

**SUBJECT**

Rolling Hills Public Charter School Performance Certificate

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. § 33-5205B

I.C. § 33-5209A

**BACKGROUND**

Idaho's 2013 charter school legislation contains a new provision requiring that all public charter schools and their authorizers sign Performance Certificates. Performance Certificates for all existing PCSC-authorized charter schools must be executed no later than July 1, 2014. Performance Certificates for new public charter schools must be executed within 75 days of approval.

Performance Certificates replace charters as the documents to which authorizers must hold schools accountable, and must contain the following information:

- The term of the Performance Certificate (3 years for new schools, and 5 years thereafter);
- The Academic and Operational performance expectations and measures by which the public charter school will be judged, including, but not limited to, applicable federal and state accountability requirements; and
- The administrative relationship between the authorizer and the school, including each party's rights and duties.

The legislation also contains a new provision requiring each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the Performance Certificate.

The measurable performance targets contained within the Framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement.

**October 10, 2013**

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On August 30, 2013, the PCSC adopted a Performance Certificate and Performance Framework following four months of public meetings, roundtable discussions, and solicitation of stakeholder input.

The Performance Framework (specifically the Mission-Specific section and, in certain cases, the Financial section) must be individualized for each school and incorporated into the school's Performance Certificate. Each Performance Certificate also contains certain sections to be individualized for each school.

**DISCUSSION**

PCSC staff has collaborated with Rolling Hills Public Charter School (RHPCS) to draft the individualized sections of the Performance Certificate and Framework. In these materials, individualized sections of the Certificate are highlighted in yellow. The mission-specific section of the framework contains measures unique to the school.

A subcommittee of Commissioners has reviewed the draft and recommended that the Performance Certificate be executed as presented.

**IMPACT**

If the PCSC moves to execute the Performance Certificate, the PCSC Chairman and RHPCS Board Chairman will sign the Certificate, making it effective for the dates specified therein.

**STAFF COMMENTS AND RECOMMENDATIONS**

In accordance with the recommendation of the PCSC subcommittee, PCSC staff recommends that the RHPCS Performance Certificate be executed as presented.

**COMMISSION ACTION**

A motion to execute the Rolling Hills Public Charter School Performance Certificate as presented.

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

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 10th day of October, 2013, 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 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;

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 B.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2005. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20

to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.

**C. Term of Agreement.** This Certificate is effective as of **October 10, 2013**, and shall continue through **June 30, 2018**, unless earlier terminated as provided herein.

## **SECTION 2: SCHOOL GOVERNANCE**

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the “Articles and Bylaws”). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the “Board Roster”). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board 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 **kindergarten through grade 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, including the Shurley method;
- 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 F. 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. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.
- 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
  - 1<sup>st</sup> Grade- 28
  - 2<sup>nd</sup>-3<sup>rd</sup> Grade- 30
  - 4<sup>th</sup>-5<sup>th</sup> Grade- 32
  - 6<sup>th</sup>-8<sup>th</sup> 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. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.

- D. School Facilities.** 8900 N. Horseshoe Bend Rd., Boise, Idaho 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: Residences within the following geographic boundaries: 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 School Performance Framework incorporated into this contract as Appendix F.
- 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 October 15 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 I.
- 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 I.
- 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 I.
- 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, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective **October 10, 2013**.

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**Chairman, Idaho Public Charter School Commission**

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**Chairman, Rolling Hills Public Charter School Board**

**Appendix A: Conditions of Authorization/Renewal**  
**Appendix B: Charter**  
**Appendix C: Pre-Opening Requirements**  
**Appendix D: Articles of Incorporation and Bylaws**  
**Appendix E: Board Roster**  
**Appendix F: School Performance Framework**  
**Appendix G: Authorizer Policies**  
**Appendix H: Enrollment Policy**  
**Appendix I: Public Charter School Closure Protocol**

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

Rolling Hills Public Charter School  
October 10, 2013

No conditions of authorization or renewal are applicable.

**Appendix B: 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, trancies, 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 C: Pre-Opening Requirements**



**Idaho Public Charter School Commission**  
**Pre-Opening Requirements for Newly Approved Public Charter Schools**

Requirement	Description	Submit To	Deadline	Notes
New Charter School Bootcamp	Attend training session with SDE; provide proof of attendance.	PCSC	May 31	The bootcamp will generally be held in March or April. Proof of attendance is due by May 31.
Pre-Opening Dashboard	Complete the dashboard; include in Pre-Opening Update materials.	PCSC	May 31	All Pre-Opening Update items will be due according to the meeting materials deadline, but no later than May 31.
Enrollment Report	Report of students who have accepted enrollment, per grade and total. Include in the Pre-Opening Dashboard as a part of the Pre-Opening Update materials.	PCSC	May 31	
Facilities Report	Update the Facility Template; include in Pre-Opening Update materials.	PCSC	May 31	
Updated Pre-Opening Timeline	Update the Pre-Opening Timeline; include in Pre-Opening Update materials.	PCSC	May 31	
School Calendar	Prepare school calendar for SDE; provide copy for PCSC.	SDE, PCSC	May 31	
Charter School Advance Payment Request		SDE	June 1	
Advance Payment Request - Transportation		SDE	June 15	
Consolidated Federal and State Grant Application	If the school intends to have a Title I program or receive Title I, II, or III funds, this application must be submitted to the SDE.	SDE	June 30	Not applicable for schools not intending to have a Title I program
Budget	Finalize the year-one budget and submit to SDE per SDE instructions and format; provide a copy to the PCSC.	SDE, PCSC	July 15	
Updated 1 <sup>st</sup> Year Cash Flow	Update the 1 <sup>st</sup> Year Cash Flow based on the finalized budget.	PCSC	July 15	
Facilities Confirmation	Update the Facility Template for the school's confirmed facility and submit documentation.	PCSC	July 15	This final facilities update should demonstrate the school's ability to open per its proposed schedule.
Education Directory Updates		SDE	July 30	
School Policies – LEP & GT	Submit updated plans to provide services to Limited English Proficient (LEP / ELL) and Gifted and Talented (GT) students.	SDE, PCSC	July 31	Plans should be detailed and well-tailored to the school and its educational program.
Policy Manual	School should submit a draft policy manual that outlines critical policies and procedures for the board and school operations.	PCSC	July 31	
Special Education Assurances	Details available from the SDE and/or in the Charter School Special Ed Primer	SDE	Before 1 <sup>st</sup> day of instruction	
Final Board & Staff Roster	A final roster of board and staff with names, titles, and contact information should be submitted.	PCSC	August 31	

**In addition to the above requirements, the school must submit applicable information / documents as outlined in the ID State Department of Education's Data Acquisition Calendar.**

## **Appendix D: Articles of Incorporation and Bylaws**

***APPENDIX B: ARTICLES AND BYLAWS  
OF THE CORPORATION***

BYLAWS  
OF  
ROLLING HILLS PUBLIC CHARTER SCHOOL, INC.  
An Idaho Nonprofit Corporation

ARTICLE 1  
OFFICES

Section 1.1 Offices

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

ARTICLE 2  
PURPOSE

Section 2.1 Purpose

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

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

- (a) a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code, or
- (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

ARTICLE 3  
NO MEMBERS

Section 3.1 No Members

The Corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members, shall require only approval of the Board. All

rights, which would otherwise by law vest in the members, shall vest in the Board.

#### Section 3.2 Associates

Nothing in the Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the Corporation shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

### ARTICLE 4

#### BOARD OF DIRECTORS

##### Section 4.1 Board of Directors

The Board shall consist of Directors elected or appointed for a two (2) year term of office as set forth below. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

##### Section 4.2 Powers of the Board of Directors

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

##### Section 4.3 Election of Directors

(a) During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other Directors elected by the then current Board or appointed in accordance with provisions of Section 4.3 (c).

(b) No more than three (3) Directors may be a parent with one or more children attending the Rolling Hills Public Charter School.

(c) One of the Directors shall be appointed by the Board of Trustees of

(d) After the initial year of operation, Directors will be elected to fill vacancies on the Board by vote of stakeholders of the Corporation at the Corporation's annual meeting. As used herein, "Stakeholders" shall mean the parents and guardians of pupils then attending Rolling Hills Public Charter School, faculty and employees of Rolling Hills Public Charter School, members of the Rolling Hills Public Charter School Parent-Faculty Association and such other persons and entities as the Board determines to be stakeholders of the Corporation.

#### Section 4.4 Term

(a) Directors shall be elected or appointed to a two (2) year term of office. However, during the initial year of operation half of the Directors, other than the Director appointed by the Board of Trustees of the Independent School District of Boise City, Boise, Idaho, shall be selected by lottery or other method to serve an initial term of only one (1) year.

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

#### Section 4.5 Resignation and Removal

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

#### Section 4.6 Vacancies

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

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

(c) Removal of a Director for one or more of the reasons listed in Section 4.6(b) above may be initiated by any member of the Board or by a majority vote petition of the Stakeholders. The Board shall hold a public meeting within ten (10) school attendance days of receiving such

Section 4.6(b) above may be initiated by any member of the Board or by a majority vote petition of the Stakeholders. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public.

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

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

#### Section 4.7 Compensation of Directors

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

#### Section 4.8 Employees

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

#### Section 4.9 Voting

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

#### Section 4.10 Quorum

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

#### Section 4.11 Rights of Inspection

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

ARTICLE 5  
BOARD MEETINGS

Section 5.1 Place of Meeting

The place of all meetings of the Directors shall be the principal office of the Corporation in the County of Ada, Idaho, or at such other place as shall be determined from time to time by the Board; and the place at which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held.

Section 5.2 Annual Meeting

The annual meeting of the Directors of the Corporation for the election of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year on the third Monday of July, if not a legal holiday, and if a legal holiday, then on the day following, at 7:00 o'clock P.M. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers may be held at any meeting called thereafter, pursuant to these Bylaws.

Section 5.3 Monthly Meetings

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

Section 5.4 Notice of Meeting

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall not be given by mailing written or printed notice of the same but shall be posted at the school bulletin board and at the Independent School District of Boise City, Boise, Idaho Office at least three (3) days, and not more than ten (10) days, prior to the meeting.

ARTICLE 6  
OFFICERS AND DUTIES

Section 6.1 Officers

The Officers of the Corporation shall be Chairman of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer



may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected each year at the annual meeting by the Board and serve a one (1) year term.

#### Section 6.2 Chairman of the Board

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

#### Section 6.3 Vice Chairman

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

#### Section 6.4 Secretary

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

(b) The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

#### Section 6.5 Treasurer

(a) The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board member.

(b) The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

#### Section 6.6 Removal

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

#### Section 6.7 Vacancies

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

### ARTICLE 7

#### FISCAL AFFAIRS

#### Section 7.1 Fiscal Year

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

### ARTICLE 8

#### NOTICES

#### Section 8.1 Manner of Giving Notice

Whenever provisions of any statute or these Bylaws require notice to be given to any Director, Officer or other individual, they shall not be

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

#### Section 8.2 Waiver

A waiver of any notice in writing, signed by a Director or Officer, whether before or after the time stated in said waiver for holding a meeting, or presence at any such meeting, shall be deemed equivalent to a notice required to be given to any Director, or individual.

### ARTICLE 9 DISSOLUTION

#### Section 9.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code.

- After paying or adequately providing for the debts and obligations of the Corporation, the remaining assets, Idaho Nonprofit Corporation Act 30-3-113 (f) (ii) states its assets may be transferred to those persons whom the corporation holds itself out as benefiting or servicing. The asset would be held in public trust until it could be put to same or similar charitable use, by a nonprofit corporation which is organized and operated exclusively for educational purposes and which has established their tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or to a state or local government for public purpose as determined by the Board.

### ARTICLE 10 AMENDMENTS

#### Section 10.1 Bylaws

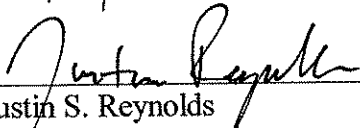
New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them, and shall not take effect until so copied. If any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

amendment or repeal may be found.

### CERTIFICATE OF BYLAWS

I certify that I am the initial agent of Rolling Hills Public Charter School, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws, constitute the Bylaws of such corporation. IN WITNESS WHEREOF, I have signed my name to this Certificate on

7/1/03 (date).

  
Justin S. Reynolds

Articles of Incorporation  
Rolling Hills Public Charter School, Inc.

The undersigned, being a mature person of full age and a citizen of Idaho and the United States, naturally acting as the incorporator of a corporation under the Idaho Nonprofit Corporation Act, adopts the following Articles of Incorporation for such corporation:

Article 1

The name of the corporation is Rolling Hills Public Charter School, Inc.

Article 2

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

Notwithstanding any other provision of these Articles to the contrary, the corporation shall not carry- on any activities not permitted of:

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

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

Article 3

The principal office of the corporation is located in Ada County, Idaho. The street address of the registered office is: 372 S. Eagle Rd. #155, Eagle, Idaho 83616.

The registered agent for the corporation at such address is: Doug Varie

Article 4

The initial mailing address of the corporation is:

Rolling Hills Public Charter School, Inc.  
372 S. Eagle Rd. #155, Eagle, ID 83616

Article 5

The corporation is a nonprofit corporation under the laws of the state of Idaho. The corporation shall have all powers allowed by law including, without limitation, those powers described in Section 30-3-24 of the Idaho Code, as amended and supplemented.

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its officers, trustees, employees, 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 2 hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

Article 6

The corporation shall exist perpetually or until dissolved according to law.

Article 7

The corporation shall have no members.

Article 8

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the Bylaws as adopted from time to time by the Board of Directors.

Article 9

The number of directors constituting the Board of Directors of the corporation shall be fixed by the Bylaws, but in no event shall there be less than four (4) nor more than seven (7) directors. The names and addresses of the initial directors are:

Name	Address
Justin Reynolds	372 S. Eagle Rd. #155, Eagle, ID 83616
Doug Varie	372 S. Eagle Rd. #155, Eagle, ID 83616
Nancy Despain	372 S. Eagle Rd. #155, Eagle, ID 83616
Dr. Marilyn Ward	372 S. Eagle Rd. #155, Eagle, ID 83616
Henry Kulczyk	372 S. Eagle Rd. #155, Eagle, ID 83616

Article 10

The procedure for appointing and replacing Directors shall be set forth in the Bylaws.

Article 11

These Articles may be amended only upon the unanimous consent of all Directors.

Article 12

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

Article 13

The names and address of the Incorporator is:

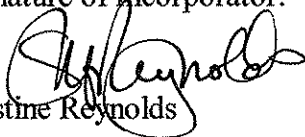
Kristine Reynolds 372 S. Eagle Rd. #155, Eagle, ID 83616

Article 14

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code.

- After paying or adequately providing for the debts and obligations of the Corporation, the remaining assets, Idaho Nonprofit Corporation Act 30-3-113 (f) (ii) states its assets may be transferred to those persons whom the corporation holds itself out as benefiting or servicing. The asset would be held in public trust until it could be put to same or similar charitable use, by a nonprofit corporation which is organized and operated exclusively for educational purposes and which has established their tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or to a state or local government for public purpose as determined by the Board.

Signature of Incorporator:



Kristine Reynolds

## Appendix E: Board Roster

Rolling Hills Public Charter School  
October 10, 2013

<b>Board Member Name</b>	<b>Office</b>	<b>Term</b>	<b>Email</b>	<b>Phone</b>
Scot Carley	Chair	July 2013 - July 2014	<a href="mailto:scotcarley@me.com">scotcarley@me.com</a>	208-863-9337
Jeremy Evans	Vice-Chair	July 2013 - July 2015	<a href="mailto:joevans3@gmail.com">joevans3@gmail.com</a>	208-887-8583
Jennifer Sweet-Fears	Member	July 2013 – July 2015	<a href="mailto:jenniferfears@q.com">jenniferfears@q.com</a>	208-867-8642
Tina Roehr	Secretary	July 2012 – July 2014	<a href="mailto:Roehrt50@gmail.com">Roehrt50@gmail.com</a>	208-939-3725
Jonathan Giles	Member	July 2012 – July 2014	<a href="mailto:giles@slhs.org">giles@slhs.org</a>	208-599-0482



## **Appendix F: School Performance Framework**

## PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Rolling Hills Public Charter School Year Opened: 2005 Operating Term: 10/10/13 - 6/30/18 Date Executed: 10/10/2013

### Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on [date] and is intended for use with non-alternative public charter schools authorized by the PCSC.

### Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

#### Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

#### Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

*During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.*

#### Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

**Financial:**

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

**Accountability Designations**

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

**Honor:**

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

**Good Standing:**

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

**Remediation:**

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

**Critical:**

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

**INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY**

		Result (Stars)	Points Possible	Points Earned	
<b>Measure 1a</b> <b>Overall Star Rating</b>	<b>Is the school meeting acceptable standards according to existing state grading or rating systems?</b>				
	<b>Exceeds Standard:</b> School received five stars on the Star Rating System	5	25		
	<b>Meets Standard:</b> School received three or four stars on the Star Rating System	4	20		
	<b>Does Not Meet Standard:</b> School received two stars on the Star Rating System	3	15		
	<b>Falls Far Below Standard:</b> School received one star on the Star Rating System	2	0		
		1	0	<b>0.00</b>	
<b>Notes</b>					

		Result	Points Possible	Points Earned	
<b>Measure 1b</b> <b>State Designations</b>	<b>Is the school meeting state designation expectations as set forth by state and federal accountability systems?</b>				
	<b>Exceeds Standard:</b> School was identified as a "Reward" school.	Reward	25		
	<b>Meets Standard:</b> School does not have a designation.	None	15		
	<b>Does Not Meet Standard:</b> School was identified as a "Focus" school.	Focus	0		
	<b>Falls Far Below Standard:</b> School was identified as a "Priority" school.	Priority	0	<b>0.00</b>	
<b>Notes</b>					

**INDICATOR 2: STUDENT ACADEMIC PROFICIENCY**

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
<b>Measure 2a</b> <b>ISAT / SBA % Proficiency</b> <b>Reading</b>	<b>Are students achieving reading proficiency on state examinations?</b>						
	<b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
	<b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	<b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	<b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	<b>0.00</b>
<b>Notes</b>							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
<b>Measure 2b</b> <b>ISAT / SBA % Proficiency</b> <b>Math</b>	<b>Are students achieving math proficiency on state examinations?</b>						
	<b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
	<b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	<b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	<b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	<b>0.00</b>
<b>Notes</b>							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
<b>Measure 2c</b> ISAT / SBA % Proficiency Language Arts	<b>Are students achieving language proficiency on state examinations?</b>  <b>Exceeds Standard:</b> 90% or more of students met or exceeded proficiency. <b>Meets Standard:</b> Between 65-89% of students met or exceeded proficiency. <b>Does Not Meet Standard:</b> Between 41-64% of students met or exceeded proficiency. <b>Falls Far Below Standard:</b> Fewer than 41% of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
			38-56	18	65-89	25	0.00
			20-37	18	41-64	24	0.00
			0-19	19	1-40	40	0.00
							<b>0.00</b>
Notes							
<b>INDICATOR 3: STUDENT ACADEMIC GROWTH</b>							
<b>Measure 3a</b> Criterion-Referenced Growth in Reading	<b>Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
			51-75	25	70-84	15	0.00
			26-50	25	50-69	20	0.00
			0-25	25	1-49	49	0.00
							<b>0.00</b>
Notes							
<b>Measure 3b</b> Criterion-Referenced Growth in Math	<b>Are students making adequate annual 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. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
			51-75	25	70-84	15	0.00
			26-50	25	50-69	20	0.00
			0-25	25	1-49	49	0.00
							<b>0.00</b>
Notes							
<b>Measure 3c</b> Criterion-Referenced Growth in Language	<b>Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth. <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth. <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
			51-75	25	70-84	15	0.00
			26-50	25	50-69	20	0.00
			0-25	25	1-49	49	0.00
							<b>0.00</b>
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
<b>Measure 3d</b> <b>Norm-Referenced</b> <b>Growth in Reading</b>	<b>Are students making expected annual academic growth in reading compared to their academic peers?</b>						
	<b>Exceeds Standard:</b> The school's Median SGP in reading falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	18	66-99	34	0.00
	<b>Meets Standard:</b> The school's Median SGP in reading falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	18	43-65	23	0.00
	<b>Does Not Meet Standard:</b> The school's Median SGP in reading falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile.		20-37	18	30-42	13	0.00
	<b>Falls Far Below Standard:</b> The school's Median SGP in reading falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0.00
<b>Notes</b>							<b>0.00</b>
<hr/>							
<b>Measure 3e</b> <b>Norm-Referenced</b> <b>Growth in Math</b>	<b>Are students making expected annual academic growth in math compared to their academic peers?</b>						
	<b>Exceeds Standard:</b> The school's Median SGP in math falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	18	66-99	34	0.00
	<b>Meets Standard:</b> The school's Median SGP in math falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	18	43-65	23	0.00
	<b>Does Not Meet Standard:</b> The school's Median SGP in math falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile.		20-37	18	30-42	13	0.00
	<b>Falls Far Below Standard:</b> The school's Median SGP in math falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0.00
<b>Notes</b>							<b>0.00</b>
<hr/>							
<b>Measure 3f</b> <b>Norm-Referenced</b> <b>Growth in Language</b>	<b>Are students making expected annual academic growth in language compared to their academic peers?</b>						
	<b>Exceeds Standard:</b> The school's Median SGP in language arts falls between the 66 <sup>th</sup> and 99 <sup>th</sup> percentile.		57-75	18	66-99	34	0.00
	<b>Meets Standard:</b> The school's Median SGP in language arts falls between the 43 <sup>rd</sup> and 65 <sup>th</sup> percentile.		38-56	18	43-65	23	0.00
	<b>Does Not Meet Standard:</b> The school's Median SGP in language arts falls between the 30 <sup>th</sup> and 42 <sup>th</sup> percentile.		20-37	18	30-42	13	0.00
	<b>Falls Far Below Standard:</b> The school's Median SGP in language arts falls below the 30 <sup>th</sup> percentile.		0-19	19	1-29	29	0.00
<b>Notes</b>							<b>0.00</b>
<hr/>							
<b>Measure 3g</b> <b>Subgroup Growth</b> <b>Combined Subjects</b>	<b>Is the school increasing subgroup academic performance over time?</b>						
	<b>Exceeds Standard:</b> School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0.00
	<b>Meets Standard:</b> School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0.00
	<b>Does Not Meet Standard:</b> School earned 31-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0.00
	<b>Falls Far Below Standard:</b> School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0.00
<b>Notes</b>							<b>0.00</b>

INDICATOR 4: COLLEGE AND CAREER READINESS							
<b>Measure 4a</b> <b>Advanced Opportunity</b>  <b>Coursework</b>  <b>Notes</b>	<b>Are students participating successfully in advance opportunity coursework?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>			
	<b>Exceeds Standard:</b> School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	<b>Meets Standard:</b> School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	<b>Does Not Meet Standard:</b> School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	<b>Falls Far Below Standard:</b> School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0	0.00			
<b>Measure 4b1</b> <b>College Entrance</b> <b>Exam Results</b>  <b>Notes</b>	<b>Does students' performance on college entrance exams reflect college readiness?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>			
	<b>Exceeds Standard:</b> Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	<b>Meets Standard:</b> Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	<b>Does Not Meet Standard:</b> Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	<b>Falls Far Below Standard:</b> Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	0.00			
<b>Measure 4b2</b> <b>College Entrance</b> <b>Exam Results</b>  <b>Notes</b>	<b>Does students' performance on college entrance exams reflect college readiness?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>			
	<b>Exceeds Standard:</b> Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	<b>Meets Standard:</b> Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	<b>Does Not Meet Standard:</b> Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	<b>Falls Far Below Standard:</b> Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	0.00			
<b>Measure 4c</b> <b>Graduation Rate</b>  <b>Notes</b>	<b>Are students graduating from high school?</b>	<b>Result (Percentage)</b>	<b>Possible Overall</b>	<b>Possible in this Range</b>	<b>Percentile Targets</b>	<b>Percentile Points</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> At least 90% of students graduated from high school.		39-50	12	90-100	11	0.00
	<b>Meets Standard:</b> 81-89% of students graduated from high school.		26-38	13	81-89	9	0.00
	<b>Does Not Meet Standard:</b> 71%-80% of students graduated from high school.		14-26	13	71-80	10	0.00
	<b>Falls Far Below Standard:</b> Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0.00

MISSION-SPECIFIC GOALS				
<b>Measure 1</b>	<b>Is the school helping students increase their pro-social behavior?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> 90% to 100% of 4th and 5th grade students who ranked in tier 1 - 4 on the fall benchmark AIMSWEB Prosocial Behavior Scale Social Skills Improvement System (SSIS) increased by one tier or more by the spring benchmark.		200	
	<b>Meets Standard:</b> 70% to 89% of 4th and 5th grade students who ranked in tier 1 - 4 on the fall benchmark AIMSWEB Prosocial Behavior Scale Social Skills Improvement System (SSIS) increased by one tier or more by the spring benchmark.		160	
	<b>Does Not Meet Standard:</b> 40% to 69% of 4th and 5th grade students who ranked in tier 1 - 4 on the fall benchmark AIMSWEB Prosocial Behavior Scale Social Skills Improvement System (SSIS) increased by one tier or more by the spring benchmark.		100	
	<b>Falls Far Below Standard:</b> Less than 40% of 4th and 5th grade students who ranked in tier 1 - 4 on the fall benchmark AIMSWEB Prosocial Behavior Scale Social Skills Improvement System (SSIS) increased by one tier or more by the spring benchmark.		0	
<b>Notes</b>	Results will be reported by the school to the PCSC by October 1 of each year.			<hr/> 0
<b>Measure 2</b>	<b>Is the school helping middle school students increase civic engagement through service learning projects?</b>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
	<b>Exceeds Standard:</b> 90% to 100% of 6th through 8th grade students who participate in a service learning project scored at least 40 out of 50 on the Civic Responsibility Level 2 survey tool.		200	
	<b>Meets Standard:</b> 80% to 89% of 6th through 8th grade students who participate in a service learning project scored at least 40 out of 50 on the Civic Responsibility Level 2 survey tool.		160	
	<b>Does Not Meet Standard:</b> 30% to 79% of 6th through 8th grade students who participate in a service learning project scored at least 40 out of 50 on the Civic Responsibility Level 2 survey tool.		100	
	<b>Falls Far Below Standard:</b> Less than 30% of 6th through 8th grade students who participate in a service learning project scored at least 40 out of 50 on the Civic Responsibility Level 2 survey tool.		0	
				<hr/> 0



ROLLING HILLS PUBLIC CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK

**Notes** The assessment tool to be used is the Civic Responsibility Survey Level 2 (Middle School) developed in 1998 by Furco, Muller, and Ammon at the Service Learning Research and Development Center, University of CA, Berkeley. Results will be reported by the school to the PCSC by October 1 of each year.

**Measure 3 Is the school helping a high percentage of young students reach proficiency in reading?**

**Exceeds Standard:** 95% -100% of 1st through 3rd grade students achieved benchmark proficiency on the spring Idaho Reading Indicator (IRI).  
**Meets Standard:** 80% -94% of 1st through 3rd grade students achieved benchmark proficiency on the spring IRI.  
**Does Not Meet Standard:** 50% -79% of 1st through 3rd grade students achieved benchmark proficiency on the spring IRI.  
**Falls Far Below Standard:** Less than 49% of 1st through 3rd grade students achieved benchmark proficiency on the spring IRI.

**Notes** Results will be reported by the school to the PCSC by October 1 of each year.

Result	Points Possible	Points Earned
	200	
	160	
	100	
		<hr/> 0

INDICATOR 1: EDUCATIONAL PROGRAM		Result	Points Possible	Points Earned
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?			
	<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 performance certificate, or the school has gained approval for a charter modification to the material terms.</p> <p><b>Does Not Meet Standard:</b> School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>		25  0	<hr/> 0.00
Notes				
Measure 1b Education Requirements	Is the school complying with applicable education requirements?			
	<p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion 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>Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education 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 education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25  15  0	<hr/> 0.00
Notes				
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?			
	<p><b>Exceeds 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 provision 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 the school's facility and program; appropriate use of all available, applicable funding.</p> <p><b>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 identified 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, and provisions of the performance certificate relating to the treatment of students with identified 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	<hr/> 0.00
Notes				

		Result	Points Possible	Points Earned
<b>Measure 1d</b> English Language Learners	<b>Is the school protecting the rights of English Language Learner (ELL) students?</b>			
	<b>Exceeds 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 of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		25	
	<b>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.		15	
	<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 requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
<b>INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT</b>				
<b>Measure 2a</b> Financial Reporting and Compliance	<b>Is the school meeting financial reporting and compliance requirements?</b>			
	<b>Exceeds 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 the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or 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.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and 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.		0	
Notes				0.00
<b>Measure 2b</b> GAAP	<b>Is the school following Generally 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 opinion; an audit devoid of significant findings and conditions, material weaknesses, 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.		25	
	<b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
<b>Measure 3a</b> Governance Requirements	<p><b>Is the school complying with governance requirements?</b></p> <p><b>Exceeds 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; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p><b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or 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, and 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>		25  15  0	<hr/> 0.00
Notes				
<b>Measure 3b</b> Reporting Requirements	<p><b>Is the school complying with reporting requirements?</b></p> <p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to:</p> <p><b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25  15  0	<hr/> 0.00
Notes				
INDICATOR 4: STUDENTS AND EMPLOYEES		Result	Points Possible	Points Earned
<b>Measure 4a</b> Student Rights	<p><b>Is the school protecting the rights of all students?</b></p> <p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.</p> <p><b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. 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 the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25  15  0	<hr/> 0.00
Notes				

		Result	Points Possible	Points Earned
<b>Measure 4b Credentialing</b>	<b>Is the school meeting teacher and other staff credentialing requirements?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.		25	
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance 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 applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
<b>Notes</b>			<hr/> 0.00	
<hr/>				
<b>Measure 4c Employee Rights</b>	<b>Is the school complying with laws regarding employee rights?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.		25	
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance 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 applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
<b>Notes</b>			<hr/> 0.00	
<hr/>				
<b>Measure 4d Background Checks</b>	<b>Is the school completing required background checks?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.		25	
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance 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 applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
<b>Notes</b>			<hr/> 0.00	

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
<b>Measure 5a</b> <b>Facilities and Transportation</b>	<b>Is the school complying with facilities and transportation requirements?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.		25	
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance 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 applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
<b>Measure 5b</b> <b>Health and Safety</b>	<b>Is the school complying with health and safety requirements?</b>			
	<b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.		25	
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance 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 applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
<b>Measure 5c</b> <b>Information Handling</b>	<b>Is the school handling information appropriately?</b>			
	<b>Exceeds 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 and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.		25	
	<b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<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 the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	<p><b>Is the school complying with all other obligations?</b></p> <p><b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. 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 with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated here; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
Notes			0	0.00

INDICATOR 1: NEAR-TERM MEASURES			25		
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 Standard:</b> Current Ratio is between 0.9 and 1.0 or equal to 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><b>Result</b></p> <p>50</p> <p>10</p> <p>0</p>	<p><b>Points Possible</b></p> <p>50</p> <p>10</p> <p>0</p>	<p><b>Points Earned</b></p> <p>0.00</p>	
Notes					
Measure 1b 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 Note Meet Standard:</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><b>Result</b></p> <p>50</p> <p>10</p> <p>0</p>	<p><b>Points Possible</b></p> <p>50</p> <p>10</p> <p>0</p>	<p><b>Points Earned</b></p> <p>0.00</p>	
Notes					
Measure 1c Enrollment Variance	<p><b>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</b></p> <p><b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p><b>Does Not Meet Standard:</b> Enrollment Variance is between 85-95 percent in the most recent year.</p> <p><b>Falls Far Below Standard:</b> Enrollment Variance is less than 85 percent in the most recent year.</p>	<p><b>Result</b></p> <p>50</p> <p>30</p> <p>0</p>	<p><b>Points Possible</b></p> <p>50</p> <p>30</p> <p>0</p>	<p><b>Points Earned</b></p> <p>0.00</p>	
Notes					
Measure 1d Default	<p><b>Default</b></p> <p><b>Meets Standard:</b> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p><b>Does Not Meet Standard:</b> Not applicable</p> <p><b>Falls Far Below Standard:</b> School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	<p><b>Result</b></p> <p>50</p> <p>0</p>	<p><b>Points Possible</b></p> <p>50</p> <p>0</p>	<p><b>Points Earned</b></p> <p>0.00</p>	
Notes					



INDICATOR 2: SUSTAINABILITY MEASURES																				
<p>Measure 2a Total Margin and Aggregated 3-Year Total Margin</p>	<p><b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</b></p> <p><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 cumulative Total Margin must be positive.</i></p> <p><b>Does Not Meet Standard:</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>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			10			0				0.00			
Result	Points Possible	Points Earned																		
	50																			
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Notes																				
<p>Measure 2b Debt to Asset Ratio</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 Standard:</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="text-align: center;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0.00			
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<p>Measure 2c Cash Flow</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 (in one of two ways):</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 Standard:</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>0</td> <td></td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		0			50			30			0				0.00
Result	Points Possible	Points Earned																		
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Notes																				
<p>Measure 2d Debt Service Coverage Ratio</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 Standard:</b> Debt Service Coverage Ratio is less than 1.1</p> <p><b>Falls Far Below Standard:</b> Not 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>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			0				0.00						
Result	Points Possible	Points Earned																		
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ROLLING HILLS PUBLIC CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	2%	0.00	25	1%	0.00
	1b	25	2%	0.00	25	1%	0.00
Proficiency	2a	75	5%	0.00	75	4%	0.00
	2b	75	5%	0.00	75	4%	0.00
	2c	75	5%	0.00	75	4%	0.00
Growth	3a	100	7%	0.00	100	6%	0.00
	3b	100	7%	0.00	100	6%	0.00
	3c	100	7%	0.00	100	6%	0.00
	3d	75	5%	0.00	75	4%	0.00
	3e	75	5%	0.00	75	4%	0.00
	3f	75	5%	0.00	75	4%	0.00
	3g	100	7%	0.00	100	6%	0.00
College & Career Readiness	4a				50	3%	0.00
	4b1 / 4b2				50	3%	0.00
	4c				50	3%	0.00
Total Possible Academic Points		900			1050		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
<b>Total Academic Points Received</b>				<b>0.00</b>			<b>0.00</b>
<b>% of Possible Academic Points for This School</b>				<b>0.00%</b>			<b>0.00%</b>

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Safe Learning Environment / Pro Social Behavior	1	200	13%	0.00			
Civic Engagement	2	200	13%	0.00			
	3	200	13%	0.00			
Total Possible Mission-Specific Points		600	40%		700	40%	
<b>Total Mission-Specific Points Received</b>				<b>0.00</b>			<b>0.00</b>
<b>% of Possible Mission-Specific Points Received</b>				<b>0.00%</b>			<b>0.00%</b>
<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>		<b>1500</b>			<b>1750</b>		
<b>TOTAL POINTS RECEIVED</b>				<b>0.00</b>			<b>0.00</b>
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>				<b>0.00%</b>			<b>0.00%</b>

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	0.00
	1b	25	6%	0.00
	1c	25	6%	0.00
	1d	25	6%	0.00
Financial Management & Oversight	2a	25	6%	0.00
	2b	25	6%	0.00
Governance & Reporting	3a	25	6%	0.00
	3b	25	6%	0.00
Students & Employees	4a	25	6%	0.00
	4b	25	6%	0.00
	4c	25	6%	0.00
	4d	25	6%	0.00
School Environment	5a	25	6%	0.00
	5b	25	6%	0.00
	5c	25	6%	0.00
Additional Obligations	6a	25	6%	0.00
<b>TOTAL OPERATIONAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>0.00</b>
<b>% OF POSSIBLE OPERATIONAL POINTS</b>				<b>0.00%</b>

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	0.00
	1b	50	13%	0.00
	1c	50	13%	0.00
	1d	50	13%	0.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	0.00
	2c	50	13%	0.00
	2d	50	13%	0.00
<b>TOTAL FINANCIAL POINTS</b>		<b>400</b>	<b>100%</b>	<b>0.00</b>
<b>% OF POSSIBLE FINANCIAL POINTS</b>				<b>0.00%</b>

ROLLING HILLS PUBLIC CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p><b>Honor</b> Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
<p><b>Good Standing</b> Schools achieving at this level in Academic &amp; Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic &amp; Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p><b>Remediation</b> Schools achieving at this level in Academic &amp; Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<p><b>Critical</b> Schools achieving at this level in Academic &amp; Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

## **Appendix G: Authorizer Policies**

## **Section I: (Reserved for General Governing Policies & Procedures)**

## **Section II: Oversight Policies and Procedures (Adopted June 13, 2013)**

### **A. Submission of Meeting Materials**

- 1. Regular Meeting Materials Deadline:** Materials to be considered at a regular meeting of the Public Charter School Commission (PCSC) must be received by the PCSC office no later than thirty (30) days prior to the meeting date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
- 2. Fiscal Materials Deadline:** Updated materials related to fiscal information specifically requested by PCSC staff must be received by the PCSC office no later than 8:00 a.m. three (3) business days prior to a regular meeting date. This provision notwithstanding, fiscal information must also be provided in accordance with the 30-day deadline.
- 3. Special Meeting Materials Deadline:** Materials to be considered at a special meeting of the PCSC must be received by the PCSC office no later than 48 hours prior to the meeting time. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
- 4. Meeting Materials Format:** Meeting materials must be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into the smallest possible number of files and be submitted in Word or Adobe PDF. Materials submitted in hard copy or as more than ten (10) separate electronic files will not be accepted, except in rare cases as specifically directed, in advance, by PCSC staff.
- 5. Additional Materials and Handouts:** No additional materials or handouts will be accepted at PCSC meetings. Rare exceptions will be made only as specifically directed by the Chairman.
- 6. Audio/Visual Presentations:** Audio/visual presentation files must be submitted one (1) week prior to a regular meeting or 48 hours prior to a special meeting. Such files must be submitted to the PCSC office via electronic mail, web-based file-sharing services, or portable data storage device, and will be made available to presenters at the meeting site using PCSC computer and projection equipment.

## **Section II: Oversight Policies and Procedures**

### **B. New Charter Petitions**

#### **1. Petition Consideration Timeline**

- a. The PCSC shall consider new charter school petitions on a timeline in compliance with I.C. § 33-5205.
- b. New charter petitions shall be considered only at regularly scheduled PCSC meetings.
- c. The PCSC shall hold an initial hearing to consider the merits of the petition held within 75 days after a petition is “considered received” as defined in IDAPA 08.03.01.300.04.

#### **2. Standards for Petition Approval**

- a. In order to be eligible for approval, a charter petition must score at least a 2 on every indicator on the Petition Evaluation Rubric (PER). The PER shall be available to charter petitioners in advance of petition submission.
- b. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the petition, but such indicators shall not overrule Section II.B.2.a of this policy.
- c. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC’s consideration of the petition. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.
- d. The PCSC may approve a new charter petition contingent upon minor, specific revisions that the petitioners are directed to make to PCSC staff’s satisfaction. The PCSC’s written notice of approval shall not be issued until the revisions are approved by PCSC staff. If not finalized by written notice, the PCSC’s contingent approval shall expire effective at 8:00 a.m. Mountain Time on the date of the PCSC’s next regularly scheduled meeting.

#### **3. Petition Evaluation Process**

- a. Petitions shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into no more than two (2) files, one comprising the body of the petition and the other the combined appendices. The body of the petition must be submitted in Microsoft Word format.

## Section II: Oversight Policies and Procedures

### B. New Charter Petitions

#### 3. Petition Evaluation Process

- b. Upon initial submission to the PCSC office, petitions shall be evaluated using the PER. Results shall be provided to the petitioning group within 30 days.
- c. One (1) petition revision shall be accepted by PCSC staff prior to the initial PCSC hearing, provided it is received no later than the meeting materials submission deadline described in Section II.A.1 of this policy.
  - i. Revised petitions shall show all changes in legislative format (see [The Idaho Rule Writer's Manual](#), section II.4, pg. 36), with the exception of changes to budget spreadsheets and PCSC templates. The "show changes" feature in Word shall not be considered an acceptable substitute for legislative format.
  - ii. Revised petitions shall clearly show the submission date of the revision on the title page.
  - iii. Petition revisions shall be submitted in accordance with Section II.B.3.a of this policy. The entire petition, including appendices, must be submitted with each revision.
  - iv. Petition revisions submitted out of compliance with this section shall be returned to the petitioners without further review.
  - v. Petition revisions that fail to substantially address concerns previously cited by the PCSC and PCSC staff shall be returned to the petitioners without further review.
  - vi. Petition revisions that are returned without review in accordance with this policy may be resubmitted, with relevant corrections made, within the initial deadlines imposed by this policy.
- d. The most recent, complete petition revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the meeting materials submission deadline will be the version provided to the PCSC.
- e. The petition revision provided to the PCSC shall be accompanied by a PER updated to reflect the merits of that revision. The petitioning group shall also be provided with the updated PER results.
- f. Additional revisions or supplementary documents submitted separately from the petition and/or after the materials submission deadline shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the petition is excluded from this provision.

## **Section II: Oversight Policies and Procedures**

### **B. New Charter Petitions**

#### **3. Petition Evaluation Process**

- g. If, at the initial hearing, a decision regarding a petition is delayed, one (1) revision will be accepted by PCSC staff prior to the second PCSC hearing. If, in the opinion of PCSC staff, the revision demonstrates clear effort to resolve all previously identified concerns but still does not score all 2's or better on the PER, primarily for reasons beyond the petitioners' control, PCSC staff may offer the option of one (1) additional revision to the relevant section(s) of the petition, provided it is received no later than the meeting materials submission deadline and in accordance with Section II.B.3.c.i-iii of this policy.

### **C. Proposed Charter or Performance Certificate Amendments**

#### **1. Proposed Charter or Performance Certificate Amendment Consideration Timeline**

- a. The PCSC will consider proposed amendments to a school's charter or performance certificate on a timeline in compliance with IDAPA 08.02.04.302.03.
  - i. Proposed amendments, other than those deemed appropriate for administrative approval per item (c.) of this section, must be submitted according to the meeting materials deadlines outlined in II.A.
- b. In accordance with IDAPA 08.02.04.302.03, the PCSC delegates to the Public Charter School Commission Director authority to approve minor revisions to a school's charter or performance certificate.
- c. Pursuant to I.C. §33-5206(8), proposals to increase enrollment by 10% or more of the public charter school's approved enrollment cap shall be considered by the PCSC during a public hearing.

#### **2. Standards for Charter Amendment Approval**

- a. When proposed charter amendments are closely aligned to a section of the Petition Evaluation Rubric (PER), PCSC staff will use the PER to evaluate the proposed charter amendment and make recommendations to the PCSC.
  - i. In order to receive a staff recommendation for approval, a proposed charter amendment must score at least a 2 on every relevant indicator on the Petition Evaluation Rubric (PER). The PER will be available to charter holders in advance of amendment submission.



## **Section II: Oversight Policies and Procedures**

### **C. Proposed Charter or Performance Certificate Amendments**

#### **2. Standards for Charter Amendment Approval**

- ii. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the proposed charter amendment, but such indicators shall not overrule Section II.C.2.b.i of this policy.
- b. Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter amendments. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.

#### **3. Proposed Charter or Performance Certificate Amendment Process**

- a. Proposed charter or performance certificate amendments shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device.
- b. Proposed charter or performance certificate amendments shall be accompanied by a cover letter explaining the nature of and rationale for the proposed amendment. Supporting documentation, including budgets, shall be provided when relevant.
- c. Documents associated with a proposed charter or performance certificate amendment must be combined into no more than two (2) files, one comprising the section(s) of the charter or performance certificate to be amended and the other comprising the cover letter and documentation described in Section II.C.3.b of this policy. The charter or excerpt(s) thereof must be submitted in Microsoft Word format.
- d. Proposed charter or performance certificate amendments must show all proposed changes in legislative format. Use of Microsoft Word's "show changes" feature shall not be considered an acceptable substitute for legislative format.
- e. One (1) revision of the proposed charter or performance certificate amendments will be accepted by PCSC staff prior to the PCSC hearing, provided it is received within the deadline established in writing by PCSC staff.
- f. The most recent, complete revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the deadline established in writing by PCSC staff shall be the version provided to the PCSC.

## **Section II: Oversight Policies and Procedures**

### **C. Proposed Charter or Performance Certificate Amendments**

#### **3. Proposed Charter or Performance Certificate Amendment Process**

- g. The revision provided to the PCSC will be accompanied by a PER or alternate evaluation document updated to reflect the merits of that revision. The charter holder will also be provided with the updated PER or evaluation document results.
- h. Additional revisions or supplementary documents submitted separately from the proposed charter or performance certificate amendment and/or after the deadline established in writing by PCSC staff shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the proposed charter amendment is excluded from this provision.

#### **4. PCSC Decisions Regarding Proposed Charter or Performance Certificate Amendments**

- a. The PCSC shall approve or deny a proposed charter or performance certificate amendment at the time of consideration.

## **Appendix H: Enrollment Policy**

**ROLLING HILLS PUBLIC CHARTER SCHOOL  
8900 HORSESHOE BEND ROAD  
BOISE, ID 83714**

ENROLLMENT

Rolling Hills Public Charter School (RHPCS) is a public school of choice chartered by the state of Idaho and as such is tuition-free. RHPCS will not discriminate based on race, color, gender, national or ethnic origin, religion, family, social, or economic status, and is open to all students, regardless of the public school district boundaries of residence.

The process by which students are admitted to RHPCS is very specific, and complies with Idaho Code, and all other applicable laws and regulations. The state requires that an annual lottery is conducted when demand exceeds the number of available openings. The lottery includes Kindergarten through Eight (8<sup>th</sup>) Grade.

The Enrollment Lottery is conducted annually as a fair and equitable process to determine selection for students to fill the available openings. Once enrolled, students do not have to reapply in the lottery process to continue enrollment at RHPCS. Enrollment applications together with required documents must be submitted by the lottery application deadline as set forth annually by the Board of Directors, and do not rollover from year to year, thus a new application must be submitted each year for any previously non-enrolled child to be eligible for the enrollment lottery.

Admission preferences for enrollment of students in RHPCS follows the selection hierarchy as described in Section 33-5205(3)(j) of the Idaho Code, and IDAPA 08.02.04.203:

1. First Priority: Applicants who are children of founding families (those families that participated in the founding of RHPCS), provided that this admission preference shall be limited to not more than ten (10%) percent of the capacity of the school's enrollment.
2. Second Priority: Applicants who are siblings of currently enrolled RHPCS students.
3. Third Priority: Applicants living within the Primary Attendance Area. RHPCS' PAA is defined as residences in the Eagle/Boise/Garden City area that are within the following geographic boundaries: East of Eagle Rd., West of Glenwood or Gary Lane, South of Beacon Light, North of Chinden Blvd.
4. Fourth Priority: Applicants who reside outside the Primary Attendance Area (residences outside the area described above).

The Grade-by-Grade enrollment of RHPCS is as follows:

- Kindergarten: twenty-four (24) students: a child must be five (5) years old on or before September one (1) of the year of Kindergarten enrollment.
- First (1<sup>st</sup>) Grade: twenty-eight (28) students
- Second (2<sup>nd</sup>) – Third (3<sup>rd</sup>) Grade: thirty (30) students
- Fourth (4<sup>th</sup>) – Fifth (5<sup>th</sup>) Grade: thirty-two (32) students
- Sixth (6<sup>th</sup>) – Eight (8<sup>th</sup>) Grade: thirty-four (34) students

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho must submit a “lottery application” for the child to be considered for the Enrollment lottery or a “Letter of Intent to Enroll” for said child to continue to attend RHPCS. “Lottery applications” and “Letters of Intent to Enroll” may be mailed or delivered in person to the school, scanned and emailed, or faxed, but must be received by the set application or enrollment deadline.

Students are accepted on a first-come, first served basis after the enrollment period. Once available openings are filled, applicants will be added to a waiting list. If a child is selected to attend RHPCS (selected through the lottery process or taken from the waiting list), the parent or guardian will be contacted via email, and/or phone within five (5) days. Enrollment must be accepted within (forty-eight) 48 hours or the offer may be rescinded and offered to the next child in line. If enrollment is accepted, the parent or guardian must finalize the enrollment within (four) 4 business days by submitting completed enrollment forms along with copies of the child’s birth certificate and immunization records with all Idaho school required immunizations up-to-date, or an immunization waiver.

If placement becomes available during the school year, the opening will be filled from the established waiting list. The open position will be offered to the parents of the first student on the waiting list. If declined, the open position will be offered to the next child on the waiting list, and so on until the open position is filled.

**Appendix I: 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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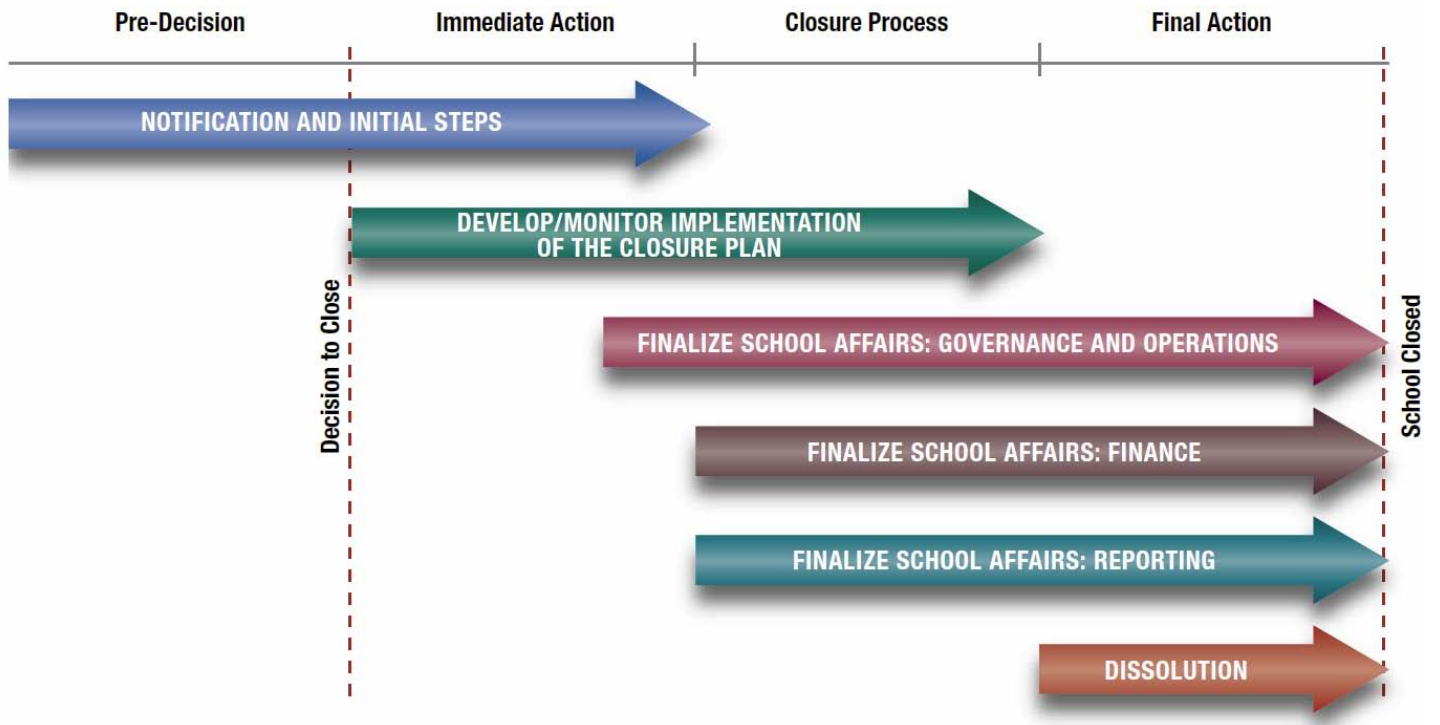
## Endnotes

<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 (ie. ID 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. Not 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. If the school owes the state money, it should list the SDE as a creditor and treat it accordingly.	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>