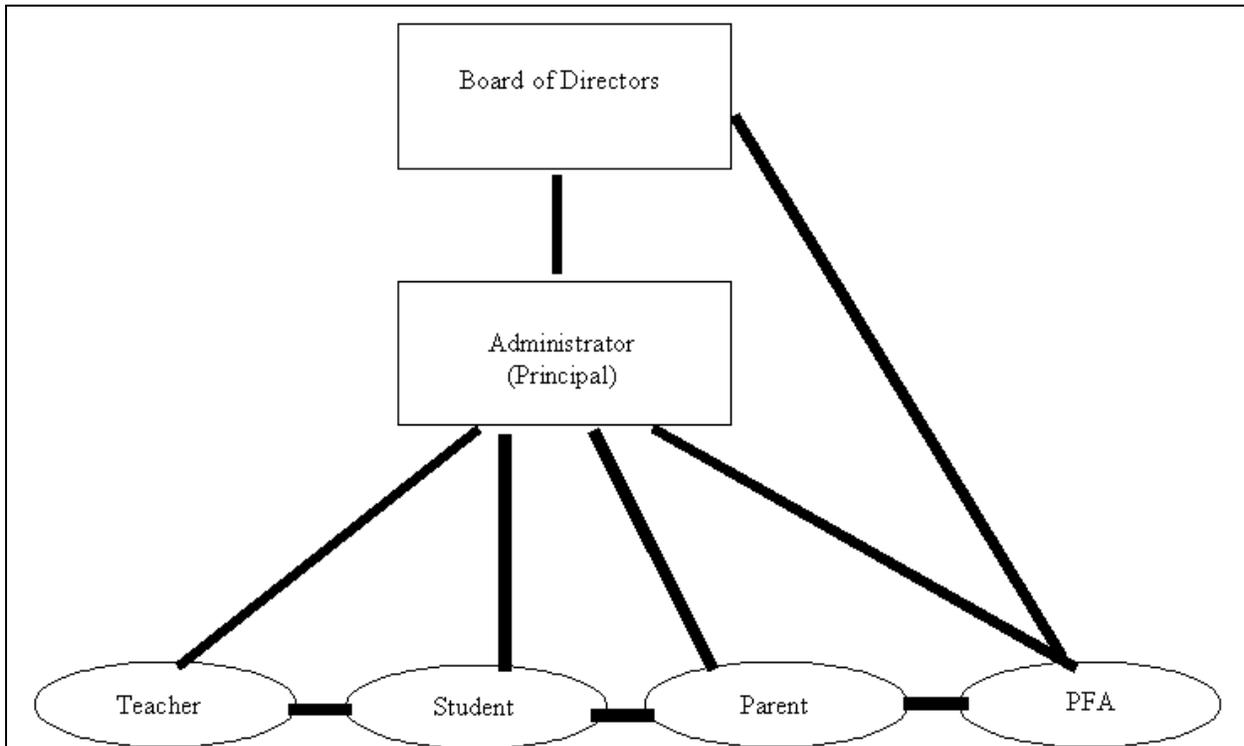
The Board, as a Board, will have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to NVA Board by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (I.C. 33-5204) The Governing Body will adhere to the NVA Corporate Bylaws (specifically Articles 5 and 8) addressing the Idaho Open Meeting Law.

Upon approval, members of the Board are deemed public agents to control NVA. The Board has all the power and duties afforded to a board of directors. NVA will be considered a public school for all purposes and, as such, will be responsible to identify and comply with all statutory

requirements affecting the operation of a public school. Therefore, upon approval, the Board will follow the open meeting laws, keep accurate minutes, and make said minutes available to the public.

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

Tab 2, Table 1.



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

1. The Board, as a Board, will have the full power and duty to manage and oversee the operation of the Corporation’s business.
2. The Board will have the responsibility to approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, programs, or curriculum.
3. The Board and Parent-Faculty Association (PFA) (Hereafter, the term “parent” will be used to represent parents, legal guardians, or other persons legally responsible for NVA students.) of NVA may provide consultation to the Principal/Designee regarding ongoing plans for the school.
4. The Board will, when necessary, adjudicate disagreements between parents and the administration.

Tab 2, Table 1, Cont'd.

<p>5. The Principal/Designee represents the Board as the liaison between the Board and NVA community.</p> <p>6. A committee, not to exceed four (4) members, comprised of the Principal/Designee and representatives of the Board and faculty will be responsible for hiring elementary (grades 1-6) teachers. A committee, not to exceed six (6) members, comprised of the Principal/Designee and representatives of the board and faculty will be responsible for hiring teachers for grades 7-12.</p> <p>7. The Principal supervises, directly or indirectly, all employees of NVA.</p> <p>8. The administrative staff's primary functions will be management of NVA and facilitation of the implementation of a quality educational program. It is the goal of the Board that the administrative organization:</p> <ul style="list-style-type: none"> <li>a. provide for efficient and responsible supervision, implementation, evaluation, and improvement of the instructional program, consistent with the policies established by the Board;</li> <li>b. provide effective and responsive communication with staff, students, parents, and other citizens; and</li> <li>c. foster staff initiative and rapport.</li> </ul> <p>9. NVA's administrative organization will be designed so that all divisions and departments are part of a single system guided by Board policies which are implemented through the Principal. Other administrators are expected to administer their facilities in accordance with Board policy and the Principal's rules and procedures.</p>
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1. *Target Population*

North Valley Academy (NVA) plans to open in the fall of 2008 with grades kindergarten through eighth. NVA plans to open a high school for students in grades nine through twelve in the fall of 2009. Residents of Gooding School District will be the primary target population. Update: NVA opened in the fall of 2008 to grades K-8, and began offering classes to students in grades 9-12 beginning with the 2009-2010 school year.

2. *School Size* (See Also, Tab 10)

For the purposes of clarity, in this revision of the charter, NVA is proposing two amendments that will impact enrollment. The first is an increase in the face-to-face enrollment cap. Currently all grades (K-12) have a student enrollment cap of 24 students. The proposal is an increase as follows:

Tab 2: Proposed Operation

<b>Proposed Face-to-Face Enrollment Caps</b>		
Elementary Grades	Maximum Enrollment	Total Students
K-1	24	48
2-3	26	52
4-6	28	84
<b>Total Elementary Students</b>		<b>184</b>
Secondary Grades	Maximum Enrollment	Total Students
7-12	30	<b>180</b>
<b>Total Face-to-Face Students</b>		<b>364</b>

NVA will remain relatively small with a total capacity of 364 face-to-face students: 184 students in grades K-6 and 180 in grades 7-12. We believe that students benefit from a small school setting. (See Tab 8, Section A, Item 3c, Appendix W, and Appendix Y for results of market research conducted to document support of NVA.) The following is another representation of the first proposed enrollment increase:

North Valley Academy Face-to-Face Maximum Enrollment Capacity															
Year	Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-2012	K-12	24	24	26	26	28	28	28	30	30	30	30	30	30	364
2012-2013	K-12	24	24	26	26	28	28	28	30	30	30	30	30	30	364

The second amendment pertains to NVA’s blended course offerings. NVA wishes to establish an enrollment cap of no more than six (6) students per grade in the blended program, which is by definition:

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

<b>Proposed Blended Program Student Enrollment Cap</b>		
All Grades	Maximum Enrollment Per Grade	Total Students
K-12	6	↓
<b>Total Blended Program Students</b>		<b>78</b>
<b>Total Proposed Maximum Enrollment Cap, Including Blended Program Students</b>		<b>442</b>

NVA anticipates a minimum startup enrollment of ten (10), full-time, blended program students in grades K-12 no sooner than January 2012. (See Also, Tab 10)

NVA Anticipated Blended Program Enrollment FY12*					
	Grades				Total
	1-3	4-6	7-8	9-12	
No. of Students	1	3	2	4	10
*Enrollment per grade is a guestimate. Actual enrollment may vary across the grades, but will not exceed the approved cap.					

NVA has budgeted for the anticipated ten (10) blended students for the second half of FY12, or beginning January 2012, and twenty (20) blended students for FY13 and FY14 each (See Appendix AE). These numbers represent NVA’s best guestimate as to the number of students who may enroll in our blended program.

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

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

NVA’s Board has finished negotiations with the Idaho School for the Deaf and the Blind. We have been meeting with Interim-Superintendent Mary Dunne for several months and have a Letter of Intent to utilize existing buildings and other facilities sufficient for our needs. (See Appendices) We look forward to a long and innovative relationship with the staff and students at ISDB. Update: NVA purchased the former Gibbons Elementary Building from the Gooding School District in December of 2009. The building meets all of the requirements outlined above.

**A. Operation and Maintenance of Charter School Facilities**

NVA seeks to maintain and operate facilities in a safe and healthful condition. The operation of NVA’s facilities will be the responsibility of the Principal/Designee. The Principal/Designee, in cooperation with the fire chief and county sanitarian, will periodically inspect plant and facilities. S/he will provide for a program to maintain NVA’s physical plant by way of a continuous program of repair, maintenance, and reconditioning. Budget recommendations will be made each year to meet these needs and any such needs arising from an emergency.

**B. Proof of Insurances**

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

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

A. Instructional Organization

1. *School Fiscal Year*

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

2. *School Calendar*

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

3. *Holidays/Commemorative Day*

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

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

4. *Instructional Hours*

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

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

5. *PIR Days*

Not more than twenty-two (22) hours may be utilized for in-service teacher activities. NVA is considering school wide in-service Monday mornings from 8:00 to 9:00 a.m.

6. *Records Management*

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

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

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

#### *7. Non-Instructional Operations*

##### Contractor License, Surety Bonds, and Insurance

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

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

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

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

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

NVA will obtain its own liability insurance and insure its Board, employees, contents, equipment, and fixtures against injury, damage, or loss. Additionally, both the facility provider and NVA will insure their respective interests against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, \$5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the Board. All such insurance policies will name NVA as an additional insured and provide for at least ten (10) days written notice prior to cancellation. The facility provider and NVA will provide to each other certificates of insurance prior to the commencement date of facility occupancy evidencing such coverage.

Pursuant to Idaho Code § 33-5204(2), the Authorizing Chartering Entity shall have no liability for the acts, omissions, debts, or other obligations of NVA, except as may be provided in the Charter.

NVA will operate its business in conformance with all local, state and federal environmental laws.

Specific documentation of the above outlined requirements will be contained in the respective insurance policies negotiated with the insurance providers.

## **I. Educational Programs and Services**

In all program areas and at all levels, NVA will assess student progress toward achieving learner goals and program area performance standards including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude. NVA will use assessment results to improve the education program, and use effective and appropriate tools for assessing such progress. This may include, but is not limited to: standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school. This will accomplish NVA's goal for all students to meet, at a minimum, the standards established by the state.

NVA's Board and Principal will establish a school philosophy embraced by teachers, students, and parents that supports the belief that every student is valued and every student will succeed at a high level both socially and academically. The character education plan will result in a safe school infused with positive peer pressure, students who are ready to learn every day, and who possess the self-discipline needed to maximize the educational experiences of themselves and others.

Styles and rates of learning are taken into account, yet expectations for achievements are not compromised. Once again, when there is low threat of physical and/or emotional harm, and academic content is highly challenging, accelerated learning will take place, and the results will be outstanding!

## **II. Educational Thoroughness Standards**

NVA will achieve the Thoroughness Standards (as defined in section 33-1612, Idaho Code) through its basic curriculum, which include character education, foreign language, music, and community, school, and family service projects.

### **A. Standard A**

A safe environment conducive to learning is provided.

1. *Goal.* Maintain a positive, safe, and orderly teaching and learning environment that will promote student respect for themselves and others.

Each student has the right to come to school without fear of taunting, teasing, or violence. Each parent has the right to expect the school to provide a safe, supportive learning environment for his/her student. The philosophy of NVA is grounded in the belief that when there is low threat of physical or mental harm and curricular content is highly challenging,

accelerated learning takes place. NVA will create a safe environment with a unique curriculum that focuses on education while developing qualities such as kindness and tapping into each student's innate need to know boundaries while protecting their dignity.

2. *Objectives.* NVA will:

- a. Provide facilities that are inspected as required and adopt policies that meet all required city, county, state, and federal health, accessibility, safety, fire, and building codes for public schools to ensure the safety of students and staff.
- b. Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- c. Create an environment that encourages parents and other adults to visit the school and participate in the school's activities. There will be an advertised visitation day.
- d. Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include, and not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.

B. Standard B

Educators are empowered to maintain classroom discipline. Each staff member has the right to teach without fear of violence, and students have the right to learn with the same privilege.

1. *Goal.* Create a positive teaching and learning environment with an emphasis on high expectations of performance and behavior.

The atmosphere created by our focus on kindness allows teachers to teach without fear of harassment from students, parents, and the public. In addition, teachers will enjoy a greater level of interaction with students as students will not be afraid to take academic risks, like asking or answering questions in front of peers because everyone feels safe and supported. Fear will not detract from teaching or learning. The result is a culture that is warm and friendly, filled with mutual respect, orderly, and free from chaos.

2. *Objectives.* NVA will:

- a. Develop a student handbook providing a code of conduct including clear expectations with consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
- b. Teach appropriate behaviors and foster responsible decision-making skills by using programs, which may include, Ron Clark's "Essential 55", "Excellent 11", and "Great Expectations".

- c. Establish and maintain rules to be used consistently throughout the school.

#### C. Standard C

The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

1. *Goal.* Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.
2. *Objectives.* NVA will:
  - a. Emphasize the importance of adults modeling important values at school. This is done through expectation training in which teachers clearly illustrate and define what kindness looks like before students have a chance to be unkind. Daily procedures are designed to support the school's emphasis on kindness.
  - b. Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff by providing opportunities for and strongly encouraging age-appropriate school and community service hours. Students who display kindness and good citizenship are given special recognition. This will develop a sense of community and service within the school and between the school and the larger community.
  - c. Evaluate and report service hours to student advisors because community service instills a sense of individual, social, and civic responsibility and enables the student to use newly-gained knowledge to solve community problems.

#### D. Standard D

The skills necessary to communicate effectively are taught.

1. *Goal.* Teach students a range of effective communication skills.
2. *Objectives.* NVA will:
  - a. Emphasize meaningful language experience in reading, writing, and spelling, enhanced by dramatization and memorization. This will be measured through weekly evaluations.
  - b. Provide an age-appropriate technology curriculum that supports development of a variety of communication skills, including written and verbal.
  - c. Provide instruction in a foreign language in grades K-8 as budget permits. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills. Once NVA offers grades 9-12, students in those grades

will be highly encouraged to enroll in dual credit with other secondary and post-secondary institutions for advanced Spanish.

- d. Provide instruction in music, dance, and art as budget permits. Students will build skills needed for dual enrollment in these areas.

E. Standard E

A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

1. *Goal.* Develop an educated citizenry through a dynamic, interactive, academic program where pacing is driven by student capabilities rather than textbooks.

Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies.

2. *Objectives.* NVA will:

- a. Use the Idaho State Department of Education’s Standards as a starting point to be enhanced by the Core Knowledge® Sequence and other creative methods.
- b. Use a variety of methods to ensure student learning, including, but not limited to, the Core Knowledge® Sequence.
- c. Emphasize environmental responsibility by providing students with opportunities for voluntary, age-appropriate service opportunities. Service hours may be required in school organizations.
- d. Use field trips and career development discussions, particularly encouraging patriotism, as appropriate. (The school mascot is “Patriots.”)

F. Standard F

The skills necessary for the students to enter the workforce are taught.

1. *Goal.* Provide students with basic skills that prepare them for future employment.

By using learning tools such as computers, scientific equipment, and networks linked to local and nationwide resources, students learn how to be life-long learners and will be prepared to enter the workforce with a solid foundation of knowledge and skills. As NVA expands into grades 9-12, we will provide academies with class requirements and standards articulated with other secondary and post-secondary institutions, such as College of Southern Idaho, with whom we plan dual credit. (See Also, Tab 3, IV, F)

2. *Objectives.* NVA will:

- a. Provide a strong foundation in basic reading, writing, science, social studies, and computational skills.
- b. Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace.
- c. Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information, solving problems, and locating and evaluating information from a variety of sources.

**III. Educated Person:** Ref. Idaho Code § 3305205(3)(a)

A. Definition of an “Educated Person”

NVA will provide an environment in which students can become an educated citizenry through a dynamic, interactive, academic program with a tempo set by student capabilities, not textbooks. Students will be competent in the basics, such as, reading, writing, math, science, and social studies. They will also have opportunities to become well-rounded learners with training in technology, fine arts, and foreign language.

NVA’s educational program will seek to provide an opportunity for each student to develop to his or her maximum potential. The objectives for the educational program are, among other things, to:

1. Foster self-discovery, self-awareness, and self-discipline;
2. Develop an awareness of and appreciation for cultural diversity;
3. Stimulate intellectual curiosity and growth;
4. Provide fundamental career concepts and skills;
5. Help the student develop sensitivity to the needs and values of others and respect for individual and group differences;
6. Help each student strive for excellence and instill a desire to reach the limit of his or her potential;
7. Develop the fundamental skills which will provide a basis for lifelong learning; and
8. Be free of any cultural, ethnic, sexual, or religious bias.

B. Methods of Instruction

All courses of instruction will comply with state statutes and the rules of the Idaho State Board of Education.

1. Traditional Face-to-Face Instruction

- a. Traditional face-to-face teaching means a course taught by a person who holds a certificate pursuant to Sections 33-1201 and 33-1207, Idaho Code, and where the students and teachers are not separated by distance or time.
- b. Teachers will be engaged in the act of face-to-face throughout the day using a variety of proven teaching techniques including: tactile, visual, kinesthetic, auditory, group, and independent approaches. By taking into account and addressing the varying developmental rates and learning modalities of the student population, it is possible through this direct-teaching and monitoring approach to keep curricula challenging and the expectations for learning high.

2. Blended Program: Ref. Idaho Code 33-5702(1) (See Also, Tab 10)

- a. "Blended program" participants must enroll in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** will also be required to participate in courses and activities at school. There they will receive instruction in character education and take offered electives from NVA teachers. This instruction will be overseen and monitored by the Principal/Designee.
- b. All blended program students will be required to attend either the "Rise and Shine" ceremony for K-6 students or the "Above and Beyond" ceremony for 7-12 students. Students will arrive on time and in dress code for these events. All blended program students must participate in at least one whole school event per trimester.
- c. Blended program students will be invited to all whole school events, i.e., assemblies, field trips, academic fair, Christmas program, Spelling Bees, Geography Bees, etc.
- d. All blended program students are eligible to participate in NVA extracurricular activities.

**IV. Curricular Emphasis**

A. How Learning Best Occurs: Ref. 33-5205(3)(a)

The curriculum will reflect our belief that learning best occurs when:

1. Students are actively engaged in integrated and meaningful tasks;
2. Students see the connection between what they learn and the real world;
3. Students work individually and as members of a group;

4. Students, parents, and educators work together to identify academic and personal learning goals, support;
5. Students accept responsibility for learning as an intrinsic part of the educational program;
6. Students are supported by mentors and advocates;
7. All students have advanced learning opportunities;
8. Students see themselves as part of the community and find ways to serve the community;
9. Students are allowed to make mistakes in order to achieve success;
10. A positive and productive learning environment is provided; and
11. Students are given time to reflect on the value and purpose of what they learn.

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Principal and teachers are responsible for making curriculum recommendations. The curriculum will be designed to accomplish the learning objectives and goals for excellence consistent with NVA's educational philosophy, mission statement, objectives, and goals.

#### B. Core of Instruction

Instruction is inclusive of subject matter content and course offerings. Patterns of instructional organization will be determined by a qualified School Administrator and teaching team. NVA will assure students meet the school standards with the state standards as a minimum. This includes special instruction that allows Limited-English Proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the standard education program. It also includes special learning opportunities for accelerated, learning disabled students, and students with other disabilities.

#### C. Remediation

Evaluation of progress assessment data could prompt additional help that could include in-class remediation, tutoring, or evaluation for Special Education services. Data indicators include, but are not limited to:

1. Not reaching grade level on state adopted standardized tests;
2. Reading below grade level as determined by IRI in grades K – 3; grades 4 – 12 teachers will use multiple sources of data such as classroom grades, fluency checks, comprehension checks, and/or computerized programs to determine a student's reading level; and/or

3. Failure to do math at grade level as determined by program assessments and/or on state adopted standardized tests.

#### D. Instructional Methodologies

All curriculum taught at NVA will be reviewed and approved by NVA's Board.

##### 1. *Ron Clark's, "Essential 55"*

NVA may utilize Ron Clark's, "Essential 55," which among other things enables students to develop the following important life skills: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus. NVA will strongly encourage every parent to read the book. This will familiarize them with Clark's code of conduct and methodologies, which will be used by teachers.

##### 2. *Great Expectations*

NVA will utilize *Great Expectations*, which is a professional development program that:

- a. provides teachers and administrators with the skills needed to create harmony and excitement within the school atmosphere;
- b. creates an infrastructure that promotes improved student self-esteem, attendance, discipline, and parent participation - all of which result in improved academic achievement; and
- c. is grounded in the belief that all students can learn, no matter what labels have been placed on them.

##### 3. *Cowboy Ethics*

NVA may utilize *Cowboy Ethics*, by James P. Owens, which is a character education program that is dedicated to the belief that everyone needs a code or creed to live by:

- a. live each day with courage;
- b. take pride in your work;
- c. always finish what you start;
- d. do what has to be done;
- e. be tough, but fair;
- f. when you make a promise, keep it;
- g. ride for the brand;
- h. talk less and say more;

- i. remember that some things aren't for sale; and
- j. know where to draw the line.

4. *Blended Curriculum* (See Tab 10)

E. Instruction Courses

At appropriate grade levels, instruction will include, but not be limited to, the following:

1. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech, and listening;
2. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning, and probability;
3. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences; and
4. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology.

NVA may use the unique aspects of the Core Knowledge® Sequence to meet or exceed all Idaho State Standards and benchmarks.

The Core Knowledge® Sequence will expose students in each grade to a broad range of historical, scientific, and cultural topics that will build on one another to prepare them for later educational success. This wide array of subject matter will not only develop cultural literacy but also will build the strong vocabulary necessary for *true* reading comprehension.

Core Knowledge® tries to develop cultural literacy in a way that is systematic but leaves room for creativity for both teacher and student. This curriculum eliminates the gaps and repetition that characterize a curriculum in which textbooks and programs are selected more or less at random.

F. Grading Procedures

NVA students will be required to meet established academic standards and graduation requirements adopted by the Board, reference IDAPA 08.02.03.105. (See Tab 3, V, 5 and D. for grading procedures for students enrolled in Special or Alternative Programs.)

NVA will utilize a report card developed by the teachers and Principal to indicate growth as well as achievement. All NVA students will be evaluated on the same platform so parents will be able to detect whether their student is growing in each academic area throughout the year. Students with limited language will be gaining growth tools so their evaluation will typically reflect growth more than achievement.

G. Other Required Instruction

1. *Grades K-8*

- a. Other instruction
  - Fine Arts (art and music)
  - Health (wellness)
  - Physical Education (fitness)
- b. Additional instructional options as determined by NVA may include:
  - Foreign Language (Spanish)

2. *Plan for Dual Enrollment Participation*

Students enrolled in NVA will be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code 33-203. Dual enrollment options will be subject to district procedures as allowed in Idaho Code 33-203(1).

Parents will be provided information concerning dual enrollment options and requirements. State funding of a dually enrolled student will be only to the extent of the student’s participation in the public school programs.

Dual enrollment will include the option of enrollment in a post-secondary institution. Any credits earned from the accredited post-secondary institution will be credited toward graduation requirements as outlined in NVA Board Policy.

3. *Secondary Curriculum (Grades 7-12)* The secondary curriculum is composed of college-prep required classes and elective classes.

a. Sample Schedule of Required and Elective Class Offerings by Grade

<b>Sample Freshman Schedule</b>	<b>Sample Sophomore Schedule</b>
English 1	English 2
Appropriate Math or Algebra II	Appropriate Math or Geometry
Physical Science	Biology/Anatomy
World Cultures	History I
Business Communications/Speech/ Humanities	Health/PE/Humanities
<i>Elective (See Table Below)</i>	<i>Elective (See Table Below)</i>
<b>Sample Junior Schedule</b>	<b>Sample Senior Schedule</b>
English 3 or English 101	English 4 or English 102
Appropriate Math or College Algebra	Appropriate Math or College Algebra
Chemistry or Appropriate Science	Appropriate Science
History II	American Government
<i>Elective</i>	Economics
	Senior Project

<b>Dual Credit Elective Classes in association with College of Southern Idaho (CSI) and/or Idaho Digital Learning Academy (IDLA)</b>	
<b>Academic:</b>	<b>Tech Prep:</b>
English 101	Introduction to Painting
English 102	Introduction to Drawing
College Algebra	Co-op Ag
Government	Co-op Business Ed.
Economics	Co-op FAMCS
Accounting	Computer Applications
Spanish	PC Troubleshooting
IDLA	Photoshop

b. North Valley Academy Required Graduation Credits  
(which exceed State of Idaho Graduation Requirements)

English (including Speech).....	8
Science .....	8
Mathematics.....	8
Social Science.....	6
Humanities.....	2
Health .....	1
Electives .....	13

(Coursework must include senior project and speech requirements. Highly recommend two (2) credits in computer operation.)

Total North Valley Academy Credits at Graduation .....46

GPA of 60% on a 100% scale to receive a diploma  
Pass 10<sup>th</sup> grade ISAT

All North Valley Academy secondary students are required to attend school full-time, unless dually enrolled as allowed by statute. Full-time attendance can be accomplished through physically attending the school for face-to-face instruction or participation in the blended program, which is a combination of online courses **and** courses at school.

North Valley Academy will require incorporation of heroes in the state-mandated senior project. The project will be completed independently and in coordination with student senior classes.

All North Valley Academy secondary students will take the state-mandated college entrance exams.

d. Number of credits available in dual-credit classes in association with College of Southern Idaho (CSI) and/or Idaho Digital Learning Academy (IDLA)

Tab 3: Educational Programs and Goals

<b>Academic:</b>		<b>Tech Prep:</b>	
English 101	3	Introduction to Painting	1
English 102	3	Introduction to Drawing	1
College Algebra	3-5	Computer Applications	1
Government	3	PC Troubleshooting	1
Economics	3	Photoshop	1
Accounting	3-4		
Spanish	4-8		
<b>TOTAL NUMBER OF POSSIBLE CREDITS</b>	<b>22-29</b>	<b>TOTAL NUMBER OF POSSIBLE CREDITS</b>	<b>5</b>

\*This is the standard toward which NVA will be working. However, NVA recognizes students will need to be given the necessary instructional time in order to achieve this standard. NVA plans to “grow” our students into this standard.

H. Alternative Credit Options (See Also, Tab 10)

In addition to regular classroom-based instruction, students may earn credit through the following means:

1. *Blended Program Courses* (See Tab 10)
2. *Correspondence Courses*

NVA will permit a student to enroll in an approved correspondence course from an institution approved by the Idaho State Department of Education, in order that such a student may include a greater variety of learning experiences within the student’s educational program.

High school students may earn, through correspondence, a maximum number of units of academic credit to be applied toward graduation requirements.

Only courses offered by institutions recognized by the Board will be accepted. The express approval of the Principal/Designee will be obtained before the course is taken.

Credit for correspondence courses may be granted provided the following requirements are met:

- a. prior permission has been granted by the Principal/Designee; and
- b. the program fits the education plan submitted by the regularly enrolled student.

An official record of the final grade must be received by the school before a diploma may be issued to the student.

Provision of educational programs and services such as HIV/AIDS education, family life/sex education, occupational education, driver education, guidance and counseling services, summer

school programs, parent education programs, social work, and psychological services will be identified based on need. The Board, Principal, and staff will work together to determine the need for, and estimated cost and value of the above programs. These programs will be provided as required by Idaho Code §33-1612 and the rules governing thoroughness at IDAPA 08.02.030.

**V. Special or Alternative Programs:** Ref. Idaho Code § 33-5205(3)(q)

A. Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation, (Section 504), and the American's with Disabilities Act (ADA)

NVA provides a Special Education Program in accordance with federal and state regulations and guidelines. Specifically, NVA adopts and complies with the current *Idaho Special Education Manual* from the State Department of Education. To the best of our knowledge this manual reflects IDEA guidelines and Special Education Best Practices. The NVA Special Education administrator will be the IDEA, Section 504, and ADA Compliance Officer.

NVA will to ensure that students who are disabled within the definition of IDEA, Section 504, and ADA are identified, evaluated and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under IDEA, Section 504, and ADA, NVA will establish and implement a system of procedural safeguards. The safeguards will cover students' identification, evaluation, and educational placement. This system will include: notice, an opportunity for the student's parent to examine relevant records, an impartial hearing with opportunity for participation by the student's parent, and a review procedure.

1. *Terminology*

NVA has identified the following terms as specific to this section and important for clarity to avoid confusion and incorrect use of terms in this elementary and secondary school context:

Accommodation: a term correctly used in the context of public accommodations and facilities; an individual with a disability may not be excluded, denied services, segregated or otherwise treated differently than other individuals by a public accommodation or commercial facility; (term is not to be confused with "reasonable accommodation," discussed below).

Equal access: equal opportunity of a qualified person with a disability to participate in or benefit from educational aids, benefits, or services.

Free and appropriate public education (FAPE): a term used in the elementary and secondary school context; refers to the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met and is based upon adherence to procedures that satisfy the IDEA, Section 504, and ADA requirements pertaining to educational setting, evaluation and placement, and procedural safeguards.

Placement: a term used in the elementary and secondary school context; refers to regular and/or special educational program in which a student receives educational and/or related services.

Reasonable accommodation: a term used in the employment context to refer to modifications or adjustments employers make to a job application process, the work environment, the manner or circumstances under which the position held or desired is customarily performed, or that enable a covered entity's employee with a disability to enjoy equal benefits and privileges of employment; this term is sometimes used incorrectly to refer to related aids and services in the elementary and secondary school context.

Related services: a term used in the elementary and secondary school context to refer to developmental, corrective, and other supportive services, including psychological, counseling and medical diagnostic services and transportation.

## 2. *Eligibility*

NVA will provide a free and appropriate public education (FAPE) to qualified students who have a physical or mental impairment that substantially limits one or more major life activities.

A free and appropriate public education will consist of regular or special education and related aids and services designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met.

“Qualified students with a disability” for whom NVA will provide these services are students with a disability who are: of an age at which students without disabilities are provided elementary and secondary educational services; of an age at which it is mandatory under state law to provide elementary and secondary educational services to students with disabilities; or a student to whom a state is required to provide a free appropriate public education under the Individuals with Disabilities Education Act (IDEA).

A certified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. The special education teacher, or an educational assistant under his/her supervision, will provide services in an inclusion or a pullout model depending on the degree of intervention necessary to meet the student’s needs. The special education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

Student’s protected under IDEA, Section 504, and ADA will be determined to: 1) have a physical or mental impairment that substantially limits one or more major life activities; 2) have a record of such impairment; or 3) be regarded as having such impairment. The determination of whether a student has a physical or mental impairment that substantially limits a major life activity will be made on the basis of an individual inquiry.

The definition of a physical or mental impairment, as defined in the Section 504 regulation, at 34 C.F.R. 104.3(j)(2)(i), is any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological;

musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

NVA will also consider a student's use of mitigating measures in determining whether the student is substantially limited in a major life activity. Examples of "mitigating measures" include corrective eyeglasses and medications. Major life activities, as defined in the Section 504 regulation at 34 C.F.R. 104.3(j)(2)(ii), include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

### 3. *Evaluation*

NVA will utilize evaluative procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need special education and/or related services because of disability that ensure students are not misclassified, unnecessarily labeled as having a disability, or incorrectly placed, based on inappropriate selection, administration, or interpretation of evaluation materials.

NVA will conduct periodic re-evaluations at three-year intervals or more frequently if conditions warrant, such as prior to a significant change of placement, or if the student's parent or teacher requests a re-evaluation. Changes considered significant by NVA include, but are not limited to, exclusion from the educational program for more than 10 school days, transfer of a student from one type of program to another, or terminating or significantly reducing a related service.

NVA will obtain written parental consent for initial evaluations. Pursuant to Section 504 regulation, 34 C.F.R. 104.35(b), NVA will individually evaluate a student before classifying the student as having a disability or providing the student with special education. The determination of substantial limitation will be made on a case-by-case basis with respect to each individual student, in accordance with Section 504 regulation, at 34 C.F.R. 104.35 (c).

A temporary impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. The issue of whether a temporary impairment is substantial enough to be a disability will be resolved on a case-by-case basis, taking into consideration both the duration (or expected duration) of the impairment and the extent to which it actually limits a major life activity of the student.

Tests used by NVA for the determination of eligibility for services under IDEA, Section 504, and ADA will be selected and administered so as best to ensure that the test results accurately reflect the student's aptitude or achievement or other factor being measured rather than reflect the student's disability, except where those are the factors being measured. NVA will also utilize tests and other evaluation materials including those tailored to evaluate the specific areas of educational need and not merely those designed to provide a single intelligence quotient. The tests and other evaluation materials will be validated for the specific purpose for which they are used and appropriately administered by trained personnel.

The amount of information required will be determined by a multi-disciplinary committee appointed by NVA to evaluate the student. Said committee will be in compliance with the IDEA regarding the group of persons present when an evaluation or placement decision is made, including persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.

A physician's medical diagnosis may be considered among other sources in evaluating a student with a disability or believed to have a disability which substantially limits a major life activity. Other sources that will be considered, along with the medical diagnosis, include, but are not limited to: outside independent evaluation, if available; aptitude and achievement tests; teacher recommendations; physical condition; social and cultural background; and adaptive behavior.

Information from all sources will be documented and considered by the committee members. The weight of the information will be determined by the committee given the student's individual circumstances. NVA forbids committee members to evaluate a student suspected of having a disability by relying on presumptions and stereotypes regarding persons with disabilities or classes of such persons.

The committee members will make a recommendation to the Principal/Designee. The Principal/Designee will review the recommendation. The Board may be consulted if questions arise such as implementation. The Principal/Designee will notify the student's parent within 15 days of receipt of the committee's recommendation.

Upon request, the parent of the student will be allowed to examine all relevant records relating to the student's education and the school's identification, evaluation and/or placement decision;

If parents disagree with the determination, a request for a due process hearing may be made.

#### 4. *Impartial Due Process Hearing*

- a. If the parent of a student who qualifies under IDEA, Section 504, or ADA for special instruction or related services disagree with a decision of NVA with respect to: (1) the identification of the student as qualifying for IDEA, Section 504, or ADA; (2) NVA's evaluation of the student; and/or (3) the educational placement of the student, the parents of the student are entitled to certain procedural safeguards. The student will remain in his/her current placement until the matter has been resolved through the process set forth herein.
- b. The parent of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing will identify with specificity the areas in which the parents are in disagreement with NVA;
- c. Upon receipt of a written request for an impartial due process hearing, a copy of the written request will be forwarded to all interested parties within three (3) business days of receipt of the same;

- d. Within ten (10) days of receipt of a written request for an impartial due process hearing, NVA will select and appoint an impartial hearing officer that has no professional or personal interest in the matter. In that regard, NVA may select a hearing officer from the list of special education hearing examiners available at the Office of Public Instruction, the county superintendent or any other person that will conduct the hearing in an impartial and fair manner;
- e. Once NVA has selected an impartial hearing officer, NVA will provide the parent and all other interested parties with notice of the person selected;
- f. Within five (5) days of NVA's selection of a hearing officer, a pre-hearing conference will be scheduled to set a date and time for a hearing, identify the issues to be heard and stipulate to undisputed facts to narrow the contested factual issues;
- g. The hearing officer will in writing notify all parties of the date, time and location of the due process hearing;
- h. At any time prior to the hearing, the parties may mutually agree to submit the matter to mediation. A mediator may be selected from the Office of Public Instruction's list of trained mediators;
- i. At the hearing, NVA and the parent may be represented by counsel;
- j. The hearing will be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it will be recorded using either appropriately equipped or a court-reporter. NVA will be allowed to present its case first. Thereafter the parent will be allowed to present its case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Idaho Rules of Evidence will not apply. The hearing officer will make all decisions relating the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the hearing officer will close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions and decision;
- k. Within twenty (20) days of the hearing, the hearing examiner should issue a written report of his/her decision to the parties;
- l. Appeals may be taken as provided by law. The parent may contact the Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, Colorado 80204-3582, (303) 844-5695 or 5696.

##### *5. Grading Procedures for Special Education Students*

Students on an IEP will receive grades according to criteria set forth in Chapter 7 of *Idaho Special Education Manual*:

- a. Grades cannot be modified on the basis of special education status alone.
- b. Nondiscriminatory titles may be used for classes, report cards, and transcripts to designate adaptations or accommodations in general education classes.
- c. The provisions of adaptations or accommodations will be spelled out in the student's IEP.
- d. Collaborative grading between general education teachers and special education teachers will be encouraged and considered appropriate. The grading procedure will be spelled out in the IEP.
- e. Kindergarten through eighth-grade report cards may have asterisks or other identification stating the class was from special services, (i.e., resource room, enrichment class, speech therapy, etc.)

#### 6. *Disciplinary Procedures for Special Education Students*

The discipline procedures adopted in the *Idaho Special Education Manual* will be utilized in disciplinary matters for students with disabilities attending NVA. These adopted policies and procedures will meet the requirements of IDEA, Section 504, and ADA.

#### B. Title I Parent Involvement

The parents of students identified to participate in Title I programs will receive from the school Principal/Designee and Title I staff an explanation of the reasons supporting each student's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their student's progress. Parents will also receive guidance as to how they can assist at home in the education of their students.

NVA endorses the parent involvement goals of Title I and encourages the regular participation of parents of Title I eligible students in all aspects of the program. The education of students is viewed as a cooperative effort among the parents, school, and community.

Pursuant to federal law NVA will develop jointly with, agree upon with, and distribute to parents of students participating in the Title I program a written parent involvement policy.

NVA parents will be notified at the beginning of the school year if the school is identified for Title I school improvement, the reasons for that designation, how the school is addressing the achievement problem, how parents can help address the problem, and the option they have as parents to transfer their student to another public school with transportation provided.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation, and evaluation of the program for the next school year. Proposed activities to fulfill the requirements necessary to address the requirements of parental-involvement goals will be presented.

#### 1. *Meetings*

In addition to the required annual meeting, at least three (3) additional meetings will be held at various times of the day and/or evening for parents of students participating in the Title I program. These meetings will be used to provide parents with:

- a. Information about programs provided under Title I;
- b. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
- c. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their students; and
- d. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to NVA level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings, through payment of transportation and childcare costs.

## 2. *School-Parent Compact*

NVA will use Title I funds primarily at the elementary level, and will develop jointly with parents of students served in the program a "School-Parent Compact" outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting state standards. The "School-Parent Compact" will:

- a. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling students in the Title I program to meet the state's academic achievement standards;
- b. Indicate the ways in which each parent will be responsible for supporting their student's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their student's education and positive use of extracurricular time; and
- c. Address the importance of parent-teacher communication on an ongoing basis with, at minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

## 3. *Guidelines and Responsibilities*

In order to achieve the level of Title I parent involvement desired by Charter School policy on this topic, these procedures guide the development of each school's annual plan designed to foster a cooperative effort among parents, school, and community.

- a. Guidelines

Parent involvement activities developed through every grade level will include opportunities for:

- i. Volunteering;
- ii. Parent education;
- iii. Home support for the student's education; and
- iv. Parent participation in school decision making.

The school system will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

b. Roles and Responsibilities

i. Parents. It is the responsibility of the Title I parents to:

- 1) Actively communicate with school staff;
- 2) Be aware of rules and regulations of school;
- 3) Take an active role in the student's education by reinforcing at home the skills and knowledge the student has learned in school; and
- 4) Utilize opportunities for participation in school activities.

ii. Staff. It is the responsibility of staff to:

- 1) Develop and implement a school plan for parent involvement;
- 2) Promote and encourage parent involvement activities;
- 3) Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement;
- 4) Send information to parents of Title I students in a format and, to the extent practicable, in a language the parents can understand.

iii. Community. Community members who volunteer in the schools have the responsibility to:

- 1) Be aware of rules and regulations of the school;
- 2) Utilize opportunities for participation in school activities.

ix. Administration

It is the responsibility of the administration to:

- 1) Facilitate and implement the Title I Parent Involvement Policy and Plan;
- 2) Provide training and space for parent involvement activities;
- 3) Provide resources to support successful parent involvement practices;
- 4) Provide in-service education to staff regarding the value and use of contributions of parents and how to communicate and work with parents as equal partners;

- 5) Send information to parents of Title I students in a format and, to the extent practicable, in a language the parents can understand.

C. Gifted and Talented Program: Ref. Idaho Code § 33-2003

Section 33-2001, Idaho Code describes gifted/talented students as "...those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic, or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities." All public schools, including charter schools, must identify and serve gifted/talented students.

By law, NVA is required to provide for special instructional needs of gifted and talented students enrolled in NVA. The Board, in conjunction with the Principal and staff, will develop the State required plan for NVA's gifted/talented program. The Plan will include a philosophy statement, definition of giftedness, program goals, program options, identification procedures and a program evaluation. NVA's initial plan will be submitted to the Department of Education. Pursuant to State Board mandate, the Plan will be updated every three (3) years.

The Board designates the Principal to be responsible for development, supervision and implementation of NVA's gifted and talented program. Such program will include, but not be limited to, the following:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

The Principal/Designee will establish procedures consistent with state guidelines for screening, nominating, assessing, and selecting students of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

D. Limited-English Proficiency (LEP) Program

NVA anticipates an enrollment ranging from 240-442 students. The ethnic minority in Gooding County, and consequently NVA is Hispanic. NVA anticipates limited-English proficient (LEP) students to make up 10-20% of total enrollment.

For program details, please see NVA's LEP Program, Appendix P.

## TAB 4: MEASUREMENT OF STUDENT PROGRESS

### **I. Measurable Student Educational Standards:** Ref. Idaho Code § 33-5205(3)(b)

NVA's goal is to accomplish these educational standards annually:

#### A. Standard 1

Students at NVA enrolled continuously from the beginning of the school year, will show annual academic improvement as measured by:

1. 70% of K – 3 students will receive a score of proficient or better as measured by the Idaho Reading Indicator.
2. 70% of students will receive a score of proficient or above in all required subjects as measured by the Idaho Standards Achievement Test (ISAT).
3. 75% of students will achieve satisfactory or above in core subjects on academic progress reports as measured by teacher developed classroom assessment tools, such as, but not limited to culminating portfolios, assignments, quizzes and tests. Tools will be an ongoing development starting the first day of school. When NVA is fully staffed, every teacher will meet with his/her colleagues in the grade below and the grade above to align expectations. Established standards will be reviewed and aligned with the curriculum to ensure teachers are preparing students for success at the next grade level, i.e., kindergarten teaches to first grade and above, first grade teaches to second grade and above, etc. Staff will also review student accomplishment records to direct their teaching efforts most effectively.

#### B. Standard 2

Ninety-five percent (95%) of all students, K-12, will develop and maintain a career portfolio.

1. *Completion/progress monitoring benchmarks are:*
  - a. All students will achieve satisfactory status or above for their grade appropriate portfolio based on rubrics developed by teaching staff. The rubric for the first grading period will be completed prior to the commencement of the first grading period. The rubric for the second grading period will be developed during the first grading period, and so on. The resulting rubric will be re-evaluated and updated at the conclusion of each academic year to ensure the highest level of academic excellence.
  - b. All eighth-grade students will develop an educational plan including a four year high school and a four year post high school career/education plan as part of their career portfolio.

- c. Portfolio pieces may include, but not be limited to grade appropriate pictures, interviews, reports, journal pages, speeches, biographies, internships, plans, and college/career investigations. Development of the carrier portfolio will be directed by a teacher/advisor and reviewed by the parents.

C. Standard 3

Ninety-five percent (95%) of students currently enrolled at NVA in grades 11 and 12 will participate in the ACT and Compass tests. Seventy-five percent (75%) of students who complete the ACT and Compass tests will score 20 or higher on the ACT and will meet or exceed the college entrance cut-off established by College of Southern Idaho (CSI) for the Compass Test.

**II. Measurable Student Progress:** Ref. Idaho Code § 33-5205(3)(c)

A. Mastery Level

We will meet the goals identified in this Charter petition by 2012 when 75% of students:

1. Score at levels considered proficient or above on standardized tests after a period of two consecutive academic years at NVA.
2. Read by third grade at the level considered proficient or above as measured by Idaho Reading Indicator (IRI).
3. Produce work that depicts acquired, integrated, extended, refined and meaningful utilization of information as measured by required State IRI and ISAT assessments.
4. Reflect positive growth on the parent surveys done yearly on the student's attitudes and habits toward, but not limited to, work ethic, honesty, taking responsibility, self-confidence, knowledge, etc.
5. Reflect positive growth on self-assessment surveys done yearly on attitudes and habits toward task performance.

B. Achievement of Assessments

Seventy-five percent (75%) of students in attendance at NVA will be expected to improve their personal scores in all aspects of the following assessments, which will ultimately improve NVA's overall scoring:

Idaho Reading Assessment, Grades K– 3  
ACT – 11, 12  
ISAT assessment, Grades 2-10

**III. Standardized Testing:** Ref. Idaho Code § 33-5205(3)(d)

A. Statewide Assessments

The students at NVA will be evaluated using the same standardized tests as other Idaho public school students.

B. Additional Assessments

Additional yearly assessment tools may be required as determined by the NVA Board.

C. Reporting of Student Test Results

Staff will report results of the following student tests to the school counselor who will compile a report to be presented to the Principal/Designee:

1. Individual student progress
2. Grade level/school composite scores
3. Year-to-year comparative results by subject
4. Comparative results between NVA, state, and national averages

D. Annual Reports to Idaho State Board of Education and Authorized Chartering Entity

Annual reports will be made to the Idaho State Board of Education and Authorized Chartering Entity, providing formative and summative data to demonstrate that the school is meeting all the performance standards prescribed by the State and other standards still under construction. This data can include emerging Idaho State Department of Education standards, benchmarks and/or NVA-developed criteria.

**IV. Middle Level Credit System (IDAPA 08.02.03.107)**

North Valley Academy developed and adopted a policy that addresses the following:

A. Credit Requirements

NVA shall require students to attain a minimum of eighty percent (80%) of the total credits attempted before the student will be eligible for promotion to the next grade level. NVA's credit system shall require a student to attain, at a minimum, a portion of the total credits attempted in each area in which credits are attempted except for areas in which instruction is less than a school year before the student will be eligible for promotion to the next grade level.

B. Credit Recovery

A student who does not meet the minimum requirements of the credit system shall be given an opportunity to recover credits or complete an alternate mechanism in order to become eligible for promotion to next grade level.

C. Alternate Mechanism

NVA may establish an alternate mechanism to determine eligibility for grade level promotion. The alternate mechanism shall require a student to demonstrate proficiency of the appropriate content standards. All mechanisms established and used by NVA to demonstrate proficiency will be forwarded to the State Department of Education. Alternate mechanisms will be re-submitted to the Department when changes are made to the mechanism.

D. Attendance

Attendance shall be an element included in the credit system, alternate mechanism or both.

E. Special Education Students

The Individualized Education Program (IEP) team for a student who is eligible for special education services under the Individuals with Disabilities Education Improvement Act may, establish alternate requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level.

F. Limited English Proficient (LEP) Students

The Educational Learning Plan (ELP) team for a Limited English Proficient (LEP) students, as defined in Subsection 112.04.d.iv. may, establish alternate requirements or accommodations to credit requirements as deemed necessary for the student to become eligible for promotion to the next grade level.

**V. Accreditation:** Ref. Idaho Code § 33-5205(3)(e) and 33-5210(4)(b)

A. State Accreditation of Charter School

NVA will be accredited through the State of Idaho as set forth by the rules and regulations of the Idaho State Board of Education. Update: NVA was accredited in 2008 per Northwest Accreditation Standards. Accreditation is updated and renewed annually.

B. Accreditation Standards

The Board will comply with all accreditation standards established by the Idaho State Board of Education. NVA will use one or more of the following standards as required by law:

1. Idaho Elementary/Secondary Accreditation Standards, dated October 17, 1996
2. Northwest Accreditation Standards
3. Idaho School Accreditation School Improvement Model

C. Accreditation Reports

NVA will submit all accreditation reports to the Elementary/Secondary Accreditation Committee in a timely manner.

**VI. “No Child Left Behind” (NCLB)**

Student learning is the primary focus for NVA. A Strategic Plan will be in place as part of our accreditation process with the State of Idaho. The Strategic Plan will be developed by the NVA Board, Principal, and staff representatives. The plan will outline, by year, educational steps including needed remediation for all educational goals identified. Explicit curriculum and procedures will be included in the Strategic Plan.

**Plan for Improvement per NCLB**

Should it be determined through our measurement systems that learning is being compromised, steps will be taken by the Principal and the Board to identify and target school and individual needs. A comprehensive plan of improvement will be developed that will examine curriculum, time on task, teaching instruction, and other important processes that affect student learning.

## **I. Description of Governance Structure**

### **A. Governing Body**

The Governing Body consists of Directors elected or appointed as set forth in the corporate bylaws section 4.3. The number of Directors constituting the Board of the Corporation will be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy making and evaluating. The Board will have further duty of directing the financial means by which the educational program is conducted. They will also ensure that the community be informed of the needs, purposes, values, and status of NVA. The Board has ultimate responsibility for the fulfillment of the commitments in this charter and compliance with statute and administrative rule.

During the initial year of operation, the Board will be comprised of at least the following positions: chairman, vice-chairman, secretary, and treasurer. The responsibilities of these positions are outlined in the Corporate Bylaws.

The Board will be determined through elections as outlined in the Corporate Bylaws. The Corporate principals will remain the same unless the Articles of Incorporation are amended through the Idaho Secretary of State's office.

### **B. Liability**

Upon approval, NVA will be liable for all acts, omissions, debts or other obligations. To the fullest extent permitted by law, NVA will defend, hold harmless and indemnify the State of Idaho, Idaho State Board of Education, State Charter School Commission, against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of NVA and/or arising out of the acts or omissions of the agents, employees or contractors of NVA.

Upon approval, NVA will secure and maintain insurance for liability, errors and omissions, and property loss. Pursuant to Idaho Code § 33-5204(2), the Authorized Chartering Entity has no liability for the acts, omissions, debts, or other obligations of this public charter school. NVA may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as a public school district. All employees, directors and officers will enjoy the same immunities as employees, directors and officers of traditional public schools.

## **II. Parental Involvement: Ref. Idaho Code § 33-5205(3)(f)**

The Board will establish policies to ensure parental involvement. These requirements will not require the payment of tuition or mandatory service requirements, but will include requirements for parental participation in enrollment procedures, school policy recommendation, and student

discipline. NVA is a public school of choice and parents who choose this school for their students are agreeing to abide by the policies of the school.

The Board will establish or recognize an official Parent-Faculty Association (PFA). All parents of students enrolled in the North Valley Academy charter school and full-time faculty will be members of the PFA. Officers of that committee will be elected annually by the members according to policy to be set by resolution of the Board. The PFA will be authorized to make recommendations regarding any aspect of the school. The PFA will assist and counsel the Board in the creation, implementation, and evaluation of school policy.

**III. Annual Financial and Programmatic Audits:** Ref. Idaho Code § 33-5205(3)(k) and 33-5206(7) and 33-5210(3)

NVA will contract to conduct an annual financial audit as defined in Idaho Code 33-701 subsection 6. The audit will be a full and complete audit conducted yearly by a qualified and independent CPA chosen by the Board and contracted by the school. Appropriate financial statements will be prepared throughout the year and presented at the audit. The audit will be conducted in accordance with generally accepted auditing standards. The audit will be included in an annual report to the Authorized Chartering Entity, after approval by the Board, and submitted no later than October 15.

During the March or April Board meeting, NVA's Board, with assistance from the Principal, will appoint a committee consisting of least one Board member, the Principal, one teacher, two NVA parents, and one person at large (not affiliated with NVA) who will conduct a programmatic audit each year targeting the parameters of this petition. The audit will be conducted as required by section 33-5205(3)(k), Idaho Code, and the conclusions will be reported to the Authorized Chartering Entity with suggestions for policy and program changes intended to improve the educational services provided to the students.

The programmatic audit report will also be included in an annual report to the Authorized Chartering Entity and submitted no later than October 15.

TAB 6: EMPLOYEES: Ref. Idaho Code § 33-5204A(1), 33-5205(3)(g), 33-5210(4)(a)

## **I. Employee Qualifications**

### **A. General Qualifications and Practices**

NVA's staff will meet or exceed qualifications required by state law, including the following:

1. All individuals to be employed by NVA will possess the personal characteristics, knowledge base, and successful experiences necessary for meeting the requirements of this Charter.
2. Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rules of the Idaho State Board of Education. All instructional staff will be highly qualified as required by the "No Child Left Behind Act."
3. NVA will follow the same personnel practices as are required by the Idaho Code. This will include supervision, evaluation, and dismissal as detailed by the Idaho Code.
4. Those required by Idaho Code § 33-5210(4)(d), 33-130, & 33-512 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI finger-printing checks.
5. Teachers will be evaluated according to the procedures outlined in Idaho Code § 33-513. The Parent Committee may make recommendations regarding teacher and/or administrator evaluations.
6. The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.
7. Student/Teacher ratios will be recommended by the Administrator or Parent Committee and subject to Board approval. Student/Teachers ratios established may require the Board to hire additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.
8. An experienced Clerk of the Board will be hired to be responsible for payroll, data entry, and records management.

## **II. Professional Development**

### **A. General Trainings**

A series of professional and in-house professional development sessions will be conducted to train personnel in the unique aspects of NVA. Training may include, but is not limited to:

- a. Instructional models methodology to insure the consistency of instruction
- b. The systems approach to school climate
- c. The Math Concept Board
- d. Language Arts
- e. Vocabulary
- f. Expectations training
- g. Classroom pacing
- h. Rules and Reasons – Student Behavior Plans
- i. Memorization and dramatization
- j. Citizen of the Week/Citizen of the Month
- k. Hall of Fame
- l. Homework
- m. Utilizing parent volunteers
- n. Effective use of educational assistants
- o. Modeling as a staff
- p. Capturing teaching time

**B. Learning Management System (LMS) Training (See Appendix AH)**

NVA staff will be attending a training on June 15, 2011, to learn the BrainHoney system that will replace Moodle as the learning management system used to present course content online. The LMS training and operation will be facilitated by Idaho Digital Learning Academy (IDLA). IDLA will maintain the pre-packaged courses students will use. The NVA tech person will manage/update the software. The annual seat license will be funded by NVA from M&O.

NVA has incorporated professional development into the “Merit Pay Policy” by requiring all teachers to teach a professional development course to the other staff members as the leadership piece of the upcoming merit pay section of the Students Come First program. NVA is beginning this year by hiring IDLA to teach all teachers to use our new LMS “Brain Honey.”

Hardware or network support for homebound students will be offered by the provider first, and NVA staff second. NVA will not provide any hardware for students participating in the NVA blended program courses at home. (See Also, Tab 10)

**III. Standards for Teachers of Online Courses (See Also, Tab 10)**

Teachers of online courses will be trained to meet the ten standards as recommended by the State Board of Education as well as being Idaho Certified teachers. (Onsite teachers who will be teaching or supervising delivery of online courses will be trained to meet the ten standards identified by the State Board of Education as needed.) Teachers will either take professional development which addresses the standards or show proof of having taken such a course or have experience in online teaching.

**IV. Health and Safety Procedures:** Ref. Idaho Code § 33-5205(3)(h)

NVA complies with the provisions of Idaho Code to ensure the health and safety of staff and students by implementing health and safety policies and procedures.

The policy/procedure in its entirety may be found in NVA's Policy Manual, the bulk of which will be modeled after the "Charter School Model Policy Manual" created by the Idaho School Board Association. Applicable policies and procedures will be included in the student handbook. Some of NVA's applicable health and safety policies and procedures and their references are listed below:

1. Criminal History/Background Check Policy (See Appendix)
2. Equal Employment Opportunity and Non-Discrimination Policy (See Appendix)
3. Sexual Harassment/Sexual Intimidation in the Workplace Policy (See Appendix)
4. Staff Complaints/Uniform Grievance Procedure (See Appendix)
5. Substance- and Alcohol-Free Workplace Policy (See Drug Policy in "Health and Safety Policies & Procedures" section in *North Valley Academy Student Handbook*)
6. Tobacco-Free Policy (See Appendix)
7. Weapons Policy (See Code of Conduct in "Health and Safety Policies & Procedures" section in *North Valley Academy Student Handbook*)
8. Facilities Inspection Policy (See Tab 3 , II, A, 2, a)
9. First Aid/Emergency Treatment Policy (See Appendix)
10. Medication Administration Policy (See Medications in "Health and Safety Policies & Procedures" section in *North Valley Academy Student Handbook*)
11. Discipline Policies (See *Tab 7* and Discipline Procedures in "Health and Safety Policies & Procedures" section in *North Valley Academy Student Handbook* for additional information), including, but not limited to, Truancy, Detention, Suspension, and Expulsion

**V. Employee Benefits:** Ref. Idaho Code § 33-5205(3)(m)

All employees who currently are members of PERSI will continue their participation. All new employees will become members of PERSI. Employees will contribute at the rate established by PERSI. All employees will contribute to the Social Security System. NVA will make all employer contributions as required by PERSI, and Federal Social Security. NVA will also pay for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer as required by Idaho Code 33-1279. NVA will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits.

**VI. Transfer Rights:** Ref. Idaho Code § 33-5205(3)(o) & 33-1217

The transfer rights of an employee choosing to work at NVA and the rights of such employees to return to any non-charter school after employment at NVA will be dependent upon the school district from which an employee might transfer. NVA claims no transfer rights.

The Board for NVA will provide coverage for their employees with the Public Employee Retirement System, federal social security, unemployment insurance, and worker's compensation insurance.

**VII. Collective Bargaining:** Ref. Idaho Code § 33-5205(3)(p)

The staff of NVA will be considered a separate unit for purposes of collective bargaining.

**VIII. Teachers and Administrators Under Contract:** Ref. Idaho Code § 33-5206(4)

All teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.

TAB 7: ADMISSION PROCEDURES: Ref. Idaho Code § 33-5205(3)(j)

**I. Admission Procedures**

NVA will be open to all students, on a space available basis within each grade level as established by the Board. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs of students will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, levy taxes, or issue bonds. The Board may choose to charge student fees as allowed by state law. The parameters and procedures set forth in the following Items A-I, are applicable to students wishing to enroll in both NVA and NVA's blended program courses. NVA will conduct a separate lottery for students wishing to enroll in NVA's blended program courses. (See Also, Tab 10)

A. Enrollment Deadline

NVA will establish an enrollment deadline by which date all requests for admission to attend NVA for the next school year must be received. Late applications will be accepted for admission for slots remaining open and/or in addition to waiting lists at any time.

B. Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student in Idaho, may make a request in writing for such student to attend NVA. The request for admission will contain the name(s) and grade(s) of student(s) seeking enrollment in NVA, address, and telephone number of each prospective family. In the case of a family with more than one student seeking to attend NVA, a single request for admission must be submitted on behalf of all siblings.

If the initial capacity of NVA is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, will be utilized to determine which prospective students will be admitted to NVA, as described in IDAPA 08.02.04.203.09. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by NVA will be permitted to participate in the equitable selection process.

C. Admissions Preference

NVA will establish admission preference as authorized by Section 33-5205(3)(j), Idaho Code, for students returning to NVA, students of founders, siblings of students already selected to attend NVA, and those in the primary attendance area.

1. *Founders*

Founders will be defined as those persons:

- a. involved in the initial writing of the petition for the Charter of NVA, by:

- i. researching start-up facilities sites
  - ii. budget planning
  - iii. writing policies and definitions
- b. Those individuals who have made a significant contribution to the development and establishment of NVA as defined by the Board.

D. Priority of Preferences for Initial Enrollment

1. *Selection Hierarchy*

Admission preferences for initial enrollment of students for NVA will have the selection hierarchy as described in Section 33-5205 of the Idaho Code and IDAPA 08.02.04.203.

2. *Attendance Areas*

The primary attendance area for NVA will be Gooding School District boundaries.

3. *Re-enrollment*

Once enrolled in NVA, students will not be required to reapply each year thereafter. Hence, once admitted, a student will not be removed because another student seeks admission.

E. Priority Preferences for Subsequent Enrollment Periods

NVA will have admission preferences for enrollment of students in subsequent school years, with the selection hierarchy with respect to such preferences outlined in Section 33-5205 of the Idaho Code:

1. First priority group: students returning to NVA;
2. Second priority group: children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school;
3. Third priority group: siblings of pupils already selected by the lottery or other random method;
4. Fourth priority group: applicants in primary attendance area; and
5. Fifth priority group: applicants outside of primary attendance area

Beginning with the 2010-2011 school year, North Valley Academy amends the priority preference as follows:

Children of full-time employees of the public charter school will be included within the first priority group, subject to the limitations therein. Otherwise, such children shall be included in the third priority group, subject to the limitations therein.

North Valley Academy will include the following children within the second priority group, subject to the limitations therein:

1. Children of full-time employees of NVA, and
2. Children who attended NVA within the previous three (3) school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment.

#### F. Proposed Attendance List

Each year NVA will maintain a proposed attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list may contain columns next to the name of each student, in which NVA will designate admission preferences applicable to each prospective student. The columns might designate “A” for returning preference; “B” for founders preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and “D” for attendance area preference.

#### G. Provision for Over Enrollment: Equitable Selection Process

If the initial capacity of NVA is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then NVA will determine who will be offered admission to NVA by conducting a fair and equitable lottery selection process.

#### H. Final Selection List

The names of the persons in highest order on the final selection list will have the highest priority for admission to NVA in that grade, and will be offered admission to NVA in such grade until all seats for that grade are filled.

##### 1. *Notification and Acceptance Process*

- a. Within seven days after conducting the selection process, NVA will send an offer letter to the parent, who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to NVA. The offer letter must be signed by the student’s parent, and returned to NVA by the date designated in the offer letter from NVA.
- b. Within seven days after conducting the selection process, NVA will send a letter to the parent, or other person who has submitted an admission request on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. Ref. Idaho Code § 33-5205(3)(j)
- c. If a parent receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.

- d. If a student withdraws from NVA during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

## 2. *Subsequent School Years*

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of NVA is not sufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process will be conducted by NVA for that year.

All prospective students who miss the enrollment deadline will be placed at the bottom of the final selection list in the order in which they are received. They will only receive admittance to NVA when all prospective students on the final selection list have been given the option of acceptance and there are still vacancies in the grade level needed.

### I. Amendments

NVA has the right to amend these admission procedures as needed with the approval of the Authorized Chartering Entity. Any changes will conform to the laws of the State of Idaho and applicable rule of the Idaho State Board of Education.

## **II. Disciplinary Procedures:** Ref. Idaho Code § 33-5205(3)(l) & 33-210

### A. Due Process

When school begins in the fall of each year, the Principal/Designee will review with staff and students NVA's expectations of students. At that time, the material contained in this handbook will be reviewed as well as any other information that may be pertinent. This review will constitute the basis for informing students of policies and procedures, and should they fail to adhere to them, the disciplinary action that will occur.

### B. Consequences

Discipline actions and consequences for violations of school rules, regulations, and procedures include, but are not limited to, the following:

1. Student conference with the Principal.
  - a. Loss of privileges
  - b. Detention (lunch hour or before or after school)
  - c. Phone call to parent
  - d. Letter sent to the parent
  - e. Student and parent conference with Principal
  - f. Suspension from extracurricular activities
  - g. In-school suspension
  - h. Out-of-school suspension

- i. Referral to Status Offenders Service
    - i. Behavioral
    - ii. Attendance
    - iii. Truancies, etc.
  - j. Referral to Counselor or Student Specialist for intervention
2. Recommendation to Board for expulsion

The Principal determines appropriate consequences for infractions.

Both the seriousness of the violation and the number of violations will be considered in determining the proper disciplinary action(s) to be taken.

### C. Suspension Policy

The Principal may temporarily suspend any pupil for disciplinary reasons. Procedure used for suspension will conform to the minimal requirements of due process.

#### 1. *Temporary Suspension:*

NVA's Principal may temporarily suspend any student for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of NVA. A temporary suspension by the Principal shall not exceed five (5) school days in length; and the Board may extend the temporary suspension an additional ten (10) school days. If the Board finds that immediate return to NVA by the temporarily suspended student would be detrimental to other students' health, welfare or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Principal or Board will grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to NVA by the Principal or Board who suspended him upon such reasonable conditions as said Principal or Board may prescribe. The Board will be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto. The Board shall be notified of the reasons for and response, if any, to any temporary suspensions.

#### 2. *In-school Suspension:*

In-school suspension can be for one (1) period to five (5) days. The student is assigned to a study area during the suspension. The missed period(s) or days do not count as absences and the student is allowed to complete all work for full credit.

### D. Expulsion Policy

The Principal or Board may deny attendance at North Valley Academy by expulsion of any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Principal or Board, is such as to be continuously a discipline problem, or who may be harmful to the other students. Any student having been expelled may be readmitted to North Valley

Academy by the Principal or Board upon such reasonable conditions as may be prescribed by the Principal or Board; but such readmission will not prevent the Principal or Board from again expelling such pupil for cause.

No student will be expelled nor denied enrollment without the Principal or Board having first given written notice to the parent of the student, which notice shall:

1. State the grounds for the proposed expulsion;
2. Indicate the time and place where such parent may appear to contest the action of the board to deny school attendance; and
3. State the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him.

Within a reasonable period of time following such notification, the Principal or Board will grant the student and his parents a full and fair hearing on the proposed expulsion. However, the board will allow a reasonable period of time between such notification and the holding of such hearing to allow the student and his parents to prepare their response to the charge.

Any student who is within the age of compulsory attendance, who is expelled as herein provided, will come under the purview of the Juvenile Corrections Act, and the Principal or representative designated by the Board will, within five (5) days, give written notice of the student's expulsion to the Prosecuting Attorney of the county of the student's residence.

#### E. Reenrollment to School Following Expulsion

A student who has been expelled may appeal to the Board to hear a petition for reenrollment in school. NVA's Board will have the right to deny reenrollment for disciplinary or attendance reasons.

### **III. Alcohol, Tobacco, Drug Policy**

NVA recognizes that substance abuse, the harmful use of drugs, tobacco and alcohol, and the problems associated with it are becoming increasingly commonplace in our society. We recognize that a student's involvement with drugs and alcohol may cause problems in their daily lives. We also recognize that in many instances a student's involvement can lead to the illnesses of chemical dependency and alcoholism. We support prevention, early intervention, and appropriate referral. Our intent is to identify and document any behavior/appearance that would be considered problematic to the student. We will be involved in disciplinary action when needed as outlined in the policy manual and student handbook. (See "Drug Policy" in "Health and Safety Policies & Procedures" section in *North Valley Academy Student Handbook*)

### **IV. Attendance Alternatives: Ref. Idaho Code § 33-5205(3)(n)**

Because NVA is a new entity and not a conversion of an existing school, the attendance alternative will be the same as for those presently residing within the area. Students located

within the attendance area of NVA will have the option to enroll in existing public schools presently serving the area. No student will be required to attend NVA.

#### **V. Public Notification of Enrollment Opportunities**

In accordance with Idaho Code § 33-5205(3)(s), all advertising and promotion processes for NVA will include the dissemination of enrollment information, in English and possibly other language(s) taking into consideration the demographics of the area, at least three (3) months in advance of the enrollment deadline established by NVA each year, to be posted in highly visible and prominent locations within the area of attendance of NVA.

In addition, NVA will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within, and/or disseminate printed publications within, the NVA area(s) of attendance.

NVA will ensure that such announcements are broadcast and/or published by such media outlets on not fewer than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.

Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in NVA, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

#### **VI. Denial of School Attendance:** Ref. Idaho Code § 33-5205(3)(i), 33-205, 33-206

NVA is a public school, open to all students based on the provisions provided within this petition. Strict adherence to NVA's Code of Conduct for Students as described in the student handbook is required for optimum learning to be achieved. We will strongly encourage new/incoming students and parents to signify their acceptance of and willingness to comply with the conditions and consequences of NVA's Code of Conduct. Students who are truant, incorrigible, disruptive to the learning process, or present a health or safety risk will follow the provisions set forth under Disciplinary Procedures in this petition.

Except in extenuating circumstances as presented to the Board, a student expelled from another school or district in this state or any other state will be denied the right to enroll in NVA.

Written notice to the parent of the student will state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board.

#### **VII. Parental Access to Student Handbook**

Upon approval of a charter, the Board will appoint a committee to further develop the student handbook to ensure it reflects the vision and purpose of NVA, and will continue to be in compliance with Idaho School Board Policies and the laws of the State of Idaho. The student handbook will be available in hard copy and on the NVA website. All new students will receive

a copy of the student handbook upon enrollment. A copy of the student handbook can be found in the appendix.

**VIII. School-Provided Access to Electronic Information, Services, and Networks:** Ref. Idaho Code § 33-131(1)

A. General

Internet access and interconnected computer systems are available to NVA's students and faculty. Electronic networks, including the Internet, are a part of NVA's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication.

In order for NVA to be able to continue to make its computer network and Internet access available, all students must take responsibility for appropriate and lawful use of this access. Students utilizing school-provided Internet access are responsible for good behavior online. The same general rules for behavior apply to students' use of school-provided computer systems. Students must understand that one student's misuse of the network and Internet access may jeopardize the ability of all students to enjoy such access. While the NVA's teachers and other staff will make reasonable efforts to supervise use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

B. Curriculum

The use of NVA's electronic networks will be consistent with the curriculum adopted by NVA, as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and will comply with the selection criteria for instructional materials and library-media center materials. Staff members may, consistent with NVA's educational goals, use the Internet throughout the curriculum.

NVA's electronic network is part of the curriculum and is not a public forum for general use.

C. Acceptable Uses

1. **Educational Purposes Only.** All use of NVA's electronic network must be (a) in support of education and/or research, and in furtherance of NVA's stated educational goals; or (b) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any materials that are stored, transmitted, or received via NVA's electronic network or computers. NVA reserves the right to monitor, inspect, copy, review and store, at any time and without prior notice, any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage.
2. **Unacceptable Uses of Network.** The following are considered unacceptable uses and constitute a violation of this policy:

- a. Uses that violate the law or encourage others to violate the law, including but not limited to transmitting offensive or harassing messages; offering for sale or use any substance the possession or use of which is prohibited by NVA's student discipline policy; viewing, transmitting or downloading pornographic materials or materials that encourage others to violate the law; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials.
- b. Uses that cause harm to others or damage to their property, including but not limited to engaging in defamation (harming another's reputation by lies); employing another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating, or otherwise using his/her access to the network or the Internet; uploading a worm, virus, other harmful form of programming or vandalism; participating in "hacking" activities or any form of unauthorized access to other computers, networks, or other information.
- c. Uses that jeopardize the security of student access and of the computer network or other networks on the Internet.
- d. Uses that are commercial transactions. Students and other users may not sell or buy anything over the Internet. Students and others should not give information to others, including credit card numbers and social security numbers.
- e. Students may be prohibited from using e-mail (except NVA e-mail accessed through a web browser) .E-mail access may be given to students on a case-by-case basis (e.g., foreign exchange students keeping in contact with home). Students are prohibited from joining chat rooms, unless it is a teacher-sponsored activity.

## **IX. Internet Safety**

Each NVA computer with Internet access will have a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Principal/Designee.

NVA will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or other material that is inappropriate for minors. The Principal/Designee will enforce the use of such filtering devices.

### **A. Definition of "Harmful to Minors"**

The term "harmful to minors" is defined by the Communications Act of 1934 (47 USC Section 254 [h][7]), as meaning any picture, image, graphic image file, or other visual depiction that:

1. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

2. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
3. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

#### B. Methods of Ensuring Acceptable Internet Usage

Filtering will only be viewed as one of a number of techniques used to manage student's access to the Internet and encourage acceptable usage. It will not be viewed as a foolproof approach to preventing access to material considered inappropriate or harmful to minors. Filtering will be used in conjunction with:

1. educating students to be "Net-smart;"
2. using recognized Internet gateways as a searching tool and/or homepage for students in order to facilitate access to appropriate material;
3. using "Acceptable Use Agreements;"
4. using behavior management practices for which Internet access privileges can be earned or lost; and
5. appropriate supervision, either in person and/or electronically.

The system administrator and/or Principal/Designee will monitor student Internet access.

#### C. Confidentiality of Student Information

Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or, if the student is 18 or over, the permission of the student himself/herself. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and social security numbers. A supervising teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities.

#### D. Internet Access Conduct Agreements (See *Appendix J*)

Each student and his/her parent will be required to sign and return to the school at the beginning of each school year the Internet Access Conduct Agreement prior to having access to NVA's computer system and/or Internet Service.

#### E. Warranties/Indemnification

NVA makes no warranties of any kind, express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this policy. NVA is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. NVA will not be responsible for any unauthorized charges or fees resulting from access to the Internet, and any user is fully responsible to NVA and will indemnify and hold NVA, its trustees, administrators,

teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from such user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user's parent agrees to cooperate with NVA in the event of the school's initiating an investigation of a user's use of his/her access to its computer network and the Internet.

#### F. Violations

If any user violates this policy, the student's access will be denied, if not already provided, or withdrawn and he/she may be subject to additional disciplinary action. The system administrator and/or Principal/Designee will make all decisions regarding whether or not a user has violated this policy and any related rules or regulations and may deny, revoke, or suspend access at any time, with his/her/their decision being final.

## TAB 8: BUSINESS PLAN

### **I. Business Plan**

#### A. Description

An organizing group of founders has written the initial petition for a Charter for North Valley Academy Charter School and has recruited and appointed an initial Board of Directors. The founders will continue to be a data gathering entity, recommending curriculum, teaching instruction, professional development and/or daily operations that will reflect the vision, purpose and mission of NVA Charter School to the NVA Board. Additional Founding Members may be recruited prior to the official opening of the first school year in order to accomplish the goals of NVA Charter School. This group will remain as advisors to the Board. The number of Founding Families is anticipated not to exceed ten families.

North Valley Academy, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code.

#### B. Marketing Plan

According to Idaho Code § 33-5205(3)(s), all advertising and promotion processes for NVA will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school.

In addition, NVA will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within and/or disseminate printed publications within the area of attendance of the public charter school. NVA will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.

Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Advertising for North Valley Academy may actively recruit students for enrollment using, but not limited to, the following methods:

1. Advertising with public schools located within the target area using flyers upon administrative approval.

2. North Valley Academy website that will introduce information about the school. Brochures promoting the curriculum and methods used at North Valley Academy.
3. Public informational meetings about North Valley Academy held in accordance with Idaho Statute §67-23.
4. Other methods that may include: news releases, newspapers, news conferences, and newsletters.
5. Web, e-newsletters, and social media

### C. Management Plan

#### 1. *Operations*

NVA will be organized as outlined in detail under Tab 2, and will generally follow the model of traditional single-grade classrooms starting with grades K–8, and expanding to include grades 9-12 in fall 2009.

If our enrollment falls short of the target class size we may combine grades, 1-2, 3-4, 5-6, 7-8. We like the concept of the “Elders and the Youngers” as used by the ANSER Charter School in Boise, Idaho. This will be determined by enrollment and the Board and Principal.

The Principal will determine the day-to-day operations of the school including but not limited to the school calendar, schedule, and hours of operation in accordance to State required hours of attendance and Board approval.

#### 2. *Board Policy*

Upon approval of a charter, the Board will be charged with developing a policy manual modeled after the Idaho School Board Association Model Policy Manual. This manual will include policies including, but not limited to: Instruction, Students, Community Relations, Personnel, Administration, Financial Management, Non-instructional Operations, School Facilities, and Philosophy. Board Policy will be made available to the public either as a hard or electronic copy or both.

#### 3. *Class Size*

In North Valley Academy’s initial school year we will have a cap of 216 students, kindergarten through eighth grade, with one class of 24 students per grade level. NVA plans to open offering grades K-8, adding grades 9-12 in fall 2009 depending upon total enrollment, facility and budget needs, surveyed parental support, and student pre-registration.

We believe that students benefit from a small school setting. Although our total population will be small, our classrooms may be considered large. The methods we will use benefit from

relatively large classrooms. The effectiveness of our character education plan makes it possible to turn what often is seen as negative (i.e. large, hard to control classrooms) into a more positive, energetic, and vibrant place in which to learn.

We anticipate drawing upon a large number of local students enrolled in home school and private schools in neighboring communities. Market research conducted as of September 1, 2007, supports our belief that parents want educational options for their students. Persons attending the 2007 Gooding County Fair & Rodeo were given an opportunity to ask questions about NVA, and/or indicate in writing their interest in enrolling their student(s) in NVA. That initial effort gleaned the following information:

Grade*	K	1	2	3	4	5	6	7	8	9	10	11	12
Number of Prospective Enrollees	6	8	10	8	9	7	9	9	10	(6)	(5)	(2)	(5)

\*Five students were listed as pre-school

4. *Maximum North Valley Academy Face-to-Face School Enrollment Capacity*

NVA seeks to increase face-to-face enrollment as follows: K-1, remain the same at 24; 2-3 to 26; 4-6 to 28; and 7-12 to 30.

Year	Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	K-12	24	24	26	26	28	28	28	30	30	30	30	30	30	364
2012-13	K-12	24	24	26	26	28	28	28	30	30	30	30	30	30	364

5. *Maximum NVA Blended Program Enrollment Capacity*

NVA wishes to establish an enrollment cap of no more than six (6) students per grade in a blended program, which is by definition:

Enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school.

<b>Proposed Maximum Blended Program Student Capacity</b>		
All Grades	Maximum Enrollment Per Grade	Total Students
K-12	6	↓
<b>Total Blended Program Students</b>		<b>78</b>
<b>Total Proposed Maximum Enrollment Cap, Including Blended Program Students</b>		<b>442</b>

NVA has budgeted for an anticipated ten (10) blended students for the second half of FY12, or beginning January 2012, and twenty (20) blended students for FY13 and FY14 each (See

Appendix AE). These numbers represent NVA’s best guestimate as to the number of students who may enroll in our blended program.

NVA Anticipated Blended Enrollment FY12*					
	Grades				Total
	1-3	4-6	7-8	9-12	
No. of Students	1	3	2	4	10
*Enrollment per grade is a guestimate. Actual enrollment may vary across the grades, but will not exceed the approved cap.					

D. Resumes of Directors

(See Appendix L)

E. Financial Plan

(See Appendix O)

F. Start-up Budget with Assumptions

(See Appendices X and AE)

G. Three-Year Operating Budget Form

(See Appendix X and AE)

H. First Year Month-by-Month Cash Flow Form

(See Appendix X)

**II. Transportation:** Ref. Idaho Code § 33-5205(3)(t) & 33-5208(4)

A. Transportation Services

NVA will provide transportation services to students within our primary attendance area (Gooding School District) when they live more than one and one-half (1 ½) miles from the facility. In accordance with Idaho Code, students who live less than one and one-half (1 ½) miles from the nearest established bus stop must provide their own transportation to such bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student’s home and the nearest public road, to the nearest door of the building he attends, or to the bus stop, as the case may be. NVA may transport any student a lesser distance when in its judgment the age or health or safety of the student warrants.

A day care center, family day care home, or a group day care facility, as defined in section 39-1102, Idaho Code, may substitute for the student’s residence for student transportation to and

from school. NVA will not transport students between child care facilities and home in accordance to 33-1501, Idaho Code.

#### B. Student Travel To or From an Extracurricular or Co-Curricular Activity

Unless other travel arrangements are authorized, students will board the contracted bus at the school designated as point of origin for the trip and will return to the point of origin in the bus.

There will be no stops along the designated route to pick up or discharge students.

The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip. Such release will require a signed, dated note from the parent.

### III. School Lunch Program

#### A. Student Nutrition

NVA is offering hot lunch that qualifies under the guidelines of the local health district and follow the guidelines of the National School Lunch Program.

#### B. Free and Reduced Lunch

The Board will approve policies for determining eligibility of students for free and reduced prices for meals, verification reporting, and record keeping before the implementation of such program. Any such policies will be consistent with guidance from the Idaho State Department of Education.

#### C. Lunchroom Climate

NVA will provide an environment that provides students with a place where they have adequate space to eat.

#### D. Meal Times and Scheduling

NVA will provide:

1. Students with at least 20 minutes to eat after sitting down for lunch.
2. Meal periods scheduled at appropriate times, e.g., lunch will be scheduled between 11 a.m. and 1 p.m.
3. Lunch periods scheduled to follow recess periods (for grades kindergarten through sixth).
4. Access to water during mealtimes, at least through water fountains.
5. Access to hand washing or hand sanitizing before students eat meals or snacks.
6. Reasonable accommodations of the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk.)

## TAB 9: BUSINESS PRACTICES

### **I. Cooperative Business Arrangements**

#### A. Professional-Technical Education Courses Offered In Conjunction With Bliss School District

North Valley Academy is offering a professional-technical education (PTE) Information Technology program. NVA is partnering with Bliss School District to offer additional PTE classes.

##### 1. *Curriculum*

The curriculum is offered under the Agricultural, Business, and Family Consumer Science State of Idaho PTE programs.

##### 2. *Transportation*

Since the classes NVA students will be able to utilize are PTE classes, the State of Idaho pays for the busing between Bliss and North Valley Academy.

##### 3. *Special Education*

The needs of students requiring special education services will be met as outlined in Tab 3, Section V.

##### 4. *School Lunch*

If needed to save time, NVA will serve a sack lunch to their students who choose to enroll in Bliss classes.

##### 5. *ADA*

The ADA being earned at Bliss School District is going to be collected by North Valley Academy because Bliss needs more students to be able to justify class offerings for their students.

### **II. Additional Information**

#### A. State Compliance

NVA will comply with the Idaho State Board of Education and State Department of Education as they relate to Charter Schools and all state statutes applying to public education unless exempt through charter legislation.

#### B. Right to Evaluate Contract Compliance

The Public Charter School Commission will retain the right at any time to evaluate the degree to which NVA is meeting the terms of the charter. The Board (or Designee) may choose to have a district representative(s) or an independent evaluator(s):

1. visit NVA;
2. review NVA's records and data;
3. directly survey NVA's parents, students, or employees;
4. audit the books of NVA;
5. pursue other reasonable means of determining accountability for NVA contract.

**III. Plan for Termination:** Ref. Idaho Code § 33-5205(3)(u) & 5206(8)

It is the responsibility of the Board of NVA to maintain communications with the Authorized Chartering Entity regarding any changes, problems, or difficulties in the operations of the school.

The Authorized Chartering Entity and NVA will resolve disputes relating to provisions of the Charter following the procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the Idaho State Board of Education and the Authorized Chartering Entity for notice of defect and submission of a corrective action plan.

Copies of any complaints filed against NVA, including lawsuits, will be provided to the Authorized Chartering Entity within five (5) business days of receipt by NVA.

**A. Dissolution**

Dissolution of NVA Corporation will be conducted by NVA's Board and will follow the NVA Amended Articles of Incorporation as stated under Tab 1, Item A, Article XI.

In the event of dissolution of the school, all parents will be notified in writing. NVA will offer advice in the placing of students in alternate education settings.

**B. Disposal of Assets**

“Upon the winding up and dissolution of this Corporation, after paying or adequately providing for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code, the remaining assets will be distributed as outlined in NVA's Amended Articles of Incorporation, Article XI. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for public charitable or educational purposes.” (Reference Amended Articles of Incorporation, Tab 1, Item A, Article XI. Items purchased with federal money will be turned over to the authorizer for distribution.

**C. Payment of Creditors**

The Corporation will pay or adequately provide for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code.

D. Transfer of Student Records

In the event of dissolution of the school, all parents will be notified in writing. NVA will offer advice in the placing of students in alternate education settings. It will be the responsibility of the President of the Board to ensure that all student school records will be forwarded to the local school district or to the school where the student will be attending. Parents will be given instructions on how to request a transfer of student records to a specific school.

E. Transfer of Personnel Records to the Employees

Personnel records will be mailed to employees at the address on file upon termination of the charter.

TAB 10:

NVA BLENDED EDUCATIONAL PROGRAM: Ref. Idaho Code § 33-5202(a)(6)

**I. Introduction to NVA Blended Educational Program:** Ref. Idaho Code 33-5202(a)(6)

A. Statement of Purpose

North Valley Academy plans to extend the free, rigorous, patriotic education offered to our current face-to-face students to students in a blended program, which is by definition:

Enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school.

NVA’s blended program will move North Valley Academy Charter School forward in our vision to “Create Patriotic and Educated Leaders,” and evidences our stated belief in James Madison’s statement that... “The advancement and diffusion of knowledge is the only guardian of true liberty.”

NVA’s mission—in part—is to strive “to provide an excellent educational choice where students have the opportunity to become an informed and involved citizenry.” We are eager to embrace technology in our delivery as a means to fulfill our vision and mission.

We believe NVA’s blended program will make North Valley Academy Charter School more financially sound and will give the parents of students more educational choices. The target population remains the residents of Gooding School District.

We believe that being able to offer North Valley Academy’s “free, rigorous, and patriotic education” online, in combination with required classes and activities at school, supports the goals of the State of Idaho to offer innovation and choice in education! As a school of choice, we must look to the future.

North Valley Academy seeks to be the 21<sup>st</sup> Century School model where technology and the human touch come together to move education forward to the highest possible level!

B. Background

In the summer of 2010, the administration and members of the NVA Board attended the *National Charter School Conference*. Additionally, the administrator attended a *High Schools That Work Conference* as supported by Federal Charter School Grant funds. Warned at that time of looming budgetary cuts, NVA administrators and supporters began looking for ways to save money and still offer a well-developed program. “Student’s Come First” legislation necessitates the most expeditious method of making online courses available to students. The most viable and responsible solution is blended course offerings.

The NVA administrator created online courses during employment for previous employers, which were utilized by students during the course of their regular school day. Additionally, the administrator served as co-creator of a dual credit IDLA course, and has taught an online IDLA course.

The Technology Director for NVA created courses to be accessed electronically as another teaching method in the classroom, and this prompted a decision to create online course content for secondary course offerings.

Current face-to-face students at NVA in grades 7-12 are already taking advantage of assignments and content available online during the course of the class. Teachers 7-12 prepare all of their lessons online on Moodle currently. When it is appropriate in the classroom, as determined by the teacher, NVA students login to the class on Moodle. The approach was conceived so students have the opportunity of learning at their own speed, and yet, have the benefit of the teacher's presentations. NVA will be using BrainHoney beginning fall of 2011 instead of Moodle.

### C. Definitions

1. "Online education coursework" shall meet the criteria as provided for in Section 33-5205(6)(a) through (h), Idaho Code.
2. "Online teacher" means a person who holds a teaching credential as provided for in Sections 33-1201 and 33-1207, Idaho Code, and who is separated from students by distance and/or time. Teachers of online courses for NVA will receive training which incorporates the ten standards for online teaching outlined by the State Department of Education (see Tab 10).
3. "Online instruction" in the blended program context shall mean a course taught at a distance by a teacher who is separate from students by distance and/or time. Online instruction shall meet the criteria as provided for in Section 33-5205(6)(a) through (h), Idaho Code. This is not to be confused with face-to-face students accessing coursework or assignments over the Internet during the course of a class.

### D. Terms and Conditions for Online Courses in Blended Program: Ref. Idaho Code 33-5202(a)(8), 33-5205 (6)(a through h)

As determined by school policy, NVA students applying for permission to take online courses may only do so as participants in the blended program and must meet the following conditions:

1. Students choosing to enroll in NVA blended program courses must enroll in the minimum number of courses required to meet the hourly ADA requirements for half-day attendance set forth by the State Department of Education **and** participate in required activities and courses at the school.

2. Students will complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment.
3. The express approval of the Principal/Designee will be obtained before a student enrolls in online courses. The student may only switch from face-to-face to blended program participation (or vice-versa) with approval from the principal and the parent(s). The classroom cap will apply.
4. The school must receive an official record of the final grade before credits earned for coursework completed through online instruction will be recognized.

## **II. NVA Blended Program Plan**

North Valley Academy may use an existing online program to supplement the coursework offered to blended program students to offer a continuum of curriculum and services to help educators with their core mission – to serve all students.

NVA’s blended model requires participation at our school, which may include additional Core Knowledge curriculum for K-8, “We the People” patriotism program, and others of our unique programs under the direction of our onsite teachers in cooperation with the parent and online instructor as needed.

### **A. Program Overview**

1. The offerings will be pre-packaged courses with electives purchased from a provider to be delivered online in a synchronous and asynchronous manner. NVA will also supply our blended program students with textbooks as needed and access to appropriate technology. Face-to-face time for the blended program student will vary according to the program chosen by the parent, but will be required as part of the NVA blended program student’s grade.
2. NVA blended program students will have equal access to necessary hardware, software, and internet connectivity required for participation in online coursework onsite from 8:00 a.m. to 4:00 p.m. Monday through Friday when school is in session. (Ref. 33-5205(6)(g), Idaho Code.) NVA will not provide any hardware for online courses taken offsite.
3. Teachers will post and maintain virtual office hours for synchronous interaction with NVA blended program students to provide guidance with course material via phone, e-mail, and face-to-face. (Ref. section 33-5205(6)(b), Idaho Code.) These, and frequent, required interactions, in addition to receipt of required coursework, will be the means whereby teachers will verify student attendance. (See Appendix AG for a comprehensive list of interactions).

4. NVA blended program students will be assessed, graded, and awarded course credit in the same manner and by the same standards as face-to-face students (Ref. section 33-5205(6)(e), Idaho Code and Tab 10.II.I.6).
5. NVA blended program students will receive appropriate teacher-to-student interaction, including timely, frequent feedback about student progress, in accordance with Idaho Code 33-5205(6)(d), through: E-mail, class discussion board, announcements, chat room, IdahoLive, Web logs; an activity log sheet that will be maintained by the student to be turned in as assigned; weekly posting of grades, and regularly required attendance at school (See also, Appendix AG).
6. NVA blended program students needing technical support relevant to the delivery of online courses will contact their teacher at NVA who will coordinate efforts between the student and content provider. Students participating in online courses onsite will receive technical support as needed from staff. (Ref. 33-5205(6)(f), Idaho Code.)
7. Special education services will be provided to all blended program students who are eligible for services pursuant to the federal Individuals with Disabilities Education Act (IDEA). All requirements for IDEA, as well as Idaho's Special Education Manual Guidance will be followed and implemented as appropriate. Delivery of process, such as meetings or consented assessments, will allow for accommodations to parents and students regarding meeting times and places, including: Face-to-face meetings on- or off-campus at arranged meeting places, telephone conference calls, live meetings online, or a combination thereof to provide student access to all services.

For example: Students enrolled in NVA's blended program may access speech services as delivered over the Internet in a live session with a speech language pathologist. Another option for delivery of speech services to blended program students may include a meeting in the student's home or an arranged meeting place between the student and NVA's contracted onsite speech language pathologist.

Disciplinary procedures will be as directed by IDEA process and Idaho SDE guidelines for students eligible for special education services. Necessary communication with parents and students will be facilitated as directed with a combination of methods, such as: meetings on- and off-campus as arranged, online, or telephone conference calls.

If special education students are in 100% attendance at NVA, all special education requirements per IDEA are provided. If students are not attending NVA 100%, the district in which they reside/enrolled will provide special education services as required by IDEA. NVA will deliver services toward goals and accommodations as directed by IEP for the courses delivered by NVA. (See Tab 3.V.A for additional information about services for Special Education Services).

8. NVA's principal in conjunction with the director of technology will monitor the satisfaction of parents and students with the provider of the online core curriculum. Parent-teacher conferences will be held with blended program students who are enrolled

in online courses at the school face-to-face with the principal/designee three times a year during our regularly scheduled parent-teacher conferences. The required onsite visits will also provide opportunities for interaction with administration and staff. NVA will insist that our provider posts grades and updates to parents with acceptable frequency. All complaints will come to NVA, who will work with the online provider to remedy the situations as they arise.

#### B. NVA Blended Program Marketing Plan

NVA will not be doing extensive marketing as we are not trying to compete with the five state-wide virtual schools for students. Our population will self-select by having a desire to participate onsite as required.

1. In accordance with Idaho Code § 33-5205(3)(s), all advertising and promotion processes for NVA's blended program will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school.
2. In addition, NVA will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within and/or disseminate printed publications within the area of attendance of the public charter school. NVA will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.
3. Finally, such enrollment information will advise that all prospective blended program students will be given the opportunity to enroll in courses, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.
4. Advertising for North Valley Academy may actively recruit students for enrollment in blended program courses using, but not limited to, the following methods:
  - a. Advertising with public schools located within the target area using flyers upon administrative approval.
  - b. North Valley Academy website that will introduce information about the school.
  - c. Brochures promoting the curriculum and methods used by NVA's blended program.
  - d. Public informational meetings about NVA's blended program held in accordance with Idaho Statute § 67-23.
  - e. Other methods that may include: news releases, newspapers, news conferences, and newsletters.

f. Web, e-newsletters, and social media.

C. Admissions Procedures: Ref. Idaho Code § 33-5205(3)(j)

1. *Admission Procedures*

NVA blended program offerings will be open to all students, on a space available basis within each grade level as established by the Board. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs of students will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, levy taxes, or issue bonds. The Board may choose to charge student fees as allowed by state law.

2. *Enrollment Deadline*

NVA will establish an enrollment deadline by which date all requests for admission to enroll in blended program courses for the next school year must be received. Late applications will be accepted for admission for slots remaining open and/or in addition to waiting lists at any time.

3. *Requests for Admission*

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student in Idaho, may make a request in writing for such student to participate in NVA's blended program courses. The request for admission will contain the name(s) and grade(s) of student(s) seeking enrollment in blended program courses, address, and telephone number of each prospective family. In the case of a family with more than one student seeking to enroll in blended program courses, a single request for admission must be submitted on behalf of all siblings.

If the initial capacity of NVA is insufficient to enroll all prospective blended program students, then an equitable selection process, such as a lottery or other random method, will be utilized to determine which prospective students will be enrolled in NVA blended program courses, as described in IDAPA 08.02.04.203.09. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established for enrollment in blended program courses will be permitted to participate in the equitable selection process.

4. *Admissions Preference*

NVA will establish admission preferences for blended program participation as authorized by Section 33-5205(3)(j), Idaho Code, for students returning to NVA blended program courses, students of founders, siblings of students already participating in blended program courses, and those in the primary attendance area. Founders have already been identified as set forth in Tab 7.

5. *Priority of Preferences for Initial Enrollment*

a. Selection Hierarchy

Admission preferences for initial enrollment of students in NVA blended program courses will have the selection hierarchy as described in Section 33-5205 of the Idaho Code and IDAPA 08.02.04.203.

b. Attendance Areas

The primary attendance area for students participating in NVA's blended program courses will be Gooding School District boundaries.

c. Re-enrollment

Once enrolled in NVA's blended program, students will not be required to reapply each year thereafter. Hence, once admitted, a student will not be removed because another student seeks admission.

6. *Priority Preferences for Subsequent Enrollment Periods*

NVA will have admission preferences for enrollment of students in blended program courses in subsequent school years, with the selection hierarchy with respect to such preferences outlined in Section 33-5205 of the Idaho Code:

- a. First priority group: students returning to NVA's blended program;
- b. Second priority group: (1) children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school, followed by: (2) children of full-time employees of NVA, and finally: (3) children who attended NVA within the previous three school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment;
- c. Third priority group: siblings of pupils already selected by the lottery or other random method;
- d. Fourth priority group: applicants in primary attendance area; and
- e. Fifth priority group: applicants outside of primary attendance area

7. *Proposed Attendance List*

Each year NVA will maintain a proposed blended program attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list may contain columns next to the name of each student, in which NVA will designate admission preferences applicable to each prospective blended program student. The columns might designate "A" for returning preference; "B" for founders preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for attendance area preference.

8. *Provision for Over Enrollment: Equitable Selection Process*

If the initial capacity of NVA is insufficient to enroll all prospective blended program students, or if capacity is insufficient to enroll all prospective blended program students in subsequent school years, then NVA will determine who will be offered admission to NVA blended program courses by conducting a fair and equitable lottery selection process.

9. *Final Selection List*

The names of the persons in highest order on the final selection list will have the highest priority for admission to NVA blended program courses in that grade, and will be offered admission to NVA blended program courses in such grade until all seats for that grade are filled.

a. Notification and Acceptance Process

- i. Within seven days after conducting the selection process, NVA will send an offer letter to the parent who submitted an admission request in the blended program on behalf of the student, advising the person that the student has been selected for admission to NVA. The offer letter must be signed by the student's parent, and returned to NVA by the date designated in the offer letter from NVA.
- ii. Within seven days after conducting the selection process, NVA will send a letter to the parent, or other person who has submitted an admission request for the blended program on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. Ref. Idaho Code § 33-5205(3)(j)
- iii. If a parent receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.
- iv. If a student withdraws from NVA blended program courses during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

10. *Subsequent School Years*

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of NVA is not sufficient to enroll all prospective blended program students during the next subsequent school year, then a new equitable selection process will be conducted by NVA for that year.

All prospective blended program students who miss the enrollment deadline will be placed at the bottom of the final selection list in the order in which they are received. They will only receive admittance to NVA when all prospective blended program students on the final selection list have been given the option of acceptance and there are still vacancies in the grade level needed.

## 11. *Amendments*

NVA has the right to amend these blended program admission procedures as needed with the approval of the Authorized Chartering Entity. Any changes will conform to the laws of the State of Idaho and applicable rule of the Idaho State Board of Education.

### D. Secondary Blended Program Offerings, Grades 7-12

In addition to online course offerings by the provider(s) selected by NVA, onsite teachers will prepare online lessons using BrainHoney LMS. Professional development will be administered by IDLA (See Appendix AH).

### E. Supplemental Secondary Blended Program Requirements: Ref. Idaho Code § 33-5205(6)(g)

1. NVA blended program secondary students will be expected to attend school in NVA uniform to participate in the “Above and Beyond” secondary program where they will join students in like grades for recitation of patriotic poetry and readings, as well as, singing of patriotic songs.
2. NVA blended program secondary students will be required to attend at least one, all-school activity per trimester. Some of the current all school activities offered at NVA are drama productions, sports, academic fair, invention convention, winter holiday program, graduation ceremony and production, school sanctioned dances, Project Rudolph Military Support, etc.
3. NVA blended program secondary students will also be required to participate in our all-school service opportunities and/or an approved family/community service opportunity every trimester.

### F. Elementary Blended Program Offerings, Grades K-6

1. The online portion of the blended program looks somewhat different for students K-6 than it does for the students 7-12. In grades K-6, North Valley Academy plans to purchase courses that are already created. Our teachers will add charter-driven coursework, which will be delivered with regular textbooks and online support in the form of lesson plans related to the added program.
2. NVA K-6 blended program students will be required to attend the weekly “Rise and Shine” ceremony where they (in full dress code compliance) and NVA full-time, face-to-face students will join together in activities such as: recitation of patriotic poetry and readings, as well as, singing of patriotic songs. Programs such as the Great Expectations Character Education program is reinforced in this setting. This can include the Word-of-the-Week, a Hero of the Month, and recitation of the school creed.

3. NVA K-6 blended program students will be required to participate in all-school activities and all-school/family/community service opportunities per year. Age-appropriate activities are offered several times each semester, such as: Academic Fair, Invention Convention, drama productions, monthly Hero nights, Veteran’s Program, Project Rudolph Veteran Support, etc.

G. Class Size

NVA anticipates a minimum enrollment of ten, full-time, blended program students in grades K-12 no sooner than January 2012. NVA seeks a cap of no more than six (6) students per grade.

NVA Anticipated Blended Program Enrollment 2011-2012 School Year					
*Student enrollment at specific grade levels is a guesstimate. The actual enrollment may vary, but will not exceed the cap.					
	Grades				Total
	1-3	4-6	7-8	9-12	
No. of Students	1	3	2	4	10

H. Transportation Services

The State Department of Education indicated in the sufficiency review completed 5/27/2011, “NVA will not be eligible for the on-line transportation reimbursement.”

I. Operating Procedures

Upon approval of the PCSC, NVA will partner with an accredited provider of online content as we grow into offering our current curriculum (offered to our full-time, face-to-face students) to NVA blended program students. At that time NVA will start advertising by print and word of mouth the addition of NVA blended program course offerings. The response will determine in part the method of delivery.

1. Vendors

NVA will utilize an online vendor with experience in Idaho for the online course portion of its blended program. NVA is still investigating options, but may be using IDLA and either Connections Academy or K-12 to fill the need of K-6 synchronous and asynchronous online curriculum and possibly 7-12 classes. Both providers include textbooks and NVA will add the Core Knowledge Sequence for grades K-8 that will be monitored by NVA’s site coordinator for progress. Attendance in courses and activities at the school will be a graded requirement.

- a. *Connections* is the most economical provider of a full deal including the teacher. They will allow NVA to pay monthly for their service and adjust the fee if students drop out of the program. *Connections* also has a reputation for making AYP. If NVA uses *Connections*, we would need to hire a site coordinator or use one of our current staff.
- b. *K-12* offers training for local teachers to monitor the class or they will supply the teacher for an additional cost. NVA will hire teachers as needed depending on the delivery

method chosen. *K-12* also offers a payment plan spaced over 10 months on a month-to-month basis to reflect fluctuating enrollment. Again, NVA will need to hire a site coordinator or use a current staff member.

- c. *IDLA* is the most economical program without a teacher. NVA would provide the certified teacher under this option.

## 2. *Character Education*

We may also incorporate the character education programs currently in use at NVA, i.e. “Great Expectations”, Ron Clark’s “Essential 55”, “Excellent 11”, and James Owens’ “Cowboy Ethics.” This will be accomplished in part by attendance at the K-6, “Rise and Shine” ceremony or the 7-12, “Above and Beyond” ceremony.

## 3. *Personnel Standards*: Ref. Idaho Code § 33-5205(6)(c)

Upon approval of the PCSC, NVA will sign a contract with a provider and start advertising by print and word of mouth the addition of NVA blended program courses. The response will determine in part the method of delivery.

The online teachers will be employees of the curriculum provider the first year. These teachers will teach the “core” classes. NVA certified onsite teachers will teach some electives during the required onsite attendance. NVA staff and teachers will be the ones to communicate and teach our specific mission/values during the onsite attendance. These values are instilled by everything NVA does at our school, from the uniforms, to the character education, to the rooms themselves. That is why NVA has decided that only a blended program will work for us. We believe in education through online courses as a solid choice for some parents and kids, but NVA needs to see them often to really do a thorough job of “creating patriotic and educated leaders”. By the second year of offering blended program courses, NVA hopes to have its teachers trained to take over “some” of the online classes offered in the blended program. All teachers of core curriculum will be required to be certified as required.

NVA’s online teachers will be trained to meet the ten standards as recommended by the State Board of Education as well as being Idaho Certified teachers. (Onsite teachers who will be teaching or supervising delivery of online courses will be trained to meet the ten standards identified by the State Board of Education as needed.) Teachers will either take professional development which addresses the standards or show proof of having taken such a course or have experience in online teaching. Those standards are:

- a. **Standard #1: Knowledge of Online Education** - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.

- b. Standard #2: Knowledge of Human Development and Learning - The online teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.
- c. Standard #3: Modifying Instruction for Individual Needs - The online teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.
- d. Standard #4: Multiple Instructional Strategies - The online teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.
- e. Standard #5: Classroom Motivation and Management Skills - The online teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- f. Standard #6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.
- g. Standard #7: Instructional Planning Skills - The online teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- h. Standard #8: Assessment of Student Learning - The online teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.
- i. Standard #9: Professional Commitment and Responsibility - The online teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of online teaching.
- j. Standard #10: Partnerships - The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

#### 4. *Proposed Partnerships*

See Appendices AA-AD

#### 5. *Financial Statement*

See Appendix AE

6. *ADA (Blended Program Funding and Accountability for Funding)*

Students choosing to enroll in NVA blended program courses must enroll in the minimum number of courses required to meet the hourly ADA requirements for half-day attendance set forth by the State Department of Education **and** participate in activities and courses at school as required.

NVA will receive ADA based on coursework completion:

- a. Since the classes at NVA are delivered in trimesters, blended program courses will be delivered in trimester sections.
- b. A trimester equates with three months of our school calendar.
- c. One-third (1/3) of the course must be completed each month. The teacher of the course **WILL** keep records recording student success and a monthly cumulative grade report. If the student has completed 100% of the coursework due for each month, NVA receives full ADA seat time. If the student completes 75% of the coursework due each month, NVA receives 75% of the ADA.
- d. The teacher will keep the monthly documentation and that documentation will be given to the school clerk at the end of the month to include in the ISEE report.
- e. ISEE information is uploaded to the State Department of Education monthly.

**This school's Charter Appendices are on file with the Idaho Public Charter School Commission.**

**Appendix D: Public Charter School Closure Protocol**

**CLOSURE  
PROTOCOL**

**August 2013**



## Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at [www.charterschoolquality.org](http://www.charterschoolquality.org). The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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# Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.<sup>2</sup> Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”<sup>3</sup>

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

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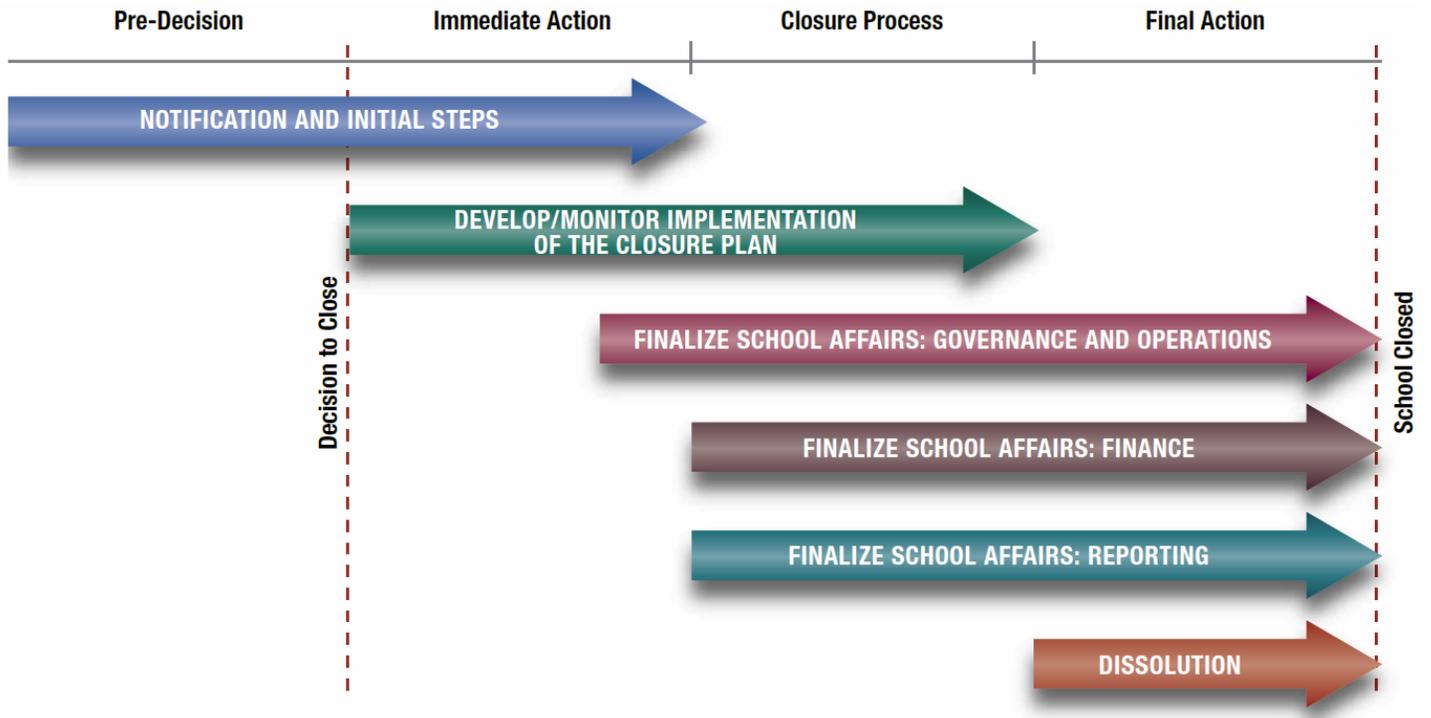
## Endnotes

<sup>1</sup> Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

<sup>2</sup> I.C. § 33-5212

<sup>3</sup> Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

# A Conceptual Timeline for Closure



## Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Meet with PCSC and SDE staff</b></p> <p>Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator and a representative of the school’s board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to:</p> <ol style="list-style-type: none"> <li>1. Review the remaining process for finalizing the closure decision as applicable</li> <li>2. Review the Closure Protocol and tasks and clarify critical deadlines</li> <li>3. Identify points of contact for media or community questions</li> <li>4. Draft communication to staff, families, and affected districts</li> </ol>	School, PCSC, SDE			
<p><b>Notify Parents / Guardians of Potential Closure</b></p> <ol style="list-style-type: none"> <li>1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease.</li> <li>• Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for parents/guardians with questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Notify School Districts Materially Impacted</b></p> <ol style="list-style-type: none"> <li>1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Copy of the letter sent to parents.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Meet with Charter School Faculty and Staff</b></p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> <li>1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision.</li> <li>2. Emphasize importance of maintaining continuity of instruction through the end of the school year.</li> <li>3. Emphasize need to limit expenditures to necessities.</li> <li>4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer.</li> <li>5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work.</li> <li>6. Describe assistance, if any, that will be provided to faculty and staff to find new positions.</li> </ol>	School			
<p><b>Review and Report on Finances</b></p> <ol style="list-style-type: none"> <li>1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps.</li> <li>2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved.</li> <li>3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.</li> </ol>	School, PCSC, SDE			

**Send Additional and Final Notifications**

1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final.
2. The letters notifying staff, parents, and other districts of the final closure decision should include:
  - The last day of instruction.
  - Any end-of-the-year activities that are planned to make the transition easier for parents and students.
  - Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families.
  - Basic information about the process for access and transfer of student and personnel records.

School,  
PCSC

## Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Establish Transition Team, Develop Closure Plan, and Assign Roles</b></p> <ol style="list-style-type: none"> <li>1. Contact appropriate entities to establish a transition team, including:               <ul style="list-style-type: none"> <li>• A member of the PCSC staff</li> <li>• A member of the SDE staff</li> <li>• Charter school board chair</li> <li>• Lead administrator from the charter school</li> <li>• Lead finance person from the charter school</li> <li>• Additional members as deemed appropriate</li> </ul> </li> <li>2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.</li> </ol>	School, PCSC, SDE			
<p><b>Establish a Schedule for Meetings and Interim Status Reports</b></p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> <li>1. Reassignment of students and transfer of student records.</li> <li>2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access.</li> <li>3. Notification to entities doing business with the school.</li> <li>4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors.</li> <li>5. Sale, dissolution, or return of assets.</li> <li>6. Submission of all required reports and data to the authorizer and/or state.</li> </ol>	School			
<p><b>Submit Final Closure Report</b></p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

## Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain Identifiable Location</b></p> <p>Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	School			
<p><b>Protect School Assets</b></p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> <li>1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan.</li> <li>2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc.</li> <li>3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.</li> </ol>	School			
<p><b>Notify Commercial Lenders / Bond Holders (if applicable)</b></p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p><b>Terminate EMO /CMO Agreement (if applicable)</b></p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> <li>1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds.</li> <li>2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction.</li> </ol> <p>The school and the management company agree when other services including business services will end.</p>	School			
<p><b>Notify Contractors and Terminate Contracts</b></p> <ol style="list-style-type: none"> <li>1. Notify all contractors, including food service and transportation, of school closure.</li> <li>2. Retain records of past contracts and payments.</li> <li>3. Terminate contracts for goods and services as of the last date such goods or services will be needed.</li> </ol>	School			
<p><b>Notify Employees and Benefit Providers</b></p> <ol style="list-style-type: none"> <li>1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. <a href="#">WARN</a> and <a href="#">COBRA</a>) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor.</li> <li>2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> <li>• Medical, dental, vision plans.</li> <li>• Life insurance.</li> <li>• PERSI, 403(b), or other retirement plans</li> </ul> </li> <li>3. Consult legal counsel as specific rules and regulations may apply to such programs.</li> </ol>	School			

## Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain and Organize Records</b></p> <ol style="list-style-type: none"> <li>Maintain all corporate records related to: <ul style="list-style-type: none"> <li>Loans, bonds, mortgages and other financing.</li> <li>Contracts.</li> <li>Leases.</li> <li>Assets and their sale, redistribution, etc.</li> <li>Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42.</li> <li>Governance (minutes, bylaws, policies).</li> <li>Accounting/audit, taxes and tax status, etc.</li> <li>Employees (background checks, personnel files).</li> <li>Employee benefit programs and benefits.</li> <li>Any other items listed in the closure plan.</li> </ul> </li> <li>Determine where records will be stored after dissolution.</li> </ol>	School			
<p><b>Transfer Student Records and Testing Material</b></p> <ol style="list-style-type: none"> <li>Ensure that all student records are organized and complete</li> <li>Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> <li>Individual Education Programs (IEPs) and all records regarding special education and supplemental services.</li> <li>Student health / immunization records.</li> <li>Attendance record.</li> <li>Any testing materials required to be maintained by the school.</li> <li>Student transcripts and report cards.</li> <li>All other student records.</li> </ul> </li> <li>Document the transfer of records to include: <ul style="list-style-type: none"> <li>Date of transfer (for each individual student file transferred).</li> <li>Signature and printed name of the charter school representative releasing the records.</li> <li>Name and contact information of the receiver's representative.</li> <li>The total number and percentage of general and special education records transferred.</li> </ul> </li> </ol>	School			
<p><b>Inventory Assets and Prepare Federal Items for Pick-up</b></p> <ol style="list-style-type: none"> <li>Inventory school assets, and identify items: <ul style="list-style-type: none"> <li>Loaned from other entities.</li> <li>Encumbered by the terms of a contingent gift, grant or donation, or a security interest.</li> <li>Belonging to the EMO/CMO, if applicable, or other contractors.</li> <li>Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> <li>Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed.</li> </ul> </li> </ul> </li> <li>Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned.</li> <li>Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> <li>Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory.</li> <li>PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day.</li> <li>At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items.</li> </ul> </li> </ol>	School, PCSC			

## Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Maintain IRS 501(c)(3) Status</b> Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
<b>Notify Funding Sources / Charitable Partners</b> Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
<b>Review and Revise School Budget</b> <ol style="list-style-type: none"> <li>Review the school's budget and overall financial condition.</li> <li>Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE.</li> <li>Identify acceptable use of reserve funds.</li> </ol>	School, PCSC, SDE			
<b>List all Creditors and Debtors</b> Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> <li>Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors.</li> <li>Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.</li> </ol>	School			
<b>Notify Debtors and Process Payments</b> Contact debtors to request payment. Process and document received payments.	School			
<b>Determine PERSI Obligations</b> Contact PERSI to determine remaining liabilities for employee retirement program.	School			
<b>Notify and Pay Creditors</b> <ol style="list-style-type: none"> <li>Notify all creditors of the school's closure and request final invoices.</li> <li>Sell appropriate assets.</li> <li>Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.</li> </ol>	School			
<b>Itemize Financials</b> Review, prepare and make available the following: <ol style="list-style-type: none"> <li>Fiscal year-end financial statements.</li> <li>Cash analysis.</li> <li>Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes.</li> <li>Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.</li> </ol>	School			
<b>Close Out All State and Federal Grants</b> Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
<b>Prepare Final Financial Statement</b> Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> <li>All assets and the value and location thereof.</li> <li>Each remaining creditor and amounts owed.</li> <li>Statement that all debts have been collected or that good faith efforts have been made to collect same.</li> <li>Each remaining debtor and the amounts owed.</li> </ol>	School			
<b>Complete Final Financial Audit</b> Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
<b>Reconcile with State</b> Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

## Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Prepare and Submit End-of-Year Reports</b> <ol style="list-style-type: none"> <li>1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines.</li> <li>2. Prepare and submit annual reports to the authorizer.</li> </ol>	School, PCSC			
<b>Prepare Final Report Cards and Student Records Notice</b> Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
<b>Prepare and Submit Final ISEE Report</b> Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
<b>Prepare and Submit Final Budget and Financial Reporting</b> Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
<b>Prepare and Submit All Other Required State and Federal Reports</b> <ol style="list-style-type: none"> <li>1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines.</li> <li>2. Prepare and submit reports to the SDE and/or federal government.</li> </ol>	School, SDE			
<b>Prepare and Submit Final Closure Report to the PCSC</b> Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> <li>1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed</li> <li>2. The school's final financial status, including the final independent audit</li> <li>3. The status of the transfer and storage of student records, including:               <ul style="list-style-type: none"> <li>• The school's total enrollment at the start of the final semester</li> <li>• The number and percentage of student records that have been transferred prior to closure</li> <li>• The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure</li> <li>• A copy of public communication to parents regarding how to access student records after closure</li> </ul> </li> <li>4. The status of the transfer and storage of personnel records, including:               <ul style="list-style-type: none"> <li>• The school's total number of staff at the beginning of the final semester</li> <li>• The number and percentage of personnel records that have been distributed to staff and/or new employers</li> <li>• If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure</li> <li>• A copy of communication to staff regarding how to access personnel records after closure</li> </ul> </li> <li>5. Additional documentation (inventories, operational info, etc.) may be included with the report</li> </ol>	School, PCSC			

## Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Dissolve the Charter School (I.C. § 30-3-110)</b></p> <ol style="list-style-type: none"> <li>1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation.</li> <li>2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9))</li> <li>3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112)</li> </ol>	School			
<p><b>Notify the Secretary of State (I.C. § 30-3-112)</b></p> <ol style="list-style-type: none"> <li>1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> <li>• The name of the non-profit corporation.</li> <li>• The date dissolution was authorized.</li> <li>• A statement that dissolution was approved by sufficient vote of the board.</li> <li>• If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators</li> <li>• Such additional information as the Secretary of State determines is necessary or appropriate.</li> </ul> </li> </ol>	School			
<p><b>Notify Known Claimants (I.C. § 30-3-114)</b></p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p><b>End Corporate Existence (I.C. § 30-3-113)</b></p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> <li>1. Preserving and protecting its assets and minimizing its liabilities.</li> <li>2. Discharging or making provision for discharging its liabilities.</li> <li>3. Disposing of its properties that will not be distributed in kind.</li> <li>4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition.</li> <li>5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws.</li> <li>6. Doing every other act necessary to wind up and liquidate its assets and affairs.</li> </ol>	School			
<p><b>Notify IRS</b></p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”<sup>1</sup>

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Palouse Prairie Educational Organization, doing business as Palouse Prairie Charter School or PPCS (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on June 26, 2008, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2009; and

WHEREAS, the School’s charter was renewed on March 1, 2018, for a five-year term of operations,

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of July 1, 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

- A. School Mission.** The mission of the School is as follows: The mission of Palouse Prairie Charter School is to engage the children and the community of the Palouse in a rigorous and collaborative education of the highest standards by fostering a spirit of inquiry, a persistence towards excellence, a responsibility for learning, and an ethic of service.
- B. Grades Served.** The School may serve students in grades K-8.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:

The design principles of Expeditionary Learning are the best short statement of our philosophy of education. They focus our attention on what is important and give us something to go back to when we need guidance.

- *Primacy of Self-Discovery* - Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.
- *The Having of Wonderful Ideas* - Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.
- *The Responsibility for Learning* - Learning is both a personal process of discovery and a social activity.
- *Service and Compassion* - We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary

Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

#### **SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES**

- A. Oversight Allowing Autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and

reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

## SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 216 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

Kindergarten – Grade 8: 24 students per grade

Due to PPSEL's multi-age classroom structure, actual grade sizes may vary as follows:

The school administrator will develop a schedule of single and multi-age classrooms and enrollment caps for each classroom such that: (1) all students who wish to return have a place, (2) no classroom exceeds 24 students and (3) the total enrollment does not exceed the school's enrollment cap. The Board will approve this enrollment plan prior to the opening of the lottery application period, and the plan will be published as part of the lottery information.

Within the classroom schedule set in the step above, grade-level enrollments will be determined as follows: First, students who elect to continue in the school for the next year will be distributed into classrooms. Second, in multi-age classrooms, the open seats will be distributed to give the most uniform age distribution possible in each room. At its meeting just prior to the start of the lottery enrollment period, the grade level enrollments and open seats will be finalized by the Board and reported to the Authorizer. This schedule of classrooms, enrollment cap, and open seats will be advertised to families. Following the lottery, if any open seats remain in a multi-age classroom, the remaining seats can be taken by students in either grade, first from the waiting list(s) and when the waiting lists are exhausted, then on a first-come basis.

- 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.** 1500 Levick Street, Moscow, ID 83843. 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: Moscow School District #281.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

## SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the Performance Framework incorporated into this agreement as Appendix B.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll

procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

## **SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION**

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- 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 D.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- 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 July 1, 2018.

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**Chairperson, Idaho Public Charter School Commission**

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**Chairperson, Palouse Prairie Charter School Board**

**Appendix A: Conditions of Authorization/Renewal**

**Appendix B: Performance Framework**

**Appendix C: Charter**

**Appendix D: Public Charter School Closure Protocol**

**Appendix A: Conditions of Authorization / Renewal**

No conditions of authorization or renewal are applicable.

**Appendix B: Performance Framework**

# PALOUSE PRAIRIE CHARTER SCHOOL

## [YEAR] ANNUAL PERFORMANCE REPORT

### INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

## PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

<b>Academic</b>	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
<b>Mission-Specific</b>	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
<b>Operational</b>	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
<b>Financial</b>	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

## ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

<b>Honor</b>	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
<b>Good Standing</b>	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
<b>Remediation</b>	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
<b>Critical</b>	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

**SCHOOL OVERVIEW**

<b>Mission Statement</b>	The mission of Palouse Prairie Charter School is to engage the children and the community of the Palouse in a rigorous and collaborative education of the highest standards by fostering a spirit of inquiry, a persistence towards excellence, a responsibility for learning, and an ethic of service.		
<b>Key Design Elements</b>	<p>The design principles of Expeditionary Learning are the best short statement of our philosophy of education. They focus our attention on what is important and give us something to go back to when we need guidance.</p> <ul style="list-style-type: none"> <li>• Primacy of Self-Discovery - Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.</li> <li>• The Having of Wonderful Ideas - Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.</li> <li>• The Responsibility for Learning - Learning is both a personal process of discovery and a social activity.</li> <li>• Service and Compassion - We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.</li> </ul>		
<b>School Location</b>	1500 Levick Street Moscow, ID 83843	<b>School Phone</b>	208-882-3684
<b>Surrounding District</b>	Moscow School District		
<b>Opening Year</b>	2009		
<b>Current Term</b>	June 17, 2014 – June 30, 2018		
<b>Grades Served</b>	K-8		
<b>Enrollment (Approved)</b>	212	<b>Enrollment (Actual)</b>	

**SCHOOL LEADERSHIP**


**STUDENT DEMOGRAPHICS**

	School	State	Surrounding District	Neighboring District
<b>Non-White</b>				
<b>Limited English Proficiency</b>				
<b>Special Needs</b>				
<b>Free and Reduced Lunch</b>				

<b>ISAT PROFICIENCY RATES</b>	
Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	

ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	0	525	0	525	0	300	0
% of Academic Points			0%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned	
	1			
	2			
	3			
	4			PPCS has chosen not to include Mission-Specific Standards.
	5			
	6			
Total Mission-Specific Points		0	0	
% of Mission-Specific Points			#DIV/0!	

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	50	0
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0	Total Financial Points	2d	50	0
	3b	25	0				
	3c	25	0				
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
Additional Obligations	4b	25	0				
	5a	25	0				
Total Operational Points		400	0				
% of Operational Points			0%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	0%	0%	55% - 74%	NA	80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-8

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. 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																				
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>																			
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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		0																		
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.																			
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>																			
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.																			

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
<b>Measure 2a</b>	<b>Do math proficiency rates meet or exceed the district average?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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	15 - 29	0																		
	0 - 14	0																		
		0																		
<b>Math Proficiency Rate Comparison to District</b>	<b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.																			
	<b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.																			
	<b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.																			
	<b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the district average.																			
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Moscow School District will be used for comparison purposes.																			
<b>Measure 2b</b>	<b>Do ELA proficiency rates meet or exceed the district average?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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<b>ELA Proficiency Rate Comparison to District</b>	<b>Exceeds Standard:</b> The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.																			
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	<b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.																			
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Moscow School District will be used for comparison purposes.																			

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																				
<b>Measure 3a</b> <b>Criterion-Referenced Growth</b> <b>Math</b> <b>Notes</b>	<b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
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<b>Measure 3b</b> <b>Criterion-Referenced Growth</b> <b>ELA</b> <b>Notes</b>	<b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
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OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p><b>Measure 1a</b> <b>Implementation of Educational Program</b></p>	<p><b>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</b></p> <p><b>Meets Standard:</b> The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p><b>Partially Meets Standard:</b> The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p><b>Does Not Meet Standard:</b> The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p><b>Measure 1b</b> <b>Educational Requirements</b></p>	<p><b>Is the school complying with applicable educational requirements?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p><b>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p><b>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT																	
<p>Measure 2a Financial Reporting and Compliance</p>	<p><b>Is the school meeting financial reporting and compliance requirements?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Measure 2b GAAP</p>	<p><b>Is the school following General Accepted Accounting Principles (GAAP)</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Measure 2c Enrollment Variance</p>	<p><b>Is the school successfully enrolling the projected number of students?</b></p> <p><b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p><b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p><b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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Notes	<p>Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.</p>																

INDICATOR 3: GOVERNANCE AND REPORTING												
<p><b>Measure 3a</b>      <b>Is the school complying with governance requirements?</b></p> <p><b>Governance Requirements</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p><b>Result</b></p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
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<p><b>Measure 3b</b>      <b>Is the board fulfilling its oversight obligations?</b></p> <p><b>Board Oversight</b></p> <p><b>Meets Standard:</b> The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p> <p><b>Partially Meets Standard:</b> Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p> <p><b>Does Not Meet Standard:</b> The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p> <p>Notes</p>	<p><b>Result</b></p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
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OPERATIONAL

<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>
<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
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<p>Notes</p>				<hr/> <p>0</p>
<p>Measure 3e Credentialing &amp; Background Checks</p>	<p>Is the school meeting employee credentialing and background check requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	<hr/> 0
Notes				
<b>INDICATOR 4: SCHOOL ENVIRONMENT</b>				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	<p><b>Meets Standard:</b> The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>		25	
			15	
			0	<hr/> 0
Notes				
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>		25	
			15	
			0	<hr/> 0
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.		25	
	<b>Partially Meets Standard:</b> The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
<b>Measure 1a</b> <b>Current Ratio</b>	<b>Current Ratio: Current Assets divided by Current Liabilities</b>  <b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i>  <b>Does Not Meet:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.  <b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.			50 10 0	0
Notes					
<b>Measure 1b</b> <b>Cash Ratio</b>	<b>Current Ratio: Cash divided by Current Liabilities</b>  <b>Meets Standard:</b> Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).  <b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.  <b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.			50 10 0	0
Notes					
<b>Measure 1c</b> <b>Unrestricted Days Cash</b>	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</b>  <b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i>  <b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.  <b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.			50 10 0	0
Notes					
<b>Measure 1d</b> <b>Default</b>	<b>Default</b>  <b>Meets Standard:</b> School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.  <b>Does Not Meet:</b> School is in default of financial obligations.			50 0	0
Notes					

FINANCIAL

INDICATOR 2: SUSTAINABILITY																	
<p>Measure 2a</p> <p>Total Margin and Aggregated 3-Year Total Margin</p> <p>Notes</p>	<p><b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b></p> <p><b>Meets Standard:</b> Aggregated 3-yr Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the</i></p> <p><b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p><b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
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<p>Measure 2b</p> <p>Debt to Asset Ratio</p> <p>Notes</p>	<p><b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b></p> <p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.</p> <p><b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
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<p>Measure 2c</p> <p>Cash Flow</p> <p>Notes</p>	<p><b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b></p> <p><b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p><b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
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<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p> <p>Notes</p>	<p><b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b></p> <p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			0				0			
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## **Appendix C: Charter**

# **School Charter**

(revised 6/26/2017)

**OPENED SEPTEMBER 2, 2009  
AND LOCATED WITHIN THE BOUNDARIES OF  
MOSCOW SCHOOL DISTRICT #281**

## **Current Board Members as of June, 2017**

**Jessica Long**

[jlong@palouseprairieschool.org](mailto:jlong@palouseprairieschool.org)

Member

**Carole Bogden**

[cbogden@palouseprairieschool.org](mailto:cbogden@palouseprairieschool.org)

Member

**Amy Ball**

(208)882.1614

[aball@palouseprairieschool.org](mailto:aball@palouseprairieschool.org)

Chair

**Tiffanie Braun**

[tbraun@palouseprairieschool.org](mailto:tbraun@palouseprairieschool.org)

Vice Chair

**Robert Wilson**

**Robert Wilson**

[rwilson@palouseprairieschool.org](mailto:rwilson@palouseprairieschool.org)

Member

**Brittany Cooper**

[bcooper@palouseprairieschool.org](mailto:bcooper@palouseprairieschool.org)

Member

**Zac Crist**

[zcrist@palouseprairieschool.org](mailto:zcrist@palouseprairieschool.org)

Treasurer

## History of Revisions since original Charter Approval June 2008

December 2008 – Changes approved by Commission

**Tab 2.A.3 (a) Facility Plan** Change first choice facility from Now & Then Antiques on Palouse River Drive to Brown's Furniture on 108 Lauder St/1500 Levick St. Other minor changes in body of charter to change name of facility when mentioned. Substantial changes in Facilities appendix to describe new choices.

December 2009 – Changes approved by Commission

**Tab 2.A.1 (c) Number of students:** Change in how multi-age classroom enrollment is managed for purposes of the lottery.

**Tab 7.A.3 new subsection (f) Expanded Eligibility for Lottery Preference** Change to lottery preferences as allowed by Idaho Legislature in 2009.

March 2011 – Changes approved by Commission

**Tab 2.a.1.c Number of Students:** Revised to reflect growth to grades 7 and 8. Raised maximum class size from 23 to 24 and from 18 to 20 Kindergarten.

**Tab 4.a.1 Standard 1:** Modified to remove the naming of specific state mandated assessments, in response to changes in tests being required by the State of Idaho; all required summative tests will be used to demonstrate school performance.

**Tab 4.a.2 Standard 2:** School to develop EL-focused school-specific Progress Reports and public assessment protocols with input from parents and stakeholders.

**Tab 4.b.1 Mastery level:** Modified to remove the naming of specific state mandated assessments, in response to changes in tests being required by the State of Idaho; all required summative tests will be used to demonstrate school performance.

**Tab 4.b.2 Achievement on School-specific Assessments:** Students will demonstrate growth term-to-term on Progress Reports; the community will be involved in assessing school outcomes.

**Tab 4.F new section Middle Level Credit And Advancement** to provide a Middle Level Credit System.

February 2012 – Changes approved by Commission Staff

**Tab 4.a.1 Standard 1:** Per Commission recommendation on 12/2011, modified to identify Idaho's prescribed Standards Achievement Test (ISAT) as the measure to be used.

**Tab 4.b.1 Mastery level:** Per Commission recommendation on 12/2011, modified to identify Idaho's prescribed Standards Achievement Test (ISAT) as the measure to be used.

February 2013 – Proposed changes to align with changes to ByLaws

**Tab 5.a.2,3,4** Changes to legal organization and governance related to selection of Board members

**Tab 5.b.1.b** Clean up removed reference to first year so that recruiting applies to all years

**Tab 5.b.2** Remove reference to number of parents on Board

December 2013 – modified earlier changes to comply with new board election process in Bylaws

Tab 5.a.3,4 Reinserted reference to participation in election as well as nomination of board Members by stakeholders

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## **TAB 1**

### **A. Palouse Prairie Educational Organization, Inc Documents**

The Palouse Prairie Educational Organization Articles of Incorporation and amendments are included in this document as an Appendix. The Corporate ByLaws are in a separate document.

### **B. Signatures of Qualified Electors**

Certified signatures of at least thirty (30) qualified electors of the proposed charter school's service area are included as Appendix B. *(Statement refers to initial chartering version of document. Appendix B has been dropped from subsequent revisions.)*

### **C. Educational Mission**

#### **Vision**

Palouse Prairie School will provide an inclusive, respectful and supportive learning environment that nurtures the individual as a thoughtful participant in our local and global community.

#### **Mission**

The mission of Palouse Prairie School of Expeditionary Learning is to engage the children and the community of the Palouse in a rigorous and collaborative education of the highest standards by fostering a spirit of inquiry, a persistence towards excellence, a responsibility for learning, and an ethic of service.

### **D. Petition Overview**

#### **Petitioning Entity and Authorized Chartering Entity (ACE) Overview and Definitions**

The Idaho legislature in 1998 enacted into law Title 33, Chapter 52, the "Public Charter Schools Act of 1998", for certain purposes relating to charter schools as enumerated in that act.

Palouse Prairie Educational Organization, Inc., a nonprofit corporation, was registered in 2005 in the state of Idaho for the educational purpose of creating and managing one public charter school in the Moscow, Idaho area. In this document, Palouse Prairie Educational Organization, Inc. is the petitioning entity and is referred to as "Palouse Prairie School".

Pursuant to Idaho Code 33-5205, Palouse Prairie School is submitting this petition to establish a new K-8 charter school for approval of the Idaho Public Charter School Commission. In this document, the Idaho Public Charter School Commission is the ACE.

## TAB 2

### A. Scope of Charter School Operations

#### 1. Overview

##### 1.A. Number of Schools

This petition is for the establishment of one Charter School, to be located within the boundaries of Moscow School District #281.

##### 1.B. Grade Range

Palouse Prairie School will open as a K-6 school. At a future date, Palouse Prairie School may expand as approved by the Board of Directors and the ACE until reaching a final grade range of K-8.

##### 1.C. Number of Students

To open the school in August 2009, the enrollment cap, for purposes of the lottery, is 87 pupils, with a proposed distribution as follows:

Brown's Facility Enrollment Model	
Grade	
K	
1	
2	
3	
4	
5	
6	
7	
8	
Max class	
Max	
Kinder	
# Rooms	
Totals	

Classes may be made up as single grade levels or by combining students in two grade levels.

*(Revision note Dec 2008: The use of the Brown's facility was approved by the Commission in December 2008. It is a larger facility and more conducive to allowing Prairie School to ultimately serve 200 students.)*

*(Revision note March 2011: With Idaho State budget cuts and legislation being considered to raise the divisor used for calculating M&O monies, the school raised its maximum class size to 24 (20 for Kindergarten) for 2011-12 and beyond. The school's Board is free to set lower class sizes as it sees warranted.)*

*(Revision note June 2017: Due to increasing enrollment and growing waitlists, PPCS raised its maximum class size to 24 for all grades K-8, and increased total maximum enrollment to 216 students.)*

The goal of the enrollment process below is to provide equitable and equal access to enroll in the school and also flexibility to manage enrollments during the school's growth phase.

**2009-10**

For purposes of the 2009 lottery, the grade level enrollment figures above were used. Subsequent to the lottery, for purposes of maximizing enrollment, Palouse Prairie School may admit additional students to the multi-age classrooms in the order in which they apply until a given classroom reaches its cap of 23. The resulting enrollment is allowed to deviate from the distribution shown in the table above.

**2010-11**

Because of the potential for class levels to diverge from balanced enrollment in the table above, the lottery in 2010 will be based on the distribution of vacant seats determined as follows: The school administrator will develop a schedule of single and multi-age classrooms and enrollment caps for each classroom such that: (1) all students who wish to return have a place, (2) no classroom exceeds 23 (18 for kindergarten) students and (3) the total enrollment does not exceed the school's enrollment cap. The Board will approve this enrollment plan prior to the opening of the lottery application period, and the plan will be published as part of the lottery information.

Within the classroom schedule set in the step above, grade-level enrollments will be determined as follows: First, students who elect to continue in the school for the next year will be distributed into classrooms. Second, in multi-age classrooms, the open seats will be distributed to give the most uniform age distribution possible in each room. At its meeting just prior to the start of the lottery enrollment period, the grade level enrollments and open seats will be finalized by the Board and reported to the Authorizer. This schedule of classrooms, enrollment cap, and open seats will be advertised to families.

Following the lottery, if any open seats remain in a multi-age classroom, the remaining seats can be taken by students in either grade, first from the waiting list(s) and when the waiting lists are exhausted, then on a first-come basis.

Illustrative example: In 2009-10, 14 students are in grade 3 and 6 are in grade 4. In January 2010, all these students elect to return in the fall. For purposes of the 2010 lottery the administrator designates 4-5 multi-age classroom with 14 entering 4<sup>th</sup> graders and 6 entering 5<sup>th</sup> graders and 3 open seats (23-14-6=3). For purposes of the lottery, these 3 seats are designated for 5<sup>th</sup> grade. In this example, only one 5<sup>th</sup> grade student applied, and therefore was seated during the lottery process. Because all the 5<sup>th</sup> grade seats were not taken during the lottery process, they become open to be filled by 4<sup>th</sup> grade students. Five 4<sup>th</sup> graders applied for the lottery and adhering to the preference rules for the lottery the first two were seated. Sometime later, another 5<sup>th</sup> grade student seeks admission, and is added to the end of the waiting list for the 4-5 classroom. This list is now a mixed-grade list, initially ranked by lottery and then by order of arrival of later applicants.

**2011-12 and subsequent years**

The process in this and subsequent years will be the same as the previous, with the new year's enrollment caps.

**1.D. Commencement of School Operations**

Palouse Prairie School will begin its operations in the fall of school year 2009-10 if approved to do so by the State Board of Education (SBOE). *[Editor's note, school opened September 2, 2009]*

**2. Non-Instructional Operations****2.A. Insurance****and****Liability**

Palouse Prairie School will have the same responsibilities as any other public school in matters of civil liability. The Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts or other obligations of Palouse Prairie School.

Palouse Prairie School will procure and maintain a policy of general liability insurance and errors and omissions insurance adequate to meet the requirements of state law. A copy of proof of insurance will be provided to the ACE.

**2.B. Civil Liability**

Idaho law provides that a ACE have no liability for the acts, omissions, debts or other obligations of a charter school, except as may be provided in an agreement or contract between the ACE and a charter school. Palouse Prairie School shall hold harmless and indemnify the ACE against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of Palouse Prairie School and/or arising out of the acts or omissions of the agents, employees, invitees or contractors of Palouse Prairie School.

**2.C. Insurance**

Palouse Prairie School shall be responsible for maintaining its own insurance for liability and property loss as required by Idaho State Law.

**2.D. Clerical Services**

Palouse Prairie School's Board of Directors will authorize the allocation of clerical staff upon the recommendation of the School Director. Staff will maintain school records as required by Idaho State Law and Federal Law.

**2.E. School Records**

Palouse Prairie School's Director will be responsible for maintaining school records and required information. Palouse Prairie School will maintain school records as required by Idaho State Law and Federal Law (confidentiality considerations, FERPA, special education considerations, etc.)

**2.F. Attendance Reporting**

Palouse Prairie School will follow Idaho State Law for reporting attendance and enrollment information.

**2.G. IRS Regulations**

Palouse Prairie School will comply with all Internal Revenue Service (IRS) regulations and reporting requirements.

**2.H. Custodial and Maintenance Services**

Palouse Prairie School's Board of Directors will authorize the allocation of custodial and/or maintenance staff upon the recommendation of the School Director.

**2.I. Administr**

**ation Goals**

The primary goals for the administrative staff are to:

- Provide for efficient and responsible supervision, implementation, evaluation and improvement of the instructional program, consistent with the policies established by the Board of Directors;

- Provide effective and responsive communication with staff, students, parents/legal guardians, Board members, and other citizens;
  - Foster staff initiative and rapport.
- Manage non-instructional aspects of school (i.e. budget, finance, facilities, transportation, admissions, etc).
- Conduct actions in accordance with state and federal laws and the regulations of the Idaho State Department of Education and the State Board of Education.
  - Administrative staff will conduct their business in accordance with Board policy and the School Director's rules and procedures.

### **School Director**

#### Duties and Authorities

The School Director will be hired, supervised, evaluated, compensated and (if necessary) terminated by the Board of Directors.

The School Director is the chief administrator of Palouse Prairie School and will be granted appropriate authority by the Board to allow for the administration and management of Palouse Prairie School, in accordance with Board policies and directives, and Idaho State and Federal Law.

The School Director is authorized to develop administrative procedures to implement Board policy and to delegate duties and responsibilities as necessary. Delegation of authority or duty, however, shall not relieve the School Director of responsibility for the action which was delegated.

#### Qualifications and Appointment

The School Director must be of good character and of unquestionable integrity and comply with the Idaho State Department Code of Ethics.

The School Director shall have the experience and the skills necessary to work effectively with the Board of Directors, Palouse Prairie School employees, parents/legal guardians, students, and the community.

The School Director will hold all administrative credentials or certificates as required by Idaho State Law or will be working towards those required credentials as approved by the Idaho Bureau of Certification's Alternative Authorization process.

Additionally, the School Director is expected to engage in ongoing professional development as required to maintain appropriate certifications and at the discretion of the Board.

When the office of the School Director becomes vacant, the Board will conduct a search to find the most capable person for the position. Qualified staff members who apply for the position will be considered for the vacancy.

#### Compensation and Benefits

The Board and the School Director shall enter into a contract approved, in form, by the Idaho State Superintendent of Public Instruction. This contract shall govern the employment relationship between the Board and the School Director.

## Evaluation

The Board shall delineate the duties of the School Director and shall use them as the basis for evaluating the School Director's performance.

The Board will evaluate, at least annually, the performance of the School Director, using standards and objectives developed by the School Director and Board, which are consistent with Palouse Prairie School's mission and goal statements. A specific time shall be designated for a formal evaluation session. The evaluation should include a discussion of strengths and weaknesses, as well as performance areas needing improvement.

## Evaluation of Personnel

The School Director will be responsible for the evaluation of Palouse Prairie School personnel. The Board of Directors will be responsible for the evaluation of the School Director.

## Other Administrative Staff

The Board of Directors will authorize the allocation of other administrative staff upon the recommendation of the school Director. As authorized by the School Director, administrative staff shall have full responsibility for the day-to-day administration of the area to which they are assigned. Administrative staff will be governed by the policies of Palouse Prairie School and are responsible for implementing any required administrative procedures that relate to their assigned responsibilities.

## **3. School Facilities**

### Facility Plan

Palouse Prairie School will lease operated in a leased facility, "Brown's Furniture" 105 Lauder St/ 1500 Levick St. This consent was requested of the Commisison to change from the approved (June 2008) facility location (Now & Then Antiques at 321 E. Palouse River Drive).

### Inspection Reports

In developing its facility, Palouse Prairie School will comply with all applicable local ordinances, Idaho Codes and Federal laws. Palouse Prairie School will maintain certification that the facilities meet requirements for health, safety, fire, and accessibility for the handicapped, sanitation, sewage disposal, water supply or other matters affecting public health prior to the opening of the school. Palouse Prairie School also will provide for all required inspections of the facilities for health, safety, and fire compliance and provide copies of those reports to the ACE upon request.

### Facility Location

Palouse Prairie School will be physically located within the attendance area of the Moscow School District. Prior to the opening of the school, the facilities will be

inspected to ensure compliance with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code and the Americans with Disabilities Act.

#### Use of Local District Facilities

Palouse Prairie School does not currently intend to utilize any Moscow School District facilities. The Palouse Prairie School may seek an agreement with the Moscow School District to utilize District facilities for various purposes in the future. Should the Palouse Prairie School and the Moscow School District reach an agreement for the use of the District's facilities, such agreement would be reduced to writing in a separate document.

#### Rent/Lease/Purchase Documentation

Palouse Prairie School will provide the ACE complete documentation for the rent, lease or purchase of school facilities prior to the opening of the Charter School.

## **B. Impact on other public schools**

### **1. Moscow Charter School**

#### Short term potential impacts

During the period when Palouse Prairie is growing its enrollment, it will quite likely reduce the waiting list at Moscow Charter School (MCS). Trish Bechtel, the Principal at MCS has described Palouse Prairie as one end of a curricular spectrum, with MCS in the middle and the district at the other (traditional) end. This positioning may draw students from MCS to Palouse Prairie and open slots to be filled by District families looking for a more familiar curricular option but in MCS' small school setting. There is evidence that there are families who have dropped off the MCS waiting list because they became discouraged of their chances of admission, therefore the total pool of pupils is probably larger than the current MCS enrollment and waiting list. Rather than seeking to harm to MCS, Palouse Prairie envisions collaborating to marketing educational choice.

Palouse Prairie is not likely to draw employees away from MCS as salaries at the two schools are likely to be comparable, and low, compared to the District.

### **2. Moscow School District**

#### Short term potential impacts

The District has many teachers with long tenure, relatively high salaries and a very competitive recruiting history. Moscow and Pullman have a long history of qualified potential teachers seeking but not finding employment in the District (because of few openings) and the two universities continue to graduate education students interested in teaching in the area. Palouse Prairie will seek to attract some of the highly qualified teachers who wish to remain in the community but have only found substitute teaching opportunities at the District.

#### Long term potential impacts

There are two potential long term impacts of a successful Palouse Prairie School on the District: facilities and curriculum.

**Facilities:** When Palouse Prairie School reaches its target K-8 enrollment of 200, it will have enrolled enough children to have significant impact on the District's elementary schools. West Park Elementary, built in 1955, is located near the University of Idaho campus and increasingly finds itself apart from neighborhoods with young children (except UI student housing). Most of the 275 K-3 children who attend are bused to the school. Currently West Park houses three Kindergarten classrooms on the UI campus because the school is not able to accommodate them. For the 2008-09 school year, West Park is adding a modular classroom to accommodate a need to add an additional 2nd grade classroom. J. Russell School, built in 1926, remodeled in 1973, and enrolling 175 students grades 4-6 is located in the Ft Russell Historic District a walkable neighborhood that may or may not have enough students to populate that school. The other two elementary schools are located in neighborhoods with many children and adjoining growing areas of town. The District has had a stable or slowly declining enrollment for a decade, but now is experiencing an uptick in lower elementary enrollments. Palouse Prairie's growth might change the District's enrollment levels and might provide an opportunity to review facilities requirements.

**Curriculum.** The District's ISAT scores are above the Idaho averages, a testimony to the demographics of the community, both socio-economic status and educational background of families connected with the two area universities. Palouse Prairie expects to benefit from these same well endowed student inputs and to produce the same or better ISAT results. However, Palouse Prairie has another objective, in the development of independent and critical thinking skills and personal character. The Expeditionary Learning curriculum has appeal to university educators who see its parallels in the goals of higher education, particularly those exemplified above the Bachelor's Degree level. Within the community there is another group interested in the success of non-college bound students. Their concern is for the public school to graduate students prepared to join the local work force, with skills and attitudes valuable to local employers. This second group also values the hands-on, collaborative, and independent learning goals of Palouse Prairie. When the Moscow community comes to understand the Palouse Prairie can achieve the same ISAT results as the District and achieve additional goals that are seen by many to be lacking in the traditional schools, there may be an opportunity to reform the District offerings. This outcome, if it occurs, would be the kind of result envisioned by the original Charter school movement – providing models leading to school reform.

### **3. University of Idaho**

#### Teacher Preparation Program

Palouse Prairie's curricular model is unique in the region and will offer an alternative type of experience for students in the UI Teacher Preparation program. It is a goal of Palouse Prairie to establish mutually beneficial relationships with the University.

## TAB 3

### A. Educational Program, Philosophy, and Goals

#### 1. Underlying Scope and Purpose

##### 1.a. Target Student Population

Palouse Prairie School is a public charter school. It is not a religious school, a conversion of a private or parochial school, or a school operated for profit. Palouse Prairie School will serve students of Kindergarten through Grade 8. Palouse Prairie School intends to initially open serving Kindergarten through Grade 6 and to expand to include Grades 7 and 8 as enrollment demands and finances allow. The decision to expand will be at the discretion of the Palouse Prairie School's Board of Directors.

##### 1.b. Personnel-to-student ratios

Palouse Prairie School will employ one teacher per class, with additional staff as required to support the educational needs of the students. The goal is to have 1 teacher per maximum 22 students per classroom.

In addition, Palouse Prairie School intends to employ sufficient classified and support personnel to meet the needs of the staff, students and community.

##### 1.c. Distinguishing Features

The school is distinguished by the Expeditionary Learning Schools (ELS) school model, which is a comprehensive school reform and school development model for elementary, middle, and high schools. ELS has been recognized nationally as an innovative, research-based, school improvement model and has been credited with producing high performing public charter schools. The model is based on five core practices: Learning Expeditions, Active Pedagogy, Culture and Character, Leadership and School Improvement and Structures. These core practices work in concert and support of one another to promote high achievement through active learning, character growth and teamwork.

Learning Expeditions – Learning expeditions are the primary way of organizing curriculum. The subject matter of a learning expedition is a compelling topic aligned with the Idaho State Achievement Standards. Learning expeditions feature projects that require students to construct deep understandings and skills to create products for real audiences. Learning expeditions support critical literacy, promote character development, create a sense of adventure, spark curiosity, and foster an ethic of service. They address central academic standards of content, skills, and presentation and include goals related to character and community. They allow for and encourage authentic integration of academic disciplines.

Active Pedagogy – Teaching and learning are active and engaging in Expeditionary Learning classrooms. Effective instructional practices promote high expectations for all students, make the content of the expeditions come alive, and ensure that all students participate and are challenged. Good practices foster character by inspiring each student to develop craftsmanship, perseverance, collaborative skills and responsibility for learning. Effective planning for instruction entails choosing from a repertoire of practices

and protocols and sequencing them into a coherent lesson. Thoughtful lesson design guarantees that lessons are well paced, that all students engage in productive work throughout the class period, that teachers have time to confer with students, that classroom management is smooth, and that teachers are aware of each child's understanding and participation.

Culture and Character – An Expeditionary Learning school culture is developed and sustained through practices that build community, promote shared understandings, and encourage all community members to become “crew, not passenger”. The faculty articulates and promotes character traits that are emphasized throughout the school. Teachers foster student character through challenging academic work, student service, and the expectation that students are courteous, respectful, and compassionate.

Leadership and School Improvement – Leaders in Expeditionary Learning schools create a professional community that focuses on curriculum and instruction as the primary vehicles for improving student achievement and school culture. Leaders assume responsibility for implementing Expeditionary Learning, model the ELS Design Principles, allocate resources for professional development, and partner with Expeditionary Learning staff.

Structures – In Expeditionary Learning schools the schedule serves instructional and curricular priorities. While each schedule is unique to a school and its constraints, there are key features that all Expeditionary Learning school schedules have in common: blocks of class time, opportunities for integration of disciplines, and common planning time for teachers. The schedule accommodates project work, fieldwork, service learning, and flexible grouping of students. Time is scheduled during the school year and summer for whole-school professional development and collaboration across grade levels and subject areas.

These five core practices distinguish our program and establish the basis for offering a unique learning program and environment.

#### 1.d. Educational Program Components

Integrated Curriculum: Expeditionary Learning allows and encourages subject overlap. Such an approach more closely parallels the “real” world, where a project, problem, or opportunity demands skills in many areas.

Child-Centered Curriculum: Class work involves children working on projects they help design, either in groups or individually. The teacher serves as a mentor or guide to help the children as they encounter challenges and/or to present further challenges to their work.

Experiential Learning: Active, hands-on learning is typically connected to an in-depth project or investigation.

Cooperative Learning: Class work is often done in groups, consisting of students with various abilities. Students learn how to work together, an increasingly important skill in today's workplace. Ideas, material, and labor are shared.

Portfolio Assessment: The portfolio serves as an assessment tool. A series of rubrics show student achievement. Students receive guidance in choosing their work to go into the portfolio, see Tab 4 for portfolio use in Measurable Student Learning Outcomes.

Collaborative Planning: Teachers regularly form partnerships to plan/teach together. This encourages innovation, collaboration, growth, flexibility, and specialization for the teachers.

Learning Community: Palouse Prairie School has made a commitment to develop and maintain a school community and culture dedicated to learning. Everyone involved with the school is regarded as part of the learning community. The greater Moscow community is part of the learning community as well. The community provides the natural and social environments for purposeful fieldwork connected to the academic curriculum. Community members are invited into the school and students have many opportunities to interact with the community outside the school boundaries.

Service Learning: Service learning is a method by which students learn and develop through active community service that meets the needs of communities. It is an integral part of the investigations and products of many learning expeditions and meets an authentic community need.

Fieldwork: Fieldwork has a clear purpose that furthers the work of the Learning Expedition. It is a process in which students gather information and data outside of the classroom. As much as possible, fieldwork is modeled on the authentic work of professionals in the field.

1.e. Core Values

Palouse Prairie School core values are reflected in its philosophy and mission statement. As an Expeditionary Learning School, we are committed to the ten design principles:

**THE PRIMACY OF SELF-DISCOVERY** - Learning happens best through challenges and requisite support. Students discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can achieve their goals.

**THE HAVING OF WONDERFUL IDEAS** - Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide important ideas to consider, time to experiment, and time to make sense of what is observed.

**THE RESPONSIBILITY FOR LEARNING** - Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

**EMPATHY AND CARING** - Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress

and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

**SUCCESS AND FAILURE** - All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

**COLLABORATION AND COMPETITION** - Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best and with rigorous standards of excellence.

**DIVERSITY AND INCLUSION** - Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

**THE NATURAL WORLD** - A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

**SOLITUDE AND REFLECTION** - Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.

**SERVICE AND COMPASSION** - We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others. One primary function of an Expeditionary Learning school is to prepare students with the attitudes and skills to learn from and be of service.

Students will be challenged, taught as individuals, learn about historical and contemporary world problems in a safe, kind environment, and will develop the tools necessary to shape and improve the world of tomorrow.

#### 1.f. Goal Attainment

Palouse Prairie School strives to meet the goal of educating students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century. The student enrollment at Palouse Prairie School will be small in size, with students moving up together. The receiving teacher will have intimate knowledge about what has been taught and about the understandings of individual students. The school will use multiple forms of assessment to determine if it has attained its goals including: ongoing student assessment, community/parent feedback and state and federal testing results.

## **2. Instructional Methods**

### **2.a. Curriculum Overview**

The educational program for Palouse Prairie School is based on the Expeditionary Learning Schools (ELS) model. ELS is derived from Design Principles which emphasize project-based learning, reading and writing across the disciplines, inquiry-based science, math and social studies, and learning in and through the arts. Additionally, ELS emphasizes positive school culture, including small, multi-age classrooms when possible.

The curriculum will be taught through the expeditions. Each expedition will be aligned to, consistent with, and supportive of the Idaho State Standards. The curricular offerings on each educational level shall meet the requirements of the State Board of Education. Palouse Prairie School will adopt and address the Idaho State Standards K-8.

Curriculum development will be an ongoing process led by the School Director and teachers, with the approval of the Board of Directors.

### **2.b. Subject Area**

#### **Curriculum**

##### Language Arts

The Language Arts curriculum will align with the Idaho State Standards per IDAPA .08.02.03.671 to IDAPA.08.02.03.756. The goal is to develop learners who are effective communicators, and are lifelong readers and writers. The curriculum is literature rich. Comprehensive skills, grammar, vocabulary and dramatization are integrated within the literature program in alignment with Idaho State Standards. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools when appropriate.

##### Mathematics

Students will be taught mathematical concepts and processes in alignment with Idaho State Standards. Experiences that engage students in exploring, conjecturing, justifying and communicating their understanding of mathematical concepts will be used throughout. Students will engage in activities that teach them to use mathematics as a tool for reasoning and problem solving in purposeful ways.

##### Science and Health

The science curriculum emphasizes hands-on experimentation, functional knowledge of scientific phenomena and a working knowledge of the scientific method. Science must take students beyond the factual approach (of reading, reciting, drilling, and testing science) to actual inquiry-based fieldwork with instruments. This process approach lets students experience the excitement of science as well as better understand facts and concepts. Students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying, and predicting. Students will add the integrated science process skills of identifying variables, data tables, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing and implementing investigations.

##### Social Studies and Community Service

Social Studies will be taught in alignment with the Idaho State Standards. Students will be encouraged to discover and experience their responsibilities and rights as members of

our democratic community. There will be a strong emphasis on community service as students apply their understanding of and their contributions to the world around them.

### Technology

Technology will be used to support learning through individual and group discovery and seeking solutions to real-life challenges. It will not be used as the primary mode of delivering instruction. Palouse Prairie School will provide learners with technological skills aligned with the Idaho State Standards.

## 2.c. Curricular Materials

Palouse Prairie School will employ instructional materials according to their quality and applicability to 21st century learning for all subjects and in accordance with Idaho State Law. Instructional materials will be coordinated with learning expeditions and prioritized for accuracy and appropriateness of information. Instruction will be coordinated between developmental levels as appropriate. Literature based resources will be emphasized as students explore a wide array of resources including magazines, chapter books, articles, excerpts, interactive software databases and the publications of other education organizations. Palouse Prairie School staff will locate and adapt instructional resources. Guest speakers from organizations, businesses, universities, as well as parents and legal guardians, and other school community members will play important roles in the authentic learning component of the education program.

Director “walk-through”, teacher/peer reviews and associated rubrics will be used to monitor the effectiveness of materials and instruction.

## 2.d. Thoroughness Standards

Palouse Prairie School will fulfill the thoroughness standards as identified in Idaho Code 33-1612 and administrative rule.

### ***A Safe Environment Conducive To Learning Is Provided.***

Goal: Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.

Objectives: Palouse Prairie School will:

Involve students, parents and the community in developing and disseminating guidelines for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents’ rights, and staff monitoring responsibilities.

Create an environment that encourages parents and other adults to visit the school and participate in the school’s activities.

Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.

Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools.

***Educators are empowered to maintain classroom discipline.***

Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.

Objectives: Palouse Prairie School will:

Adapt the Safe Environment policies into the student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior.

Teach appropriate behaviors and foster responsible decision-making skills and incorporate high expectations for behavior into regular classroom assessments.

Establish and maintain consistent rules aligned throughout the school.

***The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized.***

Goal: Students will develop and express exemplary character traits, including honesty, self-discipline, unselfishness, respect for authority and the importance of work, as well as an understanding of the importance of community and service throughout the educational program.

Objectives: Palouse Prairie School will:

Develop activities where students will build personal bonds and carry out responsibilities to one another and to the faculty and staff (ELS's concept: we are all crew), and regularly assess these responsible activities.

Develop practices and learning activities that emphasize community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

Develop practices and activities that emphasize the practice of adults modeling these important values at school.

***The skills necessary to communicate effectively are taught.***

Goal: Teach students a range of effective communication skills appropriate for the 21st century.

Objectives: Palouse Prairie School will:

Use classroom and community activities for the purpose of developing skills in written, oral, visual, multimedia communication with individuals and groups.

Emphasize receptive skills (listening, viewing, and reading) as critical components of the communication process

Use computers as tools to support the composition, dissemination, receipt and storage of communications.

***A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.***

Goal: Offer a curriculum that enables students to be successful in high school and beyond because they are well grounded in the basics such as reading, writing, mathematics, science, and social studies and in the application of those skills in authentic settings.

Objectives: Palouse Prairie School will:

Organize Expeditions, in the ELS model, which provides a rigorous interactive academic program where projects and service, rather than textbooks, drive pacing.

Require teachers and students to collaborate on setting learning goals, doing team and individual activities and assessing their own and the team's outcomes against their goals.

Provide students regular opportunities to communicate their learning to peer and public audiences and have those audiences evaluate and provide constructive feedback.

Encourage and enable students to engage in extra-curricular activities that extend the range of their learning activities beyond what the school can provide.

Regularly assess individual student needs and supplement Expeditions with established methodologies to reinforce basic skills.

Ensure students can perform at acceptable levels on the Idaho standardized assessments for grades K-8.

***The skills necessary for students to enter the work force are taught.***

Goal: Provide students with basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and local and national resources. These tools assist students in learning how to learn so that they become lifelong learners and are prepared to enter the workforce with a solid foundation of knowledge and skills.

Objectives: Palouse Prairie School will:

Create Expeditions where students apply their foundation in reading, writing, problem solving, math concepts science, social studies, and computational skills to solve authentic problems.

Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; planning; solving problems; locating and evaluating information and learning new skills from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.

Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; individual and teamwork skills (i.e., personal initiative, working with others); empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

Provide a technology enriched environment, encouraging the effective use of technology as a tool for learning and in the workplace of the 21st century.

***The students are introduced to current technology.***

Goal: Ensure students become fluent at using technology (such as computers, scientific equipment, and networks linked to local and nationwide resources) as tools to find information, record and manage data, and communicate ideas.

Objectives: Palouse Prairie School will:

Ensure that students leaving Palouse Prairie School will be proficient in using both a word processing and spreadsheet package and using the Internet as a resource.

Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

Ensure that students can evaluate the quality and bias of information.

Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.

***The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.***

Goal: Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

Objectives: Palouse Prairie School will:

Provide a comprehensive program of community service through the use of Expeditions that reflects responsible citizenship in a democratic society and an interdependent world.

Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.

Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

## **B. Definition of “Educated Person,” How Learning best occurs**

### **1. Educated Person in the 21st Century**

The 21st century will be a period of unprecedented and rapid change, Schools are helping today’s students prepare for a first job but also for careers that do not yet exist, and for societal challenges we do not yet know.

Traditionally, we have searched past literature for answers, however, we are living in an age where the past is not a good predictor of the future. The only thing that will be certain is that our society will be constantly transforming. It will not be the traditional society of the past on which so much of today's education is based.

The results of an Employer Survey recently released by the American Association of Colleges and Universities (2008, AAC&U) illustrates the gap between the traditional US educational system and what will be expected of students as they enter the workforce.

The findings that have implications for PPSEL and the K-12 curriculum are:

“When asked what learning approaches and assessment methods companies valued most in evaluating a new hire's potential for success, employers overwhelmingly favored integrated, applied-learning experiences like faculty-supervised internships, community-based projects, and comprehensive senior projects. They ranked those experiences just above essay tests and electronic portfolios of student work, which they said were also helpful in demonstrating an applicant's analytic, problem-solving, and writing abilities.

“Only 29 percent said that college transcripts were either very or fairly useful to them in assessing an applicant's skills and knowledge. At the very bottom of the heap were multiple-choice and general-knowledge tests, which most business executives dismissed as ineffective means of assessment. Colleges, they said, should develop methods to assess students' preparedness to apply what they are learning to real-world settings, and to place less emphasis on multiple-choice tests of general knowledge.”

“This isn't a multiple-choice world,” Wayne C. Johnson, vice president for worldwide university relations at Hewlett-Packard, said in a telephone news conference on Tuesday. The findings, he said, reflect a frustration and sense of urgency among businesses, which, he said, have increasingly had to look overseas to find qualified employees. "It would be far wiser for our nation to invest in the areas of the economy that are growing fastest and prepare students for contribution to that growth," he said. "This requires that all workers be educated at a higher level of achievement." The PPSEL curriculum is designed to develop student agency and prepare them to be engaged citizens and adaptive experts in the 21st century global economy. Our curriculum and educational approaches will foster life long learning skills, creative and critical thinking and our portfolio-based assessment practices reflect these values. (Wasley, P. 2008. Tests Aren't Best Way to Evaluate Graduates' Skills, Business Leaders Say in Survey, The Chronicle of Higher Education)

Palouse Prairie School will help students develop each of the following skills and abilities, as assessed in our rubrics for Student Learning Outcomes.

- Ability to identify and summarize the problem/question at issue. Problems that will arise in the 21st century that will not be replications of previous ones, but

new, arising from the larger and more complex interaction of world systems, and from the deeper and more detailed understanding of physical systems and science. The 21st century educated person must be able to identify both the main problem and subsidiary, embedded, or implicit aspects of the problem, and their relationships to each other.

- Ability to identify and present the one's own hypothesis, perspective and position. Second to identifying the position, is the educated person's ability to recognize and articulate his/her own position on the issue, drawing support from experience, and information both inside and outside the standard sources.
- Ability to identify and consider other salient perspectives and positions that are important to the analysis. In addition to knowing one's own perspective, the educated person is aware of and accounts for, and additional diverse perspectives, be they historical, cultural, scientific or other conditions of the human experience.
  - Ability to identify and assess key assumptions. The educated person examines his /her own perspectives and those of others for underlying assumptions, assessing the validity of the assumptions and addressing the ethical dimensions that underlie the issue.
- Ability to identify and assess the quality of supporting data/evidence and provides additional data/evidence related to the issue. In addition to understanding perspectives, and assumptions, the educated person examines the evidence around an issue and source of that evidence. He/she clearly distinguishes between fact, opinion, and value judgments, and is able to questions the accuracy, precision, relevance, completeness of data/evidence, including observing cause and effect and addressing existing or potential consequences.
- Ability to understand problem solving as a creative act, and see it as a process of successive refinement. The educated person in the 21st century uses his/her understandings of perspective, assumptions, and evidence to assess their work and guide the creative process.
- Ability to examine a body of work and see bigger ideas that arise from the work and find directions for future development and exploration. The educated person understands the dynamic character of problems in the 21st century, and recognizes that in the solution to specific problems lie the germs of future problems and ideas for the development of broader solutions to wider problems.
- The ability to ask for/ learn from feedback. The educated person in the 21st century understands that their work, and the work of others, can benefit from thoughtful feedback and discussion, and he/she seeks out opportunities to get and give helpful feedback.

## **2. How Learning Best Occurs**

Palouse Prairie School accepts the Design Principles of Expeditionary Learning Schools. We believe learning best occurs in a safe yet stimulating environment, where challenge

and support help children discover their abilities, values and passions. Learning is a personal process of discovery as well as a social activity. Students and teachers are strengthened by acts of consequential service to others. Teachers begin their careers full of excitement and ideas that, if encouraged, can help each classroom become a place of discovery and enthusiasm. The flexibility of Palouse Prairie School's environment allows the greatest opportunity for both children and teachers to experience the best kind of learning.

### **C. Manner By Which Special Education Services Will Be Provided**

Palouse Prairie School recognizes the unique needs of all children and their potential for significant educational development and will provide education opportunities designed to meet each child's needs. Palouse Prairie School will abide by all applicable Idaho State Codes, Federal Public laws, the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, guidelines regarding provisions for students who have disabilities. Palouse Prairie School does not discriminate on the basis of race, color, religion, national origin, sex, age or disability.

To be eligible for services under IDEA, a student must have a disability that adversely affects educational performance and requires specially designed instruction. Palouse Prairie School will identify special needs students, including Limited English Proficient (LEP), special education, gifted and talented, and students qualifying for section 504. Palouse Prairie School will utilize the Idaho Special Education Manual as now adopted or as amended in the future and with all federal regulations dealing with these areas. The Idaho Special Education Manual will be used for identifying, evaluating, programming, developing Individualized Education Plans (IEP), planning services, developing our discipline policy, budgeting, and providing transportation for special needs students, as necessary.

Special Education and related services will be provided free of charge to any student who qualifies for Special Education services per Idaho Code 33-2001. Such students will be identified based on criteria established by the state of Idaho. Palouse Prairie School will ensure that a free appropriate public education (FAPE) is available to students who attend Palouse Prairie School and are eligible for special education. FAPE is determined for each individual student with a disability. FAPE will include special education in the least restrictive environment (LRE) and will include related services, supplementary aids and services, and/or assistive technology devices and services required to help the student benefit from his or her education program.

If a student is found to be eligible for special education services at the charter school, services will be provided for the student in one or more of the following ways.

1. Palouse Prairie School will form a multidisciplinary team to consider the student's eligibility for Special Education. If a team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted with a private provider who meets applicable certification requirements for the State of Idaho.
2. A certified Special Education teacher will be responsible for designing, implementing, monitoring and supervising Individual Education Plans (IEP) and 504 plans. A certified Special Education teacher will provide services in an inclusion or

pullout model depending on the degree of intervention necessary to meet the student's needs. Through the ELS model, a wide range of skill levels are addressed because of the emphasis on the individual. A paraprofessional will be used to support instruction as allowed by IDEA and the ESEA; however paraprofessionals may not deliver the preponderance of services. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

3. Disciplinary problems by special education students will be assessed by the multidisciplinary team. Teachers and Directors will follow the Idaho Special Education Manual (as currently defined in Chapter 7, Section 13, and titled "student discipline") to address these issues. A Procedural Safeguards Notice will be given to parents, which will contain a full explanation of special education rights.
4. Palouse Prairie School will contract with a private provider for the provision of "related services". Direct speech, language, or occupational therapy services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that the student's academic needs cannot be met on site, the Palouse Prairie School will determine the least restrictive environment complying with PL 94-142.
5. Palouse Prairie School will provide transportation for special needs students if it is determined that this is necessary to provide for a Free and Appropriate Public Education for the student. Special needs transportation contracts will be submitted to the State Department of Education for review before contracts are signed to verify that they are reimbursable.

6. Limited English Proficiency, see program details below.

### **1. Program for Limited English Proficient Students**

Palouse Prairie School is committed to ensure that the LEP students identified:

- attain English Proficiency within three years of their initial enrollment;
- develop high levels of academic attainment in core academic subjects as measured by grades, attendance and graduation goals and;
- meet the same challenging state academic standards as measured by the grade level IRI and ISAT proficiency levels.

Palouse Prairie School will apply the federal definition of Limited English Proficient (LEP) as defined by Title III and IX of the ESEA.

Registration and enrollment materials will include a Home Language Survey (HLS) form that identifies first language spoken by the student in the home.

Palouse Prairie will use the Idaho English Language Learner (ELL) Placement test (currently v 2.0) as the primary means of assessing the student's English language proficiency. The ELL Placement test will be used for identification and placement of incoming ELL students. The Idaho ELL Placement Test will inform placement decisions for new English Language Learners. The test assesses the student's proficiency in the domains of Speaking/Listening, Reading, and Writing. Identification for placement will be completed within 15 days upon enrollment.

Students who are placed in the LEP program will be assessed each spring with the Idaho English Language Assessment (IELA) to determine proficiency and growth.

### **LEP Program**

The Expeditionary Learning model is based primarily on the inclusion of all students in whole-class learning as much as possible. It is a model with the "social construction of meaning" and "equity of participation" to support academic rigor for all students at its core. The idea is to have the same high bar for all students and differentiate the support for individual students (rather than the learning target). The LEP program will set standards and objectives for each student through an individualized plan that is developed and approved by a team compiled of classroom teachers, the parent/s, the Director, and the special education teacher. The educational approach for LEP students in Palouse Prairie is teaching English as a second language in a regularly scheduled structured setting. The instruction will be provided each day by, or under the supervision of, the classroom teacher within the context of the Expeditionary Learning. Additionally, appropriate curriculum and materials, including world text will be utilized to meet the needs of the LEP student. If necessary, a bilingual teacher will be contracted and/or hired. Accommodations are made as recommended in the Individual LEP Plan. The instruction and/or accommodations follow grade level/subject curriculum.

Data will be collected from the Placement Test, ISAT scores, grades, teacher referrals, previous LEP services and LEP Instructor recommendations. Target growth objectives, intermediate and annual goals will drive the instruction based on student need.

### **PPSEL's LEP Plan**

A LEP Plan will be developed and submitted annually to the State LEP Program for review. The plan will include:

- Notification to parent/s: Parents will be notified of LEP status of student, receive an invitation to the team meeting, and provided with ongoing communication regarding the LEP plan.
- Continuous Program Monitoring: Students will be monitored by review of state mandated testing scores and classroom assessment by the special education teacher and/or designee. Monitoring will be done for two years. Student's teachers are notified of the monitoring status through the special education teacher or designee. Upon referral from the student's team the special education teacher will again administer the Placement Test and notify parents and teachers if the student is readmitted to the LEP program. The special education teacher will monitor and evaluate student education plans and progress. If the student maintains their academic success during the two-year monitoring phase by meeting proficiency levels, the student is exited. The student's team and parents are notified in writing of the student's new status, with the understanding that at any time a referral can be made to reassess and reclassify student.
- Professional Development: In-service training will be provided annually to all teachers and paraprofessionals serving LEP students per the State Standards and Principles.

## **2. Other Special Education Student Services**

Each person has the right to learn at the most appropriate level where growth will take place. Because gifted and talented, LEP, Title I and Section 504 students have special needs they will be provided with educational experiences that will strive to meet those needs in the regular classrooms as well as in special classrooms. Palouse Prairie School's educational program is well suited to accommodating the needs and abilities of students with varying needs. The ELS model will allow for areas in special education to be pursued beyond the scope of the regular classroom curriculum regardless of the areas of special needs. This will be accomplished through, but not limited to the following: emphasis on the individual, collaboration, competition, flexible grouping, high interest-based expeditions, compelling topics, independent study, remediation, and pullout programs. Transportation will be provided as needed and required.

## **D. Plan for Dual Enrollment Participation**

Eligible students from Palouse Prairie School shall be allowed to participate in dual enrollment in non-charter schools as provided for in Idaho Code 33-203.

## **TAB 4**

### **A. Measurable Student Educational Standards**

PPSEL's goal is to accomplish these educational standards annually:

#### **1. Standard 1**

All assessments (formative or summative) required by the State of Idaho in a given school year will be administered to all students enrolled.

During the first four years of operation, students enrolled in PPSEL continuously from the beginning of the school year, will be assessed using the State of Idaho's prescribed Standards Achievement Test (ISAT).

For each required summative assessment, the percentage\* of all PPSEL students who receive a score of proficient or better will be no more than 5 percentage points\*\* below the similar fraction computed in the Moscow School District.

\* Because the statistics of small sample size could confound these results, the percentage will be computed across the whole school population as a weighted average of percentage of students scoring Proficient or above in all the grades and all the elements of the test. This combination of the scores will increase the effective N in the analysis. If PPSEL has a population of 10 or less students being tested, the comparison will be waived.

\*\* Results will be compared after rounding each weighted average percentage to zero decimal places.

#### **2. Standard 2**

1. During the first four years of operation, all students will develop and maintain a portfolio of work, see Tab 3 A.1.d. for the portfolio component of the program.

Portfolio pieces may include, but not be limited to grade appropriate, visual, written and multimedia pieces derived from school work and college/career investigations. Development of the portfolios will be directed by a teacher and reviewed by the parents in student-led conferences.

2. Twice annually teachers will complete a mid-term Progress Report for each student, that includes, at a minimum, benchmark assessments in Reading (eg. Reading Level, Reading Fluency, Word Knowledge) and Mathematics (eg. Problem solving skills, Computational Fluency). Standardized test data (eg IRI) may be included in addition to school developed assessments.

3. In keeping with the school's EL integrated curricular goals, annually student work will be displayed in public ways within the community and open for community assessment of the ways students have acquired, integrated, extended, refined and meaningfully used knowledge and skills measured by Idaho's required assessments. (Assessment of the school, not of individual students.)

## **B. Measurable Student Progress**

### **1. Mastery Level**

All assessments (formative or summative) required by the State of Idaho in a given school year will be administered to all students enrolled.

Beginning in the 5<sup>th</sup> year of operation, for students enrolled in PPSEL continuously from the beginning of the school year, on on the Idaho Standards Achievement Test (ISAT), the percentage\* of all PPSEL students who receive a score of proficient or better will meet or exceed\*\* the similar fraction computed in the Moscow School District. *(paragraph revised March 2012)*

\* Because the statistics of small sample size could confound these results, the fraction will be computed across the whole school population as a weighted average of students scoring Proficient or above in all the grades and all the elements of the test. This combination of the scores will increase the effective N in the analysis. When PPSEL has a population of 10 or less students being tested, the comparison will be waived.

\*\* Results will be compared after rounding each percentage to zero decimal places.

*(Section 4.b.1 revised 3/2011 to remove reference to specific Idaho tests. Local assessments moved from this section to 4.b.2)*

### **2. Achievement on School-specific Assessments**

Beginning with the 5<sup>th</sup> year of operation:

1. Seventy-five percent (75%) of students in continuous attendance at PPSEL from the beginning of the year will be expected to demonstrate a Fall to Spring improvement in their mid-term Progress Reports.

2. In keeping with the school's EL integrated curricular goals, annually student work will be displayed in public ways within the community and open for community assessment of the ways students have acquired, integrated, extended, refined and meaningfully used knowledge and skills measured by Idaho's required assessments. (Assessment of the school, not of individual students.)

*(Section 4.b.2 revised 3/2011 to provide for assessment of student growth using local instruments in keeping with Expeditionary Learning model.)*

## **C. Standardized Testing**

### **1. Statewide Assessments**

The students at PPSEL will be evaluated using the same standardized tests as other Idaho public school students.

### **2. Additional Assessments**

Additional yearly assessment tools may be required as determined by the PPSEL Board and in keeping with EL practices.

### **3. Reporting of Student Test Results**

Staff will report results of the following student tests to the Director who will compile a report to be presented to the Board:

- Individual student progress
- Grade level/school composite scores
- Year-to-year comparative results by subject
- Comparative results between PPSEL, state, and national averages

### **4. Annual Reports to Idaho State Board of Education and ACE**

Annual reports will be made to the Idaho State Board of Education and Authorized Chartering Entity, providing formative and summative data to demonstrate that the school is meeting all the performance standards prescribed by the State and other standards still under construction. This data can include emerging Idaho State Department of Education standards, benchmarks and/or PPSEL-developed criteria.

## **D. Accreditation**

### **1. State Accreditation of Charter School**

PPSEL will be accredited as set forth by the rules and regulations of the Idaho State Board of Education.

### **2. Accreditation Standards**

The Board will comply with all accreditation standards established by the Idaho State Board of Education. PPSEL will use one or more of the following standards as required by law:

- Idaho Elementary/Secondary Accreditation Standards, dated October 17, 1996
- Northwest Accreditation Standards
- Idaho School Accreditation School Improvement Model

### **3. Accreditation Reports**

PPSEL will submit all accreditation reports to the Elementary/Secondary Accreditation Committee in a timely manner.

## **E. “No Child Left Behind” (NCLB)**

Student learning is the primary focus for PPSEL. A Strategic Plan will be in place as part of our accreditation process with the State of Idaho. The Strategic Plan will be developed by the PPSEL Board, Director, and staff representatives. The plan will outline, by year, educational steps including needed remediation for all educational goals identified. Explicit curriculum and procedures will be included in the Strategic Plan.

### **1. Plan for Improvement per NCLB**

Should it be determined through our measurement systems that learning is being compromised, steps will be taken by the Principal and the Board to identify and target school and individual needs. A comprehensive plan of improvement will be developed that will examine curriculum, time on task, teaching instruction

## **F. Middle Level Credit and Advancement**

Palouse Prairie School will develop and maintain a Middle Level Credit System acceptable to the State Department of Education, pursuant to IDAPA 08.02.03. The system will address: Credit

Requirements, Credit Recovery, Attendance, Alternate Mechanism, Special Education Students and Limited English Proficient (LEP) students. The policies and procedures to implement the system will be adopted prior to the first academic term in which students grade 7 or 8 are enrolled.

## TAB 5

### A. Governance Structure

#### 1. Summary

Palouse Prairie Educational Organization Inc. is a nonprofit organization governed by a Board of Directors with a structure of officers and by-laws, with delegation of operational management to a School Director. The Board of Directors of Palouse Prairie School is the entity which plans and directs all aspects of the school's operations to the end that students shall have ample opportunity to achieve their individual and collective learning needs and to provide a thorough system of education. The Board meets as a whole on a monthly basis and in compliance with Idaho Code 67-2340 through 67-2347. It operates through various committees, including an executive committee consisting of officers elected to manage the Board and create, monitor, and revise school policies.

There is a clear distinction between the governance work of the Board of Directors and the administrative and management work of the paid staff. Palouse Prairie School is legally incorporated under the Idaho Nonprofit Corporations Act and is regulated by Idaho statutes and IRS regulations regarding nonprofit organizations. The Board of Directors of the corporation is responsible for governing the school. The Trustees each have a personal fiduciary duty to safeguard long-term well being of the school.

The role of a Board of Directors is to set policy and the role of the school administration is to implement it through procedures. The National School Boards Association defines policies and procedures as follows:

*Policies:* are principles adopted by the Board to chart a course of action. They tell what is wanted and may include why and how much. They are broad enough to indicate a line of action to be taken by the administration in meeting a number of day to day problems; they need to be narrow enough to provide clear direction to the administration.

*Procedures:* are detailed directions developed by the administration to put the policy into practice. They tell how, by whom, where and when things are to be done.

#### 2. Legal Organization of Palouse Prairie School

Palouse Prairie Educational Organization, Inc. is and will remain organized and managed as a nonprofit corporation registered in the state of Idaho throughout the terms of this agreement. The Board of Directors of Palouse Prairie Educational Organization, Inc is legally accountable for the operation of Palouse Prairie School.

Palouse Prairie School shall be a public school as provided by the Idaho Public Charter Schools Act. Palouse Prairie School shall be deemed a governmental entity.

Palouse Prairie School must comply with all federal and state laws and rules. Palouse Prairie School is created and operates under the authority of Idaho Code Title 33, Chapter 52. Although most provisions of this code are not explicitly listed in this document, Palouse Prairie School will fully comply with and adhere to its provisions. The responsibility for identifying the essential laws and regulations, and complying with them, lies with Palouse Prairie School, not with the ACE.

Palouse Prairie School is managed by a Board of Directors which acts as public agents authorized to control Palouse Prairie School and which has the same responsibilities and liability as any Board of Directors of public education.

Palouse Prairie School is organized and shall be maintained as a separate legal entity from the Moscow School District 281. Palouse Prairie School may not extend the faith and credit of the District or the ACE to any third person or entity, nor may Palouse Prairie School contractually bind the District or ACE with any third party.

Palouse Prairie School is subject to the provisions of Idaho Code on disclosure of public records.

As specified in Idaho Code 33-5204, no Director shall have pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the authorized ACE and charter, or to accept any reward or compensation for services rendered as a director except as may be otherwise provide by law.

The Bylaws of the Corporation, Palouse Prairie Educational Organization, Inc., contain additional detail on the definitions of membership, attendance requirements, vacancies, terms, resignation & removal, Board recruitment and selection process, officers & duties, meetings, committees, policies and procedures, and self-evaluation of the Board of Directors. Those Bylaws are included in Appendix A.

### **3. Parental Involvement in Governance**

Palouse Prairie School is a partnership between educators and parents/legal guardians. Parents/legal guardians have many levels of opportunity to participate in Palouse Prairie School.

The Board of Directors will include parent or legal guardian members. This allows for significant parental involvement in policy and operation of the school.

Advisory councils will consist primarily of parents/legal guardians. Parents/legal guardians will have an opportunity to be involved in special projects related to different aspects of the school.

Each parent or legal guardian of any child who is enrolled shall be eligible to vote in any regular or special elections. Parents/legal guardians will have direct input in nominating and electing the governing body for Palouse Prairie School as delineated in the Corporation Bylaws.

All board meetings will be public and attendance will be encouraged for interested parents and legal guardians. Open communication will support parental participation.

### **4. Staff Involvement in Governance**

Palouse Prairie School is committed to the empowerment of staff and their involvement in decisions that impact their work. Palouse Prairie School will include staff input in the decision making process. Staff input will be linked to the governance decision making of the Board and will include:

- Encouragement for staff to be present at meetings of the Palouse Prairie School's Board
- Involvement in the School Improvement Plan
- The opportunity to provide input to the Board of Directors on the annual evaluation of the School Director to be utilized as the Board deems appropriate

- Along with school parents and guardians, staff will have a voice in board member nomination and election, although no employee may serve as a Board member.

## **5. Business Partnerships**

Palouse Prairie School recognizes that external review, feedback, and expertise is an invaluable contribution to the ongoing success of Palouse Prairie School and will actively seek business arrangements or partnerships with other schools, educational programs, businesses, or non-profit organizations as deemed appropriate. Palouse Prairie School intends to establish relationships with multiple supporting organizations, including but not limited to:

- Idaho School Board Association
- Idaho Charter School Network
- Expeditionary Learning Schools, Inc.
- University of Idaho
- Moscow School District

## **B. Community Relations**

### **1. Public Input**

#### **a. Goals**

It is a goal of Palouse Prairie School to ensure broad public input in the ongoing effectiveness and validity of the school's philosophy.

In this endeavor, Palouse Prairie School intends to:

- Involve students in projects within the community that will allow community assessment of the real-world and authentic skills of the students, beyond the assessments that come from mandated testing.
- Publicize the school philosophy and vision statements among parents/legal guardians, students, and patrons.
- Include the school philosophy and vision statements in school handbooks and policy manuals.
- Make all school handbooks and policy manuals accessible to students, staff, and the public.
- Encourage open and honest communications between the Board of Directors, school staff, student body, parents/legal guardians, ACE employees, and the general public in an effort to ensure that Palouse Prairie School is being as effective as possible in meeting the needs of the community.

As outlined in the following sections, Palouse Prairie School intends to implement a solid plan to attract a sufficient and diverse student body, to provide for open communications, and to convey information about the school competently and accurately.

#### **b. Recruiting and Marketing**

Palouse Prairie School will actively recruit students for enrollment through advertisement in a local newspaper, coordination of at least one open public meeting, and announcements at local venues in an effort to attract a sufficient pool of potential applicants that include disabled, low-

income, and racially diverse students. Advertisement of enrollment opportunities will comply with IDAPA 08.02.04.203.02.

### **c. Information Sharing**

Palouse Prairie School's Director will determine plans for sharing the school's annual report and other relevant information on the school's performance.

### **d. Public Information Program**

The Director will administer the public information program under the direction of the Board of Directors.

## **2. Parental Involvement**

Palouse Prairie School is a partnership between educators and parents/legal guardians. Parents/legal guardians of students who attend Palouse Prairie School will be involved in the education of their children and in the school at many levels. The process to ensure parental involvement will be as follows:

- Parents/legal guardians will receive a student handbook at the beginning of each school year.
- Parents/legal guardians will be encouraged to attend a parental orientation at the beginning of the school year.
  - Parents/legal guardians will be encouraged to attend parent/student/teacher conferences.
- Parents/legal guardians will be asked to complete a survey during the school year including the following topics: safety of students, classroom discipline, school-wide discipline, classroom atmosphere, and parental perception of the learning environment and student achievement.
- Parents/legal guardians will be encouraged to be involved in our parent teacher association.
- Parents/legal guardians will be encouraged and welcome to volunteer for school projects, programs and committees.
- Parents/legal guardians will be encouraged to provide an appropriate learning environment at home.
- Parents/legal guardians will be encouraged to communicate regularly with the school. In turn, the school will regularly communicate with the parents and legal guardians.
- Parents/legal guardians will be encouraged to attend and participate in all public board meetings.
- Parents/legal guardians will be eligible and encouraged to vote in any regular or special board election.

## **C. Charter School Financial and Programmatic Operations**

### **1. Annual Reports**

As required by Idaho State Law and in compliance with federally mandated programs, the governing board of Palouse Prairie School Board of Directors will submit an annual report to the ACE which shall contain:

- Palouse Prairie School's annual independent financial audit of the fiscal and programmatic operations as required by Idaho State Law. The ACE may choose to do an independent audit at their expense.

- A report on student progress based on Palouse Prairie School’s student educational standards.
- A copy of Palouse Prairie School’s accreditation report.
- All annual reporting requirements as outlined in IDAPA 08.03.01.301 and 08.02.01.300.03.

An annual programmatic audit will be performed by the Idaho Charter School Network. In addition, Expeditionary Learning Schools provides an audit and school plan as part of their services to EL schools.

The academic program will be reported to the state and to the public through the school report cards.

Palouse Prairie School will provide all reports as required by state and federal law.

Palouse Prairie School’s consultant in ELS will lead an audit of the program with an annual “implementation report”. The team will document where the school is in terms of implementing ELS instructional strategies. A copy of the implementation report will be submitted to the Board of Directors for review.

## **2. Annual Budget**

The budget for Palouse Prairie School will be prepared in compliance with Idaho State Law and policies of the State Board of Education. It will be presented at a public hearing in June of the year the school will open, and will be delivered to the State Department of Education as required on or before July 15 prior to the start of each school year. Copies of the budget will be provided to the ACE as required. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format.

## **3. Other Reports**

The ACE may reasonably request that Palouse Prairie School provide additional information to ensure that the school is meeting the terms of its charter.

Palouse Prairie School will abide by any additional reporting requirements of the ACE.

The ACE may conduct on-site reviews at its discretion.

## **TAB 6**

### **A. Personnel**

#### **1. Qualifications of Employees**

All Staff will meet or exceed qualifications required by Idaho State and federal law, including No Child Left Behind. Teachers will meet the Highly Qualified teacher status.

Instructional staff shall be certified teachers as defined in the Uniformity Chapter of the State Board of Education rules for the Public Schools of Idaho, Section 000-651 and the Idaho Department of Education Professional School Personnel Certification Standards manual and will comply with the Idaho State Department Code of Ethics. A copy of the certificates for all certified teachers/staff members will be kept on file at Palouse Prairie School along with proof of Highly Qualified status.

Palouse Prairie School reserves the right to seek waivers or limited certification options as provided by the rules of the Idaho State Board of Education when deemed in the best interest of the educational program.

#### **1.a. Criminal History Check Required of All Employees**

Fingerprinting and background checks will be required for all employees per Idaho State Law.

#### **1.b. Certified Teachers shall be Considered Public School Teachers**

Per Idaho Code 33-5206, certified teachers in Palouse Prairie School shall be considered public school teachers. Educational experience shall accrue for service in Palouse Prairie School and such experience shall be counted by any school district to which the teacher returns after employment in Palouse Prairie School. Each year of service at Palouse Prairie School counts as one-year experience on the state indexing scale.

Palouse Prairie School embraces the legislative intent of the Public Charter Schools Act to create professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

### **B. Health And Safety Of Students And Staff**

#### **1. Safe Learning Environment**

The staff at Palouse Prairie School will communicate and consistently enforce and apply school policies and procedures.

## **2. General Policies and Procedures**

The Director, in conjunction with the Board of Directors and staff, annually review all policies and procedures relevant to safe learning environment, including but not limited to the following:

- School climate
- Discipline
- Gun-free schools
- Student harassment
- Contagious and infectious diseases
- Emergency Plan

## **3. Internet Safety**

Internet users are responsible to use the school's computers, networks and Internet resources in an ethical and educational manner appropriate to the school setting. General school rules for behavior and communications shall apply. In addition, Palouse Prairie School has policies and procedures for computer usage as required by the Children's Internet Protection Act.

The school will implement and review measures to block or filter pictures that: (a) are obscene, (b) contain child pornography, or (c) are harmful to minors;

The school has policies for student Internet access, included in its Student Handbook. Students will annually discuss these policies. Students and parents will annually sign an agreement to adhere to them.

As technologies evolve and are adapted by teachers for classroom use, the Board may develop additional policies for teachers and/or students (and suggestions for parents) regarding: (a) access by minors to inappropriate matter on the Internet and World Wide Web; (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) restricting minors' access to materials harmful to them.

Additionally, educators at the school will work with students to develop the intellectual skills necessary to discriminate among sources, identify materials appropriate to their age and maturity levels, and evaluate and communicate information. School personnel will instruct students in their role as on-line users, so that they can use electronic resource networks in an appropriate manner.

## **4. General Health and Safety Procedures**

Palouse Prairie School will comply with the following health and safety procedures and will adopt and implement policies regarding health, safety, risk management and unsafe school choice option policies as required by Idaho State Law and NCLB Act 2001. These policies at a minimum will address the following items:

Require fingerprinting and criminal history checks for all employees in compliance with Idaho State Law. This requirement is a condition of employment.

- Require that all students have proof of immunization or have a written parental waiver, and also a birth certificate or other officially recognized identification, before being enrolled at Palouse Prairie School.
- Require that all visitors sign in when visiting the school building(s), as detailed in Palouse Prairie School Policies Handbook.

- Provide an inspection of the facility in compliance with Idaho State Law. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials will inspect the facility using the same guidelines for used for all public schools.
- Provide a policy and procedures for response to natural disasters and emergencies including fires and bomb threats.
- Provide a policy relating to infectious and contagious diseases . Provide a policy relating to the administration of prescription drugs and other medicine.
- Provide a policy establishing that Palouse Prairie School functions as a gun-free drug, alcohol and tobacco free workplace.
  - Provide a policy relating to student harassment
- Policies will be incorporated as appropriate into the student and staff handbooks and will be reviewed on an ongoing basis.

### **C. Employee Retirement and Insurance Programs**

All employees will be covered by, and participate in the following benefit programs: health insurance, sick leave, Public Employee Retirement System, Federal Social Security, Unemployment Insurance, and Workers' Compensation Insurance to the extent allowed and required by law.

### **D. Transfer Rights**

Any employee choosing to work in Palouse Prairie School shall not have a right to return to any non-charter school in the same school district after employment at Palouse Prairie School. However, any employee shall have the right to apply for employment with the local school district through the District's normal employment process.

### **E. Collective Bargaining**

Per Idaho Code 33-5205, the staff of Palouse Prairie School shall be considered a separate unit for purposes of collective bargaining.

### **F. Written Contracts**

All teachers and Directors will be on a written contract, in form, as approved by the Idaho Superintendent of Public Instruction per Idaho Codes 33-514 and 33-515.

## **TAB 7**

### **A. Admission Procedures**

#### **1. Attendance Area**

The compact and contiguous primary attendance area for Palouse Prairie School shall be the boundaries of Moscow School District 281.

#### **2. Enrollment Procedures**

##### **2.a. General Procedures**

Palouse Prairie School intends to implement enrollment procedures in accordance with the Model Admission Procedures outlined in the Idaho State Board of Education Rules Governing Charter Schools.

#### **3. Admission Procedures**

##### **3.a. Enrollment Deadline**

Each year the Board of Directors of Palouse Prairie School will establish an application deadline, which shall be the date by which all requests for admission to attend the School for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.

##### **3.b. Requests for Admission**

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho, must make a request in writing for such child to attend Palouse Prairie School. In the case of a family with more than one (1) child seeking to attend Palouse Prairie 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, Palouse Prairie School on or before the enrollment deadline. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of Palouse Prairie School is insufficient to enroll all prospective students, then an equitable selection process, in accordance with the Idaho State Board of Education Model Admission Procedures, shall be utilized to determine which prospective students will be admitted to Palouse Prairie School. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by Palouse Prairie School shall be permitted in the selection process. Only written requests for admission shall be considered by Palouse Prairie 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.

##### **3.c. Priority of Preferences for Initial Enrollment**

Palouse Prairie School will establish an admission preference for students. The selection hierarchy with respect to such preferences shall be in accordance with Idaho Code 33-5205(3)(j).

##### **3.d. Priority of Preferences for Subsequent Enrollment Periods**

Palouse Prairie School intends to establish admission preferences for enrollment of students in Palouse Prairie School in subsequent school years. The selection hierarchy with respect to such preferences shall be in accordance with Idaho Code 33-5205(3)(j).

### **3.e. Proposed Attendance List for Lottery**

Each year Palouse Prairie School will create an attendance list containing the names of all prospective students on whose behalf a written request for admission was timely received, separated by grade level. In addition, the proposed attendance list will contain columns next to the name of each student, in which Palouse Prairie 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.

### **3.f. Expanded Eligibility for Lottery Preference**

Per changes adopted by the Idaho legislature in 2009, the second priority group (Group “B” above) is expanded to include:

- (3.f.i) The children of fulltime employees of the public charter school;
- (3.f.ii) Children who previously attended the public charter school within the previous three  
(3) school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment.

### **3.g. Equitable Selection Process**

If the initial capacity of Palouse Prairie School is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then Palouse Prairie School shall determine the students who will be offered admission by conducting a fair and equitable selection process in accordance with the Idaho State Board of Education Model Admission Procedures and Idaho Code 33-5205(3)(j).

### **3.h. Final Selection List**

The names of the persons in highest order on the final selection list shall have the highest priority for admission to Palouse Prairie School in that grade, and shall be offered admission to Palouse Prairie School in such grade until all seats for that grade are filled. Any remaining names on the list after capacity is reached will comprise the future admission waiting list. This list will remain in effect until the next year’s selection process is initiated.

### **3.i. Notification and Acceptance Process**

With respect to students selected for admission to Palouse Prairie School, within the time frames outlined in the Idaho State Board of Education Model Admission Procedures, Palouse Prairie 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 Palouse Prairie School. The offer letter must be signed by such student’s parent, or guardian, and returned to Palouse Prairie School by the date designated in such offer letter.

With respect to a prospective student not eligible for admission to Palouse Prairie School, within the time frames outlined in the Idaho State Board of Education Model Admission Procedures, Palouse Prairie 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.

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,

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 waiting list.

If a student withdraws from Palouse Prairie 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 waiting list.

**3.j. Subsequent School Years.**

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of Palouse Prairie School is insufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process shall be conducted for such school year.

**4. Attendance Requirements**

**4.a. School Attendance Philosophy**

Students, parents/legal guardians, and educators recognize the importance of attendance and punctuality at school. Key reasons for regular and punctual attendance include educational benefits and success in school.

**4.b. Employability**

Punctuality and attendance are important skills for employment identified by employers and are also a valued component of teamwork and other collaborative community activities.

**4.c. Educational Benefits**

Regular attendance assures that students acquire critical academic skills, personal management skills, and teamwork skills.

**4.d. Success in School**

Students must be present in order to experience success. Further, each student's presence enhances the success of the entire class.

**4.e. Attendance Requirements**

Palouse Prairie School attendance requirements will be in compliance with Idaho State Law. Absence from any class for any reason, including family convenience, shall be counted when the percentage of attendance and eligibility for promotion are being considered.

**B. Disciplinary Procedures**

**1. Discipline**

Discipline policies at Palouse Prairie School are in place to protect individuals and the property of the school. While providing this protection, we will involve students in the discipline process. This will provide students with valuable self governing experiences, commensurate with the school's goal to teach democracy in action. All discipline actions will conform to Idaho State Law or subsequent revisions of that code.

**1.a. Policy Violation Definitions**

*Minor Violations* shall be defined by the faculty and administration at the beginning of the school year, and are open to change during the year if necessary. Violations of any of these policies shall be met with disciplinary measures defined by the Board of Directors or its representatives. Once defined, any teacher or Director of the school may apply the measures.

*Major violations* are defined as any illegal actions conducted on school property or during a school sponsored activity, including but not limited to, possession of illegal substances, weapons at school, malicious vandalism, or assault. Any major violation will be reported immediately to local law enforcement and will result in the immediate expulsion of the parties involved, to be enforced by the School Director or law enforcement officer.

### **1.b. School-Wide Rules**

No one may jeopardize the safety or well being of any person at the school. We define safety as including physical, mental, social, and educational aspects.

No one may damage school property. We define school property as the school building and grounds, as well as the furnishings and materials of the school.

### **1.c. Classroom Conduct/Discipline Policies**

Teachers are the primary discipline authorities in their classrooms, empowered to maintain an appropriate learning environment for all members of the class. Each class -- teachers and students working together -- shall establish its own rules of conduct and the discipline measures enacted when those rules are violated. This is to be seen as an educational experience, providing students with the opportunity to govern them selves and experience democracy and citizenship responsibilities. Teachers will oversee and administer class rules, always ensuring that the safety of individuals is maintained.

### **1.d. Suspension, Expulsion and Re-enrollment**

Maintaining a safe learning environment for all school participants is our over-riding goal. The Idaho Legislature has empowered public schools to provide temporary suspension and for the expulsion of students when circumstances demonstrate that such action is necessary for the protection of the rights of other students, necessary for the orderly operation of the school process, and/or necessary for the protection of the safety of other students. All policies and procedures dealing with denial of school attendance to any pupil will be in accordance with Idaho Code 33-205.

#### ***Suspension***

Authority to temporarily suspend students has been delegated by the Idaho Legislature to the school Director. No person other than the school Director or the Board of Directors may suspend a student from Palouse Prairie School.

*Ground for suspension may include the following:*

A student may be suspended for disciplinary reasons, or for other conduct that is disruptive and detrimental to the instructional process of the school, or to the health and safety of other students and the general climate of the school.

A student may also be suspended when, in the judgment of the Director, the suspension is necessary for the health, welfare, or safety of the student or other students at the school.

#### ***Period of Suspension***

A temporary suspension by the Director shall not exceed five (5) school days in length. Upon appeal to the Board of Directors, the suspension may be extended for an additional ten (10) days. This appeal for additional suspension would only be granted if there was a finding by the Board of Directors that immediate return to school by the temporarily suspended student would be detrimental to other pupil's health, safety, and welfare.

### ***Expulsion***

Only the Appeals Board, consisting of the Director and the Board of Directors, may expel a student. If a Special Education or Special Services student accumulate, or is likely to accumulate, more than ten (10) days of suspension in a school year, the student's IEP team must be convened to determine if the current program and placement are appropriate and if the behavior is related to the student's disability. Based on this determination, the IEP team shall make needed modifications to the student's IEP.

Once expelled, a student is no longer enrolled in Palouse Prairie School, and is not allowed on school property unless accompanied by the School Director or a Board of Directors member. Their position shall be considered vacant and offered up to the next name on the waiting list. Expulsion is considered permanent, although a student may apply for re-enrollment under terms defined at the time the student is expelled.

### ***Re-enrollment***

Terms of re-enrollment will be defined on an individual basis when a student is expelled. Such re-enrollment must abide by the general enrollment guidelines for the school. Any individual eligible for re-enrollment will be required to undergo the same initial enrollment proceedings as other prospective students, with no preference or discrimination given.

Any pupil having been expelled or denied re-enrollment may be re-enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board; but such re-enrollment or readmission shall not prevent the Board of Directors from again expelling such pupil for cause.

Suspension or expulsion will be considered only as the final option in a series of efforts which may include but are not limited to the following steps:

Step 1: Parent/guardian incident notification.

Step 2: School Director intervention in addition to step 1.

Step 3: Suspension with parental notification in accordance with Idaho Code 33-205. Readmission may occur after a conference with student, parents/legal guardians, and the School Director.

Step 4: Expulsion in accordance with Idaho Code 33-205.

Step 5: The Board of Directors shall have the right to deny re-enrollment for disciplinary or attendance reasons.

In the case of a major violation as defined above, the progression of the steps may be altered.

## **C. Students using or under the influence of Alcohol or Controlled Substances**

The Palouse Prairie School Board will develop and implement policies specifying how personnel shall respond when a student discloses or is reasonably suspected of using or being under the influence of alcohol or any controlled substance defined by section 37-2732C, Idaho Code. Such policies shall include provisions that anonymity will be provided to the student on a faculty "need to know" basis, when a student voluntarily discloses using or being under the influence of alcohol or any controlled substance while on school property or at a school function, except as deemed reasonably necessary to protect the health and safety of others. Notification of the disclosure and availability of counseling for students shall be provided to parents, the legal guardian or child's custodian. However, once a student is reasonably suspected of using or being under the influence of alcohol or a controlled substance in violation of section 37-2732C, Idaho Code, regardless of any previous voluntary disclosure, the School Director or designee shall contact the student's

parent, legal guardian or custodian, and report the incident to law enforcement. The fact that a student has previously disclosed use of alcohol or a controlled substance shall not be deemed a factor in determining reasonable suspicion at a later date.

In addition to policies adopted pursuant to Idaho Code 33-210, students may, at the discretion of the Palouse Prairie School Board of Directors, be subject to other disciplinary or safety policies, regardless whether the student voluntarily discloses or is reasonably suspected of using or being under the influence of alcohol or a controlled substance in violation of Palouse Prairie School policy or section 37-2732C, Idaho Code.

The Palouse Prairie School Board of Directors shall ensure that procedures are developed for contacting law enforcement and the student's parents, legal guardian or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance.

Any Palouse Prairie School employee or independent contractor who has a reasonable suspicion that a student is using or is under the influence of alcohol or a controlled substance and, acting upon that suspicion, reports that suspicion to the School Director or initiates procedures adopted by the Palouse Prairie School Board of Directors pursuant to this section, shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed. Any such participant shall have the same immunity with respect to participation in any judicial proceeding resulting from such report. Any person who reports in bad faith or with malice shall not be protected by this section. Employees and independent contractors who intentionally harass a student through the misuse of the authority provided in this section shall not be immune from civil liability arising from the wrongful exercise of that authority and shall be guilty of a misdemeanor.

#### **D. Public School Attendance Alternative**

Students located within the compact and contiguous attendance area of Palouse Prairie School will have the option to enroll in existing public schools presently serving their area. No student will be required to attend Palouse Prairie School.

#### **E. Public Awareness Of Enrollment Opportunities**

Palouse Prairie School intends to actively promote enrollment opportunities to the citizens in the area of attendance. Palouse Prairie School will implement a process for promoting enrollment opportunities which includes the dissemination of enrollment information in advance of the enrollment deadline established by Palouse Prairie School Board of Directors each year, and in accordance with the time frames specified in the Idaho State Board of Education Model Admission Procedures. Such information will be posted in visible and prominent locations within the area of attendance. In addition, Palouse Prairie School will ensure that the 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 Palouse Prairie School. Finally, the enrollment information shall advise that all prospective students will be given the opportunity to enroll in Palouse Prairie School, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs. The advertisement of enrollment opportunities will take into consideration the language demographics of the local area.

## **F. Denial of Attendance**

The Board of Directors may deny re-enrollment, or may deny attendance at any of its schools by expulsion, to any pupil who is an habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state.

## **G. Student Handbook**

Palouse Prairie School has assembled a parent/legal guardian-student handbook, following Idaho State Law, which outlines the school rules and a Code of Conduct including expectations and consequences for unacceptable behavior. A draft copy of this handbook is contained in Appendix L, and will be provided to each student's parent or guardian at the time of the student's initial enrollment. Additional copies of the handbook will be made available upon request.

## **TAB 8**

### **A. Business Plan**

#### **1. Business Description**

Palouse Prairie Educational Organization Inc. is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code. The initial intent is to establish one public charter school which has Expeditionary Learning as its principle teaching methodology. This school will be called Palouse Prairie School. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law). Palouse Prairie Educational Organization Inc. was established in June of 2005.

#### **2. Marketing Plan**

Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. The primary attendance area for Palouse Prairie School shall be the boundaries of the Moscow School District. This target area has a student body of approximately 2,000 students in grades K-8. Palouse Prairie School will start with grades K-6, with expansion to include grades 7-8 as circumstances permit.

Palouse Prairie School will actively recruit students for enrollment using, but not limited to, the following methods:

- Advertising with elementary and middle schools located within the target area upon administrative approval.
  - Direct mailing to primary attendance area households.
  - Paid advertising and ongoing articles in Moscow and Latah County newspapers.
  - Holding public forums in Moscow.
- Posting advertising materials in prominent locations in Moscow (i.e. the library, the community notice board, at City Hall).
- Operating summer programs or other activities that involve children in Expeditionary Learning-type activities

#### **3. Management Plan**

##### **a. Instructional Arrangements**

Palouse Prairie School plans to open in August of 2009. Grade organization will generally consist of multi-age/grade classrooms by combining pairs of grades levels. In the event that initial student enrollment does not allow for multi-grade classrooms to be effectively implemented, Palouse Prairie School intends to utilize teacher looping of grades to allow students and teachers to be together for more that one year. The Director will determine the school calendar, schedule, and hours of operation. Within that general format, the Director, in consultation with the Board of Directors, will establish the school year calendar in compliance with the requirement of providing 900 hours of instruction. The school day is initially planned to begin at 8:00 AM and end at 2:45 PM (school start and ending times will also be dependent on busing availability). This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Director in

consultation with the Board of Directors. State and District-required hours of attendance will be met. Administrative services will be provided by the Palouse Prairie School Director supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board of Directors. The Director will also serve as the liaison between the Governing Board, the Public Charter School Commission, and parents.

Financial operations will be contracted out to licensed and bonded entities. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

#### **b. Day-to-Day Operations**

The Director of Palouse Prairie School will determine the day-to-day operations of the school. The Governing Board will have oversight authority.

#### **4. Resumes for Corporation Directors**

Current resumes for all Palouse Prairie Educational Organization Inc. Board members are included in Appendix D. *(Statement refers to initial chartering version of document. Resumes have been dropped from subsequent revisions.)*

## **B. Financial Plan**

### **1. Budget Statement**

The budget for Palouse Prairie School will be prepared in compliance with Idaho law and the policies of the State Board of Education, will be presented at a public hearing in June of the year the school will open, and will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. Copies of the budget will be provided to the ACE. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format.

#### **a. Start-Up Budget**

Enrollment models and three year operating budget form, and the First year month-to-month cash flow form, are contained in Appendix E. Although Palouse Prairie School may anticipate additional revenue, this budget only includes State Allocations, Federal Startup Grant and Albertson's Foundation funds. The expenses include both start-up and ongoing costs. *(Statement refers to initial chartering version of document. Resumes have been dropped from subsequent revisions.)*

#### **b. Table: Budget Overview**

In order to ensure financial solvency, the budget has been designed to transition from start up funds to balance with only the Idaho state enrollment-based apportionment as a source of income. The Palouse Prairie Board has set a financial goal of having a full time Director for the school. The smallest enrollment budgets can only fund a portion of this position. Recognizing that, the Board expects to assign other responsibilities to the Director, as a way of securing additional salary resources, and to provide additional support to the Director with volunteer help. This is a significant challenge for the school, but it is the most viable strategy while the school is small.

In addition to the Startup grant and Albertson's grant, other sources of funding will be pursued, including grants for special programs, and support for facilities. These additional sources are not shown in the budget because they have not been secured.

Staffing formulas are based on Idaho staffing ratios.

**c. Table: Idaho Support Units.**

Palouse Prairie School can be financially solvent with a targeted enrollment of 87 students (K-5) in year 1 (including 18 Kindergarten) in four classrooms. This target was chosen through an analysis of the waiting list at Moscow Charter School, the formula converting attendance to “units” and the four classrooms initially available in the facility.

**d. Table: State Income**

The budget uses the currently (Jan 08) available figure of \$4400 per pupil as the state allocation. The \$4400 was held constant across all three years of the budget –the figure might rise with increased years of experience of the staff, but since staff education and experience are presently unknown, the conservative flat rate of reimbursement is used. In this model, with an income source constrained, projected raises are also constrained to what can be financed with increased enrollment/teacher.

Kindergarten students are counted at 50% per capita for purposes of this budget. The \$4400 figure makes some allowance for the reduced “units” for kindergarteners, but given the small size of the school, the budget errs on the conservative side.

The budget template has an added calculation that multiplies planned headcount (which is already adjusted for Kindergartners) by 95% to reflect ADA measure of attendance. The template has additional rows that show the unadjusted head count and students/classroom.

**2. Income Sources**

The primary funding sources are the Idaho state allocations. Other sources include Federal start-up grant (estimated at \$130K year 1), private grants (initially Albertson’s Foundation at \$100K), business partnerships, and donations.

**3. Working Capital and Assets**

Palouse Prairie School intends to begin a campaign to develop a reserve borrowing capacity. The goal is \$50,000 before the opening of the school, \$15K is pledged as of July 08. *[Editor’s note: this campaign went into hiatus in July 2009 after arranging an unsecured loan from a private party to finance the balance of the remodeling costs. That loan was repaid and refinanced with a 10-year commercial loan from USBank in Jan 2011.]*

**4. Expenditures**

Expenditures will be handled as described in the following sections.

**a. Purchasing Process**

The Palouse Prairie School Director will determine procedures for procuring goods and services, with approval of the Board of Directors.

**b. Payroll Processing**

Palouse Prairie School intends to outsource its payroll processing as determined by the School Director, with approval of the Board of Directors. *[Editor note: to date (3/2011) the school has not elected to outsource payroll, instead performing this with a Business Manager in house.]*

**c. Reports and Audits**

Palouse Prairie School will conduct an independent financial audit annually. The ACE may choose to do an independent audit at their expense. Palouse Prairie School will follow the requirements set forth by Idaho statute regarding audit reporting.

## **5. Financial Operations**

Financial operations of the Palouse Prairie School are outlined in the following sections.

### **a. Financial Management**

The accounting records will be kept in accordance with generally accepted accounting principles. Palouse Prairie School will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering.

### **b. Financial Management Personnel**

The Palouse Prairie School Director will manage the school's financial organization, with the Board maintaining ultimate financial responsibility.

### **c. Bonding**

Documentation of bonding of all personnel involved in the school's financial operations will be provided to the ACE prior to the opening of the school.

## **6. Transportation**

To-school transportation may be contracted through Moscow School District, a service they also offer to other schools in the District. Transportation will be provided to in attendance area students and at selected pick-up locations within the attendance area for out-of-attendance area students. If seating on the bus becomes limited, priority will be given to in-attendance area students. Transportation costs shown in the budget are based on the actual costs Moscow Charter School paid the District in 06-07.

ELS school programs do not have an unusual amount of travel compared to traditional public schools. Expeditions will be designed to consider travel requirements and expedition-related transportation will be provided through contract with Moscow School District for buses, or through use of public transit or other licensed carrier.

## **7. Food Service**

It is Palouse Prairie's School intention to provide a lunch program as soon as it is fiscally and feasibly possible. Palouse Prairie School is not committed to providing lunch from opening day. Free and reduced lunch forms will be provided to all students by Palouse Prairie School. Once a suitable lunch preparation facility is available, any qualifying student will receive their lunch from the school. Until that time, alternative methods of feeding qualifying students are being explored, including use of the Idaho Special Milk Program and contracting food services from the Moscow School District. Palouse Prairie School will use verification, reporting, and record keeping procedures as outlined in the National School Lunch Program through the State Department of Education.

## **A. Virtual School**

Palouse Prairie School is not a virtual school.

## **TAB 10**

### **A. Business arrangements or partnerships**

#### **1. Curriculum**

Palouse Prairie School will contract with the nationally acclaimed Expeditionary Learning Schools organization to implement the ELS model. The organization will provide technical assistance, curriculum planning assistance, and professional development, and program assessment to implement an EL school. A letter of support from the national organization can be found in Appendix J.

#### **2. Special Education**

Palouse Prairie School will contract with qualified individuals and local organizations to provide counseling, speech and physical therapy, and LEP services as needed.

#### **3. School Nurse**

Palouse Prairie School will contract for with North Central Health District for services of qualified school nurse in the same manner as Moscow Charter School.

#### **4. Transportation**

Palouse Prairie School will contract for to-school transportation with Moscow School District, a service they also offer to other schools in the District. Transportation for Expeditions will be provided through contract with Moscow School District for buses, or through use of public transit or other licensed carrier.

#### **5. Meals**

Palouse Prairie School has no plans to offer a lunch program when it opens. Lunch contracts are a service that Moscow School District offers to other area schools.

#### **6. Legal**

Palouse Prairie School intends to contract with a local lawyer with a practice in school law. This arrangement has not yet been sought.

#### **7. Accounting**

Palouse Prairie School intends to contract for accounting services with the same local firm that provides these services for Moscow Charter School and has experience in school and non-profit finance.

#### **8. School Assessment**

Palouse Prairie School intends to contract with the Idaho Charter School Network for programmatic audit and to supplement professional development provided by ELS.

### **B. Additional Information**

#### **1. Support for Palouse Prairie School**

Letters of support from our community can be found in Appendix J. *(Statement refers to initial chartering version of document. Appendix has been dropped from subsequent revisions.)*

## **2. State Sufficiency Review**

A copy of the Idaho state sufficiency review with annotated corrections incorporated by Palouse Prairie School is contained in Appendix H. *(Statement refers to initial chartering version of document. Appendix has been dropped from subsequent revisions.)*

## **3. Moscow School Board Review**

A copy of the Palouse Prairie School Petition Analysis prepared by the Moscow School District Superintendent with annotated responses is contained in Appendix I. *(Statement refers to initial chartering version of document. Appendix has been dropped from subsequent revisions.)*

## **4. Plan for Termination**

In the case of termination of the charter, the Palouse Prairie School Board of Directors is responsible for dissolution of the charter school. Creditors will be paid from the charter school monetary assets and/or through the auctioning off of non-monetary assets under the direction of the governing board. Parents/legal guardians will be notified by public notice and by mail of the procedure to request a transfer of student records to a specific school. Unless otherwise requested, all remaining records of students will be transferred to the Moscow School District. The Articles of Incorporation of the Corporation, Palouse Prairie Educational Organization, Inc., provide that upon dissolution of the Corporation any remaining assets shall be donated to the ACE.

**This school's Charter Appendices are on file with the Idaho Public Charter School Commission.**

**Appendix D: Public Charter School Closure Protocol**

**CLOSURE  
PROTOCOL**

**August 2013**



## Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at [www.charterschoolquality.org](http://www.charterschoolquality.org). The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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# Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.<sup>2</sup> Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”<sup>3</sup>

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

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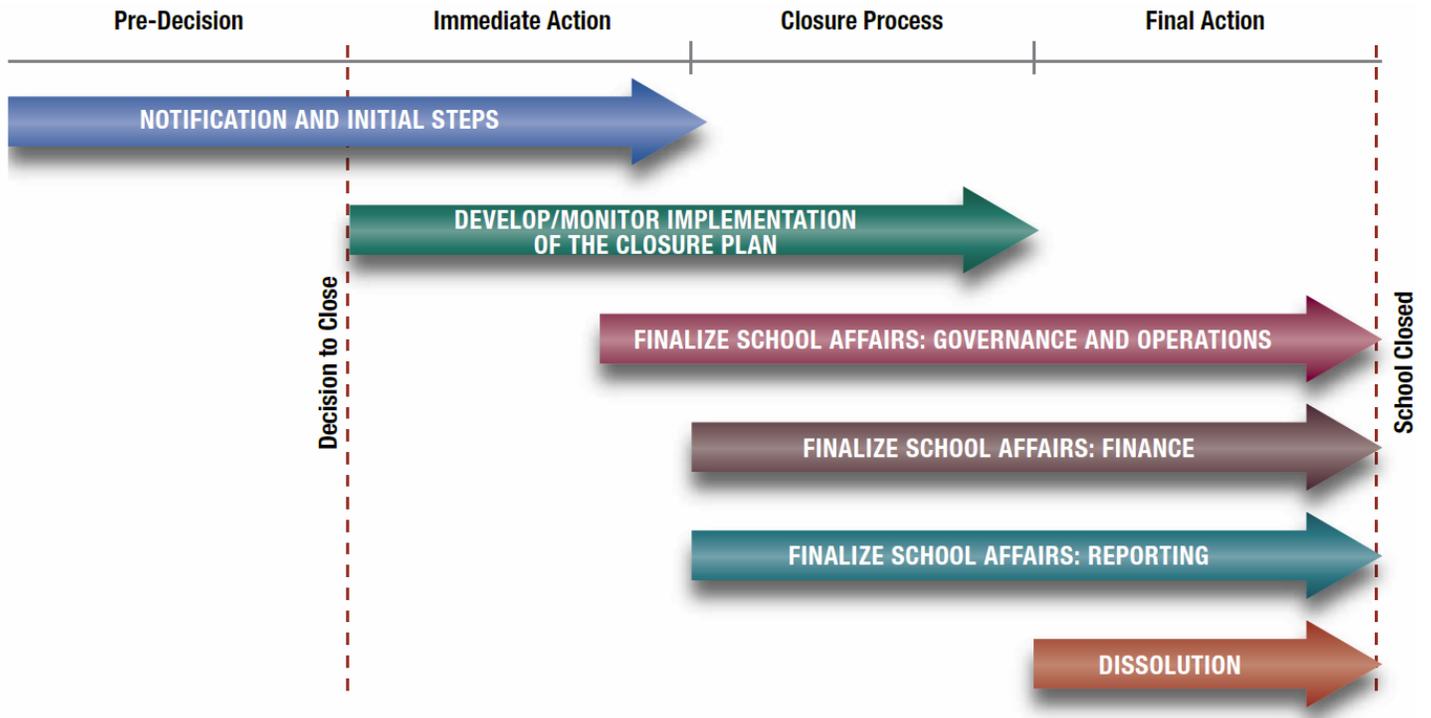
## Endnotes

<sup>1</sup> Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

<sup>2</sup> I.C. § 33-5212

<sup>3</sup> Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

# A Conceptual Timeline for Closure



## Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Meet with PCSC and SDE staff</b></p> <p>Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator and a representative of the school’s board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to:</p> <ol style="list-style-type: none"> <li>1. Review the remaining process for finalizing the closure decision as applicable</li> <li>2. Review the Closure Protocol and tasks and clarify critical deadlines</li> <li>3. Identify points of contact for media or community questions</li> <li>4. Draft communication to staff, families, and affected districts</li> </ol>	School, PCSC, SDE			
<p><b>Notify Parents / Guardians of Potential Closure</b></p> <ol style="list-style-type: none"> <li>1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease.</li> <li>• Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for parents/guardians with questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Notify School Districts Materially Impacted</b></p> <ol style="list-style-type: none"> <li>1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Copy of the letter sent to parents.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Meet with Charter School Faculty and Staff</b></p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> <li>1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision.</li> <li>2. Emphasize importance of maintaining continuity of instruction through the end of the school year.</li> <li>3. Emphasize need to limit expenditures to necessities.</li> <li>4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer.</li> <li>5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work.</li> <li>6. Describe assistance, if any, that will be provided to faculty and staff to find new positions.</li> </ol>	School			
<p><b>Review and Report on Finances</b></p> <ol style="list-style-type: none"> <li>1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps.</li> <li>2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved.</li> <li>3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.</li> </ol>	School, PCSC, SDE			

**Send Additional and Final Notifications**

1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final.
2. The letters notifying staff, parents, and other districts of the final closure decision should include:
  - The last day of instruction.
  - Any end-of-the-year activities that are planned to make the transition easier for parents and students.
  - Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families.
  - Basic information about the process for access and transfer of student and personnel records.

School,  
PCSC

## Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Establish Transition Team, Develop Closure Plan, and Assign Roles</b></p> <ol style="list-style-type: none"> <li>1. Contact appropriate entities to establish a transition team, including:               <ul style="list-style-type: none"> <li>• A member of the PCSC staff</li> <li>• A member of the SDE staff</li> <li>• Charter school board chair</li> <li>• Lead administrator from the charter school</li> <li>• Lead finance person from the charter school</li> <li>• Additional members as deemed appropriate</li> </ul> </li> <li>2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.</li> </ol>	School, PCSC, SDE			
<p><b>Establish a Schedule for Meetings and Interim Status Reports</b></p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> <li>1. Reassignment of students and transfer of student records.</li> <li>2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access.</li> <li>3. Notification to entities doing business with the school.</li> <li>4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors.</li> <li>5. Sale, dissolution, or return of assets.</li> <li>6. Submission of all required reports and data to the authorizer and/or state.</li> </ol>	School			
<p><b>Submit Final Closure Report</b></p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

## Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain Identifiable Location</b></p> <p>Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	School			
<p><b>Protect School Assets</b></p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> <li>1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan.</li> <li>2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc.</li> <li>3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.</li> </ol>	School			
<p><b>Notify Commercial Lenders / Bond Holders (if applicable)</b></p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p><b>Terminate EMO /CMO Agreement (if applicable)</b></p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> <li>1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds.</li> <li>2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction.</li> </ol> <p>The school and the management company agree when other services including business services will end.</p>	School			
<p><b>Notify Contractors and Terminate Contracts</b></p> <ol style="list-style-type: none"> <li>1. Notify all contractors, including food service and transportation, of school closure.</li> <li>2. Retain records of past contracts and payments.</li> <li>3. Terminate contracts for goods and services as of the last date such goods or services will be needed.</li> </ol>	School			
<p><b>Notify Employees and Benefit Providers</b></p> <ol style="list-style-type: none"> <li>1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. <a href="#">WARN</a> and <a href="#">COBRA</a>) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor.</li> <li>2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> <li>• Medical, dental, vision plans.</li> <li>• Life insurance.</li> <li>• PERSI, 403(b), or other retirement plans</li> </ul> </li> <li>3. Consult legal counsel as specific rules and regulations may apply to such programs.</li> </ol>	School			

## Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain and Organize Records</b></p> <ol style="list-style-type: none"> <li>Maintain all corporate records related to: <ul style="list-style-type: none"> <li>Loans, bonds, mortgages and other financing.</li> <li>Contracts.</li> <li>Leases.</li> <li>Assets and their sale, redistribution, etc.</li> <li>Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42.</li> <li>Governance (minutes, bylaws, policies).</li> <li>Accounting/audit, taxes and tax status, etc.</li> <li>Employees (background checks, personnel files).</li> <li>Employee benefit programs and benefits.</li> <li>Any other items listed in the closure plan.</li> </ul> </li> <li>Determine where records will be stored after dissolution.</li> </ol>	School			
<p><b>Transfer Student Records and Testing Material</b></p> <ol style="list-style-type: none"> <li>Ensure that all student records are organized and complete</li> <li>Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> <li>Individual Education Programs (IEPs) and all records regarding special education and supplemental services.</li> <li>Student health / immunization records.</li> <li>Attendance record.</li> <li>Any testing materials required to be maintained by the school.</li> <li>Student transcripts and report cards.</li> <li>All other student records.</li> </ul> </li> <li>Document the transfer of records to include: <ul style="list-style-type: none"> <li>Date of transfer (for each individual student file transferred).</li> <li>Signature and printed name of the charter school representative releasing the records.</li> <li>Name and contact information of the receiver's representative.</li> <li>The total number and percentage of general and special education records transferred.</li> </ul> </li> </ol>	School			
<p><b>Inventory Assets and Prepare Federal Items for Pick-up</b></p> <ol style="list-style-type: none"> <li>Inventory school assets, and identify items: <ul style="list-style-type: none"> <li>Loaned from other entities.</li> <li>Encumbered by the terms of a contingent gift, grant or donation, or a security interest.</li> <li>Belonging to the EMO/CMO, if applicable, or other contractors.</li> <li>Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> <li>Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed.</li> </ul> </li> </ul> </li> <li>Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned.</li> <li>Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> <li>Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory.</li> <li>PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day.</li> <li>At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items.</li> </ul> </li> </ol>	School, PCSC			

## Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Maintain IRS 501(c)(3) Status</b> Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
<b>Notify Funding Sources / Charitable Partners</b> Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
<b>Review and Revise School Budget</b> <ol style="list-style-type: none"> <li>Review the school's budget and overall financial condition.</li> <li>Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE.</li> <li>Identify acceptable use of reserve funds.</li> </ol>	School, PCSC, SDE			
<b>List all Creditors and Debtors</b> Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> <li>Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors.</li> <li>Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.</li> </ol>	School			
<b>Notify Debtors and Process Payments</b> Contact debtors to request payment. Process and document received payments.	School			
<b>Determine PERSI Obligations</b> Contact PERSI to determine remaining liabilities for employee retirement program.	School			
<b>Notify and Pay Creditors</b> <ol style="list-style-type: none"> <li>Notify all creditors of the school's closure and request final invoices.</li> <li>Sell appropriate assets.</li> <li>Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.</li> </ol>	School			
<b>Itemize Financials</b> Review, prepare and make available the following: <ol style="list-style-type: none"> <li>Fiscal year-end financial statements.</li> <li>Cash analysis.</li> <li>Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes.</li> <li>Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.</li> </ol>	School			
<b>Close Out All State and Federal Grants</b> Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
<b>Prepare Final Financial Statement</b> Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> <li>All assets and the value and location thereof.</li> <li>Each remaining creditor and amounts owed.</li> <li>Statement that all debts have been collected or that good faith efforts have been made to collect same.</li> <li>Each remaining debtor and the amounts owed.</li> </ol>	School			
<b>Complete Final Financial Audit</b> Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
<b>Reconcile with State</b> Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

## Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Prepare and Submit End-of-Year Reports</b></p> <ol style="list-style-type: none"> <li>1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines.</li> <li>2. Prepare and submit annual reports to the authorizer.</li> </ol>	School, PCSC			
<p><b>Prepare Final Report Cards and Student Records Notice</b></p> <p>Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.</p>	School			
<p><b>Prepare and Submit Final ISEE Report</b></p> <p>Within 10 days of final closure, submit a final ISEE report to the SDE.</p>	School, SDE			
<p><b>Prepare and Submit Final Budget and Financial Reporting</b></p> <p>Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.</p>	School, SDE			
<p><b>Prepare and Submit All Other Required State and Federal Reports</b></p> <ol style="list-style-type: none"> <li>1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines.</li> <li>2. Prepare and submit reports to the SDE and/or federal government.</li> </ol>	School, SDE			
<p><b>Prepare and Submit Final Closure Report to the PCSC</b></p> <p>Submit the completed closure Protocol document and a narrative and/or attachments that outline the following:</p> <ol style="list-style-type: none"> <li>1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed</li> <li>2. The school's final financial status, including the final independent audit</li> <li>3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> <li>• The school's total enrollment at the start of the final semester</li> <li>• The number and percentage of student records that have been transferred prior to closure</li> <li>• The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure</li> <li>• A copy of public communication to parents regarding how to access student records after closure</li> </ul> </li> <li>4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> <li>• The school's total number of staff at the beginning of the final semester</li> <li>• The number and percentage of personnel records that have been distributed to staff and/or new employers</li> <li>• If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure</li> <li>• A copy of communication to staff regarding how to access personnel records after closure</li> </ul> </li> <li>5. Additional documentation (inventories, operational info, etc.) may be included with the report</li> </ol>	School, PCSC			

## Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Dissolve the Charter School (I.C. § 30-3-110)</b></p> <ol style="list-style-type: none"> <li>1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation.</li> <li>2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9))</li> <li>3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112)</li> </ol>	School			
<p><b>Notify the Secretary of State (I.C. § 30-3-112)</b></p> <ol style="list-style-type: none"> <li>1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> <li>• The name of the non-profit corporation.</li> <li>• The date dissolution was authorized.</li> <li>• A statement that dissolution was approved by sufficient vote of the board.</li> <li>• If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators</li> <li>• Such additional information as the Secretary of State determines is necessary or appropriate.</li> </ul> </li> </ol>	School			
<p><b>Notify Known Claimants (I.C. § 30-3-114)</b></p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p><b>End Corporate Existence (I.C. § 30-3-113)</b></p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> <li>1. Preserving and protecting its assets and minimizing its liabilities.</li> <li>2. Discharging or making provision for discharging its liabilities.</li> <li>3. Disposing of its properties that will not be distributed in kind.</li> <li>4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition.</li> <li>5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws.</li> <li>6. Doing every other act necessary to wind up and liquidate its assets and affairs.</li> </ol>	School			
<p><b>Notify IRS</b></p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”<sup>1</sup>

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, by and between the Idaho Public Charter School Commission (the “Authorizer”), and **Rolling Hills Public Charter School, Inc.** (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on **September 17, 2004**, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year **2005**; and

WHEREAS, the School’s charter was renewed on **March 1, 2018**, for a five-year term of operations,

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of **July 1, 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

- A. School Mission.** The mission of the School is as follows: The Rolling Hills Public Charter School mission is to develop educated and engaged citizens through high expectations for student behavior and academic success in a small, safe, structured environment.
- B. Grades Served.** The School may serve students in grades K-8.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Create a physically and emotionally safe learning environment;
  - Utilize citizenship education through the Six Pillars of Character;
  - Integrate service learning;
  - Teach to the high through the core curriculum;
  - Offer electives to middle school students.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

### SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and

all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

**H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

## SECTION 5: SCHOOL OPERATIONS

**A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.

**B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 278 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

Kindergarten- 24

1st Grade- 28

2nd-3rd Grade- 30

4th-5th Grade- 32

6th-8th Grade- 34

**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.** 8900 N. Horseshoe Bend Rd., Boise, ID 83714. 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: East of Eagle Rd., West of Glenwood or Gary Lane, South of Beacon Light, North of Chinden Blvd.

**F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

**G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

## SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the Performance Framework incorporated into this agreement as Appendix B.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

## **SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION**

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- 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 D.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.

- 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 **July 1, 2018**.

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**Chairperson, Idaho Public Charter School Commission**

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**Chairperson, Rolling Hills Public Charter School Board**

**Appendix A: Conditions of Authorization/Renewal**

**Appendix B: Performance Framework**

**Appendix C: Charter**

**Appendix D: Public Charter School Closure Protocol**

**Appendix A: Conditions of Authorization / Renewal**

No conditions of authorization or renewal are applicable.

**Appendix B: Performance Framework**

# ROLLING HILLS PUBLIC CHARTER SCHOOL [YEAR] ANNUAL PERFORMANCE REPORT

## INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

## PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

<b>Academic</b>	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
<b>Mission-Specific</b>	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
<b>Operational</b>	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
<b>Financial</b>	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

## ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

<b>Honor</b>	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
<b>Good Standing</b>	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
<b>Remediation</b>	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
<b>Critical</b>	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

**SCHOOL OVERVIEW**

<b>Mission Statement</b>	The Rolling Hills Public Charter School mission is to develop educated and engaged citizens through high expectations for student behavior and academic success in a small, safe, structured environment.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>● Create a physically and emotionally safe learning environment;</li> <li>● Utilize citizenship education through the Six Pillars of Character;</li> <li>● Integrate service learning;</li> <li>● Teach to the high through the core curriculum;</li> <li>● Offer electives to middle school students.</li> </ul>		
<b>School Location</b>	8900 N. Horseshoe Bend Road Boise, Idaho 83714	<b>School Phone</b>	208-939-5400
<b>Surrounding District</b>	West Ada School District		
<b>Opening Year</b>	2005		
<b>Current Term</b>	October 10, 2013 – June 30, 2018		
<b>Grades Served</b>	K-8		
<b>Enrollment (Approved)</b>	278	<b>Enrollment (Actual)</b>	

**SCHOOL LEADERSHIP**


**STUDENT DEMOGRAPHICS**

	School	State	Surrounding District	Neighboring District
<b>Non-White</b>				
<b>Limited English Proficiency</b>				
<b>Special Needs</b>				
<b>Free and Reduced Lunch</b>				

**ISAT PROFICIENCY RATES**

Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	
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ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	0	525	0	525	0	300	0
% of Academic Points			0%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned	
	1			
	2			
	3			
	4			RHPCS has chosen not to include Mission-Specific Standards.
	5			
	6			
Total Mission-Specific Points		0	0	
% of Mission-Specific Points			#DIV/0!	

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	50	0
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0	Total Financial Points	2d	50	0
	3b	25	0				
	3c	25	0				
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
Additional Obligations	4b	25	0				
	5a	25	0				
Total Operational Points		400	0				
% of Operational Points			0%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	0%	0%	55% - 74%		80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-8

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. Measures based on ISAT outcomes exclude alternate ISAT data; as a result, the outcomes shown may differ slightly from those published on the State Department of Education's website.

INDICATOR 1: STATE PROFICIENCY COMPARISON		
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>	<b>Result      Points Possible      Points Earned</b>
<b>Math Proficiency Rate Comparison to State</b>	<b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.	50      0
	<b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.	30 - 45      0
	<b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.	15 - 29      0
	<b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the state average.	0 - 14      0
		0
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>	<b>Result      Points Possible      Points Earned</b>
<b>ELA Proficiency Rate Comparison to State</b>	<b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.	50      0
	<b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.	30 - 45      0
	<b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.	15 - 29      0
	<b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.	0 - 14      0
		0
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
<b>Measure 2a</b> <b>Math Proficiency Rate Comparison to District</b>	<b>Do math proficiency rates meet or exceed the district average?</b>  <b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.  <b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.  <b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.  <b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the district average.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Boise School District will be used for comparison purposes.																			
<b>Measure 2b</b> <b>ELA Proficiency Rate Comparison to District</b>	<b>Do ELA proficiency rates meet or exceed the district average?</b>  <b>Exceeds Standard:</b> The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.  <b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.  <b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.  <b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																				
<b>Measure 3a</b> <b>Criterion-Referenced Growth</b> <b>Math</b> <b>Notes</b>	<b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
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		0																		
<b>Measure 3b</b> <b>Criterion-Referenced Growth</b> <b>ELA</b> <b>Notes</b>	<b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
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	0-25	0																		
		0																		

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p><b>Measure 1a</b> <b>Implementation of Educational Program</b></p>	<p><b>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</b></p> <p><b>Meets Standard:</b> The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p><b>Partially Meets Standard:</b> The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p><b>Does Not Meet Standard:</b> The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Notes</p>																	
<p><b>Measure 1b</b> <b>Educational Requirements</b></p>	<p><b>Is the school complying with applicable educational requirements?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p><b>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Notes</p>																	

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p><b>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			Result	Points Possible	Points Earned
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>  <b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.  <b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.			25	
Notes				15	
				0	0
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following General Accepted Accounting Principles (GAAP)</b>  <b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.  <b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.  <b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.			25	
Notes				15	
				0	0
<b>Measure 2c</b> <b>Enrollment Variance</b>	<b>Is the school successfully enrolling the projected number of students?</b>  <b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. <b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year. <b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.			25	
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.			15	
				0	0

INDICATOR 3: GOVERNANCE AND REPORTING												
<p><b>Measure 3a</b>      <b>Is the school complying with governance requirements?</b></p> <p><b>Governance Requirements</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p><b>Result</b></p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
Points Possible	Points Earned											
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	0											
<p><b>Measure 3b</b>      <b>Is the board fulfilling its oversight obligations?</b></p> <p><b>Board Oversight</b></p> <p><b>Meets Standard:</b> The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p> <p><b>Partially Meets Standard:</b> Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p> <p><b>Does Not Meet Standard:</b> The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p> <p>Notes</p>	<p><b>Result</b></p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
Points Possible	Points Earned											
25												
15												
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OPERATIONAL

<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>
<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>
<p>Measure 3e Credentialing &amp; Background Checks</p>	<p>Is the school meeting employee credentialing and background check requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<p><b>Information Handling</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>			<p>25</p> <p>15</p> <p>0</p> <hr/> <p>0</p>	
<b>INDICATOR 4: SCHOOL ENVIRONMENT</b>				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
<p><b>Transportation</b></p> <p><b>Meets Standard:</b> The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p> <p>Notes</p>			<p>25</p> <p>15</p> <p>0</p> <hr/> <p>0</p>	
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
<p><b>Public Transparency</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p> <p>Notes</p>			<p>25</p> <p>15</p> <p>0</p> <hr/> <p>0</p>	

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.		25	
	<b>Partially Meets Standard:</b> The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0

FINANCIAL

INDICATOR 1: NEAR-TERM		
<p><b>Measure 1a</b></p> <p><b>Current Ratio</b></p> <p><b>Current Ratio: Current Assets divided by Current Liabilities</b></p> <p><b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p><b>Does Not Meet:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p> <p>Notes</p>	<p><b>Result</b></p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>	<p><b>Points Possible</b></p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>
<p><b>Measure 1b</b></p> <p><b>Cash Ratio</b></p> <p><b>Current Ratio: Cash divided by Current Liabilities</b></p> <p><b>Meets Standard:</b> Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).</p> <p><b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.</p> <p>Notes</p>	<p><b>Result</b></p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>	<p><b>Points Possible</b></p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>
<p><b>Measure 1c</b></p> <p><b>Unrestricted Days Cash</b></p> <p><b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</b></p> <p><b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p><b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p> <p>Notes</p>	<p><b>Result</b></p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>	<p><b>Points Possible</b></p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>0</p>
<p><b>Measure 1d</b></p> <p><b>Default</b></p> <p><b>Default</b></p> <p><b>Meets Standard:</b> School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.</p> <p><b>Does Not Meet:</b> School is in default of financial obligations.</p> <p>Notes</p>	<p><b>Result</b></p> <p>50</p> <p>0</p> <hr/> <p>0</p>	<p><b>Points Possible</b></p> <p>50</p> <p>0</p> <hr/> <p>0</p>

FINANCIAL

INDICATOR 2: SUSTAINABILITY																	
<p>Measure 2a</p> <p>Total Margin and Aggregated 3-Year Total Margin</p> <p>Notes</p>	<p><b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b></p> <p><b>Meets Standard:</b> Aggregated 3-yr Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the</i></p> <p><b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p><b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
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<p>Measure 2b</p> <p>Debt to Asset Ratio</p> <p>Notes</p>	<p><b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b></p> <p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.</p> <p><b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
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<p>Measure 2c</p> <p>Cash Flow</p> <p>Notes</p>	<p><b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b></p> <p><b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p><b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
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<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p> <p>Notes</p>	<p><b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b></p> <p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			0				0			
Result	Points Possible	Points Earned															
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## **Appendix C: Charter**

PETITION FOR A CHARTER SCHOOL  
TO THE IDAHO STATE CHARTER COMMISSION  
SCHOOL YEAR 2005-2006

Rolling Hills Public Charter School

Submitted To:

Idaho State Board of Education  
650 W. State Street  
Boise, ID 83720

Submitted By:

Board of Directors  
Rolling Hills Public Charter School, Inc.

May 27<sup>th</sup>, 2004

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# Summary of the Petition for Rolling Hills Public Charter School

***Mission and Purpose.*** The Rolling Hills Public Charter School, Inc. (referred to herein as Rolling Hills Public Charter School, RHPCS, or Charter School) mission is to develop students who are competent, confident, productive, and responsible young adults with the academic achievements, skills, and attitudes necessary to succeed in high school, and to be offered a post-secondary education and satisfying employment. The school seeks to develop an educated citizenry for the 21st century through a dynamic and interactive academic program where pacing is driven by student capabilities, not textbooks. Students will be well grounded in the basics of reading, writing, math, science, and social studies, and will develop the habits of lifelong learning, curiosity, clear oral and written communication, creative thinking, effective use of technology as a tool, adaptability to new situations and new information, and problem-solving skills. They will develop personal habits and attitudes that lead to accepting responsibility for personal decisions and actions; academic honesty and the ability to face challenges with courage and integrity; a healthy lifestyle; empathy and courtesy for others; respect for differences among people and cultures; self-confidence and willingness to risk setbacks in order to learn; and the ability to work cooperatively with others.

***Board of Directors.*** Rolling Hills Public Charter School, Inc. is a non-profit corporation under the Idaho Nonprofit Corporation Act. The Board of Directors are the public agents that control and govern the Charter School. The Board of Directors will approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, program, or curriculum. The initial Board of Directors will consist of no fewer than five (5) and no more than seven (7) members elected by the founding Advisory Board. The Chair of the Advisory Board will sit on the initial Board of Directors for the first year of operation. Yearly elections will be held according to the Bylaws of the Rolling Hills Public Charter School Corporation (refer to Articles of Incorporation and Bylaws attached as Appendix B of the Charter application). Terms will be on a rotational basis. The Board of Directors will follow the open meeting laws, keep accurate minutes, and make the minutes available to the public.

***Type of School.*** Rolling Hills Public Charter School will be a new public charter school, not a conversion or replacement of an existing school.

***Educational Program.*** Rolling Hills Public Charter School curriculum will be aligned with the Idaho State Standards and will contain both traditional academic subjects and additional world history and language areas that make the Charter unique. The Idaho State Department of Education's curriculum serves as the starting point that is enhanced by unifying themes and creative teaching methods. The traditional core curriculum areas--language, arts, math, science, and social studies--are strongly emphasized. They are augmented by foreign language, a piano program, theater, art, health, physical, and environmental education. The language arts program uses the Spalding method to teach reading, writing, and spelling, and the Shurley Method to teach grammar. Its goal is to develop learners who are effective communicators, who love literature, and are lifelong readers and writers. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. The science curriculum is a multi-year sequence that emphasizes hands-on experimentation and functional knowledge of scientific phenomena. This approach allows students to experience the excitement of science so they can better understand facts and concepts. Math will be taught through direct classroom instruction, including verbal drills, with Saxon math used for homework. Social studies will follow the basic elements of Idaho State Department of Education curriculum. We desire to instill in our students a love of local, state, national, and world history. Environmental education will emphasize an awareness of the critical relationships between the built and natural environments. Technology will be used to support a child's natural way of learning through individual and group discovery and seeking solutions to real life challenges.

***Innovative Features.*** Rolling Hills Public Charter School's innovative features include: a comprehensive

world history program; foreign language instruction; an innovative piano program; environmental education and community service program; a focus on reading and language excellence through the use of the Spalding method, and other unique teaching methods; and use of the Harbor method of discipline.

***Staff and Administrative Composition.*** Rolling Hills Public Charter School's full-time faculty will meet or exceed qualifications required by state law. The Principal of the school will be a certified administrator, and faculty and staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of Rolling Hills Public Charter School as outlined within this petition. The Principal will make recommendations to the Board of Directors for approval of instructional staff. RHPCS reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis.

***School Facility and Attendance Area.*** The Charter School attendance area will be a 2-mile radius around the school. Prior to the start of school, the facilities will be inspected to ensure compliance of applicable state and federal guidelines.

***Grade Levels and Projected Enrollment.*** Initially, the Charter School plans to offer Kindergarten through Grade 8 expanding through Grade 9 in the second year. Classes are expected to range in size from 25 to 30 students, for a total projected enrollment of 250 to 300 students during the initial school year, reserving the option to grow the number of classes per grade in ensuing years.

***Funding Sources.*** Basic funding for the school will be provided as stipulated in Idaho Code Chapter 52 Title 32-5208. Additional supplementary fundraising will be conducted by the school's Parent-Faculty Association (PFA) through a variety of sources. No tuition will be charged.

***Student Transportation.*** Student transportation will be decided upon approval of final site plans.

***Food Service.*** No food service is planned during the initial operation of the school. However, the Charter School may contract for food service at any time in the future.

***Contracted Services.*** The following services may be subcontracted under a separate annual contract agreement: payroll, accounting, purchasing, food service, additional special education services, activity programs, retirement benefits, or health insurance.

## OVERVIEW

Change will be a core characteristic of the 21st century. The future workforce will change jobs an average of eight times during their working lives, and as knowledge continues to increase, information management, technology, and communication will become tools for success. Systems Theory reverses the historical tendency to view reality as a set of divided and static components in favor of dynamic and interconnected subsystems that are embedded within one another. Successful workers, therefore, will need to acquire systems thinking and possess excellent problem-solving skills. This nation will require a citizenry who have learned to learn, and who, more than ever before, have learned to work cooperatively. Not only will they need to have completed high school, but also for roughly three out of four new jobs, they will be required to have some education or retraining at an institution of higher learning.

Rolling Hills Public Charter School will enhance the learning skills and academic building blocks that foster high achievement in academic and behavioral standards to encourage self-motivation and lifelong learning. Through use of the Spalding method for teaching language arts and other innovative teaching methods and the Harbor School method of discipline, the school will work to ensure that each student reaches his or her capacity as a learner and retains the joy of accomplishment necessary to continue learning. The high test scores by students in a school using similar methods suggest the importance of such an approach and its potential for students in the Charter School.

# I. EDUCATIONAL PHILOSOPHY AND MISSION

## A. *Core Philosophy*

The philosophy of the Rolling Hills Public Charter School is grounded in the belief that a highly challenging content in a safe environment creates the setting for accelerated learning. Rolling Hills Public Charter School's philosophy is that learning occurs when:

- learners construct meaning,
- learners see the connection between what they learn and the real world,
- learners are actively engaged in purposeful tasks,
- activities are integrated and meaningful,
- learners work individually and as members of a group,
- learners work side by side with community members to develop solutions and opinions on issues that can be presented to local policy makers,
- learners are expected and encouraged to learn,
- learners internalize that what they learn and do in school makes a positive change in the community,
- challenged learners have an individual plan, and support is an intrinsic part of the educational program,
- learners are supported with coaches, mentors, and advocates,
- all learners have advanced learning opportunities,
- learners see themselves as part of the community and find ways to serve the community.

Students, parents, and teachers will experience peace of mind in the Rolling Hills Public Charter School setting because of a commitment to the concept that each child has the right to come to school without fear of taunting, teasing, or violence. Each parent has the right to expect a school to provide a safe, kind environment for his/her child. Each staff member has the right to teach without fear of violence. We also believe that a kind environment should be extended through the potentially tumultuous junior high years.

## B. *Underlying Scope and Purpose*

### 1. Target Student Population

Rolling Hills Public Charter School intends to serve students of Kindergarten through Grade 8 in its first year, with expansion to Grade 9 in the second year. Expansion will be at the discretion of the Charter School Board of Directors based on enrollment demand and adequate finances.

### 2. Perceived Need for the Charter School

Rolling Hills Public Charter School plans to create an educational setting that is optimal to prepare our children for the future work place. The future work place requires foreign language, environmental understanding, and in-depth knowledge of technologies. In addition to these skills, our children also need to learn teamwork, cooperation, and problem solving.

Rolling Hills Public Charter School will differ from other charter and district programs in its study of world history and economics, a second language, arts program, a music/piano lab, integration of technology as a learning tool, integration of community service into the learning process, and various innovative teaching methods including a direct teaching approach. *In order to prepare students for the global marketplace that*

*is the future, cultural literacy and foreign markets will be a focus.*

The surrounding area will provide a unique learning atmosphere in the environmentally rich Dry Creek/foothills area. There will be numerous opportunities for community involvement in the school, increasing opportunities for field learning, service projects, and internships. In this setting, the school intends for each student to obtain a sense of community and neighborhood that will provide a lifelong sense of belonging and confidence.

### 3. Curriculum Focus

The curriculum of Rolling Hills Public Charter School will contain both traditional academic subjects and additional historical instruction that make the Charter unique. The Idaho State Department of Education's curriculum serves as a starting point that is enhanced by unifying themes and creative teaching methods. The traditional core curriculum areas—language, arts, math, science, and social studies—are strongly emphasized. They are augmented by foreign language, a piano program, theater, art, health, physical, and environmental education.

### 4. Core Values

Rolling Hills Public Charter School's core values are reflected in its philosophy and mission statement. It is highly important for students to be challenged, to be taught as individuals, and to learn in a safe, kind environment that allows them to learn about today's world and equips them with the tools to reshape and improve the world of tomorrow.

### 5. Goal Attainment

Rolling Hills Public Charter School intends to meet the goal of producing students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century. Goal attainment will be assessed by ongoing student testing and staff professional development. The student body of the Charter School will be small in size, with generally one class in each grade so that students move up together. The receiving teacher will have intimate knowledge about what has been taught and about which students struggle with which concepts. The school will know if it accomplishes its goals by the continuing success rate of its students and by their scores on standardized tests.

### 6. School Status

Rolling Hills Public Charter School will be a public charter school. It will not be a religious school, a conversion of a private or parochial school, or a school operated for profit.

## **C. Mission Statement**

Rolling Hills Public Charter School's mission is to develop students who are competent, confident, productive, and responsible young adults who possess the academic achievement, habits, skills, and attitudes to succeed in high school and be offered a post-secondary education and satisfying employment. This mission seeks to develop an educated citizenry through a dynamic and interactive academic program where pacing is driven by student capabilities, not textbooks. Students will be well grounded in the basics of reading, writing, math, science, and social studies. In addition, they will develop the following academic habits:

- curiosity,
- lifelong learning,
- clear oral and written communication,
- creative thinking,
- logical thinking and the ability to make informed judgments,

- effective use of technology as a tool,
- adaptability to new situations new information,
- problem-solving skills,
- the ability to find, select, evaluate, organize, and use information from various sources,
- the ability to make easy and flexible connections among various disciplines of thought,
- and respecting others' individuality and creativity, as well as one's own, while seeking to work within teams to create common solutions.

They will develop the following personal habits and attitudes:

- accepting responsibility for personal decisions and actions,
- academic honesty and the ability to face challenges with courage and integrity,
- a healthy lifestyle,
- empathy and courtesy for others and respect for differences among people and cultures,
- self-confidence and willingness to risk setbacks in order to learn,
- concentration and perseverance,
- managing time in a responsible manner,
- seeking a fair share of the workload,
- and working cooperatively with others, including the ability to listen, share opinions, negotiate, compromise, and help a group reach consensus.

## II. CHARTER SCHOOL BOARD OF DIRECTORS

### A. *Governance Structure*

Rolling Hills Public Charter School, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Board of Directors will be the public agents who control and govern the Charter School. Rolling Hills Public Charter School shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. The Board of Directors' meetings will follow the open meetings laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the Charter School Corporation (see Appendix B).

#### 1. **Organizing Group or Advisory Board (Founders)**

The organizing group for the Charter School comprises several committees that make up the Advisory Board. The Advisory Board elects the initial Board of Directors, writes the Charter petition, recruits candidates for the position of school Principal, and establishes a preliminary operating budget. Following the election of the Board of Directors, the function of the Advisory Board is to serve as a data-gathering resource and to provide input and advice to the Board of Directors (see Appendix C).

An Advisory Board member, or Founder, is hereby defined as a person, including employees or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school in accordance with criteria determined by the Board of Directors.

##### a. *Initial Formation*

The Board of Directors of Rolling Hills Public Charter School will consist of no less than five (5) and no more than seven (7) members, of whom three (3) may be parents at the Charter School. The Chair of the Advisory Board will sit on the initial Board of Directors for the first year of operation.

The Advisory Board has elected the following individuals to serve as the school's initial Board of Directors:

<u>Name</u>	<u>Occupation/Background*</u>
<b>Justin Reynolds</b>	<b>Parent, Builder</b>
<b>Doug Varie</b>	<b>Parent, Attorney</b>
<b>Nancy Despain</b>	<b>Parent, Hidden Springs Charter School Volunteer</b>
<b>Dr. Marilyn Ward</b>	<b>Professional Educator</b>
<b>Henry Kulczyk</b>	<b>Representative for District 14-B</b>

\*For additional information, please see attached resumes of Directors.

RHPCS reserves the right to amend selection of the Board of Directors, as directed by the Articles of Incorporation and Bylaws.

Two additional Directors may be added subject to the Bylaws of Rolling Hills Public Charter School, Inc.

A State of Idaho criminal background check on the Chair of the Board of Directors will be provided to the Idaho State Charter School Commission prior to the opening of the school.

*b. Selection and Replacement*

Yearly elections for members of the Board of Directors will be held according to the Bylaws of the Charter School Corporation.

*c. Powers and Limitations*

Rolling Hills Public Charter School will be a legally and operationally independent entity established by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the Charter School. Rolling Hills Public Charter School acknowledges that upon approval of the petition and the contract, the school's Board of Directors will be public agents required by the Idaho State Charter Commission to control the Charter School. Rolling Hills Public Charter School commits to compliance with all federal and State laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them.

The Board of Directors will have the responsibility to approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, program, or curriculum. The Board will, when necessary, adjudicate disagreements between parents and the administration. Rolling Hills Public Charter School commits to keeping complete and accurate Board of Directors' meeting minutes and to making them available to the public.

Rolling Hills Public Charter School will not extend the faith and credit of the Idaho State Charter School Commission to any third person or entity. Rolling Hills Public Charter School will not contractually bind the Idaho State Charter School Commission with any third party.

*d. Relationship Between Board of Directors and School Administration*

The relationship of the Board of Directors to the RHPCS' administration will be as follows:

*Principal.* The Principal will be empowered to provide educational direction, administration, and on-site day-to-day operation as well as certain decisions concerning but not limited to:

- vision and mission of school,
- instructional materials and supplies,
- resource allocation,
- state charter school requirements,
- school-wide community building,
- special services,
- contracted services,
- disciplinary support,
- public and media relations,
- business and community partnerships,
- curriculum, instruction, and assessment,
- professional development,
- employment and personnel issues,
- enrollment and attendance,
- formative/summative staff evaluations,
- facility conditions,
- transportation,
- climate for innovation and growth,
- staff and school morale,
- commission/board liaison,
- treasurer/keep budget and financial records,
- and supply annual reports to the Idaho State Charter School Commission.

*Standing Committees and Ancillary Support Personnel.* Standing committees will be formed in accordance with the bylaws of the corporation. These committees will include, but are not limited to, Parent-Faculty Association (PFA), fundraising, and the like.

Ancillary support personnel, including clerical and custodial, will be hired and supervised by the Principal. The state funding formula will be used for funding to hire staff through the regular budgetary process. Additional resources will be sought through volunteer and fundraising efforts.

*e. Teacher/Parent Decision Making*

The PFA and Board of Directors of Rolling Hills Public Charter School will provide consultation to the Principal regarding ongoing plans for the school. The PFA will also work with the Board of Directors on school improvement. Having the head of the PFA sit on the Board of Directors will facilitate the involvement of teachers and parents in decision-making matters.

Parents of students who attend Rolling Hills Public Charter School will be involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to ensure parental involvement will be as follows:

1. Parents will receive a student/parent handbook at registration.
2. Parents will fill out an in-depth profile of their child.
3. Parents will be encouraged to attend two parent teacher conferences per year.
4. Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
5. Parents will be encouraged to be involved in the Parent-Faculty Association and to volunteer for school projects, programs, and committees, and to work specifically with students who are challenged academically.
6. Parents will be encouraged to provide an appropriate learning environment at home for study.

*f. Community and Business Partnerships*

Rolling Hills Public Charter School has no business arrangements or partnerships with other schools, educational programs, businesses, or non-profit organizations at this time.

*g. Charter School Bylaws*

Rolling Hills Public Charter School's Bylaws, and Articles of Incorporation under the Idaho Nonprofit Corporation Act are provided in Appendix B.

### **III. INSTRUCTION**

#### **A. Educational Program**

The educational program of Rolling Hills Public Charter School is described in the following Sections B through J.

#### **B. Thoroughness Standards (Idaho Code 33-1612)**

Rolling Hills Public Charter School will fulfill the thoroughness standards identified in Idaho Code. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

*Standard a.* A safe environment conducive to learning is provided.

Goal: Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.

Objectives: Rolling Hills Public Charter School will:

- Follow the general philosophy of the Harbor School method.
- Develop a staff/student handbook to provide rules and guidelines for physical safety.

These guidelines will include and not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.

- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.
- A resource officer from Ada County may be assigned to provide support for a safe environment.

*Standard b.* Educators are empowered to maintain classroom discipline.

Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.

Objectives: Rolling Hills Public Charter School will:

- Follow the general philosophy of the Harbor School method.
- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
- Teach appropriate behaviors and foster responsible decision-making skills.
- Establish and maintain consistent rules aligned throughout the school.

*Standard c.* The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

Goal: Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

Objectives: Rolling Hills Public Charter School will:

- Follow the general philosophy of the Harbor School method.
- Emphasize the importance of adults modeling important values at school.
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
- Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

*Standard d.* The skills necessary to communicate effectively are taught.

Goal: Teach students a range of effective communication skills appropriate for the 21st century.

Objectives: Rolling Hills Public Charter School will:

- Emphasize meaningful language experience in reading, writing, and spelling, enhanced by dramatization and memorization.
- Provide a technology-rich environment that enhances communication.
- Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills.

*Standard e.* A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

Goal: Develop an educated citizenry for the 21st century through a dynamic, interactive academic program where pacing is driven by student capabilities rather than textbooks. Students must be well grounded in the basics such as reading writing, mathematics, science, and social studies.

Objectives: Rolling Hills Public Charter School will:

- Use the Idaho State Department of Education's Curriculum as a starting point to be enhanced by unifying themes and other creative methods.
- Use a variety of methods to ensure student learning, including but not limited to Spalding's method as detailed in Writing Road to Reading (language arts); the Shurley method (grammar); teaching of math through direct instruction, math manipulatives, timed tests, and Saxon math for homework; hands-on experimentation for science learning; and emphasis on community service in social studies.
- Student, parent, and educator together develop a Personalized Learning Goal for each student considering the student's strengths and weaknesses. The faster learner is continuously presented with new challenges. The slower learner benefits from extra adult help, multiple methods, and multiple environments.
- Emphasize environmental responsibility and an understanding of the relationships between the built and natural environment.
- Field trips and career development discussions will be used, as needed.

*Standard f.* The skills necessary for the students to enter the workforce are taught.

Goal: Provide students with basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and networks linked to local and nationwide resources. These tools assist students in learning how to learn so that they become lifelong learners and are prepared to enter the workforce with a solid foundation of knowledge and skills.

Objectives: Rolling Hills Public Charter School will:

- Provide a strong foundation in basic reading, writing, science, social studies, and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

*Standard g.* The students are introduced to current technology.

Goal: Provide students with a technology-rich environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

Objectives: Rolling Hills Public Charter School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.
- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

*Standard h.* The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

Goal: Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

Objectives: Rolling Hills Public Charter School will:

- Provide a comprehensive program of community service that reflects responsible citizenship in a democratic society and an interdependent world.
- Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

Rolling Hills Public Charter School will achieve the Thoroughness Standards through its basic curriculum and the unique aspects of the school. Instruction of the curriculum will be accomplished using an aligned proactive method. A combination of a strong emphasis on kindness, the “golden rule,” and a reward

system which honors children who are hard working, responsible, honest, and respectful creates an environment allowing for student peace of mind which then maximizes learning potential. We will focus on the memorization and dramatization of classic poetry, which, through daily recitation, discussion, and application to life situations, will create sensitivity for humankind in staff and students.

### **C. *Instructional Methods***

Rolling Hills Public Charter School is distinguished by the multiplicity of ways in which it seeks to ensure student learning. Some of these are highlighted in the sections that follow. The Charter School uses uncommon means to achieve common ends. Through its multiple methods, all students are potentially successful and capable of fulfilling their individual potential. Rolling Hills Public Charter School plans to use the specific methods mentioned earlier (see “Standard e” in Section III.B. Idaho Thoroughness Standards) and the following instructional methods:

- The Subject Matter Method presumes that an educated learner needs to know clearly defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally, this approach has been predominately lecture-based. The Charter School plans to add computer-based learning to increase the efficiency of this method and to provide the opportunity for drills which are sometimes necessary.
- The Inquiry and Problem-Solving Method suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information.
- The Individualized Learning Method attempts to personalize the learning process to the interests of the individual by allowing students to develop goals for their self-study. The reasons for learning thus become intrinsic--one’s own curiosity and personal applicability of the information learned.
- The Discussion Method encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner’s level of understanding and can respond at the level most helpful to the learner.

## **1. Curriculum Overview**

All students will participate in a common core of learning that will fulfill the school’s mission to produce students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century. It is the intent of the Rolling Hills Public Charter School to remain aligned with the general goals and curriculum of the Idaho State Department of Education as they are adopted.

RHPCS students will learn to:

- develop their aesthetic talents in music, visual arts, or performance,
- develop oral and written skills,
- develop oral and written skills in a non-native language,
- use knowledge and skills, think logically, and solve problems related to mathematics,
- have sufficient knowledge of science to be responsible users of scientific information,

- participate in a comprehensive program of community service that reflects responsible citizens in a democratic society and an interdependent world,
- and understand and apply the knowledge, concepts, principles, and themes embedded in each of the social studies--history, geography, political science, and economics.

In keeping with Rolling Hills Public Charter School's mission, RHPCS recognizes that education is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. The Charter School emphasizes both the acquisition and application of knowledge.

The Rolling Hills Public Charter School curriculum contains both traditional academic subjects and additional language areas that make the Charter unique. The Idaho State Department of Education's curriculum serves as the starting point and is enhanced with unifying themes and other creative methods. The subjects that make up the curriculum are listed and briefly discussed below. Traditional core curriculum areas--language, arts, math, science, and social studies--remain strongly emphasized. They are augmented by music, theater, art, health, physical, and environmental education.

*Language Arts (English and Foreign).* The goal is to develop learners who are effective communicators, who love literature, and are lifelong readers and writers. The curriculum is literature based. Comprehensive skills, grammar, and vocabulary are integrated within the literature program. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes self-analysis connected with student learning goals through a personal journal, as well as creative and expository writing. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools. The innovative teaching methods used in language arts are Spalding's method as described in *Writing Road to Reading* and the Shurley method.

*Science and Health.* The science curriculum is a multiyear sequence that emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling, and testing science to actually "doing" and "feeling." This process approach lets students experience the excitement of science so they can better understand facts and concepts. Kindergarten through Grade 3 students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying, and predicting. Grades 4 through 8(I would add a footnote here indicating our plans for expansion) students will add the integrated science process skills of identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations.

*Mathematics.* Kindergarten through Grade 8 students will master the arithmetic processes of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals, as well as algebra and geometry. Concept and manipulative experiences that engage students in exploring, conjecturing, and thinking will continue in these grades. Students will view and use math as a tool for reasoning and problem solving in purposeful ways.

*Social Studies and Community Service.* Kindergarten through Grade 8 will follow the basic elements of the Idaho State Department of Education curriculum in social studies, with a focus on local, state, national, and world history. In addition there will be a strong emphasis on community service in Grades 6 through 8 as students apply their understanding of and their contributions to the world around them. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

*Environmental Education.* Rolling Hills Public Charter School emphasizes responsibility for the health of our cities and our planet. Learners will participate in hands-on projects intended to form an awareness of the critical relationships between the built and natural environments. Learners will study and debate real-life issues such as coping with diminishing resources. Consistent participation in community projects will

show learners how they can affect the future quality of our cities and health of our green spaces.

*Technology.* Technology will be used to support a child's natural way of learning through individual and group discovery and seeking solutions to real-life challenges. Rolling Hills Public Charter School will provide our learners with technology skills that prepare them for future employment. *RHPCS will comply with all requirements set forth in the Children's Internet Protection Act.*

*Grade 9 Curriculum.* The curriculum will be aligned with the local school district so that students in Grade 9 can easily transition to Grade 10 in the school district. (I would add a footnote here indicating our plans for expansion)

## **2. Improvement of Student Learning**

Multiple learning opportunities will be afforded to RHPCS students. Some are familiar, some are novel, but all strive to make learning relevant and purposeful and to actively engage the learner. Problem-solving groups apply knowledge they have acquired and practice new skills by tackling both real-world problems and problems simulated to model the current work world. For example, the school's requirement for students to perform genuine community service not only informs students about real needs our community has, but also encourages them as a group to decide which needs they can reasonably address, plan an approach, implement the plan, and then evaluate the result. Peer teaching, when appropriate, provides an opportunity for learners to become educators and reinforce their own knowledge and mastery of new skills through presentation of their own work and through working with a "learning buddy." Projects will include a balance of individual effort and group collaboration to ensure mastery of important basic skills, content, and interaction skills.

Rolling Hills Public Charter School's learning program is built on the belief that all children can learn, but not in the same way or equally well, from the same sources. It recognizes that children are variously gifted and may excel in the following areas: linguistic; mathematical/logical; intrapersonal (self); interpersonal (others); bodily-kinesthetic; spatial; and musical. Although all seven areas will be examined and encouraged through instruction and the gifted and talented program (described later in this petition in Section III.E.2.), RHPCS will retain the traditional focus on linguistic and mathematical / logical areas, and implement a unique musical component, a piano lab.

Use of the Personalized Learning Goal concept will encourage learners to take responsibility for their own learning, while encouraging teachers, parents and the community to share in that responsibility. Working together, student, parent, and educator will consider learner strength and weaknesses. They will then identify an academic and personal goal for each learner. These goals capitalize on learner strength and shore up areas of weakness, while enhancing parental involvement.

Through the use of personalized goals, the Rolling Hills Public Charter School ensures that children are not penalized for the rate at which they learn. The faster learner is continuously presented with new challenges, while the slower learner benefits from extra adult help, multiple methods, and multiple environments. The learning program supports Rolling Hills Public Charter School's mission of developing lifelong learners. It is designed to stimulate the desire to learn, and is based on the belief that all learners possess an innate and unique creativity that can be developed given the appropriate environment. It allows for the joy of knowledge, self-expression, and the thrill of exploration. It is flexible to accommodate the individuality of learners and to evolve as Rolling Hills Public Charter School learns and grows.

The staff and parents of the Rolling Hills Public Charter School believe that children do not develop character in a vacuum. Our plan for character education provides expectation training through memorization and dramatization of classic poetry and historical passages, as well as staff who model essential traits of good character. The staff at Rolling Hills Public Charter School will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives.

### **3. Curriculum Requirements**

It is the intent of the Rolling Hills Public Charter School to remain aligned with the general goals and curriculum of the Idaho State Department of Education as they are adopted.

### **4. Curriculum Development and Approval**

Curriculum development will be an ongoing process directed by the Principal with the approval of the Board of Directors. The curriculum will be implemented and evaluated through observations of teachers and students, with follow-up discussions with the Principal to include written future goals.

### **5. Copies of Curriculum and Textbooks**

Rolling Hills Public Charter School will generally follow the Idaho Department of Education curriculum, with specifics outlined by the Principal. Copies will be provided prior to the opening of the school. Textbooks for the school are not yet chosen and will be selected by the Principal with input from teachers and parents. Textbooks will be approved by the State Department of Education.

### **6. Educational Programs and Services**

Provision of educational programs and services such as physical education, HIV/AIDS education, family life/sex education, occupational education, driver education, guidance and counseling services, Safe/Drug Free Schools programs, summer school programs, parent education programs, social work, and psychological services will be identified based on need. The Board of Directors, Principal, and PFA will work together to determine the need for, and estimated cost and value of, these programs.

There will be reciprocal agreement between the RHPCS and the local school district to meet dual enrollment requirements.

### **7. Academic Freedom, Controversial Issues, and Religion**

The Rolling Hills Public Charter School shall offer an educational program appropriate to the level of student understanding which:

- allows students to study and discuss controversial issues,
- provides opportunities to examine evidence, facts, and differing viewpoints,
- and teaches the importance of fact, the value of judgment, and the respect of conflicting opinions.

### ***D. Student Assessment***

## 1. Student Educational Standards

The Charter School's Board of Directors, in cooperation with the school Principal, will clearly define the essential knowledge and skills for student learning in each program area, making standards subject-specific within the first year of operation, focusing on one subject area at a time beginning with language arts. Students' progress will be evaluated periodically by each individual teacher for progress in the following areas in addition to academic skills:

*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 information 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 their talents in music, visual arts, and/or performance. Students will develop oral and written skills in a non-native language.

*Thinking and Reasoning Skills.* Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.

*Social Responsibility and 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.

## 2. Assessment of Student Educational Progress

Standards and standardization are the basis of assessment. Learners are shown exemplary performances for given tasks. An assessment of their efforts reflects how closely it matches this performance. The goal is not only to give a grade, but to encourage students to do their personal best and show them their own improvement throughout the year.

Performance will be assessed on at least three levels:

- Student progress relative to previous performance will be assessed through portfolios of video taped oral presentations, written reports, individual and group projects and via computer learning packages;
- Attitudes and personal/academic habits will be assessed through teacher evaluations of projects and video presentations and parental input;
- Performance will be assessed relative to district and state developed standards using the Idaho Standards Achievement Test and other tests.

Self-assessment will provide a unique learning opportunity for Rolling Hills Public Charter School 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. In addition, an individual score on a piece of work can be improved if the learner is willing to accept the challenge for improvement put forth by the assessment.

We will meet the school goals when students demonstrate the following:

- write at grade level by Grade 4,
- read at grade level by Grade 3,
- and compute math at grade level by Grade 4.

Student performance will be assessed relative to other learners of the same age, up to Grade 9<sup>th</sup> through district, state, and national testing. Specifically, the Idaho Standards Achievement Test will be given twice a year, in order to evaluate student performance. Rolling Hills Public Charter School will coordinate the time, within a four-week period, when it will give the state-mandated assessments with the Idaho State Department of Education's timelines for administering those same assessments. A student baseline will be established during the first year of testing and evaluated each year thereafter, using a composite assessment in comparison to the previous year's results.

The goals for students enrolled at Rolling Hills Public Charter School for two (2) years will be to:

- Meet the statewide performance standards developed by the Idaho State Department of Education. These standards include the subjects of Language Arts, Mathematics, Science, Social Studies, Physical Education, *Humanities*, *Health and Wellness*.
- Demonstrate annual improvement or maintain scores in the top quartile of the school's relative rank using the following assessments:
  - Idaho Standards Achievement Test– Grades 3, 4, 5, 6, 7, 8, 9
  - Direct Write Assessment (State) – Grades 4 & 8
  - Direct Math Assessment (State) – Grades 4 & 8
  - Idaho Reading Indicator – Grades K- 3
  - District End of Course measures 7th – 9th grades
- Achieve Idaho State Department of Education standards for age levels, content areas, and outcomes not addressed by the Idaho State Department of Education. These standards will be measured by student products, performances, exhibitions, and tests that are directly related to locally developed expectations.

Student assessment evaluation, reported annually to the Idaho State Charter Commission, will consist of:

- a student baseline developed during the first year using Iowa Test of Basic Skills (survey test) results,
- a comparison of annual results with baseline scores to assess progress,
- grade-level and school composite scores,
- a graph of annual results showing year-to-year change,
- a graph of school scores relative to state and national averages,
- and disaggregation analysis to identify areas for improvement.

Monitoring the progress of our students and evaluating innovations in education procedures are an important part of our curriculum development process. Rolling Hills Public Charter School welcomes members of the Idaho State Charter Commission to monitor the administration of these standardized tests. The annual report of student progress will be made to the Idaho State Charter Commission no later than October 15 of each year for the previous school year. In addition to the data listed above, it will provide

formative and summative data to demonstrate that the school is meeting performance standards proscribed by the State. These data may also include emerging Idaho State Department of Education standards and/or Rolling Hills Public Charter School-developed criteria. *The Administrator will work with the State Department of Education to ensure compliance with Idaho's Statewide Testing Program or any other required assessments adopted in the future.*

## **E. Special Needs Students**

*Please refer to Appendix F—Special Education Manual*

### **1. Special Education Services**

- a. Rolling Hills Public Charter School will provide assessments to admitted students as required, meeting individual student needs and IDEA requirements. Assessments will be made by the following personnel as needed: psychologist, speech/language pathologist, occupational therapist, vision specialist, and any other professionals listed in the students' IEP.
- b. Provide or contract with a part-time speech/language pathologist for on-site services to qualified students enrolled at Rolling Hills Public Charter School regardless of the district in which the student resides.
- c. Provide an occupational therapist for on-site consultation, monitoring and direct services as needed to qualified students enrolled at Rolling Hills Public Charter School.
- d. Provide vision services to qualified students.
- e. The Idaho State Department of Education will provide Rolling Hills Public Charter School with Title VI-B funds proportionate to the number of students on the current school year's December 1 child count with an approved, completed application meeting State and Federal criteria. RHPCS will be responsible to report the December 1 child count to the Idaho State Charter Commission and the Idaho State Department of Education by December 15.
- f. RHPCS will provide IDEA required assessments to all RHPCS students suspected of having a disability. RHPCS may contract with a school district or other qualified providers for Special Education Services.
- g. RHPCS will employ or contract with personnel using Title VI-B or other funds as needed to:
  - conduct academic assessments, classroom observations and behavioral rating scales,
  - develop IEPs as required by the IDEA,
  - provide academic interventions to qualified students,
  - monitor evaluation and IEP timelines.

In keeping with the RHPCS's plan to provide all special education services to eligible students, the charter school agrees to the following provisions required by the adopted Idaho Special Education Manual:

*Nondiscriminatory enrollment procedures.* RHPCS will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. Students with disabilities have the opportunity to meet the minimum eligibility criterion for enrollment described elsewhere in this Charter petition, consistent with the mission of RHPCS and civil rights requirements.

*Child Find activities and evaluations.* RHPCS will conduct Child Find activities and evaluations as described in the IDEA Manual. Advertising for Child Find will be done in the local newspaper and registration locations, as well as newsletters sent home with existing students. In order to comply with time requirements for evaluations, children will be evaluated by the special education teacher and outside contracted personnel as directed by the Child Study Team.

*Meet LRE requirements.* Rolling Hills Public Charter School will provide special education and related services to eligible RHPCS students in the Least Restrictive Environment as identified on each student's IEP. In many cases, the LRE will be specified as RHPCS. In other cases, the LRE might be a district school site or an alternative site, depending on the needs of each student.

*Implement IDEA discipline procedures.* The discipline procedures adopted in the Idaho Special Education Manual, will be utilized in disciplinary matters for students with disabilities attending RHPCS. These adopted policies and procedures meet the requirements of the IDEA.

*Protect student and parent rights.* RHPCS will be responsible to protect student and parent rights as described in the Idaho Special Education Manual.

The Idaho State Department of Education will extend an invitation to RHPCS personnel to attend any professional development activities sponsored by the State. This will include activities designed to meet the needs of students with disabilities who attend the charter school.

In compliance with the Americans with Disabilities Act (ADA), RHPCS ensures that its present and any new facility and program, when viewed in its entirety, is readily accessible to and usable by individuals with disabilities. RHPCS ensures that the present facility as well as any newly constructed facilities will meet the standards specified in Title II of the ADA and Section 504 of the Rehabilitation Act.

The Charter School will transport any special education student enrolled at RHPCS who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service. RHPCS will apply for applicable funds from the Idaho State Department of Education Transportation Department.

RHPCS will notify the Idaho State Charter School Commission in the event that a formal complaint or due process hearing request is filed by or on behalf of a RHPCS student. Appropriate RHPCS personnel will participate in the resolution of any formal complaint or request for a due process hearing.

## **2. Other Special Needs Student Services**

Students attending Rolling Hills Public Charter School who are identified as limited English proficient, disadvantaged to the extent that they may require Title I services, gifted and/or talented, or require other accommodations will be afforded access to local school district programs and services that address the needs of these special populations. Such services may be offered at Rolling Hills Public Charter School or at a local school district school site. Transportation to such services, if necessary, will be the responsibility of Rolling Hills Public Charter School.

## **3. Corrective Action**

Those students not reading at grade level or computing grade level math will be identified and receive a variety of services including Special Education, Title 1 (if funded), tutoring by volunteers, and the opportunity with parental support to attend school during one or more intercessions.

## **F. Instructional Arrangements**

Rolling Hills Public Charter School plans to open in August of 2004. Grade organization will generally

consist of traditional single-grade classrooms. The Principal will determine the school calendar, schedule, and hours of operation. The Charter School calendar will be similar to the local school district's nine-month calendar, with similar beginning and ending dates. Within that general format, the Principal, in consultation with the Board of Directors, will establish the school year calendar in compliance with the requirement of providing 900 hours of instruction. The school day is initially planned to begin at 8:30 am and end at 3:30 pm. This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Principal in consultation with the Board of Directors. Copies of the school's calendar, the school day schedule, and hours of operation will be provided to the Idaho State Charter School Commission prior to the opening of school. State-required hours of attendance will be met. Minimum and maximum enrollment levels for each grade are discussed in Section IV.B.

## **G. Instructional Resources**

Rolling Hills Public Charter School's Principal and staff will determine the school's library services and how materials will be selected and challenged, based on the American Library Association's guidelines. The Principal will determine how technology will be integrated with the instructional program and the type and level of technology to be used by students. The school's plans for field trips will be determined by the Principal and staff as appropriate. Parents and the public will have input in the school's instructional resources through the PFA.

## **H. Grading, Homework, and Promotion**

Rolling Hills Public Charter School's Principal will establish policies and procedures for grading, homework, promotion, and retention. A parent committee will be formed to develop these policies in coordination with the Principal.

## **I. Audit of Programmatic Operations**

An annual educational program and financial audit will be conducted after the completion of each charter school year. Rolling Hills Public Charter School will conduct a programmatic audit through information obtained via its own instruments, timeline, and processes. A financial audit will be conducted by an independent auditing firm. The Idaho State Charter Commission may choose to do an independent audit at their own expense. An independent audit may be performed as specified for the Renewal Audit or at such time as revocation or non-renewal of the charter may be initiated.

*The financial audit shall be submitted to the Bureau of Public School Finance and the Bureau of Curriculum and Accountability at the State Department of Education by October 15<sup>th</sup> for the previous year ending June 30<sup>th</sup>. Both the programmatic audit and the financial audit shall be submitted to the Idaho State Charter Commission by October 15<sup>th</sup> for the previous year ending June 30<sup>th</sup>.*

## **J. Accreditation**

Rolling Hills Public Charter School will obtain accreditation in accordance with *Idaho Code 33-119*. An accreditation committee appointed by the Principal will choose the appropriate accreditation standard and oversee the accreditation process. After accreditation, the Principal will submit annual accreditation reports to the Idaho State Department of Education *and the Idaho State Charter School Commission*. *The accreditation standard will be chosen from among the Idaho Elementary/Secondary State Accreditation Standards.*

## **IV. STUDENTS**

### **A. Admission Procedures**

Rolling Hills Public Charter School has identified the following admission procedures:

- Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, familial status, social or economic status, or special needs.
- Prior to enrollment each year, Rolling Hills Public Charter School will advertise in a local newspaper and make application cards available at the Charter School office or other designated locations. The application will include information pertinent to filling a limited number of positions in each classroom.
- The primary attendance area for Rolling Hills Public Charter School shall be a two (2) mile radius around the school and shall be defined upon the purchase of the property.
- First preference will be given to children of founders, provided that this admission preference shall be limited to not more than 10% of the total enrollment.
- Second preference will be given to siblings of students already in attendance.
- All other students will be selected by lottery or other random method, giving priority preference to students within the primary attendance area.
- Once enrolled in RHPCS, students will not be required to reapply each year thereafter. Once admitted, no student will be removed or replaced when a student from a higher priority pool seeks admission.
- The lottery or other random method that determines enrollment shall begin with the highest grade level and finish with kindergarten.

RHPCS reserves the right to amend the primary attendance area and procedures.

#### **1. Public School Attendance Alternative**

Because Rolling Hills Public Charter School is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the area. . Students located within the attendance area of the Charter School would have the option to enroll in existing public schools presently serving the area. No student will be required to attend Rolling Hills Public Charter School.

#### **2. Over-Enrollment Procedures**

Rolling Hills Public Charter School has identified the following over-enrollment procedures:

- a. Lottery pools will be established for each preference pool, starting with Founders' children, then siblings, then primary attendance area students, and finally outside of primary attendance area students. Applications will be drawn from the pools for placement on the waitlists and prioritized for a position in

the school according to the order in which the application was drawn. Those on the waiting list may be placed in the school at any time during the year should an opening occur. Available positions will be filled in order of preference, as mentioned in section IV. A. above.

b. Once on a waiting list, students will be required to reapply each year thereafter. Students wishing to be removed from the waiting list must make their request in writing to Rolling Hills Public Charter School.

c. Once the enrollment period is complete and waiting lists have been established through lottery as described above, subsequent applications will be added to the waiting lists on a first come-first served basis.

d. All over enrollment lotteries will be conducted by an independent third party with supervision by the Idaho State Charter Commission and RHPCS.

## **4. Non-Discrimination**

Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, familial status, social or economic status, or special needs as required by federal state and local laws. The number of special education students that the school expects to have depends upon the application of students and the number of special education students in the attendance area.

### ***B. Minimum Enrollment***

The minimum enrollment for financial viability depends on the financial status of the school at the moment. It is expected that the minimum enrollment for financial viability is approximately 180 students, or about an average of 20 students per class, extending for longer than six months. A more precise estimate will be available three months prior to school opening.

As enrollment approaches the minimum for financial viability, the Board of Directors shall take action including, but not limited to, the following:

- Increase enrollment demand through a marketing campaign.
- Increase fund-raising from external sources through the PFA.
- Request voluntary donations from parents.
- Eliminate or defer expenses.
- Prepare for the termination of operation as necessary.

## **1. Attendance Requirements**

*School Attendance Philosophy.* Students, parents, and educators recognize the importance of attendance and punctuality at school. Key reasons for regular and punctual attendance are employability, educational benefits, and success in school.

- *Employability*—Punctuality and attendance are important skills for employment identified by employers. Developing these skills is critical whether students plan to work during the school year, after graduation, or after college.

- *Educational Benefits*—Regular attendance assures that students stay current in academic skills, personal management skills, and teamwork skills.
- *Success*—Students must be present in order to experience success. Further, each student's presence enhances the success of the entire class.

*Excused Absences.* Absences from school with the knowledge and approval of a student's parents/guardian are excused absences, but such absences are counted toward the maximum allowed per semester. In order for an absence to be excused, oral or written communication from the student's parents/guardian must be received within 48 hours of the last day of the absence, except for school approved activity absences.

*Make-up Work.* Make-up work is allowed for students who have excused absences. The classroom teacher will provide the student or the parent/guardian who requests make-up work with: a) a list of pages covered during the absence; b) information about assignments or special projects; c) a copy of all handout materials given during the absence. Credit for make-up work is not allowed for an unexcused absence.

*Tardies.* A student is tardy if he or she is not in the assigned classroom when the bell rings. In general, tardiness will be dealt with on an individual basis. For Grade 7-9 students, parents will be notified of the 4th, 5th, and 6th tardies during each semester. A loss of class credit may occur if the student is tardy a 7th time unless it is successfully appealed.

*Attendance Requirements.* Students may have a maximum of nine (9) absences per semester, or the number of absences permitted by the Idaho State Department of Education, whichever is fewer. Absence from class for any reason, including family convenience, shall be counted when the percentage of attendance and eligibility for promotion or credit is being considered.

*Notification of Absences and Discipline.* Parents/guardians will be notified of the 5th, 8th, and 10th absences from class during a semester. Notice of the 10th absence will inform the parent/guardian of the loss of credit, and include the appeal rights to challenge the loss of credit. The school Principal may deny a promotion to the next grade or deny credit for a class to any student who exceeds the maximum number of absences.

*Grounds for an Appeal.* Those students who have valid reasons to believe that all or part of their absences are the result of extraordinary circumstances may request a review of their case following the attendance appeal process below. Extraordinary circumstances may include, but are not limited to, verified illness or medical treatment, death in the family or death of close friends, and medical or dental professional appointments.

*Attendance Appeal Process.* If a parent/guardian wishes to appeal loss of credit or a denial of promotion to the next grade due to the attendance requirement, truancies, or the number of tardies, the following policy applies:

- The parent/guardian has five (5) school days from the date shown on the notification to appeal the loss of credit or denial of promotion.
- The appeal process starts with the Principal. An adverse decision may be appealed to the Board of Directors. The decision of the Board of Directors is final.
- In each situation, representatives of the school and the parent/guardian have five (5) days in which to respond to the appeal or the ruling. Appeals and responses shall be in writing.

### **C. Student Rights and Responsibilities**

Rolling Hills Public Charter School will assemble a student handbook, following state law, that outlines a Code of Conduct including expectations and consequences for unacceptable behavior. Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps:

Step 1: Parent/Guardian Incident *Written* Notification Procedure

Step 2: *Peer Mediation and/or Principal Intervention after written notification to parent/guardian. Principal Intervention includes disciplinary measures within the school designed to address the behavior problem while insuring the safety of all staff and students.*

Step 3: *Suspension by the principal or RHPCS Board of Directors in compliance with requirements of section 33-205, Idaho Code.*

Step 4: *Expulsion by the RHPCS Board of Directors in compliance with requirements of section 33-205, Idaho Code.*

*The RHPCS Board of Directors shall have the right to expel or deny enrollment to any student as set out in section 33-205, Idaho Code. Readmission of any student suspended or expelled, or admission of any student who has been denied admission shall be governed by section 33-205, Idaho Code.*

## **D. Health and Safety**

Rolling Hills Public Charter School will comply with the following health and safety procedures:

- Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
- Require that all students show proofs of immunization before being enrolled at the Rolling Hills Public Charter School.
- Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
- Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
- Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the Rolling Hills Public Charter School's insurance carriers and at a minimum address the above and the following items:
  - Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
  - Policies relating to preventing contact with blood-borne pathogens.
  - A policy requiring that all staff receives training in emergency response, including appropriate "first responder" training.
  - Policies relating to the administration of prescription drugs and other medicine.

- A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
- Policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.

Policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts.

## ***E. Student Activities***

Rolling Hills Public Charter School's Principal and staff will determine the school's student activities, as appropriate and necessary, including student government, student organizations, trips, before and after school care, interscholastic and intramural sports and activities, band, orchestra, and choir.

## ***F. Student Fees***

No fees from students are planned at this time. Some fees may be identified in the future by the Principal, as appropriate, and as allowed by the state law. Accommodations for low-income students will be made through fundraising efforts of the Parent-Faculty Association. Rolling Hills Public Charter School is a public charter school and will not charge tuition.

# **V. COMMUNITY RELATIONS**

## ***A. Public Relations***

As outlined in the following sections, Rolling Hills Public Charter School intends to implement a solid plan to attract a sufficient and diverse student body, to provide for open communication, and to convey information about the school competently and accurately.

### **1. Recruiting and Marketing**

RHPCS will actively recruit students for enrollment through advertising in a local newspaper, in both English and Spanish, and through announcements at local schools and public offices, to attract a sufficient pool of potential applicants that includes disabled, low-income and racially diverse students. The advertising process for RHPCS will include all current requirements as stated in Idaho code 33-5205.

### **2. Information Sharing**

Rolling Hills Public Charter School's Principal will determine plans for sharing the school's annual report and other relevant information on the school's performance.

### **3. Public Information Personnel**

The Principal will administer the public information program, under the direction of the Board of Directors.

#### ***B. Public Participation***

As described earlier, parents of students who attend Rolling Hills Public Charter School will be involved in the education of their children and in the school at many levels. The process to ensure parental involvement will be as follows:

- Parents will receive a student/parent handbook at registration.
- Parents will fill out an in-depth profile of their child.
- Parents will be encouraged to attend two parent teacher conferences per year.
- Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
- Parents will be encouraged to be involved in the Parent-Faculty Association (PFA) and to volunteer for school projects, programs, and committees, and to work specifically with students who are challenged academically.
- Parents will be encouraged to provide an appropriate learning environment at home for study.

#### **1. Complaint Process**

Rolling Hills Public Charter School's procedures for a complaint process for parents/guardians and the public will be similar to that of local school districts, with the ultimate authority residing with the Board of Directors of the Rolling Hills Public Charter School.

#### **2. Public Accountability**

The Board of Directors of Rolling Hills Public Charter School will determine the process for addressing issues related to public accountability.

#### ***C. Public Access***

Rolling Hills Public Charter School's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be similar to that of the local public schools. The Charter School will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. Rolling Hills Public Charter School gives permission for public inspection.

#### ***D. Public Conduct for Safe Schools***

Rolling Hills Public Charter School's plans and policies for public conduct in the school which protects the

safety, welfare, and education of students, will be aligned generally with that of the Idaho State Department of Education's standards.

## **VI. PERSONNEL**

### **A. *Employment Practices***

Rolling Hills Public Charter School's full-time staff will meet or exceed qualifications required by state law. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of Rolling Hills Public Charter School as outlined within this petition. The Principal will make recommendations to the Board of Directors for approval of instructional staff.

Rolling Hills Public Charter School reserves the right to seek waivers or limited certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. *RHPCS will meet the No Child Left Behind Highly Qualified Teacher requirements.* Additionally, Rolling Hills Public Charter School reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis.

*All employees shall undergo criminal history background checks as described in Section 33-130, Idaho Code.*

Job announcements and all other hiring practices will be free of discriminatory language.

#### **1. Professional Opportunities**

Faculty at Rolling Hills Public Charter School will work in an environment where they have opportunities to work with other faculty to align subject areas. The Principal will determine in-service training days in order to provide teachers with training in the teaching methods described in this petition.

#### **2. Background Checks**

All employees will undergo State of Idaho criminal background checks and FBI fingerprinting checks.

#### **3. Potential Applicants**

Names and positions of potential employees of the charter school, their backgrounds and experiences, and three (3) professional references for each are not available at this time.

#### **4. Targeted Staff Size**

Rolling Hills Public Charter School will employ one teacher per class, with additional staff for history, music, foreign language, and physical education. The goal is to have one instructor per 25 students.

## **5. Teacher Certification**

A copy of the certificates for all certified teachers/staff members will be provided to the Idaho State Charter Commission.

### ***B. Employee Benefits***

All employees will participate in the following programs and benefits: group health insurance, leave benefits, Public Employee Retirement System, Federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance to the extent allowed and required by law. *Accumulation of sick leave for teachers shall be up to ninety (90) days and be governed by section 33-1217, Idaho Code.*

### ***C. Transfer Rights***

Employees of Rolling Hills Public Charter School retain the following transfer rights:

1. A local school district-certificated employee who leaves the district for employment at a Charter School, but requests to be re-employed by the district within two (2) years of the date when he/she was last employed by the district shall be provided, if appropriate, with a position similar to the one held prior to leaving the district.
2. A Rolling Hills Public Charter School certificated employee who requests to be re-employed by the previous district after two (2) years, but within five (5) years, of the date that he/she was last employed by the district, shall be placed on manifests, as appropriate in compliance with district policies and procedures, and as a part of the district's process for new employees if the employee is seeking an assignment in the same area of certification as when he/she was formerly employed by the district and if the employee provides the district with the following information: an updated transcript and resume, a recommendation and/or evaluations from the charter school, and an indication of his/her preferences for assignment(s), grade(s), or subject(s).
3. A Rolling Hills Public Charter School certificated employee who requests to be re-employed by a school district after two (2) years of the date that he/she was last employed by the district and who is seeking an assignment in a different area of certification as when he/she was formerly employed by the district must apply through the district's equal opportunity employment procedures.
4. A Rolling Hills Public Charter School certificated employee who requests to be re-employed by a local school district after five (5) years of the date that he/she was last employed by the district must apply through the district's equal opportunity employment procedures.
5. A Rolling Hills Public Charter School certificated staff member who has never been employed by the local school district and who wishes to be employed by the district, must apply through the district's equal opportunity employment procedures.
6. Return of a former local school district employee to the district during an academic year shall be at the sole discretion of the district.
7. *Employment of teachers and administrator shall be on written contract in a form as*

*approved by the State Superintendent of Public Instruction, conditional upon a valid certificate being held by such professional personnel at the time of entering upon the duties of thereunder.*

#### **D. Experience for Salary Schedule**

Certified teachers at Rolling Hills Public Charter School shall be considered public school teachers. Educational experience shall accrue for service at the school, and such experience shall be counted by the local school district if a teacher returns after employment in the charter school. Certificated employees who are hired by the local district from the Rolling Hills Public Charter School shall have their charter school experience count on the salary schedule the same as the certificated employees hired from other school districts. Rolling Hills Public Charter School certificated employees who are re-employed by the local district shall receive full credit for their years of service in the district.

#### **E. Collective Bargaining**

Rolling Hills Public Charter School's *staff* will be a separate unit for purposes of collective bargaining.

#### **F. Health and Safety**

Rolling Hills Public Charter School will comply with the following health and safety procedures:

1. Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
2. Require that all students show proofs of immunization before being enrolled at the Rolling Hills Public Charter School.
3. Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
4. Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
5. Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the Rolling Hills Public Charter School's insurance carriers and at a minimum address the above and the following items:
  - Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
  - Policies relating to preventing contact with blood-borne pathogens.
  - A policy requiring that all staff receives training in emergency response, including appropriate "first responder" training.
  - Policies relating to the administration of prescription drugs and other medicine.

- A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
- Policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.

Policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts.

## ***G. Staff Development***

### **1. Staff Development Plans**

Rolling Hills Public Charter School's Principal will ensure that the school's employees understand and are able to implement the school's vision upon hiring and through in-service training.

### **2. Technology Competency**

Rolling Hills Public Charter School shall meet the state's accreditation requirement for technology competencies for all certified staff.

## **VII. ADMINISTRATION**

Administrative services will be provided by the Rolling Hills Public Charter School Principal supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board of Directors as outlined in section VIII.D.2. of this petition. The Principal will also serve as the liaison between the Rolling Hills Public Charter School and its Board of Directors, the Idaho State Charter Commission, and parents. Financial operations will be contracted out to licensed and bonded entities or provided by the Idaho State Charter Commission as an in-kind donation. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

### ***A. Day-to-Day Operations***

The Principal in coordination with the Charter School Board of Directors will determine the day-to-day operations of Rolling Hills Public Charter School.

### ***B. Administrator Qualifications***

Refer to Appendix D for the job description and qualifications for Principal of the Rolling Hills Public Charter School.

## **VIII. FINANCIAL MANAGEMENT**

### **A. *Budget***

#### **1. **Startup Budget****

The budget for Rolling Hills Public Charter School will be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education, will be presented at a public hearing in June of the year the school will open, and will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. Copies of the budget will be provided to the Idaho State Charter Commission. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format. (Please refer to Appendix E.)

#### **2. **Long-Term Budget****

A five-year budget and cash flow analysis is attached. (See Appendix E.)

### **B. *Income Sources***

Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

#### **1. **Working Capital and Assets****

Rolling Hills Public Charter School does not expect to have working capital and assets until after the Charter is approved.

#### **2. **Fundraising****

A committee has been established to conduct fundraising efforts to generate capital or to supplement the per-pupil allocations.

### **C. *Expenditures***

Expenditures will be handled as described in the following sections.

#### **1. **Purchasing Process****

Rolling Hills Public Charter School's Principal will determine procedures for procuring goods and services, with approval of the Board of Directors. Purchasing procedure will be in compliance with State Law, Idaho Code 33-601.

## **2. Payroll Processing**

Rolling Hills Public Charter School intends to outsource its payroll processing as determined by the Principal, with approval of the Board of Directors.

## ***D. Reports and Audits***

Rolling Hills Public Charter School will provide the following audits and reports.

### **1. Cash-Flow Projection**

Rolling Hills Public Charter School will provide a monthly cash-flow projection, to the Idaho State Charter Commission that details revenues and expenditures for the first year of operation.

### **2. Annual Audit and Reporting**

Rolling Hills Public Charter School will conduct an independent financial audit annually. The Idaho State Charter Commission may choose to do an independent audit at its own expense. An independent audit may be performed as specified for the Renewal Audit at such time as revocation or non-renewal of the charter may be initiated. Rolling Hills Public Charter School will follow the requirements set forth by Idaho statute regarding audit reporting.

## ***E. Financial Operations***

Financial operations of the Rolling Hills Public Charter School are outlined in the following sections.

### **1. Financial Management**

The accounting records will be kept in accordance with generally accepted accounting principles. Rolling Hills Public Charter School will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering.

### **2. Financial Management Personnel**

The Principal of Rolling Hills Public Charter School will be responsible for financial management.

### **3. Bonding**

Documentation of bonding of all personnel involved in the school's financial operations will be provided prior to the opening of the school.

## **IX. NONINSTRUCTIONAL OPERATIONS**

### **A. Insurance and Liability**

To the fullest extent permitted by law, Rolling Hills Public Charter School, Inc. agrees to indemnify and hold harmless the state of Idaho, the Idaho State Charter Commission, or any other sending districts, and their officers, directors, agents, or employees from and against all claims, damages, losses and expenses, including but not limited to attorneys' fees, arising out of or resulting from any action of the school, provided that such claim, damage, loss or expense (a) is attributable to bodily injury, sickness, disease or death, or to injury or to destruction of tangible property including the loss of use resulting therefrom; and (b) is issued in whole or in part by any negligent act or omission of the school, any contractor of the school, or anyone directly or indirectly employed by any of them who may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder. Such obligation will not be construed to negate, abridge, or otherwise reduce any other right or obligation of indemnity, which would otherwise exist as to any party or person, described in this paragraph. No host, or receiving district, will be held liable for damages in an action to recover for bodily injury, personal injury, or property damage arising out of the establishment or operation of the school.

The Idaho State Charter Commission shall have no liability for the acts, omissions, debts or other obligations of any charter schools, except as may be provided in an agreement or contract between the Commission and Rolling Hills Public Charter School.

#### **1. Types of Insurance**

Rolling Hills Public Charter School will procure and maintain a policy of general liability insurance and errors and omissions insurance in the amount required by state law. Insurance will be provided by insurance companies who have and maintain a rating of "A" according to the A.M. Best Company. Rolling Hills Public Charter School will have the same role as a public school in matters of civil liability. A copy of the proof of insurance will be given to the Idaho State Charter Commission each time it is renewed to insure continuous coverage. In addition the Idaho State Charter Commission will be listed as an additional insured.

The Rolling Hills Public Charter School will provide a list of all other types and amounts of insurance required by the Idaho State Charter Commission prior to the opening of the school.

#### **2. Liability**

*RHPCS may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same conditions as a traditional public school district, and its employees, directors and officers shall enjoy the same immunities as employees, directors and officers of traditional public school districts and other public schools, including those provided by chapter 9, title 6, Idaho Code.*

### **B. Transportation**

Student transportation will be decided upon approval of final site plans.

## **C. Food Service**

No food service is planned during the initial operation of the school. However, the Charter School may contract for food service at any time in the future.

## **D. Clerical Services**

Rolling Hills Public Charter School's Principal will determine plans for clerical services, including preparing and submitting state reports.

### **1. School Records**

*Rolling Hills Public Charter School's Principal will determine how the school will maintain school records and required information. Student records shall be maintained and stored on secure electronic media with hard copies in secure files. The records shall be kept at the school location. The principal or his or her designee shall have access of the records unless a hearing, proceeding or other incident requires the disclosure of those records to the RHPCS Board of Directors or other third parties, including but not limited to law enforcement and other State agencies. Any disclosure shall be subject to applicable State and Federal statutes. RHPCS shall comply with the Family Educational Rights and Privacy Act (FERPA).*

### **2. Attendance Reporting**

Rolling Hills Public Charter School will follow similar procedures to local public schools' methods for reporting attendance and enrollment information to the state for funding purposes.

### **3. IRS Regulations**

Rolling Hills Public Charter School will comply with all Internal Revenue Service (IRS) regulations and reporting requirements.

## **E. Custodial Services**

Rolling Hills Public Charter School's Principal will determine plans for custodial services.

## **X. SCHOOL FACILITIES**

### **A. Facility Description**

Prior to the start of school, the facilities will be inspected to ensure compliance with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code and the Americans with Disabilities Act.

*Site Suitability*—Rolling Hills Public Charter School has chosen two locations and will consult with the Idaho State Charter School Commission in selecting the most appropriate location.

## ***B. Lease/Purchase Documentation***

Rolling Hills Public Charter School will provide complete documentation for the lease or purchase of the facilities prior to the opening of the Charter School and by the date stipulated in the contract.

## ***C. Inspection Reports***

Rolling Hills Public Charter School will provide certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped prior to the opening of the school and by the date specified in the contract. RHPCS also will provide regular inspections of the facilities for health, safety, and fire compliance and provide copies of those reports to the Idaho State Charter School Commission.

# **XI. RELATIONS WITH THE COMMISSION**

## ***A. Commission/Charter School Communications***

Rolling Hills Public Charter School will engage in periodic discussions with the Idaho State Charter Commission concerning the implementation of the charter contract. The intent of these discussions would be to work out the concerns of both parties early and to be proactive.

## ***B. Length of the Contract***

Once approved, the renewal of RHPCS' charter will be ongoing until revoked, in compliance with current Idaho code.

## ***C. Project Timeline***

A project timeline for opening the school will be provided to the Idaho State Charter Commission after approval of the Charter. It will include the steps that must be accomplished before the Rolling Hills Public Charter School opens, including marketing, recruiting students, buying equipment, constructing the building, and training the staff.

## ***D. Additional Services***

The following services may be provided under a separate annual contract agreement: payroll, accounting, purchasing, food service, special education, activity programs, and health insurance.

## ***E. Policy Manual***

Rolling Hills Public Charter School will develop a policy manual with approval of the Board of Directors. A copy of the policy manual will be provided to the Idaho State Charter Commission.

*State Compliance*—Rolling Hills Public Charter School will comply with the rules of the State Board of Education and Superintendent for Public Instruction as they relate to Charter Schools and all state statutes applying to public education unless exempt through charter legislation.

## **F. Additional Reporting**

Additional reports may be provided at the discretion of the Charter School as information that may be useful to the Idaho State Charter Commission is discovered.

## **G. Right to Evaluate Contract Compliance**

The Idaho State Charter School Commission, or designee shall retain the right at any time to evaluate the degree to which Rolling Hills Public Charter School is meeting the terms of the contract. The Commission may choose to have a representative(s) or an independent evaluator(s):

- visit the Charter School,
- review the Charter School's records and data,
- directly survey the Charter School's parents/guardians, students, or employees,
- audit the books of the Charter School,
- and pursue other reasonable means of determining accountability for the Charter School contract.

To enact any of the above measures, the Idaho State Charter School Commission or designee must state the specific nature of the concern and that the concern must be substantial. The request must be reasonable in terms of the timing and the amount or types of information required.

## **H. Dispute Resolution**

*The Public Charter School Commission and RHPCS will resolve disputes relating to provisions of the charter following the procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the State Board of Education for notice of defect and submission of a corrective action plan.*

## **I. Amending the Contract**

A material revision of the terms of the Charter School contract requires the approval of the Idaho State Charter Commission and the Charter School's Board of Directors.

## **J. Termination**

Rolling Hills Public Charter School understands that the Idaho State Charter Commission may terminate the charter if it finds that the Charter School has:

1. Committed a material violation of any condition, standard or procedure set forth in the charter petition or contract.
2. Failed to substantially meet one or more of the student educational standards identified in the charter contract.
3. Failed to meet generally accepted accounting standards of fiscal management.
4. Failed to submit required reports to the Commission.
5. Lost substantial support of the school's students, parents, staff, and/or community.
6. Shown that it is not in the best interest of students for the school to continue operation.
7. Violated any provision of law.
8. Filed for bankruptcy or financial reorganization and is unable to pay its creditors.
9. Except in emergency situations, the Idaho State Charter School Commission will provide thirty (30) days written prior notice and an opportunity for the school's board of directors to be heard by the Commission before the Commission can terminate the charter contract.
10. A decision to terminate or not to renew a charter may be appealed directly to the Idaho State Board of Education.

## ***K. Dissolution***

In cases of termination or non-renewal, the Chair of the Board of Directors of Rolling Hills Public Charter School is responsible for the dissolution of the business and affairs of the school. Rolling Hills Public Charter School will fully cooperate with the Idaho State Charter Commission for the dissolution process. All records of students will be immediately transferred to the receiving district.

**This school's Charter Appendices are on file with the Idaho Public Charter School Commission.**

**Appendix D: Public Charter School Closure Protocol**



# **CLOSURE PROTOCOL**

**August 2013**

## Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at [www.charterschoolquality.org](http://www.charterschoolquality.org). The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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# Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.<sup>2</sup> Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”<sup>3</sup>

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

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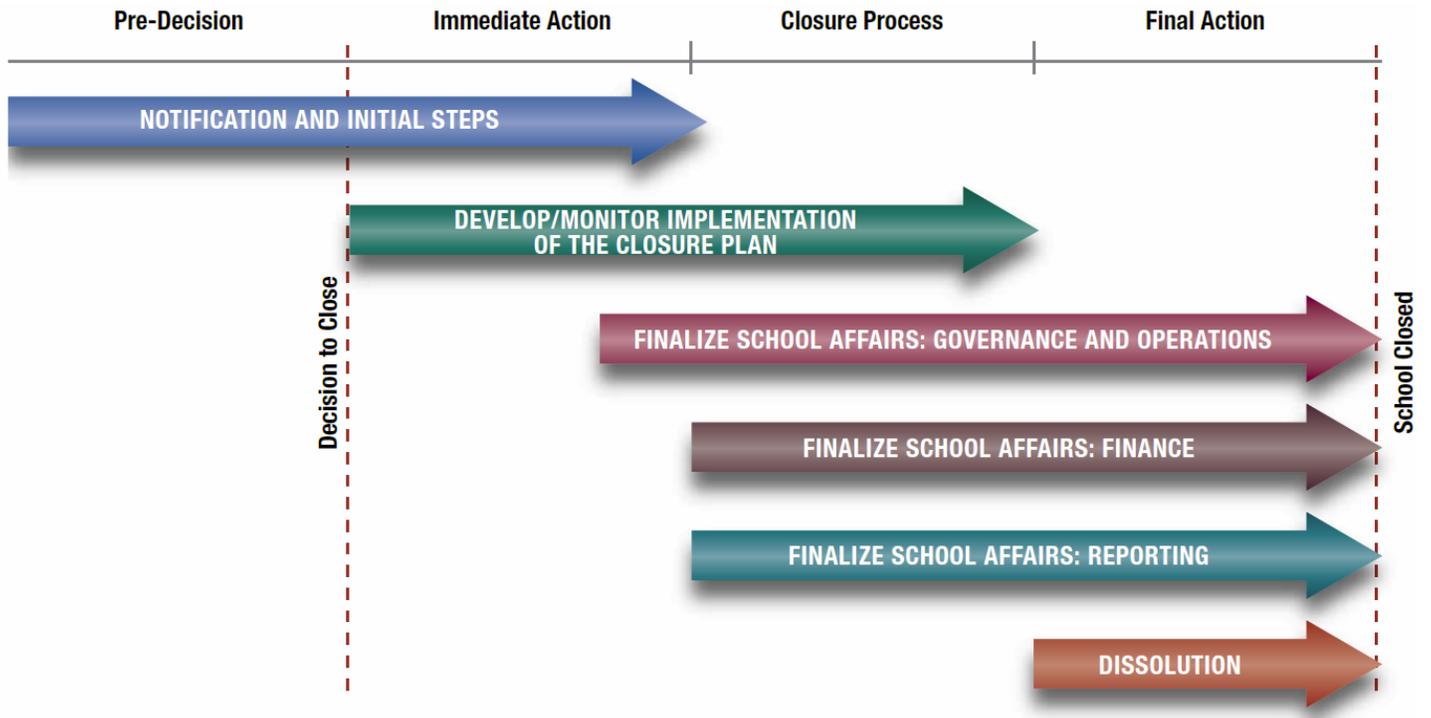
## Endnotes

<sup>1</sup> Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

<sup>2</sup> I.C. § 33-5212

<sup>3</sup> Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

# A Conceptual Timeline for Closure



## Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Meet with PCSC and SDE staff</b></p> <p>Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator and a representative of the school’s board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to:</p> <ol style="list-style-type: none"> <li>1. Review the remaining process for finalizing the closure decision as applicable</li> <li>2. Review the Closure Protocol and tasks and clarify critical deadlines</li> <li>3. Identify points of contact for media or community questions</li> <li>4. Draft communication to staff, families, and affected districts</li> </ol>	School, PCSC, SDE			
<p><b>Notify Parents / Guardians of Potential Closure</b></p> <ol style="list-style-type: none"> <li>1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease.</li> <li>• Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for parents/guardians with questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Notify School Districts Materially Impacted</b></p> <ol style="list-style-type: none"> <li>1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Copy of the letter sent to parents.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Meet with Charter School Faculty and Staff</b></p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> <li>1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision.</li> <li>2. Emphasize importance of maintaining continuity of instruction through the end of the school year.</li> <li>3. Emphasize need to limit expenditures to necessities.</li> <li>4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer.</li> <li>5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work.</li> <li>6. Describe assistance, if any, that will be provided to faculty and staff to find new positions.</li> </ol>	School			
<p><b>Review and Report on Finances</b></p> <ol style="list-style-type: none"> <li>1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps.</li> <li>2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved.</li> <li>3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.</li> </ol>	School, PCSC, SDE			

<p><b>Send Additional and Final Notifications</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. The letters notifying staff, parents, and other districts of the final closure decision should include: <ul style="list-style-type: none"> <li>• The last day of instruction.</li> <li>• Any end-of-the-year activities that are planned to make the transition easier for parents and students.</li> <li>• 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.</li> <li>• Basic information about the process for access and transfer of student and personnel records.</li> </ul> </li> </ol>	<p>School, PCSC</p>			
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## Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Establish Transition Team, Develop Closure Plan, and Assign Roles</b></p> <ol style="list-style-type: none"> <li>1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> <li>• A member of the PCSC staff</li> <li>• A member of the SDE staff</li> <li>• Charter school board chair</li> <li>• Lead administrator from the charter school</li> <li>• Lead finance person from the charter school</li> <li>• Additional members as deemed appropriate</li> </ul> </li> <li>2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.</li> </ol>	School, PCSC, SDE			
<p><b>Establish a Schedule for Meetings and Interim Status Reports</b></p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> <li>1. Reassignment of students and transfer of student records.</li> <li>2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access.</li> <li>3. Notification to entities doing business with the school.</li> <li>4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors.</li> <li>5. Sale, dissolution, or return of assets.</li> <li>6. Submission of all required reports and data to the authorizer and/or state.</li> </ol>	School			
<p><b>Submit Final Closure Report</b></p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

## Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain Identifiable Location</b></p> <p>Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	School			
<p><b>Protect School Assets</b></p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> <li>1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan.</li> <li>2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc.</li> <li>3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.</li> </ol>	School			
<p><b>Notify Commercial Lenders / Bond Holders (if applicable)</b></p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p><b>Terminate EMO /CMO Agreement (if applicable)</b></p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> <li>1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds.</li> <li>2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction.</li> </ol> <p>The school and the management company agree when other services including business services will end.</p>	School			
<p><b>Notify Contractors and Terminate Contracts</b></p> <ol style="list-style-type: none"> <li>1. Notify all contractors, including food service and transportation, of school closure.</li> <li>2. Retain records of past contracts and payments.</li> <li>3. Terminate contracts for goods and services as of the last date such goods or services will be needed.</li> </ol>	School			
<p><b>Notify Employees and Benefit Providers</b></p> <ol style="list-style-type: none"> <li>1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. <a href="#">WARN</a> and <a href="#">COBRA</a>) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor.</li> <li>2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> <li>• Medical, dental, vision plans.</li> <li>• Life insurance.</li> <li>• PERSI, 403(b), or other retirement plans</li> </ul> </li> <li>3. Consult legal counsel as specific rules and regulations may apply to such programs.</li> </ol>	School			

## Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain and Organize Records</b></p> <ol style="list-style-type: none"> <li>Maintain all corporate records related to: <ul style="list-style-type: none"> <li>Loans, bonds, mortgages and other financing.</li> <li>Contracts.</li> <li>Leases.</li> <li>Assets and their sale, redistribution, etc.</li> <li>Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42.</li> <li>Governance (minutes, bylaws, policies).</li> <li>Accounting/audit, taxes and tax status, etc.</li> <li>Employees (background checks, personnel files).</li> <li>Employee benefit programs and benefits.</li> <li>Any other items listed in the closure plan.</li> </ul> </li> <li>Determine where records will be stored after dissolution.</li> </ol>	School			
<p><b>Transfer Student Records and Testing Material</b></p> <ol style="list-style-type: none"> <li>Ensure that all student records are organized and complete</li> <li>Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> <li>Individual Education Programs (IEPs) and all records regarding special education and supplemental services.</li> <li>Student health / immunization records.</li> <li>Attendance record.</li> <li>Any testing materials required to be maintained by the school.</li> <li>Student transcripts and report cards.</li> <li>All other student records.</li> </ul> </li> <li>Document the transfer of records to include: <ul style="list-style-type: none"> <li>Date of transfer (for each individual student file transferred).</li> <li>Signature and printed name of the charter school representative releasing the records.</li> <li>Name and contact information of the receiver's representative.</li> <li>The total number and percentage of general and special education records transferred.</li> </ul> </li> </ol>	School			
<p><b>Inventory Assets and Prepare Federal Items for Pick-up</b></p> <ol style="list-style-type: none"> <li>Inventory school assets, and identify items: <ul style="list-style-type: none"> <li>Loaned from other entities.</li> <li>Encumbered by the terms of a contingent gift, grant or donation, or a security interest.</li> <li>Belonging to the EMO/CMO, if applicable, or other contractors.</li> <li>Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> <li>Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed.</li> </ul> </li> </ul> </li> <li>Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned.</li> <li>Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> <li>Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory.</li> <li>PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day.</li> <li>At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items.</li> </ul> </li> </ol>	School, PCSC			

## Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Maintain IRS 501(c)(3) Status</b> Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
<b>Notify Funding Sources / Charitable Partners</b> Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
<b>Review and Revise School Budget</b> <ol style="list-style-type: none"> <li>Review the school's budget and overall financial condition.</li> <li>Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE.</li> <li>Identify acceptable use of reserve funds.</li> </ol>	School, PCSC, SDE			
<b>List all Creditors and Debtors</b> Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> <li>Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors.</li> <li>Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.</li> </ol>	School			
<b>Notify Debtors and Process Payments</b> Contact debtors to request payment. Process and document received payments.	School			
<b>Determine PERSI Obligations</b> Contact PERSI to determine remaining liabilities for employee retirement program.	School			
<b>Notify and Pay Creditors</b> <ol style="list-style-type: none"> <li>Notify all creditors of the school's closure and request final invoices.</li> <li>Sell appropriate assets.</li> <li>Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.</li> </ol>	School			
<b>Itemize Financials</b> Review, prepare and make available the following: <ol style="list-style-type: none"> <li>Fiscal year-end financial statements.</li> <li>Cash analysis.</li> <li>Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes.</li> <li>Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.</li> </ol>	School			
<b>Close Out All State and Federal Grants</b> Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
<b>Prepare Final Financial Statement</b> Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> <li>All assets and the value and location thereof.</li> <li>Each remaining creditor and amounts owed.</li> <li>Statement that all debts have been collected or that good faith efforts have been made to collect same.</li> <li>Each remaining debtor and the amounts owed.</li> </ol>	School			
<b>Complete Final Financial Audit</b> Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
<b>Reconcile with State</b> Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

## Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Prepare and Submit End-of-Year Reports</b> <ol style="list-style-type: none"> <li>1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines.</li> <li>2. Prepare and submit annual reports to the authorizer.</li> </ol>	School, PCSC			
<b>Prepare Final Report Cards and Student Records Notice</b> Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
<b>Prepare and Submit Final ISEE Report</b> Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
<b>Prepare and Submit Final Budget and Financial Reporting</b> Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
<b>Prepare and Submit All Other Required State and Federal Reports</b> <ol style="list-style-type: none"> <li>1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines.</li> <li>2. Prepare and submit reports to the SDE and/or federal government.</li> </ol>	School, SDE			
<b>Prepare and Submit Final Closure Report to the PCSC</b> Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> <li>1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed</li> <li>2. The school's final financial status, including the final independent audit</li> <li>3. The status of the transfer and storage of student records, including:               <ul style="list-style-type: none"> <li>• The school's total enrollment at the start of the final semester</li> <li>• The number and percentage of student records that have been transferred prior to closure</li> <li>• The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure</li> <li>• A copy of public communication to parents regarding how to access student records after closure</li> </ul> </li> <li>4. The status of the transfer and storage of personnel records, including:               <ul style="list-style-type: none"> <li>• The school's total number of staff at the beginning of the final semester</li> <li>• The number and percentage of personnel records that have been distributed to staff and/or new employers</li> <li>• If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure</li> <li>• A copy of communication to staff regarding how to access personnel records after closure</li> </ul> </li> <li>5. Additional documentation (inventories, operational info, etc.) may be included with the report</li> </ol>	School, PCSC			

## Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Dissolve the Charter School (I.C. § 30-3-110)</b></p> <ol style="list-style-type: none"> <li>1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation.</li> <li>2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9))</li> <li>3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112)</li> </ol>	School			
<p><b>Notify the Secretary of State (I.C. § 30-3-112)</b></p> <ol style="list-style-type: none"> <li>1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> <li>• The name of the non-profit corporation.</li> <li>• The date dissolution was authorized.</li> <li>• A statement that dissolution was approved by sufficient vote of the board.</li> <li>• If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators</li> <li>• Such additional information as the Secretary of State determines is necessary or appropriate.</li> </ul> </li> </ol>	School			
<p><b>Notify Known Claimants (I.C. § 30-3-114)</b></p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p><b>End Corporate Existence (I.C. § 30-3-113)</b></p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> <li>1. Preserving and protecting its assets and minimizing its liabilities.</li> <li>2. Discharging or making provision for discharging its liabilities.</li> <li>3. Disposing of its properties that will not be distributed in kind.</li> <li>4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition.</li> <li>5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws.</li> <li>6. Doing every other act necessary to wind up and liquidate its assets and affairs.</li> </ol>	School			
<p><b>Notify IRS</b></p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”<sup>1</sup>

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_, by and between the Idaho Public Charter School Commission (the “Authorizer”), and **The Village Charter School, Inc.** (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on **April 29, 2010**, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year **2011**; and

WHEREAS, the School’s charter was renewed on **March 1, 2018**, for a five-year term of operations,

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of **July 1, 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

- A. School Mission.** The mission of the School is as follows: The Village Charter School provides a challenging, hands-on curriculum to cultivate students who are critical thinkers and confident leaders in a safe, supportive and loving environment.
- B. Grades Served.** The School may serve students in K-8.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Achieving and maintaining Lighthouse School status;
  - Teaching differentiation using the Limitless Learning Method;
  - Teaching effective leadership principles using the 7 Habits of Highly Effective People;
  - Teaching character development using the ACE Approach and Core Values; and
  - Using teaching methods and curriculum that are challenging and engaging, research-based, hands-on, real-world applicable, and develop critical thinking skills.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

### SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance

Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School’s academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School’s performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School’s Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School’s performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer’s Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit

report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

## SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 550 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

25 students per class in kindergarten and grade 1

30 students per class in grades 2 and 3

33 students per class in grades 4 – 8

TVCS may offer up to two kindergarten and two first grade classrooms in its first year of operation. The school may expand by one classroom per grade, per school year, up to two classrooms per grade in K-8. If enrollment is inadequate in two (2) adjacent grades, classes may be combined as needed.

- 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.** 1747 N Fairmeadow Drive, Boise, ID 83704. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows: The primary attendance area is as described in Appendix C, the School's Charter.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's

compensation insurance, and health insurance.

- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

## **SECTION 6: SCHOOL FINANCE**

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the Performance Framework incorporated into this agreement as Appendix B.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

## **SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION**

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- 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 D.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has

failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.

- 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 **July 1, 2018.**

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**Chairperson, Idaho Public Charter School Commission**

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**Chairperson, The Village Charter School Board**

**Appendix A: Conditions of Authorization/Renewal**

**Appendix B: Performance Framework**

**Appendix C: Charter**

**Appendix D: Public Charter School Closure Protocol**

## **Appendix A: Conditions of Authorization / Renewal**

1. Regarding academic growth in K-8 math:

By June 30, 2021, at least fifty-nine percent (59%) of TVCS's students in grades K-8 will make adequate academic growth to achieve math proficiency on the ISAT within 3 years or by 10<sup>th</sup> grade, whichever comes first.

This condition is based upon a rate of increase sufficient to promote the school's ability to achieve a "meets standard" rating on Academic Measure 3a (Criterion-Referenced Growth in Math) in the performance framework adopted by the PCSC in May 2017, by the end of the next performance certificate term (June 30, 2023).

The outcome shall be calculated using Academic Measure 3a (Criterion-Referenced Growth in Math). References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

2. Regarding proficiency in K-8 ELA:

While TVCS improves its criterion-referenced growth in math, TVCS shall maintain an ISAT ELA proficiency rate comparable to, or better than, the state average.

Proficiency rates will be based upon the appealed data set. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

Regardless of whether or not TVCS agrees to fulfill the specific condition above, TVCS remains responsible for meeting the terms and conditions contained in its signed performance certificate effective July 1, 2018, through June 30, 2023, which will incorporate the performance framework adopted by the PCSC in May 2017.

**Appendix B: Performance Framework**

# THE VILLAGE CHARTER SCHOOL [YEAR] ANNUAL PERFORMANCE REPORT

## INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

## PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

<b>Academic</b>	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
<b>Mission-Specific</b>	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
<b>Operational</b>	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
<b>Financial</b>	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

## ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

<b>Honor</b>	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
<b>Good Standing</b>	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
<b>Remediation</b>	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
<b>Critical</b>	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

### SCHOOL OVERVIEW

<b>Mission Statement</b>	The Village Charter School provides a challenging, hands-on curriculum to cultivate students who are critical thinkers and confident leaders in a safe, supportive and loving environment.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Achieving and maintaining Lighthouse School status;</li> <li>• Teaching differentiation using the Limitless Learning Method;</li> <li>• Teaching effective leadership principles using the 7 Habits of Highly Effective People;</li> <li>• Teaching character development using the ACE Approach and Core Values; and</li> <li>• Using teaching methods and curriculum that are challenging and engaging, research-based, hands-on, real-world applicable, and develop critical thinking skills.</li> </ul>		
<b>School Location</b>	219 N Roosevelt Boise, ID 83706	<b>School Phone</b>	208-336-2000
<b>Surrounding District</b>	Boise School District		
<b>Opening Year</b>	2011		
<b>Current Term</b>	October 10, 2013 – June 30, 2018		
<b>Grades Served</b>	K-8		
<b>Enrollment (Approved)</b>	550	<b>Enrollment (Actual)</b>	

### SCHOOL LEADERSHIP


### STUDENT DEMOGRAPHICS

	School	State	Surrounding District	Neighboring District
<b>Non-White</b>				
<b>Limited English Proficiency</b>				
<b>Special Needs</b>				
<b>Free and Reduced Lunch</b>				

### ISAT PROFICIENCY RATES

Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	
--	--

ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	0	525	0	525	0	300	0
% of Academic Points			0%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned	
	1			
	2			
	3			
	4			
	5			TVCS has chosen not to include Mission-Specific standards.
	6			
Total Mission-Specific Points		0	0	
% of Mission-Specific Points			#DIV/0!	

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	50	0
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0	Total Financial Points	2d	50	0
	3b	25	0			400	0
	3c	25	0		% of Financial Points		0%
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
Additional Obligations	4b	25	0				
	5a	25	0				
Total Operational Points		400	0				
% of Operational Points			0%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	0%	0%	55% - 74%	NA	80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-8

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. 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		
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>	<b>Result      Points Possible      Points Earned</b>
<b>Math Proficiency Rate Comparison to State</b>	<b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.	50      0
	<b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.	30 - 45      0
	<b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.	15 - 29      0
	<b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the state average.	0 - 14      0
		0
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>	<b>Result      Points Possible      Points Earned</b>
<b>ELA Proficiency Rate Comparison to State</b>	<b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.	50      0
	<b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.	30 - 45      0
	<b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.	15 - 29      0
	<b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.	0 - 14      0
		0
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON					
<b>Measure 2a</b>	<b>Do math proficiency rates meet or exceed the district average?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned
Result	Points Possible	Points Earned			
<b>Math Proficiency Rate Comparison to District</b>	<b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.	<table border="1"> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> </tbody> </table>		50	0
	50	0			
	<b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.	<table border="1"> <tbody> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> </tbody> </table>		30 - 45	0
	30 - 45	0			
	<b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> </tbody> </table>		15 - 29	0
	15 - 29	0			
	<b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> </tbody> </table>		0 - 14	0
	0 - 14	0			
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Boise School District will be used for comparison purposes.				
<b>Measure 2b</b>	<b>Do ELA proficiency rates meet or exceed the district average?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned
Result	Points Possible	Points Earned			
<b>ELA Proficiency Rate Comparison to District</b>	<b>Exceeds Standard:</b> The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.	<table border="1"> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> </tbody> </table>		50	0
	50	0			
	<b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.	<table border="1"> <tbody> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> </tbody> </table>		30 - 45	0
	30 - 45	0			
	<b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> </tbody> </table>		15 - 29	0
	15 - 29	0			
	<b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> </tbody> </table>		0 - 14	0
	0 - 14	0			
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Boise School District will be used for comparison purposes.				

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																				
<b>Measure 3a</b> <b>Criterion-Referenced Growth</b> <b>Math</b> <b>Notes</b>	<b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
Result	Points Possible	Points Earned																		
	76-100	0																		
	51-75	0																		
	26-50	0																		
	0-25	0																		
		0																		
<b>Measure 3b</b> <b>Criterion-Referenced Growth</b> <b>ELA</b> <b>Notes</b>	<b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
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	76-100	0																		
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	26-50	0																		
	0-25	0																		
		0																		

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p><b>Measure 1a</b> <b>Implementation of Educational Program</b></p>	<p><b>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</b></p> <p><b>Meets Standard:</b> The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p><b>Partially Meets Standard:</b> The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p><b>Does Not Meet Standard:</b> The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
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<p><b>Measure 1b</b> <b>Educational Requirements</b></p>	<p><b>Is the school complying with applicable educational requirements?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p><b>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
	25																
	15																
	0																
		0															

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p><b>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT																	
<p>Measure 2a Financial Reporting and Compliance</p>	<p><b>Is the school meeting financial reporting and compliance requirements?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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	25																
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		0															
Notes																	
<p>Measure 2b GAAP</p>	<p><b>Is the school following General Accepted Accounting Principles (GAAP)</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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Notes																	
<p>Measure 2c Enrollment Variance</p>	<p><b>Is the school successfully enrolling the projected number of students?</b></p> <p><b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p><b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p><b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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Notes	<p>Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.</p>																

INDICATOR 3: GOVERNANCE AND REPORTING												
<p><b>Measure 3a</b>      <b>Is the school complying with governance requirements?</b></p> <p><b>Governance Requirements</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p><b>Result</b></p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
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<p><b>Measure 3b</b>      <b>Is the board fulfilling its oversight obligations?</b></p> <p><b>Board Oversight</b></p> <p><b>Meets Standard:</b> The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p> <p><b>Partially Meets Standard:</b> Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p> <p><b>Does Not Meet Standard:</b> The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p> <p>Notes</p>	<p><b>Result</b></p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
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OPERATIONAL

<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>
<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
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<p>Notes</p>				<hr/> <p>0</p>
<p>Measure 3e Credentialing &amp; Background Checks</p>	<p>Is the school meeting employee credentialing and background check requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
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<p>Notes</p>				<hr/> <p>0</p>

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	<hr/> 0
Notes				
<b>INDICATOR 4: SCHOOL ENVIRONMENT</b>				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	<p><b>Meets Standard:</b> The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>		25	
			15	
			0	<hr/> 0
Notes				
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>		25	
			15	
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Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.		25	
	<b>Partially Meets Standard:</b> The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0

FINANCIAL

INDICATOR 1: NEAR-TERM																	
<b>Measure 1a</b> <b>Current Ratio</b>	<b>Current Ratio: Current Assets divided by Current Liabilities</b>  <b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i>  <b>Does Not Meet:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.  <b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			10			0				0
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<b>Measure 1b</b> <b>Cash Ratio</b>	<b>Current Ratio: Cash divided by Current Liabilities</b>  <b>Meets Standard:</b> Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).  <b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.  <b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			10			0				0
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<b>Measure 1c</b> <b>Unrestricted Days Cash</b>	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</b>  <b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i>  <b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.  <b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			10			0				0
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<b>Measure 1d</b> <b>Default</b>	<b>Default</b>  <b>Meets Standard:</b> School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.  <b>Does Not Meet:</b> School is in default of financial obligations.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			0				0			
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FINANCIAL

INDICATOR 2: SUSTAINABILITY																	
<p>Measure 2a</p> <p>Total Margin and Aggregated 3-Year Total Margin</p> <p>Notes</p>	<p><b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b></p> <p><b>Meets Standard:</b> Aggregated 3-yr Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the</i></p> <p><b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p><b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
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<p>Measure 2b</p> <p>Debt to Asset Ratio</p> <p>Notes</p>	<p><b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b></p> <p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.</p> <p><b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
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<p>Measure 2c</p> <p>Cash Flow</p> <p>Notes</p>	<p><b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b></p> <p><b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p><b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
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<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p> <p>Notes</p>	<p><b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b></p> <p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			0				0			
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**Appendix C: Charter**



# The Village

CHARTER SCHOOL

THE VILLAGE CHARTER SCHOOL, Inc.  
CHARTER

Opening Date: August 22, 2011  
Physical Location: Boise School District  
School Districts Affected: Boise School District  
& Joint School District # 2

The Village Charter School, Inc.  
Board of Directors  
and Founding Families  
219 N. Roosevelt  
Boise, Idaho 83706

[info@thevillagecharterschool.org](mailto:info@thevillagecharterschool.org)  
[www.thevillagecharterschool.org](http://www.thevillagecharterschool.org)

Approved By:

**Idaho Public Charter School Commission**  
**April 29, 2010**

Amended on March 2, 2016

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**Tab 1**

## **I. Articles of Incorporation I.C. § 33-5204(1)**

*Please refer to Appendix A— Articles of Incorporation.*

## **II. Bylaws of The Village Charter School, Inc. I.C. § 33-5204(1)**

*Please refer to Appendix B— Bylaws of The Village Charter School, Inc.*

## **III. Petition to Establish a Charter School I.C. § 33-5205(1)(a) & (3)**

*Please refer to Appendix C— Petition to Establish a Charter School.*

## **IV. Vision Statement and Mission Statement**

### **A. Vision Statement**

The Village Charter School community inspires students to cultivate their individual gifts and abilities equipping them to discover meaningful value and purpose in the world.

### **B. Mission Statement**

The mission of The Village Charter School is to provide a high quality free public education for our students enriching knowledge through a challenging and engaging curriculum, hands on experience, real world application and creative methods. Each student is given the opportunity to achieve their full potential in a safe, supportive, loving environment preparing them for higher education, satisfying employment, and responsible citizenship. Our village includes passionate, innovative and encouraging teachers, administrators, parents and community members all working together to support our students.

### **The Village Community**

Life in a village offers the opportunity for each member to bring their gifts, talents, and abilities to the forefront in order to strengthen the larger community. The Village Charter School (TVCS) is like a village, wherein every member is valued as an individual with talents to be cultivated and shared and is a vital member of a larger whole. Every member of our village works together for the common goal of a safe environment, wherein learning flourishes and students feel safe, supported, respected, accomplished, fulfilled and important. Students are instilled with the values of integrity, honesty, hard work, perseverance, loyalty, dependability, compassion, empathy, respect, leadership, consideration and confidence.

Consistency is a fundamental part of our village's approach to education. Our innovative teaching methods provide teachers with tools to assess the needs of their students in order to maximize each student's growth and success. These methods create an environment that is engaging, academically accelerated, progressive, and motivating to foster a love of learning in our students. It is the goal of The Village Charter School to help each student discover and reach his or her full academic potential while also cultivating their unique gifts and talents in a safe, supportive, loving environment.

Members of The Village Charter School work together, reach out to those around them, and are

aware that they are part of a greater community and can make a difference. Through their education at TVCS, students are equipped to handle real-world situations, are given tools to approach academic challenges, and are prepared for higher education. They understand the importance of obtaining satisfying employment, and ultimately become responsible citizens and leaders who make positive contributions to the world in which they live. Our village includes students, teachers, administrators, parents and other community members all working together to support the students in a positive way that invites learning to be challenging, exciting, interesting, hands-on and a life-long endeavor.

## **Founders Statement**

The founders of The Village Charter School are parents and educators who have a vision of what our children’s education can be. Each of us has seen methods, curriculum and programs that have had amazing abilities to inspire children in such a way that they flourish, love school and excel academically. We want to create a school environment where our children feel loved, accepted and safe, while setting high standards for behavior and scholastic achievement. We want our educators to provide our children with the tools they need to accomplish more than they ever thought possible. We want to create an environment that encourages and uplifts our students and is academically challenging, while also alive with enthusiasm and an eagerness for learning. We plan to create this environment through our accelerated core curriculum, innovative teaching methods and the ACE Approach. As founders of The Village Charter School, we are dedicated to this cause and to the students we will serve.

## **Educational Philosophy**

There is a great need for options in education. Students are unique and have gifts which need to be cultivated through a variety of activities. Families need an option where each of their children can pursue individual interests within the same school. Character building and values must be taught in order to produce virtuous leaders. If a student isn’t progressing, he or she needs a teacher who will discover how to reach them. Students learn at different paces and benefit from the *Limitless Learning Method*, enabling teachers to work with them at their level of understanding. Students need an environment where they can blossom. The *ACE Approach* provides consistency in curriculum, school environment, classroom management and discipline throughout all grade levels. To be academically successful, students need to be taught how to take an active role in their own education. Students need the opportunity to explore their interests and gain skills early in life in order to be prepared for satisfying employment. Additionally, students need to understand the importance of their contribution in society to become responsible citizens.

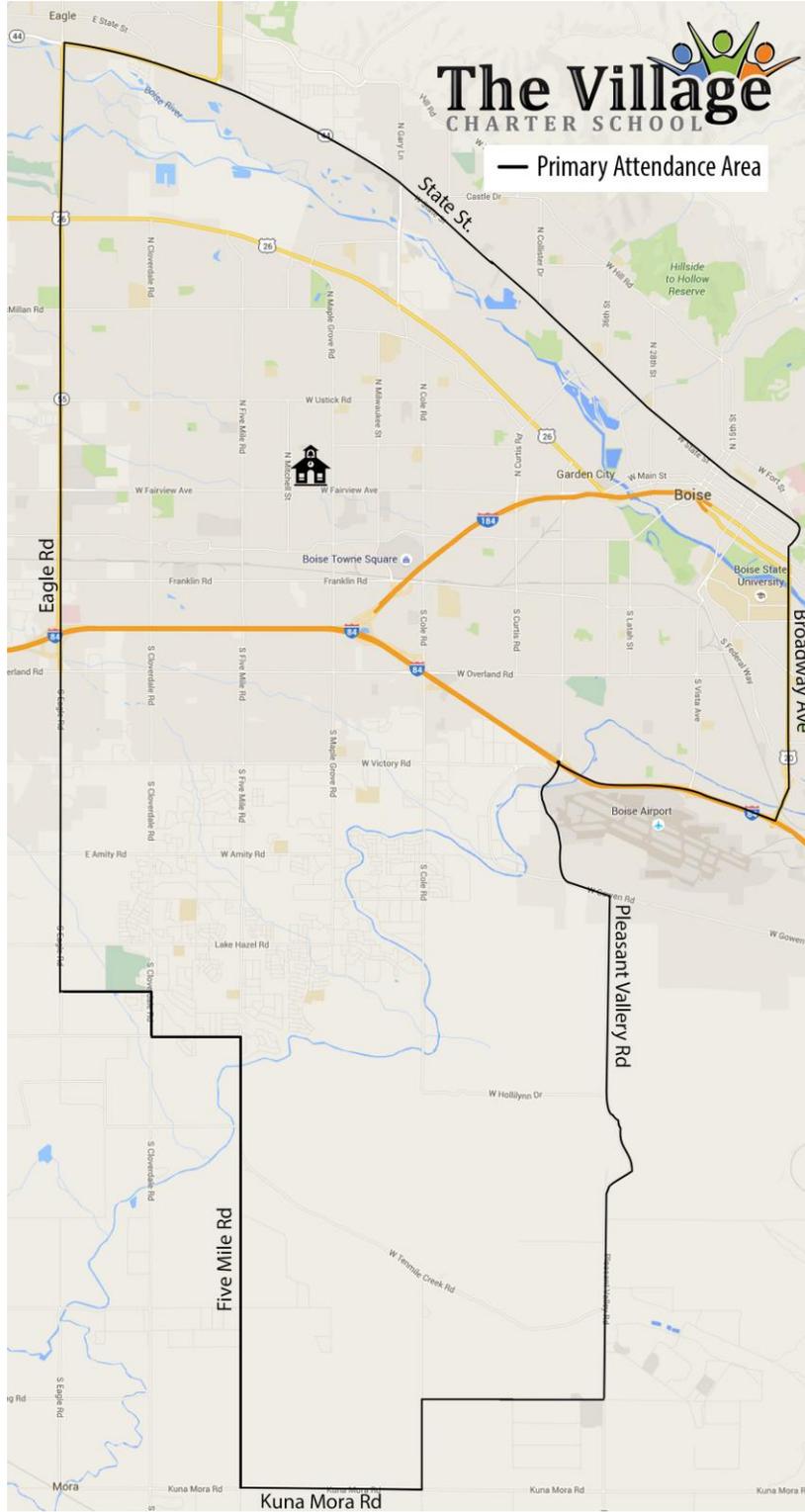
- Students come first and safety is of the utmost importance.
- Students play an integral role in our village community.
- The school environment is calm, welcoming, fun, and encourages a love of learning and creativity.
- As students feel safe, accomplished, loved, engaged and challenged, they are more likely to succeed.
- Every student has individual gifts and talents to be discovered and cultivated.
- Students are encouraged to explore, learn and follow their dreams.

- Students are unique, and valued for their individuality.
- School-wide goal to reach every student helping them feel successful and confident.
- Hands-on experience creates a deeper understanding of concepts.
- Critical and creative thinking skills are taught & reinforced.
- Consistency is fundamental in order to provide safety, structure and an engaging atmosphere.
- Instructional methods are varied in order to reach each student's personality, learning style, background knowledge, readiness, language, and interests.
- Through experience students learn the importance of service and develop an awareness of the needs around them.
- Our village includes students, teachers, administrators, parents and community members all working together to support the students.

**Tab 2**

I. Rationale for The Village Charter School I.C. § 33-5205(5)

A. Primary Attendance Area I.C. § 33-5205(3)(j)



The primary attendance area for The Village Charter School encompasses the following area within the boundaries of the Boise School District (BSD):

Boise School District boundaries on the West and South. North and East boundaries are as follows:

- Start at the corner of State Street (Highway 44) and the BSD boundaries,
- Turn east of State Street,
- Turn south on Broadway Avenue,
- Turn west onto Interstate 84,
- Turn south on South Orchard Street,
- Turn south on Pleasant Valley Road, and
- Where Pleasant Valley Road and the BSD boundaries meet, stop.

The primary attendance area also encompasses the following area within the boundaries of Joint School District #2:

- Joint School District #2 boundaries on the East and South.
- State Street (Highway 44) on the North.
- South Eagle Road on the West.

The primary attendance area for TVCS is compact and contiguous as required by law. The primary attendance area boundary encompasses an entirely enclosed area. The boundary line goes directly down the middle of the road and does not include both sides of the listed streets.

### **Target Student Population**

The Village Charter School intends to serve students from kindergarten through grade eight in its first year of operation, with the option to expand to grade twelve in the future. Expansion will be at the discretion of the Board of Directors for TVCS (Board), and the Idaho Public Charter School Commission (Commission) as required, and will be based on enrollment demand and adequate finances. TVCS plans to enroll a maximum of 25 students per class in kindergarten and first grade, 30 students per class in second and third grade, and 33 students per class in all other grades. If enrollment is inadequate in two (2) adjacent grades, classes may be combined as needed. TVCS has a maximum capacity of two (2) classes per grade and 550 students.

*Please refer to Appendix V— Enrollment Projections.*

TVCS strives to create a diverse school population by advertising to the entire Treasure Valley. Additionally, TVCS has a special populations committee which is responsible for advertising TVCS to high, mid, and low socio-economic status families, students with various cultural backgrounds and students with special needs in the attendance area and informing them of enrollment opportunities. In this way, TVCS hopes to create a real world population mix. TVCS would welcome the option of becoming a Title I school to provide additional services for

our students.

Should enrollment approach the minimum of financial viability, the Board shall take action including, but not limited to, the following:

- Increase enrollment demand through a marketing campaign
- Increase fund-raising from external sources through the PTO and community sources
- Eliminate or defer expenses

## **B. Potential Impact on Boise and Meridian School Districts**

We are aware that opening The Village Charter School will have a potential impact on the Boise School District and Joint School District #2. However our unique and innovative academic programs, accelerated curriculum and engaging teaching methods will offer new opportunities for parents seeking school choice. In Year 1 of opening, TVCS will have a projected enrollment of 275 students. Conversely, the impact on the districts will likely be lower than 275 because TVCS students will also come from outside of the district boundaries, home schools, moving in from out of state, etc.

Overall, demand for charter schools is high. Recent data from the Idaho Charter School Network indicates that there were over 1,400 students on charter school waiting lists in the Boise, Meridian and Kuna area charter schools for the last two years. It is significant that for the 2009-2010 school year the waiting list numbers in these three districts have remained unchanged, even though North Star Charter School has expanded by over 300 new students from their waiting list and Hidden Springs Charter School's waiting list is no longer factoring into this number as it has in the past.

It is important to note that the State of Idaho allocates money for every student to attend school where they choose. Therefore, there is no financial output from any districts for the students who attend TVCS.

## **C. Facilities to Be Utilized**

The Village Charter School will begin operations in a lease-based facility in the Boise School District boundaries. Prior to occupying, the facilities will be inspected to ensure compliance with applicable state and federal guidelines as provided in *Idaho Code § 39-4130* and the Americans with Disabilities Act. TVCS commits to continuously comply with all applicable facility codes, ordinances and regulations as they are adopted. TVCS will also provide a certificate of occupancy for the charter school property to the Commission prior to occupying.

*Please refer to Appendix E— Facilities & Contractors.*  
*Please refer to Appendix W— Certificate of Occupancy.*

## **D. Administrative Services**

The Principal will be chosen according to the bylaws of the corporation and is empowered, in coordination with the Board, to provide educational direction, administration, and on-site day-to-day operation, as well as certain decisions concerning, but not limited to:

- Implementation of vision and mission
- Instructional materials and supplies
- Resource allocation
- State charter school requirements
- School-wide community building
- Special services
- Contracted services
- Disciplinary support
- Public and media relations
- Business and community partnerships
- Curriculum, instruction, and assessment
- Professional development
- Employment and personnel issues
- Enrollment and attendance
- Staff evaluations
- Facility conditions
- School climate for innovation and growth
- Staff and school morale
- District/Board/Commission liaison
- Supporting the PTO
- Keep budget and financial records
- Annual reports

#### **E. Civil Liability**

Neither the Idaho State Board of Education, nor the Idaho Public Charter School Commission will have any liability for the acts, omissions, debts or other obligations of any charter schools, except as may be provided in an agreement or contract between the State and The Village Charter School.

#### **F. Types of Insurance**

Upon approval, The Village Charter School will procure and maintain a policy of general liability insurance in the amount required by state law, and errors and omissions insurance with limits not less than one million dollars. The Board will be responsible for soliciting bids for insurance on behalf of TVCS from companies who have maintained a rating of “A” according to the A.M. BEST COMPANY. TVCS will have the same role as a traditional public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other non-profit users of district resources and facilities. Liability and property insurance will be given to the Commission each time it is renewed to ensure continuous coverage. TVCS will provide a list of all other types and amounts of insurance required prior to opening the school.

**Tab 3**

## **I. Educational Programs I.C. § 33-1612 & 33-5205(3)(a)**

### **A. Leadership Program**

The Village Charter School utilizes innovative methods to provide a quality “whole-child” approach to education. This enables students to not only meet standards, but to blossom as individuals who are important, valued and empowered. The *Leadership Program* (LP) is a unique school wide program that was created by the school founders. The LP curriculum is chosen based on research, best practices and educator experiences. The first section provides the foundation using the school’s *ACE Approach* and *Core Values* which encompass leadership expectations. The second section incorporates the *7 Habits of Highly Effective People*® (7 Habits) to teach effective leadership principles. The third section encompasses Service to provide opportunities for students to learn leadership through giving to their community. The fourth section is an interest based Elective Program that helps students find success as they participate in hands-on Electives. The fifth section is *Thriving* and is introduced in the upper grades and teaches students advanced goal setting skills needed to progress in achieving one’s full potential as a leader. The design of the leadership curriculum is to provide students with the tools and confidence they need to explore their own interests and to find satisfaction in employment, education and life. These sections of the Leadership model create a progressive approach and are described in more detail below.

*Please refer to Appendix X— TVCS Leadership Map*

### **ACE Approach**

#### *Philosophy*

The *ACE Approach* is a framework that was developed by the founders of TVCS in order to meet the diverse needs of our students and teachers. It serves to support the educator with a structured and consistent plan for instruction and management. The student benefits from clear expectations, logical consequences, and appropriate coaching. ACE is a specific outline for the school environment, classroom management, curriculum and discipline. It is implemented on a school-wide basis, and provides consistency at each grade level, in each classroom and with each staff member.

The use of consistency is fundamental in the school and classrooms in order to provide a safe, structured, engaging and positive atmosphere. Students are valued for their individuality, and their freedom to make choices is honored. Resources and opportunities are provided for the students to thrive. Students, staff members, parents and community members, work as partners in education.

ACE is based on three fundamental pillars to social and academic success. These are (A) personal accountability, (C) consideration for others, and (E) equipping the student for future situations. These three pillars are integrated throughout the school’s organization and daily activities. They guide the school’s mission, vision, policies and education methodology, and are rooted in the core values of TVCS. Every staff member is trained to refer to, and apply ACE in decision-making regarding school management and student outcomes. ACE is also used as a reflection tool to redirect behavior that is not meeting expectations.

*Please refer to Appendix G Research Supporting the ACE Approach and LLM.*

### *School Environment*

- A Accountability: Students are held accountable for their choices, and are expected to conduct themselves in a respectful manner. They are respectful of the school building, supplies and of other's property. Students are responsible to clean up after themselves and take care of their belongings. Daily attendance is essential, as is punctuality.
- C Consideration for others: Etiquette is taught in order to raise awareness of what it means to be considerate of others. Students walk quietly as they transition between classes so as not to disturb working classrooms. Speaking respectfully and saying "please" and "thank you" are modeled and encouraged. Students compete against their own personal best. Students support and encourage each other to achieve their best.
- E Equipping for future situations: There is a focus on team-building activities to create unity. Students are equipped for success through role-playing scenarios, discussions, the student handbook, character education and logical consequences.

### *Classroom Management*

- A Accountability: Every student may be given regular responsibilities to help with the management of the classroom. This gives them a sense of responsibility and ownership. Assignments are clearly posted in the classroom. The teacher determines whether students work on tasks individually or as a group. Responsibilities are age-appropriate and may include, but are not limited to: sharpening pencils, picking paper up off the floor, wiping desks, leading the Pledge of Allegiance, taking books to the library, keeping a particular area organized, passing out papers, turning off lights, watering plants, feeding classroom pets, collecting homework, assisting in the library or lunchroom.
- C Consideration for others: Students work together, help each other, and lead by example. The teacher holds the high expectation that students treat each other with respect. Classroom rules are clearly posted, and there is consistency throughout the school with correction methods. Students are expected to be quiet and attentive during instruction and when an adult or fellow student is presenting.
- E Equipping for future situations: The classroom daily schedule is clearly posted to provide routine and consistency in order to teach the students time management and scheduling. The teacher sets class goals, and each student sets personalized learning goals using the SMART (specific, measurable, attainable, relative, and time specific) method. By developing goals, the students, parents and educators work together to consider the student's strengths and weaknesses.

### *Classroom Instruction*

- A Accountability: Teachers prepare lesson plans according to the needs of the class, while meeting the requirements of State Standards. Students are encouraged to ask for help when

they are confused or need assistance. Students are expected to be engaged, encouraged to achieve their personal best, and are accountable for individual assignments. Students are supported to discover and develop their distinctive abilities, and to develop goals and a vision for their future.

- C Consideration for others: Students demonstrate respect for others and awareness that they are part of a greater whole. Camaraderie is encouraged between all classes and age groups. Students are given opportunities to work on group assignments in order to build teamwork and interpersonal problem-solving skills. Peer teaching, when appropriate, allows students to become educators and reinforces their own knowledge through presentation. Students are also given the opportunity to work with students from other grades through the Big Buddy/Little Buddy program. Diversity and global awareness are cultivated through social studies, humanitarian projects, and service to the local community. This enables students to appreciate their value of belonging to a larger society and their ability to make contributions to the world in which they live.
  
- E Equipping for future situations: A clearly defined core curriculum foundation comes first and is enhanced by the LLM. This foundation begins by using state standards as the starting point and progresses to higher, but achievable, standards throughout the course of the year. Teachers work together to decide upon specific content and skills that build progressively from grade to grade and therefore align the curriculum. This collaborative effort provides a secure foundation for further learning and is built upon from year to year. Enhanced curriculum equips students for success in higher education and satisfying employment based upon their unique talents and abilities.

#### *Behavior and Discipline*

- A Accountability: Students and faculty are held to high standards for moral and ethical conduct consistent with the core values of TVCS. This is accomplished through clear limits and consequences, consistency and empathy. Corrective measures for inappropriate behaviors and poor choices follow a positive model that is progressive and logical. The staff approaches such matters immediately and in a gentle and empathetic manner. When possible, correction is handled quietly and privately between staff members and students. The teacher avoids hollering across the classroom or otherwise bringing undue attention to the situation. Verbal reproach is kept brief, to give direction only. The teacher refrains from lecturing. The objective is to disengage, not engage, the student during conflict. The student's freedom to make responsible choices is honored and each are held accountable for his or her choices. Correction is ideally ended with a positive statement of affirmation, such as, "I know you can do it", "I know you'll make a better choice next time", or "I believe in you".
  
- C Consideration for others: Students are coached to resolve conflict in a positive, caring, and calm manner. They are given the opportunity for personal accountability for their words and actions, and are guided to consider other's thoughts and feelings. Staff members strive to be conscientious in discerning tattling and bullying from conflict. Bullying, harassing, or otherwise compromising another's safety is not tolerated.

E Equipping for future situations: Students are taught clear boundaries in order to help them learn that their behaviors effect themselves and others. Staff members prepare students for successful social interaction and character development through role-plays, problem solving, loving communication, coaching and logical consequences. Corrective measures help the student to better understand their choices, the consequences due to their choices, and how they can take responsibility to problem solve. Students learn skills that will help them make positive choices and make amends, in order to preserve relationships.

## Core Values

**Caring** I am honoring and protecting all living things and the world’s resources.

**Contribution** I have a clear purpose and vision by making a positive contribution to the world.

**Connection** I have positive relationships that enhance the well-being of myself and others. I demonstrate awareness of my inner spirit/soul and how I connect with the universe.

**Competence** I have a love of learning. I am able to manage my emotions and how to act in different situations. I look for ways to care for myself with healthy habits and achieving my goals.

**Confidence** I believe in myself and know I can accomplish my goals. I face challenges successfully by demonstrating persistent resourcefulness and learning new lessons about life.

**Character** I make decisions that are grounded in a clear sense of right and wrong.

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### *Character Development*

Character development is fundamental to the *Leadership Program* and is a means of producing virtuous leaders. TVCS has high expectations for moral and ethical conduct. All employees, parents and visitors are expected to follow the same standards that are set for students. Positive character traits are taught by example and through character education classes using our core values. In addition to our core values, there is a school wide focus to create an environment of citizenship, patriotism, service and camaraderie.

### **7 Habits**

TVCS teaches and applies the 7 Habits in all grades, K-8, to teach effective leadership principles. TVCS is following the required steps to become a Lighthouse School for Steven R. Covey’s *The Leader in Me Program*. *The Leader in Me* is an innovative, school-wide model that emphasizes a

culture of student empowerment and helps unleash each child’s full potential. By applying these habits, teachers and students internalize timeless leadership principles that nurture the skills students need for success in the 21st century. These include making good choices, getting along with others and managing time wisely.

<p>Habit 1 <i>Be Proactive</i>®</p>	<ul style="list-style-type: none"> <li>• Take initiative.</li> <li>• Manage change.</li> <li>• Respond proactively.</li> <li>• Keep commitments.</li> <li>• Take responsibility and practice accountability.</li> <li>• Create positive education results.</li> </ul>
<p>Habit 2 <i>Begin With the End in Mind</i>®</p>	<ul style="list-style-type: none"> <li>• Define vision and values.</li> <li>• Create a mission statement.</li> <li>• Set measurable team and personal goals.</li> <li>• Start projects successfully.</li> <li>• Align goals to priorities.</li> <li>• Focus on desired outcomes.</li> </ul>
<p>Habit 3 <i>Put First Things First</i>®</p>	<ul style="list-style-type: none"> <li>• Execute strategy.</li> <li>• Apply effective delegation skills.</li> <li>• Focus on important activities.</li> <li>• Apply effective planning and prioritization skills.</li> <li>• Balance key priorities.</li> <li>• Eliminate low priorities and time-wasters.</li> <li>• Use planning tools effectively.</li> <li>• Use effective time-management skills.</li> </ul>
<p>Habit 4 <i>Think Win-Win</i>®</p>	<ul style="list-style-type: none"> <li>• Build high-trust relationships.</li> <li>• Build effective teams.</li> <li>• Apply successful negotiation skills.</li> <li>• Use effective collaboration.</li> <li>• Build productive relationships.</li> </ul>
<p>Habit 5 <i>Seek First to Understand Then to Be Understood</i>®</p>	<ul style="list-style-type: none"> <li>• Apply effective interpersonal communication.</li> <li>• Overcome communication pitfalls.</li> <li>• Apply effective listening skills.</li> <li>• Understand others.</li> <li>• Reach mutual understanding.</li> <li>• Communicate viewpoints effectively.</li> <li>• Apply productive input and feedback.</li> <li>• Apply effective persuasion techniques.</li> </ul>
<p>Habit 6 <i>Synergize</i>®</p>	<ul style="list-style-type: none"> <li>• Leverage diversity.</li> <li>• Apply effective problem solving.</li> <li>• Apply collaborative decision making.</li> <li>• Value differences.</li> <li>• Build on divergent strengths.</li> <li>• Leverage creative collaboration.</li> <li>• Embrace and leverage innovation.</li> </ul>
<p>Habit 7 <i>Sharpen the Saw</i>®</p>	<ul style="list-style-type: none"> <li>• Achieve life balance.</li> <li>• Apply continuous improvement.</li> </ul>

## Service

### *Service Learning*

Each year, beginning in kindergarten, students participate in quality Service Learning projects connected to classroom curriculum. These purposeful experiences provide students with the opportunity to learn the importance of service, broaden their understanding of the world, and develop an awareness of the needs around them.

### *Big Buddy/Little Buddy Classroom*

To build school-wide camaraderie, older classrooms and younger classrooms are paired together for various projects using cross-grade tutoring and mentoring. Older and the younger students are paired together and assigned to work together throughout the school year on a regular basis. Both the older and the younger students benefit from this partnership as they spend time reading, writing, working on math concepts, or specific assignments together. The older students learn leadership skills, while the younger students gain a valuable mentor. Teachers guide and monitor this program to ensure success.

## Thriving

TVCS teaches students advanced goal setting and leadership skills using resources from *Step-It-Up-2-Thrive\**, or a similar program, to teach the following skills:

- *Sparks*. Students learn that their innate interests may be different from their family members and friends. Students learn that working with a mentor who shares their interest helps them to further develop their individuality.
- *Mindset*. Students learn about the importance of brain development and adopting a growth mindset.
- *Thriving Indicators*. Self-reflection is encouraged to help students recognize areas in which they can grow. These areas include healthy habits, life skills, love of learning, emotional competence, social skills, positive relationships, spiritual growth, character, caring, confidence, persistent resourcefulness, and purpose. Students also learn how to overcome risk factors such as peer pressure and lack of self-confidence that can get in the way of their development.
- *GPS*. Student's learn advanced goal management skills through GPS which is an acronym for (G) Goal Selection, (P) Pursuit of Strategies and (S) Shifting Gears in the face of challenges.

The full Thriving process motivates students to achieve personal development goals and to move toward reaching their full potential.

*\*Step-It-Up-2-Thrive* is a theory of change with four stages that uses curriculum and tools that have been created by the Thrive Foundation for Youth. TVCS has partnered with Thrive to pilot this curriculum in our school.

*Please refer to Appendix Y— Thriving Wheel.*

## **Elective Program**

*Vision Statement.* As we empower our students to discover their unique potential they will feel success, develop a sense of community, and thrive in the world around them.

*Mission Statement.* To offer an innovative, interest based program that utilizes passionate, innovative and encouraging members of the community as mentors who enrich our students' knowledge through hands-on, meaningful and real world applicable activities.

*Goal.* To help all students feel successful. Through the elective program, students will:

- develop confidence that helps students to find success in other subject areas,
- discover their unique and innate gifts,
- are engaged in learning,
- are challenged through the curriculum,
- experience high expectations for learning outcomes,
- develop an awareness that they offer something unique to the community, and
- develop a sense of camaraderie with their peers.

### *Organization*

The Elective Program is offered school wide as an opportunity for students to pursue individual interests and excel in areas that respond to their particular needs, strengths and preferences. Electives are hands-on, project-based classes that are not traditionally offered in a K-8 school. These may include, but are not limited to, drama, photography, sign language, sports, foreign languages, individualized projects, cooking & baking, scrapbooking, engineering, sewing, presentation skills, business knowledge, crafts, dance, music, visual art, etc. Electives may be taught by teachers, educational assistants, professionals, community members and/or parent volunteers who serve as Mentors and are engaged in direct instruction. Mentors are highly encouraged to use a variety of activities and methods for instruction, including, tactile, visual, kinesthetic, auditory, group and independent approaches. Students do not earn a grade during Electives and consideration is taken to address the varying developmental rates and learning modalities of all students. Electives take place during regular school hours and are offered free to all students.

Students are given the opportunity to explore a variety of interests by participating in several different Electives throughout the year. TVCS offers at least three (3) multiage Elective Sessions per school calendar year to provide first through eighth students with the opportunity to participate in the same class for multiple weeks. Individual or group projects are presented at the conclusion of each Elective Session.

The Administrator is responsible to oversee the Elective Program. Each classroom teacher is responsible to oversee an Elective class. The Administrator may select an Elective Coordinator to administer the day to day operations of the program. These responsibilities may include, but are not limited to, recruiting and training Mentors and volunteers, scheduling classes and coordinating supplies for the Elective classes. The *Parent Teacher Organization* (PTO) assists the Elective Coordinator, as requested. Parental involvement is highly encouraged to allow the

students to work in smaller groups and provide more hands-on experience.

### *Entrepreneur & Mentoring Programs*

Starting in the sixth grade, TVCS students have the opportunity to participate in entrepreneur and mentoring programs. These programs are designed to utilize the skills learned through the Leadership curriculum and provide sixth through eighth grade students with additional real world simulated applications. Through these programs, students are taught to utilize their resources and pursue opportunities thereby providing them with the confidence and tools they need to succeed in their future endeavors beyond their education at TVCS.

## **B. Limitless Learning Method**

Students do not learn the same thing in the same way on the same day. Therefore, the *Limitless Learning Method* is based on the philosophy that students' education should not be limited by a set curriculum year after year. In order for teachers to properly know what their students are ready to be taught, they must first determine what their students know, then teach accordingly. The *Limitless Learning Method* is not an individualized education plan for each student. Instead, it is a differentiated approach to teach a classroom of students. The students are divided into smaller groups whose levels of understanding of concepts are similar, and curriculum is varied to meet their educational needs. Differentiating instruction and allowing flexibility of delivery methods helps educators strive to maximize students' comprehension, retention, and progression.

The goals of the *LLM* are to:

- assess the students' readiness, instructional needs, interests, and learning style
- utilize informative assessment data to develop targeted instructional activities with the integration of curriculum, hands-on experiences, and/or project-based activities
- develop challenging and engaging tasks for the students
- utilize multiple ways to display comprehension

The *LLM* serves to provide a firm learning foundation that equips students for success based upon their attitude that learning is a limitless, life-long endeavor. To accomplish this, the *LLM* follows a six-step process:

1. *Informative Assessment.* Assessment is key to a dynamic focused curriculum. To be responsible for what a child is taught, it is necessary for teachers to understand what their students know and how to move them forward in a successful manner. It is essential to understand how each student learns best. The teacher uses multiple formal and informal methods to collect student data. This data may be gathered from testing, homework assignments, writings, classroom activities, interviews, and surveys.
2. *Analysis.* The teachers use their professional experience, research, collaboration, and judgment to analyze the student's response to current instruction. They take into consideration the student's personality, learning style, background knowledge, readiness,

language and specific interests.

3. *Planning.* Based on assessment and analysis, the teacher (and other partners in education, as necessary) may create multiple paths enabling students to experience various ways to absorb, use, develop and present concepts as a part of the daily learning process.
4. *Analytic Implementation.* Varying instructional strategies helps the students to learn in a manner compatible with their own learning preference. This may also expand their repertoire of alternative learning strategies. Variation can occur in content, process, product, and/or classroom environment. A combination of these concepts can be more effective than any single approach.
  - *Content.* Teachers align tasks and objectives to learning goals. Objectives are frequently written in incremental steps that result in a continuum of skills-building tasks. Instruction is concept-focused and principle-driven. The content of instruction should address the same concepts with all students, but the degree of complexity should be adjusted to suit diverse learners. Several elements and materials are used to support instructional content. These include acts, concepts, generalizations or principles, attitudes, and skills.
  - *Process.* Teachers provide multiple paths of learning activities or strategies, to explore and manipulate ideas embedded within a concept. For example, graphic organizers, maps, diagrams or charts may be used to display comprehension. Varying the complexity level in demonstrating mastery of a concept can effectively facilitate differing levels of cognitive processing. It may be motivating for some students to be offered choice or encouraged to develop an idea. Teachers may have students work alone, in a small group, or the class may work as a whole to learn a concept and demonstrate competence. Elective classes and projects provide an additional avenue to strengthen unique interests and abilities.
  - *Product.* Assignments may be differentiated to challenge students at various learning stages. For example, teachers may ask students who are working above grade level produce work that requires more complex or advanced thinking. Teachers may also give students who need assistance more instruction, extra help, or allow them to work in groups.
  - *Environment.* Teachers may manipulate the environment by changing the lighting or sound levels, eliminating visual distracters, providing an object to occupy fidgetiness with small-muscle movements (such as sitting on a large ball or squeezing a hand ball), or providing a more casual seating arrangement.
5. *Evaluation.* Both the student's current level of competence and the effectiveness of the LLM are evaluated and modified as needed. Documentation is necessary to track assessment data, response to instruction, effective instructional pathways, competency in content areas, complexity level, grade level aptitude, and other variations supportive of the student's educational journey.
6. *Assessment Continuum.* The LLM is built upon year-to-year and a file is created for each student to track assessments. This file is passed on to the student's succeeding classroom

teacher throughout all grades. The core subjects of reading, writing, math, and spelling are assessed every nine weeks using a school wide collection of defined assessments. This serves as a valuable resource to the staff for the student's comprehensive education.

TVCS uses fair, innovative, research-based assessments to demonstrate student understanding. Each assessment uses a rubric, which provides the teachers with guidelines to thoroughly analyze the students' work. Through the Progressive Staff Development System, teachers are trained to analyze assessment data using multiple diagnostic methods leading to valid and informative results. This "paints a picture" of student progress and enables teachers to analyze results, problem-solve, and pinpoint needs in order to further student's academic growth (Routman, 1999).

TVCS emphasizes assessments that enhance learning. The goal of assessment is not only to give a grade, but to encourage students to do their personal best and show them their improvement throughout the year. When analyzing assessment data, it's not about "what or how many" errors the student made, it's "why" the errors were made that matters. The "why" informs teachers that students may:

- be able to demonstrate a skill, but their overall comprehension of that skill may be lacking
- have a disconnection between what has been taught and what has been understood
- not learn in the way the teacher has been teaching
- memorize data, but may not be able to correctly apply it

Until a student is aware of "how" and "why" they are making errors, they are unable to begin to improve and progress. The analysis helps teachers to pinpoint the disconnection so they are better able to meet their student's needs. Students are encouraged to view assessments as learning experiences and challenges. An individual score on a piece of work can be improved if the student is willing to accept the challenge for improvement. Additionally, self-assessment provides a unique learning opportunity for students. As active participants assessing their own work, students are encouraged to develop an understanding of their strengths and deficiencies, as well as an objective view of their accomplishments. In this way, students can see their progress, gain a positive desire to create quality work and strive for excellence.

#### *Core Assessments*

*Reading Assessment.* The number of words a student can read per minute does not necessarily reflect the extent of comprehension. In order to accurately measure a student's reading level, teachers must also analyze their reading comprehension, error rate, and self-correction rate. By analyzing the student's reading ability in multiple ways, teachers are able to more accurately support and challenge his or her students. TVCS uses research-based assessments to measure the student's reading ability. The Running Record, with a comprehension component and grade level marker (Clay, 1983), Reading Curriculum Based Measures (CBMs), MAZE Comprehension, AIMSweb, or similar methods and rubrics, are used to measure the following:

#### *Kindergarten*

- Letter Naming Fluency: Verbal fluency is analyzed to determine whether the student is at,

above or below grade level.

#### *Kindergarten and First Grade*

- Letter Sound Fluency: Verbal fluency is analyzed to determine whether the students is at, above or below grade level.

#### *First through Eighth Grades*

Oral Reading Fluency is analyzed using the following measures:

- Current Grade Level: Reading levels are analyzed to determine whether the student is reading at, above, or below grade level.

*If the student is reading below grade level, this information is vital to the teacher. Teachers are then able to create interventions that provide instruction necessary to help the struggling student gain the strategies necessary to accelerate their learning (Routman, 1999).*

- Error Rate: As students read aloud, the number of errors they make per number of words read is tallied. A ratio of 1:6 means that this particular student made one (1) error for every six (6) words read. This indicates to the teacher whether or not the student needs further instruction in self-monitoring his or her own reading.

*When a student reads a book with less than 90% accuracy or has more than a 10% error rate when reading, then the material is too difficult. Students need to read at their instructional level and their independent level in order to excel in reading (Clay, 1979).*

- Self-Correction Rate: This is measured by tallying how many corrections the student makes independently. A 1:10 ratio reflects that the student corrected one error for every ten (10) errors made. Self-correction informs the teacher of the students' ability to understand what they have read. Without assessments to discover a student's self-correction rate the student's reading deficiencies can go undetected and the student may fall further behind.

*There is a better reading prognosis for a student who evidences self-correction behavior even if it is high, than that of a student who has no self-correction behaviors (Clay, 1979). The student who is making errors and is unaware of them does not have a basic awareness that what they are reading needs to make sense.*

- Comprehension Percentage: Students are asked questions applicable to the passage read to measure reading comprehension.

*If a student is reading at less than 80%, then the student will not be recognized as reading at the tested grade level and would need to be tested again by the teacher at a lower grade level until the student receives a percentage score of 80% or above. This testing informs the teacher of what the student knows and does not know, the teacher can then design instruction by choosing other curriculum materials, if needed, or by providing more explicit instruction in the area of specific need.*

*Writing Assessment.* The development of students' ability to write is a main priority. Writing plays

an integral role in students' academic, vocational, social, and personal lives. Educators can use writing to stimulate students' higher-order thinking skills including the ability to make logical connections, compare and contrast solutions to problems, and adequately support arguments and conclusions. TVCS uses research-based assessments to measure the student's writing ability. Write Upon Request with a given prompt, or similar method, may be used and is graded using a variation of the Write Trait Rubrics (Spandel, 2001), or similar rubric, to measure the following:

- Writing Process: There is a writing prompt given at every grade level to assess the student's knowledge of the writing process by analyzing their awareness of the writing process in the areas of voice, organization, and conventions (Spandel, 1999).

*"Becoming a better writer is going to help you become a better reader"- Anne Lamott.*

*Spelling Assessment. "Learning to spell isn't only about having a good memory. It's about mastering the patterns, principles, and rules that enable us to spell nearly 90 percent of all words in English (Moats, 1997)." Word study is designed to support the student not only in the content area of spelling, but also in the act of reading and writing (Bear, 1995). Word study is taught through a variety of methods where students do not merely memorize lists, instead they study words, letter patterns within words, prefixes, suffixes, and word roots. TVCS uses research-based assessments to measure the student's spelling ability. The spelling assessments and rubric used may be taken from the text *Word Study* (Bear, Invernizzi, Templeton, Johnston, 1995), or similar method and rubric, to measure the following:*

- Spelling: Assessment is used in all grades to evaluate levels of development, including but not limited to, types of errors made, spelling applications, compositions, and definitions, not merely rote memorization of lists.

*What students store in memory about specific words' spellings is regulated in part by what they know about the general literacy system. Learners who lack this knowledge are left with rote memorization, which takes longer and is more easily forgotten. Similarly, what students learn about the orthographic system evolves in part from the accumulation of experiences with specific word spellings (Ehri, 1992).*

*Math Matrix Assessment.* TVCS uses math instruction and assessments that focus on the importance of knowing multiple ways to find solutions to math problems and that the process is as important as the solution. Math is multi-dimensional and taught using a variety of modalities to enrich comprehension, enabling students to use math as a tool for reasoning and problem solving as applied in the real world. TVCS uses research-based assessments to measure the student's math ability. The math Matrix assessments are open-ended and performance-based assessments, which show the processes students are using to reach the correct answer. The Mad Minutes, and the (Carpenter, Blanton, Cobb, Franke, Kaput, 2004), weekly Matrix Math assessment, Singapore Math, AIMSweb or similar methods and rubrics are used to measure the following:

#### *Kindergarten*

- Oral Counting Fluency: Verbal fluency is analyzed to determine whether the student is at, above or below grade level.

### *First Grade*

- Computation: Basic computation skills are measured to determine whether the students is at, above or below grade level.

### *Second through Eighth Grades*

- Concepts: Mathematics is assessed weekly and at the end of each unit by comprehensive tests covering concepts taught throughout the unit. These assessments are developed from the Math Matrix presented daily.
- Application: Math Matrix assessments are given to measure growth in understanding and performance. In these assessments, the process is as important as the answer.

The *Limitless Learning Method* assessments provide each teacher with a “snap-shot” of progress made by any individual student. Using the assessment continuum from the previous year(s) allows each teacher to know what concepts have been mastered and which areas may need more work. Hence, teachers may pick up where the previous teacher left off, ideally leaving few gaps in content and requiring little repetition of mastered skills. The LLM was designed to establish student-responsive, teacher-facilitated classrooms, and to support the educator in becoming an expert of their students’ academic needs and abilities.

Results collected from these assessments are used for student report cards and parent teacher conferences to provide concrete representation of student’s progress. This provides the information necessary to inform teachers and parents when a student is making progress, when they are leveling off, or losing ground. In this way, educators and parents can partner to provide the best support for the student.

*Please refer to Appendix G Research Supporting the ACE Approach and LLM.*

*Please refer to Appendix F— Limitless Learning Method Classroom.*

## **C. Progressive Staff Development System**

The key to the success of our unique programs such as the LP, ACE and the LLM is consistency. These programs are best achieved when all teachers are given the tools, training, and collaboration time needed to ensure consistency throughout the school.

The *Progressive Staff Development System* is a systematic professional development structure that is continuous and exists to enhance the staff’s knowledge base. The initial staff preparation is extensive and built upon yearly. Teachers attend summer seminars specifically designed for training, sharing knowledge, researching new methods, and for collaboration. In addition, all staff members attend collaboration meetings or staff development classes on an ongoing basis.

The Principal, with the approval of the Board, appoints committees to oversee implementation of the Leadership Program, ACE Approach, Electives and the Limitless Learning Method using the criteria developed by TVCS organizing members. These committees are responsible for organizing and/or providing ongoing training for TVCS employees and ensuring compliance. The Principal may also ask staff members to become experts in certain aspects of the

curriculum, ~~or~~ methods, or programs. The staff members then teach each other the skills and knowledge they have obtained in their area of expertise. In this way, teacher's become onsite experts who can support, train and collaborate with their fellow teachers with respect to all teaching methods used by TVCS. Teachers benefit from hands-on training and staff development, while the students benefit from the teacher's shared knowledge. Staff experts may also be asked to oversee development, planning and training for these areas which may include but are not limited to, technology, data and assessment, staff retreats, celebrations, volunteer appreciation, 8<sup>th</sup> grade graduation and curriculum. Additionally, higher education institutions such as Boise State University, Northwest Nazarene University and the College of Western Idaho may be called upon as a source for professional development.

#### **D. School Operations**

The unique programs and methods of TVCS are enhanced by a modified school calendar and a uniformed dress code. The modified school calendar for TVCS includes a four-day school week, a week break during the early fall, and a two-week Spring Break. The uniformed dress code consists of solid-colored polo shirts and khaki or navy bottoms.

*Please refer to Appendix Z— Dress Code Policy*

#### **E. Thoroughness Standards I.C. § 33-1612**

The Village Charter School will supply each teacher with the state standards. The State Standards define the skills, knowledge and expectations for student learning in each core curriculum area. Teacher training and collaborations will provide teachers the opportunity to develop new and innovative ways to incorporate state standards in their daily instruction. Additionally, the curriculum and instruction developed by TVCS is based on the state standards, and the standards are incorporated in all areas of academics.

TVCS fulfills the thoroughness standards identified in Idaho Code, and it has been established that a thorough system of public schools in Idaho are schools in which the following standards are met:

##### ***Standard a.* A safe environment conducive to learning is provided.**

Goal: Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.

Objectives: The Village Charter School will:

- Develop guidelines for physical safety. These guidelines include, but are not limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights and staff monitoring responsibilities.
- Use the *ACE Approach* to ensure a safe and orderly environment.
- Provide a facility and adopt policies which meet all required city, state, and federal standards for public schools, including health, accessibility, safety, fire, and building codes.

- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs and use or sale of alcohol and/or drugs.
- Create an environment that highly encourages parents, and other adults to visit the school, participate in the school’s activities, to volunteer at some capacity helping with school projects, programs, committees, and to work with students.
- Ensure background checks and FBI fingerprinting for all teachers and staff are up to date and on file.
- Implement a uniformed dress code.
- Ensure all staff members reinforce positive behavior.

**Standard b. Educators are empowered to maintain classroom discipline.**

Goal: Create a positive teaching and learning environment with an emphasis on high expectations for behavior and performance. Student corrective measures are clear, consistent, logical, and are implemented in a caring, respectful, private, and empathetic manner.

Objectives: The Village Charter School will:

- Outline the policies in a student handbook which provides a code of conduct including clear expectations and logical consequences for unacceptable behavior.
- Hold all staff, students, parents and visitors to the same high standards.
- Teach appropriate behaviors and foster responsible decision-making skills.
- Emphasize student’s positive behavior through acknowledgement and reinforcement from the classroom teacher and all staff members.
- Train all staff members to use the *ACE Approach* to ensure consistency between all grades.
- Hold staff meetings for collaboration or development classes.

**Standard c. The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.**

Goal: Provide opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

Objectives: The Village Charter School will:

- Utilize character education to instill appropriate values.
- Emphasize the importance of adults modeling positive values at school.
- Teach students to be aware of those around them and to offer help when needed.
- Ensure that each class participates in an extensive humanitarian project.
- Develop a sense of individual, social and civic responsibility within the school, at home and in the larger community.
- Provide opportunities for students to participate in regular classroom responsibilities.
- Provide staff development sessions that inform and train teachers in ACE and LLM.

**Standard d. The skills necessary to communicate effectively are taught.**

Goal: Teach students a range of effective communication skills appropriate for the 21<sup>st</sup> century.

Objectives: The Village Charter School will:

- Emphasize meaningful language experience through reading, writing and spelling, enhanced by writing and memorization.
- Utilize language, both verbal and written, as a means to support student's retention of concepts.
- Provide access to computers teaching students basic computer skills and, in older grades, appropriate communication through technology via email and the Internet.
- Provide instruction in a second language.
- Use the *ACE Approach* to help students develop verbal problem solving skills.
- Prohibit or limit the use of cell phones, online chatting, or text messaging on school property and during school hours in order to encourage good communication skills.

**Standard e. A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.**

Goal: Develop educated citizens for the 21<sup>st</sup> century by teaching advanced critical thinking, life, and career skills. Integrate education by weaving 21<sup>st</sup> century themes into core subjects, teaching from various angles, and incorporating multiple subjects. Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies.

Objectives: The Village Charter School will:

- Use the Idaho State Department of Education's curriculum as a starting point to be enhanced by unifying themes and other creative methods.
- Enhance core curriculum with the study of literature, elective courses, U.S. History, second language, music, computer keyboarding, technology, art, academic preparation, real world skills and environmental responsibility.
- Develop personalized learning goals for each student.
- Emphasize the study of United States history for a better understanding of responsible citizenship and the importance of learning from the past through education.
- Emphasize critical thinking by helping students utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.
- Provide, as can be funded, a library which houses expository and narrative texts as well as classical literature that serves to ignite the unique imaginations and interests of the individual student and raise the bar for character education.
- Provide field trips, real-world experiences, career development discussions, and visits by professionals to the classroom, as needed and funded.

**Standard f. The skills necessary for the students to enter the workforce are taught.**

Goal: Provide students with basic skills that prepare them for future employment using

learning tools such as computers, scientific equipment, and local and national resources. These tools assist students in becoming life-long learners and helps prepare them to enter the workforce with a solid foundation of knowledge and skills.

Objectives: The Village Charter School will:

- Provide a strong foundation in reading, writing, math, science, history, economics, literature, and technology.
- Provide a technology rich environment, encouraging the effective use of technology as a tool in the workplace of the 21<sup>st</sup> century.
- Use the *ACE Approach* to teach problem solving and social skills.
- Utilize hands-on experiences to create a deeper understanding of concepts.
- Offer an elective program which provides unique opportunities to expose students to a variety of experiences.
- Use group and/or individualized projects to cultivate students' innate gifts.
- Enable students to develop the following intellectual habits important in society: adapting to new situations, responding effectively to new information, solving problems, resolving conflict, making flexible connections among various disciplines of thought, thinking logically, and making informed judgments.
- Enable students to develop the following personal habits important in society: accepting responsibility for personal decisions and actions, demonstrating honesty, courage, and integrity; living a healthy lifestyle, showing empathy, compassion, appreciation for differences among people, self-confidence, concentration and perseverance; learning responsible time management, assuming a fair share of the work load, and working cooperatively with others to reach a group consensus.

**Standard g. The students are introduced to current technology.**

Goal: Provide students with a technological environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

Objectives: The Village Charter School will:

- Use interactive technology as a tool in an integrated educational program rather than as primary instructional delivery systems.
- Have class assignments that integrate appropriate use of technology including Internet use, word processing, multimedia presentations and spreadsheet programs.
- Supplement instruction with appropriate online resources.
- Provide computer-keyboarding instruction starting in kindergarten.
- Use computers as tools for activities such as accessing research information, record keeping, data storage, authoring, computation, and communication.
- Protect students by providing technology, cell phone, electronic device and Internet use policies.

**Standard h. The importance of students acquiring the skills to enable them to be**

**responsible citizens of their homes, schools, and communities is emphasized.**

Goal: Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21<sup>st</sup> century.

Objectives: The Village Charter School will:

- Train all staff members in the *ACE Approach* to provide an environment where students develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions, demonstrating honesty, courage, and integrity; living a healthy lifestyle, showing empathy, compassion, appreciation for differences among people, self-confidence, concentration and perseverance; learning responsible time management, assuming a fair share of the work load, and working cooperatively with others to reach a group consensus.
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.
- Emphasize the study of United States history for a better understanding of our cultural foundations, our present liberties, and how to take an interest in political matters.
- Teach students life-skills using real-world experiences.
- Emphasize environmental responsibility by recycling and using materials and energy wisely.
- Teach an awareness of the world and environment through hands-on activities in nature, discussions, and lesson themes.
- Ensure all students participate in an extensive humanitarian project.
- Enable students to understand and apply concepts and principles embedded in each of the social sciences: history, geography, political science, and economics.

**Curriculum Overview**

It is the intent of The Village Charter School to use the Idaho State Department of Education standards enhanced with a clearly defined common core curriculum that is progressive, innovative, and integrated. Study in each grade is progressive and students build on specific knowledge learned from one grade to the next. Teachers enhance instruction using innovative methods to reach students with different learning styles, personalities and interests. Curriculum is integrated throughout subjects providing a solid foundation that creates a deeper understanding and stronger application of concepts. Through this comprehensive approach, students acquire the academic excellence and social responsibility desired of an educated citizen in the 21<sup>st</sup> century.

The core foundation areas, described below, are language arts, science, math, physical education, health, and social studies. They are augmented by the study of literature, elective courses, U.S. history, second language, music, computer keyboarding, technology, fine art, academic preparation, real world skills, and environmental responsibility. TVCS follows the standards set forth by the Idaho State Department of Education.

*Language Arts.* Students learn the logistics of the English language in reading and writing to become effective communicators. Comprehension skills, phonics, grammar, handwriting, and vocabulary are integrated within language arts. Dramatization, memorization of accelerated

vocabulary, and guided application are part of the language arts experience. Writing includes numerous opportunities to apply the concepts learned, whether they are creative or expository. Communication skills include speaking, writing, and oral presentation, using modern technological tools as needed. The Shurley and Spalding Methods, or other similar methods are used.

*Science.* The science curriculum is a multi-year sequence which emphasizes hands-on experimentation and functional knowledge of scientific concepts. Science must take students beyond the factual approach of reading, reciting, drilling, and testing to actually writing, synthesizing, and analyzing data gathered. Proficiency in using the scientific method and observational skills creates a strong foundation of learning, which helps students to approach problem solving in an organized way. This approach allows students to experience the excitement of science enabling them to better understand facts and concepts. The Delta Science Curriculum, or other similar curriculum, may be used to enhance hands-on experience.

*Mathematics.* Matrix Math is based on the fact that math is useful in everyday life and is transformative. Teachers use math matrices to review basic grade level concepts, as well as new and complex mathematical concepts on a daily basis. Students are given the tools to approach mathematical problems using a variety of approaches to produce the same outcome. This helps students think creatively to solve problems. Physical manipulatives are used as a way to give tangible meaning to abstract concepts. In this way, math is multi-layered, using many mediums to enrich and create deeper understanding and application of concepts. Therefore, students comprehend the subject of math and do not hesitate to use it as a tool for reasoning and problem solving in purposeful ways. Singapore and abstract concrete representational math, or other similar programs are used.

*Physical Education and Health.* Physical education not only gives students an opportunity to be active, but teaches the skills they need to be active throughout their lifetime. In addition, nutrition and healthy living are emphasized through discussions and hands-on activities. The life skill and awareness of healthy food preparation may be taught progressively throughout the grades. Healthy food choices are encouraged.

*Social Studies.* Students follow the basic elements of the Idaho State Department of Education curriculum with a focus on local, state, national, and world history. Additionally, there is an emphasis on community service and humanitarian projects in all grades giving the students the opportunity to apply their understanding of, and contributions to, the world around them. Students discover and experience their responsibilities and rights as members of our democratic community.

*U.S. History.* The study of cultural literacy creates educated citizens. Patriotism and citizenship are fostered through the study of United States history and government. As students study the founding of our country and functions of the United States government, they cultivate a sense of patriotism and responsible citizenship. TVCS uses a real world, interactive approach which brings history to life by using creative methods, for example re-enactments, studying autobiographies, or conducting a mock election. Additionally, each day begins with the Pledge of Allegiance.

*Literature.* Students are exposed to great and classic works of literature, including fiction, non-fiction and poetry. Literary books are specially selected in order to teach students about the world, stimulate their minds, and raise the standards for ethics, values, and ideals. Great books stir emotions, encourage, inspire, and introduce individuals to ideas, language, and beliefs. They provide powerful and unforgettable lessons and characters, as well as enrich language and vocabulary. Students gain a common cultural background from the shared experience of reading. Literature is integrated throughout other curriculum areas to enrich education. Much is expected from the students in this important area, including time spent reading at home for all grade levels. TVCS will abide by the Commission *Guidelines for Applying the Provisions of Idaho Constitution Article IX, § 6, Regarding Sectarian, Religious or Denominational Teaching or Materials.*

*Environmental Responsibility.* We share a global responsibility for protecting and preserving our environment today and for future generations by teaching our students to respect the world around them. TVCS staff teaches and models environmental responsibility by using materials and energy wisely and recycling. A responsibility for the world and environment is taught through lesson themes, discussion, hands-on activities, and incorporating these practices into the enhanced curriculum.

*Fine Art.* Art serves as a tool for critical thinking, helping students to hear more deeply, see more appreciatively, and draw on non-traditional modalities when making critical and aesthetic judgments. Students learn best about art through creating art themselves. TVCS provides the environment to experience and experiment different types of art projects taught in the classroom by teachers and/or parent volunteers. Art may be integrated into other curricular areas. Fine Art is taught using a hands-on guided curriculum that focuses on various art forms and techniques.

*Second Language.* Learning a second language reinforces understanding of one's first language, develops communicative competence, strengthens reading and writing skills, and opens the door to a deeper understanding of and appreciation for the richness of diverse cultures. Second language instruction begins in Kindergarten, and is continued throughout. Concepts are integrated and reinforced into regular classrooms where possible.

*Music.* Music is taught as a form of self-expression, and a creative outlet. Participating in music can be more than just learning to play an instrument. Musical activities involve all of a child's senses and reinforce many traditional curriculum areas, such as math and language skills, working together in groups, non-verbal expression and coping skills. Learning about different musical cultures can often be the first step toward developing a tolerance for others and an appreciation of diverse cultures. Vocal technique, music theory, sight-reading, composition, and keyboarding are combined with singing, repeating rhymes, clapping, dancing, and playing rhythms. Students can participate and gain an appreciation for music in many different forms. Multiple instruments are used to create hands-on experience. Orchestra and band classes are taught in the upper grades, as finances allow.

*Technology.* Computers and technology serve as tools to enhance education. Studying, using, and appreciating technology is an important element of a 21<sup>st</sup> century education. Through technology, students develop critical skills, drawing on technology applications to simulate real-world experience. Students use a variety of tools to gather information and solve problems

including the Internet, office tools and other resources. Technology is taught through hands-on experience using Smart Boards, laptops and/or desktop computers and other equipment, as finances allow.

*Computer Keyboarding.* Teachers provide guided instruction and may utilize developmentally appropriate software. Students learn proper keyboarding technique and increase speed and accuracy by working toward a determined wpm goal. Computer keyboarding instruction starts in Kindergarten and goes through 8<sup>th</sup> grade, or until the student can pass a proficiency test, as finances and facilities allow.

*High School Preparation.* Students may receive instruction from teachers, college students and graduates, business professionals, and/or fellow students on topics such as leadership principles, career goals, character development, note taking, organization, and study skills. Personal accountability is taught in the classroom through goal setting, time management, homework assignments, organizational planners, leadership principles, and character development. These skills are also demonstrated in each student's Leadership Notebook.

*Real-World Skills.* Etiquette, money, home and time management are important skills that foster the successful growth and achievement of each student. These real-world skills, integrated with academic instruction, create a strong foundation to effectively manage the demands and challenges of everyday life.

### **Curriculum Development and Approval**

Curriculum development is an ongoing process directed by the Principal with the approval of the Board. The curriculum will be implemented and evaluated through observations and progress of teachers and students, with follow-up discussions with the Principal to include written future goals.

### **Educational Programs and Services**

Based on need, provisions of educational programs and services, such as physical education, Safe/Drug Free Schools programs, guidance and counseling services, parent education programs, social work and psychological services, occupational education, driver education, and summer school programs will be identified. Provisions for such programs and services will be set forth if need determines and/or if finances are available. The Board and Principal work together to develop, approve, implement and evaluate these programs and services.

TVCS follows the Idaho State Standards regarding HIV/AIDS education and family life/sex education. Parents are given notice prior to instruction, with the option to preview curriculum, have their child opt-out of instruction and/or attend with their child.

### **Academic Freedom, Controversial Issues, and Religion**

The Village Charter School will offer an educational program appropriate to the level of student understanding, which is in accordance with the curriculum and:

- allows students to study and discuss controversial issues
- provides opportunities to examine evidence, facts, and differing viewpoints
- teaches the importance of fact, the value of judgment, and the respect of conflicting opinions
- requires teachers to serve as unbiased moderators for student discussions

**F. 21<sup>st</sup> Century Learner I.C. 33-5205(3)(a)**

Today's children are tomorrow's leaders. The quality of education separates students who are prepared for the 21<sup>st</sup> century and those who are not. To compete in the 21<sup>st</sup> century, students must develop advanced critical thinking and career skills. Education must be integrated by weaving 21<sup>st</sup> century themes into core subjects, teaching from various perspectives, and incorporating multiple subjects. An ever-changing world requires an educational institution that supports the needs of our modern-day students.

The Village Charter School intends to meet the goal of producing students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21<sup>st</sup> century. Goal attainment will be assessed by ongoing student testing and staff professional development. The student enrollment is small in size, with generally one class per grade so that the students progress together. The receiving teacher has intimate knowledge about what has been previously taught and an awareness of students receiving extra assistance through the LLM.

**Instructional Methods**

Learning best occurs when teachers use critical moments of direct instruction and the student is allowed opportunities for acquisition and application of knowledge. When students are taught using multiple learning opportunities which are relevant, actively engaging, and purposeful, learning becomes exciting. The Village Charter School recognizes that education is more than the assimilation of facts, and uses uncommon means to achieve exceptional results. Classroom teachers follow the *Limitless Learning Method*. This innovative teaching method relies heavily on student assessment to provide qualitative and quantitative information, which provides a holistic picture of the student's academic success and struggles. Assessment is critical to understanding how students learn best. When researched formative assessments are used to guide and develop instruction, each student greatly benefits. Instead of reviewing concepts previously mastered, students can build on what they already know and progress, learning new curriculum and concepts. Additionally, assessments demonstrate to teachers the skills that each student has not mastered, and informs the teacher that these skills may need to be re-taught in a different way.

TVCS is dedicated to ensure all students, struggling, proficient, or gifted, are successful at fulfilling their individual potential. The students' come first and are a priority with every decision made. Multiple instructional methods have been developed using available research and practice and they are utilized to reach the unique needs of each student, these include but are not limited to the following:

- a. The *Limitless Learning Method* maximizes student growth and success by assessing current strengths and weaknesses. Students are progressively challenged as teachers analyze

assessments and vary content, process, product and environment.

- b. The *Kinesthetic Learning Method* is a teaching and learning style in which learning takes place with the student actually carrying out a physical activity, rather than listening to a lecture or merely watching a demonstration. Hands-on experience aids in creating a deeper understanding of concepts.
- c. The *Integrated Method* combines multiple courses or topics to provide additional opportunities for application and enriches comprehension for a deeper understanding.
- d. The *Inquiry and Problem-Solving Method* suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and apply information, not merely to have instant recall and possession of it.
- e. The *Elective Method* provides an opportunity for students to pursue individual interests and excel in special focus areas. Students are engaged in activities that respond to their particular needs, strengths, and preferences such as group or individualized projects and elective courses.
- f. The *Progressive Method* is a compilation of specific knowledge that builds on what has been taught in prior years to create a strong foundation, deeper understanding, and prepare students for specific concepts that will be taught in the succeeding grades.
- g. The *Discussion Method* encourages learning through sharing of information and concepts within a group. A discussion leader is prepared to recognize each student's level of understanding and can respond at the level most helpful to the student.
- h. The *Matrix Math Method* allows for the daily application and manipulation of math concepts throughout the day, that are integrated with other subjects as often as possible, to solve real life mathematical problems using various approaches.

### **G. Special Needs Students I.C. 33-5205(3)(r)**

The Village Charter School supports the rights of all students, including *Limited English Proficient* (LEP), Gifted and Talented, and students qualifying for *Section 504 of the Rehabilitation Act of 1973* (Section 504), and students qualifying under the *Individuals with Disabilities Education Act* (IDEA) to equal access to educational opportunity, regardless of physical or mental conditions that may create challenges for them in typical learning environments. No student will be excluded from TVCS, counseled out, or referred to other schools in the district because of his or her special needs.

TVCS will conform to the requirements of the IDEA and other federal laws. Also, TVCS will use the *Idaho Special Education Manual* (ISEA) as a reference and guideline for serving students with special needs. TVCS embraces flexibility, inclusion, parental involvement, and cooperative teaching to allow all students to achieve to their full potential. TVCS will be responsible for establishing and implementing an ongoing Child Find system to locate, identify, and evaluate

students suspected of having a disability, who may need special education, regardless of the severity of the disability.

## **Protocol for Identification and Evaluation**

### *Pre-Referral*

Pre-referral is an initial step that may be prompted by observations of teachers, other staff, and/or parents. Records from previous schools may indicate special needs. The Pre-Referral Team will consist of the school's Principal, one or more of the child's classroom teachers, and other specialized staff, as needed. Parental involvement will be sought at this stage.

The task of the Pre-Referral Team is to assess the situation and determine the actions to be taken to meet the needs of the student. The ideal outcome of the pre-referral is prompt action to enable the student to participate and learn fully in the regular classroom setting. Regular teachers and special education staff will cooperate both within and outside of the classroom to exhaust all feasible responses to an emergent special need. Interventions might include changes in the presentation of information, classroom tasks or organization, assessment, or technology. If best efforts of intervention at this level are not successful, testing for disability will be sought. However, when a disability is obvious, this procedure should not delay referral to special education.

### *Testing and the Multi-Disciplinary Team*

If pre-referral interventions are unsuccessful, a Multi-Disciplinary Team will be prepared to evaluate the student for disabilities. The Multi-Disciplinary Team will consist of specialists from TVCS, or those contracted privately, who have expertise in evaluating the range of possible disabilities that a child may have. The permission of parents/guardians must be obtained for testing to occur. If parental permission for testing is not obtained, the Pre-Referral Team will, with the greatest possible cooperation of parents/guardians, attempt to explore other options for meeting the needs of the child.

### *Conclusive Results of Testing and the Individualized Education Plan*

If testing concludes that the child has a disability defined within the IDEA, an *Individualized Education Plan* (IEP) will be developed for meeting the needs of the child in the *Least Restrictive Environment* (LRE). The IEP will be re-evaluated annually to reflect the results of child behavior and performance, follow-up testing, the effectiveness of various interventions, and the recommendations of those involved in the creation of the IEP (staff, parents, and student).

Students who do not qualify under IDEA may qualify for special services under Section 504. This eligibility will be assessed during the Pre-Referral and Testing stages. Rather than an IEP, qualification under Section 504 will result in an Accommodation Plan.

## **Programming**

Students with special needs work on their IEP goals while attending TVCS. The *Limitless*

*Learning Method* is flexible enough to allow special needs students to work at their own level of understanding. Teachers present information in multiple formats and media, using a variety of methods to engage and motivate students. Students are given multiple pathways for action and expression. Whenever possible, students with special needs are included in general education classes. When necessary, students in the special education program may receive services in a resource room. Special education staff and regular teachers work closely together to best serve their students with special needs. Parents are involved in every step taken by the school in regard to their students with special needs. This applies even in cases where there is only a perception among staff that special needs may exist and may potentially be best served under an IEP or 504 plans.

### **Special Education Services**

If a student is found to be eligible for special educational services, The Village Charter School will provide services for the student in the following manner, as needed:

- Highly qualified school staff members provide instruction for students with disabilities, and monitor that delivery of instruction. Instructional services follow the IEP and are provided in an inclusion or a resource room depending on the degree of intervention necessary to meet the student's needs.
- TVCS contracts with a private provider for the provisions of other related services outlined in the IEP.

### **Other Special Needs Services for Students**

In a society based on democratic principles, each student has the right to learn at the most appropriate level where growth will take place. Students attending TVCS who are identified as *Limited English Proficient* (LEP), disadvantaged to the extent they may require Title I services, gifted and/or talented, or require other accommodations will be afforded access to the programs and services that address the needs of these special populations. Such services may be offered at TVCS.

These students are provided educational experiences that strive to meet their needs in the regular classroom, as well as in special classes, seminars or workshops. The charter environment allows areas to be pursued beyond the scope of the regular curriculum, regardless of their areas of special needs. This is accomplished through, but not limited to, clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, remediation, tutoring, and pull out classes. It is the goal of TVCS to become a Title I status school and maintain that status to offer more services for our students as resources allow.

#### *Corrective Action*

Prompt additional help will be given to students who do not accomplish the following;

- score in the top quartile on standardized tests on the national, state, and district levels
- read at grade level by third grade

- compute math at grade level by third grade
- produce student work that depicts acquired, integrated, extended, refined, and meaningful utilization of students
- reflect positive growth on the annual parent surveys about the student's attitudes and habits toward, but not limited to, work ethic, honesty, taking responsibility, self-confidence, knowledge, etc.
- reflect positive growth on self-assessment surveys conducted yearly, regarding attitudes and habits toward task performance

Those students not reading at grade level, as determined by State assessments or computing grade level math as determined by State assessments are identified. They may receive a variety of services including Special Education, Title 1 services as TVCS becomes qualified, tutoring by volunteers, and the opportunity, with parental support, to attend school during one or more intercessions.

An *Academic Improvement Plan* (AIP) is written for every student who is functioning below grade level in reading, writing, math and/or other course(s) or on the *Idaho Standards Achievement Test* ISAT or *Idaho Reading Indicator* (IRI). The AIP includes a request for assistance from the teacher or instructional strategies from the teacher to help the student progress. The classroom teacher or the course teacher will submit the AIP to the Principal within seven days following each nine-week grading period.

#### *Gifted and Talented Students*

In accordance with *Idaho Code* § 33-2003, The Village Charter School identifies students possessing high performing capabilities in specific academic, intellectual, leadership, creativity and visual/performing arts talent areas. The identification in each area uses a variety of assessments outlined in The Best Practices Manual for Idaho Gifted/Talented Programs. Once identified, TVCS will implement a modification of curriculum to provide a challenging educational experience.

TVCS offers an enriched curriculum for all students. Teachers, with the help of educational assistants and parent volunteers, are engaged in the act of direct teaching throughout the day, using a variety of methods available to them (tactile, visual, kinesthetic, auditory, group and independent approaches). By taking into account and addressing the varying developmental rates and learning style of the student population, it is possible, through this direct-teaching and monitoring approach, to keep the curricula challenging and the expectations for learning high. The result is above grade level performance, high standardized-test scores, and extraordinary levels of parent and student satisfaction.

The *Limitless Learning Method*, in most cases, will meet the needs of our students. If *Idaho Code* § 33-2001 is not being met through the LLM, programs such as the gifted and talented program may be offered at TVCS. The Board will determine if there is a need for internal services.

Students enrolling with an active IEP will receive the services identified in an inclusion setting to meet the intent of their IEP. In all cases, transportation shall be provided to students by their

parent(s) or the parent’s representative when exercising dual-enrollment opportunities.

### *Limited English Proficiency (LEP)*

*Identification.* TVCS uses the federal definition of Limited English Proficiency as defined in Title III and IX of the Elementary and Secondary Education Act. Idaho LEP program guidance will be used to support the needs of students who are *English Language Learners* (ELL). Students for whom English is a second language will be assessed using the ELL placement test. The eligibility criteria (listed below) will be used for a Home Language Survey in order to identify the primary home language other than English. The “Woodcock Munoz” test or a similar test will be used to assess ELL progress throughout the school.

- Registration cards include the question: What is the primary language spoken in the home?
- If a response is any language other than English, a survey will go home to the parents.
- If the survey comes back indicating that a student may be LEP, they will be tested with an English language proficiency test.
- If the student tests less than proficient on the English language proficiency test, a letter will go home to the student’s parents indicating that their child was identified as needing specific English language services. The parents must be given the opportunity to waive the services, if desired.
- If the parent does not waive the limited English proficiency services for their child, then the student will be placed in a program of “high quality language instruction.”
- Those students placed in a program can be counted for state and Federal funding purposes.

*Services and Instructional Methods.* Students who are identified as eligible for the LEP program will participate in an LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered as needed. LEP services may be provided on-site or contracted out as needed.

*Curriculum.* Curriculum will be purchased and modified using the Sheltered Instructional Observation Protocol, or similar technique, and other LEP instructional approaches. *Educational Learning Plans* (ELP) will be developed to support students identified as ELLs. TVCS will hire and/or contract with teachers certified in Bilingual Education to oversee and develop ELPs for students, as needed. TVCS emphasizes the study of a second language and use of technology; ELLs will be well supported to access the general curriculum.

*Assessment.* The “Woodcock Munoz” test, or a similar test, may be used to monitor and document student growth in both content areas and English language development. Students who meet state recommended levels of proficiency are exited from the LEP program.

*Evaluation.* The program is evaluated based on collected data and trends, and revised, if necessary. Evaluation of the program is based on tracking data on swiftness of intervention, type of intervention, comparison with peers for student improvement tracking; availability of resources; staff training; and viable sources of assistance.

## **H. Dual Enrollment I.C. § 33-203(7) & 33-5205(3)(s)**

Dual Enrollment is an option for all students as provided for in *Idaho Code § 33-203*.

**Tab 4**

**I. Measurable Student Standards** *I.C. § 33-5205(3)(b)*

The Village Charter School strives to move all students toward highest proficiency levels on all standardized measures. The following educational standards will be met:

- 80% of kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade students attending TVCS, who have at least 90% attendance in a given school calendar year, will achieve a score of three (3) on the Spring IRI. By the end of 3<sup>rd</sup> grade 85% of students will receive a score of three (3) on the Spring IRI.
- 80% of 3<sup>rd</sup> through 8<sup>th</sup> grade students attending TVCS, who have at least 90% attendance in a given school calendar year, will achieve proficient or advanced on the reading, math and language ISAT.
- All Students are assessed at least every nine weeks in the core areas of reading, writing, math and spelling using the LLM assessments. The results are measured using the appropriate rubric, and included with the report card. Teachers keep a record of student progress that follows the student through succeeding grades. Each student's work reflects acquired, integrated, extended, refined, and meaningful utilization of knowledge.
- Students show positive growth on annual parental/student/teacher surveys that address attitudes and habits toward, but not limited to, work ethic, honesty, showing initiative, taking and accepting responsibility, and self-confidence.

A student baseline is established during the first year of testing and is evaluated each year thereafter. That baseline may include, but is not limited to, results from the State and Federal mandated tests. If any of these goals are not met, TVCS will re-examine its instructional practices and make appropriate improvements.

**A. Standardized Tests** *I.C. § 33-5205(3)(c) & (d)*

Students at The Village Charter School are tested with the same standardized tests as other Idaho public school students. TVCS will give State-mandated assessments during the testing windows outlined by the State Department of Education.

Monitoring the progress of our students and evaluating innovations in education procedures are an important part of our curriculum development process. Evaluation of student assessment is reported annually, and consists of:

- a. a student baseline developed during the first year using testing results;
- b. a comparison of annual results with baseline scores to assess progress;
- c. grade-level and school composite scores;
- d. a graph of annual results showing changes from year-to-year;
- e. a graph of school scores relative to state and national averages; and
- f. sub-analysis of a variety of variables to identify areas for improvement.

**B. Accreditation** *I.C. § 33-5205(3)(e) & IDAPA 08.02.02.140*

The Village Charter School's curriculum meets or exceeds Idaho's State Standards. TVCS will comply with all accreditation standards and procedures of the State of Idaho and obtain accreditation in accordance with *Idaho Code* § ~~33-119~~ 33-1612. The Board chooses an accreditation committee that works with the Principal and the Board to choose the appropriate accreditation standard and oversee the accreditation process. After accreditation, the Principal ensures that the school meets the Elements of Thoroughness and submits annual accreditation reports to the Idaho State Department of Education. The accreditation standard will be chosen from among the Idaho Elementary/Secondary Accreditation Standards, the Northwest Accreditation Standards, or the Idaho Accreditation School Improvement Model.

### **C. Improvement Planning**

The Village Charter School meets or exceeds the minimum requirements set by the State Board of Education and the *No Child Left Behind Act* (NCLB) to ensure that its students are taught by highly qualified teachers. At TVCS student achievement is a top priority. Through the *Limitless Learning Method*, TVCS continually assesses student's learning needs and achievements as well as the success of teaching methods. If goals are not being met or exceeded, the Principal and the Board will assess the situation and find a solution to improve testing scores.

In the event that TVCS does not make *Adequate Yearly Progress* (AYP) as outlined in the NCLB, a team comprised of the Principal, Board, and any additional inside/outside technical assistance needed, will meet to develop a school improvement plan to address student achievement. This process will investigate all components that affect student achievement including, but not limited to, curriculum, instructional time, staff professional development, and instructional strategies. It will also be the team's responsibility to monitor the implementation of the improvement plan for improved learning and teaching and continue to provide feedback and recommendations for strengthening ongoing student achievement.

**Tab 5**

## I. Governance Structure

### A. The Village Charter School, Inc. I.C. § 33-5205(3)(f)

The Village Charter School, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Articles of Incorporation for The Village Charter School, Inc. were filed with the Secretary of the State of Idaho August 21, 2009. Articles of Amendment were filed with the Secretary of the State of Idaho November 3, 2009. The SS-4, Application for Employer Identification Number, was submitted August 11, 2009. The 501(c)3 is currently being applied for and will be completed upon approval of the charter.

### Organizing Group

#### *Founders*

A “Founder,” is defined as any person, who makes a material contribution toward the establishment of a public charter school. The criteria for determining what constitutes a material contribution are determined by the Board and are listed in the Founders’ Policy. Once a “Founder” meets all the requirements of a material contribution as determined by the Board, founder status cannot be revoked. If a founder leaves TVCS for any reason, they may return and receive founder’s preference in the lottery. A founder may only exercise voting rights when they have a student enrolled at the school.

#### *Initial Organizing Group*

Jani Knox	Former Executive Recruiter; School and Church Leadership Volunteer, BS in Interpersonal Communication – University of Utah
Rachael Smith	Former Retail Management, Church Leadership and School Volunteer
Julie Anderson	Christian Seminary Studies Student, School and Church Volunteer
Shanna Liles	Whole School Interventionist, Thomas Jefferson Charter School; BS of Science in Elementary – University of Idaho, Masters of Curriculum – Boise State University, currently working towards EdD at Northwest Nazarene University
Richard Anderson	Banker and Financial Analyst with Idaho Trust Bank in Boise; BBA in Finance with minor in Accountancy – Boise State University; President of Southminster United Presbyterian Church of Boise, Idaho, Inc.; and chairman of the Stewardship and Finance Committee thereof
Lealan Miller	CPA, Board Member and Partner with Eide Bailly in Boise; BBA – Idaho State University & Masters in Accounting – California State University; Local and National Board Member for Association of Government Accountants, Past Treasurer and Board Member of Idaho Society of

CPAs, Richard McKenna Charter School and Opera Idaho.

*Consultant*

Chris Yorgason      Legal - Manager/Attorney, Capital Development, Inc.; BS in Finance with an International Emphasis; second major in Political Science and JD - BYU, J. Reuben Clark Law School

*Founding Advisory Board*

The initial organizing group for The Village Charter School comprises several committees that make up the *Founding Advisory Board* (FAB). The FAB has written the petition and elects the initial Board. The Board recruits candidates for the position of school principal, and establishes a preliminary operating budget. Following the election of the Board, the function of the FAB is to serve as a data-gathering resource and to provide input and advice to the Board. TVCS reserves the right to recruit qualified FAB members to fill staff positions as needed.

**Board of Directors**

*Initial Formation*

The Board will serve as the public agents who govern The Village Charter School. There will be approximately five to seven (5 to 7) members on the Board. During the first two (2) years of operation, the Board shall be comprised of at least five (5) Directors appointed and nominated by the organizing members and founders of TVCS.

A State of Idaho criminal background check on the Chair of the Board is required, according to the Bylaws of the Corporation.

*Selection and Replacement*

Election and appointments of Board members are staggered and held according to the Bylaws of the Corporation.

*Powers and Limitations*

The Village Charter School is a legally and operationally independent entity established by the nonprofit corporation's Board. The Board is legally accountable for the operation of the charter school. TVCS acknowledges that upon approval of the petition and the contract, the Board members are public agents required by the Commission to control the charter school. The Board commits to compliance with all federal and state laws and rules, and acknowledges that the responsibility for identifying essential laws and regulations, and complying with them, lies with the Board, not the Commission. TVCS may not extend the faith and credit of the Commission to any third person or entity. TVCS may not contractually bind the Commission with any third party. TVCS commits to keeping complete and accurate board meeting minutes and to making them available to the public.

The Board shall have the full power and duty to manage and oversee the operation of the Corporation's business. The Board responsibilities include but are not limited to:

- aiding in the business operations of the school including the procurement of funding
- monitoring and assessing the school's compliance with the provisions of its charter under the Idaho Public Charter Schools Act
- holding meetings which follow the open meetings laws, keeping accurate minutes, and making the minutes available to the public
- meeting as necessary, with one meeting serving as the annual meeting of the corporation
- approve the selection of the Principal, who may not be one of its members, according to the bylaws of TVCS
- fiduciary responsibilities
- hearing and approving or disapproving the recommendations of the Principal with respect to changes in staffing, program, budget, curriculum, or instructional methods
- adjudicating disagreements between parents and the administration when necessary

### **Relationship between Board and Administration of TVCS**

The Village Charter School recognizes the Principal as the key leader responsible for implementing institutional procedures and policies. In conjunction with the Board, the Principal is responsible for meeting the school's vision, mission and core values as described in the authorized charter. The Principal is accountable to the Board and is critical in the development of curriculum and educational programs. The success of the school in implementing its charter and creating an atmosphere for standards-based learning is critical to the role of the Principal.

The Board anticipates contracting with a Principal prior to the opening of school to assist in purchasing, recommending teacher applicants to the Board for employment, school set-up, policy review, and student recruitment. A preliminary job description of the Principal is included below:

Responsibilities:

- a. establish and maintain a coordinated and challenging curriculum that effectively implements the school's vision, mission and core values
- b. supervise administrative subordinates with an effective blend of delegation of authority, measures of accountability, and evaluation of results
- c. implement effective student disciplinary procedures and oversee judicial hearings and appeals that conform to all relevant laws, policies and procedures
- d. maintain written documentation in relation to disciplinary actions, human resource concerns, and any other issues as necessary
- e. ensure administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning is continuous
- f. interact and intercede for the needs of staff and/or students as needed
- g. report to the Board as required regarding:
  - coordination with the Commission

- staff communications
  - meeting coordination
  - parent interactions
  - staff information reviews
- b. attend or conduct meetings of various constituent groups; attend school functions; attend external meetings, conferences, and/or legal training sessions
  - c. ensure that all teachers understand student data and how to apply such data to instructional adjustments/interventions, when appropriate
  - d. ensure all staff receive initial and ongoing training in the *ACE Approach* and *Limitless Learning Method*, as needed
  - e. monitor the progress, consistency, and implementation of ACE & the LLM
  - f. perform other duties as assigned by the Board

Upon hire, the Principal's performance will be evaluated at least annually. Evaluation may be conducted more frequently by the Board, based on mutually agreed-upon criteria.

The Board is the ultimate policy-making organization and retains total control in the selection or removal of any service organization serving the school, the Principal and school employees. The Principal will be empowered to provide educational direction, administration, and on-site day-to-day operation among other areas as directed by the Board.

### **Standing Committees and Ancillary Support Personnel**

Standing committees are formed in accordance with the Bylaws of the Corporation. These committees include, but are not limited to, Parent-Teacher Organization, a fundraising committee, and the like.

The Board recognizes an official PTO. Faculty members and elected parents operate the PTO according to school policy.

Ancillary support personnel, including clerical and custodial, are hired and supervised by the Principal. The state funding formula is used for funding to hire staff through the regular budgetary process. Additional resources are sought through grants, volunteers, and fundraising efforts.

### **B. Parental Involvement I.C. § 33-5205(3)(f)**

The Board and PTO may provide consultation to the Principal regarding ongoing plans for The Village Charter School. TVCS is committed to ensuring that parents of students who attend TVCS are involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, strengths and limitations, which is essential for the continuing educational development of their children. The process to ensure parental involvement includes, but is not limited to the following items:

- a. Parents receive a student/parent handbook that includes a Leadership Program summary as each year begins.
- b. Parents fill out a volunteer interest survey form at registration and a volunteer availability

form at the beginning of each year.

- c. Parents fill out an in-depth profile of each child upon initial registration that may be updated as needed.
- d. Parents are expected to attend two (2) parent teacher conferences per year.
- e. Parents are asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
- f. Parents are highly encouraged to be involved in the PTO and to volunteer at some capacity to help with school projects, programs, committees, and to work with students.
- g. Parents are highly encouraged and welcomed to volunteer in their children's classrooms.
- h. Parents are highly encouraged to provide an appropriate learning environment at home for study.
- i. Parents are highly encouraged to communicate regularly with the school, in turn; the school and the PTO will regularly communicate with the parents.
- j. Parents are highly encouraged to attend school events, curriculum workshops, *Leadership* classes offered through the school, and monthly board meetings.

**C. Annual Audit of Financial & Programmatic Operations I.C. § 33-5205(3)(l)**

The Village Charter School will conduct annual Financial and Programmatic Operations Audits in accordance with the Commission policy and Idaho Administrative Rule.

**Tab 6**

## **I. Employee Qualifications I.C. § 33-130 & 33-5205(3)(g)**

The Village Charter School's full-time staff meets or exceeds qualifications required by state law. Staff members are required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, core values, and expectations of TVCS as outlined within this petition. The Principal makes recommendations to the Board for approval of instructional staff.

TVCS reserves the right to seek limited or alternative certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. Additionally, TVCS reserves the right to employ any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on an as needed basis.

### **Professional Opportunities**

The Village Charter School environment provides opportunities for staff to collaborate with other faculty members to align subject areas. The Principal determines in-service training days in order to provide teachers with training in the teaching methods described in this petition. In-service training days are held as often as necessary prior to the first day of school and throughout the school year, as determined by the Principal.

### **Additional Staff Development**

The staff participates in regular collaboration meetings and ongoing trainings. Additionally, all employees attend *ACE Approach* training that may take place semi-annually for the first two years of operation and annually each year thereafter. A qualified ACE consultant is selected by the Principal, with the approval of the Board, using the criteria developed by TVCS organizing members. He or she is responsible for implementation and ongoing training for TVCS employees.

### **Background Checks and Fingerprinting**

All employees, including classified employees, shall undergo State of Idaho criminal background and Federal Bureau of Investigation fingerprinting checks. One fingerprint card is submitted to the Office of Certification at the State Department of Education and one is kept in the individual's personnel file.

### **Teacher Certification**

A copy of the certificates for all certified teachers/staff members is kept on file at The Village Charter School and will be provided upon request.

## Targeted Staff Size

Initially, The Village Charter School employs one teacher per class at the elementary level and secondary level. There are additional teachers for music, physical education, science, and foreign language as the budget permits. Education assistants are utilized in classes as needed.

### *Estimated Staff*

11 Full Time Employees (FTE) in Year 1:

- First Grade 1 FTE
- Second grade 1 FTE
- Third Grade 1 FTE
- Fourth Grade 1 FTE
- Fifth Grade 1 FTE
- Sixth Grade 1 FTE
- Seventh Grade 1 FTE
- Eight Grade 1 FTE
- Administrator 1 FTE
- Office Staff 1 FTE
- Special Education 1 FTE

13.5 Part Time Employees in Year 1:

- Kindergarten .5 FTE
- Spanish .25 FTE
- Physical Education .25 FTE
- Music .25 FTE
- Science .25 FTE
- Instructional Aids 8.5 -.5 FTE

### **A. Health and Safety** *I.C. § 33-5205(3)(b)*

The Village Charter School adopts policies and provides a facility that meets all required city, state, and federal standards for public schools including; health, accessibility, safety, fire, and building codes, that may include, but not limited to, the following:

- The facility will pass inspection by fire and safety officials using the same guidelines for all public schools.
- Fire and evacuation drills are conducted, as required.
- Maps illustrating fire exit routes are posted near the exit in every room.
- All students are required to have proof of immunization or have a written parental waiver and have a birth certificate, or other Board approved identification, before being enrolled at TVCS.
- All visitors and volunteers are required to sign in at the office and to wear a visitor's pass.
- Student check out during the school day requires the person picking up the child to sign the child out at the office and may require that person to produce appropriate photo identification.
- All state rules and regulations for student safety are followed.
- All staff will be trained in universal medical and health precautions.
- A health/nurse room is furnished and supplied adequately for the number of students in the school, eventually a certified nurse may be hired.
- Health records highlighting chronic issues are held on each student and made available in emergencies.
- Emergency contact numbers are maintained on all students.

- All employees are screened in compliance with *Idaho Code § 33-130*.
- Policies are incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts that, at a minimum, address the above and the following items:
  - policies and procedures for response to natural disasters and emergencies, including fires and bomb threats
  - policies relating to preventing contact with blood-borne pathogens
  - a policy requiring that all staff receives training in emergency response, including appropriate "first responder" training
  - policies relating to the administration of prescription drugs and other medicine
  - policies establishing that the school functions as a gun-free, drug-free, alcohol free and tobacco-free workplace
  - policies regarding use/possession of illegal substances

**B. Employee Benefits** *I.C. § 33-5205(3)(n)*

All employees participate in the following programs and benefits: group health insurance, sick leave benefits, *Public Employee Retirement System of Idaho* (PERSI), Federal Social Security, Unemployment Insurance and Worker's Compensation Insurance to the extent allowed and required by law.

**C. Transfer Rights** *I.C. § 33-5205(3)(p)*

Employees of The Village Charter School are not employees of the Boise School District. They are not be eligible for an in-district transfer to another school within the Boise School District. They may apply to teach in any school district.

**Experience**

Certified teachers at The Village Charter School are public school teachers. Each year of service at TVCS counts as one-year experience on the State indexing scale.

**D. Collective Bargaining** *I.C. § 33-5205(3)(q)*

The Village Charter School's staff and employees are a separate unit for purposes of collective bargaining.

**E. Written Contract** *I.C. § 33-5206(4)*

All teachers and administrators are on a written contract with The Village Charter School, Inc., as approved by the State Superintendent of Public Instruction. All employees undergo an annual performance review.

**Tab 7**

## **I. Admission Procedures** *I.C. § 33-5205(3)(k)*

### **A. Enrollment Opportunities** *I.C. § 33-5205(3)(t)*

Every effort is made to notify the public of enrollment opportunities at The Village Charter School, by taking the following steps:

- a. TVCS takes into consideration language demographics of the attendance area and disseminate information accordingly.
- b. At least three (3) months prior to the enrollment deadline each year, enrollment information is posted in highly visible and prominent locations within the attendance area.
- c. TVCS ensures the dissemination of press release or public service announcements to media outlets that broadcast within or disseminate printed publications within the attendance area.
- d. TVCS ensures that such announcements are broadcast or published by such media outlets on no less than three (3) occasions, beginning no later than fourteen (14) days prior to the enrollment deadline each year.
- e. Prospective students are given the opportunity to enroll regardless of race, color, nationality or ethnicity, religion, gender, familial status, social or economic status, or special needs.

These efforts may also include, but are not limited to, web page updates, announcements through social networking sites, advertising at community centers (e.g., library), school informational meetings, announcements at other public schools, and/or notifications sent home with students.

### **Enrollment Deadline**

Each year, the Board will establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend TVCS for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.

### **Requests for Admission**

The application process prior to the enrollment deadline is as follows:

- a. Application cards are made available at the charter school office and on the school website in both English and Spanish. The application includes information pertinent to filling a specific number of positions in each classroom.
- b. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho, may make a request in writing for such child to attend TVCS in compliance with *Idaho Code § 33-5205(3)(k)*.
- c. In the case of a family with more than one (1) child seeking to attend TVCS, one (1) written request for admission must be submitted on behalf of each sibling.
  - The written request for admission must be submitted to, and received by, TVCS on or before the enrollment deadline.
  - The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student.
- d. If the initial capacity of TVCS is insufficient to enroll all prospective students, a lottery shall be

utilized to determine which prospective students will be admitted to TVCS.

- e. Only written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by TVCS shall be permitted in the lottery.

Once the enrollment deadline has passed, the process for filling a grade that has openings after the lottery is as follows:

- a. Application cards are made available at the charter school office and on the school website in both English and Spanish. The application includes information pertinent to filling a specific number of positions in each classroom.
- b. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho, may make a request in writing for such child to attend TVCS in compliance with *Idaho Code* § 33-5205(3)(k).
- c. In the case of a family with more than one (1) child seeking to attend TVCS, one (1) written request for admission must be submitted on behalf of each sibling.
  - The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student.
- d. Written requests for admission received after the established enrollment deadline are served on a first-come, first-served basis and added to the bottom of the final selection list for the appropriate grade.
- e. A sibling of any student, whose application is received after the enrollment deadline, must have his or her name placed at the bottom of the sibling list.

#### **Admission Preference for Initial Enrollment** *I.C. § 33-5205(3)(k)*

If the initial capacity of The Village Charter School is insufficient to enroll all prospective students, a lottery, following *Idaho Code* § 33-5025(3)(k), will be utilized to determine which prospective students will be admitted to TVCS. The selection process in regard to admission preferences shall be as follows:

- a. First preference is given to the children of founders who are listed on the Founder Priority List, provided that this admission preference shall be limited to not more than ten percent (10%) of the initial enrollment capacity of TVCS.
- b. Second preference is given to siblings of students already selected by the lottery.
- c. Third preference is given to prospective students who reside in the primary attendance area of TVCS.
- d. Fourth preference is given to prospective students who reside outside of the primary attendance area of TVCS.

#### **Admission Preferences for Subsequent Enrollment Periods**

The selection process in regard to admission preferences shall be as follows:

- a. First preference is given to students returning to TVCS in any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by lottery.
- b. Second preference is given to the children of founders, who are listed on the Founder Priority

List, and the children of full-time employees, provided that this admission preference shall be limited to not more than 10 percent (10%) of enrollment capacity.

- c. Third preference is given to siblings of students already enrolled in TVCS.
- d. Fourth preference is given to prospective students residing in the primary attendance area of TVCS.
- e. Fifth preference is given to prospective students residing outside the primary attendance area of TVCS.

### **Enrollment Procedures**

The following procedures will be carried out in accordance with the *Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.02.04*:

- a. Proposed Attendance List for Lottery
- b. Equitable Selection Process
- c. Final Selection List
- d. Notification and Acceptance Process
- e. Subsequent School Years

### **Enrollment Projections**

The Village Charter School intends to serve students from kindergarten through grade eight in its first year of operation, with the intent to expand to grade twelve in the future. Expansion will be at the discretion of the Board, and the Commission as required, and will be based on enrollment demand and adequate finances. During the first year, TVCS plans to have a maximum enrollment of 25 students in kindergarten and first grade, 30 students in second and third grade, and 33 students in all other grades. The maximum year 1 enrollment of TVCS is 275 students. If enrollment is inadequate in two (2) adjacent grades, classes may be combined as needed.

*Please refer to Appendix H—Prospective Student List.*

### **B. Discipline Procedures I.C. § 33-5205(3)(m)**

The Village Charter School is committed to providing a safe learning environment. Student expectations for appropriate student behavior are high and are communicated to both students and parents through the student handbook and upon enrollment. In accordance with *I.C. § 33-5205(3)(i)*, students may be denied attendance to the charter school for any of the following reasons:

- being a habitual truant
- being deemed incorrigible by the Principal
- being deemed by the Board to be disruptive to the school for disciplinary reasons
- being detrimental to the health and/or safety of other students

In addition, students who attend TVCS after being expelled from another district may be placed on probation for one (1) year. During this time, the student may be denied attendance for violation of the probationary requirements.

Parents/guardians will be notified of disruptive behavior via phone calls, written letters, and in person during school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the Principal or to the Board for further discussion and appropriate action. The steps that are followed to address these concerns are described below. If a student is under the influence of alcohol or controlled substances during or after school hours on school grounds, TVCS will follow the procedures required by *Idaho Code* § 33-210.

TVCS will assemble a student handbook following state law and due process that outlines a Code of Conduct including expectations and consequences for unacceptable behaviors. Discipline is handled on a case-by-case basis, taking into account the unique circumstances of each instance of unacceptable behavior. The following steps provide guidelines for establishing the consequences for unacceptable behavior. The Board may choose to implement any of these steps, or additional steps, as it deems appropriate. The Board is not required to proceed through every step before considering suspension or expulsion.

- Step 1:* Parent/Guardian Incident Notification Procedure (written and/or verbal)
- Step 2:* Principal Intervention.
- Step 3:* Suspension with parental notification – three (3) days; re-admission after a conference with student, parents, and Principal.
- Step 4:* Suspension with parental notification – five (5) days; re-admission after a hearing within five (5) school days with the Board.
- Step 5:* Expulsion until the next calendar break/semester/rest of year. The Board may deny enrollment, or may deny attendance by expulsion, to any pupil who is an habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Board, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board upon such reasonable conditions as may be prescribed by the Board; but such enrollment or readmission shall not prevent the Board from again expelling such pupil for cause.

Provided however, the Board may expel from school for a period of not less than one (1) year (twelve (12) calendar months) or may deny enrollment to, any student who has been found to have carried a weapon or firearm on school property in this state or any other state, except that the Board may modify the expulsion or denial of enrollment order on a case-by-case basis.

Discipline of students with disabilities shall be in accordance with the requirements of federal law part B of the IDEA and Section 504. An authorized representative of the Board shall report such student and incident to the appropriate law enforcement agency.

No pupil shall be expelled nor denied enrollment without the Board having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the Board. This notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and

submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the Board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the Board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

The Board or the Principal may temporarily suspend any pupil for disciplinary reasons, including student harassment, intimidation or bullying, or for other conduct disruptive of good order or of the instructional effectiveness of the school. A temporary suspension by the Principal shall not exceed five (5) school days in length; and the Board may extend the temporary suspension an additional ten (10) school days. Provided that, on a finding by the Board, immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Board or Principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school, by the Board or Principal who suspended him, upon such reasonable conditions as said Board or Principal may prescribe. The Board shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

The Board will establish the procedure to be followed by the Principal for the purpose of affecting a temporary suspension, which procedure must conform to the minimal requirements of due process in accordance with *Idaho Code § 33-205*.

**C. Alcohol or Controlled Substance Use I.C. § 33-210**

*Please refer to Tab 10, Policies.*

**D. Public School Attendance Alternative I.C. § 33-5205(3)(a)**

Because The Village Charter School is a new entity and not a conversion of an existing school, the attendance alternative is the same as for those presently residing within the Boise School District and Joint District #2. Students located within the attendance area of TVCS have the option to enroll in existing non-charter public schools presently serving the area. Enrollment is not mandated based upon residential proximity to TVCS, but through parental choice and equitable selection.

**E. Denial of School Attendance I.C. § 33-205 & 33-5205(3)(i)**

The Board shall have the right to expel or deny enrollment to any student, determine the re-admission of any student suspended or expelled, and determine the admission of any student who has been denied admission as governed by *Idaho Code § 33-205*.

## F. Student Handbook

The Village Charter School Handbook will be finalized upon opening of the school and will be a joint effort between the administration, staff, parents and Board. Contents may include but are not limited to:

- Message from the principal
- School philosophy
- ACE Approach
- School academic goals
- Staff and Board members
- Daily schedule
- Calendar
- Attendance policy
- Behavior and discipline
- Weapons and threats
- Drug Free School Policy
- Referral Policy
- Search & seizure Policy
- Elementary Disciplinary Procedure
- Secondary Discipline Procedure
- Severe weather procedures and inclement weather
- Field trips
- Health, injury, or illness
- Medication
- Personal belongings
- Special services
- Special Education Services
- Other Special Needs Services
- Dual Enrollment
- Complaint Process
- Communication Plan
- Dispute Resolution
- Grading, Homework, Promotion & Retention
- Student Activities
- Student Fees
- Parent Teacher Organization
- Report cards
- Students leaving school grounds
- Dress Code
- Technology, Cell Phone, Electronic Device & Internet Use Draft Policy
- Handbook Acknowledgement

At the beginning of each school year, the Principal is responsible for developing and updating the student handbook and will determine the procedure for ensuring that each student's parents/guardians have access to this handbook.

*Please refer to Appendix I— Draft Student Handbook.*

**Tab 8**

## **I. Business Plan**

### **A. Business Description**

The Village Charter School is organized exclusively for educational purposes within the meaning of IRS Section 501(c)3 of the Internal Revenue Code and as outlined in the charter petition. Notwithstanding any other provision of its Articles of Incorporation, The Village Charter School shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)3 of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)2 of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law). The Village Charter School was established as an entity in August 2009. The 501(c)3 is currently being applied for and will be completed upon approval of the charter.

### **B. Recruitment and Marketing Plan**

The Village Charter School seeks to create a diverse social balance. Prospective students are given the opportunity to enroll regardless of race, color, nationality or ethnicity, religion, gender, social or economic status, or special needs. The advertising process for TVCS includes all current requirements as stated in *Idaho Code* § 33-5205. TVCS takes into consideration language demographics of the attendance area and disseminates information accordingly. TVCS may recruit students for enrollment by, but not limited to, the following:

- utilizing a special committee who is responsible for advertising to high, mid, and low socio-economic status families, students with various cultural backgrounds, and special needs students in the attendance area and informing them of enrollment opportunities.
- utilizing the school website, as well as social networking tools
- sending direct mailings and fliers targeting primary attendance area households
- posting advertising materials in prominent locations within the Districts
- accommodating students on other charter school waiting lists
- utilizing the media through press releases and articles
- word-of-mouth referrals
- developing a multimedia advertisement campaign

The primary attendance area for TVCS encompasses a portion of the Boise School District and also a portion of Joint School District #2. Please refer to Tab 2 for a complete description of the primary attendance area.

### **C. Resumes of Directors**

*Please refer to Appendix J— Resumes of Directors.*

### **D. Management Plan**

## **Day to Day Operations**

The Principal of The Village Charter School determines the day-to-day operations of the school. The Board will have oversight authority.

TVCS plans to open in August of 2011. Grade organization will generally consist of traditional single-grade classrooms with 25-33 students per class. The Principal, in consultation with the Board, will establish the school calendar, schedule, and hours of operation based upon a modified schedule and the State requirements. The modified school calendar for TVCS includes a four-day school week, a week break during the early fall, and a two-week Spring Break. School hours may be staggered for middle grades to begin earlier than elementary. The school's starting and ending times may also be dependent on busing availability. The schedule will be finalized prior to the lottery and supplied to the Commission. The instructional arrangements will also be reviewed on an annual basis and may be changed, as necessary.

## **Budget**

The budget is prepared in compliance with *Idaho Code § 33-801* and policy of the State Board of Education. It will be presented at a public hearing in June of the year the school will open and be delivered to the State Department of Education as required on or before July 15<sup>th</sup> prior to the beginning of the school year. The budget will be prepared, approved and filed using the *Idaho Financial Accounting Reporting Management System (IFARMS)* format.

### **E. Start Up Budget**

#### **Income Sources**

Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations. The Village Charter School has received a \$50,000 Pre-Charter Vision Planning Grant.

*Please refer to Appendix K—Grant Award Letter.*

#### **Working Capital and Assets**

The Village Charter School does not expect to have working capital and assets until after the Charter is approved.

#### **Fundraising**

A committee will be established to conduct fundraising efforts to generate capital or to supplement the per-pupil allocations. TVCS has not included any fundraising money in our budget.

#### **Title I**

If The Village Charter School qualifies for Title I funding, we will meet requirements for Title I to offer more services to its students, as resources allow. Title I funding has not been included in the

current budget.

## **Expenditures**

Expenditures are handled as described in the following sections.

### **Purchasing Process**

Until alternate arrangements are made, the Principal determines procedures for procuring goods and services, with approval of the Board. Purchasing procedure is in compliance with *Idaho Code § 33-601*.

### **Financial Management**

The accounting records will be kept in accordance with generally accepted accounting principles and standards. The Village Charter School will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Principal will be responsible for financial management.

### **Bonding**

Documentation of bonding of all personnel involved in the school's financial operations will be kept on file at the school.

## **F. Inspection Reports**

The Village Charter School will provide certification to the Commission that the facilities meet all requirements for food, health, safety, fire, and accessibility for the handicapped prior to the opening of the school and by the date specified in the contract. TVCS also will provide regular inspections of the facilities for food, health, safety, and fire compliance and provide copies of those reports to the Commission and other entities as required.

## **G. Clerical Services**

### **School Records & Reporting**

The Village Charter School's Principal determines how the school will maintain school records and required information consistent with state and federal guidelines. TVCS follows similar procedures to local District methods for reporting attendance and enrollment information to the state for funding purposes. TVCS complies with all Internal Revenue Service regulations and reporting requirements.

### **Additional Personnel**

Ancillary support personnel, including clerical and custodial, are hired and supervised by the Principal. The state funding formula is used for funding to hire staff through the regular budgetary process.

## **H. Transportation** *I.C. § 33-5205(3)(u) & 33-5208(4)*

Transportation may be provided to students residing within the primary attendance area, using selected pick-up and drop-off locations, as finances allow. Additionally, transportation is provided for any special needs student enrolled at TVCS who may, because of the nature of his or her disabilities, be entitled to specialized transportation as a related service, and as required by an IEP. Transportation will not be provided to any student living within a 1.5-mile radius of the school, unless required by an IEP. Currently, TVCS is in the process of complying with *Idaho Code § 33-402(g) & 33-1501*.

*Please refer to Appendix L—Transportation.*

## **I. Food Service & Nutrition**

Once a suitable lunch preparation area is available, as funding and facilities allow, TVCS plans to implement an in-house school lunch program. Additional methods of food delivery are currently being explored, and consideration is being given to:

- contracting with a neighboring public school, in cooperation with the District
- contracting catered meals with a local Nutrition Program Sponsor
- utilizing the Special Milk Program for Children
- contracting with a local restaurant or catering service to bring meals into the school
- purchasing pre-packaged foods
- training staff member(s) to manage the program, transport food, serve food, and/or clean dishes
- utilizing parent volunteer(s) to assist with the program

As finances allow, lunch will be provided to all students at a cost; the cost will be reduced or waived for eligible students. Lunch eligibility forms will be made available to all students. The Income Eligibility Guidelines set forth by the USDA Food and Nutrition Services Child Nutrition Programs will be used to determine eligibility of students for free and reduced price meals. The lunch program provides a lunch that meets or exceeds minimum daily requirements as determined by the appropriate authorities.

Additional funding for the Nutritional Program may include:

- collaborating with the PTO to raise funds for any necessary serving equipment, paper goods, cleaning supplies, and/or serving utensils
- purchasing milk locally and receiving applicable government reimbursement. Students may be charged a minimal fee to offset the cost vs. reimbursement
- pursuing applicable grants

The Principal will establish policies, consistent with State and Federal guidelines, for verification reporting, record keeping, meal-count tracking and reporting, and governmental reimbursement before the implementation of any such program, and submit a proposal to the Board for approval.

TVCS will have representation at mandatory trainings and will comply with State and Federal regulations, standards, and guidelines set forth by any such program which may include the USDA, NSLP, FFVP, Special Milk Program for Children, and/or Farm-to-School.

*Please refer to Appendix M—Food Service.*

## **II. Start-up Budget with Assumptions form**

*Please refer to Appendix N—Start-Up Budget & Budget Assumptions.*

## **III. Three Year Operating Budget**

*Please refer to Appendix O— 3 Year Operating Budget Form.*

## **IV. First Year Month by Month Cash Flow**

*Please refer to Appendix P— First Year Month by Month Cash Flow Form.*

**Tab 9**

## **I. Virtual Charter School**

The Village Charter School is not a virtual school.

**Tab 10**

## **A. Business Arrangements, Partnerships, and Lease Agreements**

TVCS is actively engaged in conversations with several entities regarding partnerships. Several facilities are being considered however, TVCS will not enter a lease agreement until the charter is approved and the timing is appropriate. TVCS is actively seeking bids for transportation and food services. These services may be contracted, however TVCS will not enter into any agreements until the timing is appropriate and finances allow for such services. Special education services may be contracted to meet the needs of students as listed on the IEP; TVCS will not plan to enter into an agreement until services are needed and the timing is appropriate. TVCS is planning to contract legal and accounting services, however is not going to enter into an agreement until the charter is approved and the timing is appropriate.

The curriculum for TVCS will be compiled with the assistance of the Board, Principal staff members, and other qualified professionals, as needed. TVCS may contract services as needed, however is will not enter into an agreement until the charter is approved and the timing is appropriate. TVCS intends to use Federal Charter Planning Grants to help fund this effort. The curriculum will meet or exceed Idaho State Standards and be aligned with the charter petition.

TVCS also intends to contract for professional development and is actively engaged in conversations with qualified individuals and professionals to provide such services. TVCS will not enter into an agreement until the charter is approved and the timing is appropriate.

A list of all contracts identifying the party with whom TVCS has contracted, the length of the contract, and the expenditures required by the contract will be submitted to the Commission as required.

## **B. Additional Information**

### **Amending the Charter**

Any revision of the terms of the Charter, consisting of Tabs 1-10, requires the approval of The Village Charter School Board of Directors and the Commission.

### **Proof of Attendance at the Petitioner's Workshop**

On October 5, 2009, four (4) organizing members attended the Petitioner's Charterstart! 101 Workshop. On February 26, 2010 two (2) additional members attended.

Please refer to Appendix Q— Proof of Attendance at Petitioner's Workshop.

### **Policies and Procedures**

See the attached policies and procedures regarding attendance, alcohol and controlled substance use, and computer use for The Village Charter School. These policies will be considered to be in draft form until the principal is hired and has the opportunity to review and accept these policies. In the event a policy does not exist when needed, the Boise School District Board policy will become the default policy.

**C. Termination of the Charter** *I.C. § 33-5205(3)(v)*

In cases of termination or non-renewal, the Board is responsible for the dissolution of the business and affairs of the school. The Village Charter School will fully cooperate with the Commission for the dissolution process. All students will receive written notice of how to request a transfer of student records to a specific school. TVCS will accommodate student record requests from schools for up to one year after dissolution. Upon dissolution of TVCS, remaining assets will be distributed to the Idaho Public Charter School Commission.

## Policies

## Attendance Draft Policy

Each student's daily contribution is essential to his or her individual success and the overall success at The Village Charter School. Attendance and punctuality are necessary, and the student should plan on attending school every day that classes are scheduled.

*Tardies.* A student is tardy if he or she is not in the assigned classroom when the class is scheduled to begin.

*Excused Absences.* Absences from school with the knowledge and approval of a student's parents/guardians are excused absences but such absences are counted toward the maximum allowed per semester. In order for an absence to be excused, oral or written communication from the student's parents/guardians must be received within 48 hours of the last day of the absence, except for school approved activity absences.

*Make-up Work.* Make-up work is allowed for students who have excused absences. Credit for make-up work is not allowed for an unexcused absence.

*Truancy.* Any absence from classes without the approval of the parents/guardians or school authorities is considered truancy.

- First truancy: A conference is held between the school principal and the student. The parents are notified. The student is required to make-up all work missed any credit for this work will be at the discretion of the teacher and/or Principal.
- Second truancy: A conference is held with the student, parent, and school principal. The student is required to make-up all work missed any credit for this work will be at the discretion of the teacher and/or Principal.
- Third truancy: A conference is held with the student, parent, and school principal. The student may be referred to the Appeals Board for considerations and action.

*Attendance Requirement.* A student may not miss more than nine (9) days a semester, or the number of absences permitted by the SDE, whichever is fewer. Absence from class for any reason, including family convenience, will be counted when the percentage of attendance and eligibility for promotion is being considered.

*Notification of Absences and Discipline.* Parents/guardians are notified on the school report cards, during conferences and via phone calls about absences. Notice of the eighth absence will inform the parents/guardians that if future absences occur, the school principal may deny promotion to the next grade or refer the parents/guardians to the Board for further discussion and appropriate action, which may include loss of credit or dismissal from the school.

*Grounds for an Appeal.* Those parents who have valid reasons to believe that all or part of their child's absences are the result of extraordinary circumstances may request a review of their case following the attendance appeal process below. Extraordinary circumstances may include, but are not limited to, verified illness or medical treatment, death in the family or death of close friends, and medical or dental professional appointments. Any physician's statements or appropriate verification of absence should be provided.

*Attendance Appeal Process.* If parents/guardians wish to appeal the denial of promotion to the next grade due to the attendance requirement, the following policy applies:

- The parents/guardians have five (5) school days from the date shown on the notification to appeal the loss of credit or denial of promotion.
- The appeal process starts with the principal. An adverse decision may be appealed to the Board. The decision of the Board is final.
- In each situation, representatives of the school and the parents/guardians have five (5) days in which to respond to the appeal or the ruling. Appeals and responses shall be in writing.

## **Draft Alcohol & Controlled Substance Policy**

In harmony with the federal regulations established by the Drug Free Workplace Act of 1988, The Village Charter School is committed to the ideal of having a drug-free student environment. It is the intent of TVCS that programs and activities be planned and carried out by professional staff who enable the school to achieve this goal.

The primary focus of the program is educational in nature, with instruction geared to discourage student experimentation of any mood altering substance. A companion focus of this program is aimed to assist students in making appropriate choices regarding lifestyles, behaviors, and substances. A necessary part of the latter focus is an attitude among teachers and other staff members that one of their responsibilities is to assist those students who need help in overcoming their potentially addictive behaviors and choices. TVCS believes that it is possible to have a totally drug-free environment in the school setting. If a student cannot, or will not, commit to responsible behavior to help achieve this goal, several sanctions may be imposed as a disciplinary measure.

### **Referral Policy**

The Village Charter School provides training for staff to identify drug, alcohol, and mood-altering substance use. When staff members have reasonable doubt that a student illegally uses, sells, distributes, or possesses drug paraphernalia, drugs, alcohol, or other mood-altering substances in school, on or adjacent to school property, or at school functions, they report it to the administrator or initiate procedures. All procedures are to be performed with discretion and documented. Refusal to submit to a request to any of the procedures may result in disciplinary action.

As used in this policy, reasonable cause shall mean the existence of specific observable evidence or behaviors, including but not limited to:

- chronic attendance problems, sleeping in class, drop in grades
- erratic behavior, inappropriate comments, defiance or disrespect toward authority
- smell of alcohol or other mood-altering substances
- possession of alcoholic beverages, drugs or drug paraphernalia
- motor coordination problems, impaired speech, impaired coordination
- other recognizable characteristics unusual for the particular student

### **Enforcement Procedures**

Any student exhibiting behavior that suggests reasonable cause of using or being under the influence of controlled substances is immediately escorted by an employee to the administrative office for interview and observation. Except in the case of an emergency, the student is not to be left unattended and is not allowed to leave the school premises. If a trained staff member, upon observing and/or interviewing the student, reasonably suspects that the student is using, or under the influence of, a controlled substance, the following procedures is as follows:

- The principal and/or any other employee having observed the student's behavior will document his or her observations of the student. A copy will be placed in the student's discipline record.

- Parents/guardians will be notified.
- Law enforcement will be notified. All employees will cooperate fully with any law enforcement investigation of a violation of this policy, including but not limited to providing access to lockers, desks, and other school property, and providing oral and/or written statements/documentation regarding the relevant events.
- Suspension/Expulsion: Students who violate this policy will automatically be suspended by the principal. The principal will determine whether or not the suspension will be served in school or out of school. Suspension for the first offense of this policy will be for three to five (3-5) days, unless extraordinary circumstances exist. Suspension may be modified if the student participates in, and follows, the recommendations of an assessment by a certified drug/alcohol agency. The time period for suspension for the second or third offense will be determined at the discretion of the principal and/or Board. If deemed appropriate by the principal, he or she may request that the Board expel a student who has violated this policy for a second or third offense.

*When a student voluntarily discloses using or being under the influence of alcohol or any controlled substance while on school property or at a school function, anonymity will be provided to the student on a faculty "need to know" basis, except as deemed reasonably necessary to protect the health and safety of others. Notification of the disclosure and availability of counseling for students shall be provided to parents or the legal guardian, Idaho Code § 33-210.*

### **Search and Seizure Philosophy**

In order to maintain a quality educational atmosphere, preserve discipline and good order, and promote the safety and security of students and employees, all school property, including, but not limited to, buildings, equipment, buses, grounds, and other physical settings and equipment of TVCS is under the direct jurisdiction and exclusive control of the Board and subject to search by members of the administrative staff. Therefore, students are advised that it is the policy of this school that members of the administrative staff have the authority to search the student lockers and all other school property over which the school has control at any time, without student/parent consent, and without a search warrant.

A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school official has reasonable cause to believe that the student is in possession of drug paraphernalia or drugs, including alcohol, tobacco or controlled substances. The principal or designee may seize any evidence of a violation of the law or this policy. Students are expected to assume full responsibility for the security of personal property.

Search procedures are as follows:

- Principal to authorize search
- no less than two staff members conduct a search
- parents to be notified of search and findings

This authority to search school property, or personal property of the student when appropriate, is extended to members of the teaching staff who accompany students on out-of-town activities for school-related purposes. If two staff members are not available, prior to leaving town, the principal will determine an eligible adult to assist with the search.

## Elementary Disciplinary Procedure (Grades K-5)

### *First Offense for Use or Possession*

Parent or guardian will be contacted.

Law Enforcement Agency may be contacted.

Student will be suspended for three to five (3-5) days.

- Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information would also be required.
- If the student does not complete the recommendations of the assessment, then the remainder of the three to five (3-5) day suspension will go into effect.

Child Protection Services (CPS) may be contacted.

### *Second Offense for Use or Possession*

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency may be contacted
- c. Board may be petitioned for expulsion of student.
- d. CPS may be contacted.

### *Third Offense for Use or Possession*

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency will be contacted.
- c. The student will be suspended and the Board will be petitioned for expulsion of the student.
- d. CPS may be contacted.

### *First Offense for Selling or Delivering*

- a. Parent or Guardian will be contacted.
- b. Law Enforcement Agency will be contacted.
- c. The student will be suspended and the Board will be petitioned for expulsion of the student.
- d. CPS may be contacted.

## Secondary Disciplinary Procedure (Grades 6 and up)

### *First Offense for Use or Possession*

Parent or guardian will be contacted.

Law Enforcement Agency may be contacted

Student will be suspended for five (5) days.

- Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information to the school district will also be required.
- If the student does not complete the recommendations of the assessment, then the remainder of the three to five (3-5) day suspension will go into effect.

CPS may be contacted.

### *Second Offense for Use or Possession*

a. Parent or guardian will be contacted.

Law Enforcement Agency may be contacted.

Board may be petitioned for expulsion of the student.

CPS may be contacted.

### *Third Offense for Use or Possession*

a. Parent or guardian will be contacted.

Law Enforcement Agency will be contacted.

The student will be suspended and the Board will be petitioned for expulsion.

CPS may be contacted.

### *First Offense for Selling and/or Delivering Alcohol or Drugs*

a. Parent or guardian will be contacted.

Law Enforcement Agency will be contacted.

The student will be suspended and the Board will be petitioned for expulsion.

CPS may be contacted.

## Technology Use Draft Policy

A public phone is available for students' use during school hours for urgent purposes. Parents are expected to communicate messages through the front office. Students will be permitted to have mobile phones at the school at their own risk with the understanding that mobile phones are to be turned off and not permitted in the classroom during school hours including, but not limited to recess, lunch, and breaks. Mobile phones will be confiscated according to the confiscated device policy. A mobile phone agreement will be signed by parents and students and is found in the student handbook. **TVCS is not responsible for broken, damaged or stolen goods.**

### *Electronic Device Policy*

1. Electronic gaming devices are not allowed on school property and will be confiscated if seen.
2. The use of USB flash drives is not necessary or required, but is permitted for school purposes only such as saving an assignment or bringing an assignment from home. Any USB flash drive is the sole responsibility of the student and can be used at his or her own risk. If a student is downloading or uploading any information that is considered inappropriate, the item will be confiscated according to the Confiscated Device Policy.
3. Electronic devices, including, but not limited to, mp3 players and digital cameras should not be brought to school unless needed for a specific purpose such as a class presentation. If students feel it will be necessary, they must get the approval of their teacher prior to the day they plan to bring the item to school. If they have not gained prior permission, any use of item will not be permitted and may be confiscated according to the Confiscated Device Policy. Should a student choose to bring an electronic device to school, it will be at his or her own risk, and the device must remain out of sight until the time previously agreed upon by the teacher.

### *Confiscated Device Policy*

1. Once an item is confiscated, a note, phone call, or email will be sent home to parents explaining how the item can be retrieved. All confiscated items may be picked up by a parent/guardian during normal office hours. If a parent is unable to come to the office, other arrangements will be made.
2. The second time the same item is confiscated, a meeting with the principal, student and parent will be held before the item may be retrieved. The parent and student will be informed that if the item is brought to school again, the item will be held for the duration of the school year.
3. The third time an item is confiscated for misuse, the principal will hold the item until the end of the current school year.

### *Student Computer Use Agreement*

There is a need for full disclosure and understanding for the partnership between parents, children, and the school in regard to technology and its use. This agreement has been created to inform and provide knowledge of student use of the school's network/computers and Internet access and to ensure that all parties understand the areas of responsibility identified. Each child will need to have

an agreement form signed and on file for use of the Internet as found in the student handbook.

### *Electronic Network Use Rules*

School account holders, including all staff and students, are expected to act in a responsible, ethical, and legal manner, in accordance with the missions and purposes of the networks they use on the Internet, and the laws of the State of Idaho and the United States. Students will be provided with a school atmosphere and procedures of student control/discipline that will assure a suitable learning environment.

*Using the computers, network and Internet connections is a privilege, not a right, and the privilege may be revoked at any time for unacceptable conduct.*

Unacceptable conduct includes, but is not limited to, the following:

- Internet is used solely for educational purposes
- using the network for any illegal activity, including violation of copyright or other contracts
- using the network for financial or commercial gain
- degrading or disrupting equipment or system performance
- vandalizing the data of another user
- wastefully using finite resources
- gaining unauthorized access to resources or entities
- willfully and knowingly accessing pornographic sites
- accessing any sites that the Board deems inappropriate for school
- invading the privacy of individuals
- using an account owned by another user without authorization
- posting personal communications without the author's consent
- posting anonymous messages
- placing of unlawful or unlicensed information on a system
- using abusive or otherwise objectionable language in either public or private message
- sending of messages that are likely to result in the loss of recipients' work or systems
- sending of *chain letters* or *broadcast messages* to lists or individuals, or any other type of use that would cause congestion of the networks or otherwise interfere with the work of others

### *Network Etiquette*

- Be polite. Do not be abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language. Illegal activities are strictly forbidden.
- Do not reveal your personal address, phone number, or that of other students or colleagues. Any student who receives unsolicited requests for personal information will immediately report that to the supervising teacher. That teacher will report this incident to appropriate authorities.
- Note that electronic mail (e-mail) is not guaranteed to be private. Network administrators who maintain and operate the school's computer system do have access to all mail. Messages relating

to, or in support of, illegal activities may be reported to authorities.

- Do not use the network in such a way that you would disrupt the use of the network by other users.
- Information accessible via the network and Internet should be assumed to be private property and possibly copyrighted.

### *Security*

Security on any computer is a high priority. If you feel you can identify a security problem on the Internet, you must notify faculty members. Do not demonstrate the problem to other users. Do not use another individual's account without written permission from that individual. Attempts to log onto the Internet with another person's identification without permission will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

<i>Appendix A:</i>	<i>Articles of Incorporation</i>
<i>Appendix B:</i>	<i>Bylaws of The Village Charter School, Inc.</i>
<i>Appendix C:</i>	<i>Petition to Establish a Charter School</i>
<i>Appendix D:</i>	<i>Primary Attendance Area</i>
<i>Appendix E:</i>	<i>Facilities &amp; Contractors</i>
<i>Appendix F:</i>	<i>Limitless Learning Method Classroom</i>
<i>Appendix G:</i>	<i>Research Supporting the ACE Approach and LLM</i>
<i>Appendix H:</i>	<i>Prospective Student List</i>
<i>Appendix I:</i>	<i>Draft Student Handbook</i>
<i>Appendix J:</i>	<i>Resumes of Directors</i>
<i>Appendix K:</i>	<i>Grant Award Letter</i>
<i>Appendix L:</i>	<i>Transportation</i>
<i>Appendix M:</i>	<i>Food &amp; Nutrition</i>
<i>Appendix N:</i>	<i>Start-Up Budget &amp; Budget Assumptions</i>
<i>Appendix O:</i>	<i>3 Year Operating Budget Form</i>
<i>Appendix P:</i>	<i>First Year Month by Month Cash Flow Form</i>
<i>Appendix Q:</i>	<i>Proof of Attendance at Petitioner's Workshop</i>
<i>Appendix R:</i>	<i>Sufficiency Review &amp; Comments</i>
<i>Appendix S:</i>	<i>Written Comments from Boise School District</i>
<i>Appendix T:</i>	<i>School Interest Survey</i>
<i>Appendix U:</i>	<i>Sufficiency Review</i>
<i>Appendix V:</i>	<i>Certificate of Occupancy</i>
<i>Appendix W:</i>	<i>Enrollment Projections</i>
<i>Appendix X:</i>	<i>TVCS Leadership Map</i>
<i>Appendix Y:</i>	<i>Thriving Wheel</i>
<i>Appendix Z:</i>	<i>Dress Code Policy</i>

**This school's Charter Appendices are on file with the Idaho Public Charter School Commission.**

**Appendix D: Public Charter School Closure Protocol**

**CLOSURE  
PROTOCOL**

**August 2013**



## Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at [www.charterschoolquality.org](http://www.charterschoolquality.org). The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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# Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.<sup>2</sup> Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”<sup>3</sup>

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

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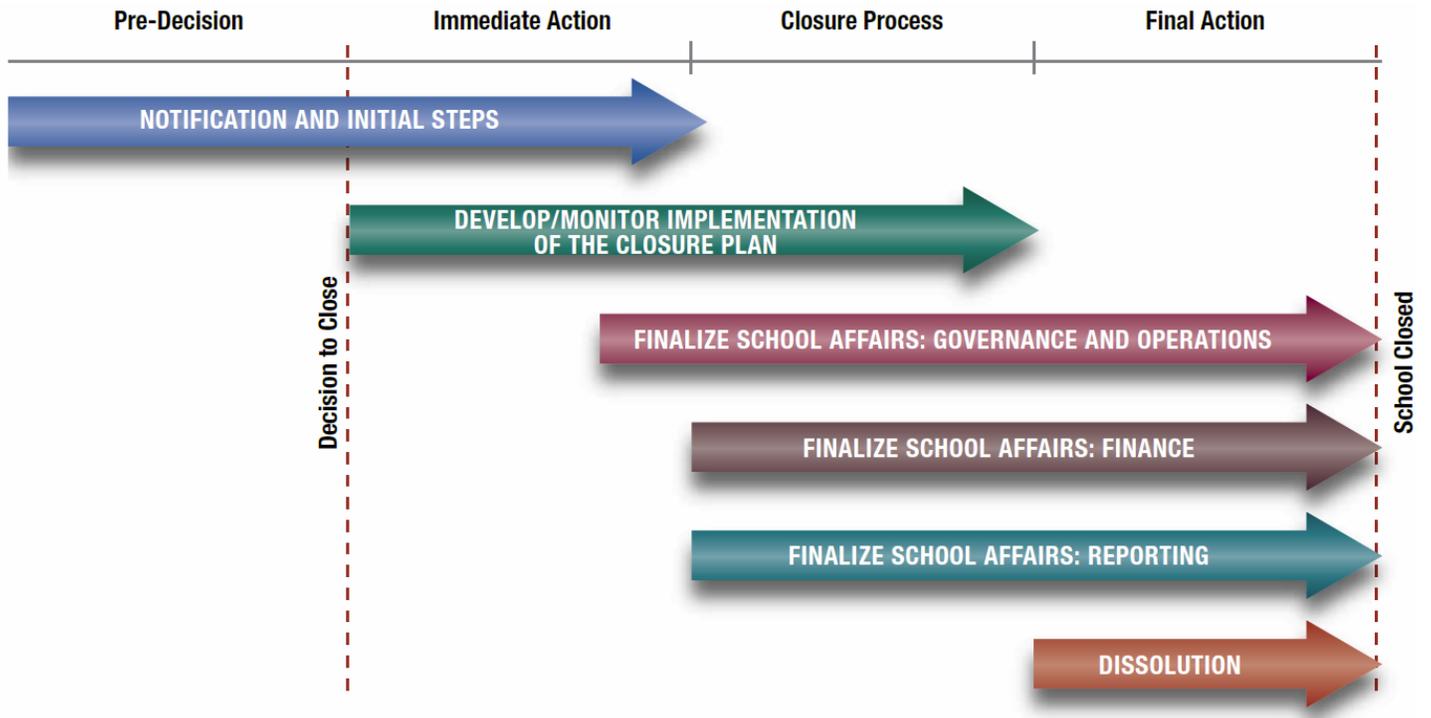
## Endnotes

<sup>1</sup> Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

<sup>2</sup> I.C. § 33-5212

<sup>3</sup> Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

# A Conceptual Timeline for Closure



## Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Meet with PCSC and SDE staff</b></p> <p>Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator and a representative of the school’s board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to:</p> <ol style="list-style-type: none"> <li>1. Review the remaining process for finalizing the closure decision as applicable</li> <li>2. Review the Closure Protocol and tasks and clarify critical deadlines</li> <li>3. Identify points of contact for media or community questions</li> <li>4. Draft communication to staff, families, and affected districts</li> </ol>	School, PCSC, SDE			
<p><b>Notify Parents / Guardians of Potential Closure</b></p> <ol style="list-style-type: none"> <li>1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease.</li> <li>• Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for parents/guardians with questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Notify School Districts Materially Impacted</b></p> <ol style="list-style-type: none"> <li>1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Copy of the letter sent to parents.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Meet with Charter School Faculty and Staff</b></p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> <li>1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision.</li> <li>2. Emphasize importance of maintaining continuity of instruction through the end of the school year.</li> <li>3. Emphasize need to limit expenditures to necessities.</li> <li>4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer.</li> <li>5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work.</li> <li>6. Describe assistance, if any, that will be provided to faculty and staff to find new positions.</li> </ol>	School			
<p><b>Review and Report on Finances</b></p> <ol style="list-style-type: none"> <li>1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps.</li> <li>2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved.</li> <li>3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.</li> </ol>	School, PCSC, SDE			

<p><b>Send Additional and Final Notifications</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. The letters notifying staff, parents, and other districts of the final closure decision should include: <ul style="list-style-type: none"> <li>• The last day of instruction.</li> <li>• Any end-of-the-year activities that are planned to make the transition easier for parents and students.</li> <li>• 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.</li> <li>• Basic information about the process for access and transfer of student and personnel records.</li> </ul> </li> </ol>	<p>School, PCSC</p>			
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## Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Establish Transition Team, Develop Closure Plan, and Assign Roles</b></p> <ol style="list-style-type: none"> <li>1. Contact appropriate entities to establish a transition team, including:               <ul style="list-style-type: none"> <li>• A member of the PCSC staff</li> <li>• A member of the SDE staff</li> <li>• Charter school board chair</li> <li>• Lead administrator from the charter school</li> <li>• Lead finance person from the charter school</li> <li>• Additional members as deemed appropriate</li> </ul> </li> <li>2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.</li> </ol>	School, PCSC, SDE			
<p><b>Establish a Schedule for Meetings and Interim Status Reports</b></p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> <li>1. Reassignment of students and transfer of student records.</li> <li>2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access.</li> <li>3. Notification to entities doing business with the school.</li> <li>4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors.</li> <li>5. Sale, dissolution, or return of assets.</li> <li>6. Submission of all required reports and data to the authorizer and/or state.</li> </ol>	School			
<p><b>Submit Final Closure Report</b></p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

## Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain Identifiable Location</b></p> <p>Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	School			
<p><b>Protect School Assets</b></p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> <li>1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan.</li> <li>2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc.</li> <li>3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.</li> </ol>	School			
<p><b>Notify Commercial Lenders / Bond Holders (if applicable)</b></p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p><b>Terminate EMO /CMO Agreement (if applicable)</b></p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> <li>1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds.</li> <li>2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction.</li> </ol> <p>The school and the management company agree when other services including business services will end.</p>	School			
<p><b>Notify Contractors and Terminate Contracts</b></p> <ol style="list-style-type: none"> <li>1. Notify all contractors, including food service and transportation, of school closure.</li> <li>2. Retain records of past contracts and payments.</li> <li>3. Terminate contracts for goods and services as of the last date such goods or services will be needed.</li> </ol>	School			
<p><b>Notify Employees and Benefit Providers</b></p> <ol style="list-style-type: none"> <li>1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. <a href="#">WARN</a> and <a href="#">COBRA</a>) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor.</li> <li>2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> <li>• Medical, dental, vision plans.</li> <li>• Life insurance.</li> <li>• PERSI, 403(b), or other retirement plans</li> </ul> </li> <li>3. Consult legal counsel as specific rules and regulations may apply to such programs.</li> </ol>	School			

## Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain and Organize Records</b></p> <ol style="list-style-type: none"> <li>Maintain all corporate records related to: <ul style="list-style-type: none"> <li>Loans, bonds, mortgages and other financing.</li> <li>Contracts.</li> <li>Leases.</li> <li>Assets and their sale, redistribution, etc.</li> <li>Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42.</li> <li>Governance (minutes, bylaws, policies).</li> <li>Accounting/audit, taxes and tax status, etc.</li> <li>Employees (background checks, personnel files).</li> <li>Employee benefit programs and benefits.</li> <li>Any other items listed in the closure plan.</li> </ul> </li> <li>Determine where records will be stored after dissolution.</li> </ol>	School			
<p><b>Transfer Student Records and Testing Material</b></p> <ol style="list-style-type: none"> <li>Ensure that all student records are organized and complete</li> <li>Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> <li>Individual Education Programs (IEPs) and all records regarding special education and supplemental services.</li> <li>Student health / immunization records.</li> <li>Attendance record.</li> <li>Any testing materials required to be maintained by the school.</li> <li>Student transcripts and report cards.</li> <li>All other student records.</li> </ul> </li> <li>Document the transfer of records to include: <ul style="list-style-type: none"> <li>Date of transfer (for each individual student file transferred).</li> <li>Signature and printed name of the charter school representative releasing the records.</li> <li>Name and contact information of the receiver's representative.</li> <li>The total number and percentage of general and special education records transferred.</li> </ul> </li> </ol>	School			
<p><b>Inventory Assets and Prepare Federal Items for Pick-up</b></p> <ol style="list-style-type: none"> <li>Inventory school assets, and identify items: <ul style="list-style-type: none"> <li>Loaned from other entities.</li> <li>Encumbered by the terms of a contingent gift, grant or donation, or a security interest.</li> <li>Belonging to the EMO/CMO, if applicable, or other contractors.</li> <li>Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> <li>Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed.</li> </ul> </li> </ul> </li> <li>Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned.</li> <li>Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> <li>Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory.</li> <li>PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day.</li> <li>At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items.</li> </ul> </li> </ol>	School, PCSC			

## Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Maintain IRS 501(c)(3) Status</b> Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
<b>Notify Funding Sources / Charitable Partners</b> Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
<b>Review and Revise School Budget</b> <ol style="list-style-type: none"> <li>Review the school's budget and overall financial condition.</li> <li>Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE.</li> <li>Identify acceptable use of reserve funds.</li> </ol>	School, PCSC, SDE			
<b>List all Creditors and Debtors</b> Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> <li>Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors.</li> <li>Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.</li> </ol>	School			
<b>Notify Debtors and Process Payments</b> Contact debtors to request payment. Process and document received payments.	School			
<b>Determine PERSI Obligations</b> Contact PERSI to determine remaining liabilities for employee retirement program.	School			
<b>Notify and Pay Creditors</b> <ol style="list-style-type: none"> <li>Notify all creditors of the school's closure and request final invoices.</li> <li>Sell appropriate assets.</li> <li>Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.</li> </ol>	School			
<b>Itemize Financials</b> Review, prepare and make available the following: <ol style="list-style-type: none"> <li>Fiscal year-end financial statements.</li> <li>Cash analysis.</li> <li>Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes.</li> <li>Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.</li> </ol>	School			
<b>Close Out All State and Federal Grants</b> Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
<b>Prepare Final Financial Statement</b> Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> <li>All assets and the value and location thereof.</li> <li>Each remaining creditor and amounts owed.</li> <li>Statement that all debts have been collected or that good faith efforts have been made to collect same.</li> <li>Each remaining debtor and the amounts owed.</li> </ol>	School			
<b>Complete Final Financial Audit</b> Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
<b>Reconcile with State</b> Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

## Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Prepare and Submit End-of-Year Reports</b> <ol style="list-style-type: none"> <li>1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines.</li> <li>2. Prepare and submit annual reports to the authorizer.</li> </ol>	School, PCSC			
<b>Prepare Final Report Cards and Student Records Notice</b> Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
<b>Prepare and Submit Final ISEE Report</b> Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
<b>Prepare and Submit Final Budget and Financial Reporting</b> Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
<b>Prepare and Submit All Other Required State and Federal Reports</b> <ol style="list-style-type: none"> <li>1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines.</li> <li>2. Prepare and submit reports to the SDE and/or federal government.</li> </ol>	School, SDE			
<b>Prepare and Submit Final Closure Report to the PCSC</b> Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> <li>1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed</li> <li>2. The school's final financial status, including the final independent audit</li> <li>3. The status of the transfer and storage of student records, including:               <ul style="list-style-type: none"> <li>• The school's total enrollment at the start of the final semester</li> <li>• The number and percentage of student records that have been transferred prior to closure</li> <li>• The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure</li> <li>• A copy of public communication to parents regarding how to access student records after closure</li> </ul> </li> <li>4. The status of the transfer and storage of personnel records, including:               <ul style="list-style-type: none"> <li>• The school's total number of staff at the beginning of the final semester</li> <li>• The number and percentage of personnel records that have been distributed to staff and/or new employers</li> <li>• If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure</li> <li>• A copy of communication to staff regarding how to access personnel records after closure</li> </ul> </li> <li>5. Additional documentation (inventories, operational info, etc.) may be included with the report</li> </ol>	School, PCSC			

## Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Dissolve the Charter School (I.C. § 30-3-110)</b></p> <ol style="list-style-type: none"> <li>1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation.</li> <li>2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9))</li> <li>3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112)</li> </ol>	School			
<p><b>Notify the Secretary of State (I.C. § 30-3-112)</b></p> <ol style="list-style-type: none"> <li>1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> <li>• The name of the non-profit corporation.</li> <li>• The date dissolution was authorized.</li> <li>• A statement that dissolution was approved by sufficient vote of the board.</li> <li>• If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators</li> <li>• Such additional information as the Secretary of State determines is necessary or appropriate.</li> </ul> </li> </ol>	School			
<p><b>Notify Known Claimants (I.C. § 30-3-114)</b></p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p><b>End Corporate Existence (I.C. § 30-3-113)</b></p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> <li>1. Preserving and protecting its assets and minimizing its liabilities.</li> <li>2. Discharging or making provision for discharging its liabilities.</li> <li>3. Disposing of its properties that will not be distributed in kind.</li> <li>4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition.</li> <li>5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws.</li> <li>6. Doing every other act necessary to wind up and liquidate its assets and affairs.</li> </ol>	School			
<p><b>Notify IRS</b></p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”<sup>1</sup>