

SUBJECT

American Heritage Charter School Proposed Charter Amendment

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5206(8)
IDAPA 08.02.04.302

BACKGROUND

American Heritage Charter School (AHCS) is a public charter school authorized by the Public Charter School Commission (PCSC) and located in Idaho Falls since 2013. AHCS serves approximately 360 on-site students in grades K-12. The school is authorized to serve up to 78 blended-learning students, but they do not currently exercise this option.

DISCUSSION

AHCS has submitted a proposed charter amendment that would increase the school's overall enrollment cap from 442 to 690 students. If the full enrollment goal is reached, the school would enroll two classes per grade in K-8, with one section each in high school.

School leaders at AHCS are requesting this expansion to meet community and school needs. The school has significant wait lists in the primary grades and two classes per grade would help to fill this demand. Furthermore, the school hopes that by having a larger K-8 student pipeline, the high school would have full classes in grades 9-12. Finally, AHCS states that a larger school would allow for more under-served students to enroll. Currently, due to the sibling lottery preference, few new families gain admittance to the early grades.

The school is financially equipped to expand. In 2018, AHCS was awarded a \$1.25 million Federal Expansion Grant. This grant will provide the necessary funds to either build a new facility on the current location, purchase modulars, or purchase/lease a facility on another property. All three of the plans presented appear feasible.

Idaho Falls is a rapidly growing community and many schools the area are at or near capacity. AHCS leaders do not anticipate that neighboring schools will lose significant enrollment if the expansion is approved.

IMPACT

If the PCSC approves the proposed amendment, relevant modifications to the performance certificate will be adopted accordingly, and AHCS will immediately begin operating under the amended charter and performance certificate.

April 11, 2019

If the PCSC denies the amendment, AHCS could appeal this decision to the State Board of Education, or could decide not to proceed any further.

STAFF COMMENTS AND RECOMMENDATIONS

As part of the performance certificate development process, the PCSC approved a general standard that schools with an accountability designation of good standing or honor are eligible for consideration of expansion proposals. ACHS achieved honor designations in academics, operations, and finances in its most recent annual report.

PCSC staff recommends approval of the charter amendments proposed by AHCS.

COMMISSION ACTION

A motion to approve the proposed charter amendments, including a school expansion request, as submitted by American Heritage Charter School.

OR

A motion to deny the proposed charter amendments as submitted by American Heritage Charter School on the following grounds: _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



January 28, 2019

Ms. Tamara Baysinger, Director
Idaho Public Charter School Commission
304 North 8th St., Suite 242
Boise, ID 83702

**Re: Proposed Charter Amendments for
American Heritage Charter School
to Effect Objectives of Charter Expansion Grant**

Dear Ms. Baysinger:

As you know, American Heritage Charter School (“AHCS”) has been awarded a federal Charter Expansion Grant with the simple objective of growing our enrollment and increasing access for all students to our highly successful programs. Please accept the enclosed, proposed amendment to the AHCS Charter, correlating to our grant award, which amendment will continue our “bubble” classes in Kindergarten to organically increase our enrollment capacity in grades K-8, and thereafter provide for “bubble” classes in grades 9-12, as needed, to accommodate growth at the secondary level. If approved, over ten years, AHCS capacity would organically grow from 364 to 604 face-to-face students, with the possibility of an additional 78 “blended” students, as already provided in the Charter.

Summary

In summary, the proffered amendment does the following:

- A. AHCS would continue offering a second “bubble” Kindergarten class each year to organically grow enrollment, effectively doubling per class capacity over time, and nearly doubling the overall capacity;
- B. Once K-6 enrollment capacity is doubled, AHCS will then reduce its per class enrollment for grades 7 to 12 from 30 to 28 students as the 6th grade cohort advances (matching the 6th grade per class capacity);
- C. After capacity is doubled in grades K-8, for 9th through 12th grade, the per class capacity will likewise change from 30 to 28, with AHCS authorized to continue the cohort “bubble” class in 9th grade and going forward, if needed to accommodate continuing students; as “bubble classes” are needed in grades 9-12, AHCS will suspend offering the second Kindergarten class so long as may be necessary to keep total student population within the Charter capacity limits and the legal capacity of AHCS facilities.

This amendment will help expand access for more students of diverse backgrounds to participate in AHCS’s highly successful K-8 programs and is critical to help AHCS achieve higher high school enrollment. Further, the amendment is necessary to implement the objectives of a \$1.25 million Federal Charter Expansion Grant awarded to AHCS. The objectives of the Grant include:

- (1) doubling K-6 enrollment during the grant period, with the goal of eventually doubling K-8 enrollment;

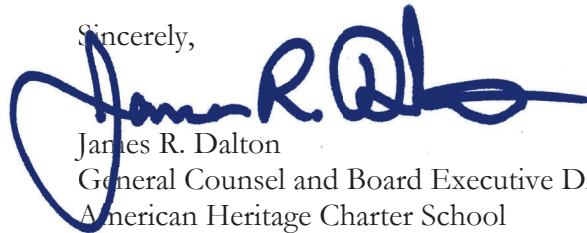
- (2) increasing the pipeline of middle-school students to account for historical attrition of students continuing with AHCS through high school, with the goal of achieving larger high school enrollment;
- (3) increasing marketing and recruitment efforts among potentially underrepresented populations, including minority, economically disadvantaged, special needs, and rural student populations to increase representation and participation in the AHCS enrollment lottery;
- (4) growing and expanding access for all students to AHCS American Heritage curriculum, music, art, PE, and enhanced business programs;
- (5) growing and expanding access for all students to advanced opportunities, including online courses, AP/dual-credit, early high school graduation, early college, and other career training and certifications.

AHCS has been fortunate to have been selected to receive a charter expansion grant from the former Office of Innovation with the U.S. Department of Education. The proposed amendment to the charter and performance certificate will allow AHCS to realize the goals of the grant and increase access to AHCS's successful programs. Growth will be accomplished by using the same "bubble" class program the Commission has authorized previously. AHCS can accommodate the growth through re-configuration in its existing facilities through the 6th grade expansion in 2022. For the Fall 2023, AHCS will add additional classrooms through new construction or the siting of additional modular. We hope you will find this proposal acceptable.

I have attached a copy of the proposed amendments of both our charter and performance certificate in legislative format. I have likewise included an addendum providing additional information. Finally, I have included an Excel spreadsheet containing our budget projections and assumptions. The spreadsheet was originally developed by BLUUM, modified by AHCS, and is based on the current funding formula. We note that the proposed changes to the funding formula appear to result in a potential increase in funding to American Heritage.

Please contact me with any questions or comments you may have.

Sincerely,

A handwritten signature in blue ink, appearing to read "James R. Dalton", with a large, stylized loop at the end.

James R. Dalton
General Counsel and Board Executive Director
American Heritage Charter School

cc: Tamara Baysinger, Idaho Public Charter School Commission
Gayle DeSmet, Head Administrator of AHCS
Deby Infanger, Board Chairman of AHCS

Enc.

TAB 2: PROPOSED OPERATIONS: Ref. Idaho Code § 33-5205(4)

NOTE: If at any time parents, staff, or students have issue with policies set forth hereafter, they are to proceed through AHCS's Uniform Grievance Procedure as follows:

Uniform Grievance Procedure

All individuals should use this grievance procedure if they believe that the Board, its employees, or agents have violated their rights guaranteed by the state or federal constitution, state or federal statute, or Board policy.

AHCS will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder will not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

Level 1: Informal

An individual with a complaint is encouraged to first discuss it with the teacher, counselor, or building administrator involved, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the first line administrator that is not involved in the alleged harassment.

Level 2: Principal

If the complaint is not resolved at Level 1, the grievant may file a written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the Principal within sixty (60) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence.

If the complaint alleges a violation of Board policy or procedure, the Principal shall investigate and attempt to resolve the complaint. If either party is not satisfied with the Principal decision, the grievance may be advanced to Level 3 by requesting in writing that the Board review the Principal's decision. This request must be submitted to the Board within fifteen (15) days of the Principal's decision.

If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the Principal shall turn the complaint over to the Special Education/Special Programs Director, who will also serve as Nondiscrimination Coordinator, who will investigate the complaint. AHCS will appoint Nondiscrimination Coordinators to assist in the handling of discrimination complaints. The Coordinator will complete the investigation and file the report with the Board within thirty (30) days after receipt of the written grievance. The Coordinator may hire an outside investigator if necessary. If the Board agrees with the recommendation of

the Coordinator, the recommendation will be implemented. If the Board rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within fifteen (15) days of receiving the report of the Coordinator to the Board for a hearing.

Level 3: The Board

Upon receipt of a written appeal of the decision of the Principal, and assuming the appeal alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final.

I. Proposed Location: Ref. Idaho Code § 33-5205(4)

The proposed location and specific attendance area boundaries for American Heritage Charter School are Idaho School District #91 in Idaho Falls, Idaho.

A. Target Population

American Heritage Charter School (AHCS) plans to open in the fall of 2013 with grades Kindergarten through eighth. AHCS plans to open a high school for students in grades nine through twelve in the fall of 2014. Beginning in the fall of 2015, AHCS will begin offering a blended program in grades K-12, which is by definition, enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school.

Residents of Idaho Falls School District 91 will be the primary target population. Home school families, and all parents desiring a rigorous and patriotic education for their children will be the primary target population.

B. School Size

AHCS will remain relatively small with a total initial capacity of 244 students. We believe that students benefit from a small school setting. AHCS is proposing enrollment in four phases:

Phase One: Grades K-8 beginning Fall 2013		
Grades	Maximum Enrollment	Total Students
K-1	24	48
2-3	26	52
4-6	28	84
7-8	30	60
Total Students K-8		244

Phase Two: Grades 9-12 beginning Fall 2014		
Grades	Maximum Enrollment	Total Students
9-12	30	120
Total Students, Grades 9-12		120
Total Students, Grades K-8		244
Total Enrollment		364

In Phase Three, AHCS wishes to establish an enrollment cap of no more than six (6) blended program students per grade, which is by definition:

Enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school (See also, Tab 9).

Phase Three: Blended Program K-12 Student Enrollment beginning Fall 2015		
All Grades	Maximum Enrollment Per Grade	Total Students
K-12	6	↓
Total Blended Program Students, Grades K-12		78
Total Students Grades, 9-12		120
Total Students, Grades K-8		244
Total Enrollment		442

~~In Phase Four, AHCS will add a bubble class which will begin with adding a Kindergarten class in 2016 consisting of 24 students. This class will continue as a “bubble” through the 12th grade. If through attrition, the bubble class loses significant enrollment, the school has the option to offer only one class for the affected grade level.~~

<u>Phase Four: Bubble Class</u> beginning Fall 2016		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K(x2)</u>	<u>24</u>	<u>48</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-11</u>	<u>30</u>	<u>150</u>
<u>Total Enrollment</u>		<u>358</u>

<u>Phase Four: Bubble Class</u> <u>Fall 2017</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1(x2)</u>	<u>24</u>	<u>48</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>388</u>

<u>Phase Four: Bubble Class</u> <u>Fall 2018</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2(x2)</u>	<u>26</u>	<u>52</u>
<u>3</u>	<u>26</u>	<u>26</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>388</u>

<u>Phase Four: Bubble Class</u> <u>Fall 2019</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2</u>	<u>26</u>	<u>26</u>
<u>3 (x2)</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>388</u>

Tab 2: Proposed Operations

<u>Phase Four: Bubble Class</u> <u>Fall 2020</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4 (x2)</u>	<u>28</u>	<u>56</u>
<u>5-6</u>	<u>28</u>	<u>56</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>392</u>

<u>Phase Four: Bubble Class</u> <u>Fall 2021</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4</u>	<u>28</u>	<u>28</u>
<u>5 (x2)</u>	<u>28</u>	<u>56</u>
<u>6</u>	<u>28</u>	<u>28</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>392</u>

<u>Phase Four: Bubble Class</u> <u>Fall 2022</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-5</u>	<u>28</u>	<u>56</u>
<u>6 (x2)</u>	<u>28</u>	<u>56</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>392</u>

<u>Phase Four: Bubble Class</u> <u>Fall 2023</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7 (x2)</u>	<u>30</u>	<u>60</u>
<u>8-12</u>	<u>30</u>	<u>150</u>
<u>Total Enrollment</u>		<u>394</u>

<u>Phase Four: Bubble Class</u> <u>Fall 2024</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7</u>	<u>30</u>	<u>30</u>
<u>8 (x2)</u>	<u>30</u>	<u>60</u>
<u>9-12</u>	<u>30</u>	<u>120</u>
<u>Total Enrollment</u>		<u>394</u>

<u>Phase Four: Bubble Class</u> <u>Fall 2025 & Forward</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7</u>	<u>30</u>	<u>30</u>
<u>8</u>	<u>30</u>	<u>30</u>
<u>9-12</u>	<u>30 (+ Bubble)</u>	<u>150</u>
<u>Total Enrollment</u>		<u>394</u>

In Phase Four and thereafter, as there is sufficient demand, arising from the annual equitable selection process, to justify an additional full Kindergarten class, AHCS will add a second (bubble) class which will begin with adding a Kindergarten class in 2016 consisting of 24 students. AHCS will continue a second Kindergarten class each year, and carrying the second class on through each grade level so long as there is demand and AHCS has adequate classroom space to accommodate a second class through the 12th grade. Based on anticipated attrition between grades 8 and 9 and

through 12th grade, AHCS anticipates that doubling enrollment in grades K-8 will not likely require doubling the capacity of grades 9-12, and will instead result in closer to full enrollment (28 students per grade), on average, for high school grades 9-12, with the possibility of a single bubble class in 9-12. If, through attrition, the demand diminishes or a bubble class loses significant enrollment, the school has the option to offer only one class for the affected grade level, with seat selection for the remaining seats made in accordance with the equitable selection process provided by Idaho law. AHCS will, as necessary and feasible, situate additional modular classrooms or construct additional space on site to accommodate the bubble grade level classes. If AHCS student enrollment reaches the physical and legal capacity of AHCS facilities, AHCS will stop offering a second Kindergarten class, and allow the bubble classes to advance until attrition or graduation results in enough space to offer another sequence of bubble classes.

<u>Phase Four: Bubble Class</u> <u>Fall 2016</u>		
<u>Grades</u>	<u>Maximum Enrollment per class</u>	<u>Total Students</u>
<u>K(x2)</u>	<u>24</u>	<u>48</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-11</u>	<u>30</u>	<u>150</u>
<u>Total Full-Time Regular K-12</u>		<u>358</u>
<u>Total Blended Students K-12</u>		<u>78</u>
<u>Total Potential Enrollment</u>		<u>436</u>

<u>Phase Five: Bubble Class</u> <u>Fall 2017</u>		
<u>Grades</u>	<u>Maximum Enrollment per class</u>	<u>Total Students</u>
<u>K(x2)</u>	<u>24</u>	<u>48</u>
<u>1(x2)</u>	<u>24</u>	<u>48</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Full-Time Regular K-12</u>		<u>412</u>
<u>Total Blended Students K-12</u>		<u>78</u>
<u>Total Potential Enrollment</u>		<u>490</u>

<u>Phase Six: Bubble Class</u> <u>Fall 2018</u>		
<u>Grades</u>	<u>Maximum Enrollment per class</u>	<u>Total Students</u>
<u>K(x2)</u>	<u>24</u>	<u>48</u>
<u>1 (x2)</u>	<u>24</u>	<u>48</u>
<u>2 (x2)</u>	<u>26</u>	<u>52</u>
<u>3</u>	<u>26</u>	<u>26</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-12</u>	<u>30</u>	<u>180</u>

Tab 2: Proposed Operations

<u>Total Full-Time Regular K-12</u>	<u>438</u>
<u>Total Blended Students K-12</u>	<u>78</u>
<u>Total Potential Enrollment</u>	<u>516</u>

<u>Phase Seven: Bubble Class</u>		
<u>Fall 2019</u>		
<u>Grades</u>	<u>Maximum Enrollment per class</u>	<u>Total Students</u>
<u>K(x2)</u>	<u>24</u>	<u>48</u>
<u>1 (x2)</u>	<u>24</u>	<u>48</u>
<u>2 (x2)</u>	<u>26</u>	<u>52</u>
<u>3</u>	<u>26</u>	<u>26</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Full-Time Regular K-12</u>		<u>464</u>
<u>Total Blended Students K-12</u>		<u>78</u>
<u>Total Potential Enrollment</u>		<u>542</u>

<u>Phase Eight: Bubble Class</u>		
<u>Fall 2020</u>		
<u>Grades</u>	<u>Maximum Enrollment per class</u>	<u>Total Students</u>
<u>K(x2)</u>	<u>24</u>	<u>48</u>
<u>1 (x2)</u>	<u>24</u>	<u>48</u>
<u>2 (x2)</u>	<u>26</u>	<u>52</u>
<u>3 (x2)</u>	<u>26</u>	<u>52</u>
<u>4 (x2)</u>	<u>28</u>	<u>56</u>
<u>5-6</u>	<u>28</u>	<u>56</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Full-Time Regular K-12</u>		<u>492</u>
<u>Total Blended Students K-12</u>		<u>78</u>
<u>Total Potential Enrollment</u>		<u>570</u>

<u>Phase Nine: Bubble Class</u>		
<u>Fall 2021</u>		
<u>Grades</u>	<u>Maximum Enrollment per class</u>	<u>Total Students</u>
<u>K(x2)</u>	<u>24</u>	<u>48</u>
<u>1(x2)</u>	<u>24</u>	<u>48</u>
<u>2 (x2)</u>	<u>26</u>	<u>52</u>
<u>3 (x2)</u>	<u>26</u>	<u>52</u>
<u>4 (x2)</u>	<u>28</u>	<u>56</u>
<u>5 (x2)</u>	<u>28</u>	<u>56</u>
<u>6</u>	<u>28</u>	<u>28</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Full-Time Regular K-12</u>		<u>520</u>
<u>Total Blended Students K-12</u>		<u>78</u>
<u>Total Potential Enrollment</u>		<u>598</u>

Tab 2: Proposed Operations

<u>Phase Ten: Bubble Class</u>		
<u>Fall 2022</u>		
<u>Grades</u>	<u>Maximum Enrollment per class</u>	<u>Total Students</u>
<u>K(x2)</u>	<u>24</u>	<u>48</u>
<u>1(x2)</u>	<u>24</u>	<u>48</u>
<u>2 (x2)</u>	<u>26</u>	<u>52</u>
<u>3 (x2)</u>	<u>26</u>	<u>52</u>
<u>4 (x2)</u>	<u>28</u>	<u>56</u>
<u>5 (x2)</u>	<u>28</u>	<u>56</u>
<u>6 (x2)</u>	<u>28</u>	<u>56</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Full-Time Regular K-12</u>		<u>548</u>
<u>Total Blended Students K-12</u>		<u>78</u>
<u>Total Potential Enrollment</u>		<u>626</u>

<u>Phase Eleven: Bubble Class</u>		
<u>Fall 2023</u>		
<u>Grades</u>	<u>Maximum Enrollment per class</u>	<u>Total Students</u>
<u>K(x2)</u>	<u>24</u>	<u>48</u>
<u>1(x2)</u>	<u>24</u>	<u>48</u>
<u>2(x2)</u>	<u>26</u>	<u>52</u>
<u>3(x2)</u>	<u>26</u>	<u>52</u>
<u>4 (x2)</u>	<u>28</u>	<u>56</u>
<u>5 (x2)</u>	<u>28</u>	<u>56</u>
<u>6 (x2)</u>	<u>28</u>	<u>56</u>
<u>7 (x2)</u>	<u>28</u>	<u>56</u>
<u>8-12</u>	<u>28</u>	<u>140</u>
<u>Total Full-Time Regular K-12</u>		<u>564</u>
<u>Total Blended Students K-12</u>		<u>78</u>
<u>Total Potential Enrollment</u>		<u>642</u>

<u>Phase Twelve: Bubble Class</u>		
<u>Fall 2024</u>		
<u>Grades</u>	<u>Maximum Enrollment per class</u>	<u>Total Students</u>
<u>K(x2)</u>	<u>24</u>	<u>48</u>
<u>1(x2)</u>	<u>24</u>	<u>48</u>
<u>2(x2)</u>	<u>26</u>	<u>52</u>
<u>3(x2)</u>	<u>26</u>	<u>52</u>
<u>4(x2)</u>	<u>28</u>	<u>56</u>
<u>5(x2)</u>	<u>28</u>	<u>56</u>
<u>6(x2)</u>	<u>28</u>	<u>56</u>
<u>7 (x2)</u>	<u>28</u>	<u>56</u>
<u>8 (x2)</u>	<u>28</u>	<u>56</u>
<u>9-12</u>	<u>28</u>	<u>112</u>
<u>Total Full-Time Regular K-12</u>		<u>592</u>
<u>Total Blended Students K-12</u>		<u>78</u>
<u>Total Potential Enrollment</u>		<u>670</u>

<u>Phase Thirteen: Bubble Class</u> <u>Fall 2025 & Forward</u>		
<u>Grades</u>	<u>Maximum Enrollment per class</u>	<u>Total Students</u>
<u>K(x2)*</u>	<u>24</u>	<u>48/(24)*</u>
<u>1(x2)*</u>	<u>24</u>	<u>48/(24)*</u>
<u>2(x2)*</u>	<u>26</u>	<u>52/(26)*</u>
<u>3(x2)*</u>	<u>26</u>	<u>52/(26)*</u>
<u>4(x2)</u>	<u>28</u>	<u>56</u>
<u>5(x2)</u>	<u>28</u>	<u>56</u>
<u>6(x2)</u>	<u>28</u>	<u>56</u>
<u>7(x2)</u>	<u>28</u>	<u>56</u>
<u>8(x2)</u>	<u>28</u>	<u>56</u>
<u>9-12*</u>	<u>28 (+ bubble*)</u>	<u>112/(224)*</u>
<u>Total Full-Time Regular K-12</u>		<u>592/(604)*</u>
<u>Total Blended Students K-12</u>		<u>78</u>
<u>Total Enrollment</u>		<u>670/(682)*</u>

* Double classes in grades 9-12 are contingent on demand and sufficient physical/legal capacity within AHCS facilities. If a second “bubble” class is needed in grade 9, AHCS will discontinue a “bubble” class beginning in Kindergarten, to balance total enrollment, and so forth, until such time as there is sufficient physical/legal capacity to continue offering the second Kindergarten class. The decision to add a “bubble” class in grades 9-12 and/or discontinue a “bubble class” in Kindergarten will be made each year after the enrollment lottery, based on the projected enrollment for each grade, and finalized before the annual budget hearing. AHCS will provide annual notice to its Authorizer as to the decision to add/discontinue “bubble” classes.

TAB 8: BUSINESS PLAN, TRANSPORTATION, SCHOOL LUNCH

I. Business Plan: Ref. IDAPA 08.02.04.202 and 08.03.01.401.1.0**A. Description**

An organizing group of founders has written the initial petition for a charter for American Heritage Charter School and has recruited and appointed an initial Board of Directors. The founders will continue to be a data gathering entity, recommending curriculum, teaching instruction, professional development and/or daily operations that will reflect the vision, purpose and mission of AHCS Charter School to the AHCS Board. Additional Founding Members may be recruited prior to the official opening of the first school year in order to accomplish the goals of AHCS Charter School. This group will remain as advisors to the Board. The number of Founding Families is anticipated not to exceed ten families.

American Heritage Charter School, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code.

B. Marketing Plan

According to Idaho Code § 33-5205(3)(s), all advertising and promotion processes for AHCS will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school.

In addition, AHCS will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within and/or disseminate printed publications within the area of attendance of the public charter school. AHCS will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.

Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

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

1. Advertising with public schools located within the target area using flyers upon administrative approval.

2. American Heritage Charter School website that will introduce information about the school. Brochures promoting the curriculum and methods used at American Heritage Charter School.
3. Public informational meetings about American Heritage Charter School held in accordance with Idaho Statute §67-23.
4. Other methods that may include: news releases, newspapers, news conferences, and newsletters.
5. Web, e-newsletters, and social media

C. Management Plan

1. Operations

AHCS will be organized as outlined in detail under Tab 2, and will generally follow the model of traditional single-grade classrooms starting with grades K–8, expanding to include grades 9-12 in fall 2014, and a blended program beginning fall 2015.

If our enrollment falls short of the target class size we may combine grades, 1-2, 3-4, 5-6, 7-8. We like the concept of the “Elders and the Youngers” as used by the ANSER Charter School in Boise, Idaho. This will be determined by enrollment and the Board and Principal.

The Principal will determine the day-to-day operations of the school including but not limited to the school calendar, schedule, and hours of operation in accordance to State required hours of attendance and Board approval.

2. Board Policy

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

3. Class Size

In American Heritage Charter School’s initial school year we will have a cap of 244 students, kindergarten through eighth grade. AHCS plans to open offering grades K-8, adding grades 9-12 in fall 2014 depending upon total enrollment, facility and budget needs, surveyed parental support, and student pre-registration. AHCS then intends to offer blended program courses beginning fall 2015.

We believe that students benefit from a small school setting. Although our total population will be small, our classrooms may be considered large. The methods we will use benefit from relatively large classrooms. The effectiveness of our character education plan makes it possible to turn what often is seen as negative (i.e. large, hard to control classrooms) into a more positive, energetic, and vibrant place in which to learn.

For the purposes of clarity, AHCS is proposing enrollment in four phases:

Phase One: Grades K-8 beginning Fall 2013		
Grades	Maximum Enrollment	Total Students
K-1	24	48
2-3	26	52
4-6	28	84
7-8	30	60
Total Students K-8		244

Phase Two: Grades 9-12 beginning Fall 2014		
Grades	Maximum Enrollment	Total Students
9-12	30	120
Total Students, Grades 9-12		120
Total Students, Grades K-8		244
Total Enrollment		364

In Phase Three, AHCS wishes to establish an enrollment cap of no more than six (6) students per grade in the blended program, which is by definition:

Enrollment in the minimum number of online courses required to meet the hourly ADA requirements for half-day attendance set forth by the Idaho State Department of Education, **and** a requirement to participate in courses and activities at school (See also, Tab 9).

Phase Three: Blended Program K-12 Student Enrollment beginning Fall 2015		
All Grades	Maximum Enrollment Per Grade	Total Students
K-12	6	↘
Total Blended Program Students, Grades K-12		78
Total Students Grades, 9-12		120
Total Students, Grades K-8		244
Total Enrollment		442

We anticipate drawing upon a large number of local students enrolled in home school and private schools in Idaho Falls and the neighboring communities. Market research conducted as of

November 1, 2011, supports our belief that parents want educational options for their students. Founders contacted persons known to them and contacted others on recommendation of said contacts and received signatures from parents indicating in writing their interest in enrolling their student(s) in AHCS. That initial effort gleaned the following information:

Grade*	K	1	2	3	4	5	6	7	8	9	10	11	12	Unspecified	Total
Number of Prospective Enrollees	61	49	47	43	38	33	28	19	13	18	12	6	3	29	399

<u>Phase Four: Bubble Class</u> <u>beginning Fall 2016</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K(x2)</u>	<u>24</u>	<u>48</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-11</u>	<u>30</u>	<u>150</u>
<u>Total Enrollment</u>		<u>358</u>

<u>Phase Four: Bubble Class</u> <u>Fall 2017</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1(x2)</u>	<u>24</u>	<u>48</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>388</u>

Tab 8: Business Plan, Transportation, School Lunch

<u>Phase Four: Bubble Class</u> <u>Fall 2018</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2(x2)</u>	<u>26</u>	<u>52</u>
<u>3</u>	<u>26</u>	<u>26</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>388</u>

<u>Phase Four: Bubble Class</u> <u>Fall 2019</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2</u>	<u>26</u>	<u>26</u>
<u>3 (x2)</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>388</u>

<u>Phase Four: Bubble Class</u> <u>Fall 2020</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4 (x2)</u>	<u>28</u>	<u>56</u>
<u>5-6</u>	<u>28</u>	<u>56</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>392</u>

Tab 8: Business Plan, Transportation, School Lunch

<u>Phase Four: Bubble Class</u> <u>Fall 2021</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4</u>	<u>28</u>	<u>28</u>
<u>5 (x2)</u>	<u>28</u>	<u>56</u>
<u>6</u>	<u>28</u>	<u>28</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>392</u>

<u>Phase Four: Bubble Class</u> <u>Fall 2022</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-5</u>	<u>28</u>	<u>56</u>
<u>6 (x2)</u>	<u>28</u>	<u>56</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Enrollment</u>		<u>392</u>

<u>Phase Four: Bubble Class</u> <u>Fall 2023</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7 (x2)</u>	<u>30</u>	<u>60</u>
<u>8-12</u>	<u>30</u>	<u>150</u>
<u>Total Enrollment</u>		<u>394</u>

Tab 8: Business Plan, Transportation, School Lunch

<u>Phase Four: Bubble Class</u> <u>Fall 2024</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7</u>	<u>30</u>	<u>30</u>
<u>8 (x2)</u>	<u>30</u>	<u>60</u>
<u>9-12</u>	<u>30</u>	<u>120</u>
<u>Total Enrollment</u>		<u>394</u>

<u>Phase Four: Bubble Class</u> <u>Fall 2025 & Forward</u>		
<u>Grades</u>	<u>Maximum Enrollment</u>	<u>Total Students</u>
<u>K</u>	<u>24</u>	<u>24</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7</u>	<u>30</u>	<u>30</u>
<u>8</u>	<u>30</u>	<u>30</u>
<u>9-12</u>	<u>30 (+ Bubble)</u>	<u>150</u>
<u>Total Enrollment</u>		<u>394</u>

<u>Phase Four: Bubble Class</u> <u>Fall 2016</u>		
<u>Grades</u>	<u>Maximum Enrollment per class</u>	<u>Total Students</u>
<u>K(x2)</u>	<u>24</u>	<u>48</u>
<u>1</u>	<u>24</u>	<u>24</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-11</u>	<u>30</u>	<u>150</u>
<u>Total Full-Time Regular K-12</u>		<u>358</u>
<u>Total Blended Students K-12</u>		<u>78</u>
<u>Total Potential Enrollment</u>		<u>436</u>

<u>Phase Five: Bubble Class</u> <u>Fall 2017</u>		
<u>Grades</u>	<u>Maximum Enrollment per class</u>	<u>Total Students</u>
<u>K(x2)</u>	<u>24</u>	<u>48</u>

Tab 8: Business Plan, Transportation, School Lunch

<u>1(x2)</u>	<u>24</u>	<u>48</u>
<u>2-3</u>	<u>26</u>	<u>52</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Full-Time Regular K-12</u>		<u>412</u>
<u>Total Blended Students K-12</u>		<u>78</u>
<u>Total Potential Enrollment</u>		<u>490</u>

<u>Phase Six: Bubble Class</u>		
<u>Fall 2018</u>		
<u>Grades</u>	<u>Maximum Enrollment per class</u>	<u>Total Students</u>
<u>K(x2)</u>	<u>24</u>	<u>48</u>
<u>1 (x2)</u>	<u>24</u>	<u>48</u>
<u>2 (x2)</u>	<u>26</u>	<u>52</u>
<u>3</u>	<u>26</u>	<u>26</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Full-Time Regular K-12</u>		<u>438</u>
<u>Total Blended Students K-12</u>		<u>78</u>
<u>Total Potential Enrollment</u>		<u>516</u>

<u>Phase Seven: Bubble Class</u>		
<u>Fall 2019</u>		
<u>Grades</u>	<u>Maximum Enrollment per class</u>	<u>Total Students</u>
<u>K(x2)</u>	<u>24</u>	<u>48</u>
<u>1 (x2)</u>	<u>24</u>	<u>48</u>
<u>2 (x2)</u>	<u>26</u>	<u>52</u>
<u>3</u>	<u>26</u>	<u>26</u>
<u>4-6</u>	<u>28</u>	<u>84</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Full-Time Regular K-12</u>		<u>464</u>
<u>Total Blended Students K-12</u>		<u>78</u>
<u>Total Potential Enrollment</u>		<u>542</u>

<u>Phase Eight: Bubble Class</u>		
<u>Fall 2020</u>		
<u>Grades</u>	<u>Maximum Enrollment per class</u>	<u>Total Students</u>
<u>K(x2)</u>	<u>24</u>	<u>48</u>
<u>1 (x2)</u>	<u>24</u>	<u>48</u>
<u>2 (x2)</u>	<u>26</u>	<u>52</u>
<u>3 (x2)</u>	<u>26</u>	<u>52</u>
<u>4 (x2)</u>	<u>28</u>	<u>56</u>
<u>5-6</u>	<u>28</u>	<u>56</u>
<u>7-12</u>	<u>30</u>	<u>180</u>

Tab 8: Business Plan, Transportation, School Lunch

<u>Total Full-Time Regular K-12</u>	<u>492</u>
<u>Total Blended Students K-12</u>	<u>78</u>
<u>Total Potential Enrollment</u>	<u>570</u>

<u>Phase Nine: Bubble Class</u> <u>Fall 2021</u>		
<u>Grades</u>	<u>Maximum Enrollment per class</u>	<u>Total Students</u>
<u>K(x2)</u>	<u>24</u>	<u>48</u>
<u>1(x2)</u>	<u>24</u>	<u>48</u>
<u>2 (x2)</u>	<u>26</u>	<u>52</u>
<u>3 (x2)</u>	<u>26</u>	<u>52</u>
<u>4 (x2)</u>	<u>28</u>	<u>56</u>
<u>5 (x2)</u>	<u>28</u>	<u>56</u>
<u>6</u>	<u>28</u>	<u>28</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Full-Time Regular K-12</u>		<u>520</u>
<u>Total Blended Students K-12</u>		<u>78</u>
<u>Total Potential Enrollment</u>		<u>598</u>

<u>Phase Ten: Bubble Class</u> <u>Fall 2022</u>		
<u>Grades</u>	<u>Maximum Enrollment per class</u>	<u>Total Students</u>
<u>K(x2)</u>	<u>24</u>	<u>48</u>
<u>1(x2)</u>	<u>24</u>	<u>48</u>
<u>2 (x2)</u>	<u>26</u>	<u>52</u>
<u>3 (x2)</u>	<u>26</u>	<u>52</u>
<u>4 (x2)</u>	<u>28</u>	<u>56</u>
<u>5 (x2)</u>	<u>28</u>	<u>56</u>
<u>6 (x2)</u>	<u>28</u>	<u>56</u>
<u>7-12</u>	<u>30</u>	<u>180</u>
<u>Total Full-Time Regular K-12</u>		<u>548</u>
<u>Total Blended Students K-12</u>		<u>78</u>
<u>Total Potential Enrollment</u>		<u>626</u>

<u>Phase Eleven: Bubble Class</u> <u>Fall 2023</u>		
<u>Grades</u>	<u>Maximum Enrollment per class</u>	<u>Total Students</u>
<u>K(x2)</u>	<u>24</u>	<u>48</u>
<u>1(x2)</u>	<u>24</u>	<u>48</u>
<u>2(x2)</u>	<u>26</u>	<u>52</u>
<u>3(x2)</u>	<u>26</u>	<u>52</u>
<u>4 (x2)</u>	<u>28</u>	<u>56</u>
<u>5 (x2)</u>	<u>28</u>	<u>56</u>
<u>6 (x2)</u>	<u>28</u>	<u>56</u>

Tab 8: Business Plan, Transportation, School Lunch

<u>7 (x2)</u>	<u>28</u>	<u>56</u>
<u>8-12</u>	<u>28</u>	<u>140</u>
<u>Total Full-Time Regular K-12</u>		<u>564</u>
<u>Total Blended Students K-12</u>		<u>78</u>
<u>Total Potential Enrollment</u>		<u>642</u>

<u>Phase Twelve: Bubble Class</u>		
<u>Fall 2024</u>		
<u>Grades</u>	<u>Maximum Enrollment per class</u>	<u>Total Students</u>
<u>K(x2)</u>	<u>24</u>	<u>48</u>
<u>1(x2)</u>	<u>24</u>	<u>48</u>
<u>2(x2)</u>	<u>26</u>	<u>52</u>
<u>3(x2)</u>	<u>26</u>	<u>52</u>
<u>4(x2)</u>	<u>28</u>	<u>56</u>
<u>5(x2)</u>	<u>28</u>	<u>56</u>
<u>6(x2)</u>	<u>28</u>	<u>56</u>
<u>7 (x2)</u>	<u>28</u>	<u>56</u>
<u>8 (x2)</u>	<u>28</u>	<u>56</u>
<u>9-12</u>	<u>28</u>	<u>112</u>
<u>Total Full-Time Regular K-12</u>		<u>592</u>
<u>Total Blended Students K-12</u>		<u>78</u>
<u>Total Potential Enrollment</u>		<u>670</u>

<u>Phase Thirteen: Bubble Class</u>		
<u>Fall 2025 & Forward</u>		
<u>Grades</u>	<u>Maximum Enrollment per class</u>	<u>Total Students</u>
<u>K(x2)*</u>	<u>24</u>	<u>48/(24)*</u>
<u>1(x2)*</u>	<u>24</u>	<u>48/(24)*</u>
<u>2(x2)*</u>	<u>26</u>	<u>52/(26)*</u>
<u>3(x2)*</u>	<u>26</u>	<u>52/(26)*</u>
<u>4(x2)</u>	<u>28</u>	<u>56</u>
<u>5(x2)</u>	<u>28</u>	<u>56</u>
<u>6(x2)</u>	<u>28</u>	<u>56</u>
<u>7(x2)</u>	<u>28</u>	<u>56</u>
<u>8(x2)</u>	<u>28</u>	<u>56</u>
<u>9-12*</u>	<u>28 (+ bubble*)</u>	<u>112/(224)*</u>
<u>Total Full-Time Regular K-12</u>		<u>592/(604)*</u>
<u>Total Blended Students K-12</u>		<u>78</u>
<u>Total Enrollment</u>		<u>670/(682)*</u>

* Double classes in grades 9-12 are contingent on demand and sufficient physical/legal capacity within AHCS facilities. If a second “bubble” class is needed in grade 9 and thereafter, AHCS will discontinue a “bubble” class beginning in Kindergarten, to balance total enrollment, and so forth, until such time as there is sufficient physical/legal capacity to continue offering the second Kindergarten class. The decision to add a “bubble” class in grades 9-12 and/or discontinue a “bubble class” in Kindergarten will be made each year before the enrollment lottery, based on the projected enrollment for each grade, and finalized before the annual budget hearing. AHCS will provide annual notice to its Authorizer as to the decision to add/suspend “bubble” classes.

**Proposed Charter Amendments for
American Heritage Charter School
to Effect Objectives of Charter Expansion Grant**

Addendum 1

Summary of Proposed Amendment

- A. AHCS would continue offering a second “bubble” Kindergarten class each year to organically grow enrollment, effectively doubling per class capacity over time, and nearly doubling the overall capacity;
- B. Once K-6 enrollment capacity is doubled, AHCS will then reduce its per class enrollment for grades 7 to 12 from 30 to 28 students as the 6th grade cohort advances (matching the 6th grade per class capacity);
- C. After capacity is doubled in grades K-8, for 9th through 12th grade, the per class capacity will likewise change from 30 to 28, with AHCS authorized to continue the cohort “bubble” class in 9th grade and going forward, if needed to accommodate continuing students; as “bubble classes” are needed in grades 9-12, AHCS will suspend offering the second Kindergarten class so long as may be necessary to keep total student population within the Charter capacity limits and the legal capacity of AHCS facilities.

This amendment will help expand access for more students of diverse backgrounds to participate in AHCS’s highly successful K-8 programs and is critical to help AHCS achieve higher high school enrollment. Further, the amendment is necessary to implement the objectives of a \$1.25 million Federal Charter Expansion Grant awarded to AHCS. The objectives of the Grant include:

- (1) doubling K-6 enrollment during the grant period, with the goal of eventually doubling K-8 enrollment;
- (2) increasing the pipeline of middle-school students to account for historical attrition of students continuing with AHCS through high school, with the goal of achieving larger high school enrollment;
- (3) increasing marketing and recruitment efforts among potentially underrepresented populations, including minority, economically disadvantaged, special needs, and rural student populations to increase representation and participation in the AHCS enrollment lottery;
- (4) growing and expanding access for all students to AHCS American Heritage curriculum, music, art, PE, and enhanced business programs;
- (5) growing and expanding access for all students to advanced opportunities, including online courses, AP/dual-credit, early high school graduation, early college, and other career training and certifications.

About AHCS

AHCS is a fully accredited and successful, public charter school located in rural eastern Idaho, just outside of Idaho Falls. AHCS has been given Honor designations in the Academic, Mission-Specific, Operational, and Financial accountability indicators on its Performance Report. AHCS currently serves more than 300 students in grades K-12. Its mission is to create patriotic and educated leaders. AHCS provides all students with a rigorous education, helping them develop good character and habits for success, and inspiring them to work hard and fulfil the American dream, regardless of their circumstances. AHCS affirms James Madison's statement, “The advancement and diffusion of knowledge is the only guardian of true liberty.” The AHCS mission drives its strategic planning, curriculum design, programming, and operational decisions.

AHCS draws inspiration from the agricultural heritage and work ethic of the farmers and ranchers who settled eastern Idaho. When AHCS opened its doors in 2013, it brought vitality back to the dilapidated but historic New Sweden School house, nearly a century after the building was first used as a school. The dichotomy of AHCS's innovative education program, housed in a near century-old school house, parallels our approach of building educational innovation on a foundation of the old-fashioned, American values that made the country a beacon of liberty, equality, and hope.

Rigor is at the core of the American Heritage educational program, and growth and achievement are propelled by inspiring students with an integrated character education program that teaches Cowboy Ethics, "Great Expectations," and other American values like hard work, self-discipline, self-reliance, perseverance, service, community, courtesy, honesty, entrepreneurship, justice, tolerance, and fairness. Our academic foundation is E.D. Hirsch's Core Knowledge curriculum, emphasizing a classic liberal arts education to foster an appreciation for the great literature, music, art, and the diverse people of our world. Our Unique American Heritage sequence strives to increase student knowledge of and appreciation for American history and the cultural context that binds us together and unites us in our rich diversity as a nation. Every AHCS elementary student receives PE, art and music instruction. Every 4th grader is required to learn to play a stringed instrument, typically the violin or cello, and to participate in our stringed orchestra. In 5th grade and beyond, many students continue to take orchestra as an elective, providing a truly enriching opportunity that would otherwise be out of reach for many socio-economically disadvantaged families.

In the upper grades, AHCS builds on the Core Knowledge foundation with a rigorous curriculum delivered in a mastery and project-based learning environment. Every student has a mentor, access to a computer, and actively participates in directing their own learning. Students move ahead when they demonstrate mastery of content and key cognitive skills. Math, science, English and history are delivered in a blended learning environment, using a digital learning management system and dynamic content. High School students also student business and entrepreneurship as a required course sequence, including Dave Ramsey's Financial Peace curriculum. As a part of its mastery program, for 2018-2019 AHCS has added the Summit Learning platform, to accelerate implementation of its competency-based education program. Students don't earn credit based on seat time and completing homework. Rather, students advance according to an individualized learning plan, based on their mastery of the subject.

The culture at AHCS breaks down barriers to learning. Teachers and students work together in a professional and mutually supportive environment, where students feel safe to learn, express themselves, and work collaboratively without fear of judgment. Teachers maintain high expectations for behavior and achievement, celebrate student success, and use student struggles to drive intervention and personalized learning. Students and staff adhere to a strict code of conduct, including a dress code.

A key part of the AHCS culture derives from our emphasis on character and patriotic values. AHCS students learn about American history through memorization and recitation of historically significant speeches, verse and song, and the study of American heroes, including our Founding Fathers and Mothers and other American visionaries and innovators. AHCS believes that the future leaders of this country can't simply be well educated -- they must also know our history and value American ideals. With this focus, AHCS doesn't simply teach history, we strive to help our students make history by emphasizing civic service, community, and leadership. We also strive to help AHCS students understand how to access the American Dream by providing age appropriate instruction in personal financial management, entrepreneurship, and career exploration in all grades.

Background on the Proposed Amendment

When AHCS opened in 2013, it offered a single class per grade level, serving grades K-8. Each year thereafter, the Charter contemplated organic growth, expanding to high school in the Fall of 2014. Because AHCS has not reached capacity at higher grade levels and to partially meet the demand in Kindergarten, the Charter Commission staff has previously authorized AHCS to offer a second “bubble” Kindergarten class.

AHCS has historically had large wait lists in grades K-3 (typically double current capacity), with significant wait lists through 6th grade (typically approaching double capacity). AHCS has had very little attrition or turnover in grades K-6. However, between the 6th and 7th grades, AHCS has experienced between 20% and 40% attrition. Likewise, between 8th and 9th grade, attrition has been as high as 50%. High School attrition has likewise been a challenge for AHCS: between 9th and 12th grade, based on experience to date, AHCS expects to retain no more than half of a 9th grade cohort by the time that cohort reaches 12th grade.

AHCS desires to expand access to its successful K-6 programs, by organically expanding enrollment, with a supplementary goal of increasing representation of traditionally underserved populations in its enrollment lottery. In addition to the solid foundation provided by AHCS elementary programs, the patriotic, civic-minded and entrepreneurial mission of AHCS is most effectively achieved in a lasting manner in the upper grades. To mitigate the effects of attrition beyond the 6th grade, AHCS seeks to organically grow its student pipeline, while simultaneously expanding its marketing and recruitment efforts to reach underserved populations. Among its other objectives, AHCS also strives to refine its mastery-based program, enhance its secondary business program, and expand participation in advanced opportunities, particularly dual credit and early college opportunities for all students. To this end, AHCS applied for and was selected to receive a federal charter expansion grant from the U.S. Department of Education Office of Innovation. The \$1.25 million award, dispersed over 5 years, will provide the resources for AHCS to grow and expand its programs. The core component of the grant is to increase AHCS’s student population, with a focus on reaching more students from underserved demographics.

The Amendment

The current proposed amendment contemplates organic expansion, using the same “bubble classes” the commission staff has previously authorized. Growing at the roots, in Kindergarten, is ideal and realistic, because that is where demand and student retention are highest. We propose to grow in phases, offering a second Kindergarten class each year, and thereafter advancing cohort classes annually until AHCS has doubled its K-8 enrollment capacity. The enrollment capacity would organically expand over ten years, according to the table immediately below. The “Projected Enrollment” column is an estimate for illustrative purposes only.

Expansion Illustrative Cycle Table

Year	Summary	Total Face to Face	Blended Students	Total Capacity	Projected Enrollment
2019-2020	Original Bubble Class reaches 3 rd grade; additional Kindergarten bubble class added	464	78	542	399
2020-2021	Original Bubble Class Reaches 4 th Grade; additional Kindergarten bubble class added	492	78	570	433
2021-2022	Original Bubble Class Reaches 5 th Grade; additional Kindergarten bubble class added	520	78	598	452
2022-2023	Original Bubble Class Reaches 6 th Grade; additional Kindergarten bubble class added	548	78	626	482

2023-2024	Original Bubble Class Reaches 7 th Grade (expected 30% to 40% attrition); additional Kindergarten bubble class added	574	78	652	508
2024-2025	Original Bubble Class Reaches 8 th Grade (expected 10% to 20% attrition); additional Kindergarten bubble class added	592	78	670	528
2025-2026	Original Bubble Class Reaches 9 th Grade (expected 40% to 50% attrition); no additional Kindergarten bubble class added if 9 th Grade enrollment supports continuation of high school bubble class	596	78	674	547
2026-2027	Original Bubble Class Reaches 10 th Grade (expected 20% to 30% attrition); no additional Kindergarten bubble class added if 9 th and 10 th Grade enrollment supports continuation of high school bubble classes	600	78	678	564
2027-2028	Original Bubble Class Reaches 11 th Grade (expected 20% to 30% attrition); no additional Kindergarten bubble class added if 9 th , 10 th , and 11 th Grade enrollments support continuation of high school bubble classes	602	78	680	571
2028-2029	Original Bubble Class Reaches 12 th Grade (expected 20% to 30% attrition); no additional Kindergarten bubble class added if 9 th , 10 th , 11 th and 12 th Grade enrollments support continuation of high school bubble classes	604	78	682	575
2029-2030	All cohorts advance and additional Kindergarten bubble class renewed	604	78	682	575
	Cycle continues . . .				

In addition to simply doubling class offerings, once 6th grade has reached its capacity, AHCS proposes to reduce the per class size in grades 7 through 12 from 30 to 28 students, as the 6th grade cohort advances, to match the 6th grade per class limit. Once the 8th grade capacity is doubled, AHCS will have the option to suspend additional bubble Kindergarten classes if 9th grade retention of continuing students is enough to necessitate a bubble 9th grade class. AHCS would suspend new bubble Kindergarten classes each year for each bubble high school class needed thereafter. The table below shows the capacity at each grade level through the year 2029, assuming maximum enrollment in each grade. Cells marked in blue are the initial expansion year for that grade. Cells marked in salmon are grades for which a Kindergarten bubble was suspended and there is only a single grade-level class to account for additional high school bubble classes.

Enrollment Capacity by Year

Grade/Year	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30
K	48	48	48	48	48	48	24	24	24	24	48
1st	48	48	48	48	48	48	48	24	24	24	24
2nd	52	52	52	52	52	52	52	52	26	26	26
3rd	52	52	52	52	52	52	52	52	52	26	26
4th	28	56	56	56	56	56	56	56	56	56	26
5th	28	28	56	56	56	56	56	56	56	56	56
6th	28	28	28	56	56	56	56	56	56	56	56
7th	30	30	30	30	56	56	56	56	56	56	56
8th	30	30	30	30	30	56	56	56	56	56	56
9th	30	30	30	30	30	30	56	56	56	56	56

10 th	30	30	30	30	30	30	28	56	56	56	56
11 th	30	30	30	30	30	30	28	28	56	56	56
12 th	30	30	30	30	30	30	28	28	28	56	56
Face-to-Face Students	464	492	520	548	574	600	596	600	602	604	598
Blended	78	78	78	78	78	78	78	78	78	78	78
TOTAL CAP	542	570	598	626	652	678	674	678	680	682	676

Facilities Reconfiguration and/or Expansion

AHCS has capacity in its existing facilities to accommodate the proposed expansion through the 7th grade expansion, to take place in the 2023-2024 school year. Beginning in the fall of 2024, AHCS will need to have implemented one of three facilities alternatives:

1. **Alternative 1 – Additional Building (preferred):** Construction of new 12,000 foot, multi-purpose facility on existing property, to include a multi-purpose room (gym), music room/stage, and 2 to 4 general classrooms. Grades K-4 will occupy the existing New Sweden building. Grades 5 and 6 will occupy the existing modular classrooms. Grades 7-10 will occupy the classrooms and reconfigured lounge area in the existing White Building. Grades 11 and 12 will occupy the new classrooms in the new multi-purposes building. The western portion of the Liberty Lounge in the White Building will be reconfigured to be used as a larger resource room for special needs students. The stage area of the new multi-purpose facility will house the orchestra. Lunch service will be offered in the existing facility for grades K-6 and in the multi-purpose facility for grades 7-12.

Financing: AHCS will have to negotiate with its Landlord for a build-to-suit amendment to the existing facilities lease. Estimated costs of a new facility range from \$600,000 to \$1.2 million. Estimated lease obligations would increase between \$6,000 and \$8,000 per month. Increased enrollment will allow AHCS to meet projected additional lease obligations. The Federal Charter Expansion grant will have provided most of the necessary furnishings for the additional classrooms. AHCS could consider utilizing a portion of its fund balance to cover additional expenses.

OPTION: the new facility could be built at lower cost with just 2 new classrooms, and AHCS could defer purchasing/leasing another modular to accommodate increased enrollment in 11th and 12th grades, if and when needed.

2. **Alternative 2 – Modulares (back-up):** Purchase/lease of modular(s) with four classrooms, to be situated on existing property. AHCS would plan to purchase or lease additional modular classrooms to accommodate classroom needs, which can be situated on the existing property. Grades K-4 will occupy the existing New Sweden building. Grades 5 through 8 will occupy the existing and new modular classrooms. Grades 9-12 will occupy the classrooms and reconfigured lounge area in the existing White Building. The western portion of the Liberty Lounge in the White Building will be reconfigured to be used as a larger resource room for special needs students. The existing gym will be used for orchestra and general music will push in to the K-3 classrooms in the New Sweden building. Lunch service will need to be spread over a longer period (or partially outsourced) to accommodate increased enrollment.

- 3. Financing:** AHCS could lease or finance the purchase of the modulares, or it could use a portion of its fund balance to pay for the costs to acquire, transport, and setup of the additional classrooms. AHCS estimates a purchase of a new four-classroom modular unit will cost approximately \$342,000. A lease of a similar structure is about \$4,500 per month, annualizing to approximately \$54,000. Preliminary estimates for transportation and setup approach \$40,000, with a projected additional \$11,000 for wiring data/phone, security, and fire monitoring.

OPTION: if AHCS purchases/leases 2 three-classroom modulares, the Orchestra would be situated in one of the modular classrooms.

- 4. Alternative 3 – New Location (least favored):** Purchase and construct new facility on separate property. If the landlord of the existing property were not amenable to additional construction or the location of additional modulares, AHCS would consider purchasing property and constructing a new facility on the west side of Idaho Falls. Financing the construction of a new facility would likely require a combination of a short-term loan through an organization like Building Hope, and traditional financing through a commercial lender, or possibly a direct loan from the Rural Development agency of the USDA. A new facility would likely include 13 classrooms, a multi-purpose room/cafeateria, a small kitchen, storage, restroom facilities, and a small office suite. A modest facility could cost \$2 million to construct. AHCS could see rates from 4.53% to 8%, yielding monthly payments of anywhere from \$11,000 to \$14,000. AHCS would be required to put money down in the range of \$150,000 to \$200,000, with a likely requirement to build up a cash reserve of around \$250,000, over time. An illustrative scenario is shown below:

BANK LTV:	80.00%	Loan Summary	
Building Cost	\$2,000,000.00	Monthly payment	\$11,148.03
Blended Annual Interest Rate	4.51%	Annual payment	\$133,776.37
Loan term in years	25		
# payments per year	12		
Start date of the loan	12/1/2023	Equity Build-Up:	\$243,194.97
Amortization in years	25		
First Fiscal Year End	6/30/2019	Cash Needed for 20%	\$156,805.03

Budget Assumptions

Six-Year Budget Projection							
American Heritage Charter School K-12 Expansion							
		6-Year Projection					
	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024	Year 6 2024-2025
Enrollment Assumptions	361	399	433	452	482	508	528
K-6 Enrollment	250	284	312	340	368	368	368
7-8 Enrollment	48	50	48	48	48	73	95
9-12 Enrollment	63	65	73	64	66	67	65
REVENUES							
State & Local Funding	\$ 2,599,967	\$ 2,750,058	\$ 3,038,289	\$ 3,112,179	\$ 3,325,010	\$ 3,586,406	\$ 3,839,358
Charter Expansion Grant	\$ 249,999	\$ 249,999	\$ 249,999	\$ 249,999	\$ 249,999	\$ -	\$ -
Federal Funds	\$ 187,139	\$ 153,483	\$ 164,511	\$ 171,299	\$ 181,248	\$ 190,089	\$ 197,253
Total Revenues	\$ 3,037,105	\$ 3,223,141	\$ 3,569,760	\$ 3,783,766	\$ 4,136,755	\$ 4,155,008	\$ 4,304,205
Per Pupil Funding:	\$ 8,413.03	\$ 8,078.05	\$ 8,244.25	\$ 8,371.16	\$ 8,582.48	\$ 8,179.15	\$ 8,151.90
Per Pupil State Facilities Funding:	\$ 466	\$ 468	\$ 468	\$ 468	\$ 468	\$ 468	\$ 468
EXPENDITURES							
Salaries	\$ 1,470,389	\$ 1,475,118	\$ 1,589,159	\$ 1,672,196	\$ 1,828,934	\$ 1,946,784	\$ 2,141,345
Benefits	\$ 470,171	\$ 452,795	\$ 483,905	\$ 509,477	\$ 555,800	\$ 592,163	\$ 650,077
Other Operating Expenses	\$ 678,495	\$ 799,613	\$ 832,256	\$ 824,173	\$ 853,170	\$ 640,086	\$ 664,993
Transportation	\$ 36,000	\$ 39,789	\$ 43,180	\$ 44,475	\$ 48,066	\$ 50,659	\$ 52,654
Nutrition	\$ 47,201	\$ 51,502	\$ 55,891	\$ 58,343	\$ 62,215	\$ 65,571	\$ 68,153
Facilities Maint. & Utilities	\$ 237,929	\$ 264,707	\$ 287,264	\$ 299,869	\$ 424,772	\$ 513,062	\$ 531,135
Facilities Rent/Debt Service	\$ 96,920	\$ 99,828	\$ 102,822	\$ 105,907	\$ 109,084	\$ 200,238	\$ 203,608
TOTAL EXPENDITURES	\$ 3,037,105	\$ 3,181,713	\$ 3,398,319	\$ 3,487,347	\$ 3,846,858	\$ 3,979,519	\$ 4,271,454
NET INCOME	\$ -	\$ 41,428	\$ 171,441	\$ 296,419	\$ 289,897	\$ 175,489	\$ 32,751
FUNDRAISING/GRANT SUPPORT NEEDED		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Per Pupil Expenditures:	\$ 8,413	\$ 7,974	\$ 7,848	\$ 7,715	\$ 7,981	\$ 7,834	\$ 8,090
Per Pupil Facilities Cost:	\$ 928	\$ 914	\$ 901	\$ 898	\$ 1,108	\$ 1,404	\$ 1,392
Facilities as % of cost:	11%	11%	11%	12%	14%	18%	17%

Conclusion

AHCS has been fortunate to have been selected to receive a charter expansion grant from the former Office of Innovation with the U.S. Department of Education. The proposed amendment to the charter and performance certificate will allow AHCS to realize the goals of the grant and increase access to AHCS's successful programs. Growth will be accomplished by using the same "bubble" class program the Commission has authorized previously. AHCS can accommodate the growth through re-configuration in its existing facilities through the 6th grade expansion in 2022. For the Fall 2023, AHCS will add additional classrooms through new construction or the siting of additional modular. We hope you will find this proposal acceptable.

Addendum 2

Six-Year Budget Projection

American Heritage Charter School K-12 Expansion

6-Year Projection								
	Current 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024	Year 6 2024-2025	
Enrollment Assumptions	361	399	433	452	482	508	528	
K-6 Enrollment	250	284	312	340	368	368	368	
7-8 Enrollment	48	50	48	48	48	73	95	
9-12 Enrollment	63	65	73	64	66	67	65	
REVENUES								
State & Local Funding	\$ 2,599,967	\$ 2,750,058	\$ 3,038,289	\$ 3,112,179	\$ 3,325,010	\$ 3,586,406	\$ 3,820,769	
Charter Expansion Grant	\$ 249,999	\$ 249,999	\$ 249,999	\$ 249,999	\$ 249,999	\$ -	\$ -	
Federal Funds	\$ 187,139	\$ 153,483	\$ 164,511	\$ 171,299	\$ 181,248	\$ 190,089	\$ 197,253	
Total Revenues	\$ 3,037,105	\$ 3,223,141	\$ 3,569,760	\$ 3,783,766	\$ 4,142,055	\$ 4,165,917	\$ 4,314,952	
<i>Per Pupil Funding:</i>	<i>\$ 8,413.03</i>	<i>\$ 8,078.05</i>	<i>\$ 8,244.25</i>	<i>\$ 8,371.16</i>	<i>\$ 8,593.48</i>	<i>\$ 8,200.62</i>	<i>\$ 8,172.26</i>	
<i>Per Pupil State Facilities Funding:</i>	<i>\$ 466</i>	<i>\$ 468</i>	<i>\$ 468</i>	<i>\$ 468</i>	<i>\$ 468</i>	<i>\$ 468</i>	<i>\$ 468</i>	
EXPENDITURES								
Salaries	\$ 1,470,389	\$ 1,475,118	\$ 1,589,159	\$ 1,672,196	\$ 1,828,934	\$ 1,946,784	\$ 2,127,614	
Benefits	\$ 470,171	\$ 452,795	\$ 483,905	\$ 509,477	\$ 555,800	\$ 592,163	\$ 645,783	
Other Operating Expenses	\$ 678,495	\$ 799,613	\$ 832,256	\$ 824,173	\$ 853,170	\$ 640,086	\$ 664,993	
Transportation	\$ 36,000	\$ 39,789	\$ 43,180	\$ 44,475	\$ 48,066	\$ 50,659	\$ 52,654	
Nutrition	\$ 47,201	\$ 51,502	\$ 55,891	\$ 58,343	\$ 62,215	\$ 65,571	\$ 68,153	
Facilities Maint. & Utilities	\$ 237,929	\$ 264,707	\$ 287,264	\$ 299,869	\$ 424,772	\$ 513,062	\$ 531,135	
Facilities Rent/Debt Service	\$ 96,920	\$ 99,828	\$ 102,822	\$ 105,907	\$ 109,084	\$ 200,238	\$ 203,608	
TOTAL EXPENDITURES	\$ 3,037,105	\$ 3,181,713	\$ 3,398,319	\$ 3,482,047	\$ 3,841,249	\$ 3,961,092	\$ 4,232,173	
NET INCOME	\$ -	\$ 41,428	\$ 171,441	\$ 301,719	\$ 300,806	\$ 204,825	\$ 82,779	
FUNDRAISING/GRANT SUPPORT NEEDED		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<i>Per Pupil Expenditures:</i>	<i>\$ 8,413</i>	<i>\$ 7,974</i>	<i>\$ 7,848</i>	<i>\$ 7,704</i>	<i>\$ 7,969</i>	<i>\$ 7,797</i>	<i>\$ 8,015</i>	
<i>Per Pupil Facilities Cost:</i>	<i>\$ 928</i>	<i>\$ 914</i>	<i>\$ 901</i>	<i>\$ 898</i>	<i>\$ 1,108</i>	<i>\$ 1,404</i>	<i>\$ 1,392</i>	
<i>Facilities as % of cost:</i>	<i>11%</i>	<i>11%</i>	<i>11%</i>	<i>12%</i>	<i>14%</i>	<i>18%</i>	<i>17%</i>	

EXPANSION Year 1 2019-2020		Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024	Year 6 2024-2025	Year 7 2025-2026	Year 8 2026-2027
Grade Level								
K	48	48	48	48	48	48	48	48
1	48	48	48	48	48	48	48	48
2	52	52	52	52	52	52	52	52
3	52	52	52	52	52	52	52	52
4	28	56	56	56	56	56	56	56
5	28	28	56	56	56	56	56	56
6	28	28	28	56	56	56	56	56
7	25	25	25	25	50	50	50	50
8	25	23	23	23	23	45	45	45
9	18	22	20	20	20	20	39	39
10	15	16	19	17	17	17	17	34
11	25	13	14	17	15	15	15	15
12	7	22	11	12	15	13	13	13
399		433	452	482	508	528	547	564

EXPANSION Year 1 2019-2020		Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024	Year 6 2024-2025	Year 7 2025-2026	Year 8 2026-2027
Administrators	1.4	2.2	2.2	2.2	2.2	2.4	2.4	2.4
K-8 Teachers	15	16	17	18	19	20	21	22
9-12 Teachers	5	5	5	5	5	5	5	5
Pupil Services	0.2	0.5	0.5	0.5	0.5	1	1	1
Classified Staff	17.0	17.5	17.5	18.5	19.8	21.5	22.0	24.0
TOTAL FTE	38.6	41.2	42.2	44.2	46.5	49.9	51.4	54.4

SUBJECT

INSPIRE Proposed Charter Amendment

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5206(8)

IDAPA 08.02.04.302

BACKGROUND

INSPIRE Connections Academy (INSPIRE) is a statewide virtual charter school authorized by the Public Charter School Commission (PCSC) since 2005. INSPIRE serves students in grades K-12.

DISCUSSION

INSPIRE is proposing a charter amendment that would give the school an option to establish an alternative program.

The school does not expect a significant enrollment increase upon addition of an alternative program. Rather, they anticipate that many of their existing students will be designated as at-risk and shift from the general education program to the new alternative program.

The school indicates that the alternative program would be similar in nature to the general education program, but would meet all statutory requirements for alternative programs.

The addition of an alternative program would permit differentiated performance expectations for INSPIRE's general and at-risk student populations, resulting in more nuanced reflection of the school's performance outcomes in its annual reports.

The financial impact of the alternative program is likely to be slightly positive or net neutral.

IMPACT

If the PCSC approves the proposed amendment, relevant modifications to the performance certificate will be adopted accordingly, and INSPIRE will immediately begin operating under the amended charter and performance certificate.

If the PCSC denies the proposed amendment, INSPIRE could appeal this decision to the State Board of Education, or could decide not to proceed any further.

STAFF COMMENTS AND RECOMMENDATIONS

PCSC staff recommends approval of INSPIRE's proposed charter amendment as presented.

COMMISSION ACTION

A motion to approve the proposed charter amendment related to the establishment of an alternative program, as submitted by INSPIRE Connections Academy.

OR

A motion to deny the proposed charter amendment submitted by INSPIRE Connections Academy on the following grounds _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



March 12, 2019

Idaho Public Charter School Commission
304 North 8th St., Suite 242
Boise, ID 83702

Subject: Proposed Amendment to Charter Application for Alternative Education

Dear Commissioners,

INSPIRE Connections Academy is a high-quality, high-tech, high-touch “school without walls” serving over 900 students in grades K-12 across the state of Idaho. INSPIRE believes in using technology to help each student fulfill his or her potential, unrestrained by geography, learning style, or family circumstance.

INSPIRE serves a high percentage of at-risk and mobile students. Nearly 20 percent of high school students come to INSPIRE not on track to graduate with their cohort, and nearly ten percent of students were suspended or expelled from their previous school. To address this challenge, INSPIRE seeks to provide alternate education services to eligible students beginning by spring semester 2020. Emphasizing essential standards through focused curriculum under a credit recovery model, students will receive wraparound support such as mentoring, counseling, life coaching, and interventions in math and language arts. Additionally, alternative programming will connect with future career and technical education (CTE) pathway options in partnership with community colleges.

The proposed amendment to allow for alternative programming will include:

- Additional support, including assigned teachers, staff, professionals, and adult advocates who are committed to students’ personal and academic success;
- Narrowed focus by certified teachers and counselors who will provide targeted, supplemental instruction and additional contact to keep students focused on their goal of graduation;
- Specialized courses, including:
 - Freshman Focus, a course that will orient 9th grade students to resources available to them, introduce strategies for success in high school course-level work, emphasize the importance of academic integrity and producing authentic work, and build college, work, and career readiness; and
 - Senior Success, a course that will be offered to address needs specific to seniors as they engage in college and career planning.

INSPIRE anticipates providing the additional support services through the additional funding available for alternative education students under the current Idaho Funding Formula.

The tables below outline the projected balance sheet and cash flow for INSPIRE with the addition of alternative programming.



Estimated Budget for Alternative Education			
School Year	19-20	20-21	21-22
Alt Ed Enrollment	36	72	108
Service Level (FTE)			
Counselor/Mentor/Life Coach	1.0	2.0	3.0
Academic Intervention	2.0	4.0	6.0
Total Staff Equivalent	3.0	6.0	9.0
Student-Staff Ratio	12	12	12
Funding			
Funding for Alt Ed	\$298,800	\$597,600	\$896,400
Compensation Expense			
Total Compensation (est.)	\$190,712	\$392,866	\$606,977

<i>Reference:</i>			
Per Pupil Funding	\$5,616		
Alt Ed Funding	\$8,300		
Other provider service costs TBD			



Compensation Expenses for Alternative Education					
School Year		19-20	20-21	21-22	
Alt Ed Enrollment*		36	72	108	
Alt Ed Needs					
Counselor/Mentor/Life Coach		1.00	2.00	3.00	
Academic Intervention		2.00	4.00	6.00	
Total		3.00	6.00	9.00	
Base Compensation					
Counselor/Mentor/Life Coach		\$47,300	\$48,719	\$50,181	3.00% Merit
Academic Intervention		\$42,800	\$44,084	\$45,407	
Compensation					
Counselor/Mentor/Life Coach		\$47,300	\$97,438	\$150,542	
Academic Intervention		\$85,600	\$176,336	\$272,439	
Total		\$132,900	\$273,774	\$422,981	
Benefits/Pension/Taxes	43.5%	\$57,812	\$119,092	\$183,997	
Total Compensation		\$190,712	\$392,866	\$606,977	

Sincerely,

Karen Haines

Principal, INSPIRE, the Idaho Connections Academy

208-322-4002

khaines@inspire.connectionsacademy.org



INSPIRE

Virtual Charter School Petition

Submitted to the
Idaho Charter School Commission
February 1, 2005
(Revised March 2005)
(Revised March 2019)

Contact:
~~Carrie Jean Ross, Project Coordinator 455-~~
~~Scenic Drive, Emmett, ID 83617~~
~~(208) 365-6800 (home office) (208)-~~
~~365-6819 (home)~~

Karen Haines, Principal, INSPIRE
600 N. Steelhead Way, Suite 164
Boise, ID 83704
(208) 322-4002

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1. Elector petition forms with no less than 30 signatures.

Elector petition forms with no less than 30 certified signatures are included in Exhibit A.

2. Articles of Incorporation and Bylaws of the nonprofit corporation.

The INSPIRE Articles of Incorporation and initial approved Bylaws are included in Exhibit B.

3. Describe the school's educational program and how learning will occur.

a. Overview

INSPIRE is a proposed virtual charter school that is seeking authorization from the Idaho Charter School Commission to serve students in grades K-12 throughout Idaho beginning in Fall 2005. INSPIRE will maximize academic achievement for students who need an alternative to the traditional classroom. First-year enrollment at INSPIRE is expected to be approximately 500 students, with enrollment growing to over 2,000 students by Year 5.

INSPIRE has selected for its core program the Connections Academy virtual public school curriculum, instructional model, and technology that have proven successful nationwide, supplemented and expanded specifically for Idaho.

Working under the guidance of certified, highly qualified teachers with whom they interact via telephone, email, and groupware following a Personalized Learning Plan, INSPIRE students will engage in a rigorous, Idaho Achievement Standards-aligned curriculum that is rich in print, enhanced by technology, and tailored to their learning needs. INSPIRE may also provide an alternative program for approved grade levels.

Each INSPIRE student has a learning coach, typically a parent, who works daily with the student face-to-face following detailed INSPIRE lesson plans under the guidance of the professional INSPIRE teacher.

INSPIRE students will be provided with the complete curriculum materials (online and offline, print- and technology-based) for their grade, a loaned family computer and subsidized Internet access. All INSPIRE students have the opportunity to participate in face-to-face field trips and community activities while also learning to work effectively in a virtual environment not unlike the working world that they will one day enter.

The INSPIRE school will also serve as a reference site for Idaho scholars engaged in research on technology, education, and distance learning. The INSPIRE founding group is engaged in ongoing discussions with Boise State University (see Provost letter, enclosed) regarding a multi-faceted partnership which may include location of the INSPIRE office and teaching center on the university campus, collaboration on teacher training and curriculum development, and research and evaluation activities.

b. Curriculum

INSPIRE combines proven and rigorous print-based curriculum materials with the best in technology-enhanced learning such that a significant portion of the curriculum is delivered through the Internet and other electronic means. The entire curriculum is aligned to the Idaho Achievement Standards.

The INSPIRE curriculum will be based on the Connections Academy program as extended for grades K-12 in Idaho. INSPIRE may also provide an alternative program for approved grade levels.

- The K-8 Connections Academy curriculum integrates textbooks, lesson plans and other content from a variety of leading publishers and school programs including Houghton Mifflin, Zaner-Bloser, the Calvert school and others (see course catalog included as Exhibit CI). The curriculum is regularly updated to conform to state

standards and student needs. The Connections Academy curriculum has been shown to be effective based on standardized test scores in other states and is currently in the process of being accredited by the Commission on International and Trans-regional Accreditation (CITA).

- The Connections Academy 9-12 program, ~~which is currently under development,~~ will provide a more online high school curriculum, as appropriate for secondary school learners (see Exhibit C2 for an overview of the 9th grade curriculum). The high school curriculum, which will be fully aligned with Idaho Achievement Standards, will integrate digital versions of textbooks from major publishers enhanced by multimedia, interactive material, communication/ conferencing tools, and team projects. Top-quality third-party courseware elements will be licensed as part of the 9-12 curriculum, based on alignment to Idaho Achievement Standards, demonstrated success in producing positive test results, accreditation by CITA and/or a regional accrediting organization, and fit with the Connections Academy and INSPIRE curriculum philosophies. For example, INSPIRE may seek to include courses licensed from the Idaho Digital Learning Academy as part of this complete high school curriculum.

The entire K-12 INSPIRE curriculum will be updated on a regular basis, with major changes subject to approval by the school's Governing Board.

Technology plays an important facilitating role in the INSPIRE curriculum, so INSPIRE will ensure that its students have access to technology. Each family participating in INSPIRE will receive a loaned computer with a printer and an Internet service subsidy. All necessary software and technology support are provided along with the computers. For a discussion of safe and appropriate use of technology tools, see Element 37.

In addition to working with the curriculum materials described above, INSPIRE students will have the opportunity to participate regularly in both face-to-face and virtual community activities. Face-to-face activities include field trips and community outings facilitated by the INSPIRE community coordinators -parent volunteers whom INSPIRE supports in organizing such activities for families who live nearby. INSPIRE's technology-based activities include virtual group projects, online bulletin boards/forums (such as "Math Problem of the Week"), book chats, teacher-led discussions, learning-focused webmail, and student clubs ranging from chess to yearbook. All of the collaborative online activities and communications tools are restricted for use only by members of the INSPIRE community; parents can feel comfortable that their children are experiencing this technology safely within the "walled garden" of INSPIRE.

Given the balance of modes and media for learning at INSPIRE, actual time online for students (as compared to parents and teachers) will vary according to each student's developmental level, learning needs, and learning styles. Students in grades K and 1 may spend up to 15% of their time online; students in grades 2 -5 may have a range of 15 - 25%; students in grades 6 - 8 may range from 25-50+% of time online, and students in grades 9-12 may spend up to 75% of their school time online.

INSPIRE will be part of a family of schools using the Connections Academy program and will be a trailblazer among them for its inclusion of grades 9-12. There are currently 11

Connections Academy schools in eight states across the country: Wisconsin, Colorado, California, Pennsylvania, Ohio, Florida, Arizona and Minnesota. Student achievement results from the 2003-04 school year confirm the effectiveness of the Connections Academy curriculum. The Connections Academy program has been used in Colorado and Wisconsin for more than one year and test scores exceeded AYP in both states. Further in Wisconsin and Florida, Connections Academy students met or exceeded the states' standards. Other state scores represent early Fall results for the schools' first years or have not yet been reported

c. Instructional Techniques

INSPIRE's instructional design is known as Personalized Performance Learning. Education research connects this design's three primary components -parent/family involvement, individualized instruction, and high-quality teaching -to improved student achievement:

- *Parent involvement:* Decades of research show that parent participation in education is very closely related to student achievement. In *A New Generation of Evidence: The Family Is Critical to Student Achievement*¹ Anne T. Henderson and Nancy Berla document concrete benefits of parent involvement for students, including higher grades and test scores, higher graduation rates, and greater enrollment in postsecondary education. A Stanford study found that using parents as tutors brought significant and immediate changes in children's I.Q. scores. At INSPIRE, all parents are closely involved in their child's education either directly as a learning coach or through oversight of a learning coach they designate.
- *Individualized instruction:* Students clearly benefit from instruction that is individualized in terms of pace, content, sequence and style. Among the many studies on this topic, Margaret Haertel and her colleagues show in "What Helps Students Learn?"² that "curriculum and assessment tailored to student ability and academic background" to assure "an appropriate level of task difficulty for students and an appropriate instructional pace" is a proven tool for helping students achieve. At INSPIRE, instruction is individualized for every student, every day.
- *High-quality teaching:* Each teacher will be equipped with the skills and technology needed to bring out the best in every student. In his landmark study correlating test data with teacher quality, Harold Wenglinsky of the Educational Testing Service showed a direct link between good teaching and higher test scores. Students benefit from the personalized guidance of INSPIRE's highly qualified teachers.

The Personalized Learning Plan: The centerpiece of instruction at INSPIRE is the Personalized Learning Plan (PLP), which provides for individualized instruction tailored to the learning needs of each child. The PLP is an extensive document developed at the beginning of the school year by the Idaho-certified teacher in consultation with the student and the student's parents/guardians. This PLP is built from a combination of baseline

Henderson, A., & Berla, N., eds. (1994). *A new generation of evidence: The family is critical to student achievement*. National Committee for Citizens in Education, Center for Law and Education, Washington, DC.

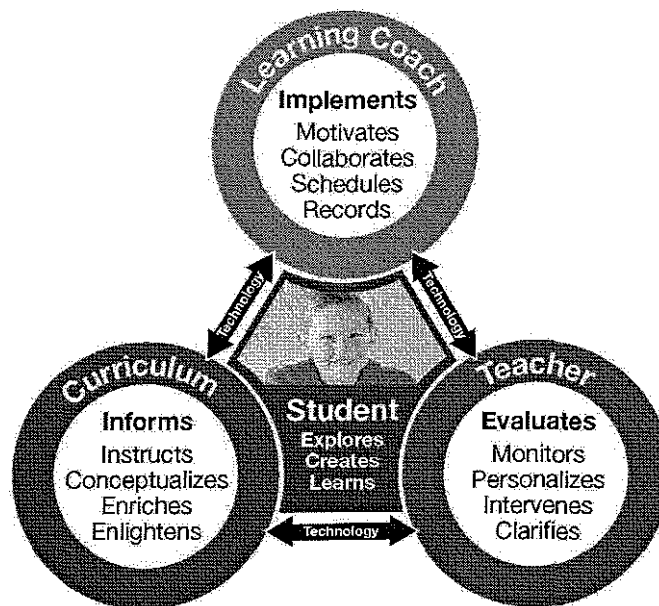
² Wang, Margaret C., Haertel, Geneva D., and Walberg, Herbert J. (1993), "What Helps Students Learn?" *Educational Leadership*.

³ Wenglinsky, Harold (2000), *How Teaching Matters: Bringing the Classroom Back Into Discussions of Teacher Quality*, Educational Testing Service.

assessments of both academic skills/knowledge and learning modalities, information gathered from the parents, and input directly from the student. Learning needs that go beyond the purely academic (such as study habits and interpersonal skills) are addressed in the PLP as well. The PLP then guides the student's course through the Idaho Achievement Standards-based curriculum.

All daily lesson plans are provided to students and families online, directing them step by step through use of the comprehensive set of textbooks, trade books, manipulatives, and consumables that INSPIRE ships to them.

The Learning Triad: Instruction at INSPIRE builds on the research and the PLP to surround each student with the resources needed for success. Each student will be part of a "learning triad" as illustrated below.



Learning Management System: The platform for organizing and managing the entire INSPIRE educational environment is the online Learning Management System (LMS). This proprietary, web-based software allows INSPIRE to deliver every assignment and track every activity, monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge (see Exhibit D, Learning Management System highlights). With this system, INSPIRE is able to provide an unprecedented level of time-on-task detail. The LMS operates within Connections Academy's very secure and robust technology infrastructure which protects all data from loss and intrusion while maintaining a safe environment in which students, parents, and teachers can interact with each other (see Exhibit E, Network Infrastructure & Security).

A complete learning team: At INSPIRE, student learning benefits from committed educators and involved parents who provide total support for the student's PLP.

- *Idaho-certified, highly qualified teachers:* Each INSPIRE student will have an Idaho-certified teacher specially trained in the INSPIRE curriculum and instructional

method. Working full-time in INSPIRE's local professional office/teaching center, which is proposed to be located on the Boise State University campus, this teacher is responsible for evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities, and providing feedback on the child's performance. Based on a student's demonstrated mastery of the material, teachers will add, expand or replace assignments; they will also grade students in each subject for the regular student report cards and make promotion or retention decisions. Depending on the need of the learner, teacher contact with the student and learning coach -most often via telephone and email -may be as frequent as several times a day, and at minimum once every two weeks. Teachers do not wait to be contacted; they are proactive participants in their student's learning plans. In addition, INSPIRE families are always welcome to visit the INSPIRE office in Boise during business hours to meet with their teachers in person.

- *Face-to-face learning coaches:* Each INSPIRE student will have a learning coach-a parent or other responsible adult designated by the parents-who works with him or her in person under the guidance of the Idaho-certified professional teacher. Parent involvement is a centerpiece of the INSPIRE concept. Whether a parent's role is as a learning coach, or as someone providing oversight to the learning coach, all parents/guardians will be intimately familiar with their child's progress on a day-to-day basis at INSPIRE. The school offers ongoing training and support to help learning coaches carry out their important role while making optimum use of the available technology tools and professional teacher support to do so.
- *Expanded educational support:* The INSPIRE principal coordinates the work of the teachers, using data from the Learning Management System to target curriculum and instructional resources toward specific student needs. Supporting the principal and teachers in their work are Connections Academy curriculum specialists, who are highly trained in distance education methodologies and specific subject areas. Curriculum specialists will be available by telephone and email to the INSPIRE teachers for assistance in addressing particular curriculum topics or in customizing curriculum for particular student needs. The Connections Academy Special Education Director serves as resource for teachers as they develop/adjust services for special education students in the INSPIRE program. INSPIRE may also provide an alternative program for approved grade levels.

In effect, each INSPIRE student has a team of experts working together to leverage the school's myriad resources -technological, instructional, and interpersonal –for his or her success.

4. Identify the school's goals and how all Educational Thoroughness Standards (as defined in Section 33-1612, Idaho Code) shall be fulfilled.

INSPIRE's over-arching goal is student mastery of its challenging, Idaho Achievement Standards-aligned curriculum in a personalized learning environment that promotes 21st century learning skills and meets Idaho's Educational Thoroughness Standards, as required by the Idaho Public Charter School law. INSPIRE will achieve this over-arching goal through seven measurable objectives described in detail in Elements 5 and 6.

INSPIRE believes that an educated person of the 21st century must be literate and articulate, mathematically competent, scientifically and technologically adept and have the opportunity to develop individual creative and physical abilities. INSPIRE recognizes its responsibility to generate enthusiasm and excitement for the lifelong process of learning by providing a curriculum that is relevant, integrated and age-appropriate at the same time that it is aligned to Idaho Achievement Standards. INSPIRE is a high-quality, high-tech, high-touch virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

The INSPIRE goals and objectives will be met through curriculum and instructional programs that fulfill all of the recommendations recently put forth by the Partnership for 21st Century Skills⁴, which include:

- Emphasis on core subjects: INSPIRE students will master the timeless fundamentals such as reading, writing, mathematics, science, and social studies.
- Emphasis on learning skills: INSPIRE students develop the essential skills required for lifelong, continuous learning, such as communication, information, problem-solving, and self-directional skills.
- The use of 21st century tools to develop learning skills: As the Partnership recommends, INSPIRE students develop proficiency in an array of digital information and communication tools.
- Teaching and learning in a 21st century context: At INSPIRE, learning takes place beyond the "four walls of the classroom" and integrates the community, parents, and fellow learners connected by technology, as the Partnership recommends.
- Teaching and learning of 21st century content: The Partnership stresses global awareness, economic literacy, and civic literacy among other topics, which the INSPIRE curriculum integrates throughout the grades through both technology-based and print-based learning activities.
- Use of 21st century assessments that measure 21st century skills: As the Partnership recommends, INSPIRE uses both standardized testing and ongoing, curriculum-based assessments -including portfolios of student work and online assessment activities -which integrate with teacher data analysis tools to allow for sophisticated instructional decision-making by parents, students, and school staff.

INSPIRE also believes that the individualized and supported educational program

⁴ The Partnership for 21" Century Skills, "Learning for the 21" Century," June 2003, <http://www.21stcenturyskills.org>.

facilitates the development of self-direction and personal responsibility among its students. In these ways, INSPIRE will meet the objective of producing students who are self-motivated, competent, lifelong 21st century learners.

INSPIRE's innovative curriculum and technology also support the eight Educational Thoroughness Standards established in Section 33-1612 of the Idaho Code:

- A safe environment conducive to learning is provided: INSPIRE students attend school primarily from home, a learning environment chosen by many families specifically because it is safe and conducive to focused instruction. In addition, the INSPIRE online environment is carefully structured and monitored by the school to be safe and conducive to learning.
- Educators are empowered to maintain classroom discipline: At INSPIRE, parents, students, and teachers together share responsibility for maintaining a disciplined learning environment. The classroom at home is overseen by the parents, who are empowered to maintain discipline as they see fit with their own children; parents also have access to the advice and support of other INSPIRE families on how to run an organized and disciplined classroom at home. The "virtual classroom" where students come together as a school community is governed by clear and consistent rules of behavior articulated in the INSPIRE code of conduct and handbook.
- The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized: The core INSPIRE curriculum emphasizes universal values and moral development in a non-sectarian way, through classic literature, high-quality social studies materials, a home life course, and multiple opportunities for positive interactions among students, families, and the community. Because success in a virtual school requires a high degree of self-discipline and hard work, the entire school experience reinforces these values.
- The skills necessary to communicate effectively are taught: The INSPIRE curriculum includes a very rigorous and expansive focus on written communication, including everything from diagramming sentences to developing major expressive works. Excellent communication skills are considered absolutely essential for teachers who wish to work at INSPIRE, as well as for students aiming for success in an environment in which telephone conversations, email, and message board postings are the primary forms of interaction with peers and teachers.
- A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided: The INSPIRE curriculum is very strong on all the fundamentals required for higher education at all levels. The classical nature of the curriculum and its alignment with the Idaho Achievement Standards further ensures that INSPIRE's students will be well-prepared for post-high school education both outside and inside of Idaho. INSPIRE may also provide an alternative program for approved grade levels.
- The skills necessary for students to enter the work force are taught: In addition to a solid grounding in literacy and numeracy and development of higher order thinking skills, INSPIRE students will benefit from the kinds of skills needed for

today's working world -virtual team work, distance communications, information management, and use of technology.

- The students are introduced to current technology: INSPIRE students interact daily with current computer technology, which the school provides for their homes. In addition, INSPIRE offers a multi-layered technology skills elective that explicitly covers all the basics of technology literacy as defined by the National Education Technology Standards.
- The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized: Good citizenship is a watchword of the INSPIRE school experience, as students learn to interact constructively with online peers from all walks of life while developing invaluable skills in their interrelationships with siblings, parents, and community members. In a very real sense, INSPIRE prepares its students to be good citizens of the 21st century world.

5. Identify measurable student educational standards/objectives which describe the extent to which all students of the charter school demonstrate they have attained the skills and knowledge specified as goals.

Within the framework of alignment to the Idaho Achievement Standards, a crucial component of INSPIRE's plan for overall excellence is the establishment of clear academic and related goals for each student, and for the school, as well as clear ways to measure progress toward those goals. Specifically:

Objective 1 – Ongoing Student Progress: INSPIRE students will demonstrate ongoing progress in their Idaho Achievement Standards-aligned curriculum as measured by satisfactory attendance, participation, and performance. INSPIRE will set these benchmarks as follows:

- 90% of students will be in Satisfactory status on attendance each quarter during the school year, as logged by learning coaches/students and verified by teachers;
- 80% of students will in Satisfactory status on participation each quarter during the school year as measured by completion of lessons/courses, submission of portfolio items in timely manner, communication with the teacher, and several other variables; and
- 75% of students will be in Satisfactory status on performance each quarter during the school year as measured through demonstration of learned concepts on academic tasks across all core academic subjects based on internal assessments (including quizzes, tests and portfolios).

Objective 2 -Standardized Test Performance: INSPIRE students will participate in the Idaho Reading Indicator (IRI) in grades K-3, Idaho Direct Mathematics Assessment (DMA), the Idaho Direct Writing Assessment (DWA), and the Idaho Standards Achievement Test (ISAT) in other grades. The goal of all INSPIRE stakeholders will be to have schoolwide composite IRI, DMA/DWA, and ISAT scores that are equal to or better than the statewide benchmark of students meeting or exceeding standards by Year 3.

Objective 3 -Student Academic Growth: In the value-added model of academic growth upon which INSPIRE is based, each student will demonstrate a year of academic growth for a year in school. Using its standards-based, technology-facilitated Longitudinal Evaluation of Academic Progress (LEAP) pre- and post-test, INSPIRE will gauge each student's academic growth over the course of the year. The goal of all INSPIRE stakeholders will be that that at least 75% of students will demonstrate a year of academic growth on an annual basis.

Objective 4 -Parent Satisfaction: As a school of choice, INSPIRE must ensure that parents and families maintain a level of satisfaction with their child's school experience. The goal of all INSPIRE stakeholders will be that the school attains an overall score of at

least **4** (on a scale of 1-5) each year on the annual Connections Academy parent satisfaction survey.

Objective 5 -- Teacher Quality: INSPIRE will provide its students with excellent teaching by teachers dedicated to a specified grade range working together in an office/teaching center. The goal of all INSPIRE stakeholders will be that 100% of teachers will be highly qualified and that annual teacher attrition will be less than 6%.

Objective 6 –Longitudinal Student Gains: By its fifth year of operation, INSPIRE expects to have served a subset of its students for multiple years. Our goal at the end of Year 5 will be that students who have attended INSPIRE for three or more years will score a minimum of 10% higher on ISAT than their grade-level peers who are in their first year at INSPIRE.

Objective 7 -Contribution to Knowledge Base: INSPIRE intends to serve as a living laboratory for research by Idaho scholars on individualized instruction and distance learning. Our goal by the end of Year 5 is to have contributed to the greater knowledge base on these issues, as measured by the completion of one or more credible research studies using data from INSPIRE.

6. Identify various methods by which student progress is to be measured in meeting educational standards/objectives.

INSPIRE provides a variety of assessments throughout the year so that each student's academic progress is monitored on multiple levels, beginning with a placement test which facilitates appropriate matching of standards-aligned curriculum with student learning needs. Throughout the year, the INSPIRE Learning Management System maintains extensive specific data about every activity by every student every day. Furthermore, the robust student information system capabilities of the LMS permit rapid in-depth evaluation of performance by sub-groups such as disabled students or gifted/talented students. This rich array of data allows very targeted evaluation of the school's progress toward its objectives, as detailed below.

Objective	How Progress Will Be Measured
<i>Objective 1 – Ongoing Student Progress,</i> including Satisfactory status each quarter by 90% of students on attendance, 80% of students in on participation, and 75% of students in performance	Learning Management System data verified/evaluated by teachers; ongoing assessments (online and offline quizzes, tests, work samples/portfolios)
<i>Objective 2 – Standardized Test Performance:</i> Schoolwide composite IRI/SMA/DWA/ISAT scores equal to or better than the statewide benchmark by Year 3	Idaho Reading Indicator, Idaho Direct Mathematics Assessment, Idaho Direct Writing Assessment, Idaho Standards Achievement Test scores
<i>Objective 3 - Student Academic Growth:</i> 75% of its students across will demonstrate a year of academic growth on an annual basis.	Longitudinal Evaluation of Academic Progress (LEAP) pre- and post-test
<i>Objective 4 – Parent Satisfaction:</i> Overall Parent Satisfaction score of at least 4 out of 5 each year	Annual Parent Satisfaction Survey
<i>Objective 5-- Teacher Quality:</i> 100% highly qualified, annual attrition of less than 6%	Audit of human resources records
<i>Objective 6- Longitudinal Student Gains:</i> Students who have attended INSPIRE for three or more years score a minimum of 10% higher on ISAT than their grade-level peers who are in their first year at INSPIRE.	Idaho Standards Achievement Test scores
<i>Objective 7- Contribution to Knowledge Base:</i> Facilitate contribution by Idaho scholars to the greater knowledge base on individualized instruction and distance learning for at-risk students	One or more research studies within first five years

7. Include a provision by which students will be tested with the same standardized tests as other Idaho public school students.

Like all Idaho public school students, INSPIRE students will participate in required standardized testing, including the Idaho Reading Indicator for kindergarten and grades 1-3, the Idaho Standards Achievement Test, the Direct Math and Direct Writing Assessment, and the National Assessment of Educational Progress, or whatever successor tests the State Board of Education should approve.

Although they are students in a virtual school, INSPIRE students will take these standardized tests in person, at proctored locations within reasonable driving distance of their homes. Arranging these locations and ensuring that students are prepared and participate will be an important responsibility of the principal and the teaching staff.

If students and their families lack transportation to the testing sites and no informal arrangements can be made (e.g., carpooling with fellow INSPIRE students), the school will arrange for transportation. Funds for such transportation are included in the budget under Student Testing/Assessment (along with funds for testing site rental).

8. Include a provision that ensures the charter school shall be accredited as provided by rule of the Idaho State Board of Education.

As soon as school operations begin, INSPIRE will launch the process of seeking accreditation as provided by Idaho State Board of Education rule. This early pursuit of accreditation is a hallmark of the Connections Academy family of schools, building upon CITA accreditation to seek regional accreditation.

From day one, INSPIRE will ensure that its school operations meet the Idaho accreditation standards:

- **Vision, Mission and Policies:** Both the INSPIRE vision of personalized, 21st century learning and its mission of facilitating optimum achievement for each student are supported by clear, consistent, and well-articulated policies governing the life of the school.
- **Highly Qualified Personnel:** INSPIRE teachers are Idaho-certified and qualified to teach in their subject areas and grade levels.
- **Educational Program:** The INSPIRE educational program is research-based and integrates the highest quality curriculum materials aligned to Idaho Achievement Standards.
- **Learning Environment:** The INSPIRE learning environment combines the personalization and safety of the student's home with the expansive, barrier-free world of technology, all structured to meet the learning needs of the student.
- **Continuous School Improvement:** The INSPIRE Learning Management System provides complete data on student performance to empower teachers to continuously improve their practice while equipping the principal and Governing Board to press for ongoing improvements in overall school operations.
- **Student Achievement:** INSPIRE's ultimate goal is to improve student achievement through personalized, data-driven instruction; highest-quality curriculum; and meaningful parent, family, and community involvement in each learner's progress.

9. Describe the governance structure of the school, including the person or entity that shall be legally accountable for the operation of the school.

The INSPIRE Governing Board will oversee the operation of the charter school and be legally accountable for its operations. The Board sets policy and hires contractors, including those providing the management, curriculum, technology and instructional services. Additionally, the Board is responsible for ensuring that all aspects of the financial and programmatic accountability systems fulfill INSPIRE's obligations to the Idaho Department of Education. The Board shall adopt all policies as required for the charter school program of INSPIRE.

Board Meetings: The Board will meet monthly on a uniform day of a uniform week, and its meeting in July in each year will be considered its annual meeting and annual budget hearing. Special meetings of the Board may be called by the chairman or by any two (2) members of the board and held at any time with appropriate notice as set forth in the organization's bylaws and in Section 33-510 Idaho Code. All meetings will take place in accordance with requirements of Idaho Code and charter school rules, including but not limited to the laws regarding interested parties and conflict of interest.

Board composition: The founding members of the Governing Board were selected in keeping with the bylaws and were seated by the incorporator. They shall, in selecting future Board members, ensure potential members are committed to the school's mission. In addition, the Board will evaluate the potential members' credibility and integrity within the community. INSPIRE will actively recruit Board members who have professional skills that complement or add to the existing Board composition. The Board will also consider members' professional, educational, and practical experience. At least one position is to be held by someone with expertise in education. In order to insure parental involvement in the governance of the school, at least one position will be the parent or guardian of a student enrolled in the charter school (or prospective student prior to the start of school operations). As provided in the bylaws, the initial Board members will vote on the above positions for new board members, with a majority required for acceptance.

Board training: In order to insure smooth operations and effective board practices, INSPIRE will develop Governing Board training procedures. These will include orientation, training and self-evaluation strategies. The INSPIRE Governing Board will be responsible for outlining and implementing a regular, ongoing program in these areas.

Operating structure: The operating structure of the school will be similar to a traditional educational environment with a school principal who will supervise administrative staff and teachers. The school principal will act according to the policies and procedures as approved by the Governing Board. The principal will also act in an information and advisory capacity to the board, and will be responsible for implementing board policies in the day to day operation of the school. All personnel decisions including hiring, firing and evaluations concerning the principal and the teachers will be the responsibility of the Governing Board.

10. Describe the process to be followed to ensure parental involvement.

Parent involvement is a centerpiece of the INSPIRE concept. Whether a parent's role is as a learning coach working daily with one or more students, or as someone providing insights and guidance to a learning coach, all parents/guardians will be intimately familiar with their child's progress on a day-to-day basis at INSPIRE. The Learning Management System ensures that all parents have access to complete data about their children's learning, and the human infrastructure of the school -the principal and teachers -place the highest premium on supporting the role of parents. The school offers ongoing training and support to help learning coaches carry out their important role while making optimum use of the available technology tools and professional teacher support to do so.

The opportunity for meaningful, intensive involvement in their children's education is part of what draws families schools like INSPIRE in the Connections Academy family, and research among participating families indicates a high level of satisfaction in this regard. On the most recent Parent Satisfaction Survey, more than 90% of parents graded the Connections Academy A or B (see Exhibit F).

In addition to involvement focused on their own children's learning needs, INSPIRE parents will have multiple opportunities to shape the overall school experience. They can volunteer to serve as Community Coordinators, arranging field trips and other face-to-face activities among INSPIRE families who live nearby. They may be selected to serve as a parent member of the Governing Board, or serve on ad hoc groups convened by the Governing Board to focus on particular issues such as community partnerships and neighborhood outreach. Parents may also choose to join the Connections Academy Families Association, a national group of Connections Academy parents that has become very active in ensuring that parents' voices are heard throughout the Connections Academy network of schools.

11. Outline the qualifications to be met by individuals employed by the school.

INSPIRE's instructional leader will be the principal. ~~While this person has not yet been selected,~~ The qualifications for the position are as follows:

- The INSPIRE principal will possess an advanced degree and an appropriate administrative credential as required by Idaho Board rules.
- A minimum of three years of management or administrative experience is required.
- A former principal or master teacher is ideal.
- The prospective principal must be technology literate and have good communication skills.
- Must be able to build consensus and inspire teachers to teach, students to learn and parents to engage in their child's learning while following the mission of the school.

The INSPIRE principal shall be offered a performance contract that includes provisions regarding the due process protections to be afforded to principals and the procedures for termination, which shall meet the minimum standards as specified by the Board.

The performance contract shall also include any performance criteria or goals negotiated between the INSPIRE governing body and the principal.

The performance contract will augment the standard contract approved by the State Board of Education.

Teachers: INSPIRE will have one teacher for every 50 students, with whom they will work one-on-one via telephone, email, group chat, and other means. ~~To be hired at INSPIRE,~~ Teachers will be required to possess:

- An appropriate Idaho teaching credential.
- A Bachelor's degree.
- A minimum of three years teaching experience.
- Certification that they are highly qualified for the assigned grades/subject matter.
- Skills in teaching a standards-based curriculum and incorporating innovative approaches to instruction.
- Good communication skills.
- Technology literacy.

Special attention will be paid to applicants who have experience in individualized instruction, virtual teams and distance education. Teachers with certification in reading and mathematics, as well as those qualified to teach ESL, will also be given special attention.

At least one teacher will have certification in Special Education in accordance with all Idaho requirements.

12. Include provision that ensures all staff members will submit a criminal history check fingerprint card to the Office of Certification at the State Department of Education.

The INSPIRE Governing Board and principal will ensure that all INSPIRE staff members, including the principal, will submit a criminal history check fingerprint card to the Office of Certification at the Idaho State Department of Education, as required by Idaho Code §§ 33-130 and 33-5210(4)(d).

13. A statement that all teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.

All INSPIRE teachers and administrators including the principal, will be employed by the charter school under written contract with the school in form as approved by the Governing Board and the Superintendent of Public Instruction, conditioned upon a valid certificate being held by such professional personnel at the time of assuming their duties. All certificated employees will be employed by the Governing Board as required by Idaho Code § 33-5206(4) and all personnel actions concerning teachers and administrators including the principal, will be the responsibility of the Governing Board.

14. Include procedures to ensure health and safety of students and staff.

Immunization/Medical Records Information: All enrolling INSPIRE students and staff will provide records documenting immunizations to the extent required by law. In addition, each enrolling family will provide the school with contact information for its primary care physician as well as information about its health insurance coverage for use in handling student health emergencies.

Facility safety: The INSPIRE teaching center will be housed in a facility that has received state fire marshal approval. The facility will comply with the Americans with Disabilities Act access requirements, and with other applicable health and building code requirements. The school will maintain all appropriate facility compliance documents on file, and will make these documents available upon request.

Other health and safety policies: Prior to commencing instruction, INSPIRE will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with the school's insurance carriers and following review of state policies. They will, at a minimum, address and/or include the following topics:

- Policies and procedures for response to natural disasters and emergencies.
- Policies relating to preventing contact with blood-borne pathogens and providing training to employees on such prevention.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent and/or hold current certificates in emergency response.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A policy regarding health screenings for student, such as vision, hearing, etc.
- Policies regarding visitors to the school facility, and other school security issues.
- Policies to insure the school is in compliance with federal sexual harassment prevention guidelines and is maintaining a learning and work environment that is free from sexual harassment.

All of the school's Health and Safety policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and Governing Board policies.

All Health and Safety policies approved by the Governing Board will be submitted to the Idaho Public Charter School Commission upon approval by the Governing Board.

15. Describe admission procedures, including provision for over-enrollment, which specify equitable selection processes for the initial year, as well as subsequent years of operation. In addition, include enrollment capacity of the charter school.

As a virtual charter school, INSPIRE's enrollment capacity is quite flexible, technically limited only by parent demand and by the availability of highly qualified teachers. However, because INSPIRE will place a high priority on quality of service to its students, it has established enrollment goals for each year. In any given year, if applications for admission by the enrollment deadline exceed that year's projected enrollment goal by more than 50%, the Governing Board may vote to put into place the fair and equitable selection process, including admissions preferences, described below.

Enrollment goals for each of the first five years of school operation are:

Year 1 (2005-06)	520
Year 2 (2006-07)	1,040
Year 3 (2007-08)	1,560
Year 4 (2008-09)	2,080
Year 5 (2009-10)	2,925

INSPIRE admission procedures are proposed as follows, in keeping with IDAPA 08.02.04, Section 203.

Enrollment Opportunities: INSPIRE will provide enrollment opportunities to students throughout Idaho following the procedures outlined in Element 17, below, which conform with the requirements of IDAPA 08.02.04, Section 203.02.

Enrollment Deadline: Each year, an enrollment deadline will be established, and all outreach activities will begin at least three months prior to that deadline.

Requests for Admission: To apply for enrollment for their children, parents must complete a simple application form that conforms to the requirements of IDAPA 08.02.04, Section 203.4. Applicants are encouraged, but not required, to attend informational sessions prior to enrolling in INSPIRE. INSPIRE will conduct multiple Information Sessions for families in Spring and Summer 2005, following approval of the charter. These sessions will be held in different parts of Idaho to assure that families from a variety of communities are able to attend. INSPIRE will use these sessions to provide a complete array of information about its program, including its curriculum, teaching methods, technology resources and testing requirements.

Many families may visit the website (www.connectionsacademy.com) or call the toll-free information line (800-382-6010) to learn about INSPIRE. The website contains information about the proposed charter school, its Personalized Performance Learning approach, and its curriculum. The site also contains a regularly updated set of Frequently Asked Questions

and their answers. When the charter has been approved, the site will be expanded to include application information and procedures, the INSPIRE School Handbook, and other useful tools for prospective students and their families.

Through its recruitment/marketing and application guidance activities, INSPIRE will disclose full details about its program and encourage families to carefully consider its academic and parental involvement demands before applying. INSPIRE will also provide tools (such as an online self-quiz and contact with a Connections Academy education counselor if desired) to help parents decide whether INSPIRE is truly the right fit for their children and themselves.

To finalize their enrollment, parents complete all enrollment and placement activities in a timely and complete fashion. This includes signing all necessary school-family agreements (such as the sample Parent/Learning Coach Agreement, Exhibit G). INSPIRE families will have the opportunity to receive extensive training prior to the start of the school year. This is particularly important for families whose children have only been in a public school setting or for those who have had limited exposure to technology. The training includes a thorough orientation to the Learning Management System and practice lessons for the students. Families also receive a book on virtual schooling that provides guidelines on everything from setting up a classroom in the home to how to handle more than one student.

Admission Preferences: INSPIRE will not discriminate against pupils on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities, including its admissions policies and procedures. INSPIRE will establish admission preferences and priority of preferences for initial and subsequent years as permitted in IDAPA 08.02.04, Sections 203.05-07, as follows:

- **Priority of Preferences for Initial Enrollment:** In Year 1 of INSPIRE, preferences will be given first to children of founders, if any, limited to no more than 10% of initial capacity; "founders" shall be defined as the founding group members listed on the Articles of Incorporation as well as initial members of the Governing Board. Second priority will be given to siblings of students selected by through the equitable selection process described below. Third priority will be given to students selected through the equitable selection process described below. (As a virtual charter school, INSPIRE has the entire state of Idaho as an "attendance area," so no meaningful preference can be given for attendance area residence.)
- **Priority of Preferences for Subsequent Enrollment Periods:** In Years 2 and beyond, enrollment preferences at INSPIRE shall go first to returning pupils, second to children of founders, third to siblings of enrolled pupils, and fourth to students selected through the equitable selection process described below.

Proposed Attendance List: Each year, as recommended in IDAPA 08.02.04, Section 203.08, INSPIRE will maintain a proposed attendance list containing the names of all prospective students on whose behalf a request for admission was timely received by the school. The list of names will be separated by grade level, with columns designating the admissions preference status of each student (e.g., "A" for returning student preference, "B" for founder's preference, "C" for sibling preference).

Equitable Selection Process: In any given year, should the number of applications to INSPIRE exceed the school's enrollment goals by more than 50%, the Governing Board may vote to implement a lottery to ensure an equitable and impartial selection process. The lottery will follow the model process set forth in IDAPA 08.02.04, Section 203.09. The Governing Board will select an independent organization -a "third, neutral party" as recommended in the model process -to conduct and oversee the lottery at a separate and accessible location at least 30 days prior to the start of school. Families of applicants will be invited but not required to attend. During the lottery, the model selection process will continue until the entire applicant pool has been exhausted. First, the open position candidates will be assigned, following the preferences outlined above, and then a waiting list will be generated.

Results of the lottery will be certified as "true and correct" by the organization conducting the lottery within 24 hours of the event, and posted prominently on the INSPIRE website. Persons contesting the lottery results, on whatever grounds, will have 48 hours to present a letter specifically detailing their concerns. The INSPIRE Governing Board will consider all written protests and will make a determination as to whether to repeat the lottery or proceed with the original results.

Applicants on the "accepted" list will be notified by mail within five (5) business days following the final certification of lottery results, and parents will have ten (10) days in which to sign a commitment letter to indicate the pupil will attend the school. If the signed commitment letter is not returned within the allotted period of time, enrollment at INSPIRE will be offered to the next student on the waiting list, whose parents will have five (5) business days in which to respond with a signed commitment letter. As vacancies arise during the school year, enrollment opportunities will continue to be offered to those on the waiting list in a similar fashion.

The processes by which waiting lists are developed and maintained annually are described in Element 16, below.

16. A statement describing how waiting lists will be developed and renewed annually.

As described in Element 15, above, the INSPIRE Governing Board may decide to conduct a lottery for admission (following the model procedures set forth in IDAPA 08.02.04, Section 203.09) in any year in which the number of prospective exceed the enrollment goal by more than 50%. Each year's lottery will generate a waiting list following the enrollment preferences outlined above.

During any given school year, vacancies created by students leaving INSPIRE shall be filled from the waiting list. Enrollees selected from the waiting list will be notified by mail and will have five (5) business days in which to respond with a signed letter of commitment.

The waiting list for a given school year shall not roll over to the next school year; a new selection list and waiting list will be generated each year in which the Governing Board determines that the number of prospective students requires implementation of the equitable lottery process.

17. Describe the manner in which citizens residing in the compact and contiguous attendance area of the charter school will be made aware of enrollment opportunities.

As a virtual charter school, INSPIRE has an attendance area that covers the entire state of Idaho. INSPIRE will actively recruit families that represent the full cultural, demographic and socioeconomic range of Idaho communities. To do so, INSPIRE will use a variety of means to inform families about its services and provide them an opportunity to enroll, including:

- *Direct mail:* After approval of the charter, INSPIRE will conduct one or more direct mail campaigns announcing the school to families with children throughout Idaho. In a typical mailing, INSPIRE will send out a postcard inviting parents to attend an Information Session (see below), visit the website, and/or contact the call center. INSPIRE may also use electronic mail to supplement its physical mail campaign.
- *Information sessions:* INSPIRE will conduct multiple Information Sessions for families in Spring and Summer 2005, following approval of the charter. These sessions will be held across Idaho to ensure that families from a variety of communities are able to attend. INSPIRE will use these sessions to provide a complete array of information about its program, including its curriculum, teaching methods, technology resources and testing requirements.
- *Web site:* INSPIRE will launch and maintain a website (www.connectionsacademy.com) that contains information about the proposed charter school, its Personalized Performance Learning approach, and its curriculum. The site also contains a regularly updated set of Frequently Asked Questions and their answers. When the charter has been approved, the site will be expanded to include application information and procedures, the School Handbook, and other useful tools for prospective students and their families.
- *Telephone/e-mail information service:* INSPIRE has launched and will maintain a toll-free information line (800-382-6010) and an email information service (info@connectionsacademy.com) to answer parents' questions about the contract school.
- *Community and youth services partnerships:* As part of its outreach process, INSPIRE will provide information about the school to community, family, and youth-serving organizations such as Boys and Girls Clubs; reach out to residential facilities; and seek partnerships with parent groups, health-related organizations; and organizations for young performers and athletes.
- *School district referrals and outreach:* INSPIRE will take every opportunity to brief school administrators and guidance personnel on INSPIRE as an alternative for students

who might benefit from individualized instruction in a non-classroom setting.

- ***Media outreach:*** INSPIRE will make limited use of paid media, primarily advertisements in community newspapers and radio service announcements, but will take full advantage of the local media's interest in promoting community events relevant to Idaho residents in order to inform parents about INSPIRE informational sessions and to raise awareness of the school.

In future years, current INSPIRE parents will play a leading role in serving as a source of information about the school and referring other families.

18. Describe the manner in which the annual audit of financial and programmatic operations is to be conducted.

INSPIRE will undergo an annual audit of both its finances and its program.

As described more fully in Element 29, INSPIRE will be seeking to contract with an education management organization that provides the Connections Academy curriculum, has significant experience in supporting virtual schools nationwide, and is in good standing with all regulatory authorities concerning its financial management services. Timely annual audits conducted by outside auditors will be a key element required by the management contract.

The INSPIRE Governing Board will designate one of its members as the board treasurer who will work closely with the management organization to review the financial statements, authorize payments and report monthly to the board. The board will also appoint an audit committee and will engage a local auditor who will review the financials on a periodic basis and will also issue a final year end audit report.

In addition, the INSPIRE Governing Board will appoint a program audit committee which will engage an independent evaluator to audit the INSPIRE program on an annual basis. INSPIRE hopes to arrange for such evaluation services from an Idaho-based institution of higher education.

The results of both the financial and program audit will be reported to all INSPIRE stakeholders, including parents, the Idaho Department of Education, the Idaho Public Charter School Commission, and the community, as part of the school's annual report.

19. Outline procedures for suspension, expulsion and re-enrollment of students.

INSPIRE understands that it is responsible for ensuring a safe school environment. Furthermore, it expects all students enrolled in INSPIRE to accept responsibility for their actions and behavior. Appropriate conduct is expected of all students at INSPIRE. The student's code of conduct, summarized below, will be explained in the school Handbook () and includes steps to be followed in the event of misbehavior.

Discipline, Suspension and Expulsion Policies: The description below is provided as an initial guideline. The INSPIRE Governing Board will adopt comprehensive discipline, suspension and expulsion policies which will be in accordance with students' rights and with Section 33-205, Idaho Code and any other applicable law, including compliance with due process hearing provisions. The discipline policies will be developed to identify the types of conduct subject to discipline, to offer an opportunity for a hearing in which the student may present evidence to defend his/her actions, and, finally, to offer the student a forum in which to appeal an adverse decision. The School Handbook and the discipline policies will be approved by the INSPIRE Governing Board and will be reviewed at least once every three (3) years, more often if necessary. The Governing Board will review the policies to be sure they are within all current legal guidelines and are consistent with the school's mission and educational program.

Suspension: The INSPIRE principal may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of the school. Violations that may lead to suspension include, but are not limited to, the following breaches of conduct, whether committed electronically or in person:

- *Cheating on tests or daily work:* A student who knowingly participates in copying, using another student's work and representing it as his or her own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers or answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- *Abusive conduct:* A student who uses or engages in using abusive language or conduct in the presence of others in person or electronically.
- *Vandalism:* A student who intentionally damages or destroys school property or records (physical or electronic). In these instances the school reserves the right to contact the proper law enforcement agency.
- *Theft and robbery:* A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances the school reserves the right to contact the proper law enforcement agency.
- *Sexual harassment:* A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.

- *Harassment/bullying:* A student who singles another out with antagonistic and threatening behavior, whether online or in person.

Due Process for Suspensions: Prior to suspending any student, the principal shall grant an informal hearing, convened with the student, parent/guardian, school principal and other staff members as appropriate, on the reasons for the suspension and the opportunity to challenge those reasons. At this hearing, the student and parent/guardian will be informed by the school principal of the charges. Should the student not admit to the charges, he or she will be provided an explanation of the evidence. The student will be provided with an opportunity to present his or her version of the occurrence. If the school principal determines that the occurrence justifies suspension, the student and parent/guardian will be informed and written notice will be sent to the student and parent/guardian. Students and parents/guardians will also be notified in writing of their rights.

Duration of Suspensions: A temporary suspension shall not exceed five (5) school days in length; and the head of school/superintendent may extend the temporary suspension an additional ten (10) school days. Provided, that on a finding by the Governing Board that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare or safety, the Governing Board may extend the temporary suspension for an additional five (5) school days. Any pupil who has been suspended may be readmitted by the principal who suspended him upon such reasonable conditions as said principal may prescribe.

Board Notification: The INSPIRE Governing Board shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

Expulsion: The Governing Board may deny enrollment, or may deny attendance at INSPIRE by expulsion, to any pupil who is an habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Specific violations by INSPIRE students that may lead to expulsion include:

- *Weapon or firearm:* The school shall expel from school for a period of not less than one (1) year, twelve (12) calendar months, or may deny enrollment to, a student who has been found to have carried a weapon (including a bomb or explosive) or firearms on school property or at any school sponsored event in this state or any other state, except that the Governing Board may modify the expulsion or denial of enrollment order on a case-by-case basis.
- *Controlled substances:* Possession of or sale of controlled substances or paraphernalia at the school or at any school-sponsored event.
- *Criminal behavior.*
- *Arson.*

Due process for Expulsions: If charges are brought against a student, which could result in an expulsion, the Governing Board will convene a formal expulsion hearing

which will include the student, parent/guardian, school principal, and other staff members as appropriate, presided over by a hearing officer (a neutral professional with experience in school discipline issues engaged as needed by the school for this purpose). No pupil shall be expelled nor denied enrollment without the Governing Board having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the Board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Governing Board shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the Board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the Governing Board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

Students with Disabilities: Discipline of students with disabilities shall be in accordance with the requirements of Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504), the Individuals with Disabilities in Education Act, 20 U.S.C. 1400 et. seq. (IDEA), the American with Disabilities Act, 42 U.S.C. 12101 et. seq. (ADA). An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency if there is an alleged violation of law.

Data Reporting on Suspensions and Expulsions: The school will include data on suspensions and expulsions in its annual performance report to the Idaho Department of Education and the Idaho Charter School Commission.

20. Include provision that ensures all staff members will be enrolled in and covered by Public Employee Retirement System, Federal Social Security, Unemployment Insurance/Worker's Compensation Insurance.

INSPIRE intends to attract and retain the highest-quality staff, and its employee benefits will reflect this intention. Among other benefits, INSPIRE staff will participate in:

- a. Public Employee Retirement System (PERSI): All eligible INSPIRE staff will be enrolled in PERSI, and the school will coordinate such participation, as appropriate, with the Social Security system or other reciprocal systems in the future. INSPIRE will make appropriate arrangements with the Idaho Department of Education to insure proper reporting of required payroll deductions and related data to the appropriate agencies. The school may also explore other retirement alternatives if feasible and if so directed by the Governing Board.
- b. Federal Social Security: As noted above, INSPIRE staff will have the same participation in Federal Social Security as do other Idaho public school employees.
- c. Unemployment Insurance/Worker's Compensation Insurance: INSPIRE staff will be covered for unemployment and worker's compensation, with all appropriate payroll deductions and reporting handled by the school.

21. Include a public school attendance alternative for students residing within the school district who choose not to attend the charter school.

As a charter school seeking original approval by the Idaho Charter School Commission, INSPIRE will not be authorized by or otherwise connected to any individual Idaho school district. However, as a statewide virtual charter school, INSPIRE will be a school of choice for students in every district. Each of these students will also have the choice to attend his or her local public school and/or an available public brick-and-mortar charter school rather enrolling in INSPIRE.

22. Describe the transfer rights of any employee choosing to work in a charter school, and the right of this employee to return to any non-charter school in the district.

As a statewide virtual charter school seeking approval by the Idaho Charter School Commission, INSPIRE will not be authorized by or otherwise connected to any individual school district. Therefore, the transfer and return rights of district teachers are not within INSPIRE's purview.

23. Include provision that ensures that the staff of the charter school shall be considered a separate unit for purposes of collective bargaining.

The INSPIRE staff will be considered its own unit for purposes of collective bargaining, should the staff choose to pursue a collective bargaining agreement.

24. Outline procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

The Idaho Public Charter School Commission and the Board of Directors of INSPIRE will resolve disputes relating to the provisions of this charter by following procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the State Board of Education, including a notice of defect and submission of a corrective plan of action.

25. Outline provisions for how special education services will be provided.

INSPIRE is committed to serving children with disabilities whether such children are currently or newly identified as disabled. The INSPIRE teaching staff will include at least one appropriately certified special education teacher, and together with the Connections Academy's Special Education Director and staff -who possess extensive experience in providing support and services to children with disabilities using the virtual school instructional model -INSPIRE will be able to effectively meet the needs of special learners.

As a public school INSPIRE shall, through its policies and procedures, comply with all applicable requirements of the Individuals with Disabilities Act, 20 U.S.C. 1400 et. Seq. (IDEA), and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504). INSPIRE will provide a free appropriate public education (FAPE) to children with disabilities, including, but not limited to, identifying, evaluating, planning educational programs, conducting IEP team meetings, arranging for the provision of any necessary related services through charter school staff and contractual arrangement with local school districts or private providers, and implementing placements in accordance with those Acts. To ensure that INSPIRE's special education services are in keeping with Idaho best practices, the INSPIRE Governing Board will review and adopt the *Idaho Special Education Manual, September 2001* (and any future updates of this manual) as its special education policy.

Specifically, INSPIRE will provide special education services as follows.

a. Identification/Evaluation

- **Coordination/Location:** INSPIRE will designate one staff member as its Child Find coordinator, who together with Connections Academy special education staff will conduct Child Find coordination and location activities. These activities shall include coordination with appropriate state and local organizations and agencies, as well as ensuring public awareness both inside and outside the INSPIRE community through outreach each fall about INSPIRE special education services and procedures.
- **Screening:** The INSPIRE principal and special education staff, together with the Connections Academy special education team, will regularly review assessment results and other data to identify any possible special education needs among INSPIRE students.
- **Prereferral:** The INSPIRE staff will form a Child Study team consisting of teachers, special education teacher, principal, and Connections Academy specialists to handle all prereferrals, which may be made by teachers, parents, or others. The Child Study team will determine if the student's needs can be met through curriculum modifications and interventions or if a formal referral for special education evaluation is warranted. If the former, the teacher then implements and documents suggested modifications, lesson adaptations, and alternative instructional strategies, as well as the student's level of success with each.

- Referral: If the Child Study team suspects that a student requires special educational services, the following procedures are implemented:
 - The INSPIRE teacher consults with the principal and Connections Academy Special Education Director to complete an official special education referral. The parent is notified of this referral.
 - Parental consent for the student evaluation is obtained and the appropriate evaluations are arranged. Parents are sent a copy of *Procedural Safeguards*.
 - Parent is invited to the interdisciplinary Child Study team meeting to review the assessment results. The team determines if the student has a disability and which least-restrictive special education services are required.
 - Individualized Education Plan (IEP) meeting is scheduled – at the INSPIRE office, at another mutually agreeable site, or by telephone – and the parents are invited to attend. IEP goals are formulated with parental consent.
 - IEP is implemented.

b. Programming

Since INSPIRE is a program focused on individualization, flexibility and personalization it is often a very good fit for students with special needs. INSPIRE can be an appropriate setting for students with special needs by providing:

- 1:1 individualized instruction
- A team of adults focused on student success
- Ongoing consultation with special educators and certified teachers to assist with adapting and modifying assignments to meet specific student needs
- Personalized Learning Plans
- A safe and directed environment
- Reduced environmental distractions
- Frequent progress checks, evaluations and reports
- Flexible schedule that allows for students to move at their own pace
- Ability to separate academics from socialization
- Recommendations for/provision of software (e.g., keyboarding or speech recognition software) to facilitate communication, organization and skill development and to address special needs.
- INSPIRE may provide an alternative program for approved grade levels.

These factors, along with the presence of a caring and committed adult – the learning coach – enable the regular INSPIRE program to provide programs for the large majority of students with special learning needs in the least restrictive environment as required by the *Idaho Special Education Manual, September 2001*. This is accomplished through the implementation of specific instructional approaches and learning strategies via a consultative service model, an approach that is already successfully demonstrated in other virtual schools. With specific guidance and specialized consultation from a certified special educator, learning coaches are able to utilize specific strategies and deliver individualized instruction in a much more personalized manner than is possible in many other settings. This model requires good communication between the special educator, the learning coach, and the student, but proves to be highly effective for students that require individualized instruction.

Some students also have specific needs that will require additional direct services (such as speech and occupational therapy, etc.). If it is determined that INSPIRE is a good educational fit for these students, INSPIRE will work with local school districts and other service providers to secure the services mandated by the IEPs (refer to 26d, Services, below for more information on securing related services).

c. Individual Education Plans (IEP)

L Development: See above.

11. Review: All families applying to INSPIRE must disclose if their child has an IEP in place. During the enrollment process INSPIRE will review the existing IEP and take one of the following actions:
- The IEP already reflects a virtual environment, and the student continues through the enrollment process with the existing, compliant IEP.
 - The INSPIRE special education staff feels the student's needs can be appropriately met in the least restrictive environment in a virtual setting, but the IEP does not reflect such a placement. The student continues with the enrollment process, and within the first 90 days of school an IEP conference is held by the INSPIRE team to revise the IEP and document the student's official change of placement.
 - The IEP does not reflect a virtual placement, and the INSPIRE special education staff does not feel that the student's needs will be appropriately met in the least restrictive environment with a virtual setting. INSPIRE refers the student back to his or her current school/resident district to secure a setting in which the IEP can be effectively implemented.

To support enrolled students with IEPs in an ongoing manner, INSPIRE will:

- Provide Annual Reviews of the IEP including a review of student progress within the existing IEP, creation of new IEP goals; and obtaining parent consent for and approval of new IEP.
- Provide a qualified administrator to oversee IEP meetings.
- Participate in Tri-annual Reviews, in which students are formally reassessed every three years

In order to make efficient use of staff resources, IEP meetings may be held at the INSPIRE office, at another mutually agreeable site, or by telephone. Specific arrangements will be made on a case-by-case basis and will be in accordance with all applicable law

111. Revision: See above.

d. Services

Although most special education services can be delivered within INSPIRE's consultative model (as described in 26b above), the school also provides a variety of additional related services to students with special needs. In accordance with each student's IEP, INSPIRE will secure any IEP-mandated related services by contracting with local school districts or private service providers. Such services may include, but are not limited to, speech-language therapy, occupational therapy, or even specialized direct resource instruction (if specifically required by the IEP). The school then facilitates arrangements between the

families and service providers to ensure that proper scheduling, facilities use, and consistent student attendance occurs. Such service models have been successfully implemented by existing virtual schools in Idaho and by Connections Academy virtual schools in other states, as evidenced by sample contracts in Exhibit H.

Specific services will be arranged once the INSPIRE charter has been approved and the actual needs of enrolled INSPIRE students have been determined based on IEP review. However, the INSPIRE team has had initial discussions with selected school districts around Idaho to begin assessing where services may be available through districts and where private arrangements will need to be made. In these initial discussions, for example, Boise School District and Coeur D'Alene School District have both confirmed their interest in and ability to provide services to INSPIRE students on a contract basis. Idaho Falls School District has indicated that it cannot provide such services itself, but has referred the INSPIRE team to a credible private provider in the area from whom services can be contracted. Based on the specific needs of enrolled students, the INSPIRE and Connections Academy special education staffs will conduct similar discussions with both school districts and private providers in the immediate geographic area of each student in need of services, and expects to execute contracts similar to those shown in Exhibit H.

e. Discipline Policy

As noted above, the INSPIRE Governing Board is expected to adopt the *Idaho Special Education Manual, September 2001* (and any future updates of this manual), including its discipline provisions, as its special education policy.

Discipline of students with special needs is also described in Element 19, above.

f. Budget

INSPIRE will have LEA status for purposes of seeking federal funding, a significant portion of which will be sought for special education services. From Year 1 forward, INSPIRE intends to have at least one teacher on staff who has special education certifications, and will be fully supported by the Connections Academy Director of Special Education. As enrollment grows, the school may employ one or more local specialists who will coordinate IEP development, review and revisions and assist teachers in making necessary curriculum modifications.

The budget projection on the following page provides INSPIRE's estimated special education costs, based on an assumption of 12% of total ADA classified as special education with a distribution of specific special education needs based on experience in other Connections Academy schools of similar size.

ESTIMATED BUDGET FOR SPECIAL EDUCATION

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment - Total	520	1,040	1,560	2,080	2,925
ADA (95% attendance)	494	988	1,482	1,976	2,779
Special Education Enrollment	59	119	178	237	333
SPECIFIC NEEDS - ANTICIPATED NUMBER OF STUDENTS (based on Connections Academy schools nationally)					
Autism	1	2	3	3	5
Emotionally Impaired	6	12	18	24	34
Gifted	2	3	5	7	10
Hearing Impaired	1	2	3	3	5
Mental Retardation	3	5	8	10	15
Multiple Disabilities	1	2	3	3	5
Other Health Impaired	1	2	3	3	5
Physical Disability	2	3	5	7	10
Specific Learning Disability	37	73	110	146	206
Speech/Language	6	12	18	24	34
TBI	1	2	3	3	5
COST OF SERVICES (based on Connections Academy schools nationally)					
Autism	\$ 16,379	\$ 32,757	\$ 49,136	\$ 65,515	\$ 92,130
Emotionally Impaired	\$ 86,348	\$ 172,697	\$ 259,045	\$ 345,393	\$ 485,709
Gifted	\$ 17,435	\$ 34,871	\$ 52,306	\$ 69,741	\$ 98,074
Hearing Impaired	\$ 13,944	\$ 27,888	\$ 41,832	\$ 55,776	\$ 78,434
Mental Retardation	\$ 39,334	\$ 78,668	\$ 118,002	\$ 157,336	\$ 221,254
Multiple Disabilities	\$ 17,520	\$ 35,040	\$ 52,560	\$ 70,079	\$ 98,549
Other Health Impaired	\$ 11,515	\$ 23,030	\$ 34,545	\$ 46,061	\$ 64,773
Physical Disability	\$ 26,139	\$ 52,278	\$ 78,417	\$ 104,556	\$ 147,032
Specific Learning Disability	\$ 386,572	\$ 773,144	\$ 1,159,716	\$ 1,546,287	\$ 2,174,467
Speech/Language	\$ 66,870	\$ 133,739	\$ 200,609	\$ 267,478	\$ 376,141
TBI	\$ 14,421	\$ 28,841	\$ 43,262	\$ 57,683	\$ 81,117
Total Cost of Special Ed	\$ 696,476	\$ 1,392,953	\$ 2,089,429	\$ 2,785,905	\$ 3,917,680
Regular Per Pupil Funding (est. \$5,000 per student)	\$ 296,400	\$ 592,800	\$ 889,200	\$ 1,185,600	\$ 1,667,250
Special Education Funds Required	\$ 400,076	\$ 800,153	\$ 1,200,229	\$ 1,600,305	\$ 2,250,430

g. Transportation

It is anticipated that many INSPIRE special education students will require modified curriculum and instructional strategies to meet their IEPs, which means that their transportation needs will be limited to bringing the school services to their homes via technology. For students who require outside services, such as speech therapy or occupational therapy, INSPIRE will arrange for these services to be provided within convenient driving distance of the students' homes; parents will be expected to provide transportation to these services, with reimbursement for mileage available from the school consistent with Idaho Code § 33-1503. If parents are unable to provide necessary transportation due to economic need or other circumstances, INSPIRE will work with the family to provide for alternative transportation (such as appropriately insured and certified local medical van service). Estimated transportation costs are included in the budget above.

26. Describe the manner in which gifted and talented students will be served including a plan for identification and service.

INSPIRE will use its placement process, parent input, and teacher observation to identify gifted and talented students, which as defined in IDAPA 08.02.03.999 and Idaho Code 33-2001 are those students "possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities."

INSPIRE's Personalized Learning approach will ensure that gifted and talented students are provided with the most appropriate curriculum, pacing, and teaching approach from day one. INSPIRE teachers work closely with Connections Academy curriculum specialists and learning coaches to assure a steady flow of enrichment activities for these students.

In the INSPIRE virtual environment, students are able to work significantly above grade level and pursue their special talents and interests without fear of ostracism or other negative social repercussions that gifted students sometimes face in a more traditional school setting.

27. Describe the manner by which Limited English Proficiency services will be provided.

INSPIRE will utilize required criteria and procedures to identify students who are Limited English Proficiency (LEP) and meet their learning needs.

During the enrollment process, the parents of all incoming INSPIRE students will be asked to indicate the language(s) spoken in their home; Connections Academy enrollment counselors may also inquire about language learning needs while facilitating completion of the enrollment process for incoming families. Students who are identified through this process as possibly needing language assistance will be tested using a standardized English language proficiency test such as Language Assessment Scales or the Language Proficiency Testing Series to verify the need.

INSPIRE anticipates that a portion of its LEP students can be very effectively served by the basic INSPIRE program. The individualized pace of the program allows students to move more quickly through subjects where language is not a factor and spend more time on reading and writing activities. A Connections Academy curriculum specialist with LEP/ESL training is available to work with INSPIRE teachers, learning coaches and students to adapt the core material for LEP students and provide appropriate supplemental resources, including various technologies that can facilitate language acquisition.

To meet the needs of LEP students with less English speaking proficiency, Connections Academy will deploy a more comprehensive English as a Second Language (ESL) instructional approach, including adapted materials for students and parents and special training for teachers certified to teach ESL. Additional services may be provided through programs already in place for public school students.

28. Describe facilities to be used by the school.

As a virtual charter school, INSPIRE will not require a physical facility for day-to-day learning. Students will work from the setting of their families' choice, such as the home or a supervised community location.

INSPIRE does anticipate leasing permanent office space to serve as a "teaching center" where administrative and teaching staff will work and where families may periodically meet with staff and use school resources. The facility selected will be in an attractive and safe area in the Boise metropolitan area (possibly on the campus of Boise State ~~Unviersity~~ University) providing good access for administrators and teachers and any students or parents who visit the school. The facility will have a certificate of occupancy, be air-conditioned, heated and illuminated with fluorescent lights, provide male and female bathrooms and parking, will be handicapped accessible, and will be fully equipped with sprinklers and other fire safety equipment.

The facility will provide the necessary infrastructure to support the required computer network. Should there be a need for further renovations, they will be made in compliance with applicable building and safety codes and will be completed prior to the beginning of the school year.

The INSPIRE budget includes funds for lease of such a facility, estimated at current market prices. INSPIRE has also included a budget provision for contracting for cleaning service for its administrative offices. Facility maintenance will be the responsibility of the commercial space provider.

29. Outline the manner in which administrative services of the school are to be provided.

INSPIRE intends to contract with an educational management organization that has a proven track record in providing administrative support services to virtual public schools across the nation and that also provides the Connections Academy curriculum and technology services described above.

All contracting will be conducted by the Governing Board consistent with the provisions of Idaho Code §§ 33-601 and -507, as well as all Idaho statutory provisions regarding conflict of interest and ethical provisions. The Governing Board will execute a detailed management contract with the selected educational management organization, which will be expected to provide a complete range of services from coordination of school start-up activities, recruiting of staff for Governing Board approval, planning and coordination of student outreach/marketing, grant-writing, financial and payroll management, human resources management, and facilitation of financial and program audits.

The management contract will detail those services which the management organization will provide directly and those services for which it will serve as a payment agent for the Governing Board. The contract will also include specific terms for performance by the management organization and a process by which the contract can be terminated for non-performance or breach.

The contracted management organization will present a summary of each charge every month, provide monthly financial statements as outlined in the financial statement section and will also provide an updated annual forecast to the Governing Board at each of its meetings.

All certificated employees will be hired by the Board and will be employees of INSPIRE. In general all classified employees will be employees of INSPIRE. In employing these individuals, the Board will be in strict compliance with Idaho Code §§33-513, -514, -514A, -515, -515A, -516, -517-517A and -518.

30. Describe potential civil liability effects upon the school and upon the district.

As a public charter school, INSPIRE has the same civil liability as a traditional public school district, and its employees, trustees and officers shall enjoy the same immunities as employees, trustees and officers of traditional public school districts and other public schools. INSPIRE will have appropriate insurance coverage for such liability (see Exhibit I).

INSPIRE is seeking its public charter school authorization from the Idaho Charter School Commission, which shall have no liability for the acts, omissions, debts or other obligations of a public charter school, except as may be provided in the charter. No local public school district shall have liability for INSPIRE's acts, omissions, debts or other obligations.

31. Include documentation of organization under the Idaho Nonprofit Corporation Act.

See Exhibit B, Articles of Incorporation and initial Bylaws.

32. Include documentation regarding insurance for liability and property loss.

See Exhibit I for certificate of insurance documenting coverage for INSPIRE and the State Board of Education for liability and property loss.

INSPIRE will also purchase insurance for Errors and Omissions as recommended in Idaho Code, Section 33-5204(2). Funds for this insurance coverage are included in the budget line item for liability insurance.

33. Describe the manner by which eligible students from the charter school shall be allowed to participate in dual enrollment in non-charter schools within the District as provided for in Chapter 2, Title 33, Idaho Code.

According to Title 33, Section 203 of the Idaho Code, the parent or guardian of a child of school age who is enrolled in a public charter school shall be allowed to enroll the student in a public school for dual enrollment purposes.

Since the INSPIRE program is full-time and provides a comprehensive, integrated curriculum, it is anticipated that such requests will be for supplementary and enrichment courses, and will be handled by INSPIRE on a case-by-case basis.

INSPIRE will establish a clear policy and procedure by which INSPIRE students may request dual enrollment and by which INSPIRE will work out financial arrangements with the public school district(s) in which its students may dual-enroll.

34. Describe the compact and contiguous attendance area of the charter school.

As a virtual charter school, INSPIRE will serve the entire state of Idaho. See Element 17 for a discussion of how INSPIRE will inform families in every region of the state about enrollment opportunities at the school.

35. Outline transportation services for students, including estimated first year cost.

Students at INSPIRE will not require transportation services for regular school activities. INSPIRE expects to collect "transportation equivalent" funds to cover the cost of transporting the virtual charter school to all of its students as provided for in SB 1443 passed in 2004, but will include such funding in its budget only pending consultation with the Department of Education regarding the process for doing so.

While INSPIRE will help facilitate local extracurricular and recreational activities among INSPIRE students and their families, the families will be responsible for providing their own transportation for these activities. Any parent transporting students other than their own children in their car to school organized events will sign appropriate waivers/release forms and will provide proof of liability insurance to the school.

The only required school events that may require students to report somewhere other than their home or immediate neighborhood will be: a) special orientation sessions, and b) state standardized tests, which students will take at proctored locations.

INSPIRE families who do not have ready transportation to required face-to-face events and cannot be accommodated through parent carpools may request transportation assistance from the school. INSPIRE may provide such assistance either directly, by arranging for a vehicle, or indirectly, through reimbursement for public or private transport consistent with in lieu payment pursuant to Idaho Code § 33-1503.

INSPIRE proposes a budget of \$2,600 to cover its first year transportation costs as defined under Idaho Code § 33-5208(4). This fund does not include transportation for special education students to IEP-required outside service providers, nor does it include transportation for testing, as both of these are covered in other areas of the budget. Experience by Connections Academy virtual schools in other states suggests that the modest transportation funds budgeted will be sufficient to meet transportation needs described in this section.

If INSPIRE provides transportation for any special event, school administrators will assure that such transportation meets all applicable safety standards and bears any motor vehicle insurance required under Idaho law.

36. Outline provisions for Child Nutrition.

Since students will attend INSPIRE from their homes, the school will not provide Child Nutrition or meal services. As a charter school, INSPIRE is not required to provide these services, and parents will be fully informed of this fact prior to their students' enrollment in the school so that they may make the best school choice for their family.

For purposes of demographic documentation, however, INSPIRE will request during the enrollment process that families who qualify for Free or Reduced Price Meals – based on past eligibility for these services or current family income – so identify themselves. The purpose of collecting this information is to ensure that the school will be prepared to arrange supplemental educational resources available to students and the school based on incidence of poverty. These resources may range from Title J services to E-rate funding for school technology. Parents will be fully informed that volunteering this information will not entitle their family to meal service.

37. Include a provision that ensures a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors (Children's Internet Protection Act).

INSPIRE facilitates access to electronic mail, groupware, and the Internet via a provided computer and subsidized Internet connection. As shown in the budget table on page 60, the Year I cost for hardware for students is projected to be \$316,333, while the software cost (including student information system) is expected to be \$312,000.

As stated in the sample Parent/Learning Coach Agreement (see Exhibit G), "The Parent shall take full responsibility for the student's use of the Internet, and hereby hold the school harmless for any actions or activities resulting from the student's use."

While the parent/learning coach is ultimately responsible for acceptable and safe computer use, the school requires that parents and students agree to follow a set of acceptable use guidelines. Consequently, before using the school computer to access electronic mail, groupware, or the Internet, all students under the age of 18 must obtain parental permission and must sign the *Internet and Electronic Mail Acceptable Use Policy and Permission Form* described below and return it to the school principal. This form will be provided prior to a student receiving his or her computer. Students who are 18 and older may sign their own forms.

The INSPIRE *Internet and Electronic Mail Acceptable Use Policy and Permission Form* forbids the following computer or Internet activities:

- Sending or displaying offensive messages or pictures
- Sending or displaying racist, prejudice, or discriminatory messages or pictures
- Using obscene language
- Harassing, insulting, or attacking others
- Damaging computers, computer systems, or computer networks
- Violating copyright laws
- Using another's password (with the exception of parents, students, or learning coaches assisting students)
- Trespassing in another's folders, work, or files
- Accessing or sending pornographic material
- Intentionally wasting limited resources
- Employing the computer for commercial purposes.

Violation of any of the above may result in the loss of a computer as well as other disciplinary or legal action.

The Learning Management System includes several unique and proprietary features designed for student safety:

- Webmail: INSPIRE families do not use ISP e-mail services that subject them to unsafe content and spam. Rather, they use a completely enclosed mail system that only permits communication with other families in the school and with the school staff and technology support team. Parents can further restrict access by defining if their students can receive mail from other students.
- Virtual library: The school provides a "virtual" library that contains pre-screened content that provides a variety of safe and secure educational resources.
- Pre-screened links: Any lessons that contain links to outside web sites are all pre-screened for appropriate content.
- Filter software: Parents are instructed on how to adjust their browser's security settings in order to restrict access to inappropriate content. Parents may also request at no charge a filtering program that also contains further safeguards including the ability to restrict the student's time online.

However, it is important to note that students can go outside the bounds of the Learning Management System if permitted by their parents. The school believes that it is important to permit parents to make this choice because of the rich variety of material that is available outside the pre-screened content. Families should be warned that INSPIRE is not able to ensure that any inappropriate material on the Internet will not be accessible by students.

All computers provided by the school are configured with anti-virus and anti-popup protection software and technical support is available to assist with its use. Parents are also given guidelines to assist them with selecting an Internet Service Provider⁵ that provides adequate protective measures for inappropriate content.

The parent will be ultimately responsible for the student's use of the Internet and for setting and conveying the standards that their children should follow when using media and information sources. To that end, the school will support and respect each family's right to decide how to manage access for their children. INSPIRE strongly recommends that student Internet time be supervised.

⁵ Families receive reimbursement for their ISP but are able to select their own provider.

38. A virtual charter school that is approved by the school district board of trustees must include a statement declaring if the school wishes to be considered an LEA for purposes of federal formula funding.

INSPIRE is a virtual charter school that is petitioning for approval by the Idaho Charter School Commission rather than a school district. The school does wish to be considered an LEA for purposes of federal formula funding.

39. Tracking form signed by local board chair and stamped with SBOE tracking number.

Attached as cover sheet before Table of Charter Elements.

40. Budget

The following tables outline the projected balance sheet and cash flow for INSPIRE with the addition of alternative programming.

Estimated Budget for Alternative Education			
School Year	19-20	20-21	21-22
Alt Ed Enrollment	36	72	108
Service Level (FTE)			
Life Coach/Mentor	1.0	2.0	3.0
Academic Intervention	2.0	4.0	6.0
Total Staff Equivalent	3.0	6.0	9.0
Student-Staff Ratio	12	12	12
Funding			
Funding for Alt Ed	\$298,800	\$597,600	\$896,400
Compensation Expense			
Total Compensation (est.)	\$190,712	\$392,866	\$606,977

<i>Reference:</i>			
Per Pupil Funding	\$5,616		
Alt Ed Funding	\$8,300		
Other provider service costs TBD			

Compensation Expenses for Alternative Education					
School Year		19-20	20-21	21-22	
Alt Ed Enrollment*		36	72	108	
Alt Ed Needs					
Life Coach/Mentor		1.00	2.00	3.00	
Academic Intervention		2.00	4.00	6.00	
Total		3.00	6.00	9.00	
Base Compensation					
Life Coach/Mentor		\$47,300	\$48,719	\$50,181	3.00% Merit
Academic Intervention		\$42,800	\$44,084	\$45,407	
Compensation					
Life Coach/Mentor		\$47,300	\$97,438	\$150,542	
Academic Intervention		\$85,600	\$176,336	\$272,439	
Total		\$132,900	\$273,774	\$422,981	
Benefits/Pension/Taxes	43.5%	\$57,812	\$119,092	\$183,997	
Total Compensation		\$190,712	\$392,866	\$606,977	