

SUBJECT

The Village 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

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 The Village Charter School (TVCS) 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 TVCS 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 TVCS Performance Certificate be executed as presented.

COMMISSION ACTION

A motion to execute the The Village 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 The Village Charter School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on April 29, 2010, the Authorizer approved a charter petition for the establishment of the School; and

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

WHEREAS, the 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; and

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 2011. 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 Village Charter School provides a challenging, hands-on curriculum to cultivate students who are critical thinkers and confident leaders in a safe, supportive and loving environment.
- B. Grades Served.** The School may serve students in **kindergarten through eighth grade.**
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Achieving and maintaining Lighthouse School status;**
 - **Teaching differentiation using the Limitless Learning Method;**

- Teaching effective leadership principles using the 7 Habits of Highly Effective People;
- Teaching character development using the ACE Approach and Core Values; and
- Using teaching methods and curriculum that are challenging and engaging, research-based, hands-on, real-world applicable, and develop critical thinking skills.

D. Standardized Testing. Students of the School shall be tested with the same standardized tests as other Idaho public school students.

E. Accreditation. The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

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

B. Charter School Performance Framework. The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix 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 440 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

25 students per class in kindergarten and grade 1

30 students per class in grades 2 and 3

33 students per class in grades 4 – 8

TVCS may offer up to two kindergarten and two first grade classrooms in its first year of operation. The school may expand by one classroom per grade, per school year, up to two classrooms per grade in K-8. If enrollment is inadequate in two (2) adjacent grades, classes may be combined as needed.

- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.
- D. School Facilities.** 219 N. Roosevelt, Boise, ID 83706. 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 described in Appendix J.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

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

Chairman, Idaho Public Charter School Commission

Chairman, The Village 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

The Village Charter School
October 10, 2013

No conditions of authorization or renewal are applicable.

Appendix B: Charter



The Village

CHARTER SCHOOL

THE VILLAGE CHARTER SCHOOL, Inc.
CHARTER

Planned Opening: 2011-2012 School Year
Physical Location: Boise School District
School Districts Affected: Boise School District
& Joint School District # 2

The Village Charter School, Inc.
Board of Directors
and Founding Families
219 N. Roosevelt
Boise, Idaho 83706

info@thevillagecharterschool.org
www.thevillagecharterschool.org

Approved By:

Idaho Public Charter School Commission
April 29, 2010

Amended on December 4, 2012

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Tab 1

I. Articles of Incorporation I.C. § 33-5204(1)

Please refer to Appendix A— Articles of Incorporation.

II. Bylaws of The Village Charter School, Inc. I.C. § 33-5204(1)

Please refer to Appendix B— Bylaws of The Village Charter School, Inc.

III. Petition to Establish a Charter School I.C. § 33-5205(1)(a) & (3)

Please refer to Appendix C— Petition to Establish a Charter School.

IV. Vision Statement and Mission Statement

A. Vision Statement

The Village Charter School community inspires students to cultivate their individual gifts and abilities equipping them to discover meaningful value and purpose in the world.

B. Mission Statement

The mission of The Village Charter School is to provide a high quality free public education for our students enriching knowledge through a challenging and engaging curriculum, hands on experience, real world application and creative methods. Each student is given the opportunity to achieve their full potential in a safe, supportive, loving environment preparing them for higher education, satisfying employment, and responsible citizenship. Our village includes passionate, innovative and encouraging teachers, administrators, parents and community members all working together to support our students.

The Village Community

Life in a village offers the opportunity for each member to bring their gifts, talents, and abilities to the forefront in order to strengthen the larger community. The Village Charter School (TVCS) is like a village, wherein every member is valued as an individual with talents to be cultivated and shared and is a vital member of a larger whole. Every member of our village works together for the common goal of a safe environment, wherein learning flourishes and students feel safe, supported, respected, accomplished, fulfilled and important. Students are instilled with the values of integrity, honesty, hard work, perseverance, loyalty, dependability, compassion, empathy, respect, leadership, consideration and confidence.

Consistency is a fundamental part of our village's approach to education. Our innovative teaching methods provide teachers with tools to assess the needs of their students in order to maximize each student's growth and success. These methods create an environment that is engaging, academically accelerated, progressive, and motivating to foster a love of learning in our students. It is the goal of The Village Charter School to help each student discover and reach his or her full academic potential while also cultivating their unique gifts and talents in a safe, supportive, loving environment.

Members of The Village Charter School work together, reach out to those around them, and are

aware that they are part of a greater community and can make a difference. Through their education at TVCS, students are equipped to handle real-world situations, are given tools to approach academic challenges, and are prepared for higher education. They understand the importance of obtaining satisfying employment, and ultimately become responsible citizens and leaders who make positive contributions to the world in which they live. Our village includes students, teachers, administrators, parents and other community members all working together to support the students in a positive way that invites learning to be challenging, exciting, interesting, hands-on and a life-long endeavor.

Founders Statement

The founders of The Village Charter School are parents and educators who have a vision of what our children's education can be. Each of us has seen methods, curriculum and programs that have had amazing abilities to inspire children in such a way that they flourish, love school and excel academically. We want to create a school environment where our children feel loved, accepted and safe, while setting high standards for behavior and scholastic achievement. We want our educators to provide our children with the tools they need to accomplish more than they ever thought possible. We want to create an environment that encourages and uplifts our students and is academically challenging, while also alive with enthusiasm and an eagerness for learning. We plan to create this environment through our accelerated core curriculum, innovative teaching methods and the ACE Approach. As founders of The Village Charter School, we are dedicated to this cause and to the students we will serve.

Educational Philosophy

There is a great need for options in education. Students are unique and have gifts which need to be cultivated through a variety of activities. Families need an option where each of their children can pursue individual interests within the same school. Character building and values must be taught in order to produce virtuous leaders. If a student isn't progressing, he or she needs a teacher who will discover how to reach them. Students learn at different paces and benefit from the *Limitless Learning Method*, enabling teachers to work with them at their level of understanding. Students need an environment where they can blossom. The *ACE Approach* provides consistency in curriculum, school environment, classroom management and discipline throughout all grade levels. To be academically successful, students need to be taught how to take an active role in their own education. Students need the opportunity to explore their interests and gain skills early in life in order to be prepared for satisfying employment. Additionally, students need to understand the importance of their contribution in society to become responsible citizens.

- Students come first and safety is of the utmost importance.
- Students play an integral role in our village community.
- The school environment is calm, welcoming, fun, and encourages a love of learning and creativity.
- As students feel safe, accomplished, loved, engaged and challenged, they are more likely to succeed.
- Every student has individual gifts and talents to be discovered and cultivated.
- Students are encouraged to explore, learn and follow their dreams.

- Students are unique, and valued for their individuality.
- School-wide goal to reach every student helping them feel successful and confident.
- Hands-on experience creates a deeper understanding of concepts.
- Critical and creative thinking skills are taught & reinforced.
- Consistency is fundamental in order to provide safety, structure and an engaging atmosphere.
- Instructional methods are varied in order to reach each student's personality, learning style, background knowledge, readiness, language, and interests.
- Through experience students learn the importance of service and develop an awareness of the needs around them.
- Our village includes students, teachers, administrators, parents and community members all working together to support the students.

Tab 2

I. Rationale for The Village Charter School I.C. § 33-5205(5)

A. Primary Attendance Area I.C. § 33-5205(3)(j)

The primary attendance area for The Village Charter School encompasses the following area within the boundaries of the Boise School District (BSD):

Boise School District boundaries on the West and South.
North and East boundaries are as follows:

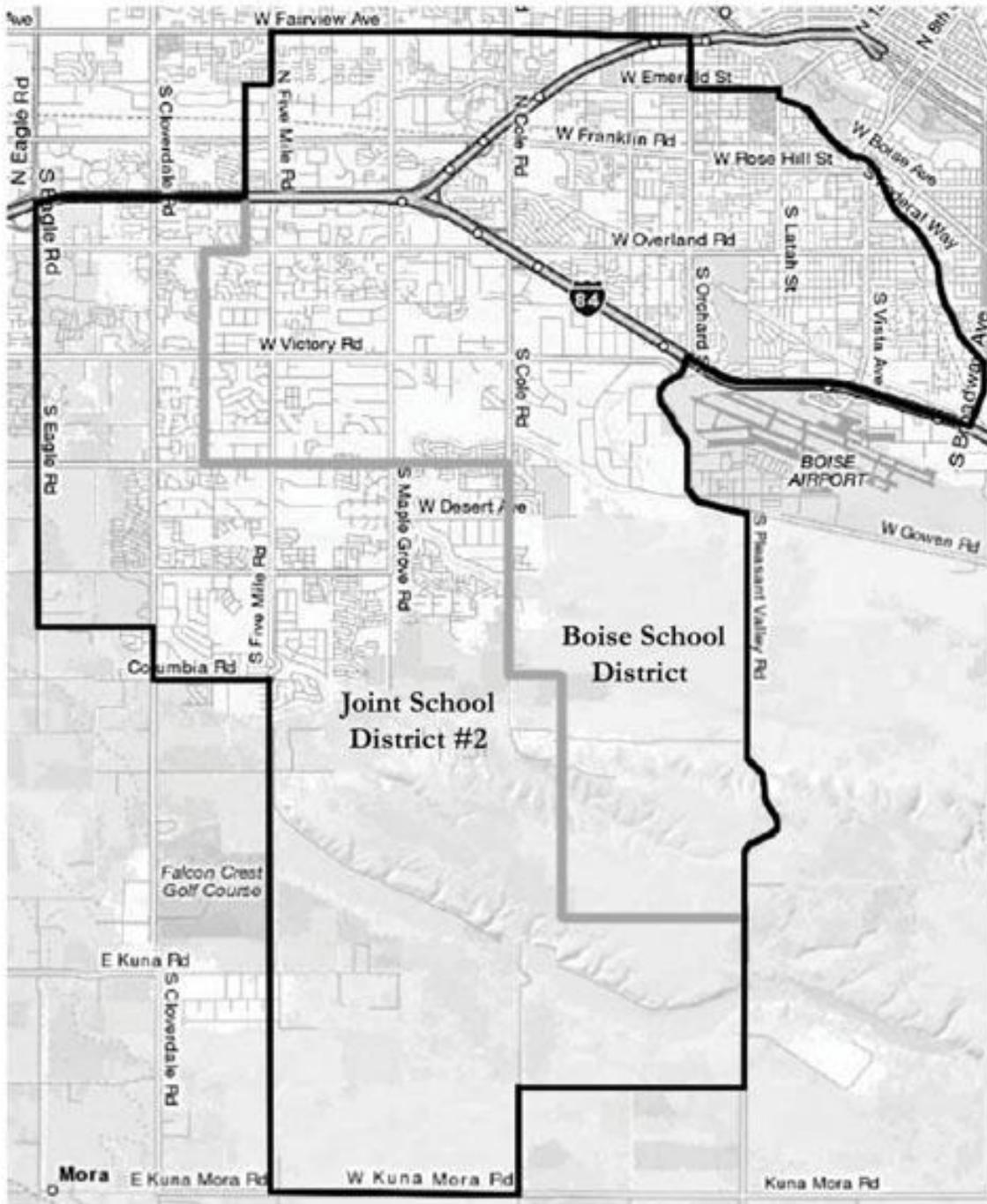
- Start at the corner of Fairview and the BSD boundaries,
- Go east on West Fairview Avenue,
- Turn south on North Orchard Street,
- Turn east on Emerald Street,
- Turn south on South Latah Street,
- Turn east on Crescent Rim Drive,
- Turn east onto South Federal Way,
- Where South Federal Way crosses Broadway Avenue, stop,
- Begin south on Broadway Avenue,
- Turn west onto Interstate 84,
- Turn south on South Orchard Street,
- Turn south on Pleasant Valley Road, and
- Where Pleasant Valley Road and the BSD boundaries meet, stop.

The primary attendance area also encompasses the following area within the boundaries of Joint School District #2:

- Joint School District #2 boundaries on the East and South.
- Interstate 84 on the North.
- South Eagle Road on the West.

The primary attendance area for TVCS is compact and contiguous as required by law. The primary attendance area boundary encompasses an entirely enclosed area. The boundary line goes directly down the middle of the road and does not include both sides of the listed streets.

For further clarification, please refer to the map on the next page.



— The Village Charter School Primary Attendance Area

Target Student Population

The Village Charter School intends to serve students from kindergarten through grade eight in its first year of operation, with the option to expand to grade twelve in the future. Expansion

will be at the discretion of the Board of Directors for TVCS (Board), and the Idaho Public Charter School Commission (Commission) as required, and will be based on enrollment demand and adequate finances. During the first year, TVCS plans to enroll a maximum of 25 students per class in kindergarten and first grade, 30 students per class in second and third grade, and 33 students per class in all other grades. The maximum year one (1) enrollment of TVCS is 325 students. The maximum number of classrooms for year one (1) is ten (10). TVCS may offer up to two kindergarten and two first grade classrooms and one classroom per grade in all other grades. If enrollment is inadequate in two (2) adjacent grades, classes may be combined as needed. TVCS will continue to add one (1) classroom per year to grow the program to the maximum capacity of two (2) classes per grade.

School Year	Classrooms*	Grades Served	Maximum Enrollment
2011	10	K K 1 1 2 3 4 5 6 7 8	325
2012	11	K K 1 1 2 2 3 4 5 6 7 8	345
2013	12	K K 1 1 2 2 3 3 4 5 6 7 8	385

* Kindergarten is considered a .5 classroom

Please refer to Appendix V— Enrollment Projections.

TVCS strives to create a diverse school population by advertising to the entire Treasure Valley. Additionally, TVCS has a special populations committee which is responsible for advertising TVCS to high, mid, and low socio-economic status families, students with various cultural backgrounds and students with special needs in the attendance area and informing them of enrollment opportunities. In this way, TVCS hopes to create a real world population mix. TVCS would welcome the option of becoming a Title I school to provide additional services for our students.

Should enrollment approach the minimum of financial viability, the Board shall take action including, but not limited to, the following:

- Increase enrollment demand through a marketing campaign
- Increase fund-raising from external sources through the PTO and community sources
- Eliminate or defer expenses

B. Potential Impact on Boise and Meridian School Districts

We are aware that opening The Village Charter School will have a potential impact on the Boise School District and Joint School District #2. However our unique and innovative academic programs, accelerated curriculum and engaging teaching methods will offer new opportunities for parents seeking school choice. In Year 1 of opening, TVCS will have a projected enrollment of 275 students. Conversely, the impact on the districts will likely be lower than 275 because TVCS students will also come from outside of the district boundaries, home schools, moving in from out of state, etc.

Overall, demand for charter schools is high. Recent data from the Idaho Charter School

Network indicates that there were over 1,400 students on charter school waiting lists in the Boise, Meridian and Kuna area charter schools for the last two years. It is significant that for the 2009-2010 school year the waiting list numbers in these three districts have remained unchanged, even though North Star Charter School has expanded by over 300 new students from their waiting list and Hidden Springs Charter School's waiting list is no longer factoring into this number as it has in the past.

It is important to note that the State of Idaho allocates money for every student to attend school where they choose. Therefore, there is no financial output from any districts for the students who attend TVCS.

C. Facilities to Be Utilized

The Village Charter School will begin operations in a lease-based facility in the Boise School District boundaries. TVCS has looked at several facilities and will not be entering into a lease agreement until the charter is approved and the timing is appropriate. Prior to opening, the facilities will be inspected to ensure compliance with applicable state and federal guidelines as provided in *Idaho Code § 39-4130* and the Americans with Disabilities Act. TVCS commits to continuously comply with all applicable facility codes, ordinances and regulations as they are adopted. TVCS will also provide a certificate of occupancy for the charter school property to the Commission prior to opening.

Please refer to Appendix E— Facilities & Contractors.

Please refer to Appendix W— Certificate of Occupancy.

D. Administrative Services

The Principal will be chosen according to the bylaws of the corporation and is empowered, in coordination with the Board, to provide educational direction, administration, and on-site day-to-day operation, as well as certain decisions concerning, but not limited to:

- Implementation of vision and mission
- Instructional materials and supplies
- Resource allocation
- State charter school requirements
- School-wide community building
- Special services
- Contracted services
- Disciplinary support
- Public and media relations
- Business and community partnerships
- Curriculum, instruction, and assessment
- Professional development
- Employment and personnel issues
- Enrollment and attendance
- Staff evaluations
- Facility conditions
- School climate for innovation and growth
- Staff and school morale
- District/Board/Commission liaison
- Supporting the PTO
- Keep budget and financial records
- Annual reports

E. Civil Liability

Neither the Idaho State Board of Education, nor the Idaho Public Charter School Commission will have any liability for the acts, omissions, debts or other obligations of any charter schools, except as may be provided in an agreement or contract between the State and The Village Charter School.

F. Types of Insurance

Upon approval, The Village Charter School will procure and maintain a policy of general liability insurance in the amount required by state law, and errors and omissions insurance with limits not less than one million dollars. The Board will be responsible for soliciting bids for insurance on behalf of TVCS from companies who have maintained a rating of “A” according to the A.M. BEST COMPANY. TVCS will have the same role as a traditional public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other non-profit users of district resources and facilities. Liability and property insurance will be given to the Commission each time it is renewed to ensure continuous coverage. TVCS will provide a list of all other types and amounts of insurance required prior to opening the school.

Tab 3

I. Educational Programs I.C. § 33-1612 & 33-5205(3)(a)

A. Leadership Program

The Village Charter School utilizes innovative methods to provide a quality “whole-child” approach to education. This enables students to not only meet standards, but to blossom as individuals who are important, valued and empowered. The *Leadership Program* (LP) is a unique school wide program that was created by the school founders. The LP curriculum is chosen based on research, best practices and educator experiences. The first section provides the foundation using the school’s *ACE Approach* and *Core Values* which encompass leadership expectations. The second section incorporates the *7 Habits of Highly Effective People*® (7 Habits) to teach effective leadership principles. The third section encompasses Service to provide opportunities for students to learn leadership through giving to their community. The fourth section is an interest based Elective Program that helps students find success as they participate in hands-on Electives. The fifth section is *Thriving* and is introduced in the upper grades and teaches students advanced goal setting skills needed to progress in achieving one’s full potential as a leader. The design of the leadership curriculum is to provide students with the tools and confidence they need to explore their own interests and to find satisfaction in employment, education and life. These sections of the Leadership model create a progressive approach and are described in more detail below.

Please refer to Appendix X— TVCS Leadership Map

ACE Approach

Philosophy

The *ACE Approach* is a framework that was developed by the founders of TVCS in order to meet the diverse needs of our students and teachers. It serves to support the educator with a structured and consistent plan for instruction and management. The student benefits from clear expectations, logical consequences, and appropriate coaching. ACE is a specific outline for the school environment, classroom management, curriculum and discipline. It is implemented on a school-wide basis, and provides consistency at each grade level, in each classroom and with each staff member.

The use of consistency is fundamental in the school and classrooms in order to provide a safe, structured, engaging and positive atmosphere. Students are valued for their individuality, and their freedom to make choices is honored. Resources and opportunities are provided for the students to thrive. Students, staff members, parents and community members, work as partners in education.

ACE is based on three fundamental pillars to social and academic success. These are (A) personal accountability, (C) consideration for others, and (E) equipping the student for future situations. These three pillars are integrated throughout the school’s organization and daily activities. They guide the school’s mission, vision, policies and education methodology, and are rooted in the core values of TVCS. Every staff member is trained to refer to, and apply ACE in decision-making regarding school management and student outcomes. ACE is also used as a reflection tool to redirect behavior that is not meeting expectations.

Please refer to Appendix G Research Supporting the ACE Approach and LLM.

School Environment

- A Accountability: Students are held accountable for their choices, and are expected to conduct themselves in a respectful manner. They are respectful of the school building, supplies and of other's property. Students are responsible to clean up after themselves and take care of their belongings. Daily attendance is essential, as is punctuality.
- C Consideration for others: Etiquette is taught in order to raise awareness of what it means to be considerate of others. Students walk quietly as they transition between classes so as not to disturb working classrooms. Speaking respectfully and saying "please" and "thank you" are modeled and encouraged. Students compete against their own personal best. Students support and encourage each other to achieve their best.
- E Equipping for future situations: There is a focus on team-building activities to create unity. Students are equipped for success through role-playing scenarios, discussions, the student handbook, character education and logical consequences.

Classroom Management

- A Accountability: Every student may be given regular responsibilities to help with the management of the classroom. This gives them a sense of responsibility and ownership. Assignments are clearly posted in the classroom. The teacher determines whether students work on tasks individually or as a group. Responsibilities are age-appropriate and may include, but are not limited to: sharpening pencils, picking paper up off the floor, wiping desks, leading the Pledge of Allegiance, taking books to the library, keeping a particular area organized, passing out papers, turning off lights, watering plants, feeding classroom pets, collecting homework, assisting in the library or lunchroom.
- C Consideration for others: Students work together, help each other, and lead by example. The teacher holds the high expectation that students treat each other with respect. Classroom rules are clearly posted, and there is consistency throughout the school with correction methods. Students are expected to be quiet and attentive during instruction and when an adult or fellow student is presenting.
- E Equipping for future situations: The classroom daily schedule is clearly posted to provide routine and consistency in order to teach the students time management and scheduling. The teacher sets class goals, and each student sets personalized learning goals using the SMART (specific, measurable, attainable, relative, and time specific) method. By developing goals, the students, parents and educators work together to consider the student's strengths and weaknesses.

Classroom Instruction

- A Accountability: Teachers prepare lesson plans according to the needs of the class, while meeting the requirements of State Standards. Students are encouraged to ask for help when

they are confused or need assistance. Students are expected to be engaged, encouraged to achieve their personal best, and are accountable for individual assignments. Students are supported to discover and develop their distinctive abilities, and to develop goals and a vision for their future.

- C Consideration for others: Students demonstrate respect for others and awareness that they are part of a greater whole. Camaraderie is encouraged between all classes and age groups. Students are given opportunities to work on group assignments in order to build teamwork and interpersonal problem-solving skills. Peer teaching, when appropriate, allows students to become educators and reinforces their own knowledge through presentation. Students are also given the opportunity to work with students from other grades through the Big Buddy/Little Buddy program. Diversity and global awareness are cultivated through social studies, humanitarian projects, and service to the local community. This enables students to appreciate their value of belonging to a larger society and their ability to make contributions to the world in which they live.
- E Equipping for future situations: A clearly defined core curriculum foundation comes first and is enhanced by the LLM. This foundation begins by using state standards as the starting point and progresses to higher, but achievable, standards throughout the course of the year. Teachers work together to decide upon specific content and skills that build progressively from grade to grade and therefore align the curriculum. This collaborative effort provides a secure foundation for further learning and is built upon from year to year. Enhanced curriculum equips students for success in higher education and satisfying employment based upon their unique talents and abilities.

Behavior and Discipline

- A Accountability: Students and faculty are held to high standards for moral and ethical conduct consistent with the core values of TVCS. This is accomplished through clear limits and consequences, consistency and empathy. Corrective measures for inappropriate behaviors and poor choices follow a positive model that is progressive and logical. The staff approaches such matters immediately and in a gentle and empathetic manner. When possible, correction is handled quietly and privately between staff members and students. The teacher avoids hollering across the classroom or otherwise bringing undue attention to the situation. Verbal reproach is kept brief, to give direction only. The teacher refrains from lecturing. The objective is to disengage, not engage, the student during conflict. The student's freedom to make responsible choices is honored and each are held accountable for his or her choices. Correction is ideally ended with a positive statement of affirmation, such as, "I know you can do it", "I know you'll make a better choice next time", or "I believe in you".
- C Consideration for others: Students are coached to resolve conflict in a positive, caring, and calm manner. They are given the opportunity for personal accountability for their words and actions, and are guided to consider other's thoughts and feelings. Staff members strive to be conscientious in discerning tattling and bullying from conflict. Bullying, harassing, or otherwise compromising another's safety is not tolerated.

E Equipping for future situations: Students are taught clear boundaries in order to help them learn that their behaviors effect themselves and others. Staff members prepare students for successful social interaction and character development through role-plays, problem solving, loving communication, coaching and logical consequences. Corrective measures help the student to better understand their choices, the consequences due to their choices, and how they can take responsibility to problem solve. Students learn skills that will help them make positive choices and make amends, in order to preserve relationships.

Core Values

Caring I am honoring and protecting all living things and the world’s resources.

Contribution I have a clear purpose and vision by making a positive contribution to the world.

Connection I have positive relationships that enhance the well-being of myself and others. I demonstrate awareness of my inner spirit/soul and how I connect with the universe.

Competence I have a love of learning. I am able to manage my emotions and how to act in different situations. I look for ways to care for myself with healthy habits and achieving my goals.

Confidence I believe in myself and know I can accomplish my goals. I face challenges successfully by demonstrating persistent resourcefulness and learning new lessons about life.

Character I make decisions that are grounded in a clear sense of right and wrong.

Character Development

Character development is fundamental to the *Leadership Program* and is a means of producing virtuous leaders. TVCS has high expectations for moral and ethical conduct. All employees, parents and visitors are expected to follow the same standards that are set for students. Positive character traits are taught by example and through character education classes using our core values. In addition to our core values, there is a school wide focus to create an environment of citizenship, patriotism, service and camaraderie.

7 Habits

TVCS teaches and applies the 7 Habits in all grades, K-8, to teach effective leadership principles. TVCS is following the required steps to become a Lighthouse School for Steven R. Covey’s *The Leader in Me Program*. *The Leader in Me* is an innovative, school-wide model that emphasizes a

culture of student empowerment and helps unleash each child’s full potential. By applying these habits, teachers and students internalize timeless leadership principles that nurture the skills students need for success in the 21st century. These include making good choices, getting along with others and managing time wisely.

<p>Habit 1 <i>Be Proactive</i>®</p>	<ul style="list-style-type: none"> • Take initiative. • Manage change. • Respond proactively. • Keep commitments. • Take responsibility and practice accountability. • Create positive education results.
<p>Habit 2 <i>Begin With the End in Mind</i>®</p>	<ul style="list-style-type: none"> • Define vision and values. • Create a mission statement. • Set measurable team and personal goals. • Start projects successfully. • Align goals to priorities. • Focus on desired outcomes.
<p>Habit 3 <i>Put First Things First</i>®</p>	<ul style="list-style-type: none"> • Execute strategy. • Apply effective delegation skills. • Focus on important activities. • Apply effective planning and prioritization skills. • Balance key priorities. • Eliminate low priorities and time-wasters. • Use planning tools effectively. • Use effective time-management skills.
<p>Habit 4 <i>Think Win-Win</i>®</p>	<ul style="list-style-type: none"> • Build high-trust relationships. • Build effective teams. • Apply successful negotiation skills. • Use effective collaboration. • Build productive relationships.
<p>Habit 5 <i>Seek First to Understand Then to Be Understood</i>®</p>	<ul style="list-style-type: none"> • Apply effective interpersonal communication. • Overcome communication pitfalls. • Apply effective listening skills. • Understand others. • Reach mutual understanding. • Communicate viewpoints effectively. • Apply productive input and feedback. • Apply effective persuasion techniques.
<p>Habit 6 <i>Synergize</i>®</p>	<ul style="list-style-type: none"> • Leverage diversity. • Apply effective problem solving. • Apply collaborative decision making. • Value differences. • Build on divergent strengths. • Leverage creative collaboration. • Embrace and leverage innovation.
<p>Habit 7 <i>Sharpen the Saw</i>®</p>	<ul style="list-style-type: none"> • Achieve life balance. • Apply continuous improvement.

Service

Service Learning

Each year, beginning in kindergarten, students participate in quality Service Learning projects connected to classroom curriculum. These purposeful experiences provide students with the opportunity to learn the importance of service, broaden their understanding of the world, and develop an awareness of the needs around them.

Big Buddy/Little Buddy Classroom

To build school-wide camaraderie, older classrooms and younger classrooms are paired together for various projects using cross-grade tutoring and mentoring. Older and the younger students are paired together and assigned to work together throughout the school year on a regular basis. Both the older and the younger students benefit from this partnership as they spend time reading, writing, working on math concepts, or specific assignments together. The older students learn leadership skills, while the younger students gain a valuable mentor. Teachers guide and monitor this program to ensure success.

Thriving

TVCS teaches students advanced goal setting and leadership skills using resources from *Step-It-Up-2-Thrive**, or a similar program, to teach the following skills:

- *Sparks*. Students learn that their innate interests may be different from their family members and friends. Students learn that working with a mentor who shares their interest helps them to further develop their individuality.
- *Mindset*. Students learn about the importance of brain development and adopting a growth mindset.
- *Thriving Indicators*. Self-reflection is encouraged to help students recognize areas in which they can grow. These areas include healthy habits, life skills, love of learning, emotional competence, social skills, positive relationships, spiritual growth, character, caring, confidence, persistent resourcefulness, and purpose. Students also learn how to overcome risk factors such as peer pressure and lack of self-confidence that can get in the way of their development.
- *GPS*. Student's learn advanced goal management skills through GPS which is an acronym for (G) Goal Selection, (P) Pursuit of Strategies and (S) Shifting Gears in the face of challenges.

The full Thriving process motivates students to achieve personal development goals and to move toward reaching their full potential.

**Step-It-Up-2-Thrive* is a theory of change with four stages that uses curriculum and tools that have been created by the Thrive Foundation for Youth. TVCS has partnered with Thrive to pilot this curriculum in our school.

Please refer to Appendix Y— Thriving Wheel.

Elective Program

Vision Statement. As we empower our students to discover their unique potential they will feel success, develop a sense of community, and thrive in the world around them.

Mission Statement. To offer an innovative, interest based program that utilizes passionate, innovative and encouraging members of the community as mentors who enrich our students' knowledge through hands-on, meaningful and real world applicable activities.

Goal. To help all students feel successful. Through the elective program, students will:

- develop confidence that helps students to find success in other subject areas,
- discover their unique and innate gifts,
- are engaged in learning,
- are challenged through the curriculum,
- experience high expectations for learning outcomes,
- develop an awareness that they offer something unique to the community, and
- develop a sense of camaraderie with their peers.

Organization

The Elective Program is offered school wide as an opportunity for students to pursue individual interests and excel in areas that respond to their particular needs, strengths and preferences. Electives are hands-on, project-based classes that are not traditionally offered in a K-8 school. These may include, but are not limited to, drama, photography, sign language, sports, foreign languages, individualized projects, cooking & baking, scrapbooking, engineering, sewing, presentation skills, business knowledge, crafts, dance, music, visual art, etc. Electives may be taught by teachers, educational assistants, professionals, community members and/or parent volunteers who serve as Mentors and are engaged in direct instruction. Mentors are highly encouraged to use a variety of activities and methods for instruction, including, tactile, visual, kinesthetic, auditory, group and independent approaches. Students do not earn a grade during Electives and consideration is taken to address the varying developmental rates and learning modalities of all students. Electives take place during regular school hours and are offered free to all students.

Students are given the opportunity to explore a variety of interests by participating in several different Electives throughout the year. TVCS offers at least three (3) multiage Elective Sessions per school calendar year to provide first through eighth students with the opportunity to participate in the same class for multiple weeks. Individual or group projects are presented at the conclusion of each Elective Session.

The Administrator is responsible to oversee the Elective Program. Each classroom teacher is responsible to oversee an Elective class. The Administrator may select an Elective Coordinator to administer the day to day operations of the program. These responsibilities may include, but are not limited to, recruiting and training Mentors and volunteers, scheduling classes and coordinating supplies for the Elective classes. The *Parent Teacher Organization* (PTO) assists the Elective Coordinator, as requested. Parental involvement is highly encouraged to allow the

students to work in smaller groups and provide more hands-on experience.

Entrepreneur & Mentoring Programs

Starting in the sixth grade, TVCS students have the opportunity to participate in entrepreneur and mentoring programs. These programs are designed to utilize the skills learned through the Leadership curriculum and provide sixth through eighth grade students with additional real world simulated applications. Through these programs, students are taught to utilize their resources and pursue opportunities thereby providing them with the confidence and tools they need to succeed in their future endeavors beyond their education at TVCS.

B. Limitless Learning Method

Students do not learn the same thing in the same way on the same day. Therefore, the *Limitless Learning Method* is based on the philosophy that students' education should not be limited by a set curriculum year after year. In order for teachers to properly know what their students are ready to be taught, they must first determine what their students know, then teach accordingly. The *Limitless Learning Method* is not an individualized education plan for each student. Instead, it is a differentiated approach to teach a classroom of students. The students are divided into smaller groups whose levels of understanding of concepts are similar, and curriculum is varied to meet their educational needs. Differentiating instruction and allowing flexibility of delivery methods helps educators strive to maximize students' comprehension, retention, and progression.

The goals of the *LLM* are to:

- assess the students' readiness, instructional needs, interests, and learning style
- utilize informative assessment data to develop targeted instructional activities with the integration of curriculum, hands-on experiences, and/or project-based activities
- develop challenging and engaging tasks for the students
- utilize multiple ways to display comprehension

The *LLM* serves to provide a firm learning foundation that equips students for success based upon their attitude that learning is a limitless, life-long endeavor. To accomplish this, the *LLM* follows a six-step process:

1. *Informative Assessment.* Assessment is key to a dynamic focused curriculum. To be responsible for what a child is taught, it is necessary for teachers to understand what their students know and how to move them forward in a successful manner. It is essential to understand how each student learns best. The teacher uses multiple formal and informal methods to collect student data. This data may be gathered from testing, homework assignments, writings, classroom activities, interviews, and surveys.
2. *Analysis.* The teachers use their professional experience, research, collaboration, and judgment to analyze the student's response to current instruction. They take into consideration the student's personality, learning style, background knowledge, readiness,

language and specific interests.

3. *Planning.* Based on assessment and analysis, the teacher (and other partners in education, as necessary) may create multiple paths enabling students to experience various ways to absorb, use, develop and present concepts as a part of the daily learning process.
4. *Analytic Implementation.* Varying instructional strategies helps the students to learn in a manner compatible with their own learning preference. This may also expand their repertoire of alternative learning strategies. Variation can occur in content, process, product, and/or classroom environment. A combination of these concepts can be more effective than any single approach.
 - *Content.* Teachers align tasks and objectives to learning goals. Objectives are frequently written in incremental steps that result in a continuum of skills-building tasks. Instruction is concept-focused and principle-driven. The content of instruction should address the same concepts with all students, but the degree of complexity should be adjusted to suit diverse learners. Several elements and materials are used to support instructional content. These include acts, concepts, generalizations or principles, attitudes, and skills.
 - *Process.* Teachers provide multiple paths of learning activities or strategies, to explore and manipulate ideas embedded within a concept. For example, graphic organizers, maps, diagrams or charts may be used to display comprehension. Varying the complexity level in demonstrating mastery of a concept can effectively facilitate differing levels of cognitive processing. It may be motivating for some students to be offered choice or encouraged to develop an idea. Teachers may have students work alone, in a small group, or the class may work as a whole to learn a concept and demonstrate competence. Elective classes and projects provide an additional avenue to strengthen unique interests and abilities.
 - *Product.* Assignments may be differentiated to challenge students at various learning stages. For example, teachers may ask students who are working above grade level produce work that requires more complex or advanced thinking. Teachers may also give students who need assistance more instruction, extra help, or allow them to work in groups.
 - *Environment.* Teachers may manipulate the environment by changing the lighting or sound levels, eliminating visual distracters, providing an object to occupy fidgetiness with small-muscle movements (such as sitting on a large ball or squeezing a hand ball), or providing a more casual seating arrangement.
5. *Evaluation.* Both the student's current level of competence and the effectiveness of the LLM are evaluated and modified as needed. Documentation is necessary to track assessment data, response to instruction, effective instructional pathways, competency in content areas, complexity level, grade level aptitude, and other variations supportive of the student's educational journey.
6. *Assessment Continuum.* The LLM is built upon year-to-year and a file is created for each student to track assessments. This file is passed on to the student's succeeding classroom

teacher throughout all grades. The core subjects of reading, writing, math, and spelling are assessed every nine weeks using a school wide collection of defined assessments. This serves as a valuable resource to the staff for the student's comprehensive education.

TVCS uses fair, innovative, research-based assessments to demonstrate student understanding. Each assessment uses a rubric, which provides the teachers with guidelines to thoroughly analyze the students' work. Through the Progressive Staff Development System, teachers are trained to analyze assessment data using multiple diagnostic methods leading to valid and informative results. This "paints a picture" of student progress and enables teachers to analyze results, problem-solve, and pinpoint needs in order to further student's academic growth (Routman, 1999).

TVCS emphasizes assessments that enhance learning. The goal of assessment is not only to give a grade, but to encourage students to do their personal best and show them their improvement throughout the year. When analyzing assessment data, it's not about "what or how many" errors the student made, it's "why" the errors were made that matters. The "why" informs teachers that students may:

- be able to demonstrate a skill, but their overall comprehension of that skill may be lacking
- have a disconnection between what has been taught and what has been understood
- not learn in the way the teacher has been teaching
- memorize data, but may not be able to correctly apply it

Until a student is aware of "how" and "why" they are making errors, they are unable to begin to improve and progress. The analysis helps teachers to pinpoint the disconnection so they are better able to meet their student's needs. Students are encouraged to view assessments as learning experiences and challenges. An individual score on a piece of work can be improved if the student is willing to accept the challenge for improvement. Additionally, self-assessment provides a unique learning opportunity for students. As active participants assessing their own work, students are encouraged to develop an understanding of their strengths and deficiencies, as well as an objective view of their accomplishments. In this way, students can see their progress, gain a positive desire to create quality work and strive for excellence.

Core Assessments

Reading Assessment. The number of words a student can read per minute does not necessarily reflect the extent of comprehension. In order to accurately measure a student's reading level, teachers must also analyze their reading comprehension, error rate, and self-correction rate. By analyzing the student's reading ability in multiple ways, teachers are able to more accurately support and challenge his or her students. TVCS uses research-based assessments to measure the student's reading ability. The Running Record, with a comprehension component and grade level marker (Clay, 1983), Reading Curriculum Based Measures (CBMs), MAZE Comprehension, AIMSweb, or similar methods and rubrics, are used to measure the following:

Kindergarten

- Letter Naming Fluency: Verbal fluency is analyzed to determine whether the student is at,

above or below grade level.

Kindergarten and First Grade

- Letter Sound Fluency: Verbal fluency is analyzed to determine whether the students is at, above or below grade level.

First through Eighth Grades

Oral Reading Fluency is analyzed using the following measures:

- Current Grade Level: Reading levels are analyzed to determine whether the student is reading at, above, or below grade level.

If the student is reading below grade level, this information is vital to the teacher. Teachers are then able to create interventions that provide instruction necessary to help the struggling student gain the strategies necessary to accelerate their learning (Routman, 1999).

- Error Rate: As students read aloud, the number of errors they make per number of words read is tallied. A ratio of 1:6 means that this particular student made one (1) error for every six (6) words read. This indicates to the teacher whether or not the student needs further instruction in self-monitoring his or her own reading.

When a student reads a book with less than 90% accuracy or has more than a 10% error rate when reading, then the material is too difficult. Students need to read at their instructional level and their independent level in order to excel in reading (Clay, 1979).

- Self-Correction Rate: This is measured by tallying how many corrections the student makes independently. A 1:10 ratio reflects that the student corrected one error for every ten (10) errors made. Self-correction informs the teacher of the students' ability to understand what they have read. Without assessments to discover a student's self-correction rate the student's reading deficiencies can go undetected and the student may fall further behind.

There is a better reading prognosis for a student who evidences self-correction behavior even if it is high, than that of a student who has no self-correction behaviors (Clay, 1979). The student who is making errors and is unaware of them does not have a basic awareness that what they are reading needs to make sense.

- Comprehension Percentage: Students are asked questions applicable to the passage read to measure reading comprehension.

If a student is reading at less than 80%, then the student will not be recognized as reading at the tested grade level and would need to be tested again by the teacher at a lower grade level until the student receives a percentage score of 80% or above. This testing informs the teacher of what the student knows and does not know, the teacher can then design instruction by choosing other curriculum materials, if needed, or by providing more explicit instruction in the area of specific need.

Writing Assessment. The development of students' ability to write is a main priority. Writing plays

an integral role in students' academic, vocational, social, and personal lives. Educators can use writing to stimulate students' higher-order thinking skills including the ability to make logical connections, compare and contrast solutions to problems, and adequately support arguments and conclusions. TVCS uses research-based assessments to measure the student's writing ability. Write Upon Request with a given prompt, or similar method, may be used and is graded using a variation of the Write Trait Rubrics (Spandel, 2001), or similar rubric, to measure the following:

- Writing Process: There is a writing prompt given at every grade level to assess the student's knowledge of the writing process by analyzing their awareness of the writing process in the areas of voice, organization, and conventions (Spandel, 1999).

"Becoming a better writer is going to help you become a better reader"- Anne Lamott.

Spelling Assessment. "Learning to spell isn't only about having a good memory. It's about mastering the patterns, principles, and rules that enable us to spell nearly 90 percent of all words in English (Moats, 1997)." Word study is designed to support the student not only in the content area of spelling, but also in the act of reading and writing (Bear, 1995). Word study is taught through a variety of methods where students do not merely memorize lists, instead they study words, letter patterns within words, prefixes, suffixes, and word roots. TVCS uses research-based assessments to measure the student's spelling ability. The spelling assessments and rubric used may be taken from the text *Word Study* (Bear, Invernizzi, Templeton, Johnston, 1995), or similar method and rubric, to measure the following:

- Spelling: Assessment is used in all grades to evaluate levels of development, including but not limited to, types of errors made, spelling applications, compositions, and definitions, not merely rote memorization of lists.

What students store in memory about specific words' spellings is regulated in part by what they know about the general literacy system. Learners who lack this knowledge are left with rote memorization, which takes longer and is more easily forgotten. Similarly, what students learn about the orthographic system evolves in part from the accumulation of experiences with specific word spellings (Ehri, 1992).

Math Matrix Assessment. TVCS uses math instruction and assessments that focus on the importance of knowing multiple ways to find solutions to math problems and that the process is as important as the solution. Math is multi-dimensional and taught using a variety of modalities to enrich comprehension, enabling students to use math as a tool for reasoning and problem solving as applied in the real world. TVCS uses research-based assessments to measure the student's math ability. The math Matrix assessments are open-ended and performance-based assessments, which show the processes students are using to reach the correct answer. The Mad Minutes, and the (Carpenter, Blanton, Cobb, Franke, Kaput, 2004), weekly Matrix Math assessment, Singapore Math, AIMSweb or similar methods and rubrics are used to measure the following:

Kindergarten

- Oral Counting Fluency: Verbal fluency is analyzed to determine whether the student is at, above or below grade level.

First Grade

- Computation: Basic computation skills are measured to determine whether the students is at, above or below grade level.

Second through Eighth Grades

- Concepts: Mathematics is assessed weekly and at the end of each unit by comprehensive tests covering concepts taught throughout the unit. These assessments are developed from the Math Matrix presented daily.
- Application: Math Matrix assessments are given to measure growth in understanding and performance. In these assessments, the process is as important as the answer.

The *Limitless Learning Method* assessments provide each teacher with a “snap-shot” of progress made by any individual student. Using the assessment continuum from the previous year(s) allows each teacher to know what concepts have been mastered and which areas may need more work. Hence, teachers may pick up where the previous teacher left off, ideally leaving few gaps in content and requiring little repetition of mastered skills. The LLM was designed to establish student-responsive, teacher-facilitated classrooms, and to support the educator in becoming an expert of their students’ academic needs and abilities.

Results collected from these assessments are used for student report cards and parent teacher conferences to provide concrete representation of student’s progress. This provides the information necessary to inform teachers and parents when a student is making progress, when they are leveling off, or losing ground. In this way, educators and parents can partner to provide the best support for the student.

Please refer to Appendix G Research Supporting the ACE Approach and LLM.

Please refer to Appendix F— Limitless Learning Method Classroom.

C. Progressive Staff Development System

The key to the success of our unique programs such as the LP, ACE and the LLM is consistency. These programs are best achieved when all teachers are given the tools, training, and collaboration time needed to ensure consistency throughout the school.

The *Progressive Staff Development System* is a systematic professional development structure that is continuous and exists to enhance the staff’s knowledge base. The initial staff preparation is extensive and built upon yearly. Teachers attend summer seminars specifically designed for training, sharing knowledge, researching new methods, and for collaboration. In addition, all staff members attend collaboration meetings or staff development classes on an ongoing basis.

The Principal, with the approval of the Board, appoints committees to oversee implementation of the Leadership Program, ACE Approach, Electives and the Limitless Learning Method using the criteria developed by TVCS organizing members. These committees are responsible for organizing and/or providing ongoing training for TVCS employees and ensuring compliance. The Principal may also ask staff members to become experts in certain aspects of the

curriculum, ~~or~~ methods, or programs. The staff members then teach each other the skills and knowledge they have obtained in their area of expertise. In this way, teacher's become onsite experts who can support, train and collaborate with their fellow teachers with respect to all teaching methods used by TVCS. Teachers benefit from hands-on training and staff development, while the students benefit from the teacher's shared knowledge. Staff experts may also be asked to oversee development, planning and training for these areas which may include but are not limited to, technology, data and assessment, staff retreats, celebrations, volunteer appreciation, 8th grade graduation and curriculum. Additionally, higher education institutions such as Boise State University, Northwest Nazarene University and the College of Western Idaho may be called upon as a source for professional development.

D. School Operations

The unique programs and methods of TVCS are enhanced by a modified school calendar and a uniformed dress code. The modified school calendar for TVCS includes a four-day school week, a week break during the early fall, and a two-week Spring Break. The uniformed dress code consists of solid-colored polo shirts and khaki or navy bottoms.

Please refer to Appendix Z— Dress Code Policy

E. Thoroughness Standards I.C. § 33-1612

The Village Charter School will supply each teacher with the state standards. The State Standards define the skills, knowledge and expectations for student learning in each core curriculum area. Teacher training and collaborations will provide teachers the opportunity to develop new and innovative ways to incorporate state standards in their daily instruction. Additionally, the curriculum and instruction developed by TVCS is based on the state standards, and the standards are incorporated in all areas of academics.

TVCS fulfills the thoroughness standards identified in Idaho Code, and it has been established that a thorough system of public schools in Idaho are schools in which the following standards are met:

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

Goal: Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.

Objectives: The Village Charter School will:

- Develop guidelines for physical safety. These guidelines include, but are not limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights and staff monitoring responsibilities.
- Use the *ACE Approach* to ensure a safe and orderly environment.
- Provide a facility and adopt policies which meet all required city, state, and federal standards for public schools, including health, accessibility, safety, fire, and building codes.

- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs and use or sale of alcohol and/or drugs.
- Create an environment that highly encourages parents, and other adults to visit the school, participate in the school’s activities, to volunteer at some capacity helping with school projects, programs, committees, and to work with students.
- Ensure background checks and FBI fingerprinting for all teachers and staff are up to date and on file.
- Implement a uniformed dress code.
- Ensure all staff members reinforce positive behavior.

Standard b. Educators are empowered to maintain classroom discipline.

Goal: Create a positive teaching and learning environment with an emphasis on high expectations for behavior and performance. Student corrective measures are clear, consistent, logical, and are implemented in a caring, respectful, private, and empathetic manner.

Objectives: The Village Charter School will:

- Outline the policies in a student handbook which provides a code of conduct including clear expectations and logical consequences for unacceptable behavior.
- Hold all staff, students, parents and visitors to the same high standards.
- Teach appropriate behaviors and foster responsible decision-making skills.
- Emphasize student’s positive behavior through acknowledgement and reinforcement from the classroom teacher and all staff members.
- Train all staff members to use the *ACE Approach* to ensure consistency between all grades.
- Hold staff meetings for collaboration or development classes.

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

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

Objectives: The Village Charter School will:

- Utilize character education to instill appropriate values.
- Emphasize the importance of adults modeling positive values at school.
- Teach students to be aware of those around them and to offer help when needed.
- Ensure that each class participates in an extensive humanitarian project.
- Develop a sense of individual, social and civic responsibility within the school, at home and in the larger community.
- Provide opportunities for students to participate in regular classroom responsibilities.
- Provide staff development sessions that inform and train teachers in ACE and LLM.

Standard d. The skills necessary to communicate effectively are taught.

Goal: Teach students a range of effective communication skills appropriate for the 21st century.

Objectives: The Village Charter School will:

- Emphasize meaningful language experience through reading, writing and spelling, enhanced by writing and memorization.
- Utilize language, both verbal and written, as a means to support student's retention of concepts.
- Provide access to computers teaching students basic computer skills and, in older grades, appropriate communication through technology via email and the Internet.
- Provide instruction in a second language.
- Use the *ACE Approach* to help students develop verbal problem solving skills.
- Prohibit or limit the use of cell phones, online chatting, or text messaging on school property and during school hours in order to encourage good communication skills.

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

Goal: Develop educated citizens for the 21st century by teaching advanced critical thinking, life, and career skills. Integrate education by weaving 21st century themes into core subjects, teaching from various angles, and incorporating multiple subjects. Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies.

Objectives: The Village Charter School will:

- Use the Idaho State Department of Education's curriculum as a starting point to be enhanced by unifying themes and other creative methods.
- Enhance core curriculum with the study of literature, elective courses, U.S. History, second language, music, computer keyboarding, technology, art, academic preparation, real world skills and environmental responsibility.
- Develop personalized learning goals for each student.
- Emphasize the study of United States history for a better understanding of responsible citizenship and the importance of learning from the past through education.
- Emphasize critical thinking by helping students utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.
- Provide, as can be funded, a library which houses expository and narrative texts as well as classical literature that serves to ignite the unique imaginations and interests of the individual student and raise the bar for character education.
- Provide field trips, real-world experiences, career development discussions, and visits by professionals to the classroom, as needed and funded.

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

Goal: Provide students with basic skills that prepare them for future employment using

learning tools such as computers, scientific equipment, and local and national resources. These tools assist students in becoming life-long learners and helps prepare them to enter the workforce with a solid foundation of knowledge and skills.

Objectives: The Village Charter School will:

- Provide a strong foundation in reading, writing, math, science, history, economics, literature, and technology.
- Provide a technology rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Use the *ACE Approach* to teach problem solving and social skills.
- Utilize hands-on experiences to create a deeper understanding of concepts.
- Offer an elective program which provides unique opportunities to expose students to a variety of experiences.
- Use group and/or individualized projects to cultivate students' innate gifts.
- Enable students to develop the following intellectual habits important in society: adapting to new situations, responding effectively to new information, solving problems, resolving conflict, making flexible connections among various disciplines of thought, thinking logically, and making informed judgments.
- Enable students to develop the following personal habits important in society: accepting responsibility for personal decisions and actions, demonstrating honesty, courage, and integrity; living a healthy lifestyle, showing empathy, compassion, appreciation for differences among people, self-confidence, concentration and perseverance; learning responsible time management, assuming a fair share of the work load, and working cooperatively with others to reach a group consensus.

Standard g. The students are introduced to current technology.

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

Objectives: The Village Charter School will:

- Use interactive technology as a tool in an integrated educational program rather than as primary instructional delivery systems.
- Have class assignments that integrate appropriate use of technology including Internet use, word processing, multimedia presentations and spreadsheet programs.
- Supplement instruction with appropriate online resources.
- Provide computer-keyboarding instruction starting in kindergarten.
- Use computers as tools for activities such as accessing research information, record keeping, data storage, authoring, computation, and communication.
- Protect students by providing technology, cell phone, electronic device and Internet use policies.

Standard h. The importance of students acquiring the skills to enable them to be

responsible citizens of their homes, schools, and communities is emphasized.

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

Objectives: The Village Charter School will:

- Train all staff members in the *ACE Approach* to provide an environment where students develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions, demonstrating honesty, courage, and integrity; living a healthy lifestyle, showing empathy, compassion, appreciation for differences among people, self-confidence, concentration and perseverance; learning responsible time management, assuming a fair share of the work load, and working cooperatively with others to reach a group consensus.
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.
- Emphasize the study of United States history for a better understanding of our cultural foundations, our present liberties, and how to take an interest in political matters.
- Teach students life-skills using real-world experiences.
- Emphasize environmental responsibility by recycling and using materials and energy wisely.
- Teach an awareness of the world and environment through hands-on activities in nature, discussions, and lesson themes.
- Ensure all students participate in an extensive humanitarian project.
- Enable students to understand and apply concepts and principles embedded in each of the social sciences: history, geography, political science, and economics.

Curriculum Overview

It is the intent of The Village Charter School to use the Idaho State Department of Education standards enhanced with a clearly defined common core curriculum that is progressive, innovative, and integrated. Study in each grade is progressive and students build on specific knowledge learned from one grade to the next. Teachers enhance instruction using innovative methods to reach students with different learning styles, personalities and interests. Curriculum is integrated throughout subjects providing a solid foundation that creates a deeper understanding and stronger application of concepts. Through this comprehensive approach, students acquire the academic excellence and social responsibility desired of an educated citizen in the 21st century.

The core foundation areas, described below, are language arts, science, math, physical education, health, and social studies. They are augmented by the study of literature, elective courses, U.S. history, second language, music, computer keyboarding, technology, fine art, academic preparation, real world skills, and environmental responsibility. TVCS follows the standards set forth by the Idaho State Department of Education.

Language Arts. Students learn the logistics of the English language in reading and writing to become effective communicators. Comprehension skills, phonics, grammar, handwriting, and vocabulary are integrated within language arts. Dramatization, memorization of accelerated

vocabulary, and guided application are part of the language arts experience. Writing includes numerous opportunities to apply the concepts learned, whether they are creative or expository. Communication skills include speaking, writing, and oral presentation, using modern technological tools as needed. The Shurley and Spalding Methods, or other similar methods are used.

Science. The science curriculum is a multi-year sequence which emphasizes hands-on experimentation and functional knowledge of scientific concepts. Science must take students beyond the factual approach of reading, reciting, drilling, and testing to actually writing, synthesizing, and analyzing data gathered. Proficiency in using the scientific method and observational skills creates a strong foundation of learning, which helps students to approach problem solving in an organized way. This approach allows students to experience the excitement of science enabling them to better understand facts and concepts. The Delta Science Curriculum, or other similar curriculum, may be used to enhance hands-on experience.

Mathematics. Matrix Math is based on the fact that math is useful in everyday life and is transformative. Teachers use math matrices to review basic grade level concepts, as well as new and complex mathematical concepts on a daily basis. Students are given the tools to approach mathematical problems using a variety of approaches to produce the same outcome. This helps students think creatively to solve problems. Physical manipulatives are used as a way to give tangible meaning to abstract concepts. In this way, math is multi-layered, using many mediums to enrich and create deeper understanding and application of concepts. Therefore, students comprehend the subject of math and do not hesitate to use it as a tool for reasoning and problem solving in purposeful ways. Singapore and abstract concrete representational math, or other similar programs are used.

Physical Education and Health. Physical education not only gives students an opportunity to be active, but teaches the skills they need to be active throughout their lifetime. In addition, nutrition and healthy living are emphasized through discussions and hands-on activities. The life skill and awareness of healthy food preparation may be taught progressively throughout the grades. Healthy food choices are encouraged.

Social Studies. Students follow the basic elements of the Idaho State Department of Education curriculum with a focus on local, state, national, and world history. Additionally, there is an emphasis on community service and humanitarian projects in all grades giving the students the opportunity to apply their understanding of, and contributions to, the world around them. Students discover and experience their responsibilities and rights as members of our democratic community.

U.S. History. The study of cultural literacy creates educated citizens. Patriotism and citizenship are fostered through the study of United States history and government. As students study the founding of our country and functions of the United States government, they cultivate a sense of patriotism and responsible citizenship. TVCS uses a real world, interactive approach which brings history to life by using creative methods, for example re-enactments, studying autobiographies, or conducting a mock election. Additionally, each day begins with the Pledge of Allegiance.

Literature. Students are exposed to great and classic works of literature, including fiction, non-fiction and poetry. Literary books are specially selected in order to teach students about the world, stimulate their minds, and raise the standards for ethics, values, and ideals. Great books stir emotions, encourage, inspire, and introduce individuals to ideas, language, and beliefs. They provide powerful and unforgettable lessons and characters, as well as enrich language and vocabulary. Students gain a common cultural background from the shared experience of reading. Literature is integrated throughout other curriculum areas to enrich education. Much is expected from the students in this important area, including time spent reading at home for all grade levels. TVCS will abide by the Commission *Guidelines for Applying the Provisions of Idaho Constitution Article IX, § 6, Regarding Sectarian, Religious or Denominational Teaching or Materials.*

Environmental Responsibility. We share a global responsibility for protecting and preserving our environment today and for future generations by teaching our students to respect the world around them. TVCS staff teaches and models environmental responsibility by using materials and energy wisely and recycling. A responsibility for the world and environment is taught through lesson themes, discussion, hands-on activities, and incorporating these practices into the enhanced curriculum.

Fine Art. Art serves as a tool for critical thinking, helping students to hear more deeply, see more appreciatively, and draw on non-traditional modalities when making critical and aesthetic judgments. Students learn best about art through creating art themselves. TVCS provides the environment to experience and experiment different types of art projects taught in the classroom by teachers and/or parent volunteers. Art may be integrated into other curricular areas. Fine Art is taught using a hands-on guided curriculum that focuses on various art forms and techniques.

Second Language. Learning a second language reinforces understanding of one's first language, develops communicative competence, strengthens reading and writing skills, and opens the door to a deeper understanding of and appreciation for the richness of diverse cultures. Second language instruction begins in Kindergarten, and is continued throughout. Concepts are integrated and reinforced into regular classrooms where possible.

Music. Music is taught as a form of self-expression, and a creative outlet. Participating in music can be more than just learning to play an instrument. Musical activities involve all of a child's senses and reinforce many traditional curriculum areas, such as math and language skills, working together in groups, non-verbal expression and coping skills. Learning about different musical cultures can often be the first step toward developing a tolerance for others and an appreciation of diverse cultures. Vocal technique, music theory, sight-reading, composition, and keyboarding are combined with singing, repeating rhymes, clapping, dancing, and playing rhythms. Students can participate and gain an appreciation for music in many different forms. Multiple instruments are used to create hands-on experience. Orchestra and band classes are taught in the upper grades, as finances allow.

Technology. Computers and technology serve as tools to enhance education. Studying, using, and appreciating technology is an important element of a 21st century education. Through technology, students develop critical skills, drawing on technology applications to simulate real-world experience. Students use a variety of tools to gather information and solve problems

including the Internet, office tools and other resources. Technology is taught through hands-on experience using Smart Boards, laptops and/or desktop computers and other equipment, as finances allow.

Computer Keyboarding. Teachers provide guided instruction and may utilize developmentally appropriate software. Students learn proper keyboarding technique and increase speed and accuracy by working toward a determined wpm goal. Computer keyboarding instruction starts in Kindergarten and goes through 8th grade, or until the student can pass a proficiency test, as finances and facilities allow.

High School Preparation. Students may receive instruction from teachers, college students and graduates, business professionals, and/or fellow students on topics such as leadership principles, career goals, character development, note taking, organization, and study skills. Personal accountability is taught in the classroom through goal setting, time management, homework assignments, organizational planners, leadership principles, and character development. These skills are also demonstrated in each student's Leadership Notebook.

Real-World Skills. Etiquette, money, home and time management are important skills that foster the successful growth and achievement of each student. These real-world skills, integrated with academic instruction, create a strong foundation to effectively manage the demands and challenges of everyday life.

Curriculum Development and Approval

Curriculum development is an ongoing process directed by the Principal with the approval of the Board. The curriculum will be implemented and evaluated through observations and progress of teachers and students, with follow-up discussions with the Principal to include written future goals.

Educational Programs and Services

Based on need, provisions of educational programs and services, such as physical education, Safe/Drug Free Schools programs, guidance and counseling services, parent education programs, social work and psychological services, occupational education, driver education, and summer school programs will be identified. Provisions for such programs and services will be set forth if need determines and/or if finances are available. The Board and Principal work together to develop, approve, implement and evaluate these programs and services.

TVCS follows the Idaho State Standards regarding HIV/AIDS education and family life/sex education. Parents are given notice prior to instruction, with the option to preview curriculum, have their child opt-out of instruction and/or attend with their child.

Academic Freedom, Controversial Issues, and Religion

The Village Charter School will offer an educational program appropriate to the level of student understanding, which is in accordance with the curriculum and:

- allows students to study and discuss controversial issues
- provides opportunities to examine evidence, facts, and differing viewpoints
- teaches the importance of fact, the value of judgment, and the respect of conflicting opinions
- requires teachers to serve as unbiased moderators for student discussions

F. 21st Century Learner I.C. 33-5205(3)(a)

Today's children are tomorrow's leaders. The quality of education separates students who are prepared for the 21st century and those who are not. To compete in the 21st century, students must develop advanced critical thinking and career skills. Education must be integrated by weaving 21st century themes into core subjects, teaching from various perspectives, and incorporating multiple subjects. An ever-changing world requires an educational institution that supports the needs of our modern-day students.

The Village Charter School intends to meet the goal of producing students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century. Goal attainment will be assessed by ongoing student testing and staff professional development. The student enrollment is small in size, with generally one class per grade so that the students progress together. The receiving teacher has intimate knowledge about what has been previously taught and an awareness of students receiving extra assistance through the LLM.

Instructional Methods

Learning best occurs when teachers use critical moments of direct instruction and the student is allowed opportunities for acquisition and application of knowledge. When students are taught using multiple learning opportunities which are relevant, actively engaging, and purposeful, learning becomes exciting. The Village Charter School recognizes that education is more than the assimilation of facts, and uses uncommon means to achieve exceptional results. Classroom teachers follow the *Limitless Learning Method*. This innovative teaching method relies heavily on student assessment to provide qualitative and quantitative information, which provides a holistic picture of the student's academic success and struggles. Assessment is critical to understanding how students learn best. When researched formative assessments are used to guide and develop instruction, each student greatly benefits. Instead of reviewing concepts previously mastered, students can build on what they already know and progress, learning new curriculum and concepts. Additionally, assessments demonstrate to teachers the skills that each student has not mastered, and informs the teacher that these skills may need to be re-taught in a different way.

TVCS is dedicated to ensure all students, struggling, proficient, or gifted, are successful at fulfilling their individual potential. The students' come first and are a priority with every decision made. Multiple instructional methods have been developed using available research and practice and they are utilized to reach the unique needs of each student, these include but are not limited to the following:

- a. The *Limitless Learning Method* maximizes student growth and success by assessing current strengths and weaknesses. Students are progressively challenged as teachers analyze

assessments and vary content, process, product and environment.

- b. The *Kinesthetic Learning Method* is a teaching and learning style in which learning takes place with the student actually carrying out a physical activity, rather than listening to a lecture or merely watching a demonstration. Hands-on experience aids in creating a deeper understanding of concepts.
- c. The *Integrated Method* combines multiple courses or topics to provide additional opportunities for application and enriches comprehension for a deeper understanding.
- d. The *Inquiry and Problem-Solving Method* suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and apply information, not merely to have instant recall and possession of it.
- e. The *Elective Method* provides an opportunity for students to pursue individual interests and excel in special focus areas. Students are engaged in activities that respond to their particular needs, strengths, and preferences such as group or individualized projects and elective courses.
- f. The *Progressive Method* is a compilation of specific knowledge that builds on what has been taught in prior years to create a strong foundation, deeper understanding, and prepare students for specific concepts that will be taught in the succeeding grades.
- g. The *Discussion Method* encourages learning through sharing of information and concepts within a group. A discussion leader is prepared to recognize each student's level of understanding and can respond at the level most helpful to the student.
- h. The *Matrix Math Method* allows for the daily application and manipulation of math concepts throughout the day, that are integrated with other subjects as often as possible, to solve real life mathematical problems using various approaches.

G. Special Needs Students I.C. 33-5205(3)(r)

The Village Charter School supports the rights of all students, including *Limited English Proficient* (LEP), Gifted and Talented, and students qualifying for *Section 504 of the Rehabilitation Act of 1973* (Section 504), and students qualifying under the *Individuals with Disabilities Education Act* (IDEA) to equal access to educational opportunity, regardless of physical or mental conditions that may create challenges for them in typical learning environments. No student will be excluded from TVCS, counseled out, or referred to other schools in the district because of his or her special needs.

TVCS will conform to the requirements of the IDEA and other federal laws. Also, TVCS will use the *Idaho Special Education Manual* (ISEA) as a reference and guideline for serving students with special needs. TVCS embraces flexibility, inclusion, parental involvement, and cooperative teaching to allow all students to achieve to their full potential. TVCS will be responsible for establishing and implementing an ongoing Child Find system to locate, identify, and evaluate

students suspected of having a disability, who may need special education, regardless of the severity of the disability.

Protocol for Identification and Evaluation

Pre-Referral

Pre-referral is an initial step that may be prompted by observations of teachers, other staff, and/or parents. Records from previous schools may indicate special needs. The Pre-Referral Team will consist of the school's Principal, one or more of the child's classroom teachers, and other specialized staff, as needed. Parental involvement will be sought at this stage.

The task of the Pre-Referral Team is to assess the situation and determine the actions to be taken to meet the needs of the student. The ideal outcome of the pre-referral is prompt action to enable the student to participate and learn fully in the regular classroom setting. Regular teachers and special education staff will cooperate both within and outside of the classroom to exhaust all feasible responses to an emergent special need. Interventions might include changes in the presentation of information, classroom tasks or organization, assessment, or technology. If best efforts of intervention at this level are not successful, testing for disability will be sought. However, when a disability is obvious, this procedure should not delay referral to special education.

Testing and the Multi-Disciplinary Team

If pre-referral interventions are unsuccessful, a Multi-Disciplinary Team will be prepared to evaluate the student for disabilities. The Multi-Disciplinary Team will consist of specialists from TVCS, or those contracted privately, who have expertise in evaluating the range of possible disabilities that a child may have. The permission of parents/guardians must be obtained for testing to occur. If parental permission for testing is not obtained, the Pre-Referral Team will, with the greatest possible cooperation of parents/guardians, attempt to explore other options for meeting the needs of the child.

Conclusive Results of Testing and the Individualized Education Plan

If testing concludes that the child has a disability defined within the IDEA, an *Individualized Education Plan* (IEP) will be developed for meeting the needs of the child in the *Least Restrictive Environment* (LRE). The IEP will be re-evaluated annually to reflect the results of child behavior and performance, follow-up testing, the effectiveness of various interventions, and the recommendations of those involved in the creation of the IEP (staff, parents, and student).

Students who do not qualify under IDEA may qualify for special services under Section 504. This eligibility will be assessed during the Pre-Referral and Testing stages. Rather than an IEP, qualification under Section 504 will result in an Accommodation Plan.

Programming

Students with special needs work on their IEP goals while attending TVCS. The *Limitless*

Learning Method is flexible enough to allow special needs students to work at their own level of understanding. Teachers present information in multiple formats and media, using a variety of methods to engage and motivate students. Students are given multiple pathways for action and expression. Whenever possible, students with special needs are included in general education classes. When necessary, students in the special education program may receive services in a resource room. Special education staff and regular teachers work closely together to best serve their students with special needs. Parents are involved in every step taken by the school in regard to their students with special needs. This applies even in cases where there is only a perception among staff that special needs may exist and may potentially be best served under an IEP or 504 plans.

Special Education Services

If a student is found to be eligible for special educational services, The Village Charter School will provide services for the student in the following manner, as needed:

- Highly qualified school staff members provide instruction for students with disabilities, and monitor that delivery of instruction. Instructional services follow the IEP and are provided in an inclusion or a resource room depending on the degree of intervention necessary to meet the student's needs.
- TVCS contracts with a private provider for the provisions of other related services outlined in the IEP.

Other Special Needs Services for Students

In a society based on democratic principles, each student has the right to learn at the most appropriate level where growth will take place. Students attending TVCS who are identified as *Limited English Proficient* (LEP), disadvantaged to the extent they may require Title I services, gifted and/or talented, or require other accommodations will be afforded access to the programs and services that address the needs of these special populations. Such services may be offered at TVCS.

These students are provided educational experiences that strive to meet their needs in the regular classroom, as well as in special classes, seminars or workshops. The charter environment allows areas to be pursued beyond the scope of the regular curriculum, regardless of their areas of special needs. This is accomplished through, but not limited to, clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, remediation, tutoring, and pull out classes. It is the goal of TVCS to become a Title I status school and maintain that status to offer more services for our students as resources allow.

Corrective Action

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

- score in the top quartile on standardized tests on the national, state, and district levels
- read at grade level by third grade

- compute math at grade level by third grade
- produce student work that depicts acquired, integrated, extended, refined, and meaningful utilization of students
- reflect positive growth on the annual parent surveys about the student's attitudes and habits toward, but not limited to, work ethic, honesty, taking responsibility, self-confidence, knowledge, etc.
- reflect positive growth on self-assessment surveys conducted yearly, regarding attitudes and habits toward task performance

Those students not reading at grade level, as determined by State assessments or computing grade level math as determined by State assessments are identified. They may receive a variety of services including Special Education, Title 1 services as TVCS becomes qualified, tutoring by volunteers, and the opportunity, with parental support, to attend school during one or more intercessions.

An *Academic Improvement Plan* (AIP) is written for every student who is functioning below grade level in reading, writing, math and/or other course(s) or on the *Idaho Standards Achievement Test* ISAT or *Idaho Reading Indicator* (IRI). The AIP includes a request for assistance from the teacher or instructional strategies from the teacher to help the student progress. The classroom teacher or the course teacher will submit the AIP to the Principal within seven days following each nine-week grading period.

Gifted and Talented Students

In accordance with *Idaho Code* § 33-2003, The Village Charter School identifies students possessing high performing capabilities in specific academic, intellectual, leadership, creativity and visual/performing arts talent areas. The identification in each area uses a variety of assessments outlined in The Best Practices Manual for Idaho Gifted/Talented Programs. Once identified, TVCS will implement a modification of curriculum to provide a challenging educational experience.

TVCS offers an enriched curriculum for all students. Teachers, with the help of educational assistants and parent volunteers, are engaged in the act of direct teaching throughout the day, using a variety of methods available to them (tactile, visual, kinesthetic, auditory, group and independent approaches). By taking into account and addressing the varying developmental rates and learning style of the student population, it is possible, through this direct-teaching and monitoring approach, to keep the curricula challenging and the expectations for learning high. The result is above grade level performance, high standardized-test scores, and extraordinary levels of parent and student satisfaction.

The *Limitless Learning Method*, in most cases, will meet the needs of our students. If *Idaho Code* § 33-2001 is not being met through the LLM, programs such as the gifted and talented program may be offered at TVCS. The Board will determine if there is a need for internal services.

Students enrolling with an active IEP will receive the services identified in an inclusion setting to meet the intent of their IEP. In all cases, transportation shall be provided to students by their

parent(s) or the parent’s representative when exercising dual-enrollment opportunities.

Limited English Proficiency (LEP)

Identification. TVCS uses the federal definition of Limited English Proficiency as defined in Title III and IX of the Elementary and Secondary Education Act. Idaho LEP program guidance will be used to support the needs of students who are *English Language Learners* (ELL). Students for whom English is a second language will be assessed using the ELL placement test. The eligibility criteria (listed below) will be used for a Home Language Survey in order to identify the primary home language other than English. The “Woodcock Munoz” test or a similar test will be used to assess ELL progress throughout the school.

- Registration cards include the question: What is the primary language spoken in the home?
- If a response is any language other than English, a survey will go home to the parents.
- If the survey comes back indicating that a student may be LEP, they will be tested with an English language proficiency test.
- If the student tests less than proficient on the English language proficiency test, a letter will go home to the student’s parents indicating that their child was identified as needing specific English language services. The parents must be given the opportunity to waive the services, if desired.
- If the parent does not waive the limited English proficiency services for their child, then the student will be placed in a program of “high quality language instruction.”
- Those students placed in a program can be counted for state and Federal funding purposes.

Services and Instructional Methods. Students who are identified as eligible for the LEP program will participate in an LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered as needed. LEP services may be provided on-site or contracted out as needed.

Curriculum. Curriculum will be purchased and modified using the Sheltered Instructional Observation Protocol, or similar technique, and other LEP instructional approaches. *Educational Learning Plans* (ELP) will be developed to support students identified as ELLs. TVCS will hire and/or contract with teachers certified in Bilingual Education to oversee and develop ELPs for students, as needed. TVCS emphasizes the study of a second language and use of technology; ELLs will be well supported to access the general curriculum.

Assessment. The “Woodcock Munoz” test, or a similar test, may be used to monitor and document student growth in both content areas and English language development. Students who meet state recommended levels of proficiency are exited from the LEP program.

Evaluation. The program is evaluated based on collected data and trends, and revised, if necessary. Evaluation of the program is based on tracking data on swiftness of intervention, type of intervention, comparison with peers for student improvement tracking; availability of resources; staff training; and viable sources of assistance.

H. Dual Enrollment I.C. § 33-203(7) & 33-5205(3)(s)

Dual Enrollment is an option for all students as provided for in *Idaho Code § 33-203*.

Tab 4

I. Measurable Student Standards *I.C. § 33-5205(3)(b)*

The Village Charter School strives to move all students toward highest proficiency levels on all standardized measures. The following educational standards will be met:

- 80% of kindergarten, 1st and 2nd grade students attending TVCS, who have at least 90% attendance in a given school calendar year, will achieve a score of three (3) on the Spring IRI. By the end of 3rd grade 85% of students will receive a score of three (3) on the Spring IRI.
- 80% of 3rd through 8th grade students attending TVCS, who have at least 90% attendance in a given school calendar year, will achieve proficient or advanced on the reading, math and language ISAT.
- All Students are assessed at least every nine weeks in the core areas of reading, writing, math and spelling using the LLM assessments. The results are measured using the appropriate rubric, and included with the report card. Teachers keep a record of student progress that follows the student through succeeding grades. Each student's work reflects acquired, integrated, extended, refined, and meaningful utilization of knowledge.
- Students show positive growth on annual parental/student/teacher surveys that address attitudes and habits toward, but not limited to, work ethic, honesty, showing initiative, taking and accepting responsibility, and self-confidence.

A student baseline is established during the first year of testing and is evaluated each year thereafter. That baseline may include, but is not limited to, results from the State and Federal mandated tests. If any of these goals are not met, TVCS will re-examine its instructional practices and make appropriate improvements.

A. Standardized Tests *I.C. § 33-5205(3)(c) & (d)*

Students at The Village Charter School are tested with the same standardized tests as other Idaho public school students. TVCS will give State-mandated assessments during the testing windows outlined by the State Department of Education.

Monitoring the progress of our students and evaluating innovations in education procedures are an important part of our curriculum development process. Evaluation of student assessment is reported annually, and consists of:

- a. a student baseline developed during the first year using testing results;
- b. a comparison of annual results with baseline scores to assess progress;
- c. grade-level and school composite scores;
- d. a graph of annual results showing changes from year-to-year;
- e. a graph of school scores relative to state and national averages; and
- f. sub-analysis of a variety of variables to identify areas for improvement.

B. Accreditation *I.C. § 33-5205(3)(e) & IDAPA 08.02.02.140*

The Village Charter School's curriculum meets or exceeds Idaho's State Standards. TVCS will comply with all accreditation standards and procedures of the State of Idaho and obtain accreditation in accordance with *Idaho Code* § ~~33-119~~ 33-1612. The Board chooses an accreditation committee that works with the Principal and the Board to choose the appropriate accreditation standard and oversee the accreditation process. After accreditation, the Principal ensures that the school meets the Elements of Thoroughness and submits annual accreditation reports to the Idaho State Department of Education. The accreditation standard will be chosen from among the Idaho Elementary/Secondary Accreditation Standards, the Northwest Accreditation Standards, or the Idaho Accreditation School Improvement Model.

C. Improvement Planning

The Village Charter School meets or exceeds the minimum requirements set by the State Board of Education and the *No Child Left Behind Act* (NCLB) to ensure that its students are taught by highly qualified teachers. At TVCS student achievement is a top priority. Through the *Limitless Learning Method*, TVCS continually assesses student's learning needs and achievements as well as the success of teaching methods. If goals are not being met or exceeded, the Principal and the Board will assess the situation and find a solution to improve testing scores.

In the event that TVCS does not make *Adequate Yearly Progress* (AYP) as outlined in the NCLB, a team comprised of the Principal, Board, and any additional inside/outside technical assistance needed, will meet to develop a school improvement plan to address student achievement. This process will investigate all components that affect student achievement including, but not limited to, curriculum, instructional time, staff professional development, and instructional strategies. It will also be the team's responsibility to monitor the implementation of the improvement plan for improved learning and teaching and continue to provide feedback and recommendations for strengthening ongoing student achievement.

Tab 5

I. Governance Structure

A. The Village Charter School, Inc. I.C. § 33-5205(3)(f)

The Village Charter School, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Articles of Incorporation for The Village Charter School, Inc. were filed with the Secretary of the State of Idaho August 21, 2009. Articles of Amendment were filed with the Secretary of the State of Idaho November 3, 2009. The SS-4, Application for Employer Identification Number, was submitted August 11, 2009. The 501(c)3 is currently being applied for and will be completed upon approval of the charter.

Organizing Group

Founders

A “Founder,” is defined as any person, who makes a material contribution toward the establishment of a public charter school. The criteria for determining what constitutes a material contribution are determined by the Board and are listed in the Founders’ Policy. Once a “Founder” meets all the requirements of a material contribution as determined by the Board, founder status cannot be revoked. If a founder leaves TVCS for any reason, they may return and receive founder’s preference in the lottery. A founder may only exercise voting rights when they have a student enrolled at the school.

Initial Organizing Group

Jani Knox	Former Executive Recruiter; School and Church Leadership Volunteer, BS in Interpersonal Communication – University of Utah
Rachael Smith	Former Retail Management, Church Leadership and School Volunteer
Julie Anderson	Christian Seminary Studies Student, School and Church Volunteer
Shanna Liles	Whole School Interventionist, Thomas Jefferson Charter School; BS of Science in Elementary – University of Idaho, Masters of Curriculum – Boise State University, currently working towards EdD at Northwest Nazarene University
Richard Anderson	Banker and Financial Analyst with Idaho Trust Bank in Boise; BBA in Finance with minor in Accountancy – Boise State University; President of Southminster United Presbyterian Church of Boise, Idaho, Inc.; and chairman of the Stewardship and Finance Committee thereof
Lealan Miller	CPA, Board Member and Partner with Eide Bailly in Boise; BBA – Idaho State University & Masters in Accounting – California State University; Local and National Board Member for Association of Government Accountants, Past Treasurer and Board Member of Idaho Society of

CPAs, Richard McKenna Charter School and Opera Idaho.

Consultant

Chris Yorgason Legal - Manager/Attorney, Capital Development, Inc.; BS in Finance with an International Emphasis; second major in Political Science and JD - BYU, J. Reuben Clark Law School

Founding Advisory Board

The initial organizing group for The Village Charter School comprises several committees that make up the *Founding Advisory Board* (FAB). The FAB has written the petition and elects the initial Board. The Board recruits candidates for the position of school principal, and establishes a preliminary operating budget. Following the election of the Board, the function of the FAB is to serve as a data-gathering resource and to provide input and advice to the Board. TVCS reserves the right to recruit qualified FAB members to fill staff positions as needed.

Board of Directors

Initial Formation

The Board will serve as the public agents who govern The Village Charter School. There will be approximately five to seven (5 to 7) members on the Board. During the first two (2) years of operation, the Board shall be comprised of at least five (5) Directors appointed and nominated by the organizing members and founders of TVCS.

A State of Idaho criminal background check on the Chair of the Board is required, according to the Bylaws of the Corporation.

Selection and Replacement

Election and appointments of Board members are staggered and held according to the Bylaws of the Corporation.

Powers and Limitations

The Village Charter School is a legally and operationally independent entity established by the nonprofit corporation's Board. The Board is legally accountable for the operation of the charter school. TVCS acknowledges that upon approval of the petition and the contract, the Board members are public agents required by the Commission to control the charter school. The Board commits to compliance with all federal and state laws and rules, and acknowledges that the responsibility for identifying essential laws and regulations, and complying with them, lies with the Board, not the Commission. TVCS may not extend the faith and credit of the Commission to any third person or entity. TVCS may not contractually bind the Commission with any third party. TVCS commits to keeping complete and accurate board meeting minutes and to making them available to the public.

The Board shall have the full power and duty to manage and oversee the operation of the Corporation's business. The Board responsibilities include but are not limited to:

- aiding in the business operations of the school including the procurement of funding
- monitoring and assessing the school's compliance with the provisions of its charter under the Idaho Public Charter Schools Act
- holding meetings which follow the open meetings laws, keeping accurate minutes, and making the minutes available to the public
- meeting as necessary, with one meeting serving as the annual meeting of the corporation
- approve the selection of the Principal, who may not be one of its members, according to the bylaws of TVCS
- fiduciary responsibilities
- hearing and approving or disapproving the recommendations of the Principal with respect to changes in staffing, program, budget, curriculum, or instructional methods
- adjudicating disagreements between parents and the administration when necessary

Relationship between Board and Administration of TVCS

The Village Charter School recognizes the Principal as the key leader responsible for implementing institutional procedures and policies. In conjunction with the Board, the Principal is responsible for meeting the school's vision, mission and core values as described in the authorized charter. The Principal is accountable to the Board and is critical in the development of curriculum and educational programs. The success of the school in implementing its charter and creating an atmosphere for standards-based learning is critical to the role of the Principal.

The Board anticipates contracting with a Principal prior to the opening of school to assist in purchasing, recommending teacher applicants to the Board for employment, school set-up, policy review, and student recruitment. A preliminary job description of the Principal is included below:

Responsibilities:

- a. establish and maintain a coordinated and challenging curriculum that effectively implements the school's vision, mission and core values
- b. supervise administrative subordinates with an effective blend of delegation of authority, measures of accountability, and evaluation of results
- c. implement effective student disciplinary procedures and oversee judicial hearings and appeals that conform to all relevant laws, policies and procedures
- d. maintain written documentation in relation to disciplinary actions, human resource concerns, and any other issues as necessary
- e. ensure administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning is continuous
- f. interact and intercede for the needs of staff and/or students as needed
- g. report to the Board as required regarding:
 - coordination with the Commission

- staff communications
 - meeting coordination
 - parent interactions
 - staff information reviews
- b. attend or conduct meetings of various constituent groups; attend school functions; attend external meetings, conferences, and/or legal training sessions
 - c. ensure that all teachers understand student data and how to apply such data to instructional adjustments/interventions, when appropriate
 - d. ensure all staff receive initial and ongoing training in the *ACE Approach* and *Limitless Learning Method*, as needed
 - e. monitor the progress, consistency, and implementation of ACE & the LLM
 - f. perform other duties as assigned by the Board

Upon hire, the Principal’s performance will be evaluated at least annually. Evaluation may be conducted more frequently by the Board, based on mutually agreed-upon criteria.

The Board is the ultimate policy-making organization and retains total control in the selection or removal of any service organization serving the school, the Principal and school employees. The Principal will be empowered to provide educational direction, administration, and on-site day-to-day operation among other areas as directed by the Board.

Standing Committees and Ancillary Support Personnel

Standing committees are formed in accordance with the Bylaws of the Corporation. These committees include, but are not limited to, Parent-Teacher Organization, a fundraising committee, and the like.

The Board recognizes an official PTO. Faculty members and elected parents operate the PTO according to school policy.

Ancillary support personnel, including clerical and custodial, are hired and supervised by the Principal. The state funding formula is used for funding to hire staff through the regular budgetary process. Additional resources are sought through grants, volunteers, and fundraising efforts.

B. Parental Involvement I.C. § 33-5205(3)(f)

The Board and PTO may provide consultation to the Principal regarding ongoing plans for The Village Charter School. TVCS is committed to ensuring that parents of students who attend TVCS are involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children’s personalities, learning styles, strengths and limitations, which is essential for the continuing educational development of their children. The process to ensure parental involvement includes, but is not limited to the following items:

- a. Parents receive a student/parent handbook that includes a Leadership Program summary as each year begins.
- b. Parents fill out a volunteer interest survey form at registration and a volunteer availability

form at the beginning of each year.

- c. Parents fill out an in-depth profile of each child upon initial registration that may be updated as needed.
- d. Parents are expected to attend two (2) parent teacher conferences per year.
- e. Parents are asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
- f. Parents are highly encouraged to be involved in the PTO and to volunteer at some capacity to help with school projects, programs, committees, and to work with students.
- g. Parents are highly encouraged and welcomed to volunteer in their children's classrooms.
- h. Parents are highly encouraged to provide an appropriate learning environment at home for study.
- i. Parents are highly encouraged to communicate regularly with the school, in turn; the school and the PTO will regularly communicate with the parents.
- j. Parents are highly encouraged to attend school events, curriculum workshops, *Leadership* classes offered through the school, and monthly board meetings.

C. Annual Audit of Financial & Programmatic Operations I.C. § 33-5205(3)(l)

The Village Charter School will conduct annual Financial and Programmatic Operations Audits in accordance with the Commission policy and Idaho Administrative Rule.

Tab 6

I. Employee Qualifications *I.C. § 33-130 & 33-5205(3)(g)*

The Village Charter School's full-time staff meets or exceeds qualifications required by state law. Staff members are required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, core values, and expectations of TVCS as outlined within this petition. The Principal makes recommendations to the Board for approval of instructional staff.

TVCS reserves the right to seek limited or alternative certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. Additionally, TVCS reserves the right to employ any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on an as needed basis.

Professional Opportunities

The Village Charter School environment provides opportunities for staff to collaborate with other faculty members to align subject areas. The Principal determines in-service training days in order to provide teachers with training in the teaching methods described in this petition. In-service training days are held as often as necessary prior to the first day of school and throughout the school year, as determined by the Principal.

Additional Staff Development

The staff participates in regular collaboration meetings and ongoing trainings. Additionally, all employees attend *ACE Approach* training that may take place semi-annually for the first two years of operation and annually each year thereafter. A qualified ACE consultant is selected by the Principal, with the approval of the Board, using the criteria developed by TVCS organizing members. He or she is responsible for implementation and ongoing training for TVCS employees.

Background Checks and Fingerprinting

All employees, including classified employees, shall undergo State of Idaho criminal background and Federal Bureau of Investigation fingerprinting checks. One fingerprint card is submitted to the Office of Certification at the State Department of Education and one is kept in the individual's personnel file.

Teacher Certification

A copy of the certificates for all certified teachers/staff members is kept on file at The Village Charter School and will be provided upon request.

Targeted Staff Size

Initially, The Village Charter School employs one teacher per class at the elementary level and secondary level. There are additional teachers for music, physical education, science, and foreign language as the budget permits. Education assistants are utilized in classes as needed.

Estimated Staff

11 Full Time Employees (FTE) in Year 1:

- First Grade 1 FTE
- Second grade 1 FTE
- Third Grade 1 FTE
- Fourth Grade 1 FTE
- Fifth Grade 1 FTE
- Sixth Grade 1 FTE
- Seventh Grade 1 FTE
- Eight Grade 1 FTE
- Administrator 1 FTE
- Office Staff 1 FTE
- Special Education 1 FTE

13.5 Part Time Employees in Year 1:

- Kindergarten .5 FTE
- Spanish .25 FTE
- Physical Education .25 FTE
- Music .25 FTE
- Science .25 FTE
- Instructional Aids 8.5 -.5 FTE

A. Health and Safety *I.C. § 33-5205(3)(b)*

The Village Charter School adopts policies and provides a facility that meets all required city, state, and federal standards for public schools including; health, accessibility, safety, fire, and building codes, that may include, but not limited to, the following:

- The facility will pass inspection by fire and safety officials using the same guidelines for all public schools.
- Fire and evacuation drills are conducted, as required.
- Maps illustrating fire exit routes are posted near the exit in every room.
- All students are required to have proof of immunization or have a written parental waiver and have a birth certificate, or other Board approved identification, before being enrolled at TVCS.
- All visitors and volunteers are required to sign in at the office and to wear a visitor's pass.
- Student check out during the school day requires the person picking up the child to sign the child out at the office and may require that person to produce appropriate photo identification.
- All state rules and regulations for student safety are followed.
- All staff will be trained in universal medical and health precautions.
- A health/nurse room is furnished and supplied adequately for the number of students in the school, eventually a certified nurse may be hired.
- Health records highlighting chronic issues are held on each student and made available in emergencies.
- Emergency contact numbers are maintained on all students.

- All employees are screened in compliance with *Idaho Code § 33-130*.
- Policies are incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts that, at a minimum, address the above and the following items:
 - policies and procedures for response to natural disasters and emergencies, including fires and bomb threats
 - policies relating to preventing contact with blood-borne pathogens
 - a policy requiring that all staff receives training in emergency response, including appropriate "first responder" training
 - policies relating to the administration of prescription drugs and other medicine
 - policies establishing that the school functions as a gun-free, drug-free, alcohol free and tobacco-free workplace
 - policies regarding use/possession of illegal substances

B. Employee Benefits *I.C. § 33-5205(3)(n)*

All employees participate in the following programs and benefits: group health insurance, sick leave benefits, *Public Employee Retirement System of Idaho* (PERSI), Federal Social Security, Unemployment Insurance and Worker's Compensation Insurance to the extent allowed and required by law.

C. Transfer Rights *I.C. § 33-5205(3)(p)*

Employees of The Village Charter School are not employees of the Boise School District. They are not be eligible for an in-district transfer to another school within the Boise School District. They may apply to teach in any school district.

Experience

Certified teachers at The Village Charter School are public school teachers. Each year of service at TVCS counts as one-year experience on the State indexing scale.

D. Collective Bargaining *I.C. § 33-5205(3)(q)*

The Village Charter School's staff and employees are a separate unit for purposes of collective bargaining.

E. Written Contract *I.C. § 33-5206(4)*

All teachers and administrators are on a written contract with The Village Charter School, Inc., as approved by the State Superintendent of Public Instruction. All employees undergo an annual performance review.

Tab 7

I. Admission Procedures I.C. § 33-5205(3)(k)

A. Enrollment Opportunities I.C. § 33-5205(3)(t)

Every effort is made to notify the public of enrollment opportunities at The Village Charter School, by taking the following steps:

- a. TVCS takes into consideration language demographics of the attendance area and disseminate information accordingly.
- b. At least three (3) months prior to the enrollment deadline each year, enrollment information is posted in highly visible and prominent locations within the attendance area.
- c. TVCS ensures the dissemination of press release or public service announcements to media outlets that broadcast within or disseminate printed publications within the attendance area.
- d. TVCS ensures that such announcements are broadcast or published by such media outlets on no less than three (3) occasions, beginning no later than fourteen (14) days prior to the enrollment deadline each year.
- e. Prospective students are given the opportunity to enroll regardless of race, color, nationality or ethnicity, religion, gender, familial status, social or economic status, or special needs.

These efforts may also include, but are not limited to, web page updates, announcements through social networking sites, advertising at community centers (e.g., library), school informational meetings, announcements at other public schools, and/or notifications sent home with students.

Enrollment Deadline

Each year, the Board will establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend TVCS for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.

Requests for Admission

The application process prior to the enrollment deadline is as follows:

- a. Application cards are made available at the charter school office and on the school website in both English and Spanish. The application includes information pertinent to filling a specific number of positions in each classroom.
- b. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho, may make a request in writing for such child to attend TVCS in compliance with *Idaho Code* § 33-5205(3)(k).
- c. In the case of a family with more than one (1) child seeking to attend TVCS, one (1) written request for admission must be submitted on behalf of each sibling.
 - The written request for admission must be submitted to, and received by, TVCS on or before the enrollment deadline.
 - The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student.
- d. If the initial capacity of TVCS is insufficient to enroll all prospective students, a lottery shall be

utilized to determine which prospective students will be admitted to TVCS.

- e. Only written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by TVCS shall be permitted in the lottery.

Once the enrollment deadline has passed, the process for filling a grade that has openings after the lottery is as follows:

- a. Application cards are made available at the charter school office and on the school website in both English and Spanish. The application includes information pertinent to filling a specific number of positions in each classroom.
- b. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho, may make a request in writing for such child to attend TVCS in compliance with *Idaho Code* § 33-5205(3)(k).
- c. In the case of a family with more than one (1) child seeking to attend TVCS, one (1) written request for admission must be submitted on behalf of each sibling.
 - The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student.
- d. Written requests for admission received after the established enrollment deadline are served on a first-come, first-served basis and added to the bottom of the final selection list for the appropriate grade.
- e. A sibling of any student, whose application is received after the enrollment deadline, must have his or her name placed at the bottom of the sibling list.

Admission Preference for Initial Enrollment *I.C. § 33-5205(3)(k)*

If the initial capacity of The Village Charter School is insufficient to enroll all prospective students, a lottery, following *Idaho Code* § 33-5025(3)(k), will be utilized to determine which prospective students will be admitted to TVCS. The selection process in regard to admission preferences shall be as follows:

- a. First preference is given to the children of founders who are listed on the Founder Priority List, provided that this admission preference shall be limited to not more than ten percent (10%) of the initial enrollment capacity of TVCS.
- b. Second preference is given to siblings of students already selected by the lottery.
- c. Third preference is given to prospective students who reside in the primary attendance area of TVCS.
- d. Fourth preference is given to prospective students who reside outside of the primary attendance area of TVCS.

Admission Preferences for Subsequent Enrollment Periods

The selection process in regard to admission preferences shall be as follows:

- a. First preference is given to students returning to TVCS in any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by lottery.
- b. Second preference is given to the children of founders, who are listed on the Founder Priority

List, and the children of full-time employees, provided that this admission preference shall be limited to not more than 10 percent (10%) of enrollment capacity.

- c. Third preference is given to siblings of students already enrolled in TVCS.
- d. Fourth preference is given to prospective students residing in the primary attendance area of TVCS.
- e. Fifth preference is given to prospective students residing outside the primary attendance area of TVCS.

Enrollment Procedures

The following procedures will be carried out in accordance with the *Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.02.04*:

- a. Proposed Attendance List for Lottery
- b. Equitable Selection Process
- c. Final Selection List
- d. Notification and Acceptance Process
- e. Subsequent School Years

Enrollment Projections

The Village Charter School intends to serve students from kindergarten through grade eight in its first year of operation, with the intent to expand to grade twelve in the future. Expansion will be at the discretion of the Board, and the Commission as required, and will be based on enrollment demand and adequate finances. During the first year, TVCS plans to have a maximum enrollment of 25 students in kindergarten and first grade, 30 students in second and third grade, and 33 students in all other grades. The maximum year 1 enrollment of TVCS is 275 students. If enrollment is inadequate in two (2) adjacent grades, classes may be combined as needed.

Please refer to Appendix H—Prospective Student List.

B. Discipline Procedures I.C. § 33-5205(3)(m)

The Village Charter School is committed to providing a safe learning environment. Student expectations for appropriate student behavior are high and are communicated to both students and parents through the student handbook and upon enrollment. In accordance with *I.C. § 33-5205(3)(i)*, students may be denied attendance to the charter school for any of the following reasons:

- being a habitual truant
- being deemed incorrigible by the Principal
- being deemed by the Board to be disruptive to the school for disciplinary reasons
- being detrimental to the health and/or safety of other students

In addition, students who attend TVCS after being expelled from another district may be placed on probation for one (1) year. During this time, the student may be denied attendance for violation of the probationary requirements.

Parents/guardians will be notified of disruptive behavior via phone calls, written letters, and in person during school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the Principal or to the Board for further discussion and appropriate action. The steps that are followed to address these concerns are described below. If a student is under the influence of alcohol or controlled substances during or after school hours on school grounds, TVCS will follow the procedures required by *Idaho Code* § 33-210.

TVCS will assemble a student handbook following state law and due process that outlines a Code of Conduct including expectations and consequences for unacceptable behaviors. Discipline is handled on a case-by-case basis, taking into account the unique circumstances of each instance of unacceptable behavior. The following steps provide guidelines for establishing the consequences for unacceptable behavior. The Board may choose to implement any of these steps, or additional steps, as it deems appropriate. The Board is not required to proceed through every step before considering suspension or expulsion.

- Step 1:* Parent/Guardian Incident Notification Procedure (written and/or verbal)
- Step 2:* Principal Intervention.
- Step 3:* Suspension with parental notification – three (3) days; re-admission after a conference with student, parents, and Principal.
- Step 4:* Suspension with parental notification – five (5) days; re-admission after a hearing within five (5) school days with the Board.
- Step 5:* Expulsion until the next calendar break/semester/rest of year. The Board may deny enrollment, or may deny attendance by expulsion, to any pupil who is an habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Board, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board upon such reasonable conditions as may be prescribed by the Board; but such enrollment or readmission shall not prevent the Board from again expelling such pupil for cause.

Provided however, the Board may expel from school for a period of not less than one (1) year (twelve (12) calendar months) or may deny enrollment to, any student who has been found to have carried a weapon or firearm on school property in this state or any other state, except that the Board may modify the expulsion or denial of enrollment order on a case-by-case basis.

Discipline of students with disabilities shall be in accordance with the requirements of federal law part B of the IDEA and Section 504. An authorized representative of the Board shall report such student and incident to the appropriate law enforcement agency.

No pupil shall be expelled nor denied enrollment without the Board having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the Board. This notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and

submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the Board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the Board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

The Board or the Principal may temporarily suspend any pupil for disciplinary reasons, including student harassment, intimidation or bullying, or for other conduct disruptive of good order or of the instructional effectiveness of the school. A temporary suspension by the Principal shall not exceed five (5) school days in length; and the Board may extend the temporary suspension an additional ten (10) school days. Provided that, on a finding by the Board, immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Board or Principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school, by the Board or Principal who suspended him, upon such reasonable conditions as said Board or Principal may prescribe. The Board shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

The Board will establish the procedure to be followed by the Principal for the purpose of affecting a temporary suspension, which procedure must conform to the minimal requirements of due process in accordance with *Idaho Code § 33-205*.

C. Alcohol or Controlled Substance Use I.C. § 33-210

Please refer to Tab 10, Policies.

D. Public School Attendance Alternative I.C. § 33-5205(3)(a)

Because The Village Charter School is a new entity and not a conversion of an existing school, the attendance alternative is the same as for those presently residing within the Boise School District and Joint District #2. Students located within the attendance area of TVCS have the option to enroll in existing non-charter public schools presently serving the area. Enrollment is not mandated based upon residential proximity to TVCS, but through parental choice and equitable selection.

E. Denial of School Attendance I.C. § 33-205 & 33-5205(3)(i)

The Board shall have the right to expel or deny enrollment to any student, determine the re-admission of any student suspended or expelled, and determine the admission of any student who has been denied admission as governed by *Idaho Code § 33-205*.

F. Student Handbook

The Village Charter School Handbook will be finalized upon opening of the school and will be a joint effort between the administration, staff, parents and Board. Contents may include but are not limited to:

- Message from the principal
- School philosophy
- ACE Approach
- School academic goals
- Staff and Board members
- Daily schedule
- Calendar
- Attendance policy
- Behavior and discipline
- Weapons and threats
- Drug Free School Policy
- Referral Policy
- Search & seizure Policy
- Elementary Disciplinary Procedure
- Secondary Discipline Procedure
- Severe weather procedures and inclement weather
- Field trips
- Health, injury, or illness
- Medication
- Personal belongings
- Special services
- Special Education Services
- Other Special Needs Services
- Dual Enrollment
- Complaint Process
- Communication Plan
- Dispute Resolution
- Grading, Homework, Promotion & Retention
- Student Activities
- Student Fees
- Parent Teacher Organization
- Report cards
- Students leaving school grounds
- Dress Code
- Technology, Cell Phone, Electronic Device & Internet Use Draft Policy
- Handbook Acknowledgement

At the beginning of each school year, the Principal is responsible for developing and updating the student handbook and will determine the procedure for ensuring that each student's parents/guardians have access to this handbook.

Please refer to Appendix I— Draft Student Handbook.

Tab 8

I. Business Plan

A. Business Description

The Village Charter School is organized exclusively for educational purposes within the meaning of IRS Section 501(c)3 of the Internal Revenue Code and as outlined in the charter petition. Notwithstanding any other provision of its Articles of Incorporation, The Village Charter School shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)3 of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)2 of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law). The Village Charter School was established as an entity in August 2009. The 501(c)3 is currently being applied for and will be completed upon approval of the charter.

B. Recruitment and Marketing Plan

The Village Charter School seeks to create a diverse social balance. Prospective students are given the opportunity to enroll regardless of race, color, nationality or ethnicity, religion, gender, social or economic status, or special needs. The advertising process for TVCS includes all current requirements as stated in *Idaho Code § 33-5205*. TVCS takes into consideration language demographics of the attendance area and disseminates information accordingly. TVCS may recruit students for enrollment by, but not limited to, the following:

- utilizing a special committee who is responsible for advertising to high, mid, and low socio-economic status families, students with various cultural backgrounds, and special needs_students in the attendance area and informing them of enrollment opportunities.
- utilizing the school website, as well as social networking tools
- sending direct mailings and fliers targeting primary attendance area households
- posting advertising materials in prominent locations within the Districts
- accommodating students on other charter school waiting lists; initially the lottery may be drawn as late as April
- utilizing the media through press releases and articles
- word-of-mouth referrals
- developing a multimedia advertisement campaign

The primary attendance area for TVCS encompasses the following area within the boundaries of the Boise School District:

- a. Boise School District boundaries on the west and south.
- b. north and east boundaries are as follows:
 - Start at the corner of Fairview and the BSD boundaries on the west,
 - Go east on West Fairview Avenue,
 - Turn south on North Orchard Street,

- Turn east on Emerald Street,
- Turn south on South Latah Street,
- Turn east on Crescent Rim Drive,
- Turn east onto South Federal Way,
- Where South Federal Way crosses Broadway Avenue, stop,
- Begin south on Broadway Avenue,
- Turn west onto Interstate 84,
- Turn south on South Orchard Street,
- Turn south on Pleasant Valley Road, and
- Where Pleasant Valley Road and the BSD boundaries meet, stop.

The boundaries within BSD shall include both sides of the listed streets. Residences that reside on any property in BSD that directly touches our boundary shall be considered within the boundary for TVCS.

The primary attendance area also encompasses the following are within the boundaries of Joint School District #2:

a. Joint School District #2 boundaries on the east and south. north and west boundaries are as follows:

- Interstate 84 on the north, encompassing the south side of Interstate 84.
- South Eagle Road on the west side, encompassing the east side of South Eagle Road.

The primary attendance area for TVCS is compact and contiguous as required by law.

C. Resumes of Directors

Please refer to Appendix J— Resumes of Directors.

D. Management Plan

Day to Day Operations

The Principal of The Village Charter School determines the day-to-day operations of the school. The Board will have oversight authority.

TVCS plans to open in August of 2011. Grade organization will generally consist of traditional single-grade classrooms with 25-33 students per class. The Principal, in consultation with the Board, will establish the school calendar, schedule, and hours of operation based upon a modified schedule and the State requirements. The modified school calendar for TVCS includes a four-day school week, a week break during the early fall, and a two-week Spring Break. School hours may be staggered for middle grades to begin earlier than elementary. The school’s starting and ending times may also be dependent on busing availability. The schedule will be finalized prior to the lottery and supplied to the Commission. The instructional arrangements will also be reviewed on an annual basis and may be changed, as necessary.

Budget

The budget is prepared in compliance with *Idaho Code § 33-801* and policy of the State Board of Education. It will be presented at a public hearing in June of the year the school will open and be delivered to the State Department of Education as required on or before July 15th prior to the beginning of the school year. The budget will be prepared, approved and filed using the *Idaho Financial Accounting Reporting Management System (IFARMS)* format.

E. Start Up Budget

Income Sources

Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations. The Village Charter School has received a \$50,000 Pre-Charter Vision Planning Grant.

Please refer to Appendix K—Grant Award Letter.

Working Capital and Assets

The Village Charter School does not expect to have working capital and assets until after the Charter is approved.

Fundraising

A committee will be established to conduct fundraising efforts to generate capital or to supplement the per-pupil allocations. TVCS has not included any fundraising money in our budget.

Title I

If The Village Charter School qualifies for Title I funding, we will meet requirements for Title I to offer more services to its students, as resources allow. Title I funding has not been included in the current budget.

Expenditures

Expenditures are handled as described in the following sections.

Purchasing Process

Until alternate arrangements are made, the Principal determines procedures for procuring goods and services, with approval of the Board. Purchasing procedure is in compliance with *Idaho Code § 33-601*.

Financial Management

The accounting records will be kept in accordance with generally accepted accounting principles and standards. The Village Charter School will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Principal will be

responsible for financial management.

Bonding

Documentation of bonding of all personnel involved in the school's financial operations will be kept on file at the school.

F. Inspection Reports

The Village Charter School will provide certification to the Commission that the facilities meet all requirements for food, health, safety, fire, and accessibility for the handicapped prior to the opening of the school and by the date specified in the contract. TVCS also will provide regular inspections of the facilities for food, health, safety, and fire compliance and provide copies of those reports to the Commission and other entities as required.

G. Clerical Services

School Records & Reporting

The Village Charter School's Principal determines how the school will maintain school records and required information consistent with state and federal guidelines. TVCS follows similar procedures to local District methods for reporting attendance and enrollment information to the state for funding purposes. TVCS complies with all Internal Revenue Service regulations and reporting requirements.

Additional Personnel

Ancillary support personnel, including clerical and custodial, are hired and supervised by the Principal. The state funding formula is used for funding to hire staff through the regular budgetary process.

H. Transportation I.C. § 33-5205(3)(u) & 33-5208(4)

Transportation may be provided to students residing within the primary attendance area, using selected pick-up and drop-off locations, as finances allow. Additionally, transportation is provided for any special needs student enrolled at TVCS who may, because of the nature of his or her disabilities, be entitled to specialized transportation as a related service, and as required by an IEP. Transportation will not be provided to any student living within a 1.5-mile radius of the school, unless required by an IEP. Currently, TVCS is in the process of complying with *Idaho Code* § 33-402(g) & 33-1501.

Please refer to Appendix L—Transportation.

I. Food Service & Nutrition

Once a suitable lunch preparation area is available, as funding and facilities allow, TVCS plans to implement an in-house school lunch program. Additional methods of food delivery are currently

being explored, and consideration is being given to:

- contracting with a neighboring public school, in cooperation with the District
- contracting catered meals with a local Nutrition Program Sponsor
- utilizing the Special Milk Program for Children
- contracting with a local restaurant or catering service to bring meals into the school
- purchasing pre-packaged foods
- training staff member(s) to manage the program, transport food, serve food, and/or clean dishes
- utilizing parent volunteer(s) to assist with the program

As finances allow, lunch will be provided to all students at a cost; the cost will be reduced or waived for eligible students. Lunch eligibility forms will be made available to all students. The Income Eligibility Guidelines set forth by the USDA Food and Nutrition Services Child Nutrition Programs will be used to determine eligibility of students for free and reduced price meals. The lunch program provides a lunch that meets or exceeds minimum daily requirements as determined by the appropriate authorities.

Additional funding for the Nutritional Program may include:

- collaborating with the PTO to raise funds for any necessary serving equipment, paper goods, cleaning supplies, and/or serving utensils
- purchasing milk locally and receiving applicable government reimbursement. Students may be charged a minimal fee to offset the cost vs. reimbursement
- pursuing applicable grants

The Principal will establish policies, consistent with State and Federal guidelines, for verification reporting, record keeping, meal-count tracking and reporting, and governmental reimbursement before the implementation of any such program, and submit a proposal to the Board for approval.

TVCS will have representation at mandatory trainings and will comply with State and Federal regulations, standards, and guidelines set forth by any such program which may include the USDA, NSLP, FFVP, Special Milk Program for Children, and/or Farm-to-School.

Please refer to Appendix M—Food Service.

II. Start-up Budget with Assumptions form

Please refer to Appendix N—Start-Up Budget & Budget Assumptions.

III. Three Year Operating Budget

Please refer to Appendix O—3 Year Operating Budget Form.

IV. First Year Month by Month Cash Flow

Please refer to Appendix P—First Year Month by Month Cash Flow Form.

Tab 9

I. Virtual Charter School

The Village Charter School is not a virtual school.

Tab 10

A. Business Arrangements, Partnerships, and Lease Agreements

TVCS is actively engaged in conversations with several entities regarding partnerships. Several facilities are being considered however, TVCS will not enter a lease agreement until the charter is approved and the timing is appropriate. TVCS is actively seeking bids for transportation and food services. These services may be contracted, however TVCS will not enter into any agreements until the timing is appropriate and finances allow for such services. Special education services may be contracted to meet the needs of students as listed on the IEP; TVCS will not plan to enter into an agreement until services are needed and the timing is appropriate. TVCS is planning to contract legal and accounting services, however is not going to enter into an agreement until the charter is approved and the timing is appropriate.

The curriculum for TVCS will be compiled with the assistance of the Board, Principal staff members, and other qualified professionals, as needed. TVCS may contract services as needed, however is will not enter into an agreement until the charter is approved and the timing is appropriate. TVCS intends to use Federal Charter Planning Grants to help fund this effort. The curriculum will meet or exceed Idaho State Standards and be aligned with the charter petition.

TVCS also intends to contract for professional development and is actively engaged in conversations with qualified individuals and professionals to provide such services. TVCS will not enter into an agreement until the charter is approved and the timing is appropriate.

A list of all contracts identifying the party with whom TVCS has contracted, the length of the contract, and the expenditures required by the contract will be submitted to the Commission as required.

B. Additional Information

Amending the Charter

Any revision of the terms of the Charter, consisting of Tabs 1-10, requires the approval of The Village Charter School Board of Directors and the Commission.

Proof of Attendance at the Petitioner's Workshop

On October 5, 2009, four (4) organizing members attended the Petitioner's Charterstart! 101 Workshop. On February 26, 2010 two (2) additional members attended.

Please refer to Appendix Q— Proof of Attendance at Petitioner's Workshop.

Policies and Procedures

See the attached policies and procedures regarding attendance, alcohol and controlled substance use, and computer use for The Village Charter School. These policies will be considered to be in draft form until the principal is hired and has the opportunity to review and accept these policies. In the event a policy does not exist when needed, the Boise School District Board policy will become the default policy.

C. Termination of the Charter *I.C. § 33-5205(3)(v)*

In cases of termination or non-renewal, the Board is responsible for the dissolution of the business and affairs of the school. The Village Charter School will fully cooperate with the Commission for the dissolution process. All students will receive written notice of how to request a transfer of student records to a specific school. TVCS will accommodate student record requests from schools for up to one year after dissolution. Upon dissolution of TVCS, remaining assets will be distributed to the Idaho Public Charter School Commission.

Policies

Attendance Draft Policy

Each student's daily contribution is essential to his or her individual success and the overall success at The Village Charter School. Attendance and punctuality are necessary, and the student should plan on attending school every day that classes are scheduled.

Tardies. A student is tardy if he or she is not in the assigned classroom when the class is scheduled to begin.

Excused Absences. Absences from school with the knowledge and approval of a student's parents/guardians are excused absences but such absences are counted toward the maximum allowed per semester. In order for an absence to be excused, oral or written communication from the student's parents/guardians must be received within 48 hours of the last day of the absence, except for school approved activity absences.

Make-up Work. Make-up work is allowed for students who have excused absences. Credit for make-up work is not allowed for an unexcused absence.

Truancy. Any absence from classes without the approval of the parents/guardians or school authorities is considered truancy.

- First truancy: A conference is held between the school principal and the student. The parents are notified. The student is required to make-up all work missed any credit for this work will be at the discretion of the teacher and/or Principal.
- Second truancy: A conference is held with the student, parent, and school principal. The student is required to make-up all work missed any credit for this work will be at the discretion of the teacher and/or Principal.
- Third truancy: A conference is held with the student, parent, and school principal. The student may be referred to the Appeals Board for considerations and action.

Attendance Requirement. A student may not miss more than nine (9) days a semester, or the number of absences permitted by the SDE, whichever is fewer. Absence from class for any reason, including family convenience, will be counted when the percentage of attendance and eligibility for promotion is being considered.

Notification of Absences and Discipline. Parents/guardians are notified on the school report cards, during conferences and via phone calls about absences. Notice of the eighth absence will inform the parents/guardians that if future absences occur, the school principal may deny promotion to the next grade or refer the parents/guardians to the Board for further discussion and appropriate action, which may include loss of credit or dismissal from the school.

Grounds for an Appeal. Those parents who have valid reasons to believe that all or part of their child's absences are the result of extraordinary circumstances may request a review of their case following the attendance appeal process below. Extraordinary circumstances may include, but are not limited to, verified illness or medical treatment, death in the family or death of close friends, and medical or dental professional appointments. Any physician's statements or appropriate verification of absence should be provided.

Attendance Appeal Process. If parents/guardians wish to appeal the denial of promotion to the next grade due to the attendance requirement, the following policy applies:

- The parents/guardians have five (5) school days from the date shown on the notification to appeal the loss of credit or denial of promotion.
- The appeal process starts with the principal. An adverse decision may be appealed to the Board. The decision of the Board is final.
- In each situation, representatives of the school and the parents/guardians have five (5) days in which to respond to the appeal or the ruling. Appeals and responses shall be in writing.

Draft Alcohol & Controlled Substance Policy

In harmony with the federal regulations established by the Drug Free Workplace Act of 1988, The Village Charter School is committed to the ideal of having a drug-free student environment. It is the intent of TVCS that programs and activities be planned and carried out by professional staff who enable the school to achieve this goal.

The primary focus of the program is educational in nature, with instruction geared to discourage student experimentation of any mood altering substance. A companion focus of this program is aimed to assist students in making appropriate choices regarding lifestyles, behaviors, and substances. A necessary part of the latter focus is an attitude among teachers and other staff members that one of their responsibilities is to assist those students who need help in overcoming their potentially addictive behaviors and choices. TVCS believes that it is possible to have a totally drug-free environment in the school setting. If a student cannot, or will not, commit to responsible behavior to help achieve this goal, several sanctions may be imposed as a disciplinary measure.

Referral Policy

The Village Charter School provides training for staff to identify drug, alcohol, and mood-altering substance use. When staff members have reasonable doubt that a student illegally uses, sells, distributes, or possesses drug paraphernalia, drugs, alcohol, or other mood-altering substances in school, on or adjacent to school property, or at school functions, they report it to the administrator or initiate procedures. All procedures are to be performed with discretion and documented. Refusal to submit to a request to any of the procedures may result in disciplinary action.

As used in this policy, reasonable cause shall mean the existence of specific observable evidence or behaviors, including but not limited to:

- chronic attendance problems, sleeping in class, drop in grades
- erratic behavior, inappropriate comments, defiance or disrespect toward authority
- smell of alcohol or other mood-altering substances
- possession of alcoholic beverages, drugs or drug paraphernalia
- motor coordination problems, impaired speech, impaired coordination
- other recognizable characteristics unusual for the particular student

Enforcement Procedures

Any student exhibiting behavior that suggests reasonable cause of using or being under the influence of controlled substances is immediately escorted by an employee to the administrative office for interview and observation. Except in the case of an emergency, the student is not to be left unattended and is not allowed to leave the school premises. If a trained staff member, upon observing and/or interviewing the student, reasonably suspects that the student is using, or under the influence of, a controlled substance, the following procedures is as follows:

- The principal and/or any other employee having observed the student's behavior will document his or her observations of the student. A copy will be placed in the student's discipline record.

- Parents/guardians will be notified.
- Law enforcement will be notified. All employees will cooperate fully with any law enforcement investigation of a violation of this policy, including but not limited to providing access to lockers, desks, and other school property, and providing oral and/or written statements/documentation regarding the relevant events.
- Suspension/Expulsion: Students who violate this policy will automatically be suspended by the principal. The principal will determine whether or not the suspension will be served in school or out of school. Suspension for the first offense of this policy will be for three to five (3-5) days, unless extraordinary circumstances exist. Suspension may be modified if the student participates in, and follows, the recommendations of an assessment by a certified drug/alcohol agency. The time period for suspension for the second or third offense will be determined at the discretion of the principal and/or Board. If deemed appropriate by the principal, he or she may request that the Board expel a student who has violated this policy for a second or third offense.

When a student voluntarily discloses using or being under the influence of alcohol or any controlled substance while on school property or at a school function, anonymity will be provided to the student on a faculty "need to know" basis, except as deemed reasonably necessary to protect the health and safety of others. Notification of the disclosure and availability of counseling for students shall be provided to parents or the legal guardian, Idaho Code § 33-210.

Search and Seizure Philosophy

In order to maintain a quality educational atmosphere, preserve discipline and good order, and promote the safety and security of students and employees, all school property, including, but not limited to, buildings, equipment, buses, grounds, and other physical settings and equipment of TVCS is under the direct jurisdiction and exclusive control of the Board and subject to search by members of the administrative staff. Therefore, students are advised that it is the policy of this school that members of the administrative staff have the authority to search the student lockers and all other school property over which the school has control at any time, without student/parent consent, and without a search warrant.

A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school official has reasonable cause to believe that the student is in possession of drug paraphernalia or drugs, including alcohol, tobacco or controlled substances. The principal or designee may seize any evidence of a violation of the law or this policy. Students are expected to assume full responsibility for the security of personal property.

Search procedures are as follows:

- Principal to authorize search
- no less than two staff members conduct a search
- parents to be notified of search and findings

This authority to search school property, or personal property of the student when appropriate, is extended to members of the teaching staff who accompany students on out-of-town activities for school-related purposes. If two staff members are not available, prior to leaving town, the principal will determine an eligible adult to assist with the search.

Elementary Disciplinary Procedure (Grades K-5)

First Offense for Use or Possession

Parent or guardian will be contacted.

Law Enforcement Agency may be contacted.

Student will be suspended for three to five (3-5) days.

- Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information would also be required.
- If the student does not complete the recommendations of the assessment, then the remainder of the three to five (3-5) day suspension will go into effect.

Child Protection Services (CPS) may be contacted.

Second Offense for Use or Possession

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency may be contacted
- c. Board may be petitioned for expulsion of student.
- d. CPS may be contacted.

Third Offense for Use or Possession

- a. Parent or guardian will be contacted.
- b. Law Enforcement Agency will be contacted.
- c. The student will be suspended and the Board will be petitioned for expulsion of the student.
- d. CPS may be contacted.

First Offense for Selling or Delivering

- a. Parent or Guardian will be contacted.
- b. Law Enforcement Agency will be contacted.
- c. The student will be suspended and the Board will be petitioned for expulsion of the student.
- d. CPS may be contacted.

Secondary Disciplinary Procedure (Grades 6 and up)

First Offense for Use or Possession

Parent or guardian will be contacted.

Law Enforcement Agency may be contacted

Student will be suspended for five (5) days.

- Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information to the school district will also be required.
- If the student does not complete the recommendations of the assessment, then the remainder of the three to five (3-5) day suspension will go into effect.

CPS may be contacted.

Second Offense for Use or Possession

a. Parent or guardian will be contacted.

Law Enforcement Agency may be contacted.

Board may be petitioned for expulsion of the student.

CPS may be contacted.

Third Offense for Use or Possession

a. Parent or guardian will be contacted.

Law Enforcement Agency will be contacted.

The student will be suspended and the Board will be petitioned for expulsion.

CPS may be contacted.

First Offense for Selling and/or Delivering Alcohol or Drugs

a. Parent or guardian will be contacted.

Law Enforcement Agency will be contacted.

The student will be suspended and the Board will be petitioned for expulsion.

CPS may be contacted.

Technology Use Draft Policy

A public phone is available for students' use during school hours for urgent purposes. Parents are expected to communicate messages through the front office. Students will be permitted to have mobile phones at the school at their own risk with the understanding that mobile phones are to be turned off and not permitted in the classroom during school hours including, but not limited to recess, lunch, and breaks. Mobile phones will be confiscated according to the confiscated device policy. A mobile phone agreement will be signed by parents and students and is found in the student handbook. **TVCS is not responsible for broken, damaged or stolen goods.**

Electronic Device Policy

1. Electronic gaming devices are not allowed on school property and will be confiscated if seen.
2. The use of USB flash drives is not necessary or required, but is permitted for school purposes only such as saving an assignment or bringing an assignment from home. Any USB flash drive is the sole responsibility of the student and can be used at his or her own risk. If a student is downloading or uploading any information that is considered inappropriate, the item will be confiscated according the Confiscated Device Policy.
3. Electronic devices, including, but not limited to, mp3 players and digital cameras should not be brought to school unless needed for a specific purpose such as a class presentation. If students feel it will be necessary, they must get the approval of their teacher prior to the day they plan to bring the item to school. If they have not gained prior permission, any use of item will not be permitted and may be confiscated according to the Confiscated Device Policy. Should a student choose to bring an electronic device to school, it will be at his or her own risk, and the device must remain out of sight until the time previously agreed upon by the teacher.

Confiscated Device Policy

1. Once an item is confiscated, a note, phone call, or email will be sent home to parents explaining how the item can be retrieved. All confiscated items may be picked up by a parent/guardian during normal office hours. If a parent is unable to come to the office, other arrangements will be made.
2. The second time the same item is confiscated, a meeting with the principal, student and parent will be held before the item may be retrieved. The parent and student will be informed that if the item is brought to school again, the item will be held for the duration of the school year.
3. The third time an item is confiscated for misuse, the principal will hold the item until the end of the current school year.

Student Computer Use Agreement

There is a need for full disclosure and understanding for the partnership between parents, children, and the school in regard to technology and its use. This agreement has been created to inform and provide knowledge of student use of the school's network/computers and Internet access and to ensure that all parties understand the areas of responsibility identified. Each child will need to have

an agreement form signed and on file for use of the Internet as found in the student handbook.

Electronic Network Use Rules

School account holders, including all staff and students, are expected to act in a responsible, ethical, and legal manner, in accordance with the missions and purposes of the networks they use on the Internet, and the laws of the State of Idaho and the United States. Students will be provided with a school atmosphere and procedures of student control/discipline that will assure a suitable learning environment.

Using the computers, network and Internet connections is a privilege, not a right, and the privilege may be revoked at any time for unacceptable conduct.

Unacceptable conduct includes, but is not limited to, the following:

- Internet is used solely for educational purposes
- using the network for any illegal activity, including violation of copyright or other contracts
- using the network for financial or commercial gain
- degrading or disrupting equipment or system performance
- vandalizing the data of another user
- wastefully using finite resources
- gaining unauthorized access to resources or entities
- willfully and knowingly accessing pornographic sites
- accessing any sites that the Board deems inappropriate for school
- invading the privacy of individuals
- using an account owned by another user without authorization
- posting personal communications without the author's consent
- posting anonymous messages
- placing of unlawful or unlicensed information on a system
- using abusive or otherwise objectionable language in either public or private message
- sending of messages that are likely to result in the loss of recipients' work or systems
- sending of *chain letters* or *broadcast messages* to lists or individuals, or any other type of use that would cause congestion of the networks or otherwise interfere with the work of others

Network Etiquette

- Be polite. Do not be abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language. Illegal activities are strictly forbidden.
- Do not reveal your personal address, phone number, or that of other students or colleagues. Any student who receives unsolicited requests for personal information will immediately report that to the supervising teacher. That teacher will report this incident to appropriate authorities.
- Note that electronic mail (e-mail) is not guaranteed to be private. Network administrators who maintain and operate the school's computer system do have access to all mail. Messages relating

to, or in support of, illegal activities may be reported to authorities.

- Do not use the network in such a way that you would disrupt the use of the network by other users.
- Information accessible via the network and Internet should be assumed to be private property and possibly copyrighted.

Security

Security on any computer is a high priority. If you feel you can identify a security problem on the Internet, you must notify faculty members. Do not demonstrate the problem to other users. Do not use another individual's account without written permission from that individual. Attempts to log onto the Internet with another person's identification without permission will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

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 st Year Cash Flow	Update the 1 st 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 st 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

I. ARTICLES OF INCORPORATION

09 AUG 21 AM 8:14

A. Articles of Incorporation

SECRETARY OF STATE
STATE OF IDAHO

The undersigned, in order to form a Non-Profit Corporation under the provisions of Article 30, Chapter 3, Idaho Code, submits the following articles of incorporation to the Secretary of the State

ARTICLE 1: Name:

The name of the corporation shall be: The Village Charter School, Inc.

ARTICLE 2: Purposes and Powers

This Corporation is organized for the basic purpose to do all things reasonable and proper in the operation of a nonprofit charter school within the state of Idaho and to deal generally therein. This corporation is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code.

Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

This corporation is a nonprofit corporation under the laws of the state of Idaho, and is not formed for pecuniary profit. No part of the income or assets of the corporation are distributable to or for the benefit of its Incorporators, Directors, or Officers, except to the extent permissible by law. The Corporation shall have all powers allowed by law, including, without limitation, those powers described in Section 30-2-24 of the Idaho Code, as amended and supplemented.

ARTICLE 3: Registered Office and Agent

The address of the registered office of the Corporation is 9198 W. Avalanche Ct., Boise, Idaho 83709, and the name of its initial registered agent is Jani C. Knox.

ARTICLE 4: Directors

The number of directors that shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be less than five (5) and no more than seven (7). The number of directors constituting the initial Board of Directors of the Corporation shall be five (5) and the names and addresses of these persons who are to serve as directors until their successors are elected and shall qualify are:

- Jani C. Knox 9198 W. Avalanche Ct., Boise, Idaho 83709
- Rachael S. Smith 2226 S. Latah St., Boise, Idaho 83705
- Kimberly Ward 6822 Holiday Dr., Boise, Idaho 83709
- Cori P. Bitz 12804 W. Marida St., Boise, Idaho 83709

IDAHO SECRETARY OF STATE
08/21/2009 05:00
CK: 769 CT: 239885 BH: 1183877
1 @ 38.00 = 38.00 IMC NOMP # 2

C184224

Appendix A: Articles of Incorporation

ARTICLE 5: Incorporators

The names and addresses of the initial incorporator are:

Jani C. Knox, 9198 W. Avalanche Ct., Boise, Idaho 83709
Rachael S. Smith, 2226 S. Latah St., Boise Idaho 83705

ARTICLE 6: Mailing Address

The mailing address of the corporation shall be 9198 W. Avalanche Ct., Boise, Idaho 83709.

ARTICLE 7: Membership

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

ARTICLE 8: Dissolution and Distribution

Upon the dissolution of the Corporation the assets of the Corporation shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. Upon winding up and dissolution of this corporation, and paying or adequately providing for the debts and obligations of the corporation, after paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to the Meridian School District, Meridian Idaho.

ARTICLE 9: Non-stock Corporation

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 10: Bylaws

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

ARTICLE 11: Amendment to Articles

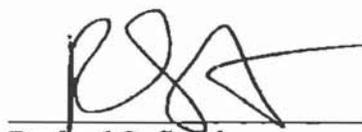
These Articles may be amended only upon the unanimous consent of the Directors.

Revised effective the 19th day of August 2009.

Incorporators:



Jani C. Knox



Rachael S. Smith

FILED EFFECTIVE

I. ARTICLES OF AMENDMENT

2010 MAR 26 AM 8:45

(Non-Profit)

SECRETARY OF STATE
STATE OF IDAHO

To the Secretary of State of the State of Idaho, Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned non-profit corporation amends its articles of incorporation as follows:

1. The name of the corporation is: **The Village Charter School, Inc.**
2. The text of each amendment is as follows:

ARTICLE 4: Directors

The number of directors that shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, shall be not less than five (5) nor more than seven (7) Directors. The number of directors constituting the initial Board of Directors of the Corporation shall be five (5) and the names and addresses of these persons who are to serve as directors until their successors are elected and shall qualify are:

Jani C. Knox	9198 W Avalanche Ct, Boise, Idaho, 83709
Rachael Smith	2226 S Latah St., Boise, Idaho 83705

ARTICLE 8: Dissolution and Distribution

Upon the dissolution of the Corporation the assets of the Corporation shall be distributed to creditors pursuant to Sections 30-3-1 14 and 30-3- 1 15 of Idaho Code. Upon winding up and dissolution of this corporation, and paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to the Idaho Public Charter School Commission.

3. The date of this adoption of the amendment was on: **November 3, 2009.**
4. The manner of adoption: **The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the directors.**
 - a. The number of directors entitled to vote was: three (3).
 - b. The number of directors that voted for the amendment was: two (2).
 - c. The number of directors that voted against each amendment was: (0).
 - d. The number of directors entitled to vote but did not vote: one (1).

Revised effective the 3rd day of November 2009.


Jani C. Knox

Chairman of the Board of Directors, The Village Charter School, Inc.

C184224

IDAHO SECRETARY OF STATE
03/26/2010 05:00
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1 @ 30.00 = 30.00 NON-PROP A # 2

FILED EFFECTIVE

I. ARTICLES OF AMENDMENT

10 SEP 23 PM 12:59

(Non-Profit)

SECRETARY OF STATE
STATE OF IDAHO

To the Secretary of State of the State of Idaho, Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned non-profit corporation amends its articles of incorporation as follows:

- 1. The name of the corporation is: **The Village Charter School, Inc.**
- 2. The text of each amendment is as follows:

ARTICLE 4: Directors

The number of directors that shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, shall be not less than five (5) nor more than seven (7) Directors. The number of directors constituting the initial Board of Directors of the Corporation shall be five (5) and the names and addresses of these persons who are to serve as directors until their successors are elected and shall qualify are:

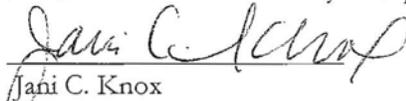
Jani C. Knox	9198 W. Avalanche Ct., Boise, Idaho, 83709
Rachael Smith	2226 S. Latah St., Boise, Idaho, 83705
Lealan Miller	11883 W. Blueberry Ct., Boise, Idaho, 83709
Nancy Thomas	7629 Saddlehorn Ct., Boise, Idaho, 83709

ARTICLE 8: Dissolution and Distribution

Upon the dissolution of the Corporation the assets of the Corporation shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code. All remaining assets shall be distributed to the Idaho Public Charter School Commission, as required by Section 33-5206(8) of Idaho Code. If any assets remain after complying with the statutory requirements of the State of Idaho, those assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, as amended, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by a Court of Competent Jurisdiction of Ada County, Idaho, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

- 3. The manner of adoption: **The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the directors.**
 - a. The number of directors entitled to vote was: four (4).
 - b. The number of directors that voted for the amendment was: four (4).
 - c. The number of directors that voted against each amendment was: zero (0).
 - d. The number of directors entitled to vote but did not vote: zero (0).

Revised effective the 20th day of September 2010.


 Jani C. Knox

Chairman of the Board of Directors, The Village Charter School, Inc.

IDAHO SECRETARY OF STATE
 09/23/2010 05:00
 CK: 1440 CT: 225420 BH: 1240205
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Appendix B: Bylaws of The Village Charter School, Inc.

I. Bylaws of THE VILLAGE CHARTER SCHOOL, INC.

An Idaho Nonprofit Corporation.

ARTICLE 1: Offices

Section 1.1 Offices

The Village Charter School Inc.'s (the "Corporation") principle office shall be fixed and located within the Boise School District boundaries, 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 principle 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 1986 or the corresponding provision 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.

Appendix B: Bylaws of The Village Charter School, Inc.

- a. A “Founder,” is defined as any person, who makes a material contribution toward the establishment of a public charter school. The criterion for determining what constitutes a material contribution is determined by the Board of Directors (Board) and is listed in the founding member agreement.
- b. Any person who agrees to contribute to the charter process, that may or may not have a Board member position, will be known as a “potential founder” and must sign a founding member agreement. The Board, in accordance with Idaho Code, will evaluate all potential founders and create a list of eligible founders who have met the requirement of a material contribution toward the establishment of a charter school. All founders are listed on the Founder Priority List and qualify for admission preference. As stated in the agreement, any potential founder who has not fulfilled the requirements of a material contribution will not qualify for admission preference and/or founder’s status.
- c. An organizing member is defined as any person, including potential founders, who makes a substantial contribution to the establishment of the charter school prior to the time of the school opening, as determined by the Board of Directors. Organizing members are not founders and do not receive admission preference to the school. Organizing members may have voting rights only if they have children attending the school.
- d. A stakeholder of the school is defined as one or more of the following: a parent or legal guardian of a child attending the school; staff members or employees of The Village Charter School; The Village Charter School board members and founders. Voting is limited to one vote per enrolled registered family at The Village Charter School. There is no provision for parents/guardians who do not currently reside in the same household.

ARTICLE 4: Board of Directors

Section 4.1 Board of Directors

The number of Directors constituting the Board of the Corporation shall be not less than five (5) nor more than seven (7) Directors. The Board shall consist of Directors serving terms of office as set forth below. 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). The conduct of the members of the Board will be consistent with the Corporation’s vision and mission statements, and its core values.

Section 4.3 Appointment and Election of Directors

Appendix B: Bylaws of The Village Charter School, Inc.

- a. For purposes of appointing and electing Directors, the Board of Director positions are defined as follows: Director #1, Director #2, Director #3, Director #4, Director #5, Director #6 and Director #7. Director #1 and Director #2 inclusive shall be appointed to a three (3) year term of office, as set forth below. Director #4 shall be appointed to an initial term of one (1) year, and subsequent terms of three (3) years as set forth below. Director #6 and Director #7 inclusive shall be elected to an initial term of two (2) years, and subsequent terms of three (3) years as set forth below. If added, as set forth in Section 4.3 (b) below, Director #3 and Director #5 shall be appointed to serve term lengths in conjunction with Director #4.
- b. During the first two years of operation, the Board shall be comprised of five (5) Directors (Director #1, Director # 2, Director #4, Director #6, and Director #7) appointed and nominated by the organizing members and founders of The Village Charter School. Two additional Directors (Director #3 and Director #5) may be added at the discretion of the Directors, as established with a two-thirds majority vote.
- c. At the first annual meeting of the Corporation, following the initial opening of The Village Charter School, and at all annual meetings thereafter, Directors shall be appointed in accordance with the provisions of Sections 4.3 (d) and (e) below. Candidates shall be required to fill out and submit an application no later than forty-five (45) days prior to the annual meeting.
- d. Directors #1 through #5 inclusive shall each be appointed by a majority vote of the current Board of Directors and founders of The Village Charter School.
- e. For the purpose of appointing Directors, voting can be done in person or via absentee ballot. Absentee ballots are valid only if (1) voter is serving as a current board member at the time of the vote or is a founder as defined in Section 4.3 (d) above and (2) the ballot is either date stamped by the school office or postmarked at least one week prior to the date of the annual meeting.
- ƒ. If a candidate is nominated by committee, as set forth in Section 4.3 (g) (ii), but does not receive a majority vote as set forth in Section 4.3 (d), the winning candidate will be selected by a plurality of the votes.
- g. At the first annual meeting of the Corporation, following the initial opening of The Village Charter School, and at all annual meetings thereafter, Directors will be elected and appointed to fill vacancies on the Board by the process outlined below:
 - (a) All Board of Directors applicants will be required to fill out and submit an application no later than forty-five (45) days prior to the annual meeting.
 - (b) All Board of Directors applicants will be required to go through a screening process, overseen by a nominating committee that is appointed and approved by the Charter School Board of Directors. The nominating committee shall be not less than five (5) nor more than seven (7) members and shall consist of staff members or employees, parents of students attending the school, organizing members and founders of The Village Charter School, and/or members of the Board of Directors.
 - (c) The nominating committee will then nominate candidates for each open position.
 - (d) No more then three candidates per position shall be nominated.

Appendix B: Bylaws of The Village Charter School, Inc.

- (e) Stakeholders of the school will then be asked to vote on the candidates, a stakeholder is defined in Section 3.2 (d) above.
 - (f) The Village Charter School Board of Directors has final authority over all ballots.
 - (g) The time, date, and location of all elections will be advertised by The Village Charter School using, but not limited to, the following methods; public service announcements in newspapers and sending notification home with students.
 - (h) Voting in board member elections can be done in person or via absentee ballot. Absentee ballots are valid only if voter is named on the Stakeholder list and ballot is either date stamped by the school office or postmarked at least one week prior to the date of election. The cut-off for being listed as a stakeholder is the final day of school each year.
 - (i) If no candidate exists for an available elected position forty-five (45) days prior to the annual meeting that position may be deemed by the nominating committee an appointed position for a single term immediately following the annual meeting and all applicable Sections and subsections shall apply.
- h. Campaigning for Board of Director positions shall not be permitted on school premises during regular school hours.

Section 4.4 Term

For the purpose of establishing staggered terms of office, the initial term of office for appointed Director #6 and Director #7 shall be two (2) years and thereafter shall be three (3) years; the term of office for all other appointed and elected Directors shall be three years. Directors #1, #2, #4, #6 and #7 shall be appointed or elected at the first annual meeting of the Corporation. Directors #3 and #5 shall be appointed or elected to serve term lengths in conjunction with Director #4.

Each Director shall serve until the stakeholders at the annual meeting of the Corporation duly appoint or 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 with cause or justifiable reason by a two-thirds majority vote 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

Appendix B: Bylaws of The Village Charter School, Inc.

has failed to attend three (3) or more of the regularly scheduled monthly meetings of the Board in a fiscal 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 a request or petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties 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, even if less than a quorum. Each Director so appointed or elected shall hold office until the expiration of the Director's term of office.
- e. No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.7 Oath of Directors

An oath of office shall be administered to each Director, whether elected, re-elected or appointed. The oath may be administered by the Secretary, or by a Director of the charter school. The records of the charter school shall show such oath of office to have been taken, by whom the oath was administered and shall be filed with the official records of the charter school. The Director is required to take his/her oath within ten (10) days after the Director has notice of his/her election or appointment, or within fifteen (15) days from the commencement of his/her term of office. Before any Director elected or appointed enters upon the duties of his/her office, he/she must take the following oath:

I do solemnly swear (or affirm, if re-elected) that I will support the Constitution of the United States, and the Constitution of the State of Idaho, and that I will faithfully discharge the duties of Director of The Village Charter School according to the best of my ability.

Section 4.8 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.

Section 4.9 Employees

The Board shall have the power to hire employees of the Corporation either on an at will basis or via written contract whose duties shall be specified by the Board.

Section 4.10 Voting

Appendix B: Bylaws of The Village Charter School, Inc.

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 4.11 Quorum

No business shall be transacted at any meeting of the Board unless a quorum of the members is present. A majority of the full membership of the Board shall constitute a quorum. A majority of the quorum may pass a resolution.

Section 4.12 Rights of Inspection

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

Section 4.13 Committees

The Board may create one (1) or more committees of the board and appoint members of the Board to serve on them. Each committee shall have one (1) or more Board members on it, who serve at the satisfaction of the Board. The creation of a committee and appointment of its members shall be by a majority vote of the Board members then in office. Each committee will keep minutes of its proceedings and shall report periodically to the Board and will comply with all open meeting laws pursuant to Idaho Code §67-2340 (et. seq.). Committees shall report to the full Board regularly at Board meetings. Any recommendations from committees shall be reviewed by the Board, discussed and voted on as needed. A committee of the Board may not: 1) authorize distributions; 2.) pledge or transfer assets; 3.) elect, appoint, or remove directors; and 4.) adopt, amend, or repeal the articles of incorporation or bylaws. Once the task has been accomplished for which the committee was formed, it shall be dissolved.

Section 4.14 Validity of Instruments

Any note, mortgage, evidence of indebtedness, contract, deed, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by the Chairman of the corporation and approved by the Board. Any such instruments may be signed by any other Director(s) and in such manner as from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

ARTICLE 5: Board Meetings

Section 5.1 Place of Meeting

Appendix B: Bylaws of The Village Charter School, Inc.

The place of all meetings of the Directors shall be the principle office of the Corporation in the County of Ada, State of 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 first Tuesday in June, and if a legal holiday, then on the day following, at 7:00 o'clock P.M. at the principle office of the Corporation in the County of Ada, Idaho. 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 Regular Meetings

Regular meetings of the Directors of the Corporation are mandatory, board members must attend at least 75% of board meetings, committee meetings, and special events. Regular meetings will be scheduled on the first Tuesday of each month. The Board of Directors may hold additional meetings or extend the time of its meetings by motion and a majority vote of the Board.

Section 5.4 Special Meetings

Special meetings may be called by the Chairman or by any two (2) Directors of the Board and held at any time.

Section 5.5 Notice of Meeting

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be done pursuant to Idaho Code §67-2343.

Section 5.6 Meetings open to the Public

Except as provided herein, all meetings, except executive sessions, shall be open to the public and all persons shall be permitted to attend any meeting. Meetings shall comply with the open meeting act of the Idaho Code § 67-2340.

Section 5.7 Telecommunications devices at Meetings

Board members should physically be present at meetings whenever possible, however, should it not be possible, it is acceptable to conduct meetings using telecommunication devices. Such devices enable all Directors of the Corporation participating in the meeting to communicate with each other and may include, but are not limited to, telephone or video conferencing devices or other similar communications equipment. Participation of Directors through telecommunications devices shall constitute presence in person by such Director at the meeting; provided however, that at least one (1) member of the Directors of the Corporation or the chief administrative officer of the

Appendix B: Bylaws of The Village Charter School, Inc.

Corporation shall be physically present at the location designated in the meeting notice to ensure that the public may attend such meeting in person and that the communications among Directors of the Corporation are audible to the public attending the meeting in person and other the Directors of the Corporation.

Section 5.8 Meeting Agendas

A forty-eight (48) hour agenda notice shall be required in advance of each regular meeting, however, additional agenda items may be added up to and including the hour of the meeting, provided that a good faith effort was made to include in the notice all agenda items known at the time to be probable items of discussion. The agenda for any Board meeting shall be prepared by the Board's Secretary or under direction from the Board Secretary. Items submitted by the Board Chair or at least two (2) board members shall be placed on the agenda along with committee reports, and all other corporate business. Anyone associated with The Village Charter School may also suggest inclusions on the agenda. Such suggestions must be received by the Board Secretary at least four (4) days before the Board meeting, unless of immediate importance. Individuals who wish to be placed on the Board meeting agenda must also notify the Board Secretary, in writing, of the request. The request must include the reason for the appearance. A twenty-four (24) hour meeting agenda shall be required in advance of a special meeting unless an emergency exists. An emergency is defined as any situation involving injury or damage to persons or property, or immediate financial loss, or the likelihood of such injury, damage or loss. The notice requirements for a special meeting shall be suspended if such notice is impracticable, or would increase the likelihood or severity of such injury, damage or loss. In the event that a special meeting is held based upon emergency purposes, the reason for the emergency must be stated at the outset of the meeting.

Section 5.9 Notice of Meeting

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be by written or printed notice of the same posted at the Charter School. The Board Secretary may email or physically deliver the agenda and meeting notice to Board members. No special meeting shall be held without at least a twenty-four (24) hour meeting notice unless an emergency exists. The notice for a special meeting shall include at a minimum the meeting date, time, place and name of the Charter School calling for the meeting.

Section 5.10 Meeting Minutes

The Directors of the Corporation shall provide for the taking of written minutes of all its meetings. However, neither a full transcript nor a recording of the meeting shall be required. All minutes shall be available to the public within a reasonable time after the meeting, and shall include at least the following information: (a) All members of the Directors of the Corporation present; (b) All motions, resolutions, orders, or ordinances proposed and their disposition; (c) The results of all votes, and upon the request of a member, the vote of each member, by name. Minutes of any executive sessions held by the Directors of the Corporation under Title 67, Chapter 23 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 67-2345, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting. Unofficial minutes shall be delivered to Directors in advance of the next regularly scheduled meeting of the Board with the agenda for the next Board meeting. Minutes need not be read publicly,

Appendix B: Bylaws of The Village Charter School, Inc.

provided that Directors have had an opportunity to review them before adoption. A file of permanent minutes of Board meetings shall be maintained in the office of the Board Secretary or his/her designate, to be made available within a reasonable period of time after a meeting for inspection upon written request.

Section 5.11 Executive Sessions

"Executive session" means any meeting or part of a meeting which is closed to any persons for deliberation on certain matters. An executive session may be held by the Directors of the Corporation for any of the reasons specified in Title 67, Chapter 23 of the Idaho Code. In order to convene into a duly authorized executive session all of the following must occur: 1.) a director of the Board of the Corporation must move for holding of an executive session; 2.) two-thirds (2/3) of the Directors of the Corporation present must vote in favor of holding of such executive session; and 3.) said vote must be recorded in the minutes of the meeting showing the individual vote of each Director present. No executive session may be held for the purpose of taking any final action or making any final decision. Unless otherwise allowed by law, no Director of the Corporation may disclose the content of an executive session to an outside source.

Section 5.12 Consent Agenda

To expedite business at a Board meeting, the Board approves the use of a consent agenda, which includes those items considered to be routine in nature. Any item which appears on the consent agenda may be removed by any Director. Any Director who wishes to remove an item from the consent agenda shall give advance notice in a timely manner to the Secretary of the Board. The remaining items will be voted on by a single motion. The approved motion will be recorded in the minutes, including a listing of all items appearing on the consent agenda.

Section 5.13 Other Provisions of the Open Meeting Law

Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provision of Title 67, Chapter 23 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of school trustees are subject to those provisions.

ARTICLE 6: Officers and Duties of Directors

Section 6.1 Directors

The Officers of the Corporation shall be Chair 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 for a term of one (1) year when their respective successor shall be elected. Individual Officers of the Corporation have no authority over school affairs, except as provided by law or as authorized by the Board.

Section 6.2 Chairman of the Board

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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. The Chairman of the Board has authority to sign all papers and documents as required by law as authorized action of the Board. Prior to serving as Chairman of the Board, a Director shall (1) have no less than 2 years experience as either a Board Director for The Village Charter School and (2) shall be specifically supportive of the original vision and mission for The Village Charter School. A State of Idaho criminal background check on the Chair of the Board of Directors is required.

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. The Vice Chairman shall deposit 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, unless the Vice Chairman is concurrently serving as the Treasurer. In this case, the Chairman of the Board will determine who shall make deposits for the Board.

Section 6.4 Secretary

- a. The Secretary shall keep or cause to be kept, at the principle 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 principle 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 amounts of its assets, liabilities, receipts, and disbursements. The books of account

Appendix B: Bylaws of The Village Charter School, Inc.

shall at all times be open to inspection by any Board members. Prior to serving as Treasurer of the Board, a Director shall have no less than 2 years experience as a Board Director for The Village Charter School or a minimum of 2 years experience in finance.

- b. 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 Other Directors

The other Directors on the Board shall perform duties as delegated and designated by the Chairman of the Board.

Section 6.7 Removal

Any Officer may be removed, for cause, by a majority of the Directors then in office.

Section 6.8 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.

Section 6.9 Training

Upon appointment or election to the Board, new Directors shall receive governance training.

Section 6.10 Review of Bylaws

The Bylaws will be reviewed annually by the Board.

Section 6.11 Principal

At the point when an existing Principal is going to be replaced, the Corporation will follow all State and Federal requirements for hiring a Principal. The new Principal will be selected using the process outlined below, including but not limited to:

- (a) The Corporation will post for the position as required by law.
- (b) All Principal applicants will be required to fill out and submit an application.
- (c) All Principal applicants will be required to go through an interviewing and screening process, overseen by a hiring committee that is appointed and approved by the Board.
- (d) The hiring committee shall consist of former Board members, organizing members and founders of the Corporation who are not currently serving on the Board.
- (e) The Board can recommend candidates to the hiring committee for consideration.
- (f) The hiring committee will then select candidates for the Principal position.

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- (g) No more than five candidates shall be presented to the Board.
- (h) The Board will vote from the candidates presented and will have the final decision in the selection of the Principal position.
- (i) If a Director recommends an applicant to the hiring committee, that Director shall not participate in the hiring decision.

ARTICLE 7: Conflicts of Interest

Section 7.1 Direct or Indirect Pecuniary Interests

No Director shall have a pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the authorized chartering entity or Charter School.

Section 7.2 Contracts involving a person related to a Director within the Second Degree

The Board of Directors may accept and award contracts involving the public charter school to businesses in which the director or a person related to him by blood or marriage within the second degree has a direct or indirect interest, provided that the procedures set out in Idaho Code § 18-1361 or 18-1361A are determined by legal counsel for the Board to be not applicable or followed.

Section 7.3 Contracts involving the spouse of a Director

Unless it is determined by legal counsel for the Board to be proper and except as provided in Idaho Code § 18-1361 or 18-1361A, the Board of Directors of any public charter school shall not enter into or execute any contract with the spouse of any member of such board, the terms of which said contract require, or will require, the payment or delivery of any public charter school funds, moneys or property to such spouse. Any opinion from the Board's legal counsel shall be in writing.

Section 7.4 Consideration of Employment involving a person related to a Director or a Director's spouse within the Second Degree

When any relative of any Director or relative of the spouse of a director related by affinity or consanguinity within the second degree is to be considered for employment in a public charter school, such Director shall abstain from voting in the election of such relative, and shall be absent from the meeting while such employment is being considered and determined.

ARTICLE 8: Fiscal Affairs

Section 8.1 Fiscal Year

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

ARTICLE 9: Notices

Section 9.1 Manner of Giving Notice

Appendix B: Bylaws of The Village Charter School, Inc.

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 Article of Incorporation or these Bylaws; said notice need not be given individually and may be given in one notice document.

Section 9.2 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 notice required to be given to any Director, or individual.

ARTICLE 10: Dissolution

Section 10.1 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 upon corporation, 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 11: Amendments

Section 11.1 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 shall not take effect until copied. If any Bylaws are repealed, the fact of the 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 The Village Charter School, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation. IN WITNESS WHEREOF, I have signed my name to this Certificate on _____(date).

Jani C. Knox

Appendix E: Board Roster

The Village Charter School
October 10, 2013

Board Member Name	Office	Term	Email	Phone
Lee Miller	Chairman	Ends June 30, 2014	leemiller@thevillagecharterschool.org	(208) 447-9306
Jani Knox	Vice-Chair	Ends June 30, 2015	jani@thevillagecharterschool.org	(208) 409-5053
Mike Garrett	Treasurer	Ends June 30, 2016	mikegarrett@thevillagecharterschool.org	(208) 830-4939
Rachael Smith	Secretary	Ends June 30, 2014	rachael@thevillagecharterschool.org	(208) 938-7976
Dave Lakhani	Trustee	Ends June 30, 2015	davelakhani@thevillagecharterschool.org	(208) 863-8298
Susan Hansen	Trustee	Ends June 30, 2016	susanhansen@thevillagecharterschool.org	(208) 514-9554
Vacant		Ends June 30, 2015		

Appendix F: School Performance Framework

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: The Village Charter School Year Opened: 2011 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	
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?	5	25		
	Exceeds Standard: School received five stars on the Star Rating System	4	20		
	Meets Standard: School received three or four stars on the Star Rating System	3	15		
	Does Not Meet Standard: School received two stars on the Star Rating System	2	0		
	Falls Far Below Standard: School received one star on the Star Rating System	1	0		
					0.00
Notes					

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

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY

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

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

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

INDICATOR 3: STUDENT ACADEMIC GROWTH

Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							

Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							

Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00
Notes							

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

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

THE VILLAGE CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS				
Measure 1	Is the school fostering all students' prosocial behavior and ability to control their emotional responses?	Result	Points Possible	Points Earned
	Exceeds Standard: 81% to 100% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Prosocial Behavior Scale (BESS and SSIS)OR improved by at least one tier between the fall and spring benchmarks.		150	
	Meets Standard: 60%-85% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Prosocial Behavior Scale (BESS and SSIS)OR improved by at least one tier between the fall and spring benchmarks.		120	
	Does Not Meet Standard: 45%-59% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Prosocial Behavior Scale (BESS and SSIS)OR improved by at least one tier between the fall and spring benchmarks.		60	
	Falls Far Below Standard: Less than 45% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Prosocial Behavior Scale (BESS and SSIS)OR improved by at least one tier between the fall and spring benchmarks.		0	
				<hr/> 0
Notes	Results will be reported by the school to the PCSC by October 1 of each year.			
Measure 2	Is the school fostering all students' motivation to learn?	Result	Points Possible	Points Earned
	Exceeds Standard: 81% to 100% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Motivation Behavior Scale OR improved by at least one tier between the fall and spring benchmarks.		150	
	Meets Standard: 60%-85% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Motivation Behavior Scale OR improved by at least one tier between the fall and spring benchmarks.		120	
	Does Not Meet Standard: 45%-59% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Motivation Behavior Scale OR improved by at least one tier between the fall and spring benchmarks.		60	
	Falls Far Below Standard: Less than 45% of students in grade K-8 EITHER ranked in tier 3 or above on the spring AIMSWEB Motivation Behavior Scale OR improved by at least one tier between the fall and spring benchmarks.		0	
				<hr/> 0
Notes	Results will be reported by the school to the PCSC by October 1 of each year.			

THE VILLAGE CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK

Measure 3a Is the school helping middle school students to improve their goal selection skills?

Exceeds Standard: 76% to 100% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Goal Selection rubric OR improved by at least one tier between the fall and spring benchmarks.

Meets Standard: 60% to 75% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Goal Selection rubric OR improved by at least one tier between the fall and spring benchmarks.

Does Not Meet Standard: 40% to 59% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Goal Selection rubric OR improved by at least one tier between the fall and spring benchmarks.

Falls Far Below Standard: Less than 40% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Goal Selection rubric OR improved by at least one tier between the fall and spring benchmarks.

Result	Points Possible	Points Earned
	100	
	80	
	50	
	0	
		<hr style="width: 100px; margin: 0 auto;"/> 0

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

Measure 3b Is the school helping middle school students to improve their planning skills?	Result	Points Possible	Points Earned
Exceeds Standard: 76% to 100% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Pursuit of Strategies rubric OR improved by at least one tier between the fall and spring benchmarks.		100	
Meets Standard: 60% to 75% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Pursuit of Strategies rubric OR improved by at least one tier between the fall and spring benchmarks.		80	
Does Not Meet Standard: 40% to 59% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Pursuit of Strategies rubric OR improved by at least one tier between the fall and spring benchmarks.		50	
Falls Far Below Standard: Less than 40% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Pursuit of Strategies rubric OR improved by at least one tier between the fall and spring benchmarks.		0	
Notes Results will be reported by the school to the PCSC by October 1 of each year.			<hr/> 0

Measure 3c Is the school helping middle school students to improve their adaptation skills?	Result	Points Possible	Points Earned
Exceeds Standard: 76% to 100% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Shifting Gears rubric OR improved by at least one tier between the fall and spring benchmarks.		100	
Meets Standard: 60% to 75% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Shifting Gears rubric OR improved by at least one tier between the fall and spring benchmarks.		80	
Does Not Meet Standard: 40% to 59% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Shifting Gears rubric OR improved by at least one tier between the fall and spring benchmarks.		50	
Falls Far Below Standard: Less than 40% of 6th to 8th grade students EITHER ranked in tier 3 or higher on the spring Step it Up 2 Thrive Shifting Gears rubric OR improved by at least one tier between the fall and spring benchmarks.		0	
Notes Results will be reported by the school to the PCSC by October 1 of each year.			<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>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.</p> <p>Does Not Meet Standard: 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>Exceeds Standard: 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>Meets Standard: 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>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to 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>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including 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>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with 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>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to 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
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting 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.</p>		25	
	<p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>		15	
	<p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0	
Notes				0.00
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by 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.</p>		25	
	<p>Meets Standard: 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.</p>		15	
	<p>Does Not Meet Standard: 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.</p>		0	
Notes				0.00
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit 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.</p>		25	
	<p>Does Not Meet Standard: 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 audit; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0	
Notes				0.00

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Governance Requirements	Is the school complying with governance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.		25	
	Meets Standard: 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.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?			
	Exceeds Standard: 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:		25	
	Meets Standard: 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		15	
	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.		0	
Notes				0.00
INDICATOR 4: STUDENTS AND EMPLOYEES				
Measure 4a Student Rights	Is the school protecting the rights of all students?			
	Exceeds Standard: 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.		25	
	Meets Standard: 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.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00

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

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?			
	Exceeds Standard: 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	
	Meets Standard: 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	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to 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
Measure 5b Health and Safety	Is the school complying with health and safety requirements?			
	Exceeds Standard: 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	
	Meets Standard: 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	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to 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
Measure 5c Information Handling	Is the school handling information appropriately?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of 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	
	Meets Standard: 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	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to 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>Is the school complying with all other obligations?</p> <p>Meets Standard: 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>Does Not Meet Standard: 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 2: SUSTAINABILITY MEASURES																				
<p>Measure 2a Total Margin and Aggregated 3-Year Total Margin</p>	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>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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		0.00																		
Notes																				
<p>Measure 2b Debt to Asset Ratio</p>	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="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>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>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
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Notes																				
<p>Measure 2d Debt Service Coverage Ratio</p>	<p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: 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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THE VILLAGE 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		
Total Academic Points Received				0.00			0.00
% of Possible Academic Points for This School				0.00%			0.00%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Prosocial Behavior	1	150	10%	0.00			
Motivation	2	150	10%	0.00			
Goal Selection Skills	3a	100	7%	0.00			
Planning Skills	3b	100	7%	0.00			
Adaptation Skills	3c	100	7%	0.00			
Total Possible Mission-Specific Points		600	40%		700	40%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				0.00%			0.00%
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		1500			1750		
TOTAL POINTS RECEIVED				0.00			0.00
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				0.00%			0.00%

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
TOTAL OPERATIONAL POINTS		400	100%	0.00
% OF POSSIBLE OPERATIONAL POINTS				0.00%

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
TOTAL FINANCIAL POINTS		400	100%	0.00
% OF POSSIBLE FINANCIAL POINTS				0.00%

THE VILLAGE 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>Honor 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>Good Standing Schools achieving at this level in Academic & 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 & 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>Remediation Schools achieving at this level in Academic & 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>Critical Schools achieving at this level in Academic & 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

I. Admission Procedures I.C. § 33-5205(3)(k)

A. Enrollment Opportunities I.C. § 33-5205(3)(t)

Every effort is made to notify the public of enrollment opportunities at The Village Charter School, by taking the following steps:

- a. TVCS takes into consideration language demographics of the attendance area and disseminate information accordingly.
- b. At least three (3) months prior to the enrollment deadline each year, enrollment information is posted in highly visible and prominent locations within the attendance area.
- c. TVCS ensures the dissemination of press release or public service announcements to media outlets that broadcast within or disseminate printed publications within the attendance area.
- d. TVCS ensures that such announcements are broadcast or published by such media outlets on no less than three (3) occasions, beginning no later than fourteen (14) days prior to the enrollment deadline each year.
- e. Prospective students are given the opportunity to enroll regardless of race, color, nationality or ethnicity, religion, gender, familial status, social or economic status, or special needs.

These efforts may also include, but are not limited to, web page updates, announcements through social networking sites, advertising at community centers (e.g., library), school informational meetings, announcements at other public schools, and/or notifications sent home with students.

Enrollment Deadline

Each year, the Board will establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend TVCS for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.

Requests for Admission

The application process prior to the enrollment deadline is as follows:

- a. Application cards are made available at the charter school office and on the school website in both English and Spanish. The application includes information pertinent to filling a specific number of positions in each classroom.
- b. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho, may make a request in writing for such child to attend TVCS in compliance with *Idaho Code § 33-5205(3)(k)*.
- c. In the case of a family with more than one (1) child seeking to attend TVCS, one (1) written request for admission must be submitted on behalf of each sibling.
 - The written request for admission must be submitted to, and received by, TVCS on or before the enrollment deadline.
 - The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student.
- d. If the initial capacity of TVCS is insufficient to enroll all prospective students, a lottery shall be

utilized to determine which prospective students will be admitted to TVCS.

e. Only written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by TVCS shall be permitted in the lottery.

Once the enrollment deadline has passed, the process for filling a grade that has openings after the lottery is as follows:

a. Application cards are made available at the charter school office and on the school website in both English and Spanish. The application includes information pertinent to filling a specific number of positions in each classroom.

b. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho, may make a request in writing for such child to attend TVCS in compliance with *Idaho Code § 33-5205(3)(k)*.

c. In the case of a family with more than one (1) child seeking to attend TVCS, one (1) written request for admission must be submitted on behalf of each sibling.

The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student.

d. Written requests for admission received after the established enrollment deadline are served on a first-come, first-served basis and added to the bottom of the final selection list for the appropriate grade.

e. A sibling of any student, whose application is received after the enrollment deadline, must have his or her name placed at to the bottom of the sibling list.

Admission Preference for Initial Enrollment *I.C. § 33-5205(3)(k)*

If the initial capacity of The Village Charter School is insufficient to enroll all prospective students, a lottery, following *Idaho Code § 33-5025(3)(k)*, will be utilized to determine which prospective students will be admitted to TVCS. The selection process in regard to admission preferences shall be as follows:

a. First preference is given to the children of founders who are listed on the Founder Priority List, provided that this admission preference shall be limited to not more than ten percent (10%) of the initial enrollment capacity of TVCS.

b. Second preference is given to siblings of students already selected by the lottery.

c. Third preference is given to prospective students who reside in the primary attendance area of TVCS.

d. Fourth preference is given to prospective students who reside outside of the primary attendance area of TVCS.

Admission Preferences for Subsequent Enrollment Periods

The selection process in regard to admission preferences shall be as follows:

a. First preference is given to students returning to TVCS in any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by lottery.

b. Second preference is given to the children of founders, who are listed on the Founder Priority

List, and the children of full-time employees, provided that this admission preference shall be limited to not more than 10 percent (10%) of enrollment capacity.

c. Third preference is given to siblings of students already enrolled in TVCS.

d. Fourth preference is given to prospective students residing in the primary attendance area of TVCS.

e. Fifth preference is given to prospective students residing outside the primary attendance area of TVCS.

Enrollment Procedures

The following procedures will be carried out in accordance with the *Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.02.04*:

a. Proposed Attendance List for Lottery

b. Equitable Selection Process

c. Final Selection List

d. Notification and Acceptance Process

e. Subsequent School Years

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. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

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

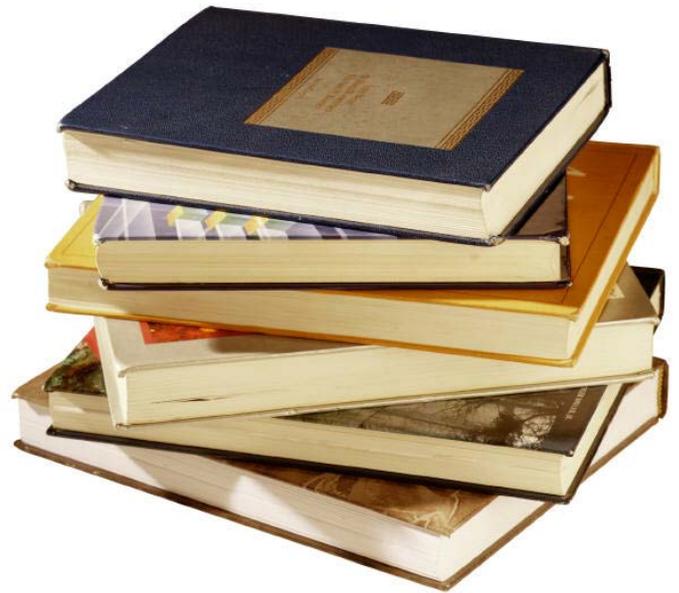
1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools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

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

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

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Introduction

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

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

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

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

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

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

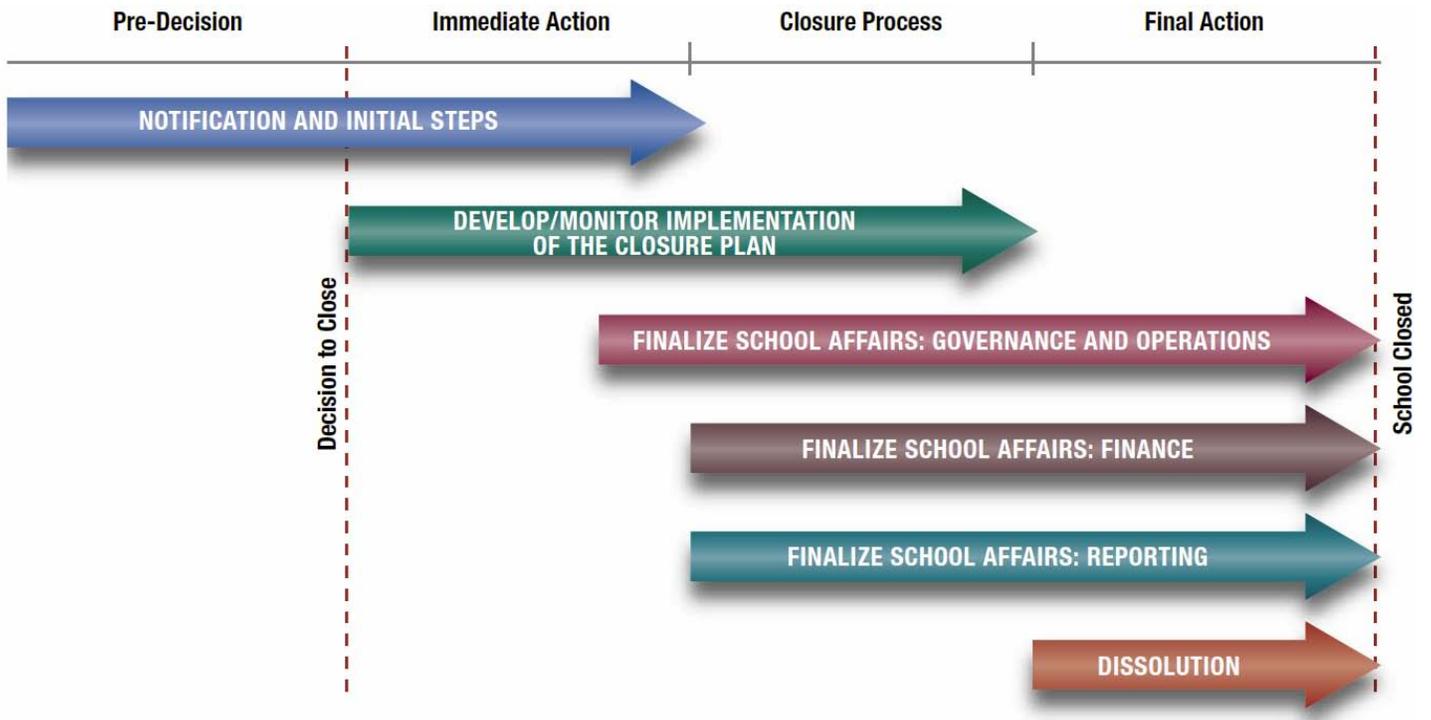
Endnotes

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

² I.C. § 33-5212

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

A Conceptual Timeline for Closure



Notification and Initial Steps

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

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

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

Finalize School Affairs: Governance and Operations

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

Finalize School Affairs: Governance and Operations (continued)

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

Finalize School Affairs: Finance

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

Dissolution

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

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

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

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