

**SUBJECT**

Consideration of Proposed Performance Certificates for 2019 Renewal Schools

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. § 33-5205B

I.C. § 33-5209A

**BACKGROUND**

Idaho's charter school statute requires that all public charter schools and their authorizers sign performance certificates. The certificates for twelve (12) PCSC-authorized schools will expire on June 30, 2019. In March 2019, the PCSC moved to renew all twelve charters, one conditionally. New performance certificates for these schools must be executed in time to take effect on July 1, 2019.

**DISCUSSION**

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

- Alturas International Academy
- Blackfoot Charter Community Learning Center
- Compass Public Charter School
- The Academy (Connor Academy)
- Gem Prep: Pocatello
- Liberty Charter School
- Sage International School
- Taylor's Crossing Public Charter School
- Victory Charter School
- Vision Charter School
- White Pine Charter School
- Xavier Charter School

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

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

**IMPACT**

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

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

**STAFF COMMENTS AND RECOMMENDATIONS**

PCSC staff recommends that all twelve performance certificates be executed as presented.

**COMMISSION ACTION**

A motion to execute the Alturas International School performance certificate as presented.

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

AND

A motion to execute the Blackfoot Charter Community Learning Center, Inc. performance certificate as presented.

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

AND

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

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

AND

A motion to execute The Academy, Inc. performance certificate as presented.

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

AND

A motion to execute the Gem Prep Pocatello, Inc. performance certificate as presented.

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

AND

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

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

AND

A motion to execute The Sage International School of Boise, A Public Charter School, Inc. performance certificate as presented.

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

AND

A motion to execute the Taylor's Crossing Public Charter School, Inc. performance certificate as presented.

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

AND

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

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

AND

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

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

AND

A motion to execute the White Pine Charter School, Inc. performance certificate as presented.

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

AND

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

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

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13<sup>th</sup> day of June 2019, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Alturas International Academy, (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on October 8, 2015, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2016; and

WHEREAS, the School’s charter was renewed on March 1, 2019 for a five-year term of operations,

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of July 1, 2019, and shall continue through June 30, 2024, unless earlier terminated as provided herein.

## SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The School shall notify the Authorizer of any modification to the Articles or Bylaws within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

### SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: Alturas International Academy promotes academic distinction, while empowering students to be principled and intellectual leaders as they explore, create, investigate, and analyze in a safe, engaged, collaborative environment that inspires them to make a genuine difference in their local and global community.
- B. Grades Served.** The School may serve students in grades K-8.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Teachers practice diversification in multi-age classrooms. Educators grow students from their academic levels, not their grade levels. Students will be empowered to learn, grow, lead, and take responsibility for their learning.
  - Students are taught at their instructional levels but also mentor and support each other in project-based learning. Teachers utilize a variety of methods and tools while teaching in small groups at instructional levels to ensure that each student has measurable academic growth each year.
  - International Baccalaureate and the Idaho State Standards will be utilized hand in hand to teach students to apply knowledge and skills across disciplines. Curriculum is culturally and topically diverse, teaching students to be caring members of a global community.
  - Teacher performance is measured by their ability to improve student academic growth, their growing expertise in diversification teaching, and how they work together to create innovative lesson plans.
  - Students are taught to be leaders by teaching and learning from their peers. This is done through working in groups where they make plans, set goals, assign tasks, present their work, mentor, and empower each other.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of

education.

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

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

its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

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

## SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 576 students, with annual per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix C.
- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- D. School Facilities.** 151 N Ridge Ave, Idaho Falls, ID 83402. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows: all of Idaho Falls School District # 91, Bonneville School District # 93, and Shelley School District # 60.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's

compensation insurance, and health insurance.

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

## **SECTION 6: SCHOOL FINANCE**

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

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

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has

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

- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

## **SECTION 8: MISCELLANEOUS**

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective July 1, 2019.

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**Alan Reed**  
**Chairperson, Idaho Public Charter School Commission**



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**Jared Allen**  
**Chairperson, Alturas International Academy Board**

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

**Appendix B: Performance Framework**

**Appendix C: Charter**

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

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

No conditions of authorization or renewal are applicable.

**Appendix B: Performance Framework**

# ALTURAS INTERNATIONAL ACADEMY

## [YEAR] ANNUAL PERFORMANCE REPORT

### INTRODUCTION

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

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

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

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

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

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

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

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

## PERFORMANCE FRAMEWORK STRUCTURE

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

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

## ACCOUNTABILITY DESIGNATIONS

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

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

**SCHOOL OVERVIEW**

<b>Mission Statement</b>	Alturas International Academy promotes academic distinction, while empowering students to be principled and intellectual leaders as they explore, create, investigate, and analyze in a safe, engaged, collaborative environment that inspires them to make a genuine difference in their local and global community.		
<b>Key Design Elements</b>	<p>The School shall implement and maintain the following essential design elements of its educational program:</p> <ul style="list-style-type: none"> <li>•Teachers practice diversification in multi-age classrooms. Educators grow students from their academic levels, not their grade levels. Students will be empowered to learn, grow, lead, and take responsibility for their learning.</li> <li>•Students are taught at their instructional levels but also mentor and support each other in project-based learning. Teachers utilize a variety of methods and tools while teaching in small groups at instructional levels to ensure that each student has measurable academic growth each year.</li> <li>•International Baccalaureate and the Idaho State Standards will be utilized hand in hand to teach students to apply knowledge and skills across disciplines. Curriculum is culturally and topically diverse, teaching students to be caring members of a global community.</li> <li>•Teacher performance is measured by their ability to improve student academic growth, their growing expertise in diversification teaching, and how they work together to create innovative lesson plans.</li> <li>•Students are taught to be leaders by teaching and learning from their peers. This is done through working in groups where they make plans, set goals, assign tasks, present their work, mentor, and empower each other.</li> </ul>		
<b>School Location</b>	151 N Ridge Avenue Idaho Falls, ID 83402	<b>School Phone</b>	208-522-5145
<b>Surrounding District</b>	All of Idaho Falls School District, Bonneville School District, and Shelley School District.		
<b>Opening Year</b>	2016		
<b>Current Term</b>	July 1, 2019 -June 30, 2024		
<b>Grades Served</b>	K-8		
<b>Enrollment (Approved)</b>	576	<b>Enrollment (Actual)</b>	

**SCHOOL LEADERSHIP**


**STUDENT DEMOGRAPHICS**

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

**ISAT PROFICIENCY RATES**

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

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

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

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

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

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

ACADEMIC K-8

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

INDICATOR 1: STATE PROFICIENCY COMPARISON																				
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>																			
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
Result	Points Possible	Points Earned																		
	50	0																		
	30 - 45	0																		
	15 - 29	0																		
	0 - 14	0																		
		0																		
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.																			
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>																			
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.																			

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

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

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

OPERATIONAL

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

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

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

OPERATIONAL

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

OPERATIONAL

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
<b>Credentialing &amp; Background Checks</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<b>Information Handling</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

INDICATOR 4: SCHOOL ENVIRONMENT																	
Measure 4a	Is the school complying with transportation requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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	25																
	15																
	0																
		0															
Transportation	<p><b>Meets Standard:</b> The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>																
Notes																	
Measure 4b	Is the school complying with facilities requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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	25																
	15																
	0																
		0															
Public Transparency	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>																
Notes																	

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

FINANCIAL

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

FINANCIAL

INDICATOR 2: SUSTAINABILITY																	
<p>Measure 2a</p> <p>Total Margin and Aggregated</p> <p>3-Year Total Margin</p> <p>Notes</p>	<p><b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b></p> <p><b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p><b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p><b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.</p> <p>Aggregated 3-year total margin is positive and the most recent year total margin is positive. Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
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<p>Measure 2b</p> <p>Debt to Asset Ratio</p> <p>Notes</p>	<p><b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b></p> <p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.</p> <p><b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9. and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p> <p>Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
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<p>Measure 2c</p> <p>Cash Flow</p> <p>Notes</p>	<p><b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b></p> <p><b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p><b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
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FINANCIAL

Measure 2d	Debt Service Coverage Ratio: $(\text{Net Income} + \text{Depreciation} + \text{Interest Expense}) / (\text{Annual Principal, Interest, and Lease Payments})$	Result	Points Possible	Points Earned
Debt Service Coverage Ratio	<p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1</p>		50	
Notes	<p>Note 1: The school's score on this measure is affected by the fact that it leases its facility, a common practice among young schools. This score will improve when the school transitions from a lease to a purchase, as planned, a few years from now. While the current score is less than 1.1, there does not appear to be cause for concern.</p> <p>Note 2: Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>		0	<hr/>

## **Appendix C: Charter**



# ALTURAS

## INTERNATIONAL ACADEMY

**A petition to create a public charter school in Idaho Falls serving grades  
K-6 (2016-17)  
K-8 (2017-18)**

**Date:** July 31, 2016  
**Contact Person:** Jared Allen, Chair of the Board of Directors  
**Contact Address:** 2105 Coronado St. Idaho Falls, ID 83404  
**Contact Phone:** (208) 557-5218  
**Fax:** (208) 529-9732  
**Contact Email:** [Jared.Allen@alturasacademy.org](mailto:Jared.Allen@alturasacademy.org)  
**Physical Location:** Within Idaho Falls School District 91

Enrollment will be available to all Idaho students with the primary attendance area including all of Idaho Falls School District 91 Bonneville District 93 and Shelley District 60.

Alturas International Academy does not discriminate on the basis of race/ethnicity, national origin, religion, gender, sexual orientation, gender identity, age, social or economic status, disability, or special needs in providing education services, activities, and programs, including: vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or email.

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## Tab 1 – Executive Summary, Vision, Mission, and Legislative Intent

### Executive Summary

The goal of the Alturas International Academy (the Academy) is to bring the International Baccalaureate (IB) programmes to Southeast Idaho and to create a more educated and civic-minded culture. The Academy will accomplish its vision and mission by exceeding the guidelines set forth by the State of Idaho and successfully implementing requirements of the IB programmes.

To become a well-rounded individual in a global economy, a person must adapt and combine traditional academic disciplines with new skills of creativity, technology and innovation. At the Academy, students will be taught changing patterns of knowledge and skills, and grow their academic capabilities each day with an understanding that the world is greater than their own national borders.

Those involved in the conception and organization of the Academy – the organizing group – are concerned parents, community members and professionals, including educators, attorneys, medical professionals and business people. Each member of this group wants to bring an alternative, rigorous educational choice to the students and families of Southeast Idaho.

The organizing group has visited many charters within Idaho and Utah and found the IB model to be in line with the education experience they believe children need to have in order to succeed educationally, as well as contribute to and succeed in tomorrow's global economy.

After thousands of hours of collective time collaborating and surveying the interest and needs of local parents within the community, the organizing group determined to use their expertise in education, business, organizational management and law to establish the Academy. In addition to personal and professional skills, these individuals and families share a common passion for ensuring children in Southeast Idaho have exceptional educational choices.

The main focus of all IB programmes is to teach students to be lifelong learners who seek to better the planet by striving for harmony and by providing service to humanity. To be part of this IB program, the Academy will first begin the application process to the IB organization for full accreditation as a Primary Year Programme (PYP). During the second year of operation, the Academy will begin the application process to become accredited in the Middle Years Programme (MYP). In subsequent years, the Academy will apply for full accreditation as a Career-Related Programme (CP).

Research shows that students in IB programmes academically out perform their non-IB peers. According to a global study, PYP and MYP students at IB schools outperformed their non-IB peers in each area assessed by the International Schools' Assessments (ISA) – math, reading, narrative, and expository writing (Tan, Bibby, 2010). The Academy will give students of Southeast Idaho access to this proven, high-quality education program.

To meet and exceed standards in the IB programmes and those required by the State of Idaho, the Academy will implement the following educational opportunities and teaching methods:

- Students will be taught Spanish through instruction, social interactions, and environmental exposure.
- Students will be taught in multi-age and multi-grade classrooms, a structure proven to grow students from their current academic levels and to develop leaders.
- Teachers will use diversification and small group instruction, supported by teacher aides and parent volunteers, to encourage student growth academically and as an individual. Instructing at individual academic levels will allow for the progression of core concepts, which will in turn enrich each student's confidence to question and explore in a respectful, safe environment.
- Younger students will have the opportunity to model and learn from their older peers as they collaborate to solve real-life problems. Relationships will be formed through mentoring.

The skills students will acquire from the above teaching methods will enable students to meet and exceed Idaho Core Standards and the rigorous IB curriculum standards.

## Overview

Alturas International Academy will provide a high-quality education preparing students to excel in their local and international communities, while also meeting and exceeding the State of Idaho's academic standards and requirements. Instruction will be delivered in caring and academically challenging multi-age classrooms structured within the International Baccalaureate (IB) framework.

## Measures of Success

The Board of Directors will measure against the following goals when evaluating the Academy's success. The Academy will be viewed as successful when all goals are accomplished:

- Meets measurable proficiency outcomes detailed in Tab 3.
- All IB framework goals are being met.
- IB Accreditation is maintained.
- 90% of parents indicate they are satisfied or very satisfied on the annual parent survey.
- 90% of faculty indicate they are satisfied or very satisfied on the annual faculty survey.
- 70% of Academy graduates go on to a 2-year or 4-year college.

## Community Need and Interest

There is currently no IB programme in Southeast Idaho. The introduction of the IB Programmes through the Academy promises to benefit students, families, and the community at large in the region. Founded on proven philosophies and research-based teaching methodologies, the Academy's IB framework for curriculum will:

- Allow the Idaho Core Standards to be taught more effectively.
- Provide a unique environment where students learn in small groups and at their individual instructional level, regardless of their designated grade or age.
- Give families a choice to pursue a more rigorous educational opportunity for their child(ren).

The result will be an increased number of students in Southeast Idaho graduating and attending college, and beyond this, the creation of a community of lifelong learners.

## Organizing Group's Motivation

Many of the individuals comprising the Academy's organizing group have children who were taught in a multi-age program that provided them with a variety of opportunities to reach their full academic potential. The teaching techniques utilized were adapted and flexible to each student's unique learning style. The teacher was a facilitator of true learning for each student. The students were taught at their individual instructional levels and as such, they experienced exceptional academic and social growth.

The educational methodologies used in these environments created a safe learning community where students grew academically and took responsibility for their own learning. The organizers of the Academy value this educational framework and recognize its effectiveness, as evidenced by the success of their own children and their children's peers. They want to replicate this positive educational experience and high-quality education for others in their community.

See Appendix D for a list of the dedicated parents and professionals included in the organizing group.

## Vision

The Academy seeks to support, educate, and inspire every student to think critically and collaboratively, value learning, and recognize their common humanity and shared stewardship of the planet. As an International Baccalaureate (IB) World School, we inspire students to be life-long learners, critical thinkers, and global citizens.

## Mission

Alturas International Academy promotes academic distinction, while empowering students to be principled and intellectual leaders as they explore, create, investigate, and analyze in a safe, engaged, collaborative environment that inspires them to make a genuine difference in their local and global community.

**Guiding Practices:** We follow 6 Guiding Practices to meet our Mission:

1. Teachers practice diversification in the classroom by utilizing a variety of methods and tools and teaching in small groups at instructions levels to ensure that each student has measurable academic growth each year.
2. Teacher performance is measured by their ability to improve student academic growth, their growing expertise in diversification teaching and how they work together to create innovative lesson plans.
3. Curriculum is culturally and topically diverse, teaching students to be caring members of a global community.
4. Students are taught to be leaders by teaching and learning from their peers. This is done through working in groups where they make plans, set goals, assign tasks, present their work, mentor, and empower each other.
5. Teachers, staff and students are responsible for maintaining a professional, safe and inspiring learning and working atmosphere.
6. Students leave the Academy prepared to academically succeed at their next learning institution.
7. Educators grow students from their academic levels not their grade level. Students are taught at their instructional levels but also mentor and support each other in project-based learning.

## Legislative Intent

The Academy will improve student learning by employing proven instructional strategies, materials, and staff while using sound assessment strategies to measure student performance and applying this information for continual school and classroom enhancement.

The multi-age classrooms and IB framework used in the Academy will also allow for new professional development opportunities for educators seeking an innovative, effective structure for their professional practice. Staff will be provided formal training opportunities and onsite mentoring with proven leaders in the field.

The Academy will be held accountable by a local board, parents and the authorizing authority to meet measurable outcomes, including the State of Idaho's academic standards and the other goals detailed in this petition.

## Tab 2 – Proposed Operations

### Legal Status of the School

Alturas International Academy is a DBA of Forrester Academy Inc., a non-profit corporation that is registered in the State of Idaho and is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code. In this document, Forrester Academy Inc. is the petitioning entity and is referred to as Alturas International Academy or “the Academy.” Alturas International Academy will apply to become its own Local Education Agency (LEA) and will be responsible for all programs, finances, reporting and monitoring.

The Academy’s Articles of Incorporation can be found in Appendix A.  
The Academy’s Bylaws can be found in Appendix A.

### The Charter School’s Potential Effects

The Academy’s most likely impact on the primary attendance area, which includes Idaho Falls School District 91, Bonneville School District 93, and Shelley District 60, will be a reduction in enrollment in correlation with the Academy’s growth. A reduction in enrollment and funding will occur in local districts as the Academy pulls students from area schools. When asked, one of the local Superintendents explained to us that though their enrollment may decrease, there will be no cost savings benefits associated for the local districts. For example, the Academy intends to pull from the surrounding districts approximately 36 first graders in its first year of operation. This will cause a decrease in enrollment, but it is not likely that this decrease will allow any of the schools within the districts to hire one less teacher. Class sizes may be incrementally lower, but this decrease in enrollment across the districts will not allow them to save money on faculty, transportation, or day to day operations. They will, however, be impacted financially by the loss of funding provided by the state for these 36 first graders.

The Academy may accommodate up to 250 students in grades K–6 in the 2016–17 academic year. This will be the most challenging impact on the primary attendance area as it has the shortest time frame for preparation and is the largest one-year impact. However, the impact will likely be lower than 250 because the Academy students will also come from outside the primary attendance area, other charter schools, and home schools. Other impacts will correspond with the Academy’s enrollment increases year by year as listed later in this section and in Tab 7.

The districts in the primary attendance area have experience in effectively managing enrollment changes when other charter schools have opened. The Academy will work in cooperation with these districts and convey enrollment information regularly in an effort to assist each district in their enrollment planning. Local schools will be tasked with the job of providing records and information to the Academy for transferring students.

There are many positive benefits to the primary attendance area as a whole. Establishment of the Academy has potential to alleviate overcrowding in local elementary schools. Families in the area will have a new option for a rigorous education. The IB programme – a proven, world-class academic program – will be available for the first time in Southeast Idaho to students and families in the community. Additionally, it will provide employment and observation opportunities for educational professionals interested in the methods and environment the Academy will

develop. The Academy will also provide a forum for discussion of varied approaches to education and new ways of teaching, learning, and administrating educational programs. As local families continue to take more responsibility for their decisions related to their children's education, area districts will see increased parental support, greater responsiveness from all public schools and improvements in student achievement.

The Academy found beneficial information in a brief entitled, *The Impacts of Public Charter Schools on Students and Traditional Public Schools: What does the Empirical Evidence Tell us?* by David Silvernail and Amy Johnson. The study, funded by the Maine State Legislature and the University of Maine System, addresses a number of the most common claims made regarding public charter schools. Both proponents and critics were found to be correct in many instances! The success of a charter school, much like the success of a traditional public school is dependent on a number of factors. This article has emphasized to us that the performance of the Academy and its impact on the surrounding communities has the potential to be very good when attention to learning, performance, and growth occur. By providing quality opportunities for learning and growth the Academy will continually strive to make a positive impact on education and individuals in Southeast Idaho.

## Charter School Facilities

The Academy believes that even the finest construction does not make a "school". It is the harmony of students, teachers and staff working together to achieve a higher academic and community goal that creates a "school". Creating this environment is a key operating goal of the Academy. The right learning facility will make accomplishing this goal easier and make the learning experience of teachers, students and staff even greater. At this time, the Academy is considering multiple locations for its initial years of operation, keeping expenses as low as possible in order to build a long-term facility that will cater to the Academy's long-range objectives.

For the 2016–17 school year, the Academy will need a total of 10 rooms to meet the needs of the K–6 students, and one main office. We will follow the 850 square feet recommended size for elementary school classrooms set forth by the Idaho State School Facility Recommendations.

The following are available options for the Academy's facility.

**Option 1:** Lease the OE Bell Building, located at 151 Ridge Avenue in Idaho Falls.

Contacts have been made with Building Hope who, along with the Bank of Idaho, has shown high interest in purchasing OE Bell. Representatives from Building Hope in Salt Lake City have been to Idaho Falls with the purpose of visiting OE Bell. They have expressed an interest in purchasing OE Bell, which would be sub-leased back to The Academy at a very affordable rate (no more than a 4% cap). (See Appendix J).

OE Bell was formerly a Junior High School, and after many years of use it was abandoned by the district and eventually became an eye sore and a home to vandalism. After many years it was restored, renovated, and has become the corporate home of Bank of Idaho and many others over the past 20 years.

It is centrally located within our Primary Attendance Area. It is currently partially occupied office space. We are excited about this location as it is a historically significant part of the Idaho Falls

community. The presence of a charter school in this area would help restore positive activity to a beautiful area of the city that is currently experiencing a revitalization. Additionally it is easily accessible to a very diverse financial and ethnic demographic. Located near historic “Downtown” Idaho Falls, it is within walking distance of many cultural experiences and opportunities such as The Museum of Idaho, The Artitorium, The Colonial Theatre and The Public Library. The Academy has been working with the building’s owners to arrange necessary renovations, and leasing agreements. We believe that this option provides an excellent and quality venue at a very reasonable cost per sq. ft. It is anticipated that the Academy will utilize additional space as enrollment increases.

While the building is historic, it is fully ADA compliant due to a major renovation that was completed in the early 1990’s. It has adequate bathroom facilities, ADA space requirements, and an elevator servicing all building levels. There is an original gymnasium on the property and a full service kitchen facility.

The building has multiple entrances and a dedicated private entrance would be provided for the academy. Also there is adequate access on all sides of the property allowing safe/dedicated loading zones for pupils to be dropped off by bus or car.

Challenges may include the absence of green space, but options have been discussed such as removing some of the ample parking to allow for a playground.

**Option 2:** Lease the former Melaleuca Headquarters south building, located on Yellowstone Highway 83402 (See Appendix K).

Currently owned by Boy Scouts of America (BSA), and formerly the Corporate headquarters for Melaleuca this building is ideally suited for the Academy. The building is just over 23,000 square feet, it is ADA compliant, and it has a large full-service kitchen facility, cafeteria, workout gymnasium and large open spaces that could easily be converted into 10 classrooms needed for the 2016–17 school year.

The Academy would anticipate using approximately 15,000 square feet for the 2016–17 school year. The additional space would serve as storage for BSA, but could easily be converted as the Academy’s square footage needs evolved. There is also 15,000 square feet available in the adjacent north building. This building is located on the south end of District 91 and is easily accessible for the greater enrollment area

Potential challenges to the location are as follows: It is located on a highway and not within walking distance of any neighborhood. Green space is limited and would be difficult to create.

**Option 3:** Lease purchase option with modular classrooms on a 3.26-acre parcel located at 1255 E. 17th Street, Idaho Falls, ID 83404 (See Appendix L).

This option would allow the Academy to lease the land for up to three school years. At any point during this three-year period, the Academy would have the option to purchase the land. The Academy would exercise this option once it had secured the enrollment necessary to justify the construction expenses for a permanent facility and is certain that cash flow would allow for prudent expansion.

For this option, the Academy would work with Specialty Modular Inc. to arrange for trailers for the 10 classrooms and main office. The total monthly cost for the trailers would be \$5,000 for

the 2016–17 school year. Additional one-time expenses would include a gravel drive and parking area, sewer line extension and power to the site.

Whichever option noted above that the Academy uses, the Board will provide certification that the facility meets all requirements for health, safety, fire and accessibility prior to the opening of the school. Regular inspections of the facility(ies) will be done by authorized inspectors. The Board shall secure facilities meeting legal requirements described above or cease operation until such facilities can be secured. The staff will enforce discipline policies designed to ensure the safety and well-being of the Academy's teachers, staff and students

## Proposed Location

The proposed location of the Academy will be within the boundaries of Idaho Falls School District 91. The Primary Attendance area is comprised of Idaho Falls School District 91, Bonneville School District 93, and Shelley Joint School District 60. The existing outer boundaries of the aforementioned school districts will be used as the boundaries of the primary attendance area of the Academy. (See Appendix L for Attendance Area Map)

## Target Market

Many of the members of the organizing group have had children taught in a multi-age classroom. Great success has been seen academically and socially as children are taught in small groups at their instructional levels. They are given opportunities for peer mentoring and learn leadership. Much of the learning is project based, where opportunities for cross-curricular studying are common.

For years these families have seen child after child develop a love for learning. When children leave this environment and move into a traditional classroom they have typically not been provided opportunities to excel academically. Regardless of their previous academic levels, they receive whole group instruction at a prescribed grade level and regress both academically, and in their zest for learning. Because of a great desire to have this type of education more widely available and through a series of discussions and meetings it was determined that we wanted to establish a charter school and model it around these tenets.

Informational meetings were held and attended by 20-30 families initially. Responsibilities and research were divided and progress was quickly made toward establishment of Alturas International. Two members of this group, both involved parents, attended the Charter Start workshop where they learned more about the International Baccalaureate (IB) programmes. Simultaneously, but independent of one another, another group of individuals made a trip to Salt Lake City, Pocatello, and Boise to visit charter schools. This was done in an effort to gather information and understand what others found to be best practices. When the group reassembled to share their knowledge and discoveries they learned that they had both had very positive exposure the International Baccalaureate programmes, both in Idaho and Utah. This was presented to the group, who took opportunities to study and learn more. It was determined by that IB aligns very well with the methodology and practices that the organizing group has not only come to love, but has seen great success with over the past 20 years. There are no International Baccalaureate programmes in Southeast Idaho; together the group decided that this would be a marvelous thing to bring to this community in an effort to provide exceptional educational opportunities.

Our interest list has the names of nearly 160 children, representing families from Idaho Falls School District 91, Bonneville School District 93, and Shelley Joint School District 60 - all in our attendance area. (See Appendix P) This list has been compiled almost completely by word of mouth, and by limited use of social media. Plans are in place for intense advertising and outreach (See Appendix O) once the charter is approved. Other charter schools in Southeast Idaho are at capacity and conduct lotteries each year. We strongly believe that this educational model, enhanced by the International Baccalaureate will greatly benefit students in Southeast Idaho.

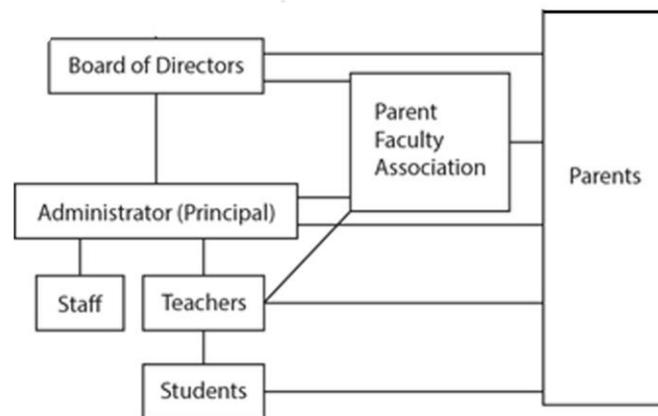
### Administration Services

The Board of Directors will hire and evaluate the Academy’s Administrator or Principal. The Administrator must hold an administrative certificate for Idaho. The Board will approve both a job description and an evaluation plan for this position. The Administrator will be responsible for implementing the mission and vision of the school. The Administrator will recommend to the board the hiring of personnel and will conduct evaluations as well as provide professional development opportunities for staff. The Administrator will manage the overall climate of the school by being present in the classroom, knowing and understanding the needs of faculty and students, and by encouraging community building. In addition the Administrator will have responsibilities to oversee the procurement of curriculum, equipment, supplies and technology. The Administrator will supervise other administrative staff, including a business manager, office manager, clerk, and bookkeeper. These positions may be hired as part-time employees or contracted to other entities, with the exception of the office manager who will be required to meet time and place requirements consistent with contracting guidance provided by the Internal Revenue Service. One individual may hold multiple positions as the school builds enrollment.

The Administrator may also contract for services related to accounting, legal services and other contract services that may include transportation, special education, faculty training and/or other budgeted expenses approved by the Board of Directors.

The Board of Directors will hire an independent auditor to conduct an annual audit of the finances and internal controls of the Academy. The auditor will provide a report to the authorizer and the State of Idaho as required by law. The report will also be kept as an open public record at the Academy.

### Organizational Chart



## Liability and Insurance

The Idaho State Department of Education, Public Charter School Commission and Idaho Falls District 91 shall have no liability for the acts, omissions, debts or other obligations of the Academy.

The Academy will procure and maintain a policy of general liability insurance and errors and omissions insurance adequate to meet the requirements of Idaho state law. A copy of proof of insurance will be provided to the authorizer before the Academy begins operation; updated copies will be provided to the authorizer each time it is renewed. The Academy shall be responsible for maintaining its own insurance for liability and property loss as required by Idaho state law. Idaho state law provides that the authorizer has no liability for the acts, omissions, debts or other obligations of a charter school, except as may be provided in an agreement or contract between the authorizer and a charter school. The Academy shall hold harmless and indemnify the authorizer against any claim, action, loss, damage, injury, liability, cost or expense of any kind or nature, including but not limited to, attorney's fees and court costs arising out of the operation of the Academy and/or arising out of the acts or omissions of the agents, employees, invitees, or contractors of the Academy.

## Anticipated Enrollment

Classes will be comprised of students of several different ages and in several different grades. Enrollment caps are listed through the 2025-2026 academic year.

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
K	48	48	62	64	64	64	64	64	64	64
1	41	48	48	64	64	64	64	64	64	64
2	42	48	48	64	64	64	64	64	64	64
3	42	50	48	64	64	64	64	64	64	64
4	36	54	52	50	64	64	64	64	64	64
5	36	54	54	52	54	64	64	64	64	64
6	36	50	54	54	52	54	64	64	64	64
7		50	50	54	54	52	54	64	64	64
8		15	50	50	54	54	52	54	64	64
<b>Total</b>	<b>281</b>	<b>417</b>	<b>466</b>	<b>516</b>	<b>534</b>	<b>544</b>	<b>554</b>	<b>566</b>	<b>576</b>	<b>576</b>

## Tab 3 – Educational Program and School Goals

### An Educated Person

An educated person is a citizen of the world, globally aware and respectful of unique cultural differences. He or she can do mathematics, read, write, speak and listen at academically exceptional levels, as well as analyze, interpret and synthesize information from a wide range of sources – skills crucial to success in the 21<sup>st</sup> century, global workplace.

An educated person is able to identify, access and utilize appropriate sources of technology to support his or her learning and understanding of the world. He or she can think critically and problem-solve in a variety of situations and can apply knowledge, skills and awareness across disciplines for a variety purposes.

An educated person is self-directed, persistent and knows how to work and learn both individually and cooperatively in collaborative groups. He or she is a leader and learner and can communicate effectively through oral and written communication.

An educated person is curious, creative, imaginative and innovative. He or she strives to create meaning in their lives and in the world by constructing, testing and confirming how the world works.

An educated person is a lifelong learner.

### How Learning Best Occurs

The Academy will be an environment that excels at facilitating learning and growing students. Teachers will be equally as passionate about imparting knowledge as students naturally are about understanding the world they live in – and their role in it. The Academy believes that:

*Inspiration starts in the classroom.* A classroom is a dynamic place – a place in which at any given time learning is taking place in many forms, a place in which students are discovering how they want to interact with the world. Classrooms can be anywhere in which something can be learned – a room, a park, a museum, a zoo. What happens in a classroom is nothing short of inspiring.

*Learning is instinctual.* History has shown humans to be hungry for knowledge and improvement. Children are naturally inquisitive, and it is the classroom in which they can inquire in an engaging, safe and fun environment. Students innately want to make sense out of things, find out how things work, and share what they learned. This is why conducting science experiments, giving them opportunities to observe nature, giving them opportunities to teach their peers, and allowing them to present their knowledge are successful teaching techniques. These techniques correspond with how they naturally learn. This way of learning allows students to experiment, use simulations, address authentic issues, and work with peers and the community in pursuit of knowledge.

*Learning happens together and individually.* It requires leading, following, understanding, and teaching: Learning may happen in a group of students huddled over a science project, working together to determine if their hypothesis is indeed correct. It may happen as a student is

teaching his peer how to solve a math problem that involves multi-steps. It may happen as younger peers seek the support of older peers to sound out a word so they will soon be able to read *Where the Wild Things Are* by themselves. Or it may happen as students make choices that determine the outcome and path of their research and surprise the teacher with their creative ideas.

*Learning is a continuum, not a series of steps.* Learning occurs best in a student-centered community where students grow from their individual instructional level because teachers are able to use differentiation to meet the needs of each student. To enable each student to move along the knowledge continuum, there should be artificial boundaries of age and grade in a classroom.

*Facilitating learning requires the same passion children show for learning.* Teachers are not distributors of knowledge. They are facilitators of learning. Facilitating learning is an art and science that requires passion, commitment, innovation, kindness and understanding. To connect children to knowledge and teach them how to unlock their own potential, a teacher must be constantly engaged with the students and understand their learning style and level. An engaged teacher is rarely at his or her desk because they are showing, teaching, demonstrating, facilitating and fostering student learning. Teachers should be constantly empowering children to be a master of their educational journey, and holding them accountable for reaching their potential.

*Creating lifelong learners requires empowering students:* Empowering students means focusing on creativity, critical thinking, collaboration, positive reinforcement, clear goals and respecting students and their points of view. Students learn best when their teacher creates a safe, flexible environment and empowers students to value their learning, be proud of their knowledge and skills, and want to take responsibility for their education.

## Educational Program and Goals

### Overview of Educational Program

The Academy's educational philosophy is grounded in the core belief that students must be prepared to live, work and positively contribute to a global community and economy in the 21<sup>st</sup> century. Students will need a vast set of skills, attributes and cultural awareness to be successful. It is the intention of the Academy to utilize the International Baccalaureate (IB) programmes, which are aligned to the Common Core State Standards, to help prepare its students for success now and in the future. The International Baccalaureate designed its program to develop critical, intellectual personal, emotional, and social skills.

As the Common Core Standards state the primary areas of focus are teaching students these same kinds of skills. The Academy feels this is a superb program that should be available to the students of Southeast Idaho.

The IB programme is recognized as one of the best academic preparation programs in the world. It has an educational philosophy based on cross-disciplinary learning and higher-order thinking skills. It offers curriculum and criteria-referenced assessments that are rigorous to meet an international standard. The IB programme also offers extensive opportunities for professional development and teacher training. It provides access to a worldwide network of educators sharing experiences and best practices.

An IB education represents a balanced approach, offering students access to a broad range of content that spans academic subjects. In the Primary Years Programme (PYP), learning aims to transcend boundaries between subject areas. The subject areas of the PYP are language, social studies, mathematics, science and technology, arts and personal, social and physical education. Students are also required to learn a second language in this program; The Academy has chosen Spanish. This provides students another opportunity for critical thinking skills and global cultural awareness.

Teachers and the Academy will follow the IB curriculum model and student growth and performance will be assessed based on that model and the Common Core Standards of Idaho.

As students develop in the Middle Years Programme (MYP) they engage subject-specific knowledge and skills with increasing sophistication. The MYP is designed for the unique needs of students when they need to develop exceptional learning habits, self-confidence and a thorough understanding of their academic subjects. This program provides a framework of academic challenge that encourages students to embrace the connections between traditional subjects and the real world. Students follow courses in eight subject groups of English, a learned language, mathematics, sciences, history, geography economics, global issues, visual arts, music, drama, technology, and physical education. Students will also engage in a project that allows them to demonstrate the understanding and skills they have developed.

*The IB Programme Supports the Common Core.* The Common Core State Standards represent a shift in teaching from covering a wide breadth of content to a greater focus on students' depth of understanding and interdisciplinary approaches to teaching and learning. This shift aligns with the goals and standards of the IB programmes, including:

- Teachers cover fewer topics, but with greater detail in implementing the Common Core.
- Students are taught to perform the critical reading that is necessary to research and project implementation.
- Students understand how to collaborate, analyze and present their learning as a group.
- It is paramount that students collaborate and analyze their learning.
- Students learn skills to come prepared to any discussion, listen respectfully, build on other's conversations, and ask clarifying questions.
- Students are able to transfer knowledge from one subject or project to help enrich another subject or project.

### **The Academy's Teaching and Learning Style – Multi-Age & Student Centered**

The Academy will empower students to be successful in an ever-changing world. The "traditional" classroom and teaching methods of students at their desk completing assignments do not adequately prepare students for the 21<sup>st</sup> century workplace.

When one looks at the world's largest, most innovative companies, their work cultures focus on collaboration, employee driven discussion, ideas and success, using technology to improve processes, tools and communication, and adapting to changing circumstances. Learning environments centered on these things have helped and will continue to help foster the largest explosion in knowledge and innovation in the history of mankind.

The Academy believes in preparing students for the 21<sup>st</sup> century workplace by creating that environment in our classrooms – an environment and teaching methods that stimulate curiosity and inquiry in order to foster a spirit for learning. The multi-age, student-centered classroom

does just that because students have the opportunity to mentor and teach other students, as well as learn from and be mentored by other students.

Elements of the multi-age, student centered classrooms includes:

- Equipping students with the skills to acquire knowledge individually and collaboratively.
- Teaching students at individual instructional levels and empowering them to grow and contribute to the team setting.
- Peer mentoring and peer collaboration.
- Student driven instruction.
- Student participation in and feedback on curriculum improvement.
- Curriculum is inquiry-based, and assessments reflect the knowledge and skills students have obtained from the curriculum – not the facts they have memorized.

This process style provides many benefits, including:

- **Students grow into mentors and teachers by observation, engagement and practice.** Students have several years to be mentored by older students, developing skills on how to become mentors themselves.
- **Teachers learn students' strengths and needs (and how they change) over time.** Teachers are able to observe students and do early interventions to address their needs. They also watch needs change over time, and are able to provide personal assistance based on longitudinal knowledge of the student.
- **Students learn to collaborate and become strong leaders and followers.** By working together, students get the opportunity to lead and follow; provide instruction and take instruction; provide feedback and accept and implement feedback. In addition, students naturally learn to develop community and support a community. They know that their talents and skills make them a valued and necessary part of this community. These skills are critical to successful lifelong learners. Students are exposed to positive models for behavior and social skill as the older students become responsible for the classroom community and culture.

### Curriculum at the Academy – Six Units of Inquiry

The basis for the curriculum in each classroom will be the Six Units of Inquiry developed by the International Baccalaureate Programme. These transdisciplinary themes require rigorous content and teaches students to apply knowledge through higher order thinking skills – the foundation of the Common Core.

**Lessons have a purpose:** Each unit of inquiry outlined below provides information, but most importantly teaches students how the world works, changes, and is shaped by knowledge. Students discover how to learn, teach, and collaborate as they move through their educational and professional careers.

1. **Who We Are:** This is an inquiry into the Nature of Self – what it means to be human. Students ask questions, discover and analyze what it means to be human, what their contributions, rights, and responsibilities to the communities they live in locally and globally are, and discover different cultures throughout the world.
2. **Where We Are:** This is an inquiry into place and time. Students explore history and the people who helped to shape eras, civilizations, migration, travel, and geography. Students gain a greater understanding of how these things have impacted how humans

discover and express ideas. This may include study of and creation of personal histories and journeys, explorations and migrations of humankind, and the interconnections of individuals and civilizations.

3. **How We Express Ourselves:** This is an inquiry into how humans express their knowledge, values, and priorities. In this inquiry, students discover different forms of expression by writing, doing art, reading and writing, dancing, and exploring music and languages – and how each of these have changed across space and time.
4. **How the World Works:** This is an inquiry into the natural world and its laws in which students discover the interaction between the natural world and the impact of science and technological advancement on communities, economies, and the natural environment. Students learn about space, weather, light, medicine, simple machines, and seasons.
5. **How We Organize Ourselves:** This is an inquiry into how humans organize themselves based on natural and man-made systems and communities. Students learn the concepts behind communities, schools, jobs, careers, transportation, banking, currency, societies, laws, and governments so that they can understand how these systems change over time and affect them.
6. **Sharing the Planet:** This is an inquiry into the rights and responsibilities humans have in the struggle to share finite resources with other people. Students study animals, habitats, recycling, pollution, conservation, pets, war, peace, conflict resolution, resources and ecosystems.

The foundation of these inquiries is the International Baccalaureate Learner Profile Attributes which teach students to be balanced, caring, communicators, inquirers, knowledgeable, open minded, principled, reflective, risk takers and thinkers. These attributes are essential to build problem solving skills, critical thinking, collaboration, communication, and creativity which are essential for success in today's world.

**Teachers give lessons purpose:** Teachers will use a variety of methods to drive the inquiry process in each of the Six Units of Inquiry. Lessons will be project-based and multi-disciplinary. The projects will be engaging, relevant, challenging and may involve:

- Working in small groups to answer critical questions that foster critical-thinking, real world problem-solving, analytical thinking, and the application of knowledge. What is it like? How does it work? Why does it work that way? How is it changing? How is it connected to other things? What are other points of view? What is our role and responsibility?
- Working in small groups to capitalize on one another's information, evaluate one another's ideas, share various strengths and improve skills in which they are weaker. Students develop interpersonal skills and deal with conflict.
- Presenting their knowledge individually to show their teacher, peers and parents their mastery of a subject and the process by which they obtained and display their understanding.
- Working with their teacher to get first-hand help and attention on areas they are struggling in or thriving in. The teacher feedback to the students provides guidance and the tools for them to become more competent and skillful in their learning.

## *Overview of International Baccalaureate Programme*

In order to become an International Baccalaureate (IB) World School, Alturas International Academy will complete the school information form to begin the consideration phase for the International Baccalaureate Primary Years Programme (PYP) working towards authorization. A short time later an application for candidacy will be submitted and the initial fee paid. The Academy intends to begin this process, if approved, in January of 2016 and anticipates receiving notice of candidacy status by June 2016. Additional fees are then paid and the candidacy period takes effect in September 2016, which aligns with the anticipated start date of the Academy. (See Appendix M for IB timeline) In an effort to become more informed in this complex process several members of the Academy's organizing group recently attended an IB Category 1 Workshop in Texas. (Certificates included in Appendix N) Time spent in the Candidacy phase will include extensive learning, training, and implementation of skills among the administration and staff at the Academy. After the Academy grows and adds grades, we will apply to become a candidate school for the IB Middle Years Programme (MYP) and become authorized to offer the IB MYP Programme.

The IB Programme is a non-profit education foundation and the programs it offers have a global reputation of developing students' intellectual, personal, emotional and social skills that are needed to live, learn and work in a global community. The IB Programme inspires young people to become active, compassionate, and respect diversity.

The IB Programme has a reputation for high standards in teaching, leadership and student achievement. It incorporates international education programs and rigorous student assessments. Teachers at the Academy, through the IB programme, will grow students academically and encourage them to be lifelong learners by teaching them to ask challenging questions, critically reflect on problems, develop research skills, love learning and understand the need for community service.

The IB framework for curriculum supports students becoming:

- **Knowledgeable:** IB students explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. IB students are extraordinarily well-prepared for the academic requirements of university coursework.
- **Thinkers:** IB students exercise initiative by applying critical and creative thinking skills to recognize and approach complex problems and make reasoned, ethical decisions. IB students contribute to discussions in a meaningful way. They do not shy away from challenging questions and, once they know the answer, follow up by asking "why?"
- **Communicators:** IB students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. IB students regularly deliver stimulating presentations and strive for excellence in group assignments.
- **Principled:** IB students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, group, and community. They take responsibility for their own actions and the consequences that follow. IB students are infused with academic integrity seen in educational institutions from elementary school to university and in the global workplace.

- **Open-minded:** IB students understand and appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals, communities and cultures. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from these experiences. IB students have the skills to understand different cultures and are regularly exposed to different ways of living and thinking. This gives them an appreciation of new views to both their academic study and their involvement in local and wider communities. Their international-mindedness complements the missions of the best post-secondary institutions in the world.
- **Caring:** IB students show empathy, compassion and respect toward the needs and feelings of others. They have a personal commitment to service and work to make a positive difference in the lives of others and to the environment. IB students bring this commitment to their communities, their activities, and leadership roles at post-secondary institutions, and they carry it throughout their lives.
- **Risk takers:** IB students approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. IB students transition well to challenging university settings and show resilience and determination in their work. In academics, they are confident when they approach new or unfamiliar subjects or material.
- **Balanced:** IB students understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others. They are active participants in a wide range of aspects of campus life, as well as focusing on their academic development.
- **Reflective:** IB students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. IB students have developed an ability to reflect on their learning and to articulate how they learned.

## Curriculum

### Elements of the Written Curriculum

- **Knowledge:** Significant, relevant content that students explore and gain knowledge and critical thinking skills by taking into consideration their prior experience and understanding.
- **Concepts:** Powerful ideas that have relevance within the content areas and transcend into other areas of work; students must explore and re-explore in order to develop a coherent, in-depth understanding.
- **Skills:** Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which are disciplinary or transdisciplinary in nature.
- **Attitudes:** Dispositions that are expressions of fundamental values, beliefs and feelings about learning, the environment and people.

### Transdisciplinary Themes

- **Who we are:** An inquiry into the nature of the self; values and beliefs; personal, physical, mental and social health; human relationships, including families, friends, communities, and cultures; rights and responsibilities; and what it means to be human.

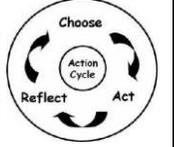
- **Where we are in place and time:** An inquiry into the orientation of place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
- **How we express ourselves:** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend, and enjoy creativity; and the human appreciation of the aesthetic.
- **How the world works:** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; and the impact of scientific and technological advances on society and on the environment.
- **How we organize ourselves:** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; and economic activities and their impact on humankind and the environment.
- **Sharing the planet:** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; and peace and conflict resolution.

IB programmes emphasize learning how to learn, helping students interact effectively with the learning environments they encounter and encouraging them to value learning as an essential and integral part of their everyday lives. IB programmes promote the development of schools that:

- Create educational opportunities that encourage healthy relationships, individual and shared responsibility and effective teamwork and collaboration.
- Help students make informed, reasoned and ethical judgments and develop the flexibility, perseverance and confidence they need in order to bring about meaningful change.
- Inspire students to ask questions, to pursue personal aspirations, set challenging goals and develop the persistence to achieve them.
- Encourage the creation of rich personal and cultural identities.
- Display essential elements of Planning, Knowledge, Concepts, Approaches to Learning, Attitudes, Actions and the IB Learner Profile in their work.

These educational outcomes found in these charts are greatly shaped by the relationships between teachers and students. The Academy's teachers will be intellectual leaders and facilitators who empower students to develop confidence and personal responsibility. Challenging learning environments at the Academy will help students develop powerful lifelong learning tools, discipline and the motivation they need in order to meet their goals and help empower others to reach their goals.

The following charts explain IB philosophies related to student-centered education.

Teacher Planning	Essential Elements					International-Mindedness
Planners	Knowledge: What do we want the student to know about?	Concepts: What do we want the students to understand?	Approaches to Learning: What is the best way for students to learn?	Attitudes: What do students feel, value, and demonstrate?	Action: How do we want the students to act?	IB Learner Profile
<b>1. What is our purpose?</b> Central idea Transdisciplinary theme Summative assessment	<b>Transdisciplinary Themes</b>	<b>Form:</b> What is it like? <b>Related Concepts:</b> Properties, structure, similarities, differences, pattern	<b>Social Skills</b> 1. Accepting responsibility 2. Respecting others 3. Cooperating 4. Resolving conflict 5. Group decision-making 6. Adopting a variety of roles	<b>Appreciation</b> Valuing the wonder and beauty of the world and its people <b>Commitment</b> Serious about learning, show self-discipline and responsibility		<b>Inquirers</b> Ask questions Are curious about the world around them
<b>2. What do we want to learn?</b> Key concepts Related concepts Lines of inquiry Teacher questions/provocations		<b>Function:</b> How does it work? <b>Related Concepts:</b> Behavior, communication, pattern, role, systems	<b>Communication Skills</b> 1. Listening 2. Speaking 3. Reading 4. Writing 5. Non-verbal communication	<b>Confidence</b> Confident in their ability as learners, courage to take risks, apply what they have learned, and make appropriate choices		<b>Thinkers</b> Use what they know Link with something new Build on other people's ideas
<b>3. How might we know what we have learned?</b> Assessing prior knowledge and skills Assessing student learning What evidence will we look for?	Who we are	<b>Causation:</b> Why is it like it is? <b>Related Concepts:</b> Consequences, sequences, pattern, impact	<b>Cooperation</b> Work in a group, collaborating and leading/following as the situation demands	<b>Cooperation</b> Work in a group, collaborating and leading/following as the situation demands	Voluntary action based on the needs of the student community	<b>Communicators</b> Follow directions Express feelings, thoughts and ideas in words, mathematics, art, and music
<b>4. How best might we learn?</b> Learning Experiences	Where we are in time and place	<b>Change:</b> How is it changing? <b>Related Concepts:</b> Adaption, growth, cycles, sequences, transformation	<b>Thinking Skills</b> 1. Acquisition of knowledge 2. Comprehension 3. Application 4. Analysis 5. Synthesis 6. Evaluation 7. Dialectical thought 8. Metacognition	<b>Creativity</b> Creative and imaginative in thinking and in approach to problems	<b>Service</b> > To self (at home and school) > To fellow students (in classroom and on playground) > To staff > To community	<b>Knowledgeable</b> Learn more about themselves and the world around them
<b>5. What resources need to be gathered?</b> <b>6. To what extent did we achieve our purpose?</b>	How we express ourselves	<b>Connection:</b> How is it connected to other things? <b>Related Concepts:</b> Systems, relationships, networks, homeostasis, interdependence	<b>Curiosity</b> Curiosity about learning and of the world and its people and cultures	<b>Empathy</b> Able to project themselves into another's situation in order to understand others	<b>Community Service</b>	<b>Courageous</b> Are willing to make mistakes Are prepared to try new things Are willing to try and do things in different ways
<b>7. To what extent did we include the elements of the Primary Year Programme (PYP)?</b>	How we organize ourselves	<b>Perspective:</b> What are the points of view? <b>Related Concepts:</b> Subjectivity, truth, beliefs, opinion, prejudice	<b>Research Skills</b> 1. Formulating questions 2. Observing 3. Planning 4. Collecting data 5. Recording data 6. Organizing data 7. Interpreting data 8. Presenting research	<b>Enthusiasm</b> Enjoying learning	<b>Charity Work</b>	<b>Principled</b> Are honest Make good decisions Are responsible learners
<b>8. What student-initiated inquiries arose from the learning?</b>	How we share the planet	<b>Responsibility:</b> What is our responsibility? <b>Related Concepts:</b> Rights, citizenship, values, justice, initiative	<b>Integrity</b> Being honest and demonstrating a considered sense of fairness <b>Respect</b> Respect themselves, others, and the world around them	<b>Independence</b> Thinking and acting alone, making judgments and being able to defend them	<b>Environmental Causes</b>	<b>Caring</b> Recognize they are part of a group Are thoughtful Help others
<b>9. Teacher notes</b>	<b>Disciplinary Subject Area</b>	<b>Reflection:</b> How do we know? <b>Related Concepts:</b> Review, interpretation, evidence, responsibility, behavior	<b>Self-Management Skills</b> 1. Gross motor skills 2. Fine motor skills 3. Spatial awareness 4. Organization 5. Time management 6. Safety 7. Healthy lifestyle 8. Codes of behavior 9. Informed choices	<b>Tolerance</b> Sensitivity toward differences in the world and being responsive to the needs of others	<b>Reflection on actions taken</b>	<b>Open Minded</b> Listen to other people's thoughts and ideas Accept that there is more than one way to look at things
<b>9. Teacher notes</b>	Languages					<b>Reflective</b> Think about what they do and say Think about their learning Think about different ways things could have been done
<b>9. Teacher notes</b>	Mathematics					
<b>9. Teacher notes</b>	Science					
<b>9. Teacher notes</b>	Social Studies					
<b>9. Teacher notes</b>	Arts					
<b>9. Teacher notes</b>	PSPE					

<b>Student Skills</b>					
<b>Thinking Skills</b>					
Acquisition of Knowledge		Comprehension		Application	
Analysis		Metacognition		(Bloom's Taxonomy and Depth of Knowledge)	
<b>Social Skills</b>					
Accepting Responsibilities		Respecting Others		Cooperating	
Resolving Conflict		Group Decision-Making		Adopting a Variety of Group Roles	
<b>Communication Skills</b>					
Listening		Speaking		Reading	
Writing		Viewing		Presenting	
Non-Verbal Communication					
<b>Self-Management Skills</b>					
Gross Motor Skills		Fine Motor Skills		Spatial Awareness	
Organization		Time Management		Safety	
Healthy Lifestyle		Codes of Behavior		Informed Choices	
<b>Research Skills</b>					
Formulating Skills		Observing		Planning	
Collecting Data		Recording Data		Organizing Data	
Interpreting Data		Presenting Research Findings			
<b>Guided Inquiry</b>					
Engaged	Relevant	Challenging	Constructivist	Learning Vehicle	Model
<b>Elements of Guided Inquiry</b>					
Exploring					
Experimenting			Making Connection		
Making Predictions		Collecting Data		Clarify Existing Ideas	
Application of Concepts		Making and Testing Theories		Researching	
Taking and Defending a Position			Solving Problems		

Process				
Collaboration	Central Ideas	Evaluate Plan	Assisted Planning	Teacher as Facilitator

The Academy will provide a challenging academic program utilizing the Idaho Core Standards combined with the IB framework for curriculum and will incorporate proven methodologies that will foster student growth. This academic program will also help develop students who are responsible citizens, intellectually capable and competent.

By providing students with the Idaho Core Standards and IB curriculum, the Academy will offer students the rich experience of international awareness, Spanish-second language instruction and challenging interdisciplinary instruction and rigorous assessment aligned with the Idaho Core Standards.

Visual, auditory, tactical, global, kinesthetic and analytic strategies will be incorporated into lessons and units of instruction giving students an increased choice of learning styles in their education.

Technology, literature, art projects, music, research, non-fiction reading and a wide range of writing will be integrated into lesson plans, providing students with the opportunity to interact and connect their learning to the real world.

The Academy will implement a cross-grade mentoring program, which is a researched method to develop student leaders and deepen academic knowledge. These opportunities will teach them responsibility and interpersonal skills. It will also give them an opportunity to practice their written and oral communication skills and learn how to collaborate effectively – all of which will reinforce their own academic skills.

The Academy will also strive to involve students in a variety of community programs and service-learning opportunities with the intention of strengthening student awareness of the community to which they belong.

Resources:

PYP Conference- Austin, Texas July, 2015

The International Baccalaureate Program by Thomas Jerome Baker

Taking the PYP Forward Edited by Simon Davidson and Steven Carber

Taking the MYP Forward Edited by Mary Hayden and Jeff Thompson

Sage International Baccalaureate in Boise, Utah

Channing International Baccalaureate in Salt Lake City, Utah

Providence International Baccalaureate in Salt Lake City, Utah

The following goals were developed to ensure successful implementation of the Academy's educational program:

<p><b>Goal 1:</b> The Academy will become a fully accredited IB School within the first three years of operation. During the first year, the Academy will begin the candidacy phase in the IB Organization for full accreditation as a Primary Year Programme (PYP). During the second year of operation, the Academy will begin the candidacy phase in the IB Middle Years Programme (MYP). As part of the accreditation process, all educators will participate in IB training provided by certified trainers. Teachers will be evaluated formally and informally on their knowledge and abilities to implement the IB curriculum. The PYP and MYP programmes being a transdisciplinary approach to teaching and learning will demand the best from both students and teachers. Alturas International Academy will aim to produce a common curriculum that will suit all learning communities.</p>		
Action Steps/timeline	Measures of Progress/Evidence	Accountability
<ol style="list-style-type: none"> <li>1. Create leadership team including lead teacher, administrator, and IB coordinator / January 2016</li> <li>2. Leadership team attends training / January 2016</li> <li>3. IB coordinator submits all necessary forms and fees in regards to IB accreditation / January 2016</li> <li>4. Create IB teacher professional development (PD) calendar for 2016-17 school year and ongoing leadership team training / January 2016</li> <li>5. Begin PD process June 2016 – June 2017</li> <li>6. Reflect and review and if necessary revise training efforts quarterly with leadership team / 2016-17 school year and every subsequent year</li> <li>7. Report progress to Board of Directors monthly – 2017-18 school year and every subsequent year</li> <li>8. Create IB teacher PD calendar for 2017-18 school year/ May 2017</li> <li>9. Continue PD process June 2017-June 2018</li> <li>10. Apply for accreditation in the MYP/ September 2017</li> <li>11. The Leadership team will be involved daily in the instruction of these small groups to provide mentoring and support to the classroom structure in academic learning.</li> <li>12. The IB programme is built on the foundation that everyone is involved in the school and it is a community of learners and leaders. It is the responsibility of each individual at The Academy to empower one other to think critically, self-reflect, and continuously improve. Throughout the accreditation process this will be an essential tool to ensure continual success in these goals.</li> </ol>	<ul style="list-style-type: none"> <li>• Professional development calendar for each school year (2016-2020)</li> <li>• Monthly Board of Directors report</li> <li>• Quarterly leadership agenda and minutes</li> <li>• Periodic reports of progress from the International Baccalaureate Organization</li> <li>• Records of teacher training/ spreadsheet detailing training levels, dates etc. for each teacher</li> <li>• Evaluations of teachers' IB knowledge, skills and implementation of the IB curriculum and methods</li> <li>• Walk through observation data</li> </ul>	<ul style="list-style-type: none"> <li>• Report monthly progress to Board of Directors</li> <li>• Report annually to authorizer</li> </ul>

<b>Goal 2:</b> The Academy will instruct students in a multi-age, student-centered classroom that uses flexible grouping and differentiated instruction according to each student's needs without distinguishing students by grade level. As a result, all Academy teachers will be trained in researched-based teaching methods that utilize flexible grouping and small group instruction. The teachers and leadership team will collaborate and write curriculum to ensure optimum growth at instructional levels.		
<b>Action Steps/timeline</b>	<b>Measures of Progress/Evidence</b>	<b>Accountability</b>
<ol style="list-style-type: none"> <li>1. Research best practices and researched based teaching methods that utilize differentiated instruction, flexible grouping and small group instruction. / January –February 2016</li> <li>2. Create professional development calendar for the 2016-17 school year. Leadership team (lead-teacher, administrator and IB coordinator) plan and create professional development plan based on the calendar / February 2016</li> <li>3. Purchase books and other resources necessary for professional development / June 2016</li> <li>4. Deliver first professional development/ August 2016</li> <li>5. Continue with professional development <u>every Friday</u> as per calendar/ September 2016 – June 2017</li> <li>6. Review and reflect on professional development monthly. Teachers will be the facilitator of learning. The staff will develop curriculum that supports student-driven learning. The leadership team will support this instruction by creating collaborative groups to write instruction. The leadership team will be in the classroom on a regular basis working with students and supporting and encouraging teachers. / 2016-17 school year</li> <li>7. The teachers and leadership will reflect continuously on student achievement through small group instruction and analyze data to ensure academic growth. / 2016-17 school year</li> <li>8. Complete needs assessment and professional development calendar for 2017-18 school year / May 2018</li> </ol> <p>Researched Based Evidence: Theexpeditionsschool.com Kidsource.com cu-portland.edu</p>	<ul style="list-style-type: none"> <li>• Professional development calendar 2016-17</li> <li>• Informal observation data</li> <li>• Professional development calendar 2017-18</li> <li>• Star Reading and Math benchmark data (ensuring students are making adequate growth – see assessment plan)</li> <li>• Student assessment data – formative common assessments (ensuring students are placed in correct instructional groups and that they are making adequate growth)</li> </ul>	<ul style="list-style-type: none"> <li>• Report monthly progress to Board of Directors</li> <li>• Report annually to authorizer</li> </ul>

<p><b>Goal 3:</b> Working as collaborative teaching teams is essential to the structure of the Academy. Collaborative teams must know and understand achievement levels of students in order to form appropriate instructional groups within their classes. As a result, the Academy will implement the Professional Learning Community (PLC) process with all instructional staff members beginning the first year of operation and continuing every year thereafter. Instructional staff will meet at least one day a week to collaborate about student learning. The analysis of Star Math and Star Reading data along with formative and summative assessments will be the foundation of organizing and changing instructional levels and groups as the year progresses. This will be necessary so that each student can continually work to reach their academic growth potential.</p>		
Action Steps/timeline	Measures of Progress/Evidence	Accountability
<ol style="list-style-type: none"> <li>1. Develop initial PLC training / May 2016</li> <li>2. Provide initial professional development and guidelines for working within a PLC / August 2016</li> <li>3. PLC meetings / Weekly throughout the 2016-17 school year</li> <li>4. Develop team growth and proficiency goals related to student achievement in reading, writing, and mathematics</li> <li>5. Create units of instruction including common formative and summative assessments and differentiated lesson plans / ongoing 2016-17</li> <li>6. Review assessment data / ongoing 2016-17</li> <li>7. Reflect on PLC practice and provide ongoing professional development and guidance as necessary / Monthly throughout the 2016-17 school year</li> </ol>	<ul style="list-style-type: none"> <li>• PLC meeting notes</li> <li>• PLC implementation self-assessment and reflection data</li> <li>• Unit plans</li> <li>• Common formative and summative assessment data</li> </ul>	<ul style="list-style-type: none"> <li>• Report monthly progress to Board of Directors</li> <li>• Report annually to authorizer</li> </ul>

## Education Thoroughness Standards

### 1. A safe environment conducive to learning is provided.

**Goal:** Maintain a safe teaching, working and learning environment that promotes positive and productive learning. Students will be respectful of themselves and others.

To achieve this goal, the Academy will:

- Develop guidelines for physical safety. These guidelines will include, but are not limited to, the procedures for fire and evacuation drills, reporting unsafe equipment, methods for checking students in and out of school, notification of school closures and emergency information and staff monitoring and supervision of student activity during the school day.
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire and building codes for public schools.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior for students and staff, including zero tolerance for weapons, violence, harassment, bullying, gangs, use or sale of alcohol and drugs or any illegal activities.
- Establish a school-wide Positive Behavior Interventions and Support (PBIS) system that is comprised of behavioral intervention practices and organizational systems for establishing the social culture, learning, and teaching environment and individual behavior supports needed to achieve academic and social success for all students.

- Provide all students direct and explicit instruction focused on defining, teaching, and encouraging expectations for behavior of respect, responsibility, and safety for all settings within the school.
- Provide annual and ongoing training for students in anti-bully and bully resistance, providing students the tools to recognize and reduce bullying behavior through the blending of school-wide positive behavior support and explicit instruction.
- Provide annual professional development for all staff using research-based anti-bully/bully prevention techniques and providing teachers and staff with skills and practical steps to take in responding to bullying, promoting the importance of building strong relationships within the classroom, and creating an environment of respectful diversity.
- Establish and enforce a technology use agreement for students and staff that prohibits the use of technology for harassment, bullying, or other unsafe behaviors.

## **2. Educators are empowered to maintain classroom discipline.**

**Goal:** Create a positive teaching and learning environment where students are responsible, respectful, and highly engaged in learning.

To achieve this goal, the Academy will:

- Teachers will be trained in and use “CHAMPS: A Proactive and Positive Approach to Classroom Management,” by Randy Sprick, Ph.D. as a model of how to make effective decisions about classroom management. CHAMPS is based on the following principles or beliefs:
  - Structure the classroom for success, including the physical setting, schedule, routines and procedures.
  - Teach behavioral expectations to students; direct instruction on how to behave responsibly and respectfully in all classroom situations.
  - Observe and supervise; monitor student behavior by physically circulating and visually scanning all parts of the classroom.
  - Interact positively with students; when students are behaving responsibly and respectfully, they receive attention and feedback on their behavior, giving the students a high ratio of positive to negative interactions.
  - Correct fluently; teachers pre-plan their responses to misbehavior to ensure they respond in a brief, calm and consistent manner.

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

**Goal:** Offer opportunities for students to develop and express exemplary character traits in correlation with the overall educational program.

To achieve this goal, the Academy will:

- Utilize the general philosophy of the IB Programme to instill basic values.
- Emphasize the importance of adults and older students modeling important values at school.
- Support students in their efforts to build personal bonds and carry out responsibilities within the learning community.
- Develop a sense of community and service within the school and between the school and larger community.
- Instill a sense of individual, social, and civic responsibility that enables students to use newly found knowledge to solve community problems.

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

**Goal:** Teach students a range of effective communication skills appropriate for the 21<sup>st</sup> Century using the IB Programme and Idaho Core Standards.

To achieve this goal, the Academy will:

- Emphasize meaningful language experiences in English Language Arts instruction through reading, writing, speaking, and listening, which is enhanced by dramatization and memorization.
- Provide access to computers and other technology. Teach technology skills and appropriate communication through technology.
- Provide instruction in a foreign language. Next to English, Spanish is the second most spoken language in the United States. There are approximately 52 million people who speak Spanish as a first or second language in the United States. Some projections indicate that the United States could even surpass Mexico by 2050 and become the world's largest Spanish-speaking country. Learning Spanish will enable students to live more effectively in a global community and is essential in many occupations. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.

### **5. A basic curriculum necessary to enable students to enter academic or professional technical postsecondary educational programs is provided.**

**Goal:** Develop international citizens equipped with a solid foundation in reading, writing, mathematics, science, technology, language, and social studies that will enhance their ability to positively contribute to a global society in the 21<sup>st</sup> Century.

To achieve this goal, the Academy will:

- Provide a challenging academic program utilizing the Idaho Core Standards combined with the IB framework for curriculum
- Develop and implement a complete Response to Intervention (RTI) system consisting of three tiers of instructional processes that include regular universal benchmark screening of basic language arts and mathematics skills (three times a year), increasing levels of instructional support and intervention, and careful monitoring of progress for students identified for additional support.
  - **Tier 1:** All students receive instruction within an evidence-based, scientifically researched core program aligned with the Idaho Core Standards and the IB framework with the intent to deliver high-quality instruction in language arts and mathematics.
  - **Tier 2:** Students who fall below the expected levels of accomplishment (10<sup>th</sup>–24<sup>th</sup> percentile), according to the school-wide benchmark screenings, receive interventions and instructional programs focused on their specific needs.
  - **Tier 3:** Students who fall well-below the 10<sup>th</sup> percentile on the benchmark universal screeners are at high risk for academic failure and will receive intensive interventions and instruction to meet their individual needs.
- Provide foreign language instruction.
- A comprehensive health curriculum will be taught as required by the State of Idaho.
- Physical fitness instruction will focus on basic health, fitness (flexibility, strength, and endurance) and lifetime sports.
- Frequent opportunities will be provided for students to participate in outdoor activities, such as snowshoeing, hiking, biking, running, skiing, tennis, golfing, and fishing.
- Music and art will be integrated into the interdisciplinary thematic units of instruction.
- Delineate a set of expected best teaching practices, methods, and materials that teachers will employ within their classrooms.
- Provide ongoing professional development in best teaching practices, methods, and materials that are expected to be used within the classroom.
  - Monitor teacher performance and implementation of curriculum and best practices through frequent classroom walkthroughs by teaching peers and administration and through the implementation of a research-based evaluation system, Charlotte Danielson’s “Framework for Teaching.” “Framework for Teaching” is a research-based set of components of instruction, aligned to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility:
    1. Planning and preparation
    2. Classroom environment
    3. Instruction

#### 4. Professional responsibilities

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

**Goal:** Provide students with academic and social skills that prepare them for future employment in the 21<sup>st</sup> Century. Students will not only possess solid academic skills in reading, writing, and mathematics, but they will be able to work cooperatively and collaboratively. They will be able to think critically and problem-solve.

To achieve this goal, the Academy will:

- Provide a strong foundation in reading, writing, problem-solving, math concepts, science, technology, and social studies.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21<sup>st</sup> Century.
- Enable students to develop the following intellectual habits important in the workplace: Adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically; and making informed judgments.
- Enable students to develop the following personal habits important in the workplace: Accepting responsibility for personal decisions and actions; acting with honesty, courage, and integrity; maintaining a healthy lifestyle; showing empathy, courtesy, and respect for differences among people and ideas; displaying self-confidence; practicing concentration and perseverance; implementing effective time management; and working cooperatively with others to reach group consensus or to complete a task.

### 7. The students are introduced to current technology.

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

To achieve this goal, the Academy will:

- Provide technology to facilitate and enhance learning. Students will be able to access technology to communicate, research information, complete assignments, compute, keep records, analyze and store data, and for assessment purposes.
- Use interactive technology as a tool in an integrated educational program rather than as a primary instructional delivery system.
- Students will be taught and expected to proficiently keyboard and use word processing, spreadsheet, and presentation software.

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

**Goal:** Provide students with the skills, attributes and attitudes necessary to become global citizens in their chosen careers or fields of work and communities in the 21<sup>st</sup> Century.

To achieve this goal, the Academy will:

- Provide service-learning experiences that reflect responsible citizenship in a democratic society and an interdependent world.
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

## Special Education

The Academy supports the rights of all students and will serve all students with different cognitive abilities. This will include: students with intellectual disabilities and Autism, English Language Learners (ELL), and the Gifted and Talented Learners. Every student will receive equal access to educational opportunities. No student will be excluded from the Academy or referred to other schools because of their unique needs.

The Academy's Board of Directors will adopt the 2015 Idaho Special Education Manual with all subsequent revisions. Special education policies and procedures will be developed and implemented in accordance with the mandates of the Individuals with Disabilities Education Act (IDEA), other federal laws, and Idaho code. The Idaho Special Education Manual will also be used as a reference and guideline for developing individual education plans.

The Academy will plan and budget to hire or contract with highly qualified special education teacher(s) who meet Idaho state requirements.

The Academy will establish and implement an ongoing Child Find system to locate, identify, and evaluate students suspected of having a disability and who may need special education, regardless of the severity of the disability.

The Academy will follow the three-step process as outlined in the Idaho Special Education Manual, to determine whether or not a student requires special education services:

1. The school will locate students by establishing and implementing an ongoing Child Find system, which will include referrals by parents, school staff, etc. An individual will be appointed to coordinate the development, revision, implementation and documentation of the Child Find system.
2. The Academy's Child Find system will also publicize and ensure that staff and the Academy's constituents are informed of the availability of special education services through information included in staff orientation, on the school's web page, in registration materials and through the use of various social media.
3. The Academy will conduct a thorough and comprehensive evaluation for students referred to determine if the student qualifies for special education services under the IDEA.

The Academy will adhere to the guidelines and timelines outlined in the IDEA and Idaho Special Education Manual. As outlined in the Idaho Special Education Manual, an evaluation team – that includes (at a minimum) a special education teacher, a general education teacher, administrator, the student when appropriate and the parent and/or adult student – will review the information from the comprehensive evaluation to determine the student's eligibility for special education.

These sources include, but are not limited to, general education interventions, formal and informal assessments and progress in the general curriculum. They will also include any and all referrals by parents and/or other adults including teachers, counselors or other school professionals as outlined in the Idaho Special Education Manual.

The Academy will implement and utilize a comprehensive RTI program as recommended in the Idaho Special Education Manual. This comprehensive, general education-led program will consist of the core components of problem identification, problem analysis, applying researched-based intervention, and progress monitoring to determine the student's response to the scientifically research-based interventions. Students who do not respond adequately to the RTI program may be considered for a referral to a special education evaluation.

If during an evaluation process, the multi-disciplinary team determines the need for an evaluation by personnel not directly employed by the Academy, such as a school psychologist, speech therapist, occupational therapist or other required experts not currently employed by the school, such evaluations will be contracted with a private provider. If the student qualifies for special education services and the subsequent Individualized Education Plan (IEP) requires the need for contracting with personnel not directly employed by the Academy, then the Academy will contract with the appropriate service providers to provide IEP-related services (e.g., Speech and Language Pathologist, Occupational Therapist, Physical Therapists etc.).

### *Individual Education Plans*

A highly qualified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. A special education teacher will provide services in an inclusion or a pull-out model depending on the degree of accommodation necessary to meet the student's needs. These services will be delivered by a special education teacher or licensed provider, with supporting para-educator(s) as allowed by the IDEA and the ESEA. The special education teacher will consult with the general education staff to utilize effective classroom accommodations, adaptations and modifications.

The continuum of settings and services will be provided at the Academy, including general education classes, resource classes, and provisions for supplemental services, such as resource services, itinerant instruction provided in conjunction with the general classroom, classroom aides, replacement curricula, behavioral supports, etc.

The Academy will provide as needed supplementary aids and services such as resource services and itinerant instruction, adaptations, assistive technology, extended school year, replacement curricula, behavioral supports and transportation (even if others are not transported), for special education students when the student's IEP requires it as a result of the multi-disciplinary team decision.

In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the variety of alternate placements and related services available to meet those needs. The Academy may contract with private providers for the provision of related services. Services may be provided by a licensed therapist, who may use a para-educator for support. In the rare event that the IEP team determines that the student's academic needs cannot be met onsite, the Academy may contract with other agencies to provide those services.

For all special education students, the Academy will develop, review and revise IEPs in

accordance with state and federal laws. The Academy will adhere to the IDEA Procedural Safeguards and FERPA to assure protection of student and parent rights to a free, appropriate public education, including the confidentiality protections and the special services referral process. These rights are provided under the IDEA; the Elementary and Secondary Education Act (ESEA), reauthorized as the No Child Left Behind Act (NCLB); and Section 504 of the Rehabilitation Act relating to personally identifiable information in student special education records. These statutes also provide for the right to review and inspect records.

In addition the Academy will ensure access to charter school programs and activities, as required by the Americans with Disabilities Act (ADA) and the Family Education Rights and Privacy Act (FERPA). The Academy's building plan will permit access by students with disabilities. The school will provide transportation for special education students when the student's IEP requires it as a result of the multi-disciplinary team decision.

### *Child Find*

The Academy will form a Child Assistance Team (CAT), a problem-solving team consisting of teachers, administration, and educational specialists to problem-solve for students identified through the RTI process and/or parental input as students not meeting Idaho Core Standards or the Idaho Early Learning Guidelines. The team will use a problem-solving process to plan accommodations and interventions within the general education classroom to ensure that referrals to consider a special education evaluation are appropriate. Data will be used to evaluate the effectiveness of alternative strategies and interventions. The student's linguistic and cultural backgrounds will also be considered in identifying needs and appropriate strategies. Following the problem-solving process, students suspected of having a disability will be referred to consider special education services.

### *Discipline*

The Academy will use evidenced-based programming and curricula when working with students with disabilities who need supplemental or replacement curricula. The Academy will follow the guidelines provided by the IDEA and Idaho Special Education Manual in regard to the disciplining of a student protected under the IDEA. This will include the consideration of a Functional Behavior Assessment and subsequent Behavior Intervention Plan when the special-education multi-disciplinary team identifies that the behavior of the student impacts his or her learning or the learning of others. When the Behavior Intervention Plan is required, it will be developed with Positive Behavior Interventions and Supports. If the IEP team determines that such services are needed, they must be included in the IEP and must be implemented.

When required in accordance with the IDEA and Idaho Special Education Manual, the special education multi-disciplinary team will conduct a Manifestation Determination to establish whether or not the misconduct of a student with a disability was: (1) a demonstration of the disability, that is, an inability to understand impact and consequences or an inability to control behavior; (2) the result of an inappropriate placement; and/or (3) the lack of provision of services consistent with the IEP and placement.

Students with disabilities who are subject to disciplinary actions are entitled to all of the due process rights afforded students without disabilities under Idaho Code 33-205 and state and local policies. In addition to these rights, the IDEA provides special education rights and additional discipline procedures to a student with a disability whom the district is removing from his or her current educational placement. Students with disabilities who have been suspended

or expelled for more than ten (10) consecutive or cumulative school days in a school year retain the right to a free appropriate public education (FAPE).

### *Non-Discriminatory Enrollment Procedures*

The Academy will not deny enrollment to a student with a disability because of that student's need for special education or related aids and services. All appropriate services will be provided for students with disabilities who meet the federally-established eligibility criterion for such services. Enrollment policies described elsewhere in this charter petition are consistent with the mission of the Academy and civil rights requirements. The non-discriminatory policy will be stated on the school's website, applications, advertisements, etc.

### **LRE Requirements**

The Academy embraces inclusion and cooperative teaching to allow all students to achieve their full potential. The Academy will provide special education and related services to eligible students in the Least Restrictive Environment (LRE), educating students with disabilities with their non-disabled peers to the maximum extent appropriate.

Services will be determined according to the guidelines detailed in the Idaho Special Education Manual. Students found to be eligible for special educational services will receive required services in the following manner:

1. Instruction for students with disabilities and the monitoring of that delivery of instruction will be provided by highly qualified school staff. Instructional services will follow the IEP and will be provided in the least restrictive environment as determined by the student's needs.
2. If necessary, the Academy will contract with a private provider for the provisions of other related services, such as speech and language, occupational, and/or physical therapy as outlined in the IEP.

### **Transfer Students**

Students transferring from an Idaho school district with a current IEP shall be provided with FAPE (Free and Appropriate Education). This includes comparable services to those described in the previously held IEP. Likewise, students transferring from an out-of-state district with a current IEP shall be provided with FAPE, including services comparable to those described in the IEP. In consultation with the student's parents, the evaluation team at the Academy will conduct an evaluation if it is determined necessary and will develop or adopt and implement a new IEP based on Idaho eligibility criteria.

### **Gifted and Talented**

The Academy will identify students possessing high-performing capabilities in specific academic, intellectual, leadership, creativity and visual/performing arts talent areas. The identification in each area will be by a variety of assessments outlined in The Best Practices Manual for Idaho Gifted/Talented Programs. Once identified, the Academy will implement a modification of curriculum to provide a challenging educational experience.

## English Learners (EL)

The Academy will do the following for students who are English Learners (EL):

1. **Identification of EL students:** The Academy will use the federal definition of EL as detailed in Title III and IX of the ESEA. Idaho EL program guidance will be used to support the needs of students who are EL. Students for whom English is a second language will be assessed using the EL placement test. The eligibility criteria (listed below) will be used for a Home Language Survey in order to identify the primary home language other than English. The Idaho English Language Proficiency Assessment will be used to assess English proficiency as the EL student progresses through the school.
2. **Program of services and instructional methods:** Students who are eligible for the EL program will participate in the EL program according to state and federal guidelines. State and federally mandated testing of EL students will be administered. EL services may be provided onsite or contracted out.
3. **Curriculum:** Curriculum will be purchased and modified using the Sheltered Instructional Observation Protocol and other EL instructional approaches. Educational Learning Plans (ELP) will be developed to support EL students. ELPs will be overseen by teachers certified in Bilingual Education. With the IB focus on global education and foreign language and with the use of technology, EL students will be well-supported to access the general curriculum.
4. **Assessment:** Relevant Curriculum Based Measures (CBM) and the Idaho English Language Proficiency Assessment will be used to monitor student growth. Students who meet state recommended levels of proficiency on the Idaho English Language Proficiency Assessment or other assessments will be exited from the EL program.
5. **Evaluation:** The program will be evaluated based on collected data and trends and revised, if necessary. Evaluation of the program will be based on tracking data on swiftness of intervention, type of intervention, and comparison with peers for student improvement; availability of resources; staff training; and viable sources of assistance.

The following is the EL program eligibility criteria:

- Registration cards will include the question: "What is the primary language spoken in the home?"
- If a response is any language other than English, a survey will go home to the parents.
- If the survey comes back indicating that a student may be EL, the student will be given an English language proficiency test within 30 days of registration or within two weeks of entry into the school.
- If the student tests less than proficient on the English language proficiency test, then a letter will go home to the parents indicating that their child was identified as needing specific English language services. The parents will be given the opportunity to waive the services, if desired.
- If the parent does not waive the limited English proficiency services for their child, the

student will be placed in a program of high-quality language instruction, including:

- Formative assessments of phonological processing, letter knowledge, and word and text reading.
- Focused, intensive small-group reading interventions for at-risk students that include phonological awareness, phonics, reading fluency, vocabulary, and comprehension.
- High-quality vocabulary instruction throughout the school day with essential content words taught in-depth.

### **Section 504**

Any student attending the Academy is entitled to a Section 504 Accommodation Plan if they have been identified and the evaluation shows that the individual has a mental or physical impairment that substantially limits one or more major life activities. This determination is made by a team of knowledgeable individuals, including the student's parents who are familiar with the student and his or her disability. Section 504 processes are not Special Education. The school counselor will be the coordinator of the 504 process at the Academy.

Section 504 responsibilities:

- Student and Parent:
  - Be involved in suggesting accommodations.
  - Participate in Section 504 meetings.
  - Benefit from the accommodations.
- School Administrator, Counselor, Certified, and Classified Staff:
  - Conduct non-discriminatory practices in classrooms.
  - Refer, identify, and evaluate students as appropriate.
  - Encourage parent involvement.
  - Develop and implement program modifications and accommodations.
  - Coordinate Section 504 processes and training.
  - Provide staff and parent training.
  - Manage Section 504 grievance procedures.
  - Help conduct the self-evaluation.
- School Board of Directors:
  - Provide written notice to parents, students, school personnel, and community members of the name and contact information of the 504 Coordinator.
  - Have an understanding of all civil rights laws.
  - Develop grievance procedures.
  - Develop 504 hearing procedures.

### **Dual Enrollment**

Dual enrollment qualifications and requirements are subject to following Idaho Code 33-203. State funding of a dually enrolled student will be limited to the extent of the student's participation in the Academy's programs. Information concerning dual enrollment option and requirements will be provided to all parents on an annual basis. At that point, the teacher, student, and parents will sit down to discuss all options and a decision will be made.

Students from the Academy shall be allowed to participate in dual enrollment options in the district of their residence provided that student meets eligibility requirements for that program, as specified in 33-203(7) of Idaho Code. Participation fees will be consistent with those required of students attending the traditional public school. Any school district shall be allowed to include dual-enrolled public charter school students for the purposes of state funding only to the extent of the student's participation in the public school programs. Opportunities for dual enrollment will be communicated to parents and students through ongoing group and individual conferences with the counseling staff, as well as in newsletters and other regular communication from the school.

Policies will be developed and adopted within 60 days of the charter's approval. In all cases, transportation shall be provided for students by their parent(s) or the parent's representative when exercising dual-enrollment opportunities.

## Tab 4 – Measurable Standards, Accreditation, and Accountability

### Measurable Student Educational Standards (MSES)

#### *Testing*

The Academy will participate in all state-mandated testing as required by Idaho Code 33-5205 (3), including the ISAT, ISAT Alt, IRI, IELA, and NAEP. The school will have a test coordinator who will oversee the testing program and ensure the testing process as outlined by the Idaho State Department of Education is followed with fidelity for all tests. Data has been of great value in multi-age classrooms and in teaching children at instructional levels. Each student will participate in testing, as it is an integral part of the educational plans at the Academy. Accountability in testing will be required of teachers and students, and monitored closely by Administration. These assessments will occur during the state-mandated testing windows outlined by the Idaho State Department of Education.

Renaissance Learning literacy, numeracy, reading, and mathematics tests will be used at least three times a year to measure proficiency levels, student academic growth, and students' progress toward learning goals.

The following measurable goals have been set, but after the cut scores and proficiency rates are determined by Idaho State Department of Education, these goals may need to be revised to reflect attainable, realistic yet aggressive measures of proficiency and growth:

#### **Standardized Tests**

##### **English Language Arts:**

- The majority of first through eighth graders will show growth on the Star Reading Assessment as measured by the 50 SGP or more on the spring assessment.

##### **Mathematics:**

- The majority of the first through eighth graders will show growth on the Star Math Assessment as measured by the 50 SGP or more on the spring assessment.

##### **Behavior and Social Skills:**

- 70% of students grades kindergarten through eighth grade will move one tier from the fall benchmark to the spring benchmark using the AIMSweb ProSocial Behavior Social Skills Improvement System (SSIS).

##### **Civic Responsibility:**

- At least 80% of Kindergarten through 5<sup>th</sup> graders will score a 2 or 3 on the Civic Responsibility Survey Level 1 Post-test.
- At least 80% of 6<sup>th</sup> through 8<sup>th</sup> graders will score a 4 or better on the Civic Responsibility Survey Level 2 Post-test.

## *Methods for Measuring Student Progress*

### **Assessment and Evaluation**

The Academy will utilize information from both standardized evaluations and alternative assessment measurements and will emphasize assessments that enhance learning. Teachers will use assessments as an evaluation of student learning and a reflection of their teaching to help drive instructional decisions. Students will view assessments as learning experiences, challenges and opportunities to understand how they have grown. Student growth and development will reflect understanding, application and synthesis of the Idaho Core Standards and the IB Programme.

### **Standards Based Grading**

Standards-based grading focuses on measuring student proficiency on a specific set of outcomes. These outcomes are shared with students at the outset of the course, along with a learning scale or rubric that explains the essential outcome in detail. Student progress toward proficiency is tracked by performance on learning tasks that align to the outcome, which encourages student ownership of learning and allows the teacher to provide accurate feedback to each student. The goal of a standards-based approach is to clearly communicate to students and parents what is expected of the students and how to help them be successful in their educational journey.

### **Professional Learning Communities**

The Academy's teachers will meet at least one time a week to collaborate about student learning. Kindergarten through third grade; fourth and fifth grade; and sixth through eighth grade teachers will work in professional learning communities (PLCs) and collaborative teams to develop and align units of instruction based on the IB curriculum and Idaho Core Standards. PLC teams will develop student learning targets and assessments, both formative and summative, that measure proficiency of the learning targets and standards. These assessment tasks will be frequent and varied to allow students to demonstrate progress, achievement and proficiency according to the learning targets and standards identified in each unit of study.

Assessment tasks include, but are not limited to:

- Open-ended, problem-solving activities
- Investigations
- Organized debates
- Hands-on experimentation
- Analysis and reflection
- Multiple choice
- Short answer
- Extended answer and essays

PLC teams will analyze the data collected from the assessments and adjust their instruction to meet the needs of the various learners in the class. They also will share best teaching practices and effective teaching strategies as they collaborate about student learning.

## Portfolios of Learning

The Academy's students will meet or exceed the Idaho Core Standards and will reach their highest levels of individualized achievement on all standard measurements. Student progress will be assessed through a variety of assessments as delineated by the unit learning targets determined by the PLC teaching teams. Students will track their progress and evidence of their learning in a portfolio that catalogs their interests, passions, strengths, weaknesses and learning strategies that work best for them. The portfolio also reflects the achievement, proficiency and progress toward proficiency as related to the Idaho Core Standards, the IB learning objectives and the learning targets for each unit of instruction. Standards Based Grading (SBG) reports that target specific learning standards and objectives will be included in each student's portfolio.

## Student-Led and Teacher-Led Conferences

The Academy considers communicating student learning with the student's family to be of utmost importance. In addition to regular communication between the classroom teacher and the parents/guardians, the school will invite students and their families to attend formal conferences three times a year during which the student, family and teacher will review and analyze the student's portfolio of learning.

Teachers will facilitate the meeting, but the student will be in charge of taking responsibility for their learning and explaining their personal progress toward mastery of the Idaho Core Standards, IB learning objectives and the learning targets for the units of instruction. Students will justify their progress by referencing specific assignments that show their mastery of learning targets.

Students will also complete self-evaluations of their performance for each unit of instruction and share these evaluations with their families. Additionally, students will set goals for improvement with the support of their families and teacher as they explain their areas of strength and areas in need of improvement. The tone of the conference will be positive with a focus on continuous improvement.

## Student Information System

The Academy will research information systems and select one that meets the following criteria:

- User-friendly for parents, students, and school staff.
- Meets budget limitations.
- Interfaces with standards based grading.
- Tracks students' attendance, demographic, and health records.
- Fee management.

The student information system will be in place before the first year of operation begins.

## Accreditation

Before opening its doors, the Academy will apply to the Northwest Accreditation Commission, a Division of AdvancED, for accreditation as required in IDAPA 08.02.02.140. The Academy will complete the accreditation process and gain accreditation before its third year of operation.

AdvancED is an accrediting agency committed to helping schools improve. Accreditation is obtained through a process and over a period of time. A school must be in operation for at least two years and show financial stability to be accredited.

Initially, the Academy will contact AdvancED and submit an application. A \$500 application fee must accompany the application, along with the \$750 annual accreditation fee. Within three months following the application submission, the Academy will prepare to host a Readiness Review while receiving support from AdvancED throughout the process. During this time, the Academy will be considered an applicant.

Once the Readiness Review has been completed, the Academy will be in Candidacy status and will move forward with an Internal Review which consists of collecting student data; soliciting student, parent, and staff feedback; writing an executive summary of the school's purpose and direction; and creating an improvement plan based on data, goals, and commitment. This review needs to be done while demonstrating compliance with AdvancED and government requirements.

The Academy recognizes that during this time, it may not project or announce future accreditation by AdvancED. Candidacy does not equate with accreditation. Following the Internal Review, an External Review is conducted. This must be done within two years of becoming a candidate. A review team from AdvancED will visit the Academy and observe classroom instruction, review student performance, solicit feedback from stakeholders, conduct interviews, and examine other evidence as needed. This review team will prepare a comprehensive report on its findings and determine an IEQ Score (Index of Education Quality).

These findings and scores are reviewed by the AdvancED Accreditation Commission, which meets and grants accreditation status in January and June each year. The Academy anticipates accreditation for a five-year term and will submit necessary documentation, including a Progress Report, no later than two years following each External Review. An External Review is conducted every five years to maintain accreditation. The External Review Report will be provided to the authorizer along with any other requested reports.

## School Improvement

A wide variety of achievement data will be used in the educational planning process. The school administration and the Board of Directors will review school-wide achievement data that includes academic proficiency and growth with at least 95% of students participating in the state mandated tests. In addition, they will review school-wide proficiency and growth data at least one time a trimester. If necessary, the administration and faculty will develop action plans for improvement that would include differentiated instruction within the classroom, intervention plans for students at risk of not meeting set benchmarks and more frequent monitoring of student achievement.

Each week teams of teachers will meet to review student achievement data and will make necessary adjustments to their instructional plans that include differentiated instruction, implementation of interventions, and frequent monitoring of progress.

If the Academy at any point is identified as a school in need of improvement, the Academy's Board of Directors will actively look at data to ensure effective leaders are in place. In addition, school leaders, including the leadership team, will look closely at multiple levels of data to begin determining where and what focus areas need to be addressed. Strategic improvement planning will go into effect, and the Idaho State Department of Education will become a network and resource to help guide the Academy in school improvement efforts.

The Academy will utilize the statewide System of Support and framework for analyzing problems, identifying underlying causes, and addressing instructional issues to better understand why it has not made sufficient progress in student achievement. A plan will be written that will be comprehensive, highly structured, specific and focused on the Academy's instructional program. The Academy will utilize the WISE tool and other state suggested tools that allow it to include scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement.

## Tab 5 – Governance Structure, Parental Involvement, and Audits

### Governance Structure

The Academy will be a legally and operationally independent entity established by the non-profit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the school. The Academy commits to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations and complying with them.

The Board of Directors will serve as the public agents who govern the Academy. There will be not less than 5 nor more than 9 members on the Board of Directors. Initially, the Board of Directors will remain the same as the Organizing Group. A list of Board members and their backgrounds is included as Appendix D. Upon successful establishment of the school and after one to two years of operations, transition to a long-term governing board will be accomplished through the procedures set forth in the Restated Bylaws.

Governance of the Academy resides exclusively with the Board and not with the originators of the business idea. The originators of the idea for the Academy took steps, from the outset, to minimize the risk of founder's syndrome by recruiting an independent Board immediately following organization and by declining to be voting members of the Board. From the outset, the visionaries have deliberately limited their role in the organization, providing information and vision to the Board of Directors, but allowing the Board of Directors to govern the organization. By removing themselves from positions of control, the visionaries reduced the risk of problems associated with founder's syndrome.

Bylaws have been adopted to promote and retain long-term commitment to the mission of the Academy by staggering the transition of board members so that no more than two-fifths of the board is replaced at any one time. Notwithstanding this Board continuity, the bylaws promote ongoing change in the makeup of the Board of Directors through annual elections so as to encourage fresh perspective and bring new talents to bear on the success of the Academy.

The Board members will make every attempt to include a balance of skills and vocations on the Board as new members are determined in accordance with the procedures set forth in the Restated Bylaws. Desired skills and vocations include, but are not limited to, legal expertise; financial/accounting expertise; education expertise including administration, instruction, and special education; and business operations expertise. To that end, it is anticipated the Board will organize from within its membership a Recruiting Committee committed to and tasked with identifying potential new board members. The Academy will also seek to identify potential successor board members by polling members of the Parent-Faculty Association and through publicly available publications. The Board will maintain a list of potential future board members from individuals identified by the Parent-Faculty Association. In addition to identifying potential future board members, the Recruitment Committee will be tasked with: assessing the skills, experience, and expertise of the existing board to identify gaps; evaluating potential future board members against identified needs; extending invitations to potential board members to run for vacancies, and establishing an orientation program to assist new directors in becoming familiar both with the Academy and the responsibilities of board members.

Upon departure of a Board Member from the Board of Directors or at the conclusion of a Board Members term of services, efforts will be made to personally recruit candidates with similar professional backgrounds and expertise to fill vacancies through the election procedures set forth in the Restated Bylaws.

The Board of Directors' responsibilities include, but are not limited to:

- Securing adequate and appropriate board leadership training available through the Idaho School Boards Association or its equivalent including but not limited to training on school finance, ethics, school governance and strategic planning. Upon approval of the Academy's charter, the Board will evaluate its needs relative to training available through ISBA and will select and enroll in the training program in which it will participate. A similar assessment and enrollment will take place annually to ensure the Board has continuous training and stays abreast of relevant new developments. To the extent the Board identifies any areas of deficiency that cannot be addressed through training provided by ISBA, the Board of Directors will also arrange specialized training relative to those areas, including if necessary, training relative to Idaho's open meeting laws and public records laws so as to ensure compliance with such laws in the Board of Directors' administration of the Academy's business.
- Securing adequate and appropriate Academic Program training by participating in the IB continuum workshop "Governance: Introduction to the IB for school owners and board members" and/or its equivalent.
- Aiding in the business operations of the school, including the procurement of funding and ensuring operation of the business in accordance with the requirements of the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho Code.
- Monitoring and assessing the school's compliance with the provisions of its charter under the Idaho Public Charter Schools Act, Chapter 52, Title 33, Idaho Code.
- Holding meetings which follow open meetings laws, including the posting of agendas at least 24-48 hours in advance, quorums, executive session procedures, board meeting frequency, etc.
- Maintaining entity records in accordance with Idaho public record laws, including keeping accurate meeting minutes, complying with public access requirements, and fulfilling any Freedom of Information Act requests for other records in accordance with the requirements of that act.
- Meeting as necessary, with one meeting serving as the annual meeting of the corporation.

### *Founders*

Below is a list of original Founders who have made material contributions to the establishment of the Academy by giving their time, effort, energy and resources to the creation and formation of the charter, including the formation of the school and its policies, mission statement, methods and governance structure. The original founders are: Michelle and Doug Ball, Heath and Erin Bowen, Trevor and Stephanie Bowen, Katie Davenport, John Folker,

Michael and Alyssa Folker, Philip and Amanda Harper, Sue Holmes, Idaho Central Credit Union, and Mary Mitchell.

Additional Founders may be added up to the time of initial enrollment, by majority vote of the Board of Directors. These additional Founders may be persons, employees, or staff who contribute significantly to the development of the school in ways such as: participating as volunteers in the creation and development of the school's physical location, structures, grounds, and general campus, and by other actions, donations, and volunteer activities without which the school would not come into existence.

### *Ethical Standards*

The Board of Directors recognizes that sound, ethical standards of conduct increase the effectiveness of the Board members. Such standards promote the public confidence; help to ensure compliance with federal, state, and local laws and regulations; and serve to advance the goals of the school. To that end, the Board of Directors have adopted the Alturas International Academy Board of Directors Code of Ethics and Conduct. A copy of the code is included in Appendix D.

The Board of Directors is expected to operate free of any conflicts of interest. In order to ensure that conflicts are avoided, the Board of Directors have adopted a Conflict of Interest Policy, a copy of which is included in Appendix D.

### *Parental Involvement*

The Parent-Faculty Association (PFA) and Board of Directors of the Academy may provide consultation to the Administrator regarding ongoing plans for the school. The Academy is committed to ensuring that parents of students who attend its program are involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children.

The process to ensure parental involvement will be as follows:

1. Parents will receive written information as each school year begins and any time their child's academic progress or program changes throughout the year.
2. Parents will be highly encouraged to attend three parent teacher conferences per year. In addition, at any point a student is not making adequate academic or social progress, the teacher will initiate a parent teacher conference and will develop a plan addressing the student's needs. A written plan and ongoing progress reports will be provided to the parent. Additional meetings may be held to evaluate and adjust the plan as needed.
3. Parents will be asked to complete a survey during the school year addressing the following issues: safety of students, school-wide discipline, school climate, curriculum, and other issues relevant to the school.
4. Parents will be highly encouraged to be involved in the PFA and to volunteer for school projects, programs, and committees and to work with students. Yearly events, fundraisers, and activities will take place greatly utilizing parental involvement, skills, and resources.

5. Parents will be highly encouraged to provide an appropriate learning environment at home for study and academic reinforcement.
6. Parents will be highly encouraged to communicate regularly with the school. In turn, the school and the PFA will regularly communicate with parents.
7. Parents will be highly encouraged to attend and participate in the Board of Directors' monthly meetings. They will be made aware of the availability of agendas, minutes, and Board needs.

## Audits

Every year the Academy's Board of Directors will hire a certified public accountant to conduct an independent audit that complies with all related finance laws. At the completion of the audit, the Board will review the results of the audit and approve and accept the audit report and findings. A copy of the audit report will be submitted to the authorizing entity and the Idaho State Department of Education.

## Financial Reporting

The Academy will comply with the financial reporting requirements of Idaho Code Section 33-701 (5-10). The Board will have prepared and published, within 120 days from the last day of each fiscal year, an annual statement of the financial condition of the school as of the end of the fiscal year. The report will be presented in the form prescribed by the Idaho State Superintendent of Public Instruction pursuant to Idaho Code Section 33-701(5)(6). The annual statement shall include, but not be limited to, the amounts of money budgeted and received and from what sources and the amounts budgeted and expended for salaries and other expenses by category. The annual statement will be submitted to the Idaho State Department of Education as required by law.

The school will place copies of all teacher contracts and vendor contracts on the school website. In addition, the school will place a listing of all disbursements on the website and make available all such information upon request.

Annually, the Academy will file with the Idaho State Department of Education such financial and statistical reports as the SOPI may require pursuant to Idaho Code Section 33-701(7). The Academy may destroy all claims or vouchers paid five years from the date the same was canceled and paid pursuant to Idaho Code Section 33-701(8).

The Academy will review the school budget periodically and make appropriate budget adjustments. Amended budgets shall be submitted to the Idaho State Department of Education pursuant to Idaho Code Section 33-701(9).

The Academy will only invest money coming into the hands of the school in investments permitted by section 67-120 of the Idaho Code.

## Tab 6 – Employee Requirements

### Qualifications

Teachers, administrators and staff of the Academy will meet or exceed the required qualifications mandated by Idaho state law. All certified applicants must be able to obtain the appropriate Idaho certificate with endorsement in the content area in which they are assigned.

All full- and part-time staff will be expected to meet the following requirements, including but not limited to:

- All employees will be expected to possess the knowledge, character, judgment, experience, and expertise consistent with the standards of the Academy.
- All classified applicants must meet the minimum requirements set forth in the job description for the vacant position.
- All certified staff must provide proof of Highly Qualified status pursuant to the Elementary and Secondary Education Act/No Child Left Behind provision (PL 107-110).
- All applicants must complete a standard employment application and interview process.
- All applicants selected for employment shall submit a criminal history check pursuant to Idaho Code 33-130, comply with Idaho Code 33-1210 (information on past job performance), and meet final Board approval pursuant to Idaho Code 33-513.
- Written contracts which are approved by the Idaho State Superintendent of Public Instruction will be provided for all certified staff members upon valid certification.
- In an effort to engage participation from the parents, extended family, and greater community, and in the event that an individual is identified as possessing a particular talent or skill the Academy reserves the right to hire anyone for temporary or part-time assistance under the direct supervision of a certified staff member. This provision allows the Academy to draw upon the wealth of knowledge and experience found in the community by individuals who may not hold a teaching certificate. Furthermore, employed staff will be appropriately certified although volunteers may be brought in to provide specialized expertise.
- The Academy is committed to an environment of non-discrimination in relation to race/ethnicity, national origin, religion, gender, sexual orientation, gender identity, age, social or economic status, disability, or special needs. This policy will prevail in all matters concerning staff, students, the public, educational programs, and employment practices.

## Teacher Quality and Professional Development

### *Background Checks*

All staff, volunteers, board of trustees, and contractors will undergo the Background Investigation Check through the State Department of Education. Any other individual who has contact with students will be checked against the state sex offender registry.

### *Professional Codes and Standards*

Staff must comply with the professional codes and standards approved by the Idaho State Board of Education, including the Code of Ethics for Idaho Professional Educators outlined in IDAPA 08.02.02.076. Teachers or staff who are found in violation of the Code of Ethics will have action taken against them including, but not limited to, a performance review, improvement plan, suspension, termination, or legal action.

The Academy believes that when it comes to student learning and achievement, the influence of the teacher has the most impact. The Academy will make every effort to assure only highly qualified and effective teachers that embrace the educational and instructional philosophies (e.g., project-based, instructional-level teaching) of the Academy are retained. As a result, teachers at the Academy will be required to undergo annual evaluation procedures that ensure project-based effective instruction is occurring. The evaluation procedures will fulfill the requirements of Idaho Code and will be based on Charlotte Danielson's "Framework for Teaching" which includes: Planning and Preparation; Learning Environment; Instruction and Use of Assessment; and Professional Responsibilities. Informal administrative walk-through observations will also be employed as a method of collecting reflection data for administration and teachers.

The Academy values parental input as part of the evaluation process. Parents or guardians will be given opportunities throughout the year to provide feedback on teacher performance. The evaluation form will include a section for input received from parents or guardians. Each certificated staff member shall receive one written evaluation completed no later than May 1, per Idaho Code. The evaluation shall include a minimum of two documented observations, one of which shall be completed prior to January 1 of each year.

If teacher performance is deemed below expectation, the teacher will be placed on probation. With input from the teacher and guidance from the Administrator, a performance improvement plan will be developed. The teacher will be guided and mentored according to the plan by the Administrator or designated administrator. Upon completion of the performance improvement plan, the teacher will either be removed from probation, continue probationary status, or will be terminated in accordance with Idaho employment laws. The performance improvement plan will be adjusted as necessary throughout the probationary period.

### *Professional Development*

Professional development is essential in the growth and development of excellent teachers. The Academy will develop a list of research-based, best teaching practices and methods that Academy teachers will be expected to incorporate into their teaching. See Appendix N.

Teachers will be provided with initial and ongoing professional development in the following areas:

- **Differentiated Instruction:** Teaching method and structure for providing small group instruction for students at their individual instructional level(s).
- **Multi-aged Classroom:** Philosophy, teaching strategies, and planning.
- **Professional Learning Communities:** Teachers working in collaborative groups to answer these four questions:
  - What do we want the students to learn (curriculum and standards)?
  - How will we know if they have learned it (formative and summative assessments)?
  - What will we do if they don't learn the standards (intervention methods and materials)?
  - What will we do if they have already mastered the standard (move to the next standard or provide enrichment opportunities)?
- **IB Programme Development Training:** Initial training for administration and head teachers; future training for all teaching staff.
- **CHAMPS:** Classroom management and discipline strategies and framework.
- **Anti-bully and Bully Prevention:** Annual training for all staff using research-based anti-bully/bully prevention techniques and providing teachers and staff with skills and practical steps to take in responding to bullying, promoting the importance of building strong relationships within the classroom, and creating an environment of respectful diversity.

## Evaluating Administrators

Idaho has adopted the Interstate School Leaders Licensure Consortium (ISLLC) standards for administrators. The Board of Directors will complete the evaluation. The Academy's administrators will be evaluated based on these standards, which are divided into 14 components, clustered into three domains:

### Domain 1: School Climate

An educational leader promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

- **School Culture:** Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.
- **Communication:** Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future and the successes and challenges to all stakeholders.

- **Advocacy:** Administrator advocates for education, the district and school, teachers, parents and students that engenders school support and involvement.

### Domain 2: Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. In collaboration with others, an educational leader uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

- **Shared Leadership:** Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents and cultivates professional growth.
- **Priority Management:** Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational and community leadership priorities.
- **Transparency:** Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.
- **Leadership Renewal:** Administrator strives to continuously improve leadership skills through professional development, self-reflection and utilization of input from others.
- **Accountability:** Administrator establishes high standards for professional, legal, ethical and fiscal accountability of self and others.

### Domain 3: Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

- **Innovation:** Administrator seeks and implements innovative and effective solutions that comply with general and special education law.
- **Instructional Vision:** Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.
- **High Expectations:** Administrator sets high expectations for all students academically, behaviorally and in all aspects of student well-being.
- **Continuous Improvement of Instruction:** Administrator has proof of proficiency in assessing teacher performance based upon the Danielson “Framework for Teaching.”
- **Aligns Resources:** Administrator aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

- **Evaluation:** Administrator uses teacher evaluation and other formative feedback mechanisms to continuously improve teacher effectiveness.
- **Recruitment and Retention:** Administrator recruits and maintains a high-quality staff.

Administrators are required to obtain proof of proficiency in conducting teacher evaluations.

Alturas International Academy Administrator Evaluation and Development Process Calendar			
Timeline	Activity	Supervisor Steps	Administrator Steps
Prior to the start of school	Beginning of the Year Conference	<ul style="list-style-type: none"> <li>• Pre-conference may be done at the end of the previous school year or before the new school year begins:                             <ul style="list-style-type: none"> <li>○ Review previous student growth measures.</li> <li>○ Be prepared to discuss student growth measures for upcoming year.</li> <li>○ Review Evaluation Calendar and evaluation documents with administrator.</li> <li>○ Schedule Beginning of the Year Conference with administrator.</li> </ul> </li> <li>• Be prepared to discuss parental/guardian input.</li> <li>• Review administrator/school's previous year's student achievement data.</li> <li>• Determine if other items will be used when measuring effectiveness.</li> <li>• Conduct Beginning of the Year Conference with administrator</li> <li>• Schedule school walk-through</li> </ul>	<ul style="list-style-type: none"> <li>• Administrator sets professional growth goals and creates a professional growth plan.</li> <li>• Administrators send their Professional Growth Plan to the Chair of the Board at least 48 hours (2 school days) before the Beginning of the Year Conference so that he/she has time to review it.</li> <li>• During the Beginning of the Year Conference, the administrator and evaluator will review the Professional Growth Goals in the Professional Growth Plan.</li> <li>• Administrator must review and be prepared to discuss student achievement data and parental/guardian input.</li> </ul>
August–December	Ongoing conversations based on multiple school visits, targeted development activities, and other information.		
December–February	Mid-Year Conference with Evaluator	<ul style="list-style-type: none"> <li>• Review administrator Professional Growth Plan.</li> <li>• Conduct Mid-Year Conference                             <ul style="list-style-type: none"> <li>○ Provide feedback on Professional Growth Plan.</li> </ul> </li> <li>• Within 5–7 days of observation, the administrator should receive written feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss Professional Growth Plan.</li> <li>• Receive feedback on performance.</li> <li>• Professional Growth Plan may be adjusted during this conference if the goals are not ambitious enough, unrealistically ambitious, or not yielding the desired outcomes.</li> <li>• Depending on individual development needs and new data, the Professional Growth Plan can be revisited and adjusted more frequently.</li> </ul>

March–May	Ongoing conversations based on multiple school visits, targeted development activities, and other information. All contract personnel shall be evaluated at least once annually. An annual evaluation (Section 33-514 and 33-515) shall include, at a minimum, 2 formative observations and/or evaluative discussions.		
By the end of the year	End of Year Conference	<ul style="list-style-type: none"> <li>• Conduct End of Year Conference.</li> <li>• Discuss Professional Growth Plan.</li> <li>• Provide feedback on performance for entire year.</li> <li>• The evaluator will assign a final effectiveness rating for the year. The four effectiveness ratings are: (1) Unsatisfactory, (2) Basic, (3) Proficient, (4) Distinguished</li> <li>• Within 5–7 days of the observation, the administrator should receive written feedback.</li> <li>• Provide avenue for administrator to respond to written feedback if desired.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss Professional Growth Plan.</li> <li>• The administrator and evaluator will reflect on the extent to which the Professional Growth Goals have been met. They will determine areas to target for the coming year based upon the current year’s evaluation results.</li> <li>• Be prepared to discuss parental/guardian input and student achievement, included within the evaluation.</li> <li>• Administrator may respond to written feedback.</li> </ul>
If an administrator’s performance is deemed below expectation, the administrator will be placed on probation. With the administrator’s input and guidance from the Board of Directors, a performance improvement plan will be developed. The administrator will be guided and mentored according to the plan. Upon completion of the performance improvement plan, the administrator will either be removed from probation, continue probationary status, or will be terminated in accordance with Idaho employment laws. The performance improvement plan will be adjusted as necessary throughout the probationary period.			

The IB programme is built on the foundation that everyone involved in the school- teachers, staff, students, parents and the board - are a community of learners and leaders. It is everyone's job at the Academy to empower one another and themselves to think critically, self-reflect, and continuously improve. The leadership team will consist of the Administrator, IB Coordinator, and Lead Teacher.

Teachers will be supported, not only through professional development through the IB, but on a daily basis as members of the leadership team are in classrooms daily supporting small group instruction and teachers’ unique concerns about their instruction and classroom management. This leadership team will give helpful feedback to teachers to improve classroom management and academic learning.

A teacher will also be evaluated by a student’s growth rather than grade level expectations, and therefore the analyzing of data and support in small group instruction is imperative. The lead teacher’s classroom will be a model classroom for teachers to explore and reflect as they observe instruction that is essential to a student’s achievement and success. Collaboration on a daily basis will help teachers make sense of realities that they face and provide the support they need to be successful. Teachers must feel confident they can express concerns and doubts, and support and resources will be given to them to help them succeed. Collaboration in writing curriculum is essential in the IB programme and teachers will share their unique talents and gifts so the community mutually benefits and has a wealth of knowledge and support.

The entire staff will work as a team to support teachers, students, and the leadership team in a safe environment to build a community of lifelong learners.

- **THERE IS A TEAM OF LEADERS:** A leadership team with unique skills and viewpoints will drive the vision of the Academy and empower everyone at to work toward and improve that vision.
- **THE HIERARCHY IS A HILL, NOT A MOUNTAIN:** Everyone at the Academy will be empowered to share ideas and lead projects because the combined knowledge and ideas of everyone makes a better and stronger organization.
- **THERE IS A STRONG FEEDBACK LOOP BECAUSE EVERYONE HAS SOMETHING TO LEARN:** Teachers will evaluate the administration and the administration will evaluate the teachers. Both evaluations have equal merit. Being evaluated by people you report to is important, but some of the best learning experiences are when people who report to you tell you what kind of administrator you are. Also, the students will evaluate their instruction. Such questions as: What was the best things you've learned this year? How did your teacher give your personal attention? How supportive were your classmates in group projects? How often did you feel bored or frustrated in class? Parents will also evaluate their child's school experience. Student evaluations are a powerful tool for measuring teacher effectiveness. Students understand good teaching when they see it. These evaluations will be a valuable resource for teachers to understand the effectiveness of their instruction.

## Transfer Rights

The Academy will be its own Local Education Agency (LEA). No employee transfer rights apply between the Academy and any other school district.

## Employee Benefits

It is the intent of the Academy to offer competitive wages and benefits so that it can recruit and retain talented employees. All employees who currently are members of PERSI will continue their participation. All new employees that are eligible for PERSI will become members of PERSI.

All employees will contribute to the federal Social Security system. The Academy will make all employer contributions as required by PERSI and federal Social Security.

In addition, the Academy will also pay for worker's compensation insurance, unemployment insurance and any other payroll obligations of an employer as required by Idaho Code 33-1279. The Academy will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217.

The Board will provide health insurance and may establish other benefits. The Board will develop a process to ensure that all eligible employees are enrolled in one of the Academy's health insurance plans.

## Collective Bargaining

The staff at the Academy will be considered a separate unit for purposes of collective bargaining.

## Contracts

All teachers and administrators will be on a written contract with the Academy, approved by the Board. All contracts will be in a form approved by the Idaho State Superintendent, conditioned upon a valid certification being held by such professional personnel at the time of entering duty.

A copy of all teacher and administrator contracts, along with certificates for certified teachers and administrators, will be on file in the school office.

Job postings and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

## Health and Safety

The Academy is committed to maintaining a safe and healthy environment for all of its students, teachers, and staff. The Academy will meet or exceed all requirements for health, accessibility, safety, fire, and building codes, including but not limited to, the following:

- The building will pass fire and safety inspections according to the guidelines for all public schools.
- Fire drills shall be held within the first week of the school year and then at least one time each month that school is in session, pursuant to the State of Idaho General Safety and Health Standards (IGSHS). Evacuation and active shooter drills will be conducted periodically throughout the school year.
- Evacuation maps will be posted throughout the building near the exit to each room.
- Visitors and volunteers will be required to check in and check out through the main office.
- Any student who must leave early must check out in the office and be signed out by a parent/guardian or a responsible adult listed on the student's records. A certified health professional will be hired once the Academy enrollment reaches the threshold where one is required.
- The Academy will hold health records highlighting any chronic health issues, which will be made available during emergencies.
- Students attending the Academy will be required to be current with all immunizations and must furnish their immunization record, or students must present a certificate or statement that will be kept in their file that for medical, personal, or religious reasons, the student will not be immunized.
- Emergency contact information will be held for each student.

- All employees will need to pass a criminal history background check.
- The Academy is committed to providing an environment free of bullying, harassment, discrimination, illicit drugs, and weapons.
- In order to maintain a quality educational atmosphere, preserve discipline and good order, and promote the safety and security of students and employees, all school property, including but not limited to, buildings, equipment, buses, grounds, and other physical settings and equipment of the Academy will be under the direct jurisdiction and exclusive control of the Board of Directors and will be subject to search by members of the administrative staff. Therefore, students will be advised that it is the policy of the Academy that members of the administrative staff will have the authority to search student desks and all other school property over which the school has control at any time, without student consent and without a search warrant. Members of the administrative staff will also have the authority to search the personal property of students, when reasonable under the circumstances. This authority to search school property, or personal property of the student when appropriate, will be extended to members of the teaching staff who accompany students on out-of-town activities for school-related purposes at school expense.

### *Bullying and Harassment*

Alturas International Academy defines bullying as a pattern of aggressive, intentional or deliberately hostile behavior that occurs repeatedly and over time. Bullying behaviors normally fall into three categories, physical, emotional, and verbal; and may include, but are not limited to, intimidation, assault; extortion; oral or written threats; teasing; putdowns; name-calling; threatening looks; gestures, or actions; rumors; false accusations; hazing, social isolation, relationship abuse, sexual assault and cyber-bullying.

- **Cyber Bullying:** Alturas International Academy defines cyber bullying as bullying through the use of technology or any electronic communication. This includes, but is not limited to, electronic mail, internet communications, instant messaging, posting on social networking sites, or facsimile communications. Cyber-bullying includes creating a web page or blog in which the creator assumes the identify of another person, the knowing impersonation of another person as the author of posted content or messages, or the distribution by electronic means or communication of messages that meets the definition of bullying above, whether distributed directly or creating a posting that may be accessed by one or more persons. Since most cyberbullying takes place off school grounds, in order for the school to intervene and discipline, the administrator is going to need to make the determination that the cyberbullying has adversely affected the educational environment and that, because of the cyberbullying, there is an imminent threat to the safety of a student or to the school learning environment.
- **Relationship Abuse** is defined as the use of physical, sexual, verbal, emotional, or technological abuse by a person to harm, threaten, intimidate, or control another person in a relationship of a romantic or intimate nature, regardless of whether that relationship is continuing or has concluded or the number of interactions between the individuals involved.

**Sexual Assault** is defined as any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts otherwise directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim.

All bullying/harassment behaviors are unacceptable. Alturas International Academy will provide staff with bully/harassment prevention training annually. Students will be provided with ongoing bully/harassment prevention instruction.

### **Complaint/Investigative Procedure**

All members of the Alturas International Academy community have the right and responsibility to report incidents of concern regarding negative social behaviors including harassment, bullying, relationship abuse and sexual assault so that together we can maintain a safe environment for all and practice the skills necessary for positive relationships within the community. School administration and teachers are not always present to witness incidents, and therefore can only intervene when they are informed.

**Students** shall be informed of their right to protection against bullying/harassment behaviors and the right to file a complaint if they believe they have been the victim of bullying/harassment behavior. The administrator is responsible for investigating each complaint, determining if the complaint is legitimate in accordance with the above definitions, and taking appropriate corrective action. Any student (be they the victim or the bystander) may initiate a complaint by completing a confidential reporting form and returning it to their teacher or the office. These forms will be available in each class and in the office.

**Parents** are encouraged to report directly to faculty or administration their concerns about any bullying/harassment behaviors. Parents can share their concerns verbally or in writing, but they are encouraged to complete a confidential reporting form.

**Teachers and Staff** will report to the school's administration all bullying concerns and incidents that come to their attention through either direct observation or reports from others. All reports that teachers share with the administration will be documented on a bullying/harassment concern report form.

**School Administration** can also initiate a process to address an observed concern or incident. Depending on the concern, their report may be shared with the classroom teacher of the student(s) involved. All administration initiated reports will be documented on a bullying/harassment concern report form. School Administration will maintain records of all reports filed during the school year.

### **Intervention/Consequences**

Reports of bullying/harassment are taken seriously and shall be dealt with quickly and effectively. After a thorough investigation, if a student is found guilty of bullying/harassment behavior the consequences shall depend on both the results of the investigation and the severity of the incident. Consequences will include a parent conference and may include but are not limited to the following:

- Mediation
- Removal from activity or class
- Loss of privilege
- Counseling

- Referral to the Behavior Intervention Team
- Suspension
- Expulsion
- Referral to local law enforcement agency

### *Suicide Prevention*

Protecting the health and well-being of all students is of utmost importance to the Academy. The Board will adopt a suicide prevention policy that will help protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. This will occur as part of the health curriculum.
2. The school counselor will serve as a suicide prevention coordinator and as a point of contact for students in crisis and to refer students to appropriate resources.
3. When a student is identified as being at risk, they will be assessed by the school counselor who will work with the student and his or her family to help connect them to appropriate local resources.
4. Students will have access to national resources which they can contact for additional support, such as:
  - The National Suicide Prevention Lifeline: 1.800.273.8255 (TALK), [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)
  - The Trevor Lifeline: 1.866.488.7386, [www.thetrevorproject.org](http://www.thetrevorproject.org)
5. When a student is identified by a staff person as potentially suicidal (i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers), the student will be seen by the school counselor within the same school day to assess risk and facilitate referral. If the counselor is not available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

### *For Youth At Risk*

1. School staff will continuously supervise the student to ensure their safety.
2. The Administrator and counselor will be made aware of the situation as soon as reasonably possible.
3. The counselor or Administrator will contact the student's parent or guardian and will assist the family with urgent referral if necessary.
  - When appropriate, this may include calling emergency services or bringing the student to the local emergency department, but in most cases, this will involve setting up an

outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.

4. Staff will ask the student's parent or guardian to complete an Exchange of Information form to discuss the student's health with outside care, if appropriate.

### *Re-Entering School*

For students returning to school after a mental health crisis (e.g., a suicide attempt or psychiatric hospitalization), the school counselor and the Administrator or designee will meet with the student's parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

1. The school counselor or other designee will be notified to coordinate with the student, his or her parent or guardian, and any outside mental health care providers.
2. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that he or she is no longer a danger to him/herself or others.
3. The designated staff person will periodically check in with student to help the student readjust to the school community and address any ongoing concerns.

### **Technology/Network Acceptable Use Policy**

Parents with students with accounts on the school's technology/network service will be required to read and sign the Technology/Network Acceptable Use Policy.

School account holders will be expected to act in a responsible, ethical, and legal manner, in accordance with purposes of the networks they use and the laws of Idaho and the United States. Using the network is a privilege, not a right, and the privilege may be revoked at any time for unacceptable conduct.

**Unacceptable Conduct:** Includes, but is not limited to, the following:

- Using the network for any illegal activity, including violation of copyright or other contracts.
- Using the network for financial or commercial gain.
- Degrading or disrupting equipment or system performance.
- Vandalizing the data of another user.
- Wastefully using finite resources.
- Gaining unauthorized access to resources or entities.
- Willfully and knowingly accessing pornographic or other inappropriate sites.
- Invading the privacy of individuals.
- Using an account owned by another user without authorization.
- Posting personal communications without the author's consent.
- Posting anonymous messages.
- Placing of unlawful or unlicensed information on a system.

- Using abusive or otherwise objectionable language in either public or private messages.
- Sending of messages that are likely to result in the loss of recipients' work or systems.
- Sending of chain letters or broadcast messages to lists or individuals, or any other type of use, that would cause congestion of the networks or otherwise interfere with the work of others.

**Network Etiquette:**

- Be polite.
- Use appropriate language.
- Do not reveal personal address or phone number or that of another student.
  - Immediately report any unsolicited requests for personal information to the supervising teacher. The teacher will report this incident to administration.
- Electronic mail (email) is not guaranteed to be private. People who operate the system do have access to all email.
- Do not use the network in such a way that would disrupt the use of the network by other users.

**Security**

Security on any computer is a high priority. Students will be directed to notify the supervising teacher of any security breach, and the teacher will report it to administration. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

**Disciplinary Procedures**

The Academy will use the Positive Behavior Interventions and Supports framework, which is an evidence-based framework developed to assist school teams in providing preventative, positive behavioral support for all students. This system of support includes:

- Clearly defined behavioral expectations
- Social and behavioral skills instruction
- Positive and proactive discipline
- Active supervision and monitoring
- Positive acknowledgement
- Data-based decision making

Students exhibiting disruptive behavior will face disciplinary action, which may include suspension. Disruptive behavior includes, but is not limited to, fighting, gambling, hazing, insubordination, habitual tardiness, possession of controlled substances, unsafe behavior, cyber bullying, and scholastic dishonesty.

When staff report back to work after summer break, prior to school beginning each year, the Leadership Team will review with staff the expectations of student behavior and disciplinary procedures.

At the beginning of each school year, the Leadership Team will review with students the Academy's expectations of student behavior and disciplinary procedures.

These reviews will include material contained in the handbook as well as any other information that may be pertinent. These reviews will constitute the basis to refresh/inform staff and students of policies and procedures, and should they fail to adhere to them, disciplinary action that will occur.

Disciplinary actions and consequences for violations of school rules, regulations, and procedures include, but are not limited to, the following:

- Student conference with the Administrator.
- Loss of privileges
- Detention (lunch hour or before or after school)
- Phone call to parent
- Letter sent to the parent
- Student and parent conference with Administrator
- Suspension from extracurricular activities
- In-school suspension
- Out-of-school suspension

### *Procedure by Which Students Can Be Suspended, Expelled, and Re-Enrolled*

The Academy's student handbook outlines a "code of conduct" including expectations and consequences for unacceptable behavior. Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures, including but not limited to the following steps, not necessarily in chronological order. The Academy will make every effort to match the consequence to the action.

1. Parent/Guardian notification by Teacher/Staff (written and/or verbal).
2. Parent/Guardian notification by Teacher/Staff/ Administrator (written and/or verbal) and possible Parent/Teacher/ Administrator conference.
3. Possible suspension; prior to suspension, if needed, the Administrator shall grant an informal hearing on the reasons for the suspension and provide an opportunity to challenge those reasons. The student's suspension is not to exceed five school days in length.
4. Before a student may be readmitted to regular attendance, the student, parent, and administrator or designee shall meet and evaluate the incident to determine if the prospective student possesses any danger or harm to any students, faculty or property. If it is determined that there is not risk of danger or harm to students, faculty or property the administrator or designee will reenroll the student based upon a behavioral plan individually created to address the specific disciplinary and safety issues of the student. Should the administrator or designee find that the reenrollment of the student could cause harm to the students, faculty or property which in the judgment of the administrator or designee cannot be addressed through a behavioral or safety plan, the Board of Directors has authorized the

administrator to extend the suspension up to 10 additional days.

Upon completion of the suspension, should a student remain a threat of harm to the students, faculty or property of the Academy, the student may be denied reenrollment and may be referred to the Board of Directors for further disciplinary action up to and including expulsion.

5. Expulsion processes will follow Idaho code 33-205 and will not be recommended unless all other disciplinary resources and processes have been exhausted. The recommendation for expulsion will be reported to the Board of Directors by the administrator. An expulsion hearing will be held to determine the student's placement. Parent/Guardian(s) of the student will be provided written notice to the hearing stating time, date, location and cause for the hearing.
6. Expulsion (Idaho code 33-205) by the Academy's Board of Directors will be done by written notice to the Parent/Guardian of the pupil stating the grounds for expulsion and the time and place where the Parent/Guardian may appear to contest the action of the Board. Length of expulsion to be determined by school's Board of Directors.
7. When a student who has been expelled from another school seeks to become enrolled at the Academy, the Administrative team shall communicate with the prospective student's parent(s) or guardian(s) and the student's former school district to determine the basis for the student's expulsion as well as the student's general disciplinary record. Thereafter, the administrative team shall evaluate whether or not the prospective enrollee poses any risk of danger or harm to students, faculty or property of the Academy. If it is determined that there is no risk of danger or harm to students, faculty or property of the Academy, the Academy can provide an education to the student.

The Board of Directors has authorized the Administration to enroll the student, based upon a behavioral plan individually created to address the specific disciplinary issues for the student. Should the Administration determine that enrollment of the student would pose a danger to other students, faculty or property which cannot, in the judgment of the administrative team, be addressed through a behavioral plan, the Board of Directors has authorized the Administration to provisionally deny enrollment into the Academy. Should a student be provisionally denied enrollment due to prior school expulsion, the student will be advised of a right to a hearing before the Board of Directors to contest this decision.

8. A student who has been expelled may appeal to the Board of Directors and petition for reinstatement in school. The Board of Directors will make a recommendation for reinstatement. If the Board of Directors recommends "not to reinstate," the student may petition the Board for a hearing to contest the decision.

### *Using Alcohol or Under the Influence of Controlled Substances*

1. First Offense for Use or Possession (All Grades)
  - Parent or guardian will be contacted.
  - Student will be suspended for 5 days.

- Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information would also be required.
  - Law enforcement agency shall be contacted.
  - If the student does not complete the recommendations of the assessment, then the remainder of the five-day suspension will go into effect.
2. Second Offense for Use or Possession (All Grades)
- Parent or guardian will be contacted.
  - Board of Directors may be petitioned for expulsion of student.
  - Law enforcement agency shall be contacted.
  - Child Protection Services (CPS) may be contacted.
3. Third Offense for Use or Possession (All Grades)
- Parent or guardian will be contacted.
  - The student shall be suspended and the Board of Directors will be petitioned for the expulsion of the student.
  - Law enforcement agency shall be contacted.
  - Child Protection Services (CPS) will be contacted.
4. First Offense for Selling or Delivering (All Grades)
- Parent or guardian will be contacted.
  - Law enforcement agency shall be contacted.
  - The student will be suspended and the Board of Directors will be petitioned for the expulsion of the student.
  - CPS may be contacted.

### **Contacting Law Enforcement and a Student's Parents**

When a student is suspected of being in violation of federal, state or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency is to be notified immediately. The Administrator or designee shall communicate all available information to the police and offer the full cooperation of the administration and faculty in a police investigation. The Administrator or designee will notify a parent or guardian of an interview or detainment of a minor student by law enforcement officials.

Any search, seizure, or subsequent disciplinary action shall be subject to applicable school policies, regulations, state laws, or student handbook rules.

The policy will be included in the student handbook and on the Academy's website.

## Tab 7 – Admissions, Discipline, Student Policies

### Enrollment

Classes will be multi-age, multi-grade as defined in the academic program. Enrollment capacity is listed through the 2025-2026 academic year.

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
K	48	48	62	64	64	64	64	64	64	64
1	41	48	48	64	64	64	64	64	64	64
2	42	48	48	64	64	64	64	64	64	64
3	42	50	48	64	64	64	64	64	64	64
4	36	54	52	50	64	64	64	64	64	64
5	36	54	54	52	54	64	64	64	64	64
6	36	50	54	54	52	54	64	64	64	64
7		50	50	54	54	52	54	64	64	64
8		15	50	50	54	54	52	54	64	64
<b>Total</b>	<b>281</b>	<b>417</b>	<b>466</b>	<b>516</b>	<b>534</b>	<b>544</b>	<b>554</b>	<b>566</b>	<b>576</b>	<b>576</b>

## Admissions Procedures

The Academy shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to the Academy for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated. The enrollment window and deadline will be established by the Board of Directors each January for the upcoming school year.

Returning students will not need to fill out new applications each year but will need to sign a “commitment to return” form by the enrollment deadline to secure their spot for the next school year.

## Admissions Preferences

If the initial capacity of the Academy is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to the Academy. The Academy will follow Idaho Code Section 33-502 (j) and utilize an equitable selection process as outlined in IDAPA 08.02.04.203.07 or another method that is approved by the authorizer.

### *Admission Preferences for First Year*

**First Priority:** Applicants who are children of the Academy’s full-time employees or children of the Academy’s Founders, not to exceed 10% of total enrollment thereafter.

**Second Priority:** Applicants who are siblings of pupils already selected by the lottery.

**Third Priority:** Applicants who reside within the Academy’s primary area of attendance. The primary attendance area will be Idaho Falls School District 91, Bonneville District 93, and Shelley Joint School District No. 60.

**Fourth Priority:** Applicants who reside outside of the Academy’s primary area of attendance.

### *Admission Preferences for Subsequent Years*

**First Priority:** Students returning to the Academy in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by lottery.

**Second Priority:** Children of the Academy’s Founders and full-time employees, provided that this admission preference is not more than 10% of the capacity.

**Third Priority:** Siblings of students already enrolled in and attending the Academy.

**Fourth Priority:** Prospective students residing in the primary attendance area of the Academy.

**Fifth Priority:** Prospective students residing outside of the primary attendance area of the Academy.

The Academy will be open to all students on a space-available basis. No student will be denied admission based on race/ethnicity, national origin, religion, gender, sexual orientation, gender identity, age, social or economic status, disability, or special needs. No out-of-state students will be enrolled.

## **Lottery Process**

A lottery will be conducted per grade. Once the lottery and enrollment are complete, admitted students will then be assigned to their specific multi-age/multi-grade classroom.

## **Waiting Lists**

Once the equitable selection process is conducted each year, waiting lists for each grade will be developed. Students will be placed on the list according to the order they were drawn for each priority group. These lists will be used to fill available spots until the next equitable selection process is conducted. If a student does not accept an offer for enrollment or a parent does not respond to the offer by the date designated in the offer, the student's name will be removed from the list and the next eligible student will be offered the seat.

Any written requests for admission received after the lottery has been conducted will be added to the bottom of the waiting list for the appropriate grade and preference group.

Waiting lists will not carry over from one year to the next.

## ***Notification of Acceptance***

The Academy will comply with the Idaho State Board of Education's rules governing public charter schools (IDAPA 08.02.04) for the notification and acceptance process.

Within three days after conducting the selection process, the Academy shall notify the students selected for admission to the Academy by email or phone call.

Admission emails, phone calls, and postings will be accompanied with enrollment information to be completed by the admitted student's parent or guardian and returned to the Academy by the date designated in the materials. If a parent or guardian of the admitted student declines admission or fails to return the signature form for acceptance by the date designated, then the name of the student will be deleted from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the waiting list.

Within five days after conducting the selection process, the Academy shall notify the students who were not admitted but put on the waiting list by mail. The notification will explain that the prospective student has been placed on a waiting list and may be eligible for admission at a later date if a seat becomes available during the upcoming school year.

If a student withdraws from the Academy during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the waiting list.

## **Public School Attendance Alternative**

Since a charter school is a public school and the Academy is a new entity, not a conversion, the attendance alternative would be the same as for all students in a public school district. The children located within the attendance area of the authorizing district will have the choice to enroll in or seek admission to other educational entities, be they public, private, virtual or other.

## Notification of Enrollment Opportunities

In accordance with IDAPA 08.02.02.203.02, the Academy will ensure that the public notification process of enrollment opportunities will include the dissemination of enrollment information at least three months in advance of the enrollment deadline established by the Academy each year. The information will be posted in highly visible and prominent locations within the attendance area of the Academy as well as on the Academy's website.

In addition, the Academy will ensure that the process includes the dissemination of press releases or public service announcements in both English and Spanish (as these are the two predominate languages spoken in our primary attendance area) to media outlets such as television, radio, and newspapers that broadcast within or disseminate printed publications within the area of attendance of the Academy. The Academy will ensure that these announcements are broadcast or published by such media outlets on at least three occasions, beginning no later than 14 days prior to the enrollment deadline each year.

In addition, the Academy will work with culturally-based organizations in the enrollment area to reach Hispanic families and families living in underserved areas to ensure that they have knowledge of the Academy and have access to clear information on how their child can apply for enrollment. Working with culturally-based organizations will ensure a trusted, known messenger and community member to convey information to these families.

Enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school regardless of race/ethnicity, national origin, religion, gender, sexual orientation, gender identity, age, social or economic status, disability, or special needs.

## Denial of Attendance

In accordance with Idaho Code 33-205, the Academy's Board of Directors may deny enrollment to the Academy or may expel or deny attendance to the Academy to any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other students, or who has been expelled from another school district in this state or any other state. Any student having been denied enrollment or expelled may be enrolled or re-admitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board, but such enrollment or re-admission shall not prevent the Board from again expelling the student for cause.

The process for expulsion and denial of attendance is in Tab 6 under Disciplinary Procedures. For Special Education cases, refer to Tab 3 under Special Education.

## Student/Parent Handbook

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In order to ensure that both parents and students understand the expectations for students at the Academy, parents will receive a student/parent handbook. Student/parent handbooks will be available on the school's website. A hard copy of the handbook is available upon request for admitted students.

The student/parent handbook will be reviewed and updated annually. The handbook will be finalized each year prior to the admission process and will be a joint effort between the administrative staff, parents, and Board of Directors. Once a student is admitted to the Academy, a deadline will be set where students and their parents/guardians will be required to return a signature form stating they have received and understand the contents within the student/parent handbook.

See Appendix Q for a DRAFT of the student/parent handbook.

## Tab 8 – Business Plan, Transportation, and School Lunch

### Business Description

The Academy is organized exclusively for charitable, educational, and scientific purposes as contemplated in Section 501(c)(3) of the Internal Revenue Code. More specifically, the Academy is organized to operate a public charter school utilizing the International Baccalaureate® Programmes (IB) to provide the students of Southeast Idaho with an option and opportunity that is not currently available in the region. (See Appendix A: Articles of Incorporation) Focused on developing inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect, the IB Programme strives to: (1) incorporate best practices from a broad range of curricula; (2) encourage students to think critically and learn how to learn, giving them ownership in their educational process; and (3) encourage students to consider their place not only in their community, but in the international community as well. (Please see detailed description of the Academy in Tabs 1 and 2)

Upon opening, the Academy will serve grades K–6 with intentions of expanding to include grades 7 and 8 through a progressive expansion plan. The school will be physically located within the boundaries of Idaho Falls School District 91 and will primarily serve students residing within Idaho Falls School District 91, Bonneville School District 93, and Shelley Joint School District 60.

The objective of the Academy is to develop students who are prepared to live, work, and positively contribute in a global, modern, and rapidly evolving community. Extracurricular programs will be developed to meet the needs of the student body. The distinguishing characteristic of the Academy, however, is the rigorous academic curriculum utilizing the IB framework, an opportunity that is otherwise unavailable in the communities to be served by the Academy.

The Academy will remain viable year to year based on sound management practices, strong leadership, and representation of all levels of the Academy community. The Academy will emphasize the recruitment, training, and retention of highly qualified and committed faculty and staff to ensure long-term sustainability.

The Academy will report directly to the Authorized Chartering Entity.

### Marketing Plan

#### *Market Analysis*

The Academy will serve the Idaho Falls Metropolitan Statistical Area and portions of the Blackfoot Micropolitan Statistical Area. The high school and college graduation averages within this region exceed statewide averages, and education is a community priority. The Academy will provide an opportunity to families within the region to pursue a rigorous academic course. The Academy will serve a student population interested in a school choice of global education and foreign language. Students may come from multi-lingual families or from families with an understanding and vision of the importance of a global community.

### *Competitive Analysis*

There are no schools that provide the IB curriculum within the region to be served. The closest schools offering this challenging and enriching opportunity are located outside the state in Utah. Within Idaho, a private school, Riverstone International School, and two public charter schools, Sage International, and Northstar, provide IB opportunities in the Boise Valley. Spanish/English dual-language programs are not offered within the primary attendance area of the Academy. Districts 91, 93, and 60 offer Advanced Placement (AP) coursework at the high school level, which affords students an academically rigorous opportunity, but AP and IB courses are markedly different. The AP program offers curriculum representing college courses, allowing students to enroll in AP courses of interest. The IB Programme combines rigorous academic content with a focus on the development of critical thinking and global awareness. IB also offers an integrated, multi-year, cross-disciplinary program.

### *Marketing Strategy*

Working together, the Board and Administration will distribute information about the Academy, including announcements regarding registration and lottery, using varied media resources including traditional public media and grass-roots social media campaigns. The marketing campaign will emphasize an aggressive social media and public open house presence providing maximum exposure to specifically identifiable individuals allowing for subsequent follow up with those individuals. This emphasis on social media and personal contact will enable the Academy to take advantage of peer recommendation over advertising, a marketing strategy that has been demonstrated to be five (5) times more effective than traditional advertising media.

In addition, the marketing campaign will utilize more traditional marketing media including television, radio and print media and will specifically include advertising in the foreign language media, print and radio, available in the community to ensure information reaches the broadest and most demographically diverse population possible. Emphasizing learning within a global community, it is important for the Academy to maximize the diversity of its enrollment and it will comply with all State and Federal laws addressing diversity in the academic setting. It is the aim of the Academy to reach a large cross-section of the community in an effort to have a school rich with ethnic diversity and cultural balance.

In order to gauge interest, limited social media and grass roots marketing efforts are already underway including a presence on Facebook and several informational open houses conducted both to inform and to obtain information. It was through such meetings that the need and desire for the IB Programme within the region was identified. The practices employed in these efforts will continue to be implemented in the ongoing marketing efforts. Specifically, Facebook and other social media will be utilized to disseminate information in an open forum and to identify individuals with a potential interest in the Academy. Also, organizers will continue to collect email and other contact information for attendees at open houses in order to be able to disseminate information directly to those who have expressed an interest. Limited marketing efforts to date have generated modest interest including an electronic mailing list of more than 50 unique email accounts and a Facebook presence with 128 405 “likes” and content has reached over 1200 viewers. Those individuals who have provided email addresses are provided with periodic updates regarding the status of the Academy’s charter petition and are encouraged to share information with friends to further increase interest through word-of-mouth peer recommendations. A current list of interested families is included as Appendix P. It is anticipated that a more aggressive effort to employ this social media and grass roots effort upon approval of the Academy’s charter will rapidly generate more interest within the community.

As families with lower-incomes, including those of Hispanic heritage, may be less likely to have access to the internet and therefore less likely to hear about the Academy through social media, online media and traditional media, the Academy will partner with culturally-based organizations and social service nonprofits to assist in targeted information campaigns to Hispanic and low-income households about The Academy.

## Management Plan

### *Form of School Organization*

The Academy is formally organized as a non-profit corporation pursuant to the Idaho Nonprofit Corporation Act, Idaho Code 30-3-1 et seq., and will be operated in accordance with the requirements of that act. The Academy is organized to operate a public charter school in Idaho and will be operated in accordance with the Idaho Public Charter Schools Act and other laws applicable to the operation of Idaho public entities.

### *Board of Directors*

The business and affairs of the Academy will be managed by its Board of Directors, which shall consist of no fewer than five (5) and no more than nine (9) members. The Board of Directors will conduct its business at an annual meeting conducted on the 2<sup>nd</sup> Thursday in June or at such other time as determined by the Board of Directors, during which the Board of Directors will review annual programmatic and fiscal audits, and at monthly meetings conducted on the 2<sup>nd</sup> Thursday of each month. The Board of Directors will conduct its business transparently with all meetings being conducted in accordance with the requirements of Idaho law, including those laws applicable to open meeting requirements.

The Board of Directors will elect, from its membership, at least the following officers who shall have the responsibilities indicated:

- **President:** The President, subject to the control and oversight of the Board of Directors, shall in general supervise the business and affairs of the Academy and may sign, with other appropriate officers as designated by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments authorized by the Board of Directors.
- **Secretary:** The Secretary shall keep minutes of all proceedings of the Board of Directors; provide required notice of all meetings of the Board of Directors; maintain contact information for each member of the Board of Directors; and perform all other duties incident to the office of secretary as assigned by the President or the Board of Directors.
- **Treasurer:** The Treasurer shall, in cooperation with the Business Manager, oversee funds of the Academy; perform all other duties incident to the office of treasurer as assigned by the President or Board of Directors. To the extent deemed necessary by the Board of Directors, the Academy intends to engage the services of accounting and/or bookkeeping professionals in order to meet the needs of the Academy in monitoring financial performance and ensuring financial viability and success, including, if necessary, a permanent, part-time Chief Financial Officer to provide financial operations oversight for the Academy. Prior to beginning operations, but after approval of the charter, the Academy will obtain and provide documentation of appropriate bonding for all personnel involved in the school's financial operations.

In addition to the required officers as outlined, the Board of Directors may elect, from its membership, as many vice-presidents and assistant secretaries or treasurers as deemed necessary by the Board of Directors.

The Board of Directors is responsible for financial and legal requirements of the Academy including the annual budget, expenditures and legal compliance with local, state and federal regulations. The President shall sign employment contracts and ensure compliance with state and federal regulatory agencies. The Board of Directors will have the responsibility to approve the selection of the school Administrator, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Administrator with respect to changes in staffing, program, discipline or curriculum. The Board will, when necessary, adjudicate disagreements between parents and the administration.

Upon approval of a charter, the Board will develop a policy manual consistent with the Idaho School Board Association Model Policy Manual which shall include polices for: 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.

The Board of Directors will serve as the liaison between the Academy and the Authorized Chartering Entity

### *Administrator/Organizational Structure*

The Academy will employ an academic administrator (the Administrator) who holds an Administrator Certificate issued by the Idaho Department of Education. The Administrator will be hired by and serve at the pleasure of the Board of Directors and will report to the President.

Administrative services will be provided by the Administrator under the direction of and subject to the policies, plans and programs established by the Board of Directors. To the extent administrative services exceed the capabilities and capacities of the Administrator, the Board of Directors reserves the right to retain contracted professional services on an as needed basis.

The Administrator will be authorized, subject to budgetary limitations, to hire and supervise other administrative staff such as an office manager, receptionist, clerk, instructional aids, and/or bookkeeper. The Administrator will also be authorized to contract for required services including, but not limited to, transportation, special education, faculty training, equipment, supplies, and other budgeted expenses, subject to the limitation that all expenditures exceeding \$5,000.00 shall be subject to approval of the Board of Directors.

The Administrator shall chair a hiring committee responsible for the hiring of all certified professionals and shall have supervisory responsibility for all such professional employed by the Academy. The Academy will initially employ an administrator, ten (10) teachers and additional support staff. The Academy will add administrators, teachers and support staff as necessary to accommodate growth and as permitted by finances.

The Administrator shall ensure compliance with relevant professional codes and standards, oversee professional development, and perform annual performance reviews for all certified professionals.

The Administrator's performance shall be reviewed annually by the President under the direction of and with input from the Board of Directors.

## Operations Plan

### *Pre-Opening*

Operation plans for the Academy for the coming year include the following tasks: (1) charter approval; (2) application for charter grants and pursuit of other funding opportunities including private donation; (3) public notification of charter approval and opportunities through various media outlets including traditional public media and grass-roots social media campaigns; (4) recruitment of students and staff; (5) establishing a firm facilities commitment and contract. (See Appendix M: Pre-Opening Timeline)

### *Academic Day to Day Operations*

The Administrator of the Academy will have both the autonomy and accountability necessary to determine the day to day operations of the Academy subject to the policies, plans, and programs established by the Board of Directors.. The President will maintain oversight authority over the operations, but will not interfere unnecessarily in the Administrators day to day management.

The Administrator and the Board of Directors will work together to determine the school calendar, school schedule, and hours of operation in order to provide the required 900 hours of instruction.

## Financial Plan

### *Financial Management*

The Board of Directors will be responsible for the financial management of the Academy. The Board of Directors role in financial management will include:

- Establishment of operating and capital budgets;
- Monthly review of budget-to-actual financial performance providing for adequate oversight of financial performance and the opportunity to adjust expenditures as necessary to ensure operation within budget;
- Monthly review of cash flow projections;
- Establishment of internal financial policies consistent with the requirements of state law and Generally Accepted Accounting Principles to provide for adequate financial controls;
- Approval of all expenditures in excess of \$5,000.00 coupled with a monthly review of the Academy's general register to verify compliance with expenditure related policies established by the Board of Directors; and
- Engagement on an as needed basis as determined by the Board of Directors of accounting and/or bookkeeping professionals to meet the needs of the Academy in monitoring financial performance and ensuring financial viability and success.

The Academy will maintain all financial records in accordance with Generally Accepted Accounting Principles (GAAP) and will follow all requirements set forth by the Idaho State Department of Education.

### *Operating Budget*

The Board of Directors will prepare and maintain a budget in accordance with the requirements set forth in Idaho Code § 33-801 and the rules promulgated by the Idaho State Board of Education. Projected budgets have been provided with the Academy's charter petition, but a final budget will be presented at a public hearing in June of 2016 prior to the opening of the Academy that fall. The budget will be delivered to the Idaho State Department of Education as required by law on or before July 15. Copies of the budget will be published publicly on the Academy's website. The budget will be prepared, approved and filed using the format approved by the Idaho Financial Accounting Reporting Management System (IFARMS).

### *Income Sources*

The Academy will rely upon the following funding sources: (1) state allocation per pupil; (2) federal start-up grants; (3) private grants; (4) business partnerships; and (5) private donors. Signed commitments from private and corporate donors can be found as part of Appendix E. The Academy has generated community support currently totaling \$250,000. The Academy has been in regular contact with Terry Ryan (Bluum) who has expressed intent to provide financial support the first year, with increasing support and grant opportunities as a successful model is observed. See letter from Bluum as part of Appendix E. The Academy has continuing communication with Building Hope who, along with the Bank of Idaho, has shown high interest in purchasing OE Bell. Representatives from Building Hope in Salt Lake City have been to Idaho Falls for the purpose of visiting OE Bell. They intend to purchase OE Bell, which would be sub-leased back to The Academy at a very affordable rate (no more than a 4% cap) with options to grow into the space as enrollment at The Academy increases. The Academy has identified other potential sources for additional funding and will engage grant writing services to prepare proposals pending approval of the school by the authorizing chartering entity. Notes regarding Assumptions is attached as Appendix F.

### *Working Capital and Asset*

The Academy has raised approximately \$200,000 in private donations and will rely upon those funds to fund Charter Application Year Operations as outlined above. The Academy does not anticipate having other working capital or assets until after the charter is approved.

### *Fundraising*

In addition to the state per pupil allocation and grants, the Academy will rely upon the efforts of the Board of Directors, the Administrator, and the Parent-Faculty Association to develop regular fundraising efforts to generate supplemental capital.

Members of the organizing group have experienced great success in the past with various fundraisers at the local elementary schools. The Academy looks forward to utilizing their talents and efforts upon approval. In one such event, more than \$15,000 was raised through a 5K Run. Participation was high and efforts were very successful. The Academy intends to make fundraisers, such as the race, yearly events.

The Academy intends to implement a program seeking parental and community incremental donations to supplement per-pupil allocations. This type of program is used by Sage International, called Mind the Gap. Discussions are underway for how best to execute this.

## *Purchasing*

Subject to the approval of the Board of Directors, the policies and procedures established by the Board of Directors, and the limitations set forth above, the Administrator will determine the procedures to be relied upon for procuring goods and services. All purchasing procedures shall comply with the requirements of applicable Idaho laws and related administrative rules and where appropriate will involve a competitive bidding process.

## *Payroll*

Subject to the approval of the Board of Directors, the policies and procedures established by the Board of Directors, and the limitations set forth above, the Administrator may engage a private contractor for purposes of outsourcing the Academy's payroll processing, provided, however, that if it is more cost effective and can be capably handled internally, payroll shall be handled by the Administrative support personnel as retained by the Administrator pursuant to the authority set forth above.

## *Transportation Plan*

The Academy will offer transportation services for students from the initial opening of the school for students in the primary attendance area. This is to ensure that lack of transportation will not negatively affect students for whom transportation may be a barrier to attendance. These services may be provided by a contractor or by the school. At the appropriate time the Academy will follow transportation bidding process as per Idaho Code.

The Academy has contacted a local transportation company, Teton Stage Lines. This company has worked with other schools in the area and is also on the Department of Education, Division of Student Transportation "Bid List". This company enjoys working with charter schools and offers several options and flexibility. The transportation company can and will accommodate longer bus routes. Families that live on the edge of the primary 15-mile radius attendance area and choose to attend the Academy are and will be made aware of the bus routes. School bus mileage will vary per mile, for example, \$3.05 to \$4.50 per mile based upon the numbers of miles run. This company mentioned the lower the mileage the higher the rate per mile, so potentially having a larger primary attendance area could provide a lower cost per mile to the Academy.

To be eligible for transportation services, students must reside within the Academy's primary attendance area and they must live more than one and one-half miles from the facility.

It has been confirmed by conversation with the State Department of Education that the large enrollment area will have no negative impact on the funding reimbursement made available for transportation. It was mentioned that busing is always encouraged, as it is the safest way for children to get to school. Many areas of the state bus children over a large geographical area. Calculations will be made according to the average cost of transporting students and provided as reimbursement to contracted busing service provider.

In accordance with Idaho Code, students who live less than one and one-half miles from the nearest established bus stop must provide their own transportation to the bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of

the student's home and nearest public road to the nearest door of the building or the bus stop, as the case may be. The Academy may transport any student a lesser distance when in its judgment, the age, health, or safety of the student warrants it.

A daycare center, family daycare home, or a group daycare facility, as defined in section 39-1102 of Idaho Code, may substitute for the student's residence for student transportation to and from school. The Academy will not transport students between childcare facilities and home, in accordance to 33-1501 of Idaho Code.

The Board of Directors may approve additional transportation services if fiscally viable. Transportation planning will be reconsidered yearly as dictated by student enrollment, the need and/or demand for transportation services, and financing.

Transportation for students with special needs will be provided in accordance with requirements of state and federal law. The service may be contracted following the transportation bidding process as per Idaho Code.

Transportation for field trips, excursions, and extracurricular activities will be provided by the school through contracted services. (See letter of intent from Teton Stage Lines included in Appendix E.)

### *Student Travel for Extracurricular Activities, Field Trips, Etc.*

Unless other travel arrangements are authorized, students will board the bus at the school, which is designated as the point of origin for the trip, and will return to the point of origin in the bus. There will be no stops along the designated route to pick up or discharge students. The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip. Such release will require a signed, dated note from the parent.

### **School Lunch Program**

The Academy will contract with an outside vendor to provide lunch, in accordance with federal requirements, during the first year of operation. The Board will approve policies for determining eligibility of students for free and reduced-price meals. The availability of free and reduced lunches will be made known to parents through a variety of notifications. Verification reporting and record-keeping will be filed with the Idaho State Department of Education in accordance with state and federal law. (See letter of intent from Arugula Deli included in Appendix E.)

## Tab 9 – Virtual Charter Schools

The Academy is not a virtual charter school.

## Tab 10 – Business Arrangements, Community Involvement, and School Closure

### Business Arrangements

The Academy will actively and consistently seek to establish partnerships with businesses providing potential services and materials for education, legal, accounting, food, transportation, special education, and other services. At the current time, no such contracts exist; however, the Academy is actively engaged in conversations with several entities regarding potential partnerships. All business arrangements will be conducted according to the laws and policies of the state. Potential arrangements with Buckner Insurance, Teton Stage Lines and Arugula Deli are outlined in Appendix E.

### Termination of the Charter

The Academy will follow all closure and termination procedures as outlined in the Idaho Public Charter School Commission's Closure Protocol

In case of termination, the Chair of the Board of Directors will be responsible for the dissolution of the school and will cooperate with the Idaho Public Charter School Commission. The Board will follow all state and federal laws regarding the dissolution of a non-profit corporation and arrange for the liquidation of assets and dispersing of funds to creditors.

When the Board determines that the school will be terminated, the Chair will execute the termination. The Chair will arrange for the sale of assets and will use the proceeds to pay creditors. Within a month after the determination to dissolve the school, the Chair will contact the parents of past and present students informing them of the process to obtain student school records and/or to which school the records should be forwarded. The school will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution, and where and how long the records will be stored after dissolution. The school will send the records to the school requested by the parents. Parents can either email or send written instructions.

Within two months after the final school year, the Chair will direct the remaining student records to parents for whom the school has mailing addresses. Any remaining student records will be stored in a secure location for the legal limit. The school will maintain a Facebook page or similar page stating who to contact for student records.

The Chair will direct all personnel records to all former employees of the school. All former employees shall receive their personnel records within one month after the final school year. Employee records will be stored in a secure location for the legal limit.

The Chair will arrange for the sale of assets for distribution of all assets and or proceeds therefrom pursuant to the requirements of Idaho Code 33-5212(2).

Once appropriate assets have been used to pay creditors, the school will donate or redistribute the remaining assets to other non-profits, in accordance with the requirements of Idaho Code 33-5212(2). Any assets bought with federal funds will be returned to the Idaho Public Charter School Commission and will not be used to pay creditors. All remaining funds will be turned over to the Idaho Public Charter School Commission in accordance with the requirements of Idaho Code 33-5212(2).

The Academy will fund and complete a final fiscal audit. The audit will be submitted to the Idaho Public Charter School Commission and the Idaho State Department of Education.

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

**CLOSURE  
PROTOCOL**

**August 2013**



## Background

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

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

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

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

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

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

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# Introduction

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

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

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

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

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

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

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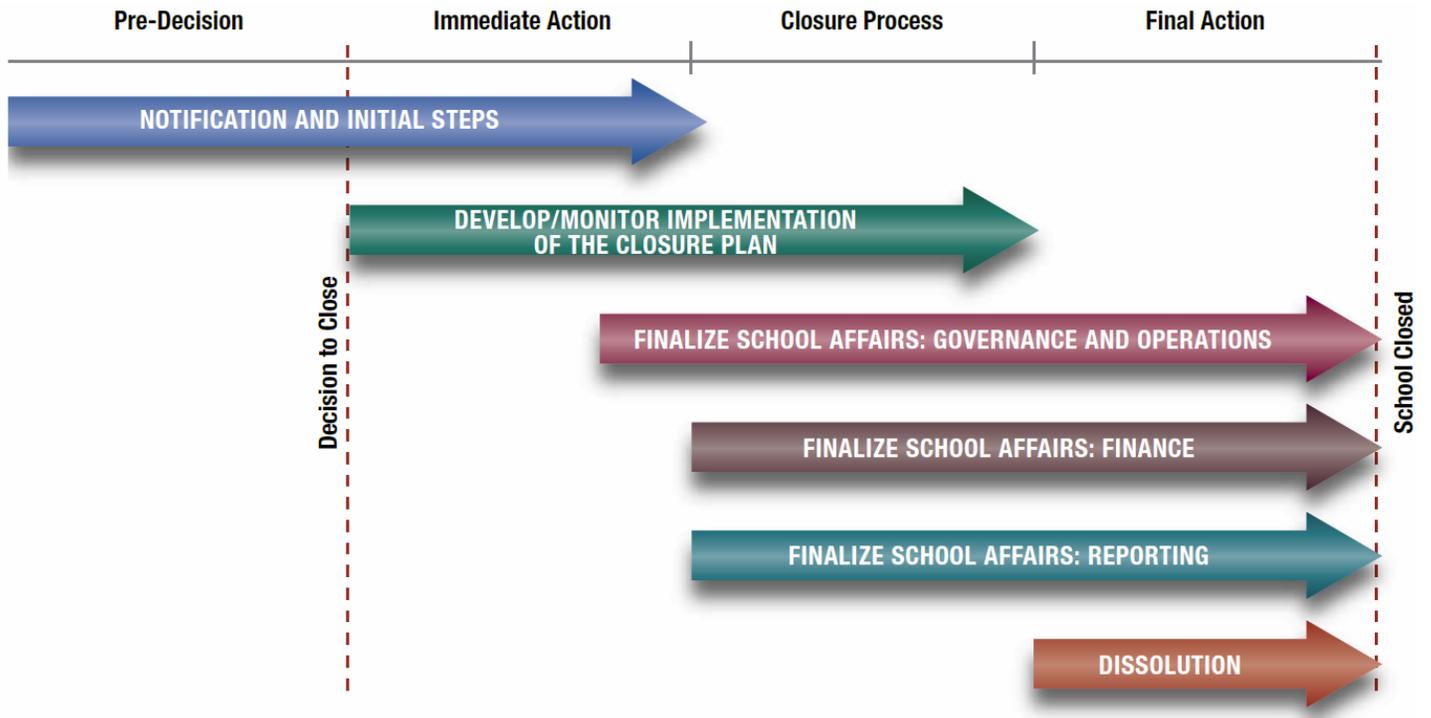
## Endnotes

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

<sup>2</sup> I.C. § 33-5212

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

# A Conceptual Timeline for Closure



## Notification and Initial Steps

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

**Send Additional and Final Notifications**

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

School,  
PCSC

## Develop/Monitor Implementation of the Closure Plan

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

## Finalize School Affairs: Governance and Operations

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

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

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

## Finalize School Affairs: Finance

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

## Finalize School Affairs: Reporting

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

## Dissolution

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

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

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

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

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13<sup>th</sup> day of June 2019, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Blackfoot Charter Community Learning Center, Inc., (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on April 28, 2010, the Authorizer approved a charter petition for the transfer of authorization of the School from the Blackfoot School District Board to the Authorizer; and

WHEREAS, the School began operations in the year 2000; and

WHEREAS, the School’s charter was renewed on March 8, 2019, for a five-year term of operations,

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of July 1, 2019, and shall continue through June 30, 2024, unless earlier terminated as provided herein.

## SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The School shall notify the Authorizer of any modification to the Articles or Bylaws within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

### SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: To know each student well enough to challenge and meet their individual academic and developmental needs. This is accomplished through a goal-driven environment that includes multi-grade classrooms, small groups, interactive technology, and brain based learning. These are supported by a high level of teacher collaboration and professional development.
- B. Grades Served.** The School may serve students in K-8<sup>th</sup> grade.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Multi-grade classrooms. BCCLC assigns students into classrooms based on the best placement for the individual, not his or her chronological age. The goal is the challenge each student at a level that will maximize learning.
  - Brain based learning. Research into how the human brain acquires new information plus how it develops pathways to recall, understand, analyze, apply, and evaluate that information is the key to successful learning. BCCLC works to keep abreast of and implement current brain-based learning research. Teachers meet weekly to share ideas on successful instruction methods, techniques, and learning activities.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

### SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's

outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

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

reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

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

## SECTION 5: SCHOOL OPERATIONS

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

**B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 810 students, with annual per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix C.

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

**D. School Facilities.** 2801 Hunters Loop, Blackfoot, ID 83221 & 1350 Parkway Suite 30, Blackfoot, ID 83221. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

**E. Attendance Area.** The School's primary attendance area is as follows: Blackfoot School District.

**F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

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

## SECTION 6: SCHOOL FINANCE

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

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

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

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

- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

## **SECTION 8: MISCELLANEOUS**

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective July 1, 2019.

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**Alan Reed**  
**Chairperson, Idaho Public Charter School Commission**

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**Candra Risa**  
**Chairperson, Blackfoot Charter Community Learning Center**

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

**Appendix B: Performance Framework**

**Appendix C: Charter**

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

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

1. Regarding academic outcomes:

By June 30, 2021, achieve a "good standing" rating on the academic section of the performance framework adopted by the PCSC in May 2017. To this end, achieve the following rate of progress:

- a. By June 30, 2020, earn at least 48% of points possible in the academic section of the performance framework.
- b. By June 30, 2021, earn at least 55% of the points possible in the academic section of the performance framework.

2. Regarding financial outcomes:

By June 30, 2021, achieve a "good standing" rating on the financial section of the performance framework adopted by the PCSC in May 2017.

3. Regarding operations and financial management:

By the deadlines outlined below, and throughout the performance certificate term, demonstrate consistent, clear implementation of the following:

- a. No later than April 1, 2019, clear and continuous separation from Idaho STEM Academy, Inc. dba Bingham Academy, both operationally and financially.
- b. Verification by Commission staff at the April 18-19, 2019 meeting with Commission staff that a purchase order system is employed that ensures documented, advance approval of all expenditures.
- c. No later than July 1, 2019, implementation of an electronic purchase order system that ensures documented, advance approval of all expenditures.
- d. Verification by Commission staff at the April 18-19, 2019 meeting with Commission staff that BCCLC has eliminated the use of pre-paid credit cards using school funds.
- e. Verification by Commission staff at the April 18-19, 2019 meeting with Commission staff that there is a clear separation of the daycare operated at the school facility from the school itself. This includes, but is not limited to, incorporation, employment, insurance, bank accounts, revenues, and expenditures. School resources shall not be utilized by the daycare in the absence of a board-approved contract ensuring that no funds intended for the education of BCCLC students are used for daycare purposes.

4. Regarding school governance:

By September 1, 2019, all BCCLC board members will complete professional development provided by a qualified Idaho School Boards Association (ISBA) trainer.

This training shall include the topics of administrator evaluation, stakeholder communication, and financial oversight through ISBA courses currently identified as Superintendent/ Administrator Evaluation, Boardmanship 101, and Boardmanship 102.

Regardless of whether or not BCCLC agrees to fulfill the specific conditions above, BCCLC remains responsible for meeting the terms and conditions contained in its signed performance certificate effective July 1, 2019, through June 30, 2024, which will incorporate the performance framework adopted by the PCSC in May 2017.

**Appendix B: Performance Framework**

# BLACKFOOT CHARTER COMMUNITY LEARNING CENTER [YEAR] ANNUAL PERFORMANCE REPORT

## INTRODUCTION

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

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

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

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

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

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

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

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

## PERFORMANCE FRAMEWORK STRUCTURE

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

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

## ACCOUNTABILITY DESIGNATIONS

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

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

### SCHOOL OVERVIEW

<b>Mission Statement</b>	To know each student well enough to challenge and meet their individual academic and developmental needs. This is accomplished through a goal-driven environment that includes multi-grade classrooms, small groups, interactive technology, and brain based learning. These are supported by a high level of teacher collaboration and professional development.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Multi-grade classrooms. BCCLC assigns students into classrooms based on the best placement for the individual, not his or her chronological age. The goal is the challenge each student at a level that will maximize learning.</li> <li>• Brain based learning. Research into how the human brain acquires new information plus how it develops pathways to recall, understand, analyze, apply, and evaluate that information is the key to successful learning. BCCLC works to keep abreast of and implement current brain-based learning research. Teachers meet weekly to share ideas on successful instruction methods, techniques, and learning activities.</li> </ul>		
<b>School Location</b>	2801 Hunters Loop, Blackfoot ID 8321	<b>School Phone</b>	208-782-0744
<b>Surrounding District</b>	Blackfoot School District		
<b>Opening Year</b>	2000		
<b>Current Term</b>	July 1, 2019 - June 30, 2024		
<b>Grades Served</b>	K-8		
<b>Enrollment (Approved)</b>	810	<b>Enrollment (Actual)</b>	

### SCHOOL LEADERSHIP


### STUDENT DEMOGRAPHICS

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

### ISAT PROFICIENCY RATES

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

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

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

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

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

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

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

ACADEMIC K-8

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

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

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

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

OPERATIONAL

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

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT																	
<p>Measure 2a Financial Reporting and Compliance</p>	<p>Is the school meeting financial reporting and compliance requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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Notes																	
<p>Measure 2b GAAP</p>	<p>Is the school following General Accepted Accounting Principles (GAAP)</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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		0															
Notes																	
<p>Measure 2c Enrollment Variance</p>	<p>Is the school successfully enrolling the projected number of students?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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Notes																	

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

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

OPERATIONAL

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
<b>Credentialing &amp; Background Checks</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<b>Information Handling</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

INDICATOR 4: SCHOOL ENVIRONMENT																	
Measure 4a	Is the school complying with transportation requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
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		0															
Transportation	<p><b>Meets Standard:</b> The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>																
Notes																	
Measure 4b	Is the school complying with facilities requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
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Public Transparency	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>																
Notes																	

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

FINANCIAL

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

FINANCIAL

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
<b>Measure 2a</b> <b>Total Margin and Aggregated</b> <b>3-Year Total Margin</b>	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b>  <b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>  <b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".  <b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.			50 30 0	0
<b>Notes</b>	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome				
<b>Measure 2b</b> <b>Debt to Asset Ratio</b>	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>  <b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.  <b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0  <b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0			50 30 0	0
<b>Notes</b>	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				
<b>Measure 2c</b> <b>Cash Flow</b>	<b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b>  <b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>  <b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"  <b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.			50 30 0	0
<b>Notes</b>					
<b>Measure 2d</b> <b>Debt Service Coverage Ratio</b>	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>  <b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1  <b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1			50 0	0
<b>Notes</b>	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				

## **Appendix C: Charter**

# **Blackfoot Charter Community Learning Center K-8**

Revised Charter to Include 6<sup>th</sup>-8<sup>th</sup> Grades

Amendments Approved April 9, 2015

Blackfoot Charter Community Learning Center

2801 Hunters Loop

Blackfoot, Idaho, 83221

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Phone: 208-785-0381

Fax: 208-785-0349

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**TAB 1**

**ARTICLES OF INCORPORATION**

**I**

The name of the corporation is Blackfoot Charter Community Learning Center, Incorporated.

**II**

The corporation is a subordinate corporation created under the authority of the Blackfoot School District Board of Trustees, County of Bingham, State of Idaho.

**III**

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes. The specific purpose of the corporation is to manage, operate, guide, direct and promote the Blackfoot Charter Community Learning Center, an Idaho Public Charter School.

**IV**

The name and address of the corporation's initial agent for service of process are:

Fred Higley  
10 North University  
Blackfoot, Idaho 83221

**V**

The corporation shall dissolve whenever the corporation's Charter is surrendered to, taken away by, or revoked by the Idaho Public Charter School Commission.

**VI**

In the event of the dissolution of the Corporation for any reason, any assets of the Corporation remaining after compliance with applicable provisions of the Idaho Nonprofit Corporation Act will be distributed by the Corporation to the Idaho Public Charter School Commission.

Blackfoot Charter Community  
Learning Center  
BYLAWS  
OF  
BLACKFOOT CHARTER COMMUNITY LEARNING CENTER, INCORPORATED  
An Idaho Nonprofit Public Corporation

ARTICLE 1

OFFICES

The corporation's principal office shall be fixed and located at such place within the attendance boundaries of the Blackfoot School District in the County of Bingham, State of Idaho as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another within such attendance boundaries in the County of Bingham, State of Idaho.

ARTICLE 2

PURPOSE

The specific and general purposes of the corporation are to establish, manage, and operate a public charter school and provide an educational program for elementary age students.

ARTICLE 3

NO MEMBERS

Section 3.1 No Members

The corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights which would otherwise by law vest in the members shall vest in the board.

Section 3.2 Associates

Nothing in this Article 3 shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act. Such individuals may originate and take part in the discussion or any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws: some or all of a members rights, set forth in the Idaho Nonprofit Corporation Act, upon any person who does not have the right to vote for the election of directors, on a disposition of

substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of said Section 30-3-34.

The Board may also, but without establishing memberships, create an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

## ARTICLE 4 DIRECTORS

### Section 4.1 General Powers

Subject to the limitations of the Idaho Nonprofit Corporation Act, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

### Section 4.2 Specific Powers

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

- a. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are consistent with law, the corporation's Articles of Incorporation or these Bylaws; and to fix their compensation;
- b. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations *therefore* which are consistent with the law, the corporation's Articles of Incorporation or these Bylaws, as it deems best;
- c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best;
- d. To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation's and other evidences of debt and securities therefore;
- e. To carry on a business at a profit and apply any profit that results from the business activity to any activity in which it may lawfully engage;
- f. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;
- g. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;
- h. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose;

- i. To conduct an annual meeting of the Stakeholders of the Corporation, as described in the Charter, granted to the corporation by the Blackfoot School District Board of Trustees (the "Charter"); as used herein, "Stakeholders" means all pupils then attending Blackfoot Charter Community Learning Center, the parents and guardians of such pupils, all employees of Blackfoot Charter Community Learning Center, and such other persons and entities as the Board determines to be stakeholders of the corporation; and
- j. To carry out such other duties as are described in the Charter.

#### Section 4.3 Number. Election and Term of Directors

The authorized number of directors shall be five (5).

- a. Three of the Directors shall be elected at the Annual Stakeholders' meeting, and such Directors may be elected for up to three (3) two-year terms. Each person who was elected as a Director by virtue of being a parent with one or more children attending Blackfoot Charter Community Learning Center shall automatically be deemed to have resigned from and be removed from the Board at any time when their children no longer attends Blackfoot Charter Community Learning Center. Two of the Directors shall be appointed by the Board of Directors.

#### Section 4.4 Resignation and Removal

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

#### Section 4.5 Vacancies

- a. A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- b. The Board may declare vacant the office of any Director who has been convicted of a felony, or has been found to have breached any duty arising under Article 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend four (4) or more meetings of the Board of Directors in any calendar year.
- c. Removal of a director for one or more of the reasons listed in Section 4.5.b above may be initiated by any member of the Board or by a majority vote petition of the Stakeholder's. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board of Directors shall be taken in public.
- d. A vacancy on the Board shall be filled in the same manner of selection as that used to select the Director whose office is vacant, provided that vacancies to be filled by election by Directors may be filled by a majority of the remaining Directors, although less than a quorum. Each Director so elected shall hold office until a successor has been appointed and qualified
- e. No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

#### Section 4.6 Place of Meetings

Meetings of the Board may be held at the principal office of the corporation or at any other place that has been designated in the notice of the meeting or, if there is no notice, by resolution of the Board.

#### Section 4.7 Annual Meetings

The Board shall hold an annual meeting for the purposes of organization, selection of Directors and officers, and the transaction of other business.

#### Section 4.8 Regular Meetings

Regular meetings of the Board, including the annual meeting, shall be held without call or notice on such dates and at such times and places as may be from time to time fixed by the Board.

#### Section 4.9 Special Meetings

- a. Special meetings of the Board for any purpose (s) may be called at any time by the Chairman of the Board, or the Secretary.
- b. Special meetings of the Board may be held only after each Director has received four (4) days' notice by first class mail or forty-eight (48) hour notice given personally or by telephone, telegraph, telex or other similar means of communication.
- c. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the corporation or as may have been given to the corporation by the director for purposes of notice or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the directors are regularly held.

Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

#### Section 4.10 Retirements Applicable to Meetings

Notwithstanding any other requirements contained in these Bylaws, all meetings of the corporation shall be held in compliance with all applicable requirements of the Idaho Nonprofit Corporation Act.

#### Section 4.11 Quorum and Voting

A Quorum consisting of three or more board of directors must be assembled to vote and conduct business.

#### Section 4.12 Waiver of notice

Notice of a meeting need not be given to any director who signs a waiver of notice, a written consent to the holding of the meeting, an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protesting the lack of notice prior thereto or at its commencement. All such waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

#### Section 4.13 Adjournment

A majority of the directors present, whether or not a quorum is present, may adjourn any directors' meeting to another time and place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment.

#### Section 4.14 Rights of Inspection

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

#### Section 4.15 Fees and Compensation

Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a director's actual and necessary expenses incurred in the conduct of the corporation's business. The corporation shall carry liability insurance covering the directors and officers of the corporation as described in the charter in the conduct of the corporation's business.

#### Section 4.16 Restriction of Interested Directors

Not more than forty-nine percent (49%) of the persons serving on the Board at any time may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor or otherwise excluding, any reasonable compensation paid to a director as a director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, • sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation

#### Section 4.17 Standard of Care

- a. A director shall perform all duties of a director, including duties as a member of any committee of the board on which the director may serve, in good faith, in a manner such director believes to be in the best interests of the corporation and with such care, including the duty to make a

reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.

- b. In performing the duties of a director, the director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:
  - 1. One or more officers or employees of the corporation whom the Director believes to be reliable and competent in the matters presented;
  - 2. Legal counsel independent accountants or other persons as to matters that the director believes to be within such, person's professional or expert competence; or
  - 3. A committee of the Board upon which the director does not serve as to matters within its designated authority, provided the director believes that the committee merits confidence and the director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
- c. Expert with respect to assets that are directly related to the corporation's charitable programs, the Board shall avoid speculation in investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the corporation's investments. Instead, the Board is to consider the permanent disposition of the funds, the probable income, and the probable safety of the corporation's capital, and is to comply with the express terms of the instrument or agreement, if any, pursuant to which the assets were contributed to the corporation.

## ARTICLE 5 OFFICERS

### Section 5.1 Officers

The officers of the corporation shall be a Chairman of the Board, Vice Chairman, Secretary, and a Chief Financial Officer (Treasurer). The corporation may also have, at the discretion of the Board, other officers as may be elected or appointed in accordance with the provisions of Section 5.3. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board.

### Section 5.2 Election

The officers of the corporation, except such officers as may be elected or appointed in accordance with the provisions of Section 5.3 or Section 5.6, shall be chosen at the annual meeting of the Board by and shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal or other disqualification from service, or until their respective successors shall be elected.

### Section 5.3 Subordinate

The Board may elect or appoint other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

#### Section 5.4 Removal

Any officer may be removed, either with or without cause, by the Board at any time or, except for an officer chosen by the Board, by any officer upon whom the Board may confer such power of removal. Any such removal shall be without prejudice to the rights, *if any*, of an officer under any contract of employment.

#### Section 5.5 Resignation

Any officer may resign at any time by giving written notice to the Board; such resignation may not prejudice the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

#### Section 5.6 Vacancies

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

#### Section 5.7 Charter Director

Subject to such powers, if any, as may be given by the Board to the Chairman of the Board, if there *is* such an officer, The Charter Director is the general manager and chief executive officer of the corporation and has, subject to the control of the Board, general supervision, direction and control of the business and officers of the corporation. In the absence of the chairman of the Board, or if there is none, the vice chairman shall preside at all meetings of the board. The Charter Director has the general management powers and duties usually vested in the office of President and general manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the board.

#### Section 5.8 Assistant Charter Director

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

#### Section 5.9 Secretary

- a. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Idaho the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.

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

Section 5.10 Chief Financial Officer (Treasurer)

- a. The Chief Financial Officer of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Director.
- b. The Chief Financial Officer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as may be designated from time to time by the Board. The Chief Financial Officer shall disburse the funds of the corporation as may be ordered by the Board, and shall render to the Board of Directors, upon request, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation. The Chief Financial Officer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Chief Financial Officer shall have such other powers and perform in such other duties as may be prescribed from time to time by the Board.

ARTICLE 6

COMMITTEES

Section 6.1 Board Committees

The Board may, by resolution adopted by a majority of the Directors then in office, provided that a quorum is present, create one or more standing or ad hoc committees, each consisting of at least two (2) members of the Board, to serve at the pleasure of the Board. Appointments to such Board committees shall be by majority vote of the Directors then in office, and the chairperson of such Board committees shall be appointed by chairman of the Board, or the Charter Director . Unless otherwise provided in these Bylaws or by the laws of the State of Idaho, each committee shall have all of the authority of the board to the extent delegated by the Board, except that no committee, regardless of Board resolution, may:

- a. Fill vacancies on the Board or on any committee which has the authority of the Board;
- b. Fix compensation of Directors for serving on the Board or any committee;
- c. Amend or repeal Bylaws or adopt new Bylaws;
- d. Amend or repeal any resolution of the Board which by its express terms is not so amendable or reparable;
- e. Appoint committees of the Board or the members thereof;
- f. Approve any action for which the Idaho Nonprofit Public Corporation Act requires the approval of the Board.

### Section 6.2 Meetings and Action of Board Committees

The Board shall have the power to prescribe the manner in which proceedings of any such board committee shall be conducted. In the absence of any such prescription, the committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the board or such committee shall otherwise provide, meetings and actions of Board committees shall be governed by, held and taken in accordance with, the provisions of Article 4 of these Bylaws which concern meetings of the Board, with such changes in those provisions as required by this Article 6 and as necessary to substitute the committee and its members for the Board and its members, except that the time of regular meetings of the committees may be determined either by resolution of the Board or by resolution of the committee. Special meetings of committees may also be called by resolution of the Board. Notice of special meetings of Board committees shall be given to any and all alternate members who shall have the right to attend all meetings of the committee. The Board may adopt rules for the government of any Board committee not inconsistent with the provisions of these Bylaws.

### Section 6.3 Executive Board

At the Board of Directors discretion, an executive board may be organized. The Executive Board is a Board committee composed of five -parent members of the Board and two faculty members of the Board. The Charter Director serves as the non-voting administrative officer of the Executive Board. Subject to the restrictions composed by law and by the Bylaws, the Executive Board shall have the authority to resolve agenda items when an item is delegated to the Executive board by the Board, and to sit as an administrative board with respect to recommendations for expulsion of a student from Blackfoot Charter Community Learning Center, and to act in the event of an emergency. The Executive Board shall report all actions it takes to the Board at the Board's next meeting.

### Section 6.4 Other Committees

- a. The Charter Director, subject to the limitations imposed by the Board, or the Board may create other committees, either standing or special, to serve the Board that do not have the powers of the Board. The Charter Director shall appoint members to serve on such committees, and shall designate the committee chairperson. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.
- b. Meetings of a committee may be called the Charter Director, the chairperson of the committee or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee tray keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.
- c. Any member of a committee may resign at any time by giving written notice to the chairperson of the committee or to the President/Chief Education Officer. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The Charter Director may, with prior approval of the

Board, remove any appointed member of a committee. The Charter Director, with the Board's approval, shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the term.

## ARTICLE 7 SELF-DEALING TRANSACTIONS

### Section 7.1 Definition

Self-dealing transaction means a transaction to which the corporation is a party and in which one or more of the Directors ("interested Director(s)") has a material financial interest.

Notwithstanding this definition of self-dealing transaction, the following transactions are not self-dealing transactions, and are subject to the Board's general standard of care:

An action by the Board fixing the compensation of a Director as a Director or officer of the corporation; a transaction which is part of a public or charitable program of the corporation if the transaction is:

1. Approved or authorized by the corporation in good faith and without unjustified favoritism, and
2. Results in a benefit to one or more Directors or their families because they are in a class of persons intended to be benefited by the program;
3. A transaction of which the interested Directors have no actual knowledge, and which does not exceed the lesser of one percent (1%) of the corporation's gross receipts for the fiscal year immediately preceding, the year in which such transaction occurs or One Hundred Thousand Dollars (\$100,000)

### Section 7.2 Action of the Board

If the transaction appears to be a self-dealing transaction, the interested Director must demonstrate the following in order to sustain the validity of the transaction:

- a. That, prior to consummating the transaction or any part thereof, the Board authorized or approved the transaction in good faith by vote of a majority of the Directors then in office excluding the vote of the interested Director(s) and with knowledge of the material facts concerning the transaction and the interested Director's interest in it. Except as provided in Section 7.4 action by a committee of the Board will not satisfy this requirement;
- b. That either:
  1. Prior to authorizing or approving the transaction, the Board considered and in good faith determined after reasonable investigation that the corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances; or
  2. The corporation in fact could not have obtained a more advantageous arrangement with reasonable effort under the circumstances.
- c. That the corporation entered into the transaction for its own benefit; and
- d. That the transaction was fair and reasonable as to the corporation at the time the corporation entered into the transaction.

### Section 7.3 Interested Director's Vote

In determining whether the Board validly met to authorize or approve a self-dealing transaction, interested Directors may be counted to determine the presence of a quorum, but an interested

Director's vote may not be counted toward the required majority for such authorization, approval or ratification.

#### Section 7.4 Committee Approval

A Board committee may approve a self-dealing transaction in a manner consistent with the standards prescribed for approval by the Board if: it was not reasonably practical to obtain approval of the Board prior to entering into the transaction; the Board determines in good faith that the committee met the same requirements the Board would have had to meet in approving the transaction; and the Board ratifies the transaction at its next meeting by a vote of a majority of the Directors then in office, excluding the vote of the interested Director(s).

#### Section 7.5 Persons Liable and Extent of Liability

If a self-dealing transaction has not been approved as provided above, the interested Director(s) may be required to do such things and pay such damages as a court may provide as an equitable and fair remedy to the corporation, considering any benefit received by it and whether or not the interested Director(s) acted in good faith and with the intent to further the best interests of the corporation.

#### Section 7.6 Statute of Limitations

An action to remedy an improper self-dealing transaction, brought by a proper party, must be commenced either:

- a. Within two (2) years after written notice puttin<sup>g</sup> forth the material facts of the transaction and the interested Director's interest in it was filed with the Attorney General in accordance with the Attorney General's regulations; or
- b. If no such notice is filed, within three (3) years after the transaction occurred, except that the Attorney General shall have ten (10) years after the transaction occurred within which to file an action.

#### Section 7.7 Corporate Loans and Advances

The corporation shall not make any loan of money or property to or guarantee the obligation of any Director or officer, provided, however, that the corporation may advance money to a Director or officer of the corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or Director, if, in the absence of such advance, such Director nr officer would be entitled to be reimbursed for such expenses by the corporation, its parent or any subsidiary.

#### Section 7.8 Annual Statement of Certain Transactions

The annual statement shall be furnished to the Directors for any fiscal year in which a transaction or indemnification of the kind described in a. or b. below took place:

- a. A transaction in which the corporation or a parent or subsidiary was a part'; and a Director or officer of the corporation or a parent or subsidiar<sup>y</sup> or a holder of more than ten percent (10%) of the voting power of the corporation or a parent or subsidiary had a direct or indirect material financial interest and which involved Fifty Thousand Dollars (550,000) or more or which was one of a number of such transactions which involved the same interested person and which amounted in the aggregate to Fifty Thousand Dollars (550,000) or more; or

- b. Any indemnifications or advances aggregate more than Ten Thousand Dollars (\$ 10,000) paid during the fiscal year to any officer or Director of the corporation or a parent or subsidiary. Such statement shall be mailed or delivered to the Directors within one hundred twenty (120) days after the close of the corporation's fiscal year.

## ARTICLE 8. OTHER PROVISIONS

### Section 8.1 Validity of Instrument

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by the Charter Director or any Vice President and the Secretary or Treasurer of the corporation, unless the other person has actual knowledge that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner and from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

### Section 8.2 Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the General Provisions of the Idaho Nonprofit Corporation Act and in the Idaho Unincorporated Nonprofit Associations Act shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both the corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only are not intended to limit or define the scope or effect of any provision.

### Section 8.3 Authority to Vote Securities

The Charter Director, or any other officer(s) authorized by the Board is authorized to vote, represent and exercise on behalf of the corporation all rights incident to any and all voting securities of any other corporation(s) standing in the name of this corporation. The authority granted herein may be exercised either in person or by any person authorized to do so by proxy or by power of attorney executed by the Charter Director or authorized officer.

### Section 8.4 Fiscal Year

The fiscal year of the corporation shall begin on July 1 and end on June 30.

### Section 8.5 Conflict of Interest

Any Director, officer, key employee, or committee member having an interest in a contract or other transaction presented to the Board or a committee thereof for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure

shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor participate (other than to present factual information or to respond to questions) in the discussion or deliberations with respect to, such contract or transaction. The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

- a. Regular annual statements from Directors, officers, key employees to disclose existing and potential conflict in interest; and
- b. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this Section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the corporation or is a Director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the corporation.

#### Section 8.6 Interpretation of Charter

In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of these Bylaws shall control.

### ARTICLE 9 INDEMNIFICATION OF AGENTS OF THE CORPORATION; PURCHASE OF LIABILITY INSURANCE

#### Section 9.1 Definitions

For the purpose of this Article, "agent" means any person who is or was a Director, officer, employee or other agent of this corporation, or is or was serving at the request of this corporation as a Director, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a Director, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor or corporation; "proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative; and "expenses" includes without limitation, attorney's fees and any expenses of establishing a right to indemnification under Section 9.2 c. or Section 9.2 d. (2) of this Article.

#### Section 9.2 Indemnification of Agents

- a. This corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action brought under Section 30-3-88 of the Idaho Nonprofit Corporation Act, or an action brought by the Attorney General of Idaho or a person granted relater status by the Attorney General of Idaho for any breach of duty relating to assets held in charitable trust) by reason of that fact that such person is or was an agent this corporation, against expenses, judgment, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner

such person reasonably believed to be in the best interests of this corporation and, in the case of a criminal proceeding, such person had no reasonable cause to believe his or her conduct was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation, nor that the person had reasonable cause to believe that the person's conduct was unlawful.

- b. This corporation may indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending or completed action by or in the right of this corporation, or brought under Section 3-3-88 of the Idaho Nonprofit Corporation Act, or brought by the Attorney General of Idaho or a person granted relater status by the Attorney General of Idaho for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of this corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of this corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section 9.2 b:
  - 1. In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this corporation in the performance of such person's duty to this corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for expenses which such court shall determine;
  - 2. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or
  - 3. Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval unless it is settled with the approval of the Attorney General of Idaho.
- c. To the extent that an agent of this corporation has been successful on the merits in defense of any proceeding referred to in subsection a. or b. of this Section 9.2 or in defense of any claim, issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.
- d. Except as provided in subsection c. of this Section 9.2, any indemnification under this Section 9.2 shall be made by this corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in subsection a. or b. of this Section 9.2, by:
  - 1. A majority vote of a quorum consisting of Directors who are not parties to such proceeding; or
  - 2. The court in which such proceeding is or was pending, upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense whether or not such application by the agent, attorney or other person is opposed by this corporation.
- e. Expenses incurred in defendin<sup>g</sup> any proceeding may be advanced by this corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be

indemnified as authorized by this Section 9.2. f. No provision made by this corporation to indemnify its or its subsidiaries Directors or officers *for* the defense of any proceeding, whether contained in the Articles of Incorporation, these Bylaws a resolution of the Directors, an agreement or otherwise, shall be valid unless consistent with this Section 9.2. Nothing contained in this Section 9.2 shall affect any right to indemnification to which persons other than such Directors and officers may be entitled by contract or otherwise.

- f. No indemnification or advance shall be made under this Section 9.2, except as provided in Section 9.2 c. or Section 9.1 d.(2) hereof, in any circumstances where it appears:
  - 1. That it would be inconsistent with a provision of the Articles of Incorporation, these Bylaws or an agreement in effect at the time of accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or
  - 2. That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

### Section 9.3 Purchase of Liability Insurance

Upon and in the event of a determination by the Board to purchase such insurance, this corporation may purchase and maintain insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any agent of this corporation for violation of Section 30-3-88 of the Idaho Nonprofit Corporation Act.

### Section 9.4 Non applicability to Fiduciaries of Employee Benefit Plans

This Article 9 does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent, as defined in Section 9.1, of the employer corporation. The corporation shall only have the power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by law.

## ARTICLE 10 AMENDMENTS

### Section 10.1 Bylaws

These Bylaws will be reviewed at least once every four (4) years and shall be documented as to the date of such review. New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board.

## CERTIFICATE OF BYLAWS

I certify that I am the initial agent of Blackfoot Charter Community Learning Center, Incorporated, an Idaho nonprofit corporation, and that the foregoing Bylaws, constitute the Bylaws of such corporation, IN WITNESS WHEREOF, I have signed my name to this certificate on November 11, 2010.

---

John Heintzelman

### **Signatures of Qualified Electors**

See Appendix A.

### **Mission Statement**

The mission of the Blackfoot Charter Community Learning Center is to know each student well enough to challenge and meet their individual academic and developmental needs. This is accomplished through a goal-driven environment that includes multi-grade classrooms, small groups, interactive technology, and brain-based learning. These are supported by a high level of teacher collaboration and professional development.

### **Vision Statement**

The vision of Blackfoot Charter Community Learning Center is to create a school that incorporates the very best instructional techniques supported by brain-based learning research. All learning activities will focus on the individual needs of each student. Our goal is to create a school where learning is fun, challenging, and meaningful to each individual. Students will gain a strong sense of self-worth and a respect for others as they receive a solid academic foundation. The academic program at BCCLC will prepare them to become active listeners, critical readers, proficient writers and competent problem solvers.

**TAB 2**  
**PROPOSED OPERATION AND POTENTIAL EFFECTS**  
**FOR THE PUBLIC CHARTER SCHOOL**

**Facilities**

In 2005, Blackfoot Charter Community Learning Center moved into its newly constructed building at 2801 Hunters Loop, Blackfoot, Idaho. This 8,300 square foot facility includes eight classrooms, 6 offices, a media center, a commons/cafeteria area, restrooms, a faculty workroom, a large, fenced playground and a paved parking lot. There is room to expand through constructing additional classrooms or even adding portable classrooms on site.

**Primary Attendance Area**

The primary attendance area will be the Blackfoot School District; however, students from other areas may be enrolled as per Idaho Code Section 33-5205(3) (j), BCCLC currently enrolls approximately 120 students in six grades. It is anticipated that this could grow to as many as 100 per grade level at a future date. The school will endeavor to maintain small class sizes, with a goal of approximately twenty students per class.

BCCLC's K-5 population is housed in two adjacent buildings owned by the school. There are an additional 8 portable classrooms available on the current campus. 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students will be housed separately at facilities leased from Woodbury Corporation located at 1350 Parkway, in Blackfoot. Attached is a letter from Woodbury expressing their willing to provide facilities.

**Facility Plan (Specific to the Middle School Grades and Program)**

For middle level students, BCCLC will lease approximately 5,600 square feet of space from Woodbury Corporation. This is located in the Riverside Plaza, adjacent to space occupied by Bingham Academy High School. Specifications for the space are as follows:

- 3380 square feet classroom space (5 rooms)
- 300 square feet office space
- 570 square feet restrooms
- 150 square feet serving kitchen
- 1200 square feet lunchroom/multipurpose space

The yearly least cost (including CAM) is \$5.88 per square foot; this calculates to a lease cost of \$32,928. A letter expressing Woodbury Corporation's willing to lease this space is included. P.E. facilities will be provided by Gold's Gym, located less than 400 feet away (letter attached). BCCLC will continue to contract lunch services from Blackfoot School District. Future K-5 classrooms are available on site at 2801 Hunters Loop. Additional lease space is available from Woodbury Corp. for future 6-8 growth.

## **Administrative Services**

Administrative services are provided by the school Director, with support from the Board of Directors. A full-time secretary handles paperwork and required reporting and a part-time business manager takes care of the school's fiscal affairs. The Director coordinates with the Charter School Board of Directors and determines the day-to-day operations of BCCLC.

An independent financial audit is performed each year by an independent auditor (not affiliated with IBCCLC). Annual programmatic operations and financial reports are prepared and presented to the Board of Directors as required.

The Director will also serve as the liaison between the Board of Directors, the Idaho Charter School Commission, and parents. Funding sources will include state allocation per pupil, federal grants, private grants, business partnerships, and donations. The BCCLC board is ultimately responsible to the Commission and at least one member will be present at every Commission meeting for which BCCLC is on the agenda.

### **The Manner in Which Administrative Services of the School are to be provided (Specific to the Middle School Grades and Program)**

BCCLC provides current administrative oversight and leadership for the 6<sup>th</sup>-8<sup>th</sup> program. The central BCCLC office operates as the central office for the 6<sup>th</sup>-8<sup>th</sup> grade program. The Business Manager of BCCLC performs all duties of business management, accounting, and ISEE uploading, imputing, and reporting for the middle grades. The current administration ensures all programs, class offerings, credits, communications, etc. are executed correctly and consistently. If the middle grades are located on a separate campus than the K-5 program, an additional administrator will perform the oversight and leadership duties as mentioned above, with close collaboration with the other administration.

#### **Enrollment and Effects of Enrollment:**

After accepting returning students for the 2014-2015 year, BCCLC had 287 students on its 2014-2015 waiting list. Based on actual student addresses from the Spring 2015 waiting list, it is anticipated that 37% of BCCLC's new growth will come from surrounding school districts, not Blackfoot. There is no elementary charter school option available in the Snake River, Firth, or Shelley School Districts. Many parents from these areas have placed their students on the BCCLC waiting list.

#### **Enrollment Cap**

BCCLC's enrollment cap will top out in the 2022-23 school year at 810 students in grades K-8. The school will progressively increase enrollment to approximately 90 students per grade level as indicated in the chart (See Tab 7). The strategic plan for growth will be a gradual process, adding no more than two new elementary support units and two new middle school units per year between the 2015-2016 and the 2022-2023 school year. The actual number of students in each

grade level may vary somewhat from the projections in the chart (See Tab 7), but total enrollment will not exceed the projected totals for any given year. Total projected enrollment, Kindergarten through 8<sup>th</sup> grade, for the 2015-2016 school year, is 490 students.

### **Strategic Growth Plan**

Classes at BCCLC are multi-age; students are assigned to classrooms based on the best placements to meet their individual needs. BCCLC's annual enrollment lottery is based on the actual, age-based grade levels of students. That is, students who would be in a given grade at a traditional public school are considered members of that grade for purposes of the enrollment lottery. Each year, students will be selected to fill available seats in accordance with the enrollment caps provided in the chart below.

A list containing the number of grade level openings will be publically posted prior to the lottery each year. Enrollment caps are based on the actual age-based grades of students regardless of classroom placement.

### **Potential Civil Liability and Insurance Coverage**

BCCLC insures its interests against damage and for liability exposures. Liability and property insurance coverage is similar to the coverage purchased by other charter schools and districts. Proof of insurance will be given to the Public Charter School Commission each time it is renewed. The school will maintain policies of general liability insurance and insure all assets as required by the State. The Idaho State Board of Education and the chartering agency shall have no liability for the acts, omissions, debts or other obligations of this charter school, except as may be provided in an agreement or contract between the state and Blackfoot Charter Community Learning Center.

**TAB 3**  
**EDUCATIONAL PROGRAM AND GOALS;**  
**FULFILMENT OF EDUCATIONAL THOROUGHNESS**  
**STANDARDS 33-1612 & 33-5205(3)(a)**  
**Thoroughness Standards (Idaho Code 33-1612)**

Blackfoot Charter Community Learning Center fulfills all thoroughness standards identified in Idaho Code 33-1612. The school has established a system of instruction that addresses the following standards:

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

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

**Objectives:** Blackfoot Charter Community Learning Center ~~will~~ including the BCCLC middle grades will:

- Emphasize creating a positive school climate and not punitive rules and regulations.
- Make expectations clear, teach appropriate behaviors, and foster responsible decision-making skills.
- Establish and maintain consistent rules based on age-appropriate behavior.
- Empower educators with the responsibility to maintain classroom discipline.
- Provide early intervention and correction of unacceptable behavior.
- Help teachers to maintain orderly classroom conduct necessary for teaching and learning.
- Develop and maintain a staff/student handbook that provides rules and guidelines for physical safety. These guidelines include procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
- Maintain a facility and adopted policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools; these are regularly inspected as required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Create and maintain an environment that encourages parents and other adults to visit the school and participate in the school's activities.

**Standard b. Educators are empowered to maintain classroom discipline.**

Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.

Objectives: Blackfoot Charter Community Learning Center has:

- Developed and will maintain policies that ensure a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.
- Continues to refine our character education program, where basic values and manners are taught through the curriculum. Character education is the deliberate effort to help students to understand, care about, and act upon core ethical values. Destructive youth behavior such as violence, dishonesty, selfishness, lack of respect for authority, poor work habits, and limited self-discipline have one thing in common, that is the absence of good character. Schools have the responsibility to help students cultivate basic values that will guide their behavior.
- Developed and will continue to maintain a student handbook that provides a code of conduct that includes clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting. Staff will continue to teach appropriate behaviors and foster responsible decision-making skills.
- Established and will maintain consistent rules aligned throughout the school.

Objectives: In addition to the objectives above, BCCLC Middle grades will use the homeroom period model to build upon the K-5 character education program, and expose students to an intentional Character Education program which will:

- Re-enforce positive societal traits including diligence, perseverance, and selfless service into their academic training
- Use classroom procedures which will allow students to assume leadership positions by taking on various roles
- Use certain Liberal Arts to reinforce Ethics and their roles as models of appropriate and healthy societal behavior
- Involve team emphasis and the effects of discipline issues on the success of and abilities of the teachers and the students' peers in working together

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

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

Objectives: Blackfoot Charter Community Learning Center will including the BCCLC middle grades will:

- Emphasize the importance of adults modeling essential values at school.
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
- Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility, and enables the student to use newly found knowledge to solve community problems.
- Help students clarify their values and build personal bonds and responsibilities to one another.
- Promote and reward efforts of hard work maintained in students' zone of development.

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

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

Objectives: Blackfoot Charter Community Learning Center will:

- Emphasize meaningful language experience in reading, writing, and spelling, enhanced by dramatization and memorization.
- Provide a technology-rich environment that enhances communication.
- Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills.

Objectives: In addition to the objectives above, BCCLC Middle grades will engage students in critical higher order thinking to maximize communication by:

- Further exposing students to critical thinking skills including Application, Analysis, Synthesis, and Evaluation
- Challenging students to clarify and better articulate their thinking influenced by these critical thinking processes
- Using multiple methods of communication and delivery including portfolios, projects, presentations, and peer collaboration, in order to better communicate their conceptions, evidences, understandings, points-of view, evaluations, arguments, conclusions, and opinions

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

Goal: At the age appropriate level, develop an educated citizenry for the 21st century through a dynamic, interactive academic program where the pacing pace is driven by student capabilities, rather than textbooks. Students must be well grounded in the basics, such as reading, writing, mathematics, science, and social studies.

Objectives: Blackfoot Charter Community Learning Center will:

- Use the content standards as a starting point. These are enhanced by a focus on meeting all national academic achievement standards.
- Use a variety of methods to ensure student learning. In addition to traditional approaches, methods of instruction that employ technology are used throughout the curriculum. This includes a strong emphasis in areas such as teaching math through direct instruction and the Mathematical Thinking for Instruction model, hands-on experimentation for science, multiple small group and cooperative learning experiences, and the integration of resources such as the INL and other local industries into classroom and field instruction.
- Students, parents, and educators work together to develop a Personalized Learning Goal for each student. This will consider the student's strengths and weaknesses. The faster learner is continuously presented with new challenges. The slower learner benefits from extra help, multiple methods, and multiple environments.
- Use field trips and career development discussions are used, as needed.

Objectives: Building upon the objectives above, BCCLC middle grades will prepare students to contribute to the work force by continually helping students develop knowledge and skill sets for “careers” and global/workforce development by:

- Providing a contextual curriculum where the offerings are intentionally coordinated to support, overlap, and build upon each other (inter-connect);
- Using subject matter integration to demonstrate the inter-relationships between Science, Technology, Engineering, the Arts, and Mathematics, and to demonstrate how many career pathways and career trends require an integration of these core subject matter
- Exposing students to socially relevant science, technology, engineering, mathematics, fine arts, liberal arts, and sociological, cognitive, and psychological basics
- Assisting students to begin identifying their needs, wants, and responsibilities to prepare for further educational and career pathways

***Standard f. The skills necessary for the students to enter the work force are taught.***

Goal: Provide students with basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and networks linked to local and nationwide resources. These tools assist students in learning how to learn so that they become lifelong learners, and are prepared for higher education and to enter future education and the work force with a solid foundation of knowledge and skills.

Objectives: Blackfoot Charter Community Learning Center will:

- Provide a strong foundation in basic reading, writing, science, and mathematics skills.
- Provide a technology-rich environment that supports and encourages the effective use of technology as a learning tool.

- Enable students to develop the following intellectual habits important in the work place: adapting to new situations, and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically, and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

Objectives: Building upon the objectives above, BCCLC middle grades will nurture and enhance these skills:

- Through the use of collaborative environments; students work collaboratively with each other on teams, projects, and problem solving
- By teaching students to use intentional “Team Dynamics” to solve problems and identify solutions
- By exposing students to practical, reality based situations and opportunities to apply STEAM knowledge and skills

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

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

Objectives: Blackfoot Charter Community Learning Center will:

- Use interactive technology as tools in an integrated educational program.
- Emphasize the acquisition of computer skills as an important medium for communication and research.
- Use computers as tools for such activities as accessing information, authoring, computation, record keeping, data storage, and communication.

Objectives: Building upon the objectives above, BCCLC middle students will enhance their exposure to and proficiency in latest technological tools by:

- Becoming proficient in office applications (i.e. Microsoft Office, Photoshop, etc.)
- Enhancing their collaboration skills through various online and electronic collaboration platforms
- Participating in Virtual classrooms
- Using tools which collect, compute, analyze, and store or present subject matter in classes
- Exposure to global technological integration (How other countries, economies,

businesses, and market systems apply technology in Sciences, Engineering, the Arts, and Mathematics

- Accessing on-line libraries of STEAM based projects, activities, and tools

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

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

Objectives: Blackfoot Charter Community Learning Center will:

- Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.
- Provide a well-developed social studies curriculum that enable students to understand and apply concepts and principles embedded in history, geography, political science, economics, etc..

Blackfoot Charter Community Learning Center will achieve the Thoroughness Standards through its basic curriculum and the unique aspects of the schools expanded curriculum and resources. Instruction of the curriculum is accomplished using an aligned proactive method. A combination of a strong emphasis on kindness, the “golden rule,” and a reward system, which honors children who are hard-working, responsible, honest, and respectful, has created an environment allowing peace of mind and maximizing learning potential.

### **Defining an Educated Person**

An educated student is one who is prepared for a life where technology and science are an integral part of everyday activities and career opportunities. The modern world requires a solid foundation in the core curricular curriculum areas, environmental understanding, and an in-depth knowledge of technologies. In addition, children need the ability to accept personal responsibility, work cooperatively as a team member, and possess the ability to solve complex problems.

### **When Learning Best Occurs**

Blackfoot Charter Community Learning Center believes that a safe environment creates the setting where both remedial development and accelerated learning best occur. Blackfoot Charter Community Learning Center’s core educational philosophy is that learning best occurs when:

- students see the connection between what they learn and the real world
- students are actively engaged in hands-on and practical tasks
- learning activities are integrated, meaningful, and applicable
- learners students work both individually and as responsible members of a group

- students, parents, and educators work together to identify academic and personal learning goals
- expectations are clearly communicated to students
- learners students are expected to master challenging knowledge and skills
- learning goals are individualized and advanced learning opportunities are available
- the educational program includes character education and community service
- the learning experience contributes to the development of positive self esteem

### **Personal Learning Goals**

At the beginning of each school year and at each parent/teacher conference, Personal Learning Goals will be established and/or reviewed for each student. While younger elementary children may lack the ability to significantly participate, by second grade most are able to contribute, t. This ability increases significantly with each succeeding year. In addition to helping students develop and understand individual learning goals, teachers provide support for learners students to set goals, track progress, and obtain appropriate materials. In order for learning goals to be effective they must be:

- Specific
- Measurable
- Challenging
- Reliable
- and have a completion date

BCCLC is committed to the concept that during the elementary years, each student has the right to an education without fear of taunting, teasing, ridicule, or violence. Each parent has the right to expect a school to provide a safe and secure environment for his/her child. Every teacher has the right to work without the threat or fear of violence.

### **Instructional Methods**

Blackfoot Charter Community Learning Center is distinguished by the multiplicity of ways in which it seeks to ensure student learning. Some of these are highlighted in the sections that follow. BCCLC uses both common and uncommon means to achieve common ends. Through its multiple methods, all students are potentially successful and capable of fulfilling their individual potential. Blackfoot Charter Community Learning Center plans to use the specific methods mentioned earlier (see “Standard e” in Section III.B. Idaho Thoroughness Standards) and the following instructional methods:

1. Hands-on learning: An educated learner needs to know clearly defined skills and concepts that often can best be learned through hands-on experience. The traditionally approach is often predominately lecture-based. The Charter School will emphasize hands-on as well as computer and other technology-based learning to provide the opportunity for as much hands-on learning as possible.
2. The Inquiry and Problem-Solving Method suggests that learning occurs when

individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information.

3. The Individualized Learning Method attempts to personalize the learning process to the interests of the individual by allowing students to develop goals for their self-study. The reasons for learning thus become intrinsic--one's own curiosity and personal applicability of the information learned.

4. The Discussion Method encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner.

Learning to apply the methodology and utilize technology will constitute a critical component of BCCLC's overall program. Professional development is a critical component of the BCCLC program. The success of any teaching method is largely dependent on the teacher's ability to apply the technique. For this to occur, individuals must 1) learn the theoretical foundations and 2) practice the specific processes in order to develop competency. This high level of professional development will occur through the following:

- Hiring new teachers well before the beginning of each new school year, and begin pre-service training
- extensive teacher mentoring
- a four day student week, with every Fridays set aside for targeted professional development
- teams of teachers who work cooperatively, and are provided structured team planning, mentoring, and professional development time
- opportunities for teachers to observe and work directly in the classroom with other teachers

The educational program at BCCLC is formed around three concepts:

1. Brain Based Research.
  - Teachers will present material that is active, engaging, and has immediate application. This information is built upon prior knowledge so the brain will have something to attach new learning to. Learning is a process of forming neural networks through the recognition of patterns. Patterns develop from experience and through large amounts of input to the brain; hence, teachers will develop and present lessons that immerse students into areas of high interest throughout the curriculum.
  - Music and motor development are an important in part of the educational program, and are used utilized to increase the academic performance of each student.

## 2. Interdisciplinary Approach

- The single subject textbook format has been replaced by an integrated brain brain-compatible method of wholes to parts. Students tend to learn more, and learn better more effectively when they study subjects in association with each other, and when they understand that all knowledge is related. Learning environments are created that fully immerse students in a learning experience.
- The school has adopted an interdisciplinary curriculum that is developmentally appropriate, and makes establishes connections to the real world.

## 3. Flexible Student Grouping

- This allows BCCLC opportunities to structure each day, and each student into learning groups, which encourages them to achieve their personal best. Flexible groups allow students to progress at their own pace, accelerating when possible, and reviewing when necessary.

BCCLC Middle grades will intentionally build upon the above instructional methods mentioned in this section as these methods engage the Kindergarten through fifth grades. As influenced by the established STEAM model approach, 6<sup>th</sup>-8<sup>th</sup> grade teachers will additionally engage the following methodologies:

### 1. Inter-disciplinary Lesson Collaboration

- Collaboration teams for teachers to develop, execute, and evaluate lesson units involving content specific subject matter across the 5 major disciplines of STEAM
- Each teacher instructs within his/her content specialty, but also works on co-planned units addressing benchmark concepts and skills identified by the Common Core and Idaho Content Standards across the 5 disciplines of STEAM

### 2. Team-based Problem Solving for Students

- Students are placed in teams with opportunities to rotate roles and teams in order to learn multiple perspectives during projects and assignments
- Students are intentionally recognized for skill sets unique to each of them; these skill sets are intentionally made known to other students, and teams are developed based on student collaboration and decision of team needs

### 3. Project-based Learning

- Assignments in the STEAM model are primarily based on projects in an effort to scaffold upon individual worksheets, assignments, and reports

### 4. Facilitator Teaching

- Teachers act as facilitators and projects mentors in addition to direct instruction and lecture

### 5. Student Mentoring Based on Proven Learning Theories including:

- Constructivism
- Project-Based learning

- Gardner’s Multiple Intelligences (Interpersonal: Self Smart, Interpersonal: People Smart, Linguistic: Word Smart, Logical- Mathematical: Logic Smart, Naturalist: Nature Smart, Spatial: Envisioning, Kinesthetic: Body Smart, Musical: Music Smart)
- Blooms Taxonomy

### **Curriculum Overview**

All students participate in a common core of learning that fulfills the school’s mission to produce students who possess the academic and personal habits, and attitudes desired of an educated citizen in the 21st century. It is the intent of the Blackfoot Charter Community Learning Center to remain aligned with the goals and objectives of the Idaho Thoroughness Standards.

BCCLC students:

- develop strong reading fluency and comprehension skills
- develop well defined oral and written skills
- develop their aesthetic talents in music, visual, and/or performance arts
- use knowledge, critical thinking, and logic to solve problems in mathematics, science and other curricular curriculum areas
- have sufficient knowledge of science to be responsible users of scientific information
- gain hands–on skills and practical knowledge in the use of technology across the curriculum
- understand and apply the knowledge, concepts, principles, and themes embedded in each of the social studies-history, geography, political science, and economics

In keeping with Blackfoot Charter Community Learning Center’s mission, BCCLC recognizes that education is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. The Charter School emphasizes both the acquisition and application of knowledge.

The Idaho State Board of Education’s Thoroughness Standards serve as the starting point, and are enhanced with unifying themes and other creative methods. The subjects that make up the curriculum are listed, and briefly discussed below. Traditional core curriculum areas--language, arts, math, science, and social studies--remain strongly emphasized. They are augmented by with music, art, technology, health, and, physical, education.

### **Language Arts (Reading, Writing, and Language)**

The goal is to develop learners who are effective communicators, who enjoy literature, and who are lifelong readers and writers. Comprehensive Comprehension skills, grammar, and vocabulary are integrated within the literature program. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes creative, narrative, technical, and expository writing. Communication skills include speaking, oral, writing, and presentation skills. Teaching methods have been expanded to include modern technological tools.

## **Science and Health**

The science curriculum is a multi-year sequence that emphasizes hands-on experimentation, and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling, and testing, science to actually “doing” and “feeling.” the science. This approach lets students experience the excitement of science, so they can better understand facts and concepts. Curriculum includes integrating the scientific method, constructing hypotheses, designing investigations, identifying variables, acquiring data, constructing data tables or data, constructing data graphs, identifying variables, and describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations.

## **Mathematics**

Students master computation processes, and proceed from basic counting into pre-algebra and/or algebra as individual ability dictates. Exploring, conjecturing, and thinking through concepts, as well as, numerical manipulative manipulation experiences engage students, and enhance learning. Students learn to view and use technology as a tool for reasoning and problem solving in purposeful ways.

## **Social Studies and Community Service**

The curriculum includes the basic elements of history, government, geography, economics, and citizenship with a focus on local, state, national, and world history.

## **Technology Education**

Students gain a basic understanding of computer, and other technologies that operate in the world around us. Instruction utilizes a hands-on modular approach that employs discovery learning, and problem solving. Students seek solutions to real-life challenges. Blackfoot Charter Community Learning Center provides learners with technology skills that prepare them for future education and employment, while complying with requirements set forth in the *Children’s Internet Protection Act*.

### **6<sup>th</sup>-8<sup>th</sup> Grade Curricular Overview**

As influenced by the STEAM approach, and through the interconnected and overlapping subject matter units, students are taught to interpret Science and Technology through Engineering and the wide spectrum of the Arts. The core of this process is understanding these elements with the influence of mathematics. Students learn that mathematical equations influence these other disciplines, especially in context of how elements of engineering and technology work.

## **STEAM**

### **Sciences in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades**

Students begin an exploration of the sciences from the perspective of Science as the field of what exists naturally in and of the earth, and how these scientific elements influence and interconnect other subject matter. Students also learn how the sciences influence local, national, global societal industry trends, and even space advancement. Students are exposed to and engage sciences including but not limited to: the Scientific Process, Elements of Physics, Biology, Chemistry, Space and Geosciences and Bio Chemistry.

## **STEAM**

### **Technology in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades**

Students build upon the “hands-on modular” approach used in the lower grades and are introduced to more advanced and cutting edge technology tools being used in schools, colleges, and real-world companies. They learn the nature of technology and the relationship between technology and society, and the advancement of society due to the advancing technological world. Specific areas of focus will included how technology is used in fields including, but not limited to the industries and fields of: of agriculture, medicine, biotechnology, architectural design, communications, information development, construction, mathematics, engineering, and renewable and nonrenewable energy industries.

## **STEAM**

### **Engineering in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades**

Students learn in depth the processes of Research and Development of new ideas, processes, inventions, and the relationships between engineering, and how it involves science, technology, and mathematics in particular. Students are exposed to engineering as the process of design and invention. They are taught the engineering processes, and how they operate in the fields including but not limited to: aerospace, architecture, civil engineering, city planning and infrastructural design, chemical engineering, electrical engineering, environmental, industrial engineering, an mechanical engineering.

## **STEAM**

### **The Arts in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades**

Students explore, understand, and apply the different Arts as they specifically influence the other discipline described in STEAM. Particularly, students will learn that the Language Arts are the means through which we communicate about Science, Technology, Engineering, and mathematics. They build upon skills from the earlier grades to learn more advanced writing skills and using technology to prepare projects and presentations which correctly communicate information. Through STEAM Language Arts, they also build upon their written and oral skills to effectively communicate their conceptions, understandings, design processes, and their values and ideals. They are exposed to the manual Arts, and Physical arts. They learn the influence of music and rhythm throughout history as well as the role of music and rhythm in the other STEAM disciplines. Our students learn subject matter showing how society develops because of

philosophies and cultures. They build upon the understanding of the development of social constructs and ethics. They learn the role of technology and the Arts as they influence society around them, and are exposed to career paths within this context. Through the study of sociology and psychology, they learn how we think, and the process of thinking to influence their decisions as individuals, and how groups of people influence each other. Psychology and sociology are applied to their peer team constructs, and their collaborative learning processes. Our students will participate in vocal music as well as an in-house orchestra.

## **STEAM**

### **Mathematics in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades**

Students build upon the following from previous BCCLC math training:

- Computation processes
- Basic counting into pre-algebra and/or algebra as individual ability dictates.
- Exploring, conjecturing, and thinking through concepts
- Numerical manipulative experiences engage students, and enhance learning.

Students now are exposed to curricular units which overlap with the other disciplines of the STEAM model to learn how mathematics influence and even design many of the processes used in Engineering, Science, and Technology. Through this lens, students learn advanced math skills including but not limited to: Numbers and Operations, Middle level and higher Algebra, Geometry, Measurement, Data Analysis, Problem Solving, Reasoning and Proofing, the mathematical process of Communications, and even Calculus and Trigonometry elements.

### **Curriculum Development and Approval**

BCCLC recognizes that curriculum development and alignment is a continuous process. The school's curriculum is fully aligned with the Thoroughness Standards, as documented under Tab 3. The curriculum is evaluated through student's performance, program audits, standardized testing results, and ongoing observations of teachers with follow-up discussions with the Director to include written goals.

### **Textbooks and Curriculum**

Blackfoot Charter Community Learning Center ensures that all Idaho curriculum standards are met. Textbooks for the school are selected by the curriculum that includes the director, teachers, and parents. All textbooks are selected from the State Department of Education approved list.

### **Educational Programs and Services**

Provision for educational programs and services, such as special education, counseling services, school programs, parent education programs, social work, and psychological services are identified based on need.

Any additional contracted services in areas such as psychological evaluation services, occupational therapy, speech and language therapy, etc. are provided through either private professionals or contracted with a local provider.

### **Improvement of Student Learning**

Multiple learning opportunities are provided to BCCLC students. Some are familiar, some are innovative, but all strive to make learning relevant and purposeful, and to actively engage the learner. Problem-solving groups apply knowledge they have acquired, and practice new skills by tackling both real-world problems and simulated problems that model the current world. For example, the school's requirement for students to perform genuine community service, not only informs students about real needs in our community, but also encourages them to work as a group to decide which needs they can reasonably address, plan an approach, implement the plan, and then evaluate the results.

When appropriate, peer teaching provides an opportunity for learners to become educators, and reinforce their own knowledge and mastery of new skills. This is accomplished through presentation of their own work, or through working with a team. Projects include a balance of individual effort and group collaboration to ensure mastery of important basic skills, content, and interactive skills.

Blackfoot Charter Community Learning Center's learning program is built on the belief that all children can learn, but not in the same way, at the same rate, or from the same sources.

The school recognizes that children are variously gifted and may excel in the following areas: linguistic; mathematical/logical; intrapersonal (self); interpersonal (others); bodily-kinesthetic; spatial; and musical. All seven areas are examined and encouraged through instruction and the gifted and talented program (described later in this petition in Section III.E.2.).

The use of Personalized Learning Goals encourages students to take responsibility for their own learning. Parents and the community share in that responsibility. Working together, students, parents, and educators consider learner strengths and weaknesses. They identify an academic and personal goal for each learner. These goals capitalize on learner strengths and shore up areas of weakness, while enhancing parental involvement.

Through the use of personalized goals, the Blackfoot Charter Community Learning Center ensures that children are not penalized for the rate at which they learn. The faster learner is continually presented with new challenges, while the slower learner benefits from extra adult help, multiple methods, and multiple environments. The learning program supports Blackfoot Charter Community Learning Center's mission of developing lifelong learners. It is designed to stimulate the desire to learn, and is based on the belief that all learners possess an innate and unique creativity that can be developed given the appropriate environment. It allows for the joy of knowledge, self-expression, and the thrill of exploration. It is flexible to accommodate the individuality of learners, and to evolve as Blackfoot Charter Community Learning Center learns and grows. The staff and parents of BCCLC will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives.

## **TAB 3 CONTINUED: DUAL ENROLLEMENT, 8-IN-6 PROGRAM, HIGH SCHOOL COURSES, AND MASTERY ADVANCEMENT FOR 6<sup>TH</sup>-8<sup>TH</sup> GRADES**

### **Dual Enrollment**

All students enrolled in BCCLC Middle School shall be eligible for enrollment in traditional public schools' programs subject to eligibility requirements as established by the School District in which the traditional public schools reside. This program also includes the option of enrollment in a post-secondary institution. Any credits earned from an accredited post-secondary institution shall be credited toward state board of education high school graduation requirements.

At the commencement of each school year and during parent-teacher conferences, parents will be advised of Dual Enrollment participation opportunities.

Program participation options and procedures will adhere to Idaho statutory code requirements as set forth in Idaho Code 33-203.

### **8-in-6 Program**

BCCLC Middle School students in grades 7-8 shall be eligible to participate in Idaho's 8-in-6 program through enrollment in online courses which meet the standards for coursework as required and set forth by the Idaho Department of Education. BCCLC will maintain a designated on-campus liaison to encourage and guide students, as well as, maintain program accountability and fidelity.

Students may attend such courses through the Idaho Digital Learning Academy or other online providers whose courses meet the required standards.

### **High School Coursework**

BCCLC Middle School students may enroll in and receive credit for high school coursework under the following policy guidelines:

- A student wishing to take the course must be enrolled in seventh or eighth grade.
- The middle school student's enrollment must not prevent a student enrolled in the high school from being able to take the course.
- The student must either:
  - take the course at the high school he or she would attend; or,
  - take the course at the school the student attends provided that the course is taught by a secondary teacher who has satisfied all state credential requirements in that subject area.
- The student's grade in the course must be included in his or her grade-point average

## **Mastery Advancement Program**

As required to make application to the program in order to participate, BCCLC Middle School will apply to participate in Idaho's Mastery Advancement Program (MAP). BCCLC will submit an application for participation that includes a detailed plan for implementation and a process for students to request a challenge exam. All program requirements for 6<sup>th</sup> – 8<sup>th</sup> grade students will be satisfied as per statute and/or administrative rule prior to any student participation.

## **Middle School Credit Plan**

BCCLC Middle School students will be required to earn 85% of course credits offered each year. Failure to attain required credits will result in students participating in alternate routes to achieve remaining credits. Students who earn less than 85% of offered credits may be required to attend after-school programs, weekend credit make-up classes, summer school, or online courses to remedy their annual credit totals. Students who do not meet the academic requirements will appear before a credit committee to determine the most appropriate course of remediation.

Credits for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students are as follows:

- English 1 credit per quarter
- Mathematics 1 credit per quarter
- Science 1 credit per quarter
- Social Studies 1 credit per quarter
- Arts 1 credit per quarter

### **Academic Requirements**

1. Earn at least 17 credits annually; and,
2. Earn at least 2 credits annually in each core class.

Students may qualify for promotion to the next grade level through alternate requirements. A student who does not meet the academic requirements may qualify for promotion by fulfilling 3 of the 4 following criteria:

1. Score proficient or higher on end-of-level test for the subject in which an F was received.
2. Maintain an overall GPA of 2.3 in core courses.
3. Attend school so as not to miss more than 12 days throughout the year. (Course Attendance requirement can be recovered ~~by attending Saturday School~~ or through alternative time spent with advisory teacher or designee outside of normal school hours.)
4. Earn credit through credit recovery.

### **Credit Recovery**

Students may participate in respective online coursework (IDLA, Accelerated Math, Khan Academy, or other program administered by the teacher) to fulfill credit requirements. A program of study will be arranged by credit committee which consists of the advisory teacher, classroom teacher, and administrator or designee. Credit recovery must be completed during summer and before July 1st to satisfy requirements. Students who fail to satisfy the credit

recovery requirements, will not qualify for promotion to the next grade. Parents/guardians will be responsible to pay any fees associated with credit recovery if any are required.

### Special Education

Any student in Special Education maintains all rights and privileges provided under the current laws pertaining to Special Education in the state of Idaho. All necessary accommodations must be met before a student can be considered failing.

**TAB 3 CONTINUED:  
EDUCATIONAL PROGRAM AND GOALS;  
FULFILMENT OF EDUCATIONAL THOROUGHNESS  
STANDARDS for 6<sup>th</sup>-8<sup>th</sup> Grades**

**Education Program for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades: The STEAM Approach**

The BCCLC Middle School program engages the model of STEAM:

- Sciences
- Technology
- Engineering
- The Arts (Fine Arts and Liberal Arts)
- Mathematics

Stakeholders recognize STEAM as a framework for teaching across the disciplines and subject matter areas. Students are exposed to the core subjects as they relate to and enhance each other:

“Science and Technology are understood as the basis of what the world has to go forward with, to be analyzed and developed through Engineering and the Arts, with the knowledge that everything is based in elements of Mathematics. It is contextual curriculum where the subjects are coordinated to co-support each other under a formal educational structure of how science, technology, engineering, mathematics and the broad spectrum of the arts all relate to each other in reality. This framework not only includes the art of aesthetics and design, but also the art divisions of the liberal, language, musical, physical and manual. The STEAM structure explains how all divisions of education and life work together therefore it offers a formal place in the STEM structure for the Language Arts, Social Studies, and the purposeful integration of the exploratory subjects including: the Arts, Music, CTE, and the Physical Education divisions of public education. Shifting to a STEAM perspective means understanding learning contextually, not only in terms of having a framework that illustrates where subjects overlap, providing a living and adaptable learning structure for ever-changing personal and unpredictable global development.” ([www.steamedu.com/STEAM Ed. Program Description](http://www.steamedu.com/STEAM%20Ed.%20Program%20Description))

With this definition, BCCLC Middle school grades build upon the BCCLC mission of “focusing on individual student learning needs,” by introducing the STEAM curricular approach as:

- Developing an environment where students cultivate an ability to now recognize their OWN varying skill sets and intelligences, as well as the skill sets of others, widely promoted by the core of STEAM philosophy
- A framework which can fit in a variety of school models and missions
- Taking different forms in the curricular designs to teach the subject matter
- A structure which promotes deeper understanding, application, and transference of knowledge ACROSS all subjects of STEAM
- A model which intentionally focusses on the “whole-learner” with a living-curriculum

- “A framework for teaching that is based on natural ways of learning, customizable for ALL types of students and programs and is functional.”
- An inter-classroom model where ALL career and field relevant subjects are recognized, where ALL students individually and collaboratively contribute, and each student at individual learning levels is encouraged to contribute collaboratively in teams

Using the established “pyramid below,” BCCLC middle school students are taught to understand that they learn holistically, but, still will engage the STEAM subject matter as individual fields of study. For example, student learn that “Science” includes the study of the natural world and its processes, but will learn the role of mathematics in the natural world as well as how humans interpret the world around them through the different Arts.

BCCLC Middle School STEAM courses structure opportunities for students to genuinely investigate their skills, interests, natural dispositions, and intellectual talents by means including:

- Investigating the educational discipline fields as true areas of interest
- Identifying skill sets and potential career opportunities through a “Research and Development” process established in many disciplines and organizations
- Evaluating their points of interest in the different “Content Specific” specific fields identified in the bottom pyramid tier below, but use of portfolios they generate as they learn these content areas
- Analyzing local career path opportunities, as well as more globally in these content areas
- Investigating and charting developments in these content areas in their various fields as seen through a historical context, a current context, and potential future contexts as these content areas themselves adapt to the future
- Scrutinizing their own skills and interests in realistic educational and career opportunities in these content areas, and the real skills needed to achieve working in such fields

### **Universal Design for Learning UDL**

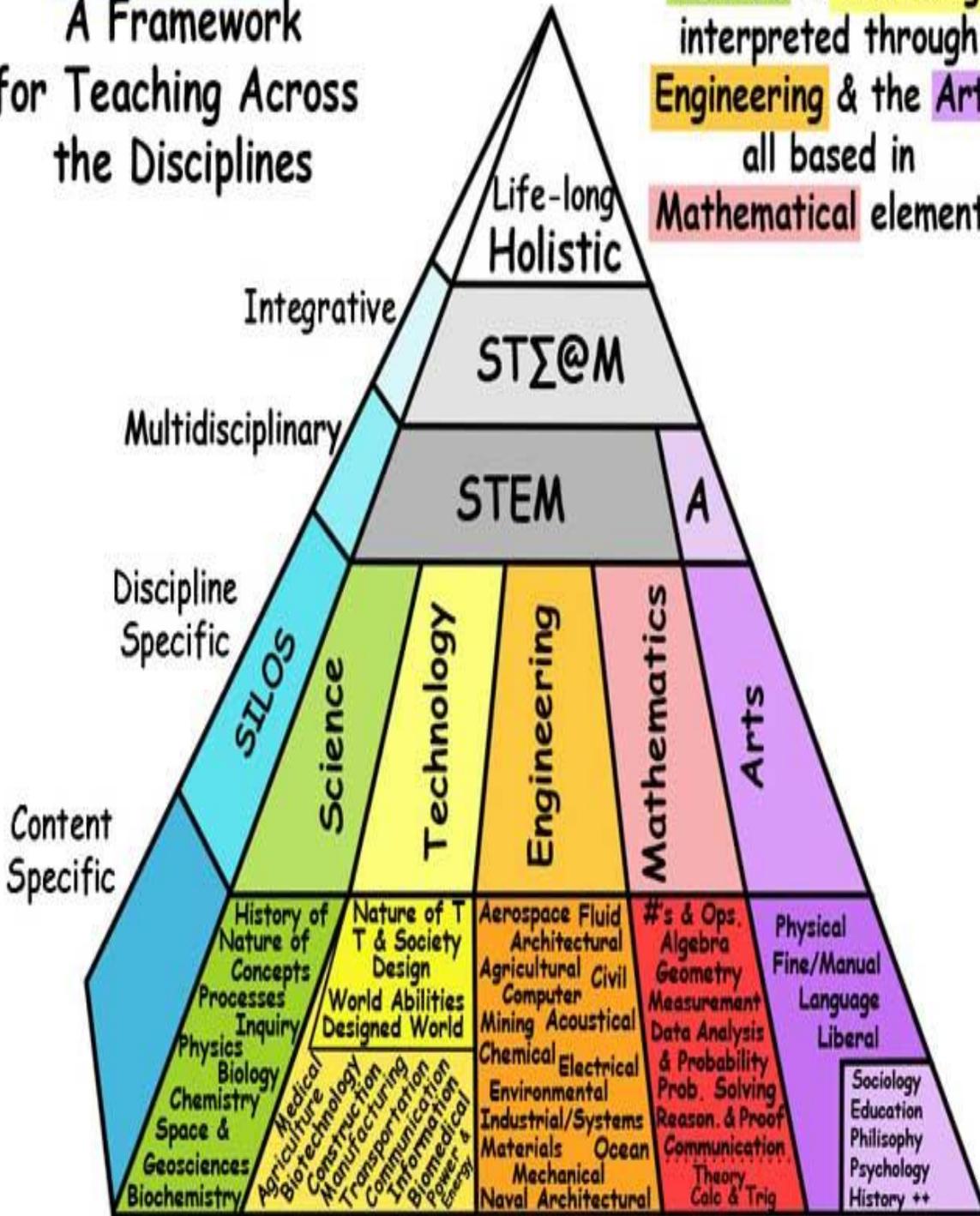
The middle grades utilize the UDL framework that support a true differentiated instruction approach. UDL promotes the use of flexible learning environments and instructional environments. The purpose of this is to accommodate a wide range of individual learning differences. The 3 main elements are as follows:

- *Multiple means of representation* provide various ways for students to acquire information
- *Multiple means of expression* address the students as whole learners with multiple intelligences, and provide students multiple techniques to demonstrate what they know
- *Multiple means of engagement* employ students interests to motivate them to absorb what they learn

# STΣ@M:

A Framework  
for Teaching Across  
the Disciplines

**STΣ@M =**  
Science & Technology  
interpreted through  
Engineering & the Arts,  
all based in  
Mathematical elements.



www.STEAMedu.com

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## **Educational Program Goals, Measures, and Related Data for 6<sup>th</sup>-8<sup>th</sup> Grades**

### **GOAL 1:**

To deliver the STEAM subjects blended together in the courses so students see the relationships between Science, Technology, Engineering, the Arts, and Math.

#### **GOAL 1 MEASURES and DATA (Evidence of Implementation):**

- ✓ Common planning processes for staff to plan and develop curriculum and mapping together
- ✓ Meeting minutes show staff create and track these cross-curriculum documents and lesson plans
- ✓ Scope and Sequence Templates: These show the curricula in terms of instructional focus and the interconnectivity of subject areas, allowing for adjustments in the depth and pace at which subject matter is delivered
- ✓ Curriculum maps: The curricula for each subject area is represented for each course which will be offered from the 5 Disciplines of STEAM
- ✓ Cross-Curriculum Mapping documents-standards and concepts covered in each discipline/subject area
- ✓ Through collaboration, staff members check for pacing, and delivery of content, meaning they regularly address the amount of content taught, and check for adherence to the Scope and Sequence Templates and the Curriculum Mapping; the data is the determinations if material is being covered, and pacing is taking place according to the templates
- ✓ Lesson Plans demonstrate a usage of content blended across disciplines
- ✓ Curriculum-based measures demonstrate students are receiving and acquiring skills as the 5 disciplines relate to and influence each other
- ✓ Data at the summative and formative levels demonstrate a steady improvement and higher level of knowledge acquisition

### **GOAL 2:**

To provide students multiple learning experiences as “whole learners,” which address their different learning styles.

#### **GOAL 2 MEASURES and DATA: (Evidence of Implementation):**

- ✓ Multiple Intelligences: lesson plans, activities, and products are designed taking into consideration the following abilities or modalities: Linguistic, Logical-Mathematical,

Spatial, Bodily-Kinesthetic, Musical, Interpersonal and Intra-personal and Inter-personal, Naturalistic, and Existential

- ✓ Information about students' learning approaches are shared and documented between teachers
- ✓ Minutes from meetings about record reviews
- ✓ Standardized test scores and formative assessment data reviews to help staff to understand the level of each student.
- ✓ Student Learning Style Inventory: These are given to students to determine which strategies will work best for each student
- ✓ Interest inventories, given to determine real-world situations that interest them. This information is used to design assignments and projects.
- ✓ Pre-tests before units and lessons assess their knowledge and skill level for the content. To write the pre-test, a list of the objectives of what students should meet is made, as well as items to measure each objective.
- ✓ File folders, kept for each student with pertinent information compiled and accessible
- ✓ Data at the summative and formative levels demonstrate a steady improvement and higher level of knowledge acquisition
- ✓ Data from an RTI model show: instruction and interventions are matched to student needs
- ✓ Data from continuous monitoring of progress show students' individual learning needs and what to address

### **GOAL 3:**

To ensure each student at individual learning levels contributes collaboratively in teams through project-based learning and cooperative learning groups

GOAL 3 MEASURES and DATA (Evidence of Implementation):

- ✓ Project-based learning and Cooperative Learning processes is documented in weekly student group learning logs
- ✓ Activities that blend academic and social learning experiences are evaluated for effectiveness
- ✓ Measure the implementation of meta cognitive strategies which encourage students to individually and collectively connect their learning, interact with text, ask questions, and present information
- ✓ Compilation of Student Portfolios
- ✓ Data at the summative and formative levels demonstrate a steady improvement and higher level of knowledge acquisition
- ✓ Rubric designed to measure the function and roles of team collaboration projects shows students are proficient in acquiring and demonstrating skills through group learning

### **GOAL 4**

To utilize community and regional businesses and agencies to reinforce the application of students' skills in the fields of Science, Technology, Engineering, Arts, and Mathematics

**GOAL 4 MEASURES and DATA (Evidence of Implementation):**

- ✓ a communication process with local businesses, including industrial companies, technology companies, and engineering companies and practitioners is developed and recorded
- ✓ A strategic plan is developed to include these entities in the curriculum of the middle school grades, including school site visits and instruction of students, and site visit of the students to the places of operation
- ✓ Portfolios for each student tracking the range of exposure to these industry companies measures by the STEAM courses
- ✓ a reporting process is developed and tracked between parents, staff, and board members of the students exposure to industry entities tied to STEAM courses and disciplines
- ✓ Portfolios demonstrate each student has been instructed by a minimum number of industry entities, as well as have visited their sites
- ✓ Data at the summative and formative levels demonstrate a steady improvement and higher level of knowledge acquisition and applicable skills due to "field" exposure
- ✓ Through a STEAM driven rubric system, students demonstrate proficiency in applying knowledge and skills in theoretical contexts at school, and "field experiences"

**The STEAM Program as it Affects Other Schools**

BCCLC will provide a middle school program specifically offering classes and focuses in Engineering, Arts, and other areas. One goal of the program is to offer classes and projects in the sub-categories which are NOT offered at other area schools. While we do not directly compete with any course offered at ISTCS, or other area middle schools, we can address some specific course work which will be different and additional compared to what other area schools offer. We do not feel we will encroach upon area schools, including ISTCS, but instead do exactly what charter schools are supposed to do: offer additional choices in programs, courses, and curricula, and, be competitive in these.

We will do what STEAM schools through the United States do, provide a broad range of focuses not often included in middle schools. We intend to follow the trends of other STEAM schools and integrate the 5 areas with each other. One unique aspect of our program is the integration of the 5 core areas within individual courses.

For example, as the STEAM pyramid demonstrates, the Engineering courses which can be taught in this model are more unique than traditional middle schools, and even charter schools. While ISTCS has a Science focus, a technology focus, and an esteemed program in some of the arts, BCCLC will grow its STEAM program to provide competitive choices and a broad range of information. Further, our middle school program is provided with the specific intent to gear students towards career options, and use the early secondary years to focus students on how school courses identify career options and prepare students for such. This is a focus and process unique to our area at the middle level. As stated on the STEAMedu website, this program

approaches “Science & Technology interpreted *through* Engineering & the Arts, all based in Mathematical elements.” As we follow this process through training and integration, we are again unique to other middle schools in our area.

As we become certified as a STEAM program, we will be the only STEAM middle school in the Rocky Mountain West. According to STEAMedu, there are no other schools of this nature in the several state area.

Further, our intent is preparing our middle school students to advance to the STEM program of Bingham Academy, with a specific focus in Engineering. Our middle school students will be inclined to move into Bingham Academy due to the schema and scaffolding they receive in the BCCLC STEAM program.

### ***How Special Education and Other Special Needs Will Be Met***

Blackfoot Charter Community Learning Center adheres to The *Idaho Special Education Manual*, and has adopt and implement all special education policies and procedures consistent with state and federal laws, rules, regulations, and legal requirements. All children will receive appropriate services as outlined in the Individuals with Disabilities Education Improvement Act, Section 504, and the State of Idaho Special Education Manual.

As required by state and federal statutes, students attending Blackfoot Charter Community Learning Center who are identified as disadvantaged to the extent that they may require Title I or Section 504 services or requiring other accommodations will receive those services at or through Blackfoot Charter Community Learning Center or at an alternate site.

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

BCCLC provides personnel, physical facilities, funding, and contractual arrangements to ensure that students with disabilities attending the charter school receive special education and services as requirements in IDEA 2004 and outlined on the students’ IEPs. All special education personnel meet highly qualified standards.

BCCLC also conducts a yearly Child Find activity as outlined in the Idaho Special Education Manual and focuses on:

- Step 1. Locating students: The school will establish and implement an ongoing Child Find system. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.
- Step 2. The school shall ensure that staff and the school’s constituents are informed of the availability of special education services.
- Step 3. A screening process that will include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals. This screening will be an

informal, organized process, to identify students who are not meeting or who may not be meeting Idaho Content Standards.

For all special education students, BCCLC will develop, review, and revise IEPs in accordance with state and federal laws. BCCLC has implemented the IDEA 2004 discipline procedures; and assure protection of student and parent rights.

BCCLC ensures access to charter school programs, as required by the ADA. This plan includes the actual location of students within the classrooms, and settings within the classrooms to permit access by students with disabilities. The school will provide transportation for special education students who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service, even if the charter school does not provide transportation to other students

BCCLC also includes a comprehensive professional development plan for the training needs of special education personnel as well as general education teachers in order to meet the needs of students with disabilities who are enrolled in the charter school.

#### *Nondiscriminatory enrollment procedures*

BCCLC will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. All appropriate services will be provided for students with disabilities that have the opportunity to meet the minimum federally established eligibility criterion for such services. Enrollment described elsewhere in this Charter petition, is consistent with the mission of BCCLC and civil rights requirements.

#### *LRE Requirements*

Blackfoot Charter Community Learning Center will provide special education and related services to eligible BCCLC students in the Least Restrictive Environment (LRE) in accordance with the Idaho Special Education Manual and as identified on each student's IEP. In many cases, the LRE will be specified as BCCLC. In other cases, the LRE might be a district school site or an alternative site, depending on the needs of each student.

LRE decisions are made individually for each student. The IEP team shall consider the following when determining the LRE in which the IEP can be implemented:

1. Based on student's IEP: The student's IEP is developed prior to the determination of the location of services and settings. The services and settings needed by each student with a disability must be based on the student's IEP and unique needs that result from his or her disability, not on the student's category of disability.
2. Age Appropriate Peers: Students with disabilities shall be educated with age-appropriate peers to the maximum extent appropriate. A student with a disability is not removed from age-appropriate general education environments solely because of needed accommodations and/or adaptations in the general education curriculum.

3. School of Attendance: A student with a disability shall be educated in the school as close as possible to the student's home and unless the IEP requires some other arrangement, the student is educated in the school he or she would attend if not disabled.
4. Harmful Effects: Consideration shall be given to any potential current or long term harmful effect on the student or on the quality of services the student needs, including the student's ability to graduate and achieve their post high-school goals.
5. Accommodations and/or Adaptations: A student with a disability is not removed from general education settings solely because of needed accommodations and/or adaptations in the general education curriculum.
6. Participation in Nonacademic and Extracurricular Services and Activities:
  - a. A student with a disability shall be allowed to participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate. These services and activities may include meals, recess, field trips, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to community agencies, career development, and assistance in making outside employment available.
  - b. The IEP team determines the supplementary aids and services that are appropriate and necessary for the student to participate in nonacademic settings and extracurricular services and activities.

### *Gifted and Talented program*

Gifted/talented children are those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic, or leadership areas, or ability in the performing or visual arts, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

BCCLC has a written plan for its gifted and talented students; this is updated annually and includes the following:

- Philosophy statement
- Definition of giftedness program goals
- Program options, including identification procedures and program evaluation

BCCLC screens all students to ensure they have an opportunity to be considered for the program. Identification of gifted and talented students is based on multiple indicators of giftedness with information obtained through the following methods and sources:

1. Formal assessment methods, such as group and individual tests of achievement, general abilities, specific aptitudes, and creativity.
2. Informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews, and grades.
3. Information regarding students will be obtained from multiple sources, such as testing results, teachers, counselors, peers, parents, community members, subject area experts,

and the students themselves.

### LEP Students

Blackfoot Charter Community Learning Center conforms to the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. The school uses a home language survey. In addition, the “Woodcock Munoz” test will determine the student’s eligibility and language level – L1, L2, and L3. The “Woodcock Munoz” test is used as a pre-post test to document the progress in both content areas and English language development. Students who are eligible for the LEP program will participate in the BCCLC LEP program according to state and federal guidelines. LEP services may be provided on-site or contracted out.

In our society, each person has the right to learn at the most appropriate level where growth will take place. Because gifted and/or talented, LEP, Title I and Section 504 students have special needs, they will be provided educational experiences that will strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. The Charter environment will allow areas to be pursued beyond the scope of the regular curriculum - regardless of their areas of special needs. This will be accomplished through, but not limited to, the following: clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, and remediation, tutoring and pullout classes. Transportation will be provided as needed and required.

### Dual Enrollment

BCCLC students will be allowed to participate in dual enrollment with other public schools as required by Idaho Code 33-203. Dual enrollment will be subject to school district procedures as allowed in Idaho Code 33-203 (1). State funding of a dually enrolled student will be limited to the extent of the student’s participation in the public school programs. Information concerning dual enrollment options and requirements will be provided to all parents.

## **TAB 4**

### **MEASURABLE STUDENT EDUCATIONAL STANDARDS**

#### **Measurable Student Educational Standards**

BCCLC will seek to accomplish the following goals:

1. In the core subject areas of Math, Reading, Language Arts, and Science 80% of students will earn a grade of satisfactory or above as calculated by classroom assessments and recorded on quarterly and semester report cards.
2. 90% of students in grades K-3 will demonstrate reading competency by scoring proficient on the end of year (Spring) Idaho Reading Indicator (IRI).
3. 85% of third-fifth graders will score proficient or above on the Idaho Standard Achievement Test (ISAT).
4. 85% of fifth graders will achieve a score of satisfactory or above on the Direct Writing Assessment (DWA).
5. 85% of fourth graders will achieve a score of satisfactory or above on the Direct Math Assessment (DMA).
6. Students continuously enrolled at BCCLC from the beginning of each academic year will demonstrate academic improvement through the following:
7. 80% of students in grades 3-5 will show at least one year's growth on the ISAT.

#### **Methods for Measuring Student Progress**

To ensure a consistent and comprehensive evaluation procedure, assessment rubrics will be developed for each of these standards. These will include specific and objective evaluation criteria. As teachers are hired, they will be included in the development of these rubrics in order to provide for their input, ownership, and buy-in.

The goal for every teacher at BCCLC will be to challenge each student to maximize his or her academic growth.

Method for measuring student progress will include, but not be limited to:

Standard 1:

- Classroom work that demonstrates utilization, integration, and application of acquired information.
- Completion of homework, research, and other assignments as designated by the classroom teacher.

- Demonstration of mastery learning or subject competency through classroom assessments such as quizzes, test, or other measures determined by the teacher.
- Assessment rubrics used for projects, individualized assignments, and other portfolio-type assignments.
- The BCCLC goal is for eighty-five percent (85%) of students to improve their personal scores from the previous test, on each of the standardized assessments.

The following criteria will also be considered in measuring student daily and classroom progress. *Communication Skills.* Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills. Students will develop their talents in music, visual arts, and/or performance. Students will develop oral and written skills in a non-native language.

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

*Social Responsibility and Skills.* Students will deal with disagreement and conflict caused by diversity of opinions and beliefs. Students will evaluate and manage their behavior as group members. Students will participate in community service that reflects responsible citizens in a democratic society.

*Expanding and Integrating Knowledge.* Students will acquire and integrate knowledge and experiences from different subject areas. Students will gather and use subject-area information effectively in order to gain new information, knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.

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

### **Provisions by Which Students Will Receive Standardized Testing**

Under the direction of the School Test Coordinator, the following standardized testing will be conducted in strict accordance with and at the specified intervals mandated by the State of Idaho:

- Idaho Standards Achievement Test– Grades 3,4,5
- Direct Writing Assessment (State) – Grades 5
- Direct Math Assessment (State) – Grades 4
- 

Additionally any and all other assessments required in Idaho now or in the future will be administered in accordance with state mandates and policies.

### **Accreditation**

BCCLC will apply to the State Department of Education for accreditation, as required in IDAPA 08.02.02.140. In compliance with Idaho State Board of Education Rules BCCLC will complete the state accreditation process. During its initial year of operation under the Idaho Public Charter School Commission, the school will complete an accreditation self-assessment. Additionally the

school will develop a five year strategic plan focused on the improvement of student performance. The strategic plan will be monitored by a review team established by the school's administration and board of directors. This team will be empowered to recommend revision of goals as necessary and provide regular reports on implementation of the plan to the Board of Directors.

BCCLC will also develop a Continuous School Improvement based on its strategic plan and focused on the improvement of student performance. This plan will also focus on improving school and staff capacity (structure/resource allocation/teacher skill sets) to increase student achievement. All student and teacher standards will meet state-approved accreditation standards as adopted by the State Board of Education.

Throughout the accreditation and strategic planning process, BCCLC will comply with all provisions of NCLB. In the event that concerns regarding NCLB standards should arise, steps will be taken by the Principal and the Board to identify and target school and individual needs. A comprehensive plan of improvement will be developed and implemented as required by NCLB.

Accreditation reports outlining the attainment of standards will be submitted as requested, to both the charting agency and the State Accreditation Committee. The Committees will review the reports and make recommendations to the State Board of Education for accreditation status. After accreditation, the Director will submit annual accreditation reports to the Idaho State Department of Education.

Copies of all annual reports including accreditation reports, financial audits, school reports cards, testing results, and all other federal, state and local reports will be given to the accrediting agency, state officials, and federal agencies. Parents and the public in general will also be provided with report information, where appropriate.

### **Improvement Planning**

BCCLC will also develop a Continuous School Improvement Plan based on its strategic plan and focused on the improvement of student performance. This plan will also focus on improving school and staff capacity (structure/resource allocation/teacher skill sets) to increase student achievement. All student and teacher standards will meet state-approved accreditation standards as adopted by the State Board of Education.

The Board of Directors of Blackfoot Charter Community Learning Center will provide consultation to the Director regarding ongoing plans for the school. The PAC will also work with the Board of Directors on school improvement.

If it were ever determined that, based on student performance, the school was in need of improving performance, the director and the Board of Directors would meet both internally and with outside experts, such as the Idaho Charter School Network, to develop a comprehensive plan for improving performance. BCCLC is committed to a school where student success is our top priority.

In such circumstances, school officials would examine the current processes and develop a detailed performance improvement plan to address each process deemed important to achieve increased student learning. These processes may include the amount of time spent on critical subjects, the teaching method employed, the textbooks and other learning materials utilized, and the integration of core subjects.

## **TAB 5: GOVERNANCE STRUCTURE**

### *Governance Structure*

Blackfoot Charter Community Learning Center, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Board of Directors will be the public agents who control and govern the Charter School. Blackfoot Charter Community Learning Center shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. The Board of Directors' meetings will follow the open meetings laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the Charter School Corporation.

### *Founders*

A founder is hereby defined as a person, including employees, parents, or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school. Classified staff and teachers' children may not be given the founders' preference, except in such cases where the staff member qualifies as a founder on other grounds. To qualify as a founder, one must:

- A. have been directly involved in the initial development of the charter petition, or
- B. made a significant contribution to the development or establishment of BCCLC as defined by the Board.

The Charter School Founders comprise several committees that assist in the establishment of the school. The Founders elect the initial Board of Directors, write the Charter petition, recruit candidates for the position of school Director, and establish a preliminary operating budget. Following the election of the Board of Directors, the function of the founders is to serve as a data-gathering resource and to provide input and advice to the Board of Directors.

After election, the Board of Directors becomes the Governing Body for BCCLC. Officers shall be established as set forth in the corporate bylaws. The function of the Board can be described as policy making, evaluating, and directing the financial means by which the educational program is conducted.

### *Initial Terms*

Directors elected or appointed in the first year of incorporation shall serve terms as follows:

- (Seat One) - 1 years
- (Seat Two) - 2 years
- (Seat Three) - 2 years
- (Seat Four) - 3 years
- (Seat Five) - 3 years

a. *Initial Formation*

The Board of Directors of Blackfoot Charter Community Learning Center will consist of five (5) members, four (4) of whom may be parents at the Charter School.

A State of Idaho criminal background check on the Chair of the Board of Directors will be provided to the Idaho State Charter School Commission prior to the opening of the school.

b. *Selection and Replacement*

Yearly elections for members of the Board of Directors will be held according to the Bylaws of the Charter School Corporation.

c. *Powers and Limitations*

Blackfoot Charter Community Learning Center will be a legally and operationally independent entity established by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the Charter School. Blackfoot Charter Community Learning Center acknowledges that upon approval of the petition and the contract, the school's Board of Directors will be public agents required by the Idaho State Charter Commission to control the Charter School. Blackfoot Charter Community Learning Center commits to compliance with all federal and State laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them.

The Board of Directors will have the responsibility to approve the selection of the school Director..

Blackfoot Charter Community Learning Center will not extend the faith and credit of the Idaho Public Charter School Commission to any third person or entity. Blackfoot Charter Community Learning Center will not contractually bind the Idaho Public Charter School Commission with any third party.

d. *Relationship between Board of Directors and School Administration*

The relationship of the Board of Directors to the BCCLC' administration will be as follows:

*Director.* The Director will be empowered to provide educational direction, administration, and on-site day-to-day operation as well as certain decisions concerning but not limited to:

- Implementing the vision and mission of the school
- Providing instructional materials and supplies
- allocating resource
- fulfilling state charter school requirements
- building school-wide community
- providing special services
- contracting services
- providing disciplinary support

- establishing public and media relations
- building business and community partnerships
- developing curriculum, instruction, and assessment
- implementing professional development
- resolving employment and personnel issues
- overseeing enrollment and attendance
- conducting formative/summative staff evaluations
- maintaining facility conditions
- providing transportation
- promoting climate for innovation and growth
- building staff and school morale
- functioning as commission/board liaison
- supervising budget and financial records
- supplying annual reports to the Idaho State Charter School Commission

*Standing Committees and Ancillary Support Personnel.* Standing committees will be formed in accordance with the bylaws of the corporation. These committees will include, but are not limited to, Parent Activity Committee (PAC), fundraising, and the like.

Ancillary support personnel, including clerical and custodial, will be hired and supervised by the Director. The state funding formula will be used for funding to hire staff through the regular budgetary process. Additional resources will be sought through volunteer and fundraising efforts.

*e. Teacher/Parent Decision Making*

The Board of Directors of Blackfoot Charter Community Learning Center will provide consultation to the Director regarding ongoing plans for the school. The PAC will also work with the Board of Directors on school improvement.

Parents of students who attend Blackfoot Charter Community Learning Center will be involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children’s personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to ensure parental involvement will be as follows:

1. Parents will provide information necessary to ensure proper placement of students.
2. Parents will be encouraged to attend all parent teacher conferences.
3. Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child’s response to classroom atmosphere, and parents’ perception of learning environment.
4. Parents will be encouraged to be involved in the Parent Activity Committee and to volunteer

for school projects, programs, committees, and to work specifically with students who are challenged academically.

5. Parents will be encouraged to provide an appropriate learning environment at home for study.

6. Parents will be encouraged to volunteer as tutors and assist in other ways as need dictates.

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

As described earlier, parents of students who attend Blackfoot Charter Community Learning Center will be involved in the education of their children and in the school at many levels. The process to ensure parental involvement will be as follows:

- \* Parents will receive a student/parent handbook at registration.
- \* Parents will be encouraged to attend two parent teacher conferences per year.
- \* Parents will be asked to complete surveys throughout the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment.
- \* Parents will be encouraged to be involved in the Parent Activity Committee (PAC) and to volunteer for school projects, programs, and committees, and to work specifically with students who are challenged academically.
- \* Parents will be encouraged to provide an appropriate learning environment at home for study.

### **Complaint Process**

Blackfoot Charter Community Learning Center's procedures for a complaint process for parents/guardians and the public will be similar to that of local school district's, with the ultimate authority residing with the Board of Directors of the Blackfoot Charter Community Learning Center.

### **Public Access**

Blackfoot Charter Community Learning Center's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be similar to that of the local public schools. The Charter School will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. Blackfoot Charter Community Learning Center gives permission for public inspection.

## Public Conduct for Safe Schools

Blackfoot Charter Community Learning Center's plans and policies for public conduct in the school, which protects the safety, welfare, and education of students, will be aligned with The Idaho Board of Education Thoroughness Standard a. "A safe environment conducive to learning is provided".

## **Annual financial and Programmatic Operations Audits**

An annual financial audit will be conducted after the completion of each charter school year. Programmatic Operations audits will be conducted as mandated by state requirements as outlined in:

- I.C. 33-5205(4)(k)
- I.C. 33-5206(7)
- IDAPA 08.02.04.300.03, Rules Governing Public Charter Schools
- IDAPA 08.03.01.301.12, Rules of the Public Charter School Commission

## **Dispute Resolution**

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

## TAB 6: EMPLOYEES OF THE CHARTER SCHOOL

### Employee Qualifications

Blackfoot Charter Community Learning Center's full-time and part-time staff, including both classified and non-certificated individuals, will meet or exceed qualifications required by state law and meet the No Child Left Behind, Highly Qualified Teacher requirements.(NCLB). Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of Blackfoot Charter Community Learning Center as outlined within this petition. The Director will make recommendations to the Board of Directors for approval of instructional staff.

Blackfoot Charter Community Learning Center reserves the right to seek waivers or limited certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. BCCLC reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. A thorough screening process will be used for temporary personnel to assure the safety of students and personnel. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis.

### *Background Checks*

All employees will undergo State of Idaho criminal background checks and FBI fingerprinting checks. One fingerprint card will be submitted to the Office of Certification at the State Department of Education and one will be kept in the individual's personnel file.

### *Targeted Staff Size*

Blackfoot Charter Community Learning Center will make every effort to keep class size small by employing one core area teacher per every 20 students. In all cases, BCCLC may employ additional staff for technical education, music, foreign language, , and physical education. The following positions are anticipated for the initial year of operation, anticipating a student population of approximately 170. If more students are enrolled, these position numbers will be adjusted accordingly:

Director	1.0 FTE
General Education	6.5FTE
Special Education	.5 FTE
Certificated staff	8 FTE
Admin. Assistant	1.0 FTE
Business Manager	0.5 FTE
Custodian/maint.	1.0 FTE
Paraeducators	4.0 FTE
Classified	6.5 FTE

BCCLC's goal is to grow to 100 students per grade over the next several years. Additional certificated and classified staff will be added as needed. Projections for the coming year will be determined by the number of students in the lottery, as outlined under Tab 7.

### **Health and Safety Procedures**

Blackfoot Charter Community Learning Center will comply with the following health and safety procedures:

1. Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
2. Require that all students show proofs of immunization before being enrolled at the Blackfoot Charter Community Learning Center or have an exemption signed by a parent or legal guardian.
3. Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
4. Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
5. Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the Blackfoot Charter Community Learning Center's insurance carriers and at a minimum address the above and the following items:
  - Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
  - Policies relating to preventing contact with blood-borne pathogens.
  - A policy requiring that all staff receive training in emergency response, including appropriate "first responder" training.
  - Policies relating to the administration of prescription drugs and other medicine.
  - A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
  - Policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.

6. BCCLC will develop a policy regarding intern usage and comply with all requirements set forth in the Children's Internet Protection Act.

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.

### **Employee Benefits and Provisions**

All employees will participate in the following programs and benefits: group health insurance, Public Employee Retirement System, Federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance to the extent allowed and required by law. Accumulation of sick leaves for teachers shall be up to ninety (90) days and be governed by section 33-1217, Idaho Code.

#### *Professional Opportunities*

Faculty at Blackfoot Charter Community Learning Center will work in an environment where they have opportunities to work with other faculty to align subject areas. The Director will determine in-service training days in order to provide teachers with training in the teaching methods described in this petition. All employees will undergo an annual performance review.

### **Transfer Rights**

The transfer rights of any BCCLC employee choosing to return to any non-charter school after employment at BCCLC will be dependent upon the receiving school district from which an employee might transfer. BCCLC claims no transfer rights. The Board for BCCLC will provide coverage for their employees with the Public Employee Retirement System, federal social security, unemployment insurance, and worker's compensation insurance during their tenure here.

### **Collective Bargaining**

Blackfoot Charter Community Learning Center's staff shall be a separate unit for purposes of collective bargaining.

### **Written Employment Contracts**

All certificated staff will be required to sign a written contract with Blackfoot Charter Community Learning Center. Contracts will be in the standard form as recommended by the Idaho Department of Education and in compliance with Idaho Code 33-5206(4). Copies of these contracts are available at [www.sde.idaho.gov/EducatorResources/docs/Contracts](http://www.sde.idaho.gov/EducatorResources/docs/Contracts).

A copy of all teacher contracts and certificates for all certified teachers/staff members will be on file in the school office. Job announcements and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

### *Experience for Salary Schedule*

Certified teachers at Blackfoot Charter Community Learning Center shall be considered public school teachers. Educational experience shall accrue for service at the school similar to any other public school. Blackfoot Charter Community Learning Center certificated employees who are re-employed by the local district shall receive full credit for their years of service in the district.

### **Certification for Teachers, 6<sup>th</sup>-8<sup>th</sup> Grade**

BCCLC Middle School's full-time and part-time instructional staff will meet or exceed qualifications required by state law. Instructional staff shall all be certified teachers as required by Idaho Code 33-5205(3)(g) and will be Highly Qualified in the teacher positions that require it. Instructional staff shall carry secondary (6-12) certifications and/or elementary certifications (K-8) with middle level, content-specific endorsements as required to maintain Highly Qualified Status.

### **Student Discipline for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Students**

Middle Grade students are expected to be the leaders and models of respect and conduct for the lower grades. Teachers and administration will address all discipline issues through the lenses of and using tools of character education and student collaborative teams. Student are taught and reminded that poor behavior, misconduct, and lack of fulfilling responsibilities influence other people directly. Thus, the middle grade approach to discipline focusses on addressing discipline issues and shaping the attitudes of students using elements including the following:

1. Character Education
  - Respect for the adults, classmates, and collaborative team members
  - How does this behavior demonstrate leadership and example to adults, peers, and younger students?
  - Fulfilling all assignments and being responsible for one's own responsibilities
  - How does the lack of responsibility in these influence the adults' abilities, peers' abilities, and those of the collaborative team in which they are a member?
2. Models including but not limited to "Love and Logic"
  - Students are addressed using "Love and Logic tools" including *Teaching with Love and Logic*, *Creating a Love and Logic School Culture*, *Schoolwide Discipline without the Loopholes*, *How to Teach Without Getting Punched*

If the discipline issues for 6<sup>th</sup>-8<sup>th</sup> grade students advance beyond the above mentioned stages, as determined by the administration, the administration will adhere to the established policies as approved by the Board, as stated in the current Staff and Student Handbook. The policies and procedures to be followed as dictated by the current 2014-2015 BCCLC Handbook include procedures for:

- Suspension
- Expulsion from BCCLC

- Expulsion from any other school district or state
- Re-Admittance
- Truancy
- Tardies
- Habitual Absences
- Incurribleness
- Determination by the board of trustees that a student is disruptive of school discipline or instructional effectiveness,
- Students whose behaviors are detrimental to the health and safety of the other students and the staff

## **TAB 7: ADMISSION PROCEDURES**

### **Admission Procedures**

Blackfoot Charter Community Learning Center will follow the model admission procedure identified by the Idaho State Board of Education.

No student will be denied admission based on ethnicity, creed, gender, or disability, nor place of residence within the State of Idaho. No out of state students will be allowed to attend the charter school. Open enrollment will be obtained through public notification and continued efforts to attract interested families.

Admission tests will not be required; however, assessments can be administered to determine the individual instruction program. There will be no tuition charge. BCCLC may assess a fee only for voluntary extra-curricular activities, after school programs, and /or items or services that exceed program or class requirements.

#### *Enrollment Deadline.*

Each year ISTCS will establish an enrollment admissions deadline that will coincide with the Board of Director's March meeting. This will be the date by which all written requests for admission to attend the public charter school for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated. Late applications will be accepted for admission for slots remaining open and/or in addition to waiting lists at any time.

#### *Requests for Admission.*

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

#### *Admission Preferences*

ISTCS will establish admission preference as authorized by Section 33-5205(3)(j), Idaho Code,

for students returning to ISTCS, students of founders, siblings of students already selected to attend ISTCS, and those in the primary attendance area.

Admission preferences for initial BCCLC enrollment of students shall be as follows:

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

#### *Proposed Attendance List for Lottery*

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

#### *Lottery Process*

If the capacity of BCCLC is insufficient to enroll all prospective students, then the school will determine the students who will be offered admission by conducting a fair and equitable lottery. This lottery will be conducted as follows:

- a. The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five (3 x 5) inch index card or other similar but equal media. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order for each grade level selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container.
- b. A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral “1” and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person.
- c. If the name of the person selected is a returning student, then the letter “A” shall be written on such index card. If the name of the person selected is the child of a founder, the letter “B” shall be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, then the letter “C” shall be written on such index card. If the name of the

person selected resides in the attendance area, then the letter “D” shall be written on the card.

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

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

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

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

A computer generated lottery may be held provided it is programmed to replicate this process as described.

#### *Final Selection List*

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

#### *Notification and Acceptance*

a. With respect to students selected for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send an offer letter to the parent, guardian, or other person who submitted a written request for admission on behalf of

a student, advising such person that the student has been selected for admission to the public charter school. The offer letter must be signed by such student's parent, or guardian, and returned to the public charter school by the date designated in such offer letter by the public charter school.

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

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

#### *Subsequent School Years*

The final selection list for a given school year shall not roll over to the next subsequent school year. If the capacity of the public charter school is insufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process shall be conducted by the public charter school for such school year.

#### **Disciplinary Procedures Including Suspension, Expulsion, and Reenrollment**

Disciplinary Procedures, including suspension, expulsion, and reenrollment will conform to Idaho code 33-205. A copy of the Student/Parent Handbook is contained in Appendix B.

Students at the Charter Learning Center are expected to conform to ordinary standards of common decency, courtesy, and honesty. They will be required to demonstrate that conformity in their dress, language, work habits, and interactions with other students and staff. Failure to meet the standards will result in disciplinary action.

We believe that the purposes of the school's discipline policy should be to maintain an orderly classroom atmosphere, in which learning can best be accomplished, and to assist students in acquiring self-control. To that end we want disciplinary action to be appropriate, impartial, consistent, and immediate.

Teachers will always bear the major responsibility for disciplining students. Often that will involve no more than calling the student's attention to an inappropriate behavior, indicating its unacceptability, instructing on correct behavior in the situation, and stating that failure to demonstrate the correct behavior will in future incur some form of punishment. Depending upon

the severity of the infraction of the frequency of its repetition, that punishment might be exclusion from a pleasurable activity, or a requirement for compensatory action, or short-term physical isolation from the classroom. If the teacher is unable to affect correction of the behavior, the student may be referred to the school director for more formal discipline which will involve contacting parents. Due process procedures will be followed, including the procedures for disciplining students with disabilities as outlined in the Idaho Special Education Manual dated September 1999, Chapter 7, Section 13.

Any student behavior which reasonably would be considered dangerous or threatening to the student, or to other students, staff, or their property or property of the school, will be dealt with immediately by the school director. At the least, the student will be temporarily removed from the class, until the director decides when his or her return is appropriate. Parents of the student will be notified of the behavior, and of any immediate action taken. Parents and the director, in consultation, will determine if any additional corrective measures are necessary. If no agreement can be reached between them, either party may bring the issue before the Board of Directors retains the right to suspend or to dismiss the child from the school after the appropriate due process procedures have been completed.

The School may expel any student found in possession of a weapon, or involved any activity involving illegal drugs or alcoholic beverage, or who physically threatens any other person at the School.

The School will comply with all rules and statutes relative to Safe and Drug-Free Schools. Expulsions will be referred to the Blackfoot Charter Community Learning Center Board of Directors for a hearing and review according to the right of due process. Students will only be re-enrolled by approval of the Board of Directors.

The procedure for suspension, expelling and re-enrollment of students will follow the law specified in Idaho Code 33-205. Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps:

- Step 1: Parent/Guardian Incident Notification Procedure (Written and/or Verbal).
- Step 2: Peer Mediation and/or Director Intervention in addition to Step 1.
- Step 3: Suspension with parental notification - 3 days. Readmission after a conference with student, parents and team or its designee(s).
- Step 4: Suspension with parental notification - 5 days. Readmission after a hearing within five school days with the board of directors.
- Step 5: Expulsion until next calendar break/ semester/ rest of year. Hearing within five days with the Board of Directors.
- Step 6: Readmission after meeting with the Board of Directors, at parents' request.  
The charter school Board of Directors will have the right to deny enrollment for disciplinary reasons.

## **Provisions to handle Students using or Suspected of being Under the Influence of Alcohol/Controlled substances**

If a student discloses or is reasonably suspected of being under the influence of alcohol or controlled substances, ISTCS will comply with the procedures required by Section 33-210, Idaho Code. It is the policy of ISTCS that any staff member who has reasonable suspicion that a student may be under the influence of, or has in his or her possession, a controlled or dangerous substance as defined by law shall immediately notify the appropriate administrator or designee of such suspicions. The administrator or designee shall immediately investigate the allegation and if confirmed, notify the parent or legal guardian of said student's possession of a controlled or counterfeit substance or suspected abuse thereof.

This policy includes provisions for anonymity in that when a student voluntarily discloses use or being under the influence, information will be shared only on a "need to know" basis as provided in I.C. 33-210.

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency should be notified immediately. The administrator or a designee should communicate all available information to the police and offer the full cooperation of the administration and faculty to a police investigation. Immediate notification will also be given to the parent or guardian.

Any search, seizure, or subsequent disciplinary action shall be subject to applicable school policies, regulations, state laws, or student handbook rules.

## **Public Charter School Attendance Alternative**

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

## **Attendance Requirements**

### *School Attendance Philosophy*

Students, parents, and educators recognize the importance of attendance and punctuality at school. Key reasons for regular and punctual attendance are educational benefits and success in school.

- *Educational Benefits*—Regular attendance assures that students stay current in academic skills, personal management skills, and teamwork skills.
- *Success*—Students must be present in order to experience success. Further, each student's presence enhances the success of the entire class.

Habitual Truant: Any ISTCS pupil who, in the judgment of the Board of Directors, repeatedly has violated the established attendance regulations or whose parents or guardians fail or refuse to cause such child to be instructed as provided in Idaho Code 33-202, shall be declared an habitual truant as defined in Idaho Code 33-206. Such a child shall come under the purview of the juvenile corrections act and dealt with accordingly.

### **Denial of School Attendance**

In Accordance with Idaho Code 33-205, the ISTCS Board of Directors may deny enrollment or may expel or deny attendance 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 the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the board of directors upon such reasonable conditions as may be prescribed by the board; but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

The board 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 or firearm on school property in is state or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. Discipline of students with disabilities shall be accordance with the requirement of federal law part B of the individuals with disabilities education act and section 504 of the rehabilitation act. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

No pupil shall be expelled nor denied enrollment without the board of directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the board of directors 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 of denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

The administrator of any school may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of school. A temporary suspension by the principal shall not exceed five (5) school days in length; and the

school superintendent may extend the temporary suspension an additional ten (10) schools days. Provided, that on a finding by the board of directors that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils; health, welfare or safety, the board may extend the temporary suspension for an additional five (5) schools days. Prior to suspending any student, the administrator or principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school by the administrator who suspended him upon such reasonable conditions as said administrator may prescribe. The board of directors shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

The board of directors shall establish the procedure to be followed by the ISTCS administration for the purpose of affecting a temporary suspension. This procedure must conform to the minimal requirement of due process.

#### *Excused Absences*

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

#### *Make-up Work*

Make-up work is allowed for students who have excused absences. The classroom teacher will provide the student or the parent/guardian who requests make-up work with: a) a list of pages covered during the absence; b) information about assignments or special projects; c) a copy of all handout materials given during the absence. Credit for make-up work is not allowed for an unexcused absence.

#### *Tardies*

A student is tardy if he or she is not in the assigned classroom when the bell rings. In general, tardiness will be dealt with on an individual basis; however excessive and habitual tardies can lead to a loss of class credit.

#### *Attendance Requirements*

Students may have a maximum of nine (9) absences per semester, or the number of absences permitted by the Idaho State Department of Education, whichever is fewer. Absence from class for any reason, including family convenience, shall be counted when the percentage of attendance and eligibility for promotion or credit is being considered.

#### *Notification of Absences and Discipline.*

Parents/guardians will be notified of the 5th, 8th, and 10th absences from class during a semester. Notice of the 10th absence will inform the parent/guardian of the loss of credit, and include the appeal rights to challenge the loss of credit. The school Director may deny a promotion to the next grade or deny credit for a class to any student who exceeds the maximum number of absences.

### *Grounds for an Appeal.*

Those students who have valid reasons to believe that all or parts of their absences are the result of extraordinary circumstances may request a review of their case following the attendance appeal process below. Extraordinary circumstances may include, but are not limited to, verified illness or medical treatment, death in the family or death of close friends, and medical or dental professional appointments.

### *Attendance Appeal Process.*

If a parent/guardian wishes to appeal a failing grade or denial of promotion to the next grade due to the attendance requirement, truancies, or the number of tardies, the following policy applies:

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

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

As outlined in the following sections, Idaho Science and Technology Charter School intends to implement a solid plan to attract a sufficient and diverse student body, to provide for open communication, and to convey information about the school competently and accurately.

ISTCS will actively recruit students for enrollment through any or all of the following: advertising in a local newspaper, announcements at local schools, radio advertising, flyers, open houses, other forms of public media. The focus will be to attract a sufficient pool of potential applicants that includes disabled, low-income and racially diverse students. In each of these marketing processes, advertising will include strategies to reach at-risk and non-English speaking students. This process will include all current requirements as stated in Idaho code 33-5205.

Idaho Science and Technology Charter School's Director will determine plans for publicly sharing the school's annual report and other relevant information on the school's performance as outlined in IDAPA 08.02.04.203.

<u>BCCLC PROJECTED GROWTH TO CAPACITY</u>										<u>TOTAL</u>	<u>K-6th</u>	<u>7th-8th</u>
	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>-</u>		
<u>2015-16</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>45</u>	<u>45</u>	<u>13</u>	<u>12</u>	<u>490</u>	<u>465</u>	<u>25</u>
<u>2016-17</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>45</u>	<u>45</u>	<u>13</u>	<u>568</u>	<u>510</u>	<u>58</u>
<u>2017-18</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>45</u>	<u>45</u>	<u>645</u>	<u>555</u>	<u>90</u>
<u>2018-19</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>45</u>	<u>690</u>	<u>580</u>	<u>110</u>
<u>2019-20</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>65</u>	<u>735</u>	<u>605</u>	<u>130</u>
<u>2020-21</u>	<u>90</u>	<u>65</u>	<u>65</u>	<u>760</u>	<u>630</u>	<u>130</u>						
<u>2021-22</u>	<u>90</u>	<u>65</u>	<u>785</u>	<u>630</u>	<u>155</u>							
<u>2022-23</u>	<u>90</u>	<u>810</u>	<u>630</u>	<u>180</u>								

## **TAB 8: BUSINESS PLAN**

### **Business Description**

Blackfoot Charter Community Learning Center, Incorporated, is organized exclusively for educational purposes within the meaning of IRS Section 501(c) (3) of the Internal Revenue Code. Notwithstanding any other provision of the school's Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law). When approved by the Commission, BCCLC will function as an independent LEA and as such, receive federal funding directly. All federal funding will be handled in accordance with authorizing legislation.

### **Marketing Plan**

Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. The primary attendance area for Blackfoot Charter Community Learning Center shall be the boundaries of the Blackfoot, Snake River, and Firth School Districts located in Bingham County, Idaho.

Blackfoot Charter Community Learning Center will actively recruit students for enrollment using, but not limited to the following methods:

- Direct mailing to primary attendance area households
- Ongoing articles (in both English and Spanish) in the Gazette
- Holding public forums within each sending district's boundaries
- Posting advertising materials in English and Spanish in prominent locations (i.e. the library, the community notice board, at City Hall).
- News releases and articles

In each of these marketing processes, advertising will include strategies to reach at-risk and non-English speaking students. This process will include all current requirements as stated in Idaho code 33-5205.

### **Management Plan**

The Director in coordination with the Charter School Board of Directors will determine the day-to-day operations of Blackfoot Charter Community Learning Center. Refer to Appendix C for the job description and qualifications for Director of the Blackfoot Charter Community Learning Center.

Administrative services will be provided by the Blackfoot Charter Community Learning Center Director supplemented by other contracted services as needed. Annual programmatic and

financial audits will be presented to the Board of Directors as outlined in section VIII.D.2. of this petition. The Director will also serve as the liaison between the Blackfoot Charter Community Learning Center and its Board of Directors, the Charter Commission, and parents. Financial operations will be provided by the school. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

### **Resumes of Directors**

See Appendix D.

### **Financial Plan**

While the Director of Blackfoot Charter Community Learning Center will be responsible for financial management, the Board has ultimate responsibility for the school's financial status. All accounting records will be kept in accordance with generally accepted accounting principles. Blackfoot Charter Community Learning Center will follow the requirements set forth by the state of Idaho and the Idaho State Department of Education, including formats for account numbering, audits, etc.

The budget for Blackfoot Charter Community Learning Center will be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education, will be presented at a public hearing in June of the year the school will open, and will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. Copies of the budget will be provided to the Idaho State Charter Commission. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format.

### **Revenues**

Estimates of funding sources will include state allocations as based on

- the Support Unit Calculation Template for Charter Schools
- Salary Based Apportionment Template for Charter Schools
- state allocations for pupil transportation
- state allocations for technology
- state lottery
- Federal start-up grants
- private grants
- business partnerships
- donations.

As soon as possible BCCLC will notify the Idaho Department of Education's Bureau of Special Populations, in writing, of its intend to applying for federal Title I and Title IV-B funds. The school will develop and implement an approved Consolidated Plan that details the programs. This plan will include but not be limited to a Parent Involvement Policy, Parent Compacts, participation in the state assessment and accountability system, highly qualified staff, and a scientific research based program of support for academically at risk students. Federal funds for

Title I, Title IV-B, and the child nutrition program will be calculated through the prescribed formulae.

#### Expenditures

- Purchasing Process

Purchasing procedure will be in compliance with State Law, Idaho Code 33-601. Blackfoot Charter Community Learning Center's Director will determine procedures for procuring goods and services with approval of the Board of Directors.

- Payroll Processing

Blackfoot Charter Community Learning Center's Business Manager will process its payroll in accordance with applicable Idaho codes.

#### Reports and Audits

Blackfoot Charter Community Learning Center will conduct an independent financial audit annually. A yearly independent audit will be performed as required by Idaho statute regarding audit reporting. Blackfoot Charter Community Learning Center Director will provide a monthly cash-flow to the Board of Directors that details revenues and expenditures for the previous month.

#### **Startup Budget**

Since BCCLC has been in operation since 1999, A copy of the 2009-2010 budget is included in Appendix E.

#### **Transportation Services**

Transportation services will be offered to all students residing more than one and one half miles from the school. Bus services will be contracted out in accordance with Idaho Department of Education, Division of Student Transportation regulations and Idaho Code 33-1510. The transportation bidding process will begin no later than January 31, 2009. The bid will be awarded no later than April 30, 2009. No bids or contracts will be let until after the charter is granted.

School transportation provided by charter school functioning as LEAs, is a reimbursable expense funded by the state and dispersed by the State Department of Education in accordance with Section 33-1006, Idaho Code. Transportation reimbursement payments reflect an 85% reimbursement for the previous year's "allowable" transportation costs. This percentage will be adjusted to reflect legislative changes as they occur.

Transportation costs included in the Estimated Budget are based on actual costs incurred by Blackfoot Charter Community Learning Center, since this school also contracts its services and the attendance areas and student numbers are similar. A copy of the BCCLC Busing contract is included in Appendix O.

## **School Lunch Program**

Blackfoot Charter Community Learning Center participates in the National Child Nutrition Program as per Idaho code 33-1015. The school currently contracts with the Blackfoot School District for its food service needs. This arrangement will continue for at least the 2010-2011 school year, at which time BCCLC may contract with Idaho Science and Technology Charter for food services.

### *Free and Reduced Lunch*

Free and reduced price lunches will be available to qualifying students. The BCCLC Board will approve policies for determining eligibility of students for free and reduced prices for meals, verification reporting, and record keeping before the implementation of such program. Any such policies will be consistent with federal policy and guidance from the Idaho State Department of Education.

## **TAB 10: BUSINESS ARRANGEMENTS AND PARTNERSHIPS**

At the current time, BCCLC has established business arrangements for the following:

- Teton Stage Lines for daily student transportation services
- Bingham Memorial Hospital for occupational and speech therapy services
- Idaho Science and Technology Charter School for psychological testing and counseling services
- Idaho Science and Technology Charter School for partial student transportation services
- Blackfoot School District for primary student transportation and food services
- Southeastern District Health Department for health screening and related educational services
- Volunteers in Service to America (VISTA) for Literacy development activities

In addition, the following partnerships have been established:

- The Gables Assisted Living Center partnership provides opportunities for our students to participate in community service.
- Our partnership with the Blackfoot Community Center provides a wide variety of after school programs for students.
- Ball Brothers Music partnership to sponsor student participation in the First Lego League robotic competition

### *Additional Information from Petitioners*

The charter school will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. ISTCS will comply with the Idaho Open Meeting Law (Idaho Code 67-2340-67-2347)

### *Termination and Dissolution of Assets*

In cases of termination or non-renewal, the Chair of the Board of Directors of Blackfoot Charter Community Learning Center is responsible for the dissolution of the business and affairs of the school. Blackfoot Charter Community Learning Center will fully cooperate with the Chartering agency for the dissolution process. If the chartering agency chooses not to assume these, then the board of directors will dispose of school property and satisfy any outstanding debts as outlined in Article IX of the Idaho Constitution. Remaining assets will be distributed to the authorizing agency.

School administrative and clerical personnel will ensure that parents are notified of the schools dissolution and that all records of students will be immediately transferred to the district receiving those students. This transfer will occur through the normal channels used by the school and the districts to exchange student files and information. This may include hand delivery to the district office or mail/ parcel delivery services.

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



# **CLOSURE PROTOCOL**

**August 2013**

## Background

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

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

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

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

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

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

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# Introduction

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

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

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

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

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

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

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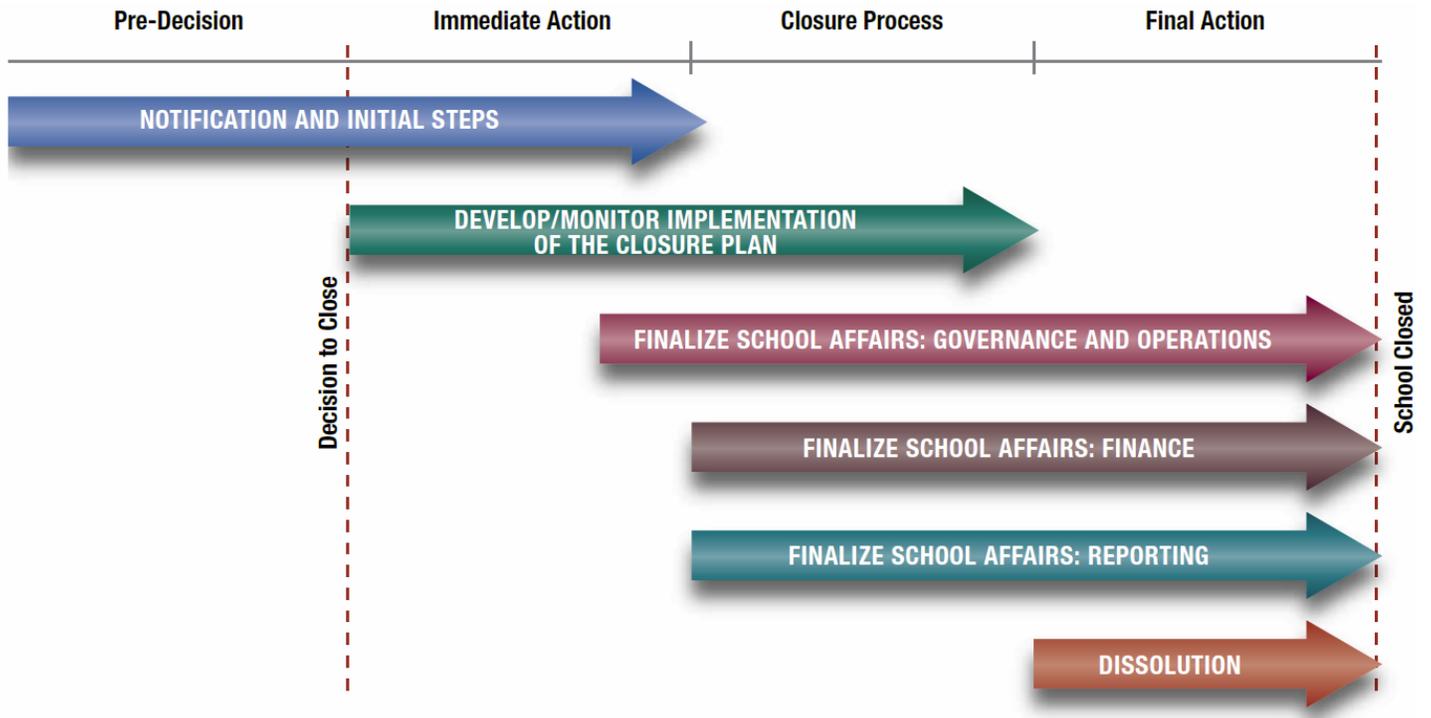
## Endnotes

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

<sup>2</sup> I.C. § 33-5212

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

# A Conceptual Timeline for Closure



## Notification and Initial Steps

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

**Send Additional and Final Notifications**

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

School,  
PCSC

## Develop/Monitor Implementation of the Closure Plan

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

## Finalize School Affairs: Governance and Operations

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

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

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

## Finalize School Affairs: Finance

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

## Finalize School Affairs: Reporting

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

## Dissolution

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

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

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

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

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13<sup>th</sup> day of June 2019, by and between the Idaho Public Charter School Commission (the “Authorizer”), and The Academy Inc., doing business as Connor Academy (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on April 14, 2005, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2006; and

WHEREAS, the School’s charter was renewed on March 1, 2019, for a five-year term of operations,

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of July 1, 2019, and shall continue through June 30, 2024, unless earlier terminated as provided herein.

## SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The School shall notify the Authorizer of any modification to the Articles or Bylaws within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

### SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: The mission of The Academy is to educate students by implementing a core curriculum of mathematics, reading, writing, science and social studies and by involving parents in the educational process, while nurturing student confidence and achievement with a safe, character building teaching method.
- B. Grades Served.** The School may serve students in Kindergarten through grade 12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- A safe environment for learning developed through a strong character education program emphasizing kindness and respect.
  - An emphasis on direct instruction characterized by high levels of student effort and participation and teaching to the high.
  - Instructional fidelity aligned with principles set forth in the Harbor Essentials for Educators handbook.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

### SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

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

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

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

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

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

## **SECTION 5: SCHOOL OPERATIONS**

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

**B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 558 students, with annual per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix C.

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

**D. School Facilities.** 1295 Alpine Ave, Chubbuck, ID 83202. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

**E. Attendance Area.** The School's primary attendance area is as follows: The primary attendance area is conterminous with Pocatello/Chubbuck School District #25.

**F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

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

## **SECTION 6: SCHOOL FINANCE**

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

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

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

- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

## **SECTION 8: MISCELLANEOUS**

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective July 1, 2019.

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**Alan Reed**  
**Chairperson, Idaho Public Charter School Commission**



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**Annie Dixon**  
**Chairperson, The Academy Inc. Board**

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

**Appendix B: Performance Framework**

**Appendix C: Charter**

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

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

No conditions of authorization or renewal are applicable.

**Appendix B: Performance Framework**

# CONNOR ACADEMY

## [YEAR]ANNUAL PERFORMANCE REPORT

### INTRODUCTION

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

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

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

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

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

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

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

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

## PERFORMANCE FRAMEWORK STRUCTURE

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

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

## ACCOUNTABILITY DESIGNATIONS

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

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

**SCHOOL OVERVIEW**

<b>Mission Statement</b>	The mission of Connor Academy is to educate students by implementing a core curriculum of mathematics, reading, writing, science and social studies and by involving parents in the educational process, while nurturing student confidence and achievement with a safe, character building teaching method.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• A safe environment for learning developed through a strong character education program emphasizing kindness and respect.</li> <li>• An emphasis on direct instruction characterized by high levels of student effort and participation and teaching to the high.</li> <li>• Instructional fidelity aligned with principles set forth in the Harbor Essentials for Educators Handbook.</li> </ul>		
<b>School Location</b>	240 East Maple Street Pocatello, ID 83201	<b>School Phone</b>	208-232-1447
<b>Surrounding District</b>	Pocatello/Chubbuck School District		
<b>Opening Year</b>	2006		
<b>Current Term</b>	July 1, 2019- June 30, 2024		
<b>Grades Served</b>	K-8		
<b>Enrollment (Approved)</b>	558	<b>Enrollment (Actual)</b>	

**SCHOOL LEADERSHIP**


**STUDENT DEMOGRAPHICS**

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

**ISAT PROFICIENCY RATES**

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

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

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

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

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

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

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

ACADEMIC K-8

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

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

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

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

OPERATIONAL

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

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

INDICATOR 3: GOVERNANCE AND REPORTING														
<p><b>Measure 3a</b>      <b>Is the school complying with governance requirements?</b></p> <p><b>Governance Requirements</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p><b>Result</b></p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: right;"><hr/></td> </tr> <tr> <td></td> <td>0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0		<hr/>			0
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<p><b>Measure 3b</b>      <b>Is the board fulfilling its oversight obligations?</b></p> <p><b>Board Oversight</b></p> <p><b>Meets Standard:</b> The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p> <p><b>Partially Meets Standard:</b> Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p> <p><b>Does Not Meet Standard:</b> The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p> <p>Notes</p>	<p><b>Result</b></p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: right;"><hr/></td> </tr> <tr> <td></td> <td>0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0		<hr/>			0
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OPERATIONAL

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

OPERATIONAL

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
<b>Credentialing &amp; Background Checks</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<b>Information Handling</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

INDICATOR 4: SCHOOL ENVIRONMENT																	
Measure 4a	Is the school complying with transportation requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
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Transportation	<p><b>Meets Standard:</b> The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>																
Notes																	
Measure 4b	Is the school complying with facilities requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
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Public Transparency	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>																
Notes																	

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

FINANCIAL

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

FINANCIAL

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
<b>Measure 2a</b> <b>Total Margin and Aggregated</b> <b>3-Year Total Margin</b>	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b>  <b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>  <b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".  <b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.	50  30  0			0
<b>Notes</b>	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				
<b>Measure 2b</b> <b>Debt to Asset Ratio</b>	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>  <b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.  <b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0  <b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0	50  30  0			0
<b>Notes</b>	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				
<b>Measure 2c</b> <b>Cash Flow</b>	<b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b>  <b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>  <b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"  <b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.	50  30  0			0
<b>Notes</b>					
<b>Measure 2d</b> <b>Debt Service Coverage Ratio</b>	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>  <b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1  <b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1	50  0			0
<b>Notes</b>	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				

## **Appendix C: Charter**

# CONNOR ACADEMY CHARTER SCHOOL



**Address:** 1295 Alpine Avenue, Chubbuck, Idaho, 83202

**Tel:** 208-232-1447

**Email:** [Admin@academycharter.net](mailto:Admin@academycharter.net)

**URL:** <https://www.academycharter.net/>

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## Tab 1: Executive Summary, Mission & Vision

See IDAPA 08.03.01.401.02

### Executive Summary

At their best, charter schools create innovative models of public education. The Academy Inc. (The Academy) exemplifies the best current research in its choice of curriculum, teaching methods, approach to daily instruction, vision for the children's overall environment, and in methods of empowering parents to support their child's daily progress.

### *School Concept*

The Academy is grounded in core beliefs about children, how they learn and the responsibilities of the adults who shape their development. It is based on a *whole school approach* (See Whole School Approach, Appendix M) designed to educate children to be capable and caring graduates ready for the next level of their education. Our school creates a setting focused on the development of knowledge and skills, as well as the development of attitudes and dispositions of children. What makes our school unique is the manner in which competent and caring professionals, accelerated instruction, and the school environment work together.

The Academy is based on the Harbor School Method which integrates elements from five key areas: School Leadership, School Culture, Parental Involvement, Instructional Fidelity, and Student Learning.

### *Community Need & Interest*

The Academy provides an alternate public-school education for 558 of the approximately 13,000 students in the Pocatello/Chubbuck area. Since opening in 2006, The Academy has operated at 99% full capacity and continues to maintain waiting lists following each annual lottery.

### *Motivation & Collective Qualification of Petitioning Group*

The Academy was founded by a group of parents and community leaders that were concerned about the safety of students in traditional schools and especially those with special needs for whom socialization might be more challenging.

### *Definition of Success*

The teachers at The Academy adhere strictly to research-based direct instruction models and strategies. Students continue to achieve at or above the rates set by State of Idaho Department

of Education. Many Academy students enter 9th grade at the local high schools and enroll in honors level courses.

The Academy uses the following assessment tools for review and specific revision of program needs: Idaho State Annual Assessments, Idaho Reading Indicator (IRI), AIMS web, and CORE Phonics Survey data. Both class averages and individual performance are analyzed and reviewed upon completion of fall, winter and spring testing. The Administrator, SPED director, Title 1 director and classroom teachers meet as the school leadership team to analyze assessments during Problem Solving Team Meetings, which occur at each of the six data points.

Our school leadership team has determined that for a student or class to be successful they must be meeting Annual Yearly Growth based on cut scores provided by the State Department of Education as well as scoring at or above the 50th percentile according to the current AIMSweb Norms Table. In addition, these data are analyzed and reviewed to ensure appropriate implementation of student interventions. In the instance that a student is not meeting expected growth, program interventions are initiated, evaluated and modified.

The Academy staff participates in research-based training opportunities based on students' needs as identified by assessment data. There are five full-day professional development days each calendar year as well as numerous one-hour professional development sessions.

Academy parents are actively involved in the culture and academics of the school. It is recommended that each family perform three hours of volunteer activities for the Academy each month during the school year.

Parents are invited to sit on the Parent Advisory Committee (see Appendix A). This committee is actively involved in monitoring the Title I program, as well as advising teacher and administrator Professional Development through the Title II program. Parent input is gathered through written surveys, advisory committee meetings, conferences, phone calls, progress reports, e-mail, and parent training workshops. Information is given to parents in a variety of ways: letters, phone calls, text messages, Facebook posts, school newsletter, and formal invitations.

## **Mission Statement**

In 2010, The Social and Character Development Research Consortium, under the National Center for Education Research, published *"The Efficacy of Schoolwide Programs to Promote Social and Character Development and Reduce Problem Behavior in Elementary School Children Report"*. They concluded that the development of social competencies during middle childhood has been linked to adjustment to schooling and academic success, while the failure to develop such competencies can lead to problem behavior that interferes with success in school

The mission of The Academy is to educate and nurture student confidence and achievement with a safe, character building teaching method so that students become capable of pursuing any subject area because they understand how to learn and enjoy the process of learning.

This is accomplished by implementing a core curriculum of mathematics, reading, writing, science, social studies, and by giving all students an increased opportunity for expanded learning through fine arts, foreign language, and technology programs.

Parental involvement is an integral component in the educational process of students at the Academy. The Academy works to empower parents to support their child's daily progress.

## **Vision Statement**

The vision of The Academy is to provide teachers, parents, and students with innovative, research based, teaching tools and methods so that together they create a school that will develop students who are competent, confident, productive, and responsible young adults who possess the habits, skills and attitudes necessary to succeed in postsecondary education, find satisfying employment, and succeed in life. A complete education is built not only on a solid academic foundation but also on an approach that encourages parental involvement and character development.

All students share in an increased opportunity for expanded learning through fine arts, foreign language, health, and technology programs.

## Tab 2: Operations & Services

See IDAPA 08.03.01.401.04.

### Operations Summary

#### *Legal status*

The official name of the school district is “The Academy Inc.” and was designated by the state of Idaho as District #460. The Academy Inc. began operations in 2006 as “The Academy at Roosevelt Center” because it was housed in a building known as the Roosevelt Center. Although the official district name has not changed, the school moved to a new facility in 2015 and changed the school building name to “Connor Academy”, in memoriam of Connor Dixon, an autistic student directly responsible for the founding of the school who died of cancer while in the first grade.

#### *Location*

The Academy is located on a 7-acre parcel in Chubbuck, Idaho. The school is accessed from Philbin Road, which is a designated arterial road running north/south through Chubbuck and Pocatello. The official address is 1295 Alpine Avenue, Chubbuck, Idaho, 83202.

#### *Enrollment*

By the 2008-2009 school year, the Academy reached its maximum enrollment capacity of 275, with an average waiting list of about 200 K-8 students throughout the year. With a very low turnover rate, many families in the community, looking for a viable educational choice for their students, expressed frustration at the prospects of getting their children enrolled at the Academy. To address this growing need, the Academy Board of Trustees decided to build a larger facility to accommodate two K-8 tracks instead of just one.

For the first year at the Connor Academy building, it was decided to add an additional track of K-6 classes bringing the enrollment up to 480 students for the 2015-2016 school year. An additional 7th grade class will be added in 2016, and an additional 8th grade class will be added in 2017, at which point the Academy will reach maximum capacity of 558 students.

#### *Student demographics*

The primary attendance area for the Academy Inc. is coterminous with the Pocatello/Chubbuck School District #25. Because of its proximity, we have also enrolled a small number of students from Inkom, part of the Marsh Valley School District. It is expected that the Academy student

demographics will be very similar to those of District #25, although with an enrollment representing sampling of 4% of the total district population, or less, an exact match is statistically unlikely.

### *Organization structure*

The Academy is directed by a Board of Trustees consisting of seven (7) voting members, and two non-voting members (appointed at the discretion of The Academy Board of Trustees). All members of the Board of Trustees are elected or appointed for a term of three (3) years or until the annual meeting during the year in which his/her term expires. The officers of the Board of Trustees are elected each year at their annual meeting for a term of one (1) year.

### *Educational Model*

Direct instruction is used to teach students information, facts and fundamental skills. The effects of direct instruction have been consistently documented (See Direct Instruction, Appendix M). At the Academy, we focus on building knowledge for students to develop their capability to apply, analyze, synthesize and evaluate. Both knowledge and skill development are important requirements for tasks of high cognitive demand. Teachers skillfully scaffold student learning, building on their success from year to year and increasing the cognitive demand. Instruction is fast-paced to develop not only the targeted knowledge or skill but the ability to focus and attend. In early grades, children learn basic math skills to a level of automaticity. Instruction emphasizes opportunities for students to develop thinking skills that acquire, integrate, extend, refine and use knowledge meaningfully.

The Academy's educational model is based on the Harbor Method, which is an instructional approach that provides students with a coherent system of learning from grade to grade. It is a synthesis of multiple instructional approaches that are well-documented for their effects on learning. Instruction of concepts and skills is frequent and integrated into multiple contexts. Concepts and skills are not taught in isolation but incorporated throughout the day. Teachers motivate students through instructional design and through behavior expectation training. Students develop a learning-ready posture through intentional instruction on attention. The development of character in children is integrated with the development of academic skills.

As a student progresses through grades, teachers design learning to incorporate these areas and develop the ability of each student to be a critical thinker and a self-directed learner. (See Appendix D)

## **Potential Effects**

### *Impact on Local School District*

When it was announced that the Academy would be moving to a larger facility and eventually doubling in size, representatives from District 25 expressed concern that the loss of students to the Academy could adversely affect staffing. The Academy worked with the district to provide detailed student rosters listing the number of students by grade level, and school, that were accepted into the Academy from District 25. When the 2015-2016 school year started, District 25 discovered an unanticipated net increase in student enrollment that more than off-set the number of those who transferred to the Academy.

### *Impact on Local Community*

The City of Chubbuck has been very welcoming to The Academy. The mayor, members of City Council and other staff have visited and toured the school. There has been an increase in residential construction just east of the school, and there are anecdotal accounts that many are moving to these local neighborhoods because of their proximity to The Academy. An adverse impact on the community is the increased traffic along Philbin Road at the beginning and end of each school day. The Academy Parents are working with the City Council to resolve this issue through re-zoning.

### **Target Market**

The Academy Charter School recognizes the value of a diverse student population. An effective marketing plan has been developed with a variety of approaches to reach out to all segments of the Pocatello/Chubbuck community.

### *Visible Reminders*

Items that can be given away to people that will provide a reminder that the Academy is here and it is an option for them or someone they know. Examples of these visible reminders include printed pens and pencils, stickers, notepads, and t-shirts.

### *Captive Audience*

These are presentations that don't require an invitation for individuals to attend. Examples include Rotary Clubs, parent associations, City Councils, Chamber of Commerce, as examples. While these groups may not be made up of prospective students, they provide a reliable network to get the word out about The Academy. Sometimes just having people talk about the school will plant the seeds for enrollment.

### *Targeted Recruitment*

Targeted recruitment consists of presentations to groups of students and parents who have a perceived better-than-average interest in charter school enrollment. These may be acquired through word of mouth campaigns and traditional advertising methods such as distributing informational pamphlets to Realtors, airing radio and television commercials, appearing in newspaper articles, letters to the editor, and on morning television and radio shows.

### *“High Profile” Activities*

Academy students already participate in high-profile activities such as the Lego robotics competition. An effective way to increase public awareness of the Academy would be to conduct community “Fun Run” activities in specific neighborhood parks and to have booths at community events such as Pioneer Days, Oktoberfest, and Pocatello Spring Clean-up events.

### *Increased Web Presence*

- Increase and modernize content of school website
- Send personalized YouTube video messages using bulk communication to parents and encourage them to forward URL links to friends and associates.
- Continue to use online admissions portals.
- Begin school blog and increase use of social media (Facebook, Twitter) to nurture relationships.

For the methods listed above to be effective, their timing needs to be appropriate. Considerations such as when students register for the following year’s classes, what groups and organizations are meeting and when, and when are students available for activities or presentations all factor into the flow of activities. (See Appendix F)

## **Facilities Summary**

The Connor Academy building was completed in August of 2015. It is a 50,000 ft.<sup>2</sup> state of the art facility designed to maximize the educational program offered by The Academy. The building is equipped with a remote video surveillance system, an integrated telephone/bell and intercom system and electronic locks on outer doors. All building technology systems are securely connected to the internet and can be accessed and controlled remotely by the Chubbuck City Police Department or the School administrator.

The entire floor plan was engineered to maximize class size. Regular classrooms are 1000 ft.<sup>2</sup> and special lab classrooms (Music, Science) are 1200 ft.<sup>2</sup> In addition, there is a 5000 ft.<sup>2</sup>

gymnasium, two 1000 ft.<sup>2</sup>computer labs, library, Special Education, Title 1 room, cafeteria and commons area. Each classroom has floor to ceiling 8 foot square windows to increase the amount of natural light. (See Appendix B)

## **Administrative Services**

In order to ensure that the Academy Charter School operates efficiently and accomplishes its goals, the Governing Board has hired an experienced administrator who has a broad background in education and a strong understanding and commitment to the mission and vision of the Academy charter.

The administrator at The Academy is deeply involved in the day-to-day operations of the school through actively monitoring the implementation and quality of the academic program and school culture. The administrator is also responsible for the school financial operations, including the development of a budget consistent with the values and goals of the Academy and ensuring compliance with State requirements. (See Appendix G)

## **Civil Liability**

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

## **Types of Insurance**

The Academy Inc. maintains a policy of general liability insurance in the amount required by state law and errors and omissions insurance with limits not less than one million dollars. The Academy Inc. has the same role as a traditional public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability and property insurance are similar to the coverage purchased by the similar sized traditional school districts. A copy of the proof of insurance is given to the Idaho Public Charter School Commission each time it is renewed to ensure continuous coverage. (See Appendix E)

## Tab 3: Educational Philosophy & Program

See IDAPA 08.03.01.401.05.

### Educational Philosophy

The philosophy of The Academy Charter School is that when there is low threat and content is highly challenging, accelerated learning takes place. We believe that all children are capable of more than we imagine and that we unlock their potential through high expectations, a rigorous, fast-paced, curriculum, and dynamic character education. Children must attain not only the knowledge and skills necessary for the 21st century but also, the work habits, communication skills and problem solving abilities to contribute to a democratic society.

### An Educated Person

Change remains a core characteristic for the 21<sup>st</sup> Century. Individuals, as a part of the future workforce, will change jobs an average of eight times, and as knowledge continues to multiply, information management, technology and communication will become necessary tools for success. Successful workers will need to be literate and possess excellent problem-solving skills. Our nation requires a citizenry who are skilled learners and who, more than ever before, have learned to work cooperatively. It is estimated that roughly three out of four new jobs will need some education or training will be required at an institution of higher learning.

The Academy mission is to develop an educated citizenry for the 21<sup>st</sup> Century through an interactive academic program where pacing is driven by student capabilities, not textbooks. Our students will be well grounded in the basics, such as, reading, writing, math, science and social studies. In addition, our students will learn to be citizens who will develop the following academic habits:

- *Curiosity;*
- *Lifelong learning;*
- *Clear oral and written communication;*
- *Thinking creatively;*
- *Thinking logically and making informed judgments;*
- *Adapting to new situations and responding to new information;*
- *Finding, selecting, evaluating, organizing and using information from various sources;*
- *Making easy and flexible connections among various disciplines of thought.*

They will develop personal habits and attitudes of:

- *Accepting responsibility for personal decisions and actions; Investment in and awareness of the needs of others;*

- *Academic honesty and the ability to face challenges with courage and integrity;*
- *A healthy lifestyle;*
- *Empathy and courtesy for others and respect for differences among people and cultures;*
- *Self-confidence and willingness to risk setbacks in order to learn;*
- *Concentration and perseverance;*
- *Seeking a fair share of the workload;*
- *Managing time in a responsible manner;*
- *Working cooperatively with others, including the ability to listen, share opinions, negotiate, compromise and help a group reach consensus.*
- *The development of these habits and attitudes requires a climate that is conducive for learning.*

*(See "Educated Person", Appendix M)*

The philosophy of The Academy Charter School is that learning occurs when:

- *Students construct meaning.*
- *Students see connections between what they learn and the real world.*
- *Students are actively engaged in purposeful tasks.*
- *Activities are integrated and meaningful.*
- *Students work individually and as members of a group.*
- *Students internalize that what they learn and do in school makes a positive change in the community.*
- *Challenged students have an individual plan and support is an intrinsic part of the educational program.*
- *Students are supported with Education Assistants, Teachers, parent volunteers and school administration.*
- *All students have advanced learning opportunities.*

## **Educational Program**

### **Student Learning**

#### **What We Believe**

- "Teach to the high". All children are capable of learning more than we think.
- Safety is fundamental to learn develop and succeed.

- Make learning personal and important for students.

Children learn in a social context of schools. They learn in and out of the classroom. They learn by what they see, what they hear and what they do. All students should know that their teachers have high expectations for their academic accomplishments and for their conduct. Every aspect of school is specifically designed to provide clear and consistent expectations for students. This helps students know what is expected of them at school.

Work habits are established early in life, so The Academy intentionally develops work habits in students that will serve them throughout their lives. Nurturing the development of students' intellectual, social, interpersonal and character growth is expected to be evident throughout the programs of a Academy School. An environment in which high academic achievement is an expectation for all students is foundational.

The goal of The Academy Charter School is to help all students develop greater capacity for knowledge, skills and dispositions that equip them to be work and college ready.

## **School Culture**

School cultures teach through the expectations set for and by the people working in them, both children and adults. They teach through the myriad of ways that people work together and treat one another. Safe, supportive school cultures mitigate the potential effect that differences among students could have on their learning.

The principal is accountable for the school culture and must intentionally create the conditions consistent with the school's philosophy and practices. School cultures teach children and adults directly and indirectly. Everything that occurs within a school culture shapes behavior of people. We are intentional about shaping that behavior. The practices and conduct of the adults in the school are expected to be a primary model for students as they learn the character traits and work habits that will be life-long assets to them.

The Academy focuses on safety by removing fear, threat and intimidation from the learning environment. A focus on kindness and a strong policy against teasing, taunting, bullying, and negative peer pressure creates a positive, supportive and constructive environment for children to learn and grow. Adult decisions are made based on what is in the best interest of the students and the development of their knowledge, skills and dispositions. There is evidence of kindness between students and students, students and adults, and adults with adults. Adults demonstrate their respect and their responsibility to maintain a clean, orderly environment. They extend themselves to one another and to the students. Both respect and personal responsibility are visible in all interactions.

## **Curriculum Overview**

In keeping with The Academy's mission to prepare learners to be functional citizens of the 21<sup>st</sup> century, we recognize that such preparation is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient

foundation to pursue advanced study. The Academy emphasizes both the acquisition and application of knowledge.

The Academy Charter School curriculum contains both traditional academic subjects and additional language areas that make The Academy Charter unique. The Idaho State Department of Education Standards and Benchmarks serves as the starting point and is enhanced with unifying themes and other creative methods.

The subjects that comprise the curriculum are listed and briefly discussed below. The traditional core curriculum areas of language, arts, math, science, social studies remain strongly emphasized. The Academy Charter School will provide solid preparation in the fundamental academic skills of reading, writing, mathematics and science.

## **Core Curriculum**

### *Language Arts*

Students will study language and literature through reading aloud, grammar and mechanics, vocabulary and spelling instruction. The curriculum is literature based. Comprehension skills, grammar and vocabulary are integrated within the literature program.

Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes self-analysis connected with student learning goals through a personal journal, as well as creative, expository writing. Communication skills include speaking and writing.

### *Science & Health*

The Academy science curriculum is a multi-year sequence, which emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling and testing science to actually doing and feeling. This process approach lets students experience the excitement of science so they can better understand facts and concepts. Kindergarten through third grade students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying and predicting. Fourth through eighth grade students will add the integrated science process skills of identifying variables, constructing tables of data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses and designing investigations.

As students progress through the curriculum, they deepen and extend their understanding of the basic principles of sciences through a variety of scientific media and through the development of subject-appropriate vocabulary skills. Students will study earth, life and physical sciences.

### *Math*

Our math program was originally developed by the Academy Institute. Although the basic underlying structure has remained the same, teachers at The Academy have continued to improve upon it based on new research, best practices and heightened state standards. The program taught at The Academy is a fast-paced, direct teaching method. We have concept and manipulative experiences that engage students in exploring, conjecturing and thinking. Students learn numbers and operations, including numeration, basic operations, properties of numbers and operations, and estimations. Students also learn Algebra and Geometry. Additionally, students learn measurements and perform data analysis and probability including data collection and representation, data set characteristics, and probability. Students also learn problem-solving skills and tools including problem-solving strategies, reasoning and proof.

### *Social Studies & Community Service*

Kindergarten through 8th grade will follow the state standards and benchmarks. American History will be taught in Kindergarten through 8th grade. In fourth grade, the History of Idaho and the Pacific Northwest region will be taught. In the fifth grade, students will be introduced to world history with a four-year sequential study of Ancient Egyptian, Greek, Roman, and Medieval Civilization. In addition, there will be an emphasis on community service in the seventh and eighth grades as students apply their understanding of, and their contributions to, the world around them. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

### *Technology*

Technology is used to support a child's natural way of learning through individual and group discovery and seeking solutions to real life challenges. The Academy provides our students with technology skills that prepare them for future employment. Parents and students must sign a Computer Use Policy, which is in compliance with the Children's Internet Protection Act.

### **Unique Aspects**

The distinctive aspects of The Academy Charter include the addition of overnight/extended day field trips for 6th through 8th grade students, the study of a second language, a dedicated science lab, a physical education program for all students, integration of community service into the learning process and a winter sports program partnership with the Pocatello Nordic Center and Pebble Ski Resort.

### **Seventh/Eighth Grade Opportunity**

We recognize that the junior high/middle school years are critical to the development of a child's self-esteem. Therefore, the focus of the seventh and eighth grades is to provide an environment different from what has been the traditional junior high/middle school setting in order to create

a learning atmosphere where students experience less stress due to the culture of low threat, kindness and respect.

### *Foreign Language*

The study of a foreign language is an integral and distinguishing aspect of The Academy Charter curriculum. We currently provide instruction in Spanish Language beginning in 2nd grade. Research demonstrates that the study of a second language boosts English proficiency improves memory and self-discipline and enhances verbal and problem-solving skills. Studies also show that learning a foreign language actually contributes to better SAT and ACT scores. (See “Secondary Language Benefits”, Appendix M)

### *Music*

Children at The Academy learn music theory, vocal performance and music history. Studies show that when a child makes music, brain cells begin firing in patterns, linking with each other and forming a network of lasting connections. This exercises and strengthens the same bridges in the brain that are believed to lay the framework for logic, order, and abstract reasoning. It is not our intent to turn every child into a Mozart or an Einstein. But it is our desire to stimulate as much brain activity as possible, for the stimulus a child receives early in life will determine how well their brain functions through life. (See “Secondary Language Benefits”, Appendix M)

### **Instructional Quality**

The quality of learning for students has everything to do with the quality of teaching. Three key elements distinguish the Academy’s instructional quality:

1. Faculty and staff commit to adopting the beliefs that ground school philosophy. Their teaching, leading and working habits emerge from those beliefs.
2. Faculty and staff are prepared to meet clear expectations through the use of specific curriculum, teaching strategies and student management practices that support the intellectual as well as the social, emotional and character development of children.
3. Faculty and staff understand the importance of instructional fidelity. Instructional fidelity is defined as being consistent with The Academy philosophy and practices to achieve program coherence throughout their school. Program coherence matters for students. The consistency of structure, expectations and instruction accelerates learning. This is a key component for school-wide high performance.

Program and instructional coherence is a signature feature of The Academy School. This feature brings benefits to student learning because they know what to expect from grade to grade, class to class, adult to adult. Students learn that they have multiple opportunities to learn information and to demonstrate their understanding and skill. Students learn the instructional routines in early grades which accelerate their ability to focus on new information, skill development and thinking skills. The core instructional methodology is consistent across teachers yet implemented

with the unique creativity and talents of each teacher. Pacing of accelerated objectives is coordinated between grade levels.

### **Instructional Methods I.C. 33-5205(3)(q)**

The Academy Charter School is distinguished by the multiplicity of ways in which it seeks to ensure student learning. Some of these are highlighted in the sections that follow. Not all students have equally successful outcomes. The charter uses uncommon means to achieve common ends. Through its multiple methods, all students can be successful, capable of reaching their potential.

*The Subject Matter Method* presumes that an educated learner needs to know clearly-defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally, this approach has been predominantly lecture-based. The Academy adds computer-based learning to increase the efficiency of this method and to provide the opportunity for drill, which is sometimes necessary.

*The Inquiry & Problem-solving Method* suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information. Dimensions of Learning will be the centerpiece of this method.

*The Individualized Learning Method* attempts to personalize the learning process to the interests of the individual, by allowing students to develop goals for their self-study. The reasons for learning thus becomes one's own curiosity and personal applicability of the information learned.

*The Discussion Method* encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize the level of each learner's understanding and can respond at the level most helpful to the learner.

### **Learning Opportunities**

The most significant learning opportunity for our students is the number of times they have to learn any given concept. The general principle which our teachers impress upon the learners is, "If you don't get it today, maybe you'll get it tomorrow, but only if you try". This learning advantage alleviates student anxiety and the feeling of desperation if the student does not learn a concept quickly enough.

Problem-solving groups apply knowledge they have acquired and practice new skills by tackling both real world problems and problems simulated to model the current work-world. Peer teaching provides an opportunity for students to reinforce their own knowledge and mastery of new skills through presentation of their own work.

All students will experience a common core of learning that will fulfill the school mission to produce students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century. Our students will be able to:

- Develop oral and written skills;
- Have the opportunity to develop oral and written skills in a non-native language;
- Possess the ability to use knowledge and skills, think logically and solve problems related to mathematics;
- Have sufficient knowledge of science to be responsible users of scientific information;
- Participate in a comprehensive program of community service that reflects responsible citizens in a democratic society and an interdependent world;

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

- Linguistic
- Mathematical/logical
- Intrapersonal (self)
- Interpersonal (others)
- Bodily-kinesthetic
- Spatial
- Musical

Although all seven areas are encouraged through instruction, The Academy retains a traditional focus on linguistic and mathematical/logical areas and implements a musical component. It is designed to stimulate the desire to learn and is based on the belief that all learners possess an innate and unique creativity that can be developed given the appropriate environment. It allows for the joy of knowledge, self-expression and the thrill of exploration.

The staff and parents of The Academy believe that children do not develop character in a vacuum. Our plan for character education provides expectation training through memorization and dramatization of classic poetry and historical passages, as well as staff who model essential traits of good character.

## **Instructional Approach**

The Academy uses the direct instructional approach providing students with a coherent system of learning from grade to grade. Over the past several years, research on direct instruction has established key attributes for effective teaching and effective learning. The Academy bases its instructional methods on best research (See Appendix N: Bibliography of Direct Instruction Research) to incorporate these attributes. Instruction of concepts and skills is frequent and integrated into multiple contexts. Concepts and skills are not taught in isolation but incorporated throughout the day. Teachers motivate students through instructional design and through behavior expectation training. Students develop a learning-ready posture through intentional instruction on attention. The Academy does not separate the development of character in children from the development of their academic skills. Students are taught the importance of treating others with kindness and respect and the value of putting forth best effort and participating in class.

Direct instruction is used to teach students information, facts and fundamental skills. The effects of direct instruction have been consistently documented. The Academy focuses on building knowledge for students to develop their capability to apply, analyze, synthesize and evaluate. Both information and skill development are necessary for tasks of high cognitive demand. Teachers build on student learning success from year to year to increase cognitive demand. Instruction is fast-paced to develop not only the targeted knowledge or skill but the ability to focus and attend. Students learn basic math skills to a level of automaticity so that advanced cognitive math concepts can be learned without frustration. Instruction emphasizes opportunities for students to develop thinking skills that:

- acquire and integrate knowledge
- extend and refine knowledge
- use knowledge meaningfully

As students progress through grades, teachers design learning to incorporate these areas and develop the ability of each of the students to be a critical thinker and a self-directed learner.

### **Math Instruction**

An important instructional strategy at The Academy is the Math Concept Board. It is used to teach both the essential and accelerated objectives of the Academy Curriculum in a repetitive manner. Teachers use their classroom white boards to display the daily concepts, implementing them through direct instruction, and then use them to build on the skills which are repeated every day. Students respond by engaging in oral recitation and joining in choral response. This provides a safe environment in which students can learn and teachers can monitor each child's progress. By modeling and reinforcing as a group, the students do not feel singled out, but rather know that if they do not get it today, they will get it tomorrow.

Academy Teachers originally used Concept Board CDs developed in 2005 by master Academy Method teachers. As they have become more comfortable with the Academy School Method™,

they have altered the content in subsequent years, to meet student’s needs and curricular expectations.

When students struggle with mathematics, the problem is almost always basic-fact related. Mad Minutes activities are specifically designed to help students overcome this situation. Mad Minutes consist of a sequence of speed drills on basic number facts that reinforce basic math concepts so that students learn them to the point of automaticity. Daily mad minutes are done in grades 1-6. Math manipulatives are also used to deepen student understanding. Teachers incorporate these manipulatives in other instructional activities where they fit. Grade levels utilize the Saxon Math program to strengthen the problem-solving component of math. The Saxon Math curriculum has an incremental structure that distributes content throughout the year. This integrated and connected approach provides deep, long-term mastery of the content and skills called for in the Common Core State Standards. The newest Saxon Math curriculum provides Concept Board support as well as practice solving real-life situations, which is important to our school philosophy.

### **Reading Instruction**

When done properly, Direct Instruction ensures quick pacing, repeated and spiraling concepts, and realistic applications. There are essential elements in literacy instruction that have proven to be highly effective for student learning and can complement any reading program.

It is essential to The Academy that educators be well-versed in research findings of reading. Scientifically based reading research (See Spalding Reading, Appendix M) has identified five essential components of effective reading instruction. To ensure that children learn to read well, explicit and systematic instruction must be provided in these five areas:

- *Phonemic awareness*—the ability to hear, identify, and play with individual sounds—or phonemes—in spoken words.
- *Phonics*— the relationship between the letters of written language and the sounds of spoken language.
- *Fluency*—the capacity to read text accurately and quickly, including oral reading skills.
- *Vocabulary*—the words students must know to communicate effectively.
- *Comprehension*—the ability to understand and gain meaning from what has been read.

### **Vocabulary Instruction**

Vocabulary development is a key component. Students learn word sets taken from numerous sources including the literature used at each grade level as well as the book, *110 Words to Pass the SAT and ACT*, and ISAT vocabulary lists. Students learn words in the context of daily teaching and through “whole body learning” which uses recitation, dramatization, and choral speaking. Teachers integrate new vocabulary into writing, speaking and real-life contexts.

## **Language Arts**

Teachers at The Academy use the Shurley Method to teach the mechanics and the linguistic characteristics of their language. The Academy utilizes the Shurley Method because the successful results of this method have been well-documented (Shurley Reading Program, Appendix M). The Shurley Method prepares students to be excellent writers and users of their language as well as more astute learners of foreign languages. The understanding of the parts of speech is integrated into reading, writing and not practiced in isolation.

## **School Leadership**

The quality of a school, the quality of teaching, and the confidence of parents, rest on the competence of school leaders. Although teachers are leaders in the classroom, schoolwide leadership comes from the Board of Trustees and the school administrator. The Board of Trustees is responsible for the governance, policies and strategic direction of the school. The school administrator (principal) carries out the expectations of the Board and ensures the quality of the school programs.

An effective board provides strategic direction for the school, chooses and nurtures strong school leaders, and ensures the school financial and legal soundness. For a charter school to succeed, it must form a board that is committed to the school mission, possess substantial leadership skills and expertise, set policy that guides the school work, and evaluate both the school and itself with an eye toward continuous improvement.

Leadership has a profound effect on the conduct and achievement of students and the adults who contribute to their learning in the school setting. We believe that the principal has direct accountability for the environment in which teachers teach and students learn. The principal's primary responsibility is to support teachers and to protect teaching time. This is not merely a function of scheduling or other administrative activities, but the principal's presence throughout all student contact areas during school hours. The principal at The Academy must be visible to the student population in the classroom, in the hallways, in the lunchroom, and on the playground. The principal uses all of these venues to teach practical aspects of living and how to interact positively with one's neighbors and community. In this manner, the principal's provides daily supervision and support of teachers to ensure instructional fidelity.

## **Parent Participation**

The Academy also depends on the support and engagement of parents. To be successful, Academy educators must cultivate strong parental engagement. The school actively works to earn parent trust and confidence to provide a safe and productive learning environment for their children. It is essential that parents are well informed of The Academy's mission, philosophy and practices.

All parents at The Academy understand that they are their child's first teacher. All parents should have sufficient understanding of the methods used at The Academy upon enrolling their children, a thorough orientation before the first day of school, and ongoing opportunities to experience

the method through classroom visits. Their understanding of Academy practices is essential for them to support their child's education. The Academy encourages parents to volunteer in multiple ways to enhance program effectiveness.

### **Post-academy Success**

Academy students will learn the work ethic, knowledge, skills and attitudes necessary to be successful in future educational endeavors and workplace pursuits.

The Academy's curriculum and culture gives students the foundational knowledge base necessary for success. Students learn persistence, good study skills, respect for authority, leadership, cooperation, kindness and respect for peers. Academically, students are challenged and encouraged to go the extra mile to be successful. They gain confidence in their ability to succeed as a result of hard work.

The Academy's policies are intentionally designed to prepare students for the rigors and challenges of the workplace. Policies establishing strict attendance requirements, respect for authority, real life consequences for both positive and negative behaviors and a culture of respect and kindness, train students to become accustomed to an employer's expectations.

The Academy recognizes that the most important factors defining satisfying and successful employment are attitude and effort. Employers look specifically for enthusiasm, efficiency and excellence in those they hire. The Academy will purposefully train its students to develop these characteristics. Work-related programs designed for each grade level teach the value of work, positive attitude and effort. Training culminates in the eighth grade when each student completes a series of personal service projects benefiting the school and the greater community.

### **Educational Thoroughness Standards I. C. 33-1612**

The Academy Charter School will fulfill the thoroughness standards identified in Idaho Code 33-1612. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

#### **Standard 1: A safe environment conducive to learning is provided**

**Goal:** Maintain a positive and safe teaching and learning climate.

**Objectives-**What The Academy Charter School will do to achieve this goal:

1. Develop guidelines for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parent rights and staff monitoring responsibilities.
2. Provide a facility and adopt policies that meet all required city, state, and federal health accessibility, safety, fire, and building codes for public schools.
3. Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.

4. Create an environment that strongly encourages parents and other adults to visit the school and participate in school activities

## **Standard 2: Educators are empowered to maintain classroom discipline.**

**Goal:** Create a positive teaching and learning environment with an emphasis on high expectations of behavior and academic performance.

**Objectives-** What The Academy Charter School will do to achieve this goal:

1. Adapt the policies into a parent/student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior.
2. There will be a school-wide process for teachers to handle minor and major infractions in the classroom setting.
3. Teach appropriate behaviors and foster responsible decisions-making skills.
4. Establish and maintain consistent rules aligned throughout the school.

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

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

**Objectives-** What The Academy Charter School will do to achieve this goal:

1. Utilize the general philosophy of the character education program throughout all decisions to instill appropriate values.
2. Emphasize the importance of adults modeling important values at school.
3. Help student build personal bonds and carry out responsibilities to one another and to the faculty and staff.
4. Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

## **Standard 4: The skills necessary to communicate effectively are taught**

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

**Objectives-** What The Academy Charter School will do to achieve this goal:

1. Emphasize meaningful language experience in language arts, enhanced by writing and memorization.
2. Provide access to computers to teach students basic computer skills and, in the upper grades, appropriate communication through technology (via e-mail and the internet).

3. Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.

### **Standard 5: A basic curriculum necessary to enable students to enter academic or professional technical post-secondary education is provided**

**Goal:** Develop an educated citizenry for the 21st century through a proven academic program where all students are offered an advanced curriculum.

**Objectives-** What The Academy Charter School will do to achieve this goal:

1. Use the Idaho State Standards as a starting point to be enhanced by unifying themes and other creative methods.
2. Use the Harbor School Method to ensure student learning including but not limited to: phonics, reading, mathematics, science, history, and literature.
3. Develop a personalized learning goal for each student. Together, the student, parents and educator will consider the student's strengths and weaknesses. Faster students will continuously be presented with new challenges, while the slower learner benefits from help, multiple methods and different environments.
4. Offer a solid health curriculum as required by the state.

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

**Goal:** Provide students with the intellectual foundation and strong moral compass that provide the character traits of leadership, which lead them to becoming productive citizens.

**Objectives-** What The Academy Charter School will do to achieve this goal:

1. Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, history and literature.
2. Provide a technology-oriented environment, encouraging the use of technology as a preparation for the workplace of the 21<sup>st</sup> century.
3. Enable the students to develop the following intellectual habits important in society: adapting to new situations and responding effectively to new information; solving problems, locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.
4. Enable student to develop the following personal habits important in society; accepting responsibility for personal decisions and actions; honesty, courage, and integrity, a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus

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

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

**Objectives-** What The Academy Charter School will do to achieve this goal:

1. Use technology as tools in an integrated educational program rather than as a primary instructional delivery system.
2. All students leaving The Academy Charter School will be proficient in using office software (word processing, spreadsheet, slideware and graphic publication, etc.) and will have a basic understanding of the principles of computer coding and programming.
3. All students will be taught proper internet use etiquette and how to respond to hostile internet communications.
4. Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data storage, and communication.

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

**Goal:** Provide students with the skills and the intellectual foundation to become responsible citizens in our society.

**Objectives-** What The Academy Charter School will do to achieve this goal:

1. Provide a program of community service for 7th and 8th grade students that reflects responsible citizenship in a democratic society and an interdependent world.
2. Enable student to develop the following personal habits important in society; accepting responsibility for personal decisions and actions; honesty, courage, and integrity, a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.
3. Enable students to understand and apply concepts and principles embedded in each of the social science: history, geography, political science and economics.

## **Special Education Services**

Special Education Services are provided to any student whose needs cannot be fully met, as outlined in the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. If a student is found to be eligible special education services will be provided for that student in one or more of the following ways:

The Academy Charter School will form a problem-solving team to consider student eligibility for special education. If a team determines the need for an evaluation by other personnel, such as a

school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted with a private provider. Providers will meet all applicable licensure and certification requirements. All evaluation and eligibility requirements will be followed, and parents will be notified of their due process rights.

Disciplinary problems by special education students will be assessed by the problem-solving team with due consideration of the student's special needs or circumstances detailed in their Individual Education Program (IEP). Teachers and administrators will follow the Idaho Special Education Manual (as currently defined in Chapter 12 and titled —Student Discipline) to address these issues.

The delivery of instruction for students with disabilities, and the monitoring of that delivery of instruction will be provided by personnel who meet highly qualified criteria along with requirements of IDEA. Instructional services will be provided in the Least Restrictive Environment as defined by the student IEP. A paraprofessional will be used to support instruction as allowed by IDEA. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

The Academy Charter School will contract with private providers for the provision of related services. All providers will meet the applicable licensure and certification requirements appropriate for the services they are providing. Direct speech, language, or occupational therapy services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that student academic needs cannot be met on site, The Academy Charter School will determine the least restrictive environment complying with PL 94-142.

Students on Individual Education Plans (IEPs) or Section 504 plans are mainstreamed for much of the school day. Students receive special education services as supplemental to their classroom-based experiences. Students spend the majority of their time in their grade level class, supported by educational assistants who work closely with the special education teacher and classroom teacher to personalize the expectations according to their IEP. The purpose of the special education teacher is to be a resource and support for teachers, students and parents.

The primary goal of special education is to accommodate and adapt as needed in the general education classroom with limited pull-out service. Children cannot expect to be at grade level if they are not exposed to grade level material. Their learning often exceeds adult expectations because they are exposed to accelerated learning, which often does not happen in traditional school programs. They blossom in an environment that is centered on student kindness. All students learn how to relate with one another, regardless of human differences.

### **Limited English Proficient**

The Academy Charter School will apply the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. Students who are eligible for the LEP program will participate in The Academy LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered. LEP services may be provided

on-site or contracted out. The Guidance for Evaluating Limited English Proficient (LEP) Students to Establish Special Education Eligibility, provided by the Idaho Department of Education, will be used for identifying Special Education LEP students.

The Academy Charter School will follow the Idaho LEP Program guide and administer the Idaho English Language Assessment (IELA) for student placement as well as monitoring student growth. A Home Language Survey, to identify Primary Home Language Other Than English (PHLOTE) students, is included in School registration forms and includes: "What is the primary language spoken in the home?" If a response is any language other than English, a survey must go home to the parents. If the survey comes back indicating that a student may be Limited English Proficient (LEP), they must be tested with an English language proficiency test within 30 days of registration or within 2 weeks of entry into the school (if during the year.)

If the student tests less than proficient on the English language proficiency test, then a letter must go home to the parents indicating that their child was identified as needing specific English language services. The parent must be given the opportunity to waive the services, if desired. If the parent does not waive the Limited English Proficiency (LEP) services for their child, then the student must be placed in a program of —high quality language instruction, based on scientifically based research (Section 3115 (c) (1)), as determined by the Academy.

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

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

Once LEP students are identified, The Academy Charter School will meet the linguistic, academic, and cultural needs of these learners in a number of ways. An LEP teacher will be identified and will meet the appropriate certification and endorsement requirements to serve students identified. The LEP teacher will teach English language acquisition and will work with Academy general education teachers to provide support in the general education classroom. Because the Academy Model is effective in providing support and intervention for students with a variety of needs, The Academy LEP program will be designed to allow students to participate in the core curriculum as much as possible. The LEP teacher will identify additional curricula to support specific language acquisition needs after analyzing specific student assessment data. The LEP teacher will also identify and instruct teachers regarding modifications that will be made in the core classes.

Professional development will be given to administrators and teachers specific to meeting the needs of LEP students through in-service trainings each year. Trainings will focus on the specific needs of English Language Learners and will be designed to increase collaboration among general education teachers and the LEP teacher, Title I teacher and Special Education teacher to create and adjust the model of providing instruction, intervention and support to students to allow them

to meet their language acquisition goals and participate as fully as possible in the general education curriculum.

In addition, in the spring or summer, prior to administration of the Home Language Survey and identification of LEP students, The Academy will conduct training for staff members to ensure that information collected is accurate and students are identified appropriately. Prior to administration of the IELA, proctors will be trained to administer the assessments and instructed regarding the use of accommodations and modifications in order to make sure Academy assessments are administered appropriately.

### **Other Special Needs Student Services**

Because Gifted and/or Talented (GATE), LEP, Title I, Section 504, and IDEA students have special needs, they will be provided educational experiences that will strive to meet those needs in the regular classroom, workshops or field trips. Students with disabilities will be placed in the Least Restrictive Environment as defined by their IEP teams and services enabling each student to receive a Free Appropriate Public Education will be provided as determined by each student IEP team.

### **Dual Enrollment I.C. 33-203(7) & 33-5205(3)(r)**

The Academy Charter School students will be permitted to dually enroll as Idaho Code 33-203 permits. Parents will be informed of dual enrollment opportunities annually during the parent orientation and through other school communications as necessary.

## Tab 4: Measurable Student Educational Outcome Standards

See IDAPA 08.03.01.401.06.

### Measurable Student Educational Standards I.C. 33-5205 (3)(b)

Our goal is for 100% of our students to meet or exceed the minimum requirements for all state-mandated testing. Students who have been enrolled at the school for three consecutive years will meet the following educational standards:

Grade Level	Threshold	Score	Assessment
K-2 <sup>nd</sup> Grade	90%	3 (at grade level)	Idaho Reading Indicator (IRI)
3 <sup>rd</sup> -8 <sup>th</sup> Grade	90%	Proficient or Advanced	Idaho Standards Achievement Test

Standardized Tests I.C. 33-5205(3)(d) The Academy Charter School students participate in the state assessment system as defined by the Idaho Board of Education. This state assessment system currently requires the following:

- Idaho Reading Indicator (IRI)-The IRI is an assessment of early reading skills. It is administered to grades k-3rd in the fall, winter and spring.
- The Idaho Standards Achievement Tests are administered to grades 3-8. Spring scores are used to determine AYP for the Academy Charter School.

Special needs students who meet the criteria for alternative assessment according to the Idaho Special Education Manual will take the IAA in the spring through special education.

The Academy Public Charter School uses the Response to Intervention (RTI) process for benchmarking and progress monitoring student achievement. The data gathered is used formatively to monitor and adjust classroom instruction, design interventions for students who miss the target scores as well and monitor and adjust those interventions. The following assessments are used for the RTI process.

- *AIMSweb (Number Identification Measure) NIM* – Number Identification (NIM) assesses early math skills. It is administered to all Kindergarten students in the fall, winter and spring. The NIM is administered weekly to students who miss the target and are receiving interventions.
- *AIMSweb (Letter Name Fluency) LNF* - Letter Naming (LNF) assesses early reading skills. It is administered to all Kindergarten students in the fall, winter and spring. The LNF is administered weekly to students who miss the target and are receiving interventions.

- *AIMSweb (Letter Sound Fluency) LSF* - Letter Sound (LSF) assesses early reading skills. It is administered to all Kindergarten and 1<sup>st</sup> grade students in the fall. It is administered to Kindergarten students in the winter and spring. The LNF is administered weekly to Kindergarten students who miss the target and are receiving interventions.
- *AIMSweb (R- CBM) Reading* – Curriculum Based Measure (R-CBM) assesses reading fluency skills. It is administered to all 1<sup>st</sup>-8<sup>th</sup> grade students in the fall, winter and spring. The R-CBM is administered weekly to students who miss the target and are receiving interventions.
- *CORE Phonics Survey* – The CORE Phonics Survey assess the phonics and phonics-related skills that have a high rate of application in beginning reading. Applicable sections are administered until mastery has been achieved to all Kindergarten – 4<sup>th</sup> grade students in the fall, winter and spring.
- *Spalding Spelling Assessment* – The Spalding Spelling Assessment aides the classroom teacher in analyzing each student’s grade status and progress. The Spalding Spelling Assessment is administered as both a summative and formative assessment to 1<sup>st</sup> – 8<sup>th</sup> grade students monthly.
- *AIMSweb Mathematics Computation (M-COMP)* - Mathematics Computation (M-COMP) assesses elements of computation in the typical math curriculum for 1<sup>st</sup> – 8<sup>th</sup> grade students. It is administered to all 1<sup>st</sup> - 8<sup>th</sup> grade students in the fall, winter and spring. The M-COMP is administered weekly to students who miss the target and are receiving interventions.
- *Mathematics Concepts and Applications (M-CAP)* is a brief, standardized test of elements of application in the typical math curriculum for 2<sup>nd</sup> – 8<sup>th</sup> grade. It is administered to all 2<sup>nd</sup> – 8<sup>th</sup> grade students in the fall, winter and spring. The M-CAP is administered weekly to students who miss the target and are receiving interventions.

Grade Level	Threshold	Assessment
Kindergarten	50 <sup>th</sup> percentile	AIMSweb (Number Identification Measure) NIM AIMSweb (Letter Name Fluency) LNF AIMSweb Letter Sound Fluency) LSF
	Benchmark	CORE Phonics Survey
1 <sup>st</sup> grade	50 <sup>th</sup> percentile	AIMSweb Reading – Curriculum Based Measure R-CBM

		AIMSweb Math Computation (M-COMP) Spalding Spelling Assessment
	Benchmark	CORE Phonics Survey
2 <sup>nd</sup> – 4 <sup>th</sup> grade	50 <sup>th</sup> percentile	AIMSweb R-CBM AIMSweb M-COMP AIMSweb Math Application (M-CAP) CORE Phonics Survey Spalding Spelling Assessment
5 <sup>th</sup> – 8 <sup>th</sup> grade	50 <sup>th</sup> percentile	AIMSweb R-CBM AIMSweb M-COMP AIMSweb M-CAP Spalding Spelling Assessment

### Accreditation

As a K-8 school, the Academy does not need to be accredited.

### Accountability & School Improvement

Student success is our top priority. If it were determined, based on student performance, that the Academy was in need of improvement, the Administrator would seek advice from its Authorizer, and the Department of Education and would then meet with the faculty and the School Board to develop a comprehensive improvement plan. The Academy charter school will comply with all Federal and State requirements regarding student achievement and school improvement.

## Tab 5: Governance, Parent Involvement & Audits

See IDAPA 08.03.01.401.07.

### Governance

#### The Academy Charter School, Inc.

The Academy Charter School is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. It has qualified under Section 501 (c) (3) of the Internal Revenue Code and has EIN #41-2193534.

#### Board of Trustees

The Board of Trustees controls and governs the charter school. In addition, the Board of Trustees is responsible to ensure school compliance with all applicable federal and state education standards, federal and state laws, rules, regulations and policies, as well as the terms and conditions of the charter. The Board of Trustees meetings follow the open meeting laws, keep accurate minutes, and makes the minutes available to the public.

#### *Formation*

The business of the Corporation shall be managed by its Board of Trustees, which may exercise all powers of the Corporation and perform lawful acts and things for and on behalf of the Corporation. Within the limits specified in this Article III, Section 1, the number of directors shall be seven (7) voting members. Their membership shall be constituted as follows: three (3) members shall be appointed by the outgoing Board of Trustees, four (4) members shall be elected by charter school community. The remaining two seats shall be reserved as non-voting members will be appointed at the discretion of The Academy Board of Trustees.

#### *Selection & Replacement*

Members of the Academy's Board of Trustees must have clear understanding of the Academy School charter and a strong commitment to its mission and methods. Appointment of members of the Board of Trustees is staggered according to the Bylaws.

#### *Powers & Limitations*

The Academy Charter School, Inc. is a legally and operationally independent entity established by the nonprofit corporation's Board of Trustees. The Board of Trustees is legally accountable for the operation of the charter school. The Academy Charter School acknowledges that upon approval of the petition, the school Board of Trustees will be public agents required by its authorizer to oversee the school. The Academy Charter School commits to comply with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations and complying with them.

The Board of Trustees has the responsibility to approve the selection of the Administrator, who may not be one of its members. The Board of Trustees is also responsible for hearing, and approving or disapproving, the recommendations of the Administrator with respect to changes in staffing, program or curriculum. The Board of Trustees will, when necessary, adjudicate disagreements between parents and the administration. The Academy Charter School commits to keeping complete and accurate Board of Trustees meeting minutes and to making them available to the public, as required by law.

#### *Relationship between Board of Trustees and the Administrator*

The Academy Charter School recognizes the Administrator as the key leader responsible for the educational program of the school charter, as well as upholding institutional procedures and policies. It is only under the leadership of a strong Administrator that The Academy will succeed in creating a strong school culture where children feel safe and welcome.

The Board of Trustees understands the philosophical foundations underpinning the Academy Charter and acts to support the Administrator and enforce policies on a consistent basis. The Administrator is responsible for meeting The Academy's mission as described in the authorized charter. The Administrator is accountable to the Board of Trustees for successful implementation of all curriculum and educational programs and for meeting the measurable student educational standards set out in the charter.

#### **Responsibilities:**

- Maintain a coordinated and challenging K-8 curriculum which effectively implements the core values in the school charter and successfully fulfills the school mission.
- Supervise administrative staff with an effective blend of delegation and authority, measures of accountability and evaluation of results.
- Implement effective student disciplinary procedures and oversee judicial hearings and appeals that conform to all relevant laws, policies and procedures.
- Ensure administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning is continuous.
- Interact and intercede for the needs of staff and/or students as needed.
- Report to the board as required regarding:
  - Coordination with the Authorizer
  - Staff communications
  - Meeting coordination
  - Parent interactions, and

- Staff information review.
- Attend or conduct meetings of various constituent groups, attend school functions, attend external meetings, conferences, or legal training sessions or delegate attendance at those meetings so that the school is benefited from the training/information and the Administrator is not absent from the school during the school day.
- Insure all teachers understand student data and how to apply such data to instructional adjustments/interventions, when appropriate.
- Develop and follow a financial budgeting plan that is fiscally conservative, meets State and Federal requirements and is consistent with the school charter.
- Perform other duties as assigned by the Board of Trustees.

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

### **Standing Committees and Ancillary Support Personnel**

Standing committees will be formed in accordance with the bylaws of the corporation. These committees may include, but are not limited to, a fundraising committee, a Parent Teacher Organization (PTO), as well as others. Ancillary support personnel, including clerical and custodial, will be hired and supervised by the Administrator. The state funding formula will be used for funding to hire staff through the regular budgetary process. Additional resources will be sought through grants, volunteers, and fundraising efforts.

### **Parental Involvement I.C. 33-5205(3)(f)**

The Board of Trustees of the Academy may provide consultation to the Administrator regarding on-going plans for the school. the Academy is committed to ensuring that parents of students who attend its program are involved in the education of their children and in the school at many levels. The process to ensure parental involvement will be as follows:

1. Parents receive written information at the beginning of each academic year which includes the following specific policies: fighting and its consequences, liability issues concerning supervision on the premises, field trip policy, insurance and student injuries, homework, attendance, dress, and discipline policies.
2. Parents are highly encouraged to attend two parent-teacher conferences per year.

3. Parents complete a survey during the school year addressing at least one of the following issues: student safety, classroom and school-wide discipline, and perception of learning environment.
4. Parents are highly encouraged to provide an appropriate learning environment at home for study. Parents are highly encouraged and welcomed to volunteer in their children's classroom(s).
5. Parents are highly encouraged to communicate regularly with the school. In turn, the school will regularly communicate with the parents.
6. Parents are advised at least annually of the Board of Trustees schedule of monthly meetings and are encouraged to attend and participate in these meetings.
7. Parents are encouraged to volunteer 3 hours/month/family helping in their children's classes or providing other support to the academic program.

## **Audits**

### **Annual Programmatic Audit I.C. 33-5205(3) (k)**

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

1. To provide transparent, data-driven information about charter school quality;
2. To ensure that charter Board of Trustees have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term decision making, such as the evaluation of charter amendment proposals. This report contains an overview of the school, including its history, mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The Academy will use the Idaho Charter Commission's Annual Performance Report, or its equivalent, as one of the measurements of its operational success and to assist with school improvement and strategic planning. Any deficiencies, including any identified failure to comply with statute, administrative rule, or the terms of the charter will also be addressed. The Academy is committed to comply with all Idaho statutes and Idaho Public Charter School Commission policy with regard to programmatic audits.

### **Dispute Resolution**

The school authorizer and the Academy Board of Trustees will resolve disputes relating to provisions of the charter following the procedures set forth in Section 33-5209, Idaho Code, and the applicable rules of the Idaho State Board of Education for notice of defect and submission of a corrective action plan.

**Annual Financial Audit I.C. 33-5205(3)(k)**

Since it began in 2006, the Academy Public Charter School has conducted a full and complete audit of the financial statements of the school as required by Idaho Code Section 67-450B and has prepared an annual statement of financial condition and report of the school as of the end of fiscal year in a form prescribed by the state superintendent of public instruction as required by Idaho Code Section 33-701. the Academy will continue to contract with a Certified Public Accountant to conduct the financial audit and shall file one (1) copy of the audit report with the State Department of Education and one (1) copy with its authorizer no later than November 10th of each year, or as required by law.

## Tab 6: Employee Qualifications, Health & Safety, Discipline

See IDAPA 08.03.01.401.08.

### Employee Qualifications

#### Certification

The Academy's full-time certified staff will be Highly Qualified and will meet or exceed qualifications required by state law. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, vision, mission, core values, and expectations of The Academy Charter School. Staff must also comply with the professional codes and standards approved by the state board of education, including standards for ethics or conduct as required by Idaho Code Section 33-5204A (1). A copy of the certificate for all certified teacher/staff members will be kept on file at The Academy and will be provided upon request.

Instructional staff shall be highly qualified teachers as required by Idaho Code Section 33-5205(3)(g). The Academy reserves the right to seek limited or alternative certification options as provided by rule of the Idaho State Board of Education when deemed in the best interest of the educational program. Additionally, The Academy reserves the right to employ any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons, who may not hold certification, to contribute to the school according to their talents, experience, creativity, or expertise on an as needed basis.

#### Background Checks

*All employees* will undergo State of Idaho criminal background and Federal Bureau of Investigation fingerprinting checks. One fingerprint card will be submitted to the Office of Certification at the State Department of Education and one will be kept in the individual personnel file.

#### Professional Development

Faculty at The Academy will work in an environment where they have opportunities to work with other faculty to align subject areas and improve instructional practices. The Administrator will schedule in-service training to provide teachers with professional development opportunities aligned with the goals and needs of The Academy. In-service training days will be held as much as possible before the first day of school.

### Health & Safety I.C. 33-5205(3)(h)

To ensure the safety of our employees and students, The Academy has adopted policies and procedures to ensure the health and safety of students and employees. These policies are reviewed and updated on a regular basis by the board of directors. These include the following:

- Criminal history checks shall be conducted for all employees in compliance with Idaho Code Section 33-130. This requirement is a condition of employment.
- All students must show proof of immunization or have a written parental waiver and have a birth certificate or other identification before being enrolled at The Academy.
- All visitors must sign in at the office when visiting the school building.
- Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code.
- Policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools.
- Procedures for response to disasters and emergencies.
- Provide all staff training in emergency response, including appropriate first responder training.
- Policies relating to the administration of prescription drugs and other medicine.
- Key policies have been incorporated into student and staff handbooks and are reviewed on an ongoing basis.

## **Student Discipline**

Good behavior, with an emphasis on politeness, honesty, kindness and integrity, is the number one expectation for Academy students. There is no tolerance for disrespect at The Academy. Students must be polite to the teachers, administrators, staff, fellow students, and any visitors. The same is required of those employed by The Academy. Teachers, administrators, and staff will be respectful of students, and be an example of correct and proper behavior. Any student faced with a disciplinary action will be granted due process pursuant to Idaho Code section 33-205. In the case of suspension or expulsion, a student will be given written or oral notice of the charges and an opportunity to present his version of the incident. Whenever a student is faced with disciplinary actions the parents will be notified immediately.

### **Minor Disciplinary Actions**

Minor discipline problems will be handled in class by either a classroom teacher or an administrator. Following due process and open discussion, students are expected to publicly apologize, as appropriate, to those adversely affected by their misbehavior or unsuitable actions. Additional consequences may include, detention, in house suspension, a loss of privileges or parent conferences. Parents will be notified of any disciplinary actions taken.

### **Major Disciplinary Actions**

Major discipline problems will be referred to the administration or designee for appropriate consequences that may include detention, off-site suspension or referral to the Board of Directors or designee for expulsion. Parents will be notified of any disciplinary actions taken.

**Temporary Suspension:** Students who cannot abide by the school regulations and policies of Academy or disrupt the educational atmosphere or interfere with the educational process of the school may be temporarily suspended from classroom instruction and/or school for a time, not to exceed five (5) days by the administration or designee; and in the event the Board of Directors determines that it would be detrimental to the student and/or other students' health, welfare, or safety to return the student to school, the Board may extend the temporary suspension for an additional ten (10) school days.

**Expulsion:** The Board of Directors may expel students who refuse or consistently fail to abide by school regulations and policies. The Board may delegate its authority for student expulsion to an expulsion hearing officer, as implicitly provided by Section 33-205, 33-513(2) and or 33-513(5)(g), Idaho Code. The recommendation for expulsion will be reported to the administration or designee on a Recommendation Expulsion Form. In the event that a hearing officer is delegated the authority for student expulsion, the Board may serve as an appellate body for those who wish to contest the hearing officer's decision. The following types of student conduct are examples of what might constitute a major discipline, and may lead to expulsion, subject to procedures for implementing this policy.

- A. Disruption of school or a school-related activity by depriving others of the use of school buildings, school grounds, or parts thereof, through use of violence, force, noise, threat, passive resistance, or other conduct which interferes with educational activities organized by school officials.
- B. Extortion by means of force or threat to obtain money or property from another student
- C. Intimidation of any person with threat of bodily harm
- D. Causing or attempting to cause damage to school property
- E. Stealing or attempting to steal school property
- F. Fighting (physical altercations) on or off school grounds while under the supervision of school authorities.
- G. Cursing, using profanity or vulgar language.
- H. Possessing, handling, or transmitting ANY object which may be reasonably considered a weapon on or off school grounds at any educational function or school event. (Such objects will not include school supplies such as pencils, or compasses where they have a reasonable use in connection with an educational function in which the student is engaged; but such objects do include any firearm, any flammable substance, any explosive, including firecrackers, or any knife.)
- K. Possessing, using, selling, transmitting, or being under the influence of any drug, alcohol, intoxicant of any kind, or tobacco on or off school grounds while under the

supervision of school authorities. (Proper use of prescribed drug authorized by a registered physician will not be a violation of this rule.)

L. Insubordination by failing to comply with reasonable directions of teachers during any period of time on or off school grounds when the student is under teacher supervision and when the insubordination may constitute interference with school purposes.

**Re-enrollment to School Following Expulsion:** A student who has been expelled may appeal to the Board of Trustees to hear a petition for re-enrollment in school. Academy Board of Trustees shall have the right to deny re-enrollment for disciplinary or attendance reasons.

**Disciplinary Procedures for Special Education Students:** Academy adopts and complies with the current Idaho Special Education Manual from the State Department of Education and will follow the procedures outlined in Chapter 7, Section 13: Student Discipline.

**Re-admittance to School Following Expulsion:** A student who has been expelled may appeal to a Reinstatement Committee authorized by the Board to hear a petition for reinstatement in school. The Committee will make a recommendation to the Board of Trustees which will make the final decision. If the committee recommends “not to reinstate,” the student may petition the Board for a hearing. The Academy and its governing board shall, from its inception, implement the following guidelines as outlined in Section 33-210, Idaho Code:

1. Any student reasonably suspected of using or being under the influence of alcohol or a controlled substance whether by an administrator, teacher, staff person, or fellow student, shall be immediately reported to the administration, or in the absence of the administrator the person temporarily appointed in his or her stead.
2. The school administrator shall have the duty to contact the student’s parents, legal guardian or custodian, and law enforcement relative to the circumstances of the suspected abuse.
3. This policy is formulated to meet the provisions of section 37-2732C, Idaho Code, including the possibility of conviction of a misdemeanor under the law and drug rehabilitation requirements.
4. Each student who is accepted for enrollment shall be provided a copy of this policy together with a copy of Section 37-2732C, Idaho Code, and such notice shall be accepted by signature of the parent, guardian, or custodian of the student upon admission to the school and shall keep a record of that notice on file at the school.
5. Upon formal adoption of the policies and procedures manual of the Academy, the Board shall also formally adopt this policy entitled “Tobacco, Alcohol, Drugs, or Other Forms of Intoxicants”.

### **Employee Benefits I.C. 33-52-5(3)(m)**

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

### **Employee Status I.C. 33-5205(3)(o)**

Employees of the Academy are not employees of the Pocatello School District #25 and are not eligible for an in-district transfer to another school within the Pocatello School District #25. The Academy staff and employees are a separate unit for purposes of collective bargaining. Certified teachers at Academy are public school teachers. One year of service at Academy counts as one-year experience on the state indexing scale.

### **Employee Contracts I.C. 33-5206(4)**

All teachers and administrators will be employed based on a signed contract with Academy conditioned upon a valid certificate being held at the time of entering. All employees will undergo an annual performance review.

## Tab 7: Admissions, Enrollment, Student Handbook

See IDAPA 08.03.01.401.09.

### Admission Procedures I.C. 33-5205(3)(i)

#### Enrollment Capacity

Each grade shall be made up of two classes per grade level, kindergarten through eighth grade. The total enrollment capacity for the school will be 558 students. The enrollment cap for each grade level shall be:

Grade	Class 1 Maximum Capacity	Class 2 Maximum Capacity	Total
Kindergarten	24 students	24 students	48 students
First Grade	28 students	28 students	56 students
Second Grade	30 students	30 students	60 students
Third Grade	32 students	32 students	60 students
Fourth Grade	33 students	33 students	66 students
Fifth Grade	33 students	33 students	66 students
Sixth Grade	33 students	33 students	66 students
Seventh Grade	33 students	33 students	66 students
Eighth Grade	33 students	33 students	66 students
Total K-8	279 students	279 students	558 students

#### Growth Plan

When the Academy Charter School moved to its new facility in the 2015-2016 school year, it doubled its student capacity. An enrollment growth plan was established to reach full capacity after three years. Our first year in the building we added a second class in grades K-6th onl., In each subsequent year this group will move forward, filling in the 7th and 8th grade classes of the new track.

School Year	K-6th Enrollment	7th-8th Enrollment	Total Enrollment
2015-2016	422 students	66 students	488 students
2016-2017	426 students	99 students	525 students
2017-2018	426 students	132 students	558 students

### **Growth Plan Backup Strategies**

In the event of lower than expected enrollment, where the waiting list has been exhausted, enrollment opportunities will be advertised via social media, press releases, and broadcast media. If enrollment continues to fall behind expectations, changes to relevant personnel, curriculum or extracurricular programs will be considered.

### **Equitable Selection Process**

The selection procedure, unless otherwise determined by the Board of Trustees and then approved by the school authorizer, shall be conducted as follows:

Each new student name will be placed into an electronic spreadsheet along with necessary contact information to conduct the lottery and communicate the results. This information includes enrollment preference, grade level, student name, and parent contact information.

A random number will be generated for each student name on the spreadsheet. The list will then be sorted first by grade level, then by enrollment preference and finally by random number, with the names with the lowest random number having the highest preference.

Students shall be offered admission to Academy, in order of preference, until all seats for that grade are filled.

With regard to founder and full-time employee preference, if the number of category B students exceeds ten percent (10%) of the total capacity of The Academy Charter, then all category B students will be pre-sorted by random number before conducting the admissions lottery. Those falling outside the 10% limit will be re-assigned to category C, whereupon the lottery will be conducted as previously described.

### **Notification & Acceptance Process**

The Academy will comply with Idaho State Board of Education Rules Governing s IDAPA 08.02.04 for the Notification and Acceptance Process.

### **Subsequent School Years**

The Academy will comply with Idaho State Board of Education Rules Governing s IDAPA 08.02.04 for Subsequent School Years.

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

The Board of Trustees has taken the following steps to insure the Pocatello/Chubbuck communities are aware of the enrollment opportunities at The Academy:

Enrollment information will be posted in highly visible and prominent locations within the Academy attendance area at least three (3) months in advance of the enrollment deadline. Consideration will be given to the language demographics of the attendance area.

Enrollment information will be broadcast through press releases or public service announcements to media outlets that broadcast within, or disseminate printed publications within, the attendance area of The Academy on not less than three (3) occasions, beginning no later than fourteen (14) days prior to enrollment deadline each year.

Enrollment information shall advise that all prospective students will be given the opportunity to enroll in The Academy, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

### **Enrollment Deadline**

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

### **Requests for Admission**

The Academy will comply with Section 33-5205(3)(j) of the Idaho Code to establish policy and procedure for admission. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend the Academy. In the case of a family with more than one (1) child seeking to attend Academy, a single written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, The Academy on or before the enrollment deadline established by the Board of Trustees. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family.

### **Over-enrollment Plan**

If the initial capacity of The Academy is insufficient to enroll all prospective students, then a lottery shall determine which prospective students will be admitted to The Academy. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by the Board of Trustees shall be permitted in the lottery. Only properly submitted requests for admission shall be considered by

the Board of Trustees. Requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade.

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

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

### **Priority of Preferences for Enrollment Periods**

Admission preferences for enrollment periods shall be in the following order:

*First priority:* Students currently enrolled at the Academy who are returning for the next school year. Returning students are automatically enrolled to the following grade level and do not need to be selected by lottery.

*Category A:* Children of founders and full-time employees, provided that this admission preference shall be limited to not more than ten percent (10%) of the total capacity of The Academy (See Appendix H: Policy 2060 for definition of founders).

*Category B:* Siblings of pupils already enrolled in The Academy.

*Category C:* Prospective students residing in the primary attendance area of The Academy.

*Category D:* All other qualifying, prospective students.

### **Admission list**

Each year the administration shall create an admission list on a spreadsheet containing the names of all prospective students on whose behalf an authorized request for admission was received by the Academy prior to the publicized deadline. If the number of prospective students on the admission spreadsheet is greater than the enrollment capacity of the Academy, a public lottery will be conducted to determine the students who will be offered admission. The spreadsheet shall contain columns next to the name of each student that designate admission preferences and relevant identifying contact information.

### **Student Handbook**

The Academy produces a complete student and parent handbook that describes the school rules and procedures before parents begin the admission procedure. It is available from the school website and printed hardcopies are available upon request. A copy of the Parent/Student Handbook can be found in Appendix I.

## Tab 8: Business Plan

See IDAPA 08.03.01.401.10.

### Description

The official name of the school district was “The Academy Inc.” and was designated by the state of Idaho as District #460. The Academy Inc. began operations in 2006 as “The Academy at Roosevelt Center”. Although the official district name has not changed, the school moved to a new facility in 2015 and name the new school building “Connor Academy”, in memoriam of Connor Dixon, an autistic student directly responsible for the founding of the school who died of cancer while in the first grade.

The Academy was organized for educational purposes as defined by Section 501(c) 3 of the Internal Revenue Code. It was granted tax-exempt status by the Internal Revenue Service along with the Employer Identification Number (EIN) 45-2193534 (See Appendix J: Tax Exempt Status). As a 501(C) 3 entity, the school has been accredited since 2006 by the Idaho Charter School Commission.

### Marketing Plan

For the 2015-2016 school year, Connor Academy had an enrollment of 482 students, representing two classes each in grades K-6 and one class each of 7th and 8th grade. It has a reputation in the community for high academic success and well-behaved students and has been visited by the state governor, state superintendent of education and our City Mayor (mostly on election years).

Historically, our waiting list has been substantial enough that there has been little incentive to develop a marketing plan. It is believed that a well-designed marketing plan for our new facility will increase enrollment requests sufficient to reach full capacity by the 2017-2018 school year. An effective marketing plan for the Academy will include a diverse variety of approaches in order to get the message out to the appropriate people. Several methods will be employed to accomplish this.

#### *Visible Reminders*

Items that can be given away to people that will provide a reminder that the Academy is here and it is an option for them or someone they know. Examples of these visible reminders include printed pens and pencils, notepads, and t-shirts.

#### *Captive Audience*

These are presentations that don't require an invitation for individuals to attend. Examples include Rotary Clubs, parent associations, City Councils, Chamber of Commerce, and so on. While these groups may not be made up of prospective students, they provide a reliable

network to get the word out about Connor Academy. Sometimes just having people talk about the school will plant the seeds for enrollment.

### *Targeted Recruitment*

Targeted recruitment consists of efforts to reach out to groups of at-risk and underserved families and underrepresented students. These groups may be reached in English or a second language such as Spanish, through various word of mouth campaigns, traditional advertising methods (informational pamphlets to realtors, radio and television ads), newspaper articles, letters to the editor, and television and radio shows.

### *“High Profile” Activities*

Academy students already participate in high-profile activities such as the Lego robotics competition. An effective way to increase public awareness of Connor Academy would be to conduct community “Fun Run” activities in specific neighborhood parks and to have booths at community events such as Pioneer Days, Oktoberfest, and Pocatello Spring Clean-up events.

### *Increased Web Presence*

- Increase and modernize content of school website
- Send personalized YouTube video messages using bulk communication to parents and encourage them to forward URL links to friends and associates.
- Continue to use online admissions portals.
- Begin school blog and increase use of social media (Facebook, Twitter) to nurture relationships.

For the methods listed above to be effective, their timing needs to be appropriate. Considerations such as when students register for the following year’s classes, what groups and organizations are meeting and when, and when are students available for activities or presentations all factor into the flow of activities.

### *Geographic Considerations*

The new facility of the Academy will be located near the boundary of the cities of Pocatello and Chubbuck. It is in the attendance area of the Chubbuck Elementary School and 1.8 miles from Wilcox Elementary. There are no middle schools in the City of Chubbuck. All 6th -8th grade students from the three elementary schools are bussed into Pocatello, with some students spending an hour or more each day on the bus. Are you referring to the traditional publics in this sentence about busing?

### *Staffing*

The Academy Charter School is recognized as a successful non-union school with high expectations for staff, well-behaved students and a supportive administration. Teaching

positions will be advertised at regional universities (Idaho State University, Utah State University and Brigham Young University-Idaho). They will also be posted online with the Idaho Department of Education, the Department of Labor and the Academy Charter School website. We will also advertise in the local newspaper (Idaho State Journal), on our Facebook page and through our parent newsletters.

#### *Data Collection*

Data will be collected in a responsible and confidential way to assist marketing efforts. The following are examples of types of data that may be gathered:

##### Family Data:

- Number of school age children in the enrolling student households
- Address and Zip Code
- Parents Education and Vocation
- Email address and other social media outlets for parents

##### Communication Data:

- Radio Stations that Family's and prospects listen to
- Local newspapers that family's and prospects read
- Civic club and churches they belong to

##### Other Data:

- Area Median Household income
- Distribution of School Age children
- Information about other schools
- Teacher awards and turnover rates
- Annual Surveys from families of current students

#### *Budget Consideration*

The Board will consider allocating up to 1% of the annual budget on the marketing plan. The decision to allocate money will be based on factors such as the length of the waiting list and current openings. Each year the board and its committees will consider the data and determine the appropriate allocation of dollars to marketing.

#### *Middle School Considerations*

Parents tend to consider other schools when their student are in transition between sixth, seventh, and eighth grades. This will be a focus of our marketing and recruitment strategy. To help maintain re-enrollment rates, we will seek out strategies that demonstrate the achievement of our students by hosting annual events which showcase student talents for parents. Events will be informal and will emphasize demonstrating current student accomplishments. Other strategies for middle school recruitment include:

- Training selected middle school students to be ambassadors for the school to give tours of the school after which the principal must meet with the prospective parents and students.
- Develop relationship with local realtors so they can recommend the school to new parents moving to the area.
- Direct mail with personal notes to middle school household based on data collection.
- Exit Interviews with middle school families that choose to leave the school so we can learn from the reasons they are not re-enrolling students.
- Create programs- identified through surveys- that are consistent with the mission of the school and that parents and students desire.

## **Management**

### *Roles & Responsibilities of the Board of Trustees*

The Academy Board of Trustees shall consist of seven (7) voting members of which four (4) are elected by the school community, and three (3) are appointed by the Board. Two additional members are reserved as non-voting members and are appointed at the discretion of The Academy Board of Trustees. All members of the Board of Trustees are elected or appointed for a term of three years or until the annual meeting during the year in the term expires (See Appendix K). Working within the school mission and vision the board defines outcomes to be achieved by the school and then continuously evaluates how well those outcomes are achieved. The board accomplishes these tasks by:

1. Approving the annual budget, and school contracts
2. Monitoring spending
3. Setting school policies that support the school mission and charter
4. Establishing appropriate outcomes

### *The role of the school Administrator*

The primary role of the school administrator is to determine how the mission and vision of the school can best be achieved. The school administrator oversees every facet of the academic program of the school. The administrator accomplishes these tasks by:

1. Regularly reporting school progress to the Board of Trustees
2. Monitoring and approving all day-to-day school expenditures to assure budget compliance.
3. Monitoring the quality and effectiveness of school and other contracted staff.
4. Supervising student activity and behaviors.

### *The Role of Business Managers, Contract and Support Staff*

Appendix G contains an organizational chart that demonstrates the connections and reporting structure(s) between the board of directors, administration, contracts, and school staff.

## **Finance**

The accounting records will be kept in accordance with general accepted accounting principles. Connor Academy will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Administrator, or designee, will be responsible for financial management.

## **Transportation**

Transportation for students is provided by parents. There is a public transportation bus stop on the corner of the school property. Approximately 20 students take advantage of that service. Nationally, the average school bus transports 54 students/bus. Using this number, the Academy would need more than 10 school buses to transport all of its students. This expense would not be fully covered by state revenues and would cut significantly into general funds. Also, due to the large primary attendance area, some bus routes would require students to be on the bus for several hours/day. It is hoped that a future legislative solution, either through additional funding or sharing resources between school districts, will make transportation for all students possible.

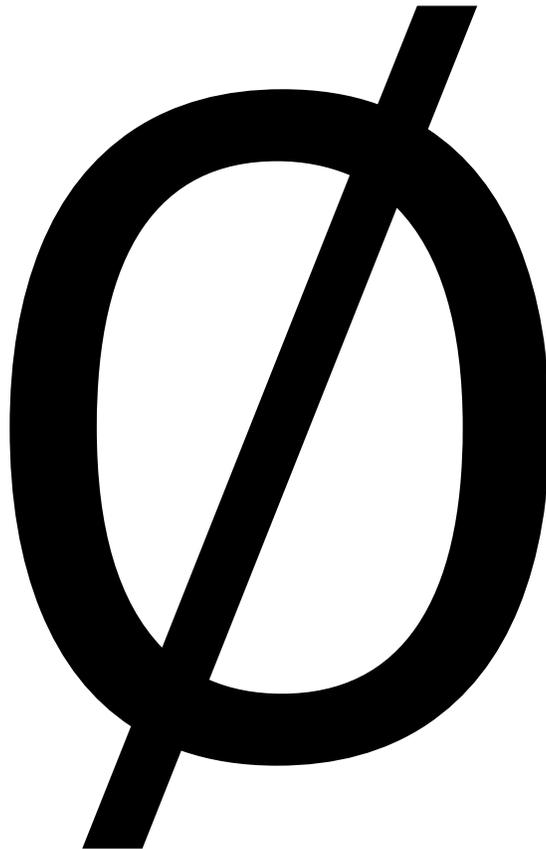
## **Nutrition**

Families are responsible for providing lunches for their children. Students who forget their lunch are provided with a peanut butter and jelly sandwich. Although the school sells individual cartons of milk, it does not have a commercial kitchen in its facility and must contract out for a hot lunch program. Currently, there are no commercial kitchens (neighboring school districts, private schools, catering services) willing to contract with the Academy to provide school lunches.

## Tab 9: Virtual Schools & Blended Programs Only

See IDAPA 08.03.01.401.11.

This section is not applicable, because Connor Academy is not a virtual school and does not have a blended program.



## **Tab 10: Business Arrangements, Partnerships, Termination**

See IDAPA 08.03.01.401.12.

### **Business Arrangements & Partnerships**

The Academy Charter School has contracts (See Appendix L) and other business arrangements for the following services:

<b>Contracted Service</b>	<b>Provider</b>	<b>2015-2016 Contract</b>
Health Insurance	Blue Cross of Idaho	\$145,855
Dental Insurance	Delta Dental	\$16,695
Vision Insurance	Vision Service Plan	\$3,658
Employee benefits - cafeteria plan	American Fidelity Insurance	\$30,090
Life Insurance for employees	Symetra Life Insurance Company	\$2,425
Property & Liability Insurance	EMC Insurance Companies	\$12,564
Speech Therapy	TD Therapy Services	\$15,300
Psychological Testing	Access Point Family Services	\$9,000
Lawn & Grounds Maintenance	Changing Seasons (Lawn, snow removal)	\$12,135
	Gem State Pest Solutions (Pest Control)	\$600
Custodial Services	Nucleane Commercial Cleaning	\$1805/month
Financial Service Management	Idaho Charter School Network	\$22,800
	Zions Bank	\$ 2,000
Compliance with Ed. Law	Idaho Charter School Commission	\$13,000

PowerSchool	Student Management Data System	\$3,780
Emergency First Aid Training	Lambson Health & Safety Training	\$490
Copy Machine Maintenance	Valley Office Systems	\$3,959
Elevator Maintenance	ThyssenKrupp	\$538

The Academy Charter School has developed the following partnerships for goods and services:

<b>Partners</b>	<b>Goods &amp; Services</b>
ProBuilders	Facility Management & Repair
Lunch Milk	Meadow Gold Dairy
Idaho Power	Electricity Service
City of Chubbuck	Water, Sewer & Trash
Intermountain Gas	Gas Service
CenturyLink	Phone Service
Cable One	Internet Service
Shelby Azzola Hess, Mutual Insurance Matt Culbertson, Idaho State Ins. Fund	School Insurance policies
System Tech	School Building Tech Support
Bluum	Administrative & Legislative Support
Troy Reynolds, Fire Services of Idaho	Fire Extinguisher Maintenance
Tayson Webb, Bell Photographers	Annual School Portraits
Cliff Kitchener, Pocatello Fire Department Ron Osborn, Chubbuck City Building Inspector Russell Sidell, Idaho State Building Safety Inspector	Safety Inspections
JD Christensen, Platinum Plumbing	Plumbing
Dean Pesare, Houghton-Mifflin	Textbook Support

Dru Damico, Sedwick Management Group	Real Estate Development & Project Planning
Carol Jeffries, LSW Idaho Dept. of Health & Welfare	Social Work & Child Welfare
Bryan Cooper, Elite Services	Moving & Storage
Scott's Lock & Key	School Security
Signup Signs & Graphics	School Graphics
J & J Chemical, Inc.	Janitorial Supplies
OETC	Software Licenses
Ali Kahn, Khjan & Marshall	Website Design
Jake Taylor, Reporter KIFI News Sarah Glenn, Journalist Deanne Coffin, Reporter, KPVI News	Community Outreach & Awareness

## **Termination Plan**

### *Disposal of Assets*

As stated in the Articles of Incorporation, upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute all the assets of the Corporation consistent with the purposes of the Corporation to such organization or organizations as shall at that time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, in such manner as the Board of Directors shall determine. Any such assets not so distributed shall be distributed by the district court of the county in which the principal office of the Corporation is then located, exclusively for the purposes or to such organizations, as such court shall determine to be consistent with the purposes of the Corporation.

### *Payment of Creditors*

The Corporation will pay or adequately provide for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code.

### *Transferring Records*

#### *Student Records*

Under the direction of the Board of Trustees, the administration will provide advance notice to all students and parents regarding the closure of the school. The notice will

include specific instructions on how to request student records be transferred to a school of their choice, and how to return school materials, equipment, or other property.

*Personnel Records*

Under the direction of the Board, the administration will provide advance notice to all employees regarding the closure of the school. Employees will be provided with their personnel file 30 days prior to the termination of employment.

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



# **CLOSURE PROTOCOL**

**August 2013**

## Background

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

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

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

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

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

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

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# Introduction

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

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

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

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

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

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

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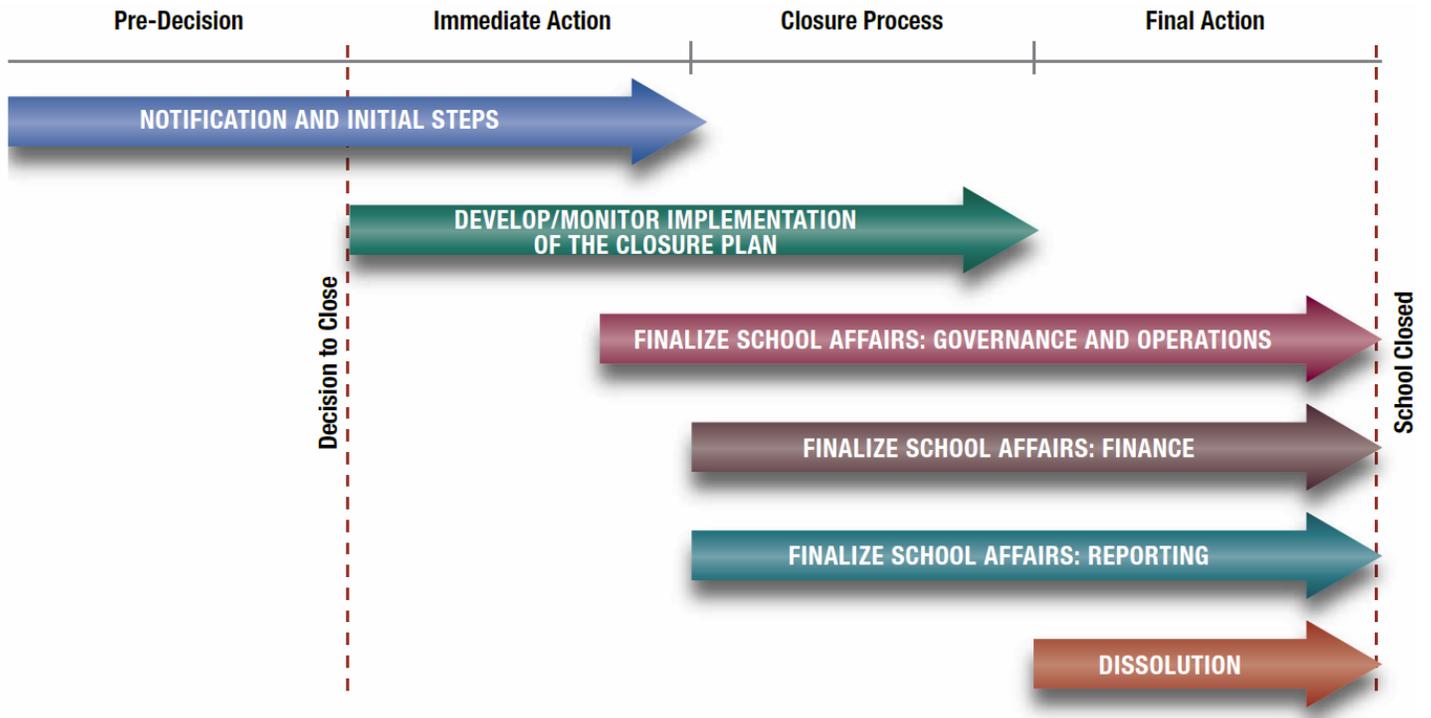
## Endnotes

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

<sup>2</sup> I.C. § 33-5212

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

# A Conceptual Timeline for Closure



## Notification and Initial Steps

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

**Send Additional and Final Notifications**

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

School,  
PCSC

## Develop/Monitor Implementation of the Closure Plan

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

## Finalize School Affairs: Governance and Operations

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

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

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

## Finalize School Affairs: Finance

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

## Finalize School Affairs: Reporting

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

## Dissolution

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

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

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

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

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13<sup>th</sup> day of June 2019, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Compass Charter School, Inc., commonly known as Compass Public Charter School (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

## RECITALS

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

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

WHEREAS, the School’s charter was renewed on March 1, 2019 for a five-year term of operations,

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. **Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. **Term of Agreement.** This Certificate is effective as of July 1, 2019, and shall continue through June 30, 2024, unless earlier terminated as provided herein.

## SECTION 2: SCHOOL GOVERNANCE

- A. **Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The School shall notify the Authorizer of any modification to the Articles or Bylaws within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

### SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: Compass Public Charter School's mission is to provide a safe and challenging learning community that prepares students for life long excellence through exceptional academics, character development, and the ability to define and defend a personal worldview.
- B. Grades Served.** The School may serve students in grades K-12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Academic**
    - Implement the Understanding by Design framework to ensure performance-based learning, which requires students to demonstrate mastery based on high, clear, and commonly-shared expectations
    - Provide students with opportunities to enroll in courses for concurrent college credits
    - Provide a learning environment designed for the Next Generation Learner, including:
      - A technology-rich learning environment
      - Constructive learning experiences through both the geographic and the Internet-connected community
      - Personalized learning based on data-driven goals for instruction
      - Curriculum and instruction to encourage students to make real-world connections
  - **Culture**
    - Offer opportunities for students to develop professional work skills through school and community-based service and apprenticeships
    - Encourage students to develop self-discipline and take responsibility for their own behavior through implementation of Love and Logic's™ One School Rule
    - Support students in learning and demonstrating strong character traits and acknowledge their success through regular self-evaluation and school-wide recognition
    - Help students to cultivate their authentic student voice through leadership

opportunities

- Value parents as partners in their students' education

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

#### SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

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

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

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

## **SECTION 5: SCHOOL OPERATIONS**

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be **1600 students**, with annual per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix C.
- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- D. School Facilities.** **2511 W. Cherry Lane, Meridian, ID 83642.** The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

- E. Attendance Area.** The School’s primary attendance area is as follows: **all of the West Ada School District.**
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker’s compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

## **SECTION 6: SCHOOL FINANCE**

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

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

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the

Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.

- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

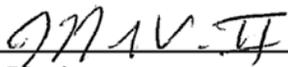
## **SECTION 8: MISCELLANEOUS**

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective July 1, 2019.

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**Alan Reed**  
**Chairperson, Idaho Public Charter School Commission**

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**Norm Varin**  
**Chairperson, Compass Charter School, Inc., Board**

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

**Appendix B: Performance Framework**

**Appendix C: Charter**

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

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

No conditions of authorization or renewal are applicable.

**Appendix B: Performance Framework**

# COMPASS PUBLIC CHARTER SCHOOL [YEAR] ANNUAL PERFORMANCE REPORT

## INTRODUCTION

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

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

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

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

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

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

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

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

## PERFORMANCE FRAMEWORK STRUCTURE

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

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

## ACCOUNTABILITY DESIGNATIONS

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

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

**SCHOOL OVERVIEW**

<b>Mission Statement</b>	The mission of the School is to provide a safe and challenging learning community that prepares students for life long excellence through exceptional academics, character development, and the ability to define and defend a personal worldview.		
<b>Key Design Elements</b>	<p>Academics:</p> <ul style="list-style-type: none"> <li>● Implement the Understanding by Design framework to ensure performance-based learning, which requires students to demonstrate mastery based on high, clear, and commonly-shared expectations</li> <li>● Provide students with opportunities to enroll in courses for concurrent college credits</li> <li>● Provide a learning environment designed for the Next Generation Learner, including: <ul style="list-style-type: none"> <li>◦ A technology-rich learning environment</li> <li>◦ Constructive learning experiences through both the geographic and the Internet-connected community.</li> <li>◦ Personalized learning based on data-driven goals for instruction</li> <li>◦ Curriculum and instruction to encourage students to make real-world connections.</li> </ul> </li> </ul> <p>Culture:</p> <ul style="list-style-type: none"> <li>● Offer opportunities for students to develop professional work skills through in-school and community-based service and apprenticeships</li> <li>● Encourage students to develop self-discipline and take responsibility for their own behavior through implementation of Love and Logic’s™ One School Rule</li> <li>● Support students in learning and demonstrating strong character traits and acknowledge their success through regular self-evaluation and school-wide recognition</li> <li>● Help students to cultivate their authentic student voice through leadership opportunities</li> <li>● Value parents as partners in their students’ education</li> </ul>		
<b>School Location</b>	2511 W. Cherry Lane, Meridian, ID 83642	<b>School Phone</b>	208-855-2802
<b>Surrounding District</b>	West Ada Joint School District		
<b>Opening Year</b>	2005		
<b>Current Term</b>	July 1, 2019 - June 30, 2024		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	1600	<b>Enrollment (Actual)</b>	

**SCHOOL LEADERSHIP**




**STUDENT DEMOGRAPHICS**

	School	State	Surrounding	Neighboring
Non-White				N/A
Limited English Proficiency				N/A
Special Needs				N/A
Free and Reduced Lunch				N/A

**ISAT PROFICIENCY RATES**

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

**GO-ON RATE (Post-secondary enrollment within 12 months of graduation)**

--

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

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

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

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

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

ACADEMIC K-12

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

INDICATOR 1: STATE PROFICIENCY COMPARISON		
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	<p>50                      0</p> <p>30 - 45                0</p> <p>15 - 29                0</p> <p>0 - 14                   0</p> <hr/> <p>0</p>
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	<p>50                      0</p> <p>30 - 45                0</p> <p>15 - 29                0</p> <p>0 - 14                   0</p> <hr/> <p>0</p>
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
<b>Measure 2a</b>	<b>Do math (or similar subject area) proficiency rates meet or exceed the district average?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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<b>Math Proficiency Rate Comparison to District</b>	<b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.																			
	<b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.																			
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	<b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the district average.																			
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. West Ada Joint School District will be used for comparison purposes.																			
<b>Measure 2b</b>	<b>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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<b>ELA Proficiency Rate Comparison to District</b>	<b>Exceeds Standard:</b> The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.																			
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	<b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.																			
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. West Ada Joint School District will be used for comparison purposes.																			

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																			
<b>Measure 3a</b> <b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>  <b>Criterion-Referenced Growth</b> <b>Math</b> <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.  <b>Notes</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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<b>Measure 3b</b> <b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>  <b>Criterion-Referenced Growth</b> <b>ELA</b> <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.  <b>Notes</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)																			
<p><b>Measure 4a</b>                      <b>Are students making expected academic growth in math compared to their academic peers?</b></p> <p><b>Norm-Referenced Growth</b></p> <p><b>Math</b></p> <p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.  <b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.  <b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.  <b>Falls Far Below Standard:</b> The school's median student growth percentile in math falls below the 30th percentile.</p> <p><b>Notes</b>                              Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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<p><b>Measure 4b</b>                      <b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b></p> <p><b>Norm-Referenced Growth</b></p> <p><b>ELA</b></p> <p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA falls between the 66th and 99th percentile.  <b>Meets Standard:</b> The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.  <b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.  <b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA falls below the 30th percentile.</p> <p><b>Notes</b>                              Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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**INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)**

**Measure 5a**                      **Are students graduating from high school on time?**

**Four-Year Adjusted Cohort Graduation Rate**

**Exceeds Standard:** The school's four-year ACGR was at least 90%.  
**Meets Standard:** The school either:  
 a) had a four-year ACGR of 80% - 89% OR  
 b) had a four-year ACGR of at least 66% AND met its progress goal.  
**Does Not Meet Standard:** The school met its progress goal but had a four-year ACGR below 66%.  
**Falls Far Below Standard:** The school did not meet its progress goal and had a four-year ACGR below 66%.

The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.

**Notes**

Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)

The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.

Result	Points Possible	Points Earned
	125	
	100	
	75	
	0-65	0
		0

OPERATIONAL

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

OPERATIONAL

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

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

OPERATIONAL

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

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

OPERATIONAL

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
<b>Credentialing &amp; Background Checks</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
<b>Notes</b>				0
Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<b>Information Handling</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
<b>Notes</b>				0

OPERATIONAL

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

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

FINANCIAL

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

FINANCIAL

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
<b>Measure 2a</b> <b>Total Margin and Aggregated</b> <b>3-Year Total Margin</b>	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b>  <b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>  <b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".  <b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.	50  30  0			0
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				
<b>Measure 2b</b> <b>Debt to Asset Ratio</b>	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>  <b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.  <b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9. and 1.0  <b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0	50  30  0			0
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				
<b>Measure 2c</b> <b>Cash Flow</b>	<b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b>  <b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>  <b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"  <b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.	50  30  0			0
Notes					
<b>Measure 2d</b> <b>Debt Service Coverage Ratio</b>	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>  <b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1  <b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1	50  0			0
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				

## **Appendix C: Charter**

# Cover Page

## Compass Public Charter School

**Submitted for PCSC Approval:** February 13, 2014, August 12, 2014, February 12, 2015, January 8, 2016, February 14, 2019

**School Opened:** August 2005

**Revision Approved by School Board:** January 9, 2014, July 10, 2014, January 8, 2015, January 14, 2016, December 13, 2018

**School Locations:** 2511 W. Cherry Lane, Meridian, ID 83642 & 1422 S. Tech Lane, Meridian, ID 83642

**School Attendance Area:** West Ada School District

**School Website:** [www.compasscharter.org](http://www.compasscharter.org)

**School Administrator:** Kelly Trudeau, 208-855-2802,  
[ktrudeau@compasscharter.org](mailto:ktrudeau@compasscharter.org)

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# TAB 1

## Compass Vision

Compass Public Charter School seeks to provide a well-rounded education in a safe environment, with high academic and behavioral expectations; where students, educators, and parents work in partnership to encourage the development of self-motivated lifelong learners and productive citizens who make positive contributions to society.

## Compass Mission Statement

Compass Public Charter School's Mission is to provide a safe and challenging learning community that prepares students for life long excellence through exceptional academics, character development, and the ability to define and defend a personal worldview.

## School Culture

As Compass has evolved and expanded, we have developed our own methods and philosophy of school culture. We have identified our method as “The Compass Model.”

The Compass Model is based on four overarching key themes –

1. Next Level Excellence – Compass prepares students for lifelong success through unparalleled educational and real world learning opportunities.
2. Exceptional Academics – Compass challenges students with a rigorous academic curriculum.
3. Strong Character Values – Compass instills students with a strong sense of community, integrity and responsibility.
4. Worldview Development – Compass empowers students to become critical thinkers, engaged citizens and inspired leaders by providing a safe learning environment to develop, articulate, and defend their personal view of the world.

Evidence of the key themes can be seen in the essential design elements of our program:

### Academic

- Implement the Understanding by Design framework to ensure performance-based learning, which requires students to demonstrate mastery based on high, clear, and commonly-shared expectations
- Provide students with opportunities to enroll in courses for concurrent college credits
- Provide a learning environment designed for the Next Generation Learner, including:

- A technology-rich learning environment
- Constructive learning experiences through both the geographic and the Internet-connected community
- Personalized learning based on data-driven goals for instruction
- Curriculum and instruction to encourage students to make real-world connections

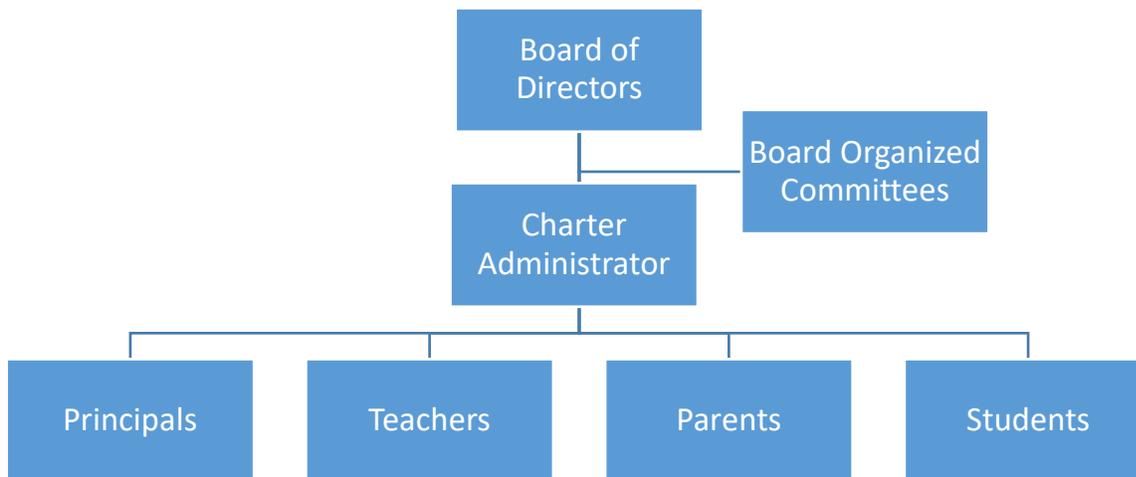
#### Culture

- Offer opportunities for students to develop professional work skills through in-school and community-based service and apprenticeships
- Encourage students to develop self-discipline and take responsibility for their own behavior through implementation of Love and Logic's™ One School Rule
- Support students in learning and demonstrating strong character traits and acknowledge their success through regular self-evaluation and school-wide recognition
- Help students to cultivate their authentic student voice through leadership opportunities
- Value parents as partners in their students' education

# TAB 2

## Organizational Flow Chart

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



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

- The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business.
- The Board of Directors will have the responsibility to approve the selection of the Charter Administrator, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the Charter Administrator with respect to changes in staffing, programs, or curriculum.
- The Board of Directors and Board organized committees of Compass Public Charter may provide consultation to the Charter Administrator regarding ongoing plans for the school.

- The Board will, when necessary, adjudicate disagreements between parents and the administration.
- The Charter Administrator represents the Board of Directors of the Charter School as the liaison between the Board and the charter school community.
- The Charter Administrator supervises, directly or indirectly, all employees of the charter school.

## Organization

Compass Public 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.

Upon approval, members of the Governing Board are deemed public agents to control the Charter School. The Governing Board has all the power and duties afforded to a Board of Trustees. The Charter School will be considered a public school for all purposes and, as such, shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. Therefore, upon approval, the Governing Board meetings will follow the open meeting laws, keep accurate minutes and make said minutes available to the public.

## Liability Insurance: Ref. Idaho Code 33-5205 (4)

Compass Public Charter School will be liable for all acts, omissions, debts or other obligations. To the fullest extent permitted by law, Compass Public Charter School shall defend, hold harmless and indemnify the State of Idaho, State Board of Education, State Charter School Commission, the local school district, or any other district against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of Compass Public Charter School and/or arising out of the acts or omissions of the agents, employees or contractors of Compass Public Charter School. Compass Public Charter School maintains insurance for liability, errors and omissions, and property loss. Compass Public Charter School will annually review and maintain insurance coverage that "mirrors" surrounding school districts. There will be no liability for the approving authority, except as may be provided in an agreement or contract between the authorizer and CPCS. Pursuant to Idaho Code § 33-5204(2), the Commission has no liability for the acts, omissions, debts, or other obligations of this public charter school, unless specifically agreed to in the charter. The Commission does not act in the capacity of the board of trustees of a school district or perform any of the functions of a school district; rather,

the Commission looks to the board of directors of the non-profit corporation, which operates the charter school, to perform the essential functions of a school district with respect to the charter school. Consequently, the Commission expressly rejects any reference in the charter petition, and in any related documents, to any assumption of liability by the Commission or assumption by the Commission of any obligation to perform any acts or provide any services to or for the benefit of the charter school not otherwise specifically required of the Commission by statute or rule of the State Board of Education. Compass Public Charter School may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as a public school district. All employees, directors and officers shall enjoy the same immunities as employees, directors and officers of public schools.

By granting of this charter, the Commission does not intend that any persons or entities other than the board of directors for Compass, or its successors and assigns, shall have any rights or remedies arising from this grant, and no third party rights are intended. Specifically, no party contracting with Compass is intended to have any rights arising from the grant of a charter, and any benefit accruing to any such third party is merely coincidental.

### **Primary Attendance Area**

The Compass Public Charter School boundaries are aligned to those of West Ada School District.

Number of classrooms, offices, etc. necessary, along with total square footage to implement your program as described:

### **Facilities Summary**

Compass Public Charter School leased space from Cherry Lane Christian Church (located at 2511 W. Cherry Lane, Meridian, Idaho) to serve as a temporary facility for the first year. Compass Public Charter School entered into a lease-purchase arrangement in the spring of 2007 to purchase the former Cherry Lane Christian Church. Improvements have been made to the facility to better serve the school's needs. In 2011, CPCS qualified for a private bond to purchase the facility at 2511 W. Cherry Lane, Meridian, Idaho 83642.

### **Certification**

Compass Public Charter School shall provide certification that the facilities used meet all requirements for health, safety, fire and accessibility prior to the opening of the school and will provide for the regular inspections of the facilities by authorized inspectors for the aforementioned compliance. The Board shall secure facilities meeting legal requirements described above or cease operation until such facilities can be secured. The staff will enforce discipline policies designed to ensure the safety and wellbeing of the staff and students. These policies may include immediate suspension and expulsion as allowed or restricted by Idaho Law.

## **Proof of Insurances**

Copies of the initial insurance binders from a company authorized to do business in Idaho for a liability policy, a property loss policy, health insurance, worker's compensation insurance, and unemployment insurance shall be provided to the Commission no later than thirty (30) days prior to the opening of school, and thereafter thirty (30) days before the expiration of the insurance policies.

# TAB 3

## Educational Philosophy

Compass Public Charter School's Mission is to provide a safe and challenging learning community that prepares students for life long excellence through exceptional academics, character development, and the ability to define and defend a personal worldview. Compass Public Charter School will use Understanding by Design® (UbD™) as a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD™ works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments and use data from assessments to drive instruction and to inform curricular design. CPCS's curriculum will support the development of educated students within the traditional academic subjects (including language arts, math, science, and social studies,) augmented by music, theater, art, health, and computer, physical, and environmental education.

We believe that learning best occurs when the seven key tenets of Understanding by Design® are implemented:

1. Learning is enhanced when teachers think purposefully about curricular planning. The UbD™ framework helps this process without offering a rigid process or prescriptive recipe.
2. The UbD™ framework helps focus curriculum and teaching on the development and deepening of student understanding and transfer of learning (i.e., the ability to effectively use content knowledge and skill).
3. Understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance. Six facets of understanding—the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess—can serve as indicators of understanding.
4. Effective curriculum is planned backward from long-term, desired results through a three-stage design process (Desired Results, Evidence, and Learning Plan). This process helps avoid the common problems of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent.
5. Teachers are coaches of understanding, not mere purveyors of content knowledge, skill, or activity. They focus on ensuring that learning happens, not just teaching (and assuming that what was taught was learned); they always aim and check for successful meaning making and transfer by the learner.
6. Regularly reviewing units and curriculum against design standards enhances curricular quality and effectiveness, and provides engaging and professional discussions.
7. The UbD™ framework reflects a continual improvement approach to student achievement and teacher craft. The results of our designs—student performance—inform

needed adjustments in curriculum as well as instruction so that student learning is maximized.

Additionally, we believe students learn best when:

- Learners are given time and resources necessary to reflect on their learning and set goals for future learning opportunities;
- Learners are actively engaged in integrated and meaningful tasks;
- Learners see themselves as part of the community and find ways to serve the community;
- Learners are allowed to make mistakes in order to achieve success.

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

The philosophy of Compass is to foster a learning community built on relationships and trust where students feel physically and emotionally secure to pursue a challenging education and excel beyond expectations.

## Educational Program

A primary goal of Compass' educational program is the development and deepening of student understanding of important ideas and processes within, and across, disciplines so that they can transfer their learning to new situations. This goal aligns to our school's mission to provide a safe and challenging learning community that prepares students for lifelong excellence through exceptional academics. The unique instructional approach of <sup>1</sup>Understanding by Design™ (UbD™) is an inquiry-based curriculum framework grounded in the work of McTighe and Wiggins. UbD™ provides a planning process and structure to guide curriculum, assessment and instruction. UbD™ requires that curriculum and instruction address three different but interrelated academic goals: acquire important information and skills, make meaning of content, and effectively transfer their learning to new situations both within school and beyond it. The framework offers a three-stage backward design process which includes: Stage 1:

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<sup>1</sup> Wiggins, Grant P., and Jay McTighe. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2005. Print.

Identifying desired results, Stage 2: Determining assessment evidence, and Stage 3: Planning learning experiences and instruction that will help students achieve learning for understanding.

- Stage 1 includes establishing learning goals including identifying relevant state standards, enduring understandings, essential questions, and key procedural and declarative knowledge that will be acquired during instruction.
- Stage 2 includes formulating a comprehensive, balanced assessment plan tightly aligned to stage one learning goals requiring students to demonstrate transfer of learning. Both formative and summative assessments are used to provide feedback to teachers and students on progress toward learning goals.
- Stage 3 includes developing a comprehensive instructional design tightly aligned to stage one learning goals and stage two assessment goals so that students are actively engaged as learners as they transfer and apply knowledge within learning contexts.

This instructional approach helps learners become thoughtful about, and productive with, content. Our goal is to prepare students for the world beyond school—to enable them to apply and transfer what they have learned to new situations they will face in the future.

To support these goals, teachers weave together three instructional approaches:

- Direct instruction. In this role, the teacher's primary goal is to help learners acquire basic information and skills through explicit instruction and modeling. Direct instructional strategies include lecture, multimedia presentations, convergent questioning, demonstration, modeling, guided practice, and feedback.
- Facilitation. Teachers in this role seek to help learners make meaning and understand important ideas and processes. Teachers guide learners in actively processing information and exploring complex problems through such instructional strategies as analogies, graphic organizers, divergent questioning and probing, simulations, problem-based learning, Socratic seminars, reciprocal teaching, and student self-assessment.
- Coaching. In a coaching role, teachers provide opportunities for students to transfer learning in increasingly complex situations. Teachers establish clear performance goals, provide models, and give feedback (as personalized as possible). They also provide just-in-time teaching (direct instruction) when needed. Instructional strategies include conferencing; encouraging student self-assessment and reflection; and providing specific commentary, feedback, and corrections in the context of authentic application.

As these categories make clear, there is rarely one best teaching approach. Compass is a school committed to teaching for understanding, therefore, we use all three pedagogies in differing degrees based on child development, grade level learning goals, and individual student needs. These K-12 teaching pedagogies ensure that the needs of students at various educational and developmental levels are met.

Compass' philosophy and vision are founded on the premise that when students are schooled in a safe and comfortable environment with rigorous and relevant learning opportunities, they will achieve excellence. Therefore, our educational program focuses on two main areas that encompass this belief.

#### Academic

- Compass will implement the Understanding by Design framework to ensure performance-based learning, which requires students to demonstrate mastery based on high, clear, and commonly-shared expectations. <sup>2</sup>Understanding by Design (UbD) provides a common language for educators who are interested in promoting student understanding rather than formulaic knowledge or recall learning. It also provides a framework and a toolkit of research-based best practices that have been proven effective in helping educators promote understanding-based results for learning, expand the range of assessment tools and processes they use to monitor student achievement, and enhance their design of instructional activities to promote high levels of student achievement.
- Compass will provide students with opportunities to enroll in courses for concurrent college credits. <sup>3</sup>A new study from the Community College Research Center finds that dual enrollment (concurrent credit) programs are associated with positive outcomes on such measures as high school graduation and college enrollment rates, college grade point averages and progress toward college completion.
- Compass will create a learning environment designed for the <sup>4</sup>Next Generation Learner, including:
  - A technology-rich learning environment
  - Constructive learning experiences through both the geographic and the Internet-connected community
  - Personalized learning based on data-driven goals for instruction
  - Curriculum and instruction to encourage students to make real-world connections

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<sup>2</sup> Brown, John L., and Grant P. Wiggins. Making the Most of Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development, 2004. Print.

<sup>3</sup> (n.d.): n. pag. The Benefits of Dual Enrollment | Inside Higher Ed. Web. 12 Jan. 2014.

<sup>4</sup> Oblinger, Diana. Game Changers: Education and Information Technologies. Washington, D.C.: EDUCAUSE, 2012. Web.

## Culture

- Compass offers opportunities for students to develop professional work skills through in-school and community-based service and apprenticeships. <sup>5</sup>Setting high expectations early in life is an important step in order for youth to develop the skills to succeed in the future. Work-based learning is one way youth can identify interests, strengths, skills, and needs related to career development. A hands-on experience in a real setting, work-based learning includes a broad range of opportunities including short-term introductory activities such as job shadowing, informational interviews, and workplace tours, as well as more long-term and intensive training including workplace mentoring, apprenticeships, and paid employment. Volunteer work, service learning, and activities at a student's school site can also provide rich, work-based learning opportunities. Potential benefits of work-based learning for youth while they are still in school include:
  - Identification of career interests, skills, and abilities;
  - Exposure to job requirements and responsibilities, employer expectations, workplace etiquette, and workplace dynamics;
  - Development of critical workplace skills and a solid foundation for good work habits;
  - Improvement of post-school outcomes; and
  - Selection of appropriate courses of study tied to career goals.
- Compass encourages students to develop self-discipline and take responsibility for their own behavior through the implementation of Love and Logic's™ One School Rule.
- Compass supports students in their learning and demonstration of strong character traits. Compass also acknowledges their success through regular self-evaluation and school-wide recognition. The development of a child's character and appropriate behavior is first and foremost the responsibility of the family, but schools can play a strong supporting role. <sup>6</sup>"Schools with the highest levels of student achievement do not sidestep the issue of character education. They embrace it. These schools acknowledge that their success is due in large measure to their attention to guiding principles, through which they have been able to create the supportive learning environment that is essential for students to achieve high standards."
- Compass assists students in cultivating their authentic student voice through leadership opportunities.

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<sup>5</sup> "Information Brief." Publication of the National Center on Secondary Education and Transition. N.p., n.d. Web. 12 Jan. 2014.

<sup>6</sup> "Information Brief." Publication of the National Center on Secondary Education and Transition. N.p., n.d. Web. 12 Jan. 2014.

- Compass values parents as partners in their students' education. <sup>7</sup>The research is clear, consistent, and convincing. Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs.

## Instruction Courses

Instruction is inclusive of subject matter content and course offerings. Patterns of instructional organization will be determined by a qualified School Administrator and teaching team. Compass Public Charter School will assure students meet the school standards with the state standards as a minimum. This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students, and students with other disabilities. At appropriate grade levels, instruction will include but not be limited to the following:

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

## Course Framework

### 1. Elementary School (Grades 1-6)

- a. Other required instruction for all students and other required offerings include:
  1. Fine Arts (art and music)
  2. Health (wellness)

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<sup>7</sup>"Parent, Family, Community Involvement in Education." NEA Education Policy and Practice PB11 (2008): 1. [Www.nea.org](http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf). Web. 12 Jan. 2014. <[http://www.nea.org/assets/docs/PB11\\_ParentInvolvement08.pdf](http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf)>.



Mathematics	8 credits
Science	8 credits
Social Studies	8 credits
Humanities	4 credits
Health & Wellness	2 credits
Career Studies	5 credits
Family/School/Com. Service	2 credits
Electives	8 credits
Senior Project	Required including oral presentation, project, and written report.
College Entrance Exam	ACT, SAT, or COMPASS by the end of 11th grade.
TOTAL CREDITS	54 credits

In addition, concurrent credit coursework will be offered to high school students at CHHS with the goal being to help each graduating student who is planning to attend college to obtain college credits at the high school level.

Coursework will be designed to meet the requirements of AdvancED and state standards. The curriculum will use the State of Idaho’s educational standards as its foundation.

An apprenticeship program will be offered during the 11th and 12th grades. This program will be career focused for the individual student and provide “real work” opportunities. Thirty (30) hours in the apprenticeship program would equate to 1 credit of career focus electives. Students will be required to complete a final graded project as part of the apprenticeship program. Students who opt out of the apprenticeship opportunity will instead enroll in career focused dual credit electives based on the career track they identify during their sophomore career studies course. In addition, all students would be required to complete forty (40) hours of family and community service during their freshman and sophomore years of high school. Forty hours of service would equal 1 credit toward the graduation requirements. The family and community service projects would be developed by the student with guidance from the administrator, high school teachers, and parents.

All state testing for the high school grades will be conducted as required by the State Board of Education. Compass Public Charter School will meet at least the minimum requirements set by the State Board of Education to ensure that its students are taught by highly qualified teachers.

### Educational Thoroughness Standards

Compass Public Charter School will achieve the Thoroughness Standards (as defined in section 33-12, Idaho Code) through its basic curriculum and supplemental instruction in character education, foreign language, music and community, school, and family service projects.

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

**Goal:** to create a positive teaching and learning environment with an emphasis on high expectations for behavior and academic performance as measured by staff and parent observation, low absentee rate, student retention rate, and few discipline referrals.

Compass Public Charter School seeks to provide a well-rounded education in a safe environment, with high academic and behavioral expectations; where students, educators, and parents work in partnership to encourage the development of self-motivated lifelong learners and productive citizens who make positive contributions to society.

Compass will implement the Love and Logic® method of working with students which was developed by educational expert Jim Fay, child psychiatrist Foster W. Cline, M.D. and Charles Fay, Ph.D. Love and Logic has many tools for educators, principals and districts that promote healthy parent/teacher and teacher/student relationships and positive school wide discipline.

Objectives: Compass Public Charter School will:

- Follow the Love and Logic® Philosophy for discipline.
- Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include and not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and are inspected as required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

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

**Goal:** to maintain a positive and safe teaching and learning climate as measured by staff, student and parent satisfaction surveys as well as an annual safety inspection.

The atmosphere created through the Compass Model and Love and Logic® philosophy allows children to soar socially and academically. Students will not be afraid to take academic risks, like asking or answering questions in front of peers, when they feel safe and supported. They will not be distracted from learning by fear. The result is a culture that is warm and friendly, orderly and free from chaos.

Objectives: Compass Public Charter School will:

- Follow the Love and Logic® philosophy of discipline.
- Develop a student handbook providing a code of conduct centered on guiding principles of discipline.
- Teach appropriate behaviors and foster responsible decision-making skills.
- Establish and maintain consistent principles for behavior aligned throughout the school.

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

**Goal:** Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program. As evidenced by record keeping of student community service hours.

Objectives: Compass Public Charter School will:

- Follow the Love and Logic® Philosophy.
- Emphasize the importance of adults modeling important values at school. This is done through expectation training, in which teachers clearly illustrate and define self-discipline and responsibility. Daily procedures are designed to support the school's emphasis on responsibility and self-discipline.
- Help students build rapport and develop a sense of belonging as well as carry out responsibilities to one another and to the faculty and staff. Students who display responsibility and good citizenship are given special recognition through a well-designed reward system.
- Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

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

**Goal:** to teach students a range of effective communication skills appropriate for the 21st century as measured by evaluations of student speeches, debates, and use of collaborative conversations and quality of student presentations using diverse media formats.

Objectives: Compass Public Charter School will:

- Emphasize meaningful language experience in reading, writing, and spelling, enhanced by speeches, debates, and use of collaborative conversations and quality of student presentations using diverse media formats.
- Provide a technology-rich environment that enhances communication.

- Provide instruction in Music. Reading and writing of music is also considered a communication skill that falls within the notion of “literacy”. Music is a kind of language; some even term it the “Universal Language”. It is also our belief that early musical training can dramatically boost a child’s brainpower, building the kind of skills necessary to succeed in high level math and science. Studies in California and Wisconsin showed that after only six months, pre-school piano students outperformed those who had not studied by 35% on measured intelligence tests! Further studies have shown that the best time to boost brainpower through music is between the ages of two and ten. The explanation for this phenomenon is simple: when a child makes music, brain cells begin firing in patterns--linking with each other and forming a network of lasting connections. This exercises and strengthens the same bridges in the brain that are believed to lay the framework for logic, order, and abstract reasoning.
- Incorporate student’s communication skills into activities emphasizing effective writing, reporting, speaking and listening skills. Technology and media will be utilized at all grade levels to enhance student’s communication skills. By the time students reach the secondary level, students will have the option of participating in school broadcast and journalism courses. Students will apply their skills of information gathering, interviewing, and research.

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

**Goal:** to develop an educated citizenry for the 21st century through a dynamic, interactive academic program designed to challenge students to achieve instructional outcomes based on Idaho Core Standards that will apply learning to real-life situations.

**Objectives:** Compass Public Charter School will:

- Use the Idaho State Department of Education’s Standards as a starting point to be enhanced by unifying themes and other creative methods.
- Develop benchmark assessments to determine student growth in reading, writing, math and science.
- Utilize Understanding by Design® (UbD™) as a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD™ works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments and use data from assessments to drive instruction and to inform curricular design.
- Field trips and career development discussions will be used, as needed.

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

**Goal:** to provide students with basic skills that prepare them for future employment and provide students with the skills and understanding necessary to become responsible citizens in

their respective jobs and communities of the 21st century. This goal will be measured through career assessments and employer assessments of students who complete work related apprenticeships.

Objectives: Compass Public Charter School will:

- Provide a strong foundation in basic reading, writing, science, social studies, and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.
- Provide students with career exploration opportunities and work skill assessments.
- Enable high school students to establish apprenticeship experiences in the community.

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

**Goal:** to provide students with a technology-rich environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources. Technology skills will be measured through teacher generated assessments and demonstration of technological understanding.

Objectives: Compass Public Charter School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.

- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data storage, and communication.
- Use computers and audio visual equipment to develop skills in broadcasting and journalism.

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

**Goal:** Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century as measured by student community service logs as well as successful completion of apprenticeship hours and employer evaluations.

Objectives: Compass Public Charter School will:

- Provide an integrated program of community service that builds qualities of citizenship throughout all levels of the school.
- Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach wise decisions.
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, economics and constitutional studies.

### Supplementary Services

Provision of educational programs and services such as HIV/AIDS education, family life/sex education, occupational education, driver education, guidance and counseling services, summer school programs, parent education programs, social work, and psychological services will be identified based on need. The Board of Directors, Administrator, and staff will work together to determine the need for, and estimated cost and value of the above programs. These programs will be provided as required by Idaho Code §33-1612 and the rules governing thoroughness at IDAPA 08.02.03.

### Special Education: Ref. Idaho Code 33-5205 (3) (q)

CPCS will comply with the Individuals with Disabilities in Education Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”).

CPCS shall comply with all applicable federal law in regard to services and education of English Language Learner (“ELL”) students. CPCS shall develop and implement, and maintain policies and procedures for the provision of services to ELL students in accordance with guidance published by the Office of Civil Rights of the U.S. Department of Education. At a minimum these policies and procedures shall ensure the following:

- Identify students who need assistance
- Develop a program that in the view of experts in the field, has reasonable chance for success;
- Ensure that necessary staff, curricular materials and facilities are in place and used properly.
- Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students, and assess the success of the program and modify it where needed.

Students with disabilities will be served according to federal and state laws regarding special education including but not limited to Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, the Individuals with Disabilities Education Act (IDEA), and other applicable legislation. CPCS, as a public charter school, is open to all students and will ensure all students receive all services required by law. CPCS will adopt a non-discriminatory policy regarding admissions. Children with and without disabilities will be admitted to the school on the same basis, except that special education students may be exempt from academic proficiency, entrance requirements if the lack of proficiency has been caused by the student’s disability. CPCS will provide a free, appropriate public education (FAPE) to all of its students.

Students with disabilities will be served in accordance with their Individualized Education Programs (IEPs). The school will hire a Special Education Coordinator to work with the IEP team. The IEP team will be comprised of the student’s parent (or legal guardian), special education teacher (or service provider), general education teacher, a person qualified to interpret evaluation results, the student’s transition services provider (if necessary), and others with special expertise (at the discretion of the parent).

Meetings conducted to review, modify, and implement a student’s IEP will include the participation of the child’s parent and child when appropriate. Parents will be expected to participate fully in all aspects of the IEP process including the identification, evaluation, eligibility, and IEP planning for their child. Transportation services will be provided as required by the student’s IEP. Progress reporting for children with disabilities will be conducted on the same basis as for non-disabled students, and the school will develop a plan for participation of special education students in statewide assessments. Parents will be informed of their due process rights and responsibilities in writing, and the school will supply written notification of any special education meeting concerning their child. The school will secure the information consent from parents before special education evaluations are conducted and all aspects of the IEP process will remain confidential as required by IDEA and FERPA.

## **Assurances**

CPCS will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title 11 of the Americans with Disabilities Act of 1990, that are applicable to it.

CPCS will, consistent with applicable law, ensure that all students with disabilities that qualify under the IDEA:

- Have available a free appropriate public education (FAPE)
- Are appropriately evaluated
- Receive an appropriate education in the least restrictive environment
- Are involved in the development of and decisions regarding the IEP, along with their parents if the student is age fourteen (14) or older
- Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.

CPCS will employ, at a minimum, a properly certified individual as the school's special education coordinator, whose responsibilities will include working with contracted service providers to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of CPCS's learning setting. The school may permit the special education coordinator to take on additional administrative or instructional duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title 11 of the Americans with Disabilities Act of 1990.

CPCS will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.

CPCS will abide by the applicable provisions of IDEA and the Family Educational Rights Privacy Act of 1974 in order to ensure that data regarding students with disabilities is retained and kept confidential, including having procedures for maintaining files in a secure and locked location with limited access.

CPCS's Special Education Coordinator will retain such data and prepare such reports as are needed by each disabled child's school district of residence or the Department of Education in order to permit such entities to comply with deferral law and regulation.

## **Remediation**

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

- Obtain a level of Proficiency or demonstrate reasonable growth on state standardized tests.

- read at grade level by third grade
- score below the 25th percentile in math, reading, or language on curriculum based measures (CBM's)
- produce student work that depicts acquired, integrated, extended, refined and meaningful utilization of students
- Reflect positive growth on the parent surveys done yearly on the child's attitudes and habits toward, but not limited to, work ethic, honesty, taking responsibility, self-confidence, knowledge, etc.
- Reflect positive growth on self-assessment surveys done yearly on attitudes and habits toward task performance.

Special Note: Those students not reading at grade level or performing above the 25th percentile on curriculum based measures will be identified for response to intervention (RTI) and receive intervention as outlined in CPCS's RTI Procedural Manual.

### Gifted and Talented Students

CPCS will utilize eligibility criteria developed by the Idaho Department of Education as stipulated in Idaho Cod3e 33-2003. K-8: Compass Charter School follows an inclusion model where differentiated instruction opportunities are provided within the classroom setting. As student's skills advance, they are offered advanced learning opportunities or accommodations to the current curriculum may be made.

9-12: The high school program is referred to as Compass Honors High School (CHHS). The high school motto is – "Compass Honors High School exists to provide a strenuous, in-depth honors education where excellence is our standard, not our goal."

CHHS offers honor level courses, concurrent credit courses, and career focus electives (apprenticeships in the work community). Our teachers believe in teaching quality versus quantity. Students who leave CHHS will know how to research, reason and apply these skills to all learning situations.

CHHS encourages leadership through community service, student government, National Honors Society, and a monthly Aim High Leadership award.

### Limited English Proficiency Students

As a public school, CPCS is committed to serving all interested and eligible students. In addition to our rigorous phonics program, CPCS teachers will supplement the program to adapt to the needs of LEP students. If necessary, units can be re-arranged, mastery levels may be adjusted, assessments can be adapted, books printed in English substituted for other languages, etc. Teachers will be trained to identify LEP students. Teachers will learn how to ask appropriate questions and help parents identify problem areas as well as individual learning plans for LEP students.

Dual Enrollment: Ref. Idaho Code 33-5205 (3) ® and 33-203

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

# TAB 4

## Measurable Student Educational Standards: Ref. Idaho Code 33-5202 (3) (b)

Compass Public Charter School will meet, at a minimum, the standards established by the state through rigorous accountability, which will include but is not limited to challenging examinations, demonstrations of achievement, and other appropriate tests and measures.

Additionally, Compass will strive to meet the following measurable student educational standards related to the school's specific mission and educational program:

1. At least 75% of 4th through 8th grade students had an average score of 3.0 or higher on the State required Student Engagement Survey
2. At least 60% of graduating seniors will have completed 17 or more concurrent college credits.
3. At least 80% of graduating seniors enroll in a post-secondary program within two years of graduation.

## Method of Measuring Student Progress

Non-student specific state standardized testing results will be made available to parents and other stakeholders on the school's website within 30 days of receipt of the data. Student-specific data will be shared with parents either via secure email or at student-led parent-teacher conferences at least once a year.

### Comprehensive Assessment Program

Compass Public Charter School students will participate in the same standardized tests as other Idaho public school students. The school will identify a testing coordinator to assure strong testing participation through communication to parents and development of a testing schedule that includes retakes to account for student absences.

Compass Public Charter School will use the State approved Comprehensive Assessment Program as outlined in the Rules Governing Thoroughness to determine student proficiency. Each assessment will be comprehensive of and aligned to the Idaho Core Standards it is intended to assess. In addition, Compass Public Charter School will use other assessment mechanisms to measure student progress, achievement, and proficiency. Such mechanisms will include, but not be limited to, assessments for social studies, science, health and humanities, and will be developed to meet state rules by a qualified School Administrator and teaching team.

### Scoring and Report Formats

In accordance with the Rules Governing Thoroughness, standardized test scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building summary, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students.

#### Methods of Assessment

Compass will utilize a comprehensive assessment system that includes both formative and summarize assessments aligned to student learning targets. Formative assessments are assessments for learning while summative assessments are assessments of learning.

Formative assessment practices are used by teachers throughout instruction to diagnose student needs, plan next steps in instruction, provide students targeted practice, and offer effective feedback. Students use assessment information to offer each other effective feedback, to self-assess, and to set goals for improvement. They can also use the formative assessment information to track, reflect on, and share their progress.

Summative assessments are used by teachers after learning has taken place to determine the level of student achievement at a given point in time in order to determine a student's report card grade from chapter and unit tests, final exams and term projects, for example. Statewide achievement tests and district benchmark assessments are another form of summative assessment utilized by teachers and administrators to evaluate overall success of instruction. Furthermore, the State Department of Education utilizes the statewide achievement test to evaluate the achievement level and success of instruction of specific schools and districts.

#### Tracking of Students' Progress toward Mastery of State Standards Over Time

Compass will establish a philosophy of assessment that includes diagnostic, formative and summative assessments. Diagnostics gauge student mastery of prerequisite knowledge and skills and prior knowledge of content at the beginning of learning. Diagnostic assessments are not only utilized to differentiate, they are also used to determine levels of support such as Response to Intervention (RTI). Formative evaluations check student progress during the course of a lesson and unit of study and inform the adjustment of instructional decisions. Summative assessments, are the tests, the examinations, the final projects – the ways in which a teacher formally measures students' understanding of learning goals at the end of each unit or at the end of the year. These are the tools that provide teachers with data on the sum of student knowledge and serve as an important source for official progress reports and grades for children, parents and school officials.

#### Mastery Level

Students in attendance at Compass Public Charter School will be expected to do the following:

- Meet the State approved learning standards including but not limited to: Language Arts, Mathematics, Science, and Social Studies. Students of CPCS will be tested with the same standardized tests as other Idaho public school students. CPCS will meet, at a minimum, the Idaho State Board of Education graduation requirements.
- Achieve developed standards for age levels, content areas and outcomes addressed by the State Board of Education. These standards may be measured by student products, performances, exhibitions and any other future tests developed by the Idaho State Board of Education

**Accreditation:** Ref. Idaho Code 33-5205 (3) (e)

Compass Public Charter School will be accredited through the AdvancED for the purpose of adding high school and offering college/high school concurrent credits.

TAB 5

## Governance

### Corporation History

The Articles of Incorporation for Compass Public Charter School, Inc. were filed with the Secretary of the State of Idaho May 30, 2003. The SS-4, Application for Employer Identification Number, was submitted June 19, 2003. The 501(c)(3) will be completed upon approval of the charter.

### Corporate Principals

The Corporate Principals of Compass Public Charter School Inc., as listed in the Articles of Incorporation, is as follows:

Susan M. Luke	Formerly Certified Elementary Teacher, BS in Elementary Education – Brigham Young University
Chris Jensen	Educational Assistant, Owyhee Elementary, Boise, ID – Office Education, Ricks College
Brooke J. Cohen	Co-owner of internet business, AS Office Education - Ricks College

Susan, Chris and Brooke are parents who are interested in providing the best educational opportunities for their children. Because of the long waiting lists established at other charter schools across the Treasure Valley, the Compass Corporate Principals were willing to organize another charter school to benefit school-age children south of Interstate 84 within Joint School District No. 2.

All three Corporate Principals have experience managing small businesses. The Corporate Principals are confident that a successful school will be formed and managed properly and according to all laws and regulations regarding public schools. The Principals will also adhere to the Compass Public Charter School Corporate Bylaws (specifically Articles 5 and 8) addressing the Idaho Open Meeting Law.

## Governing Body

The original Governing Body consisted of the following:

Chris Jensen	Educational Assistant, Owyhee Elementary, Boise, ID – Office Education, Ricks College
Teri Dison	Owner of small business, ABSS Transcription and Office Support Services - Information Systems, University of Phoenix
Bridget Barrus	Public Relations – Political Science, Boise State University
Becky Preece	Customer Service Office Manager for Scentsy, Inc. based in Meridian, ID
Eric Jensen	N.W. Rep for Scalandre, Inc based in Seattle, Washington, Interior Design- Ricks College

The governing body consists of directors elected or appointed as set forth in the corporate bylaws section 4.3. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy making, advising and evaluating. The Board shall have further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values, and status of the charter school.

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (I.C. 33-5201) The Governing Body will adhere to the Compass Public Charter School Corporate Bylaws (specifically Articles 5 and 8) addressing the Idaho Open Meeting Law.

During the initial year of operation, the Board shall be comprised of at least the following directors nominated and appointed by the governing body: chairman, vice-chairman, secretary, and treasurer. The responsibilities of these positions are outlined in the Corporate Bylaws.

The Board of Directors will be determined through elections as outlined in the Corporate Bylaws. The Corporate Principals will remain the same unless the Articles of Incorporation are amended through the Idaho Secretary of State's office.

## Parental Involvement: Ref. Idaho Code 33-5205 (3) (f)

The Board shall establish policies to ensure parental involvement. These requirements shall not require the payment of tuition or mandatory service requirements, but will include

requirements for parental or legal guardian participation in enrollment procedures, school policy recommendation, and student discipline. CPCS is a public school of choice and parents who choose this school for their children are agreeing to abide by the policies of the school.

The Board shall recognize a Parent Engagement Committee. The Committee Chair will be approved through the schools Leadership Initiative For Teachers (LIFT) application process. The Parent Engagement Committee may make suggestions regarding school activities and programs.

### **Financial Audits:**

CPCS will contract to conduct an annual financial audit as defined in Idaho Code 33-701 subsection 6. The audit will be a full and complete audit conducted yearly by a qualified and independent CPA chosen by the Board and contracted by the school. Appropriate financial statements will be prepared throughout the year and presented at the audit. The audit will be conducted in accordance with generally accepted auditing standards. The audit will be included in an annual report to the authorized chartering entity, after approval by the Board of Directors, and submitted not later than October 15.

TAB 6

## Employee Qualifications

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

- All individuals to be employed by Compass Public Charter School will possess the personal characteristics, knowledge base and successful experiences necessary for meeting the requirements of this charter.
- Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rule of the State Board of Education. All instructional staff will be highly qualified as required by the state.
- Compass Public Charter School will follow the same personnel practices as are required by the Idaho Code. This would include supervision, evaluation, and dismissal as detailed by the Idaho Code.
- All teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.
- Those required by Idaho Code 33-130 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI finger-printing checks.
- Teachers will be evaluated according to the procedures outlined in Idaho Code 33-513.
- The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.
- Student/Teacher ratios will be recommended by the Administrator and subject to Board approval. Student/Teachers rations established may require the Board to hire additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.
- An experienced Business Manager will be hired to be responsible for payroll, data entry, and records management.

## Health and Safety: Idaho Code 33- Ref 5205 (3) (h)

The school keeps on record certification that the facilities used meet all requirements for health, safety, fire. The school conducts regular inspections of the facilities by authorized inspectors for the aforementioned compliance as required by local and state laws and rules. Any certifications or reports resulting from the inspections shall be provided to the authorized chartering entity within 10 days of receipt.

The school has established discipline policies designed to ensure the safety and wellbeing of staff and students that include but aren't limited to a zero tolerance policy for weapons, drugs, alcohol and violence (further detail in section 14).

## Discipline, Suspension, Expulsion and Re-enrollment: Ref. Idaho Code 33-5205 (3) (k)

Compass Public Charter School has established discipline policies and procedures. The complete discipline policy is maintained in the CPSC Policy Manual and kept in the school's main office. An abbreviated version of the discipline policy is outlined in a Student Handbook that students and parents are required to sign acknowledging their awareness of discipline policies.

The core discipline procedure and policy follows the Love & Logic® philosophy of discipline: Each student is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation becomes unique in nature. Consequences for misbehavior provide the best learning value when matched to the unique student and the unique situation. The odds for students learning from their mistakes increase dramatically when students see a reasonable connection between their behavior and the resulting consequences.

Our school staff dedicates itself to following a set of core beliefs that provide a guide for dealing with student discipline. These core beliefs guide our attempts to individualize disciplinary procedures and to help students see reasonable connections between their behavior and the resulting consequences.

Since these core beliefs provide the guiding light for our professional decisions, the staff encourages parents to bring concerns and questions to us in the event we operate in ways that appear to be inconsistent with these core beliefs.

The following list of core beliefs outlines the professional actions and attitudes of all staff members in this school:

1. Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
2. Students will be guided and expected to solve their problems, or the ones they create, without creating problems for anyone else.

3. Students will be given opportunities to make decisions and live with the consequences, be they good or bad.
4. Misbehavior will be handled with natural and logical consequences instead of punishment, whenever possible.
5. Misbehavior will be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on school or staff.
6. Students are encouraged to request a “due process” hearing whenever consequences appear to be unfair.
7. School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.

The school’s goal is to work closely with parents to uphold standards of courtesy, respect and kind behavior. Compass Staff will apply corrective actions consistently. Consistency means that when there is a problem, it will be addressed; and that when there is misbehavior, it will be addressed. Consistency does not mean that everyone will react in the same way.

Safety and security rules include:

All rules related to safety and security is in effect at all times. Compass Public Charter School’s philosophy “is to foster a learning community built on relationships and trust where students feel physically and emotionally secure to pursue a challenging education and excel beyond expectations.”

- Fighting - Fighting is diametrically opposed to physical and emotional security. A fight is described as follows: Pushing, shoving, kicking, pulling, or physically connecting in an aggressive manner with another student. Parents will be notified by the school administrator or designee of the fight (battery), proper authorities may also be contacted.
- Illegal/Inappropriate Possessions - Any introduction of a weapon, an illegal drug, tobacco, alcohol or sexually explicit material will be treated as grounds for immediate expulsion. Any use of the same either at school or outside school will similarly be treated with utmost gravity and may be grounds for immediate expulsion.

Suspensions and expulsions will comply with Idaho Code 33-512. The Administrator or his/her designee may suspend a student for violation of school policy. The CPCS Board must approve any expulsion. Students, parents or staff members may appeal the decision of the administrator to the Board. Discipline for students with disabilities shall comply with Idaho Code 33-205 and the 1997 Individuals with Disabilities Act. For students wanting to be reenrolled, the parent or legal guardian may reapply and enter the lottery process again only if the student was not expelled for violation of the code of conduct or other serious disciplinary problems. All other students wanting to be reenrolled are free to do so by reapplying through the lottery.

## Benefits: Ref. Idaho Code 33-5205 (3) (l)

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

## Recruiting:

Recruiting of teachers will be primarily through newspaper advertisements. Compass Public Charter School will follow all Idaho State Laws in regards to recruiting and hiring of teachers. Prospective employees will be required to complete an application and submit a resume. Interviews will be conducted by the Administrator.

## Employee Transfer Rights: Ref. Idaho Code 33-5205 (3) (n):

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

## Collective Bargaining: Ref. Idaho Code 33-5205 (3) (o):

The staff of CPCS shall be considered a separate unit for purposes of collective bargaining.

## Resolution of Disputes: Ref. Idaho Code 33-5205 (3) (p):

It is the responsibility of the board of directors of Compass Public Charter School to maintain communications with the Commission regarding any changes, problems, or difficulties in the operations of the school.

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

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

TAB 7

## Admission Procedures: Ref. Idaho Code 33-5205 (3)(k)

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

### Enrollment Deadline:

Compass Public Charter School will establish an enrollment deadline each year, by which date all requests for admission to attend Compass for the next school year must be received.

### Requests for Admission:

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho, may make a request in writing for such child to attend Compass Public Charter School. In the case of a family with more than one child seeking to attend Compass Public Charter School, a single request for admission must be submitted on behalf of all siblings. The request for admission must be submitted to, and received by, Compass Public Charter School on or before the enrollment deadline, as set by Compass Public Charter School. The request for admission shall contain the name, address, and telephone number of each prospective family. If the initial capacity of Compass Public Charter School is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, shall be utilized to determine which prospective students will be admitted to Compass Public Charter School. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by Compass will be permitted to participate in the equitable selection process.

### Admissions Procedures:

Compass Public Charter School will establish admission preference as authorized by Section 33-5205(3)(i)(k), Idaho Code, for students returning to Compass, for children of founders, and for siblings of students already selected to attend Compass.

#### Priority of Preferences for Initial Enrollment:

Admission preferences for initial enrollment of students for Compass Public Charter School will have the following selection hierarchy:

1. First, children of charter school founders (Corporate Principals, Governing Body, and Chairpersons of the organizing committees) not to exceed ten percent (10%) of student seats
2. Second, siblings of students already selected by the lottery or other random method
3. Third, applicants residing in the primary attendance area of CPCS
4. Fourth, all others as chosen through an equitable selection process such as by lottery or other random method.

The Compass Public Charter School boundaries are aligned to those of West Ada School District. All other students may be admitted when openings are available and no student within the primary attendance areas is currently seeking admission. Furthermore, siblings of all students will enjoy the same admission priority regardless of the student's original admission group.

Once enrolled in Compass Public Charter School, students will not be required to reapply each year thereafter. Hence, once admitted, a student will not be removed because another student seeks admission.

#### Priority Preferences for Subsequent Enrollment Periods

Compass Public Charter School will have admission preferences for enrollment of students in subsequent school years, with the selection hierarchy with respect to such preferences as follows:

1. First, to pupils returning to Compass in the second or any subsequent year of operation.
2. Second, to children of charter school founders (Original Corporate Principals, Governing Body, and Chairpersons of the original organizing committees) and children of full time employees for Compass Public Charter School, not to exceed ten percent (10%) of student seats.
3. Third, to siblings of pupils already enrolled in Compass Public Charter School.

4. Fourth, to pupils seeking to transfer from another Idaho public charter school at which they have been enrolled for at least one (1) year, provided that this admission preference shall be subject to an existing written agreement for such preference between the subject charter schools.
5. Fifth, to prospective students residing in the attendance area of Compass Public Charter School.
6. Sixth, all other students will be selected by an equitable selection process, such as by lottery or other random method.

Proposed Attendance list:

Each year Compass Public Charter School will maintain a proposed attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list will contain columns next to the name of each student, in which Compass will designate admission preferences applicable to each prospective student. The columns will designate "A" for returning preference; "B" for founders preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; "D" for transfer students from other qualifying charter schools; "E" for attendance area preference; and "F" column for students outside of the attendance area.

Equitable Selection Process:

If the initial capacity of Compass Public Charter School is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then Compass will determine who will be offered admission to Compass by conducting a fair and equitable selection process. That process will use a randomized method for identifying the draw order for the grades and for all student applications. The method will be transparent and follow a clearly defined process. Compass will be using the randomized method in an effort to increase the accuracy of the data and reduce the amount of time required to perform the lottery.

Final Selection List:

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

#### Notification and Acceptance Process:

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

#### Subsequent School Years:

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of Compass Public Charter School is not sufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process will be conducted by Compass Public Charter School for that year.

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

## **Maximum Enrollment**

The maximum number of students who may be enrolled in the school shall be 1600 students. The Compass board of directors will establish grade-based enrollment caps annually in advance of the school's application deadline. For purposes of the enrollment selection process, the Compass board of directors will establish overall and per-grade enrollment caps on an annual basis. The board will set these caps no later than three (3) months before the school's request for admission/application deadline and will post them on the school's website within five (5) days of the vote that establishes the annual caps.

## **Student Handbook**

An annually updated student handbook will be made available both in hard copy and on the school website. The handbook will include general school information, a summary of discipline policies, attendance policies, dress code, etc.

## **Policy of Internet Safety**

CPCS has adopted a Policy of Internet Safety for minors that include the operation of a technology protection measure with respect to any of its computers with Internet access and that protects against access through such computers to visual depictions that are obscene, child pornography, or other content harmful to minors in compliance with the Children's Internet Protection Act.

# TAB 8

## Marketing Plan

Prospective students of Compass Public Charter School will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. The primary attendance area shall be aligned to the boundaries of Meridian Joint School District No. 2.

Compass Public Charter School plans to begin with an initial student body of 236 students in kindergarten through seventh grade. Eighth grade will be added the second year.

## Advertising and Promotion Plan: Ref. Idaho Code 33-5205 (3) (s)

According to Idaho Code, all advertising and promotion processes for CPCS will include the dissemination of enrollment information, printed in both English and Spanish, 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, CPCS shall ensure that such process includes the dissemination of press release and/or public service announcements, to media outlets that broadcast within, and/or disseminate printed publications within, the area of attendance of the public charter school; CPCS will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment

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

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

- Advertising with elementary and middle schools located within the target area using flyers upon administrative approval.
- Compass Public Charter School website that will introduce the Compass Model, and other information about the school.
- Brochures promoting the curriculum and methods used at Compass Public Charter School.
- Public informational meetings about Compass Public Charter School held in accordance with Idaho Statute §67-23.
- Tours of the school arranged for all interested persons.
- Other methods that may include: news releases, radio, television, newspapers, news conferences, and newsletters.

### **Transportation**

CPCS has contracted with Brown Bus to provide transportation services within the primary attendance area as finances allow. Transportation services provided by CPCS will comply with applicable statutes that require transportation services, including Idaho Code 33-1006, 33-1501 to 1514, 33-5208, and 67-2806.

### **Child Nutrition**

The school nutrition program will operate in accordance with the National School Lunch Act and the Child Nutrition Act of 1996 as amended and applicable laws and regulations of Idaho. The school will offer varied and nutritious food choices that are consistent with the federal government's Dietary Guidelines for Americans.

The school will follow State policies for determining eligibility of students for free and reduced prices for meals, verification reporting, and record keeping before the implementation of such program. Any such policies shall be consistent with guidance from the State Department of Education.

### **Student Records**

The school shall adopt policies to address the safekeeping of student records and will comply with Family Educational Rights and Privacy Act (FERPA).

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



# **CLOSURE PROTOCOL**

**August 2013**

## Background

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

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

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

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

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

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

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# Introduction

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

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

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

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

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

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

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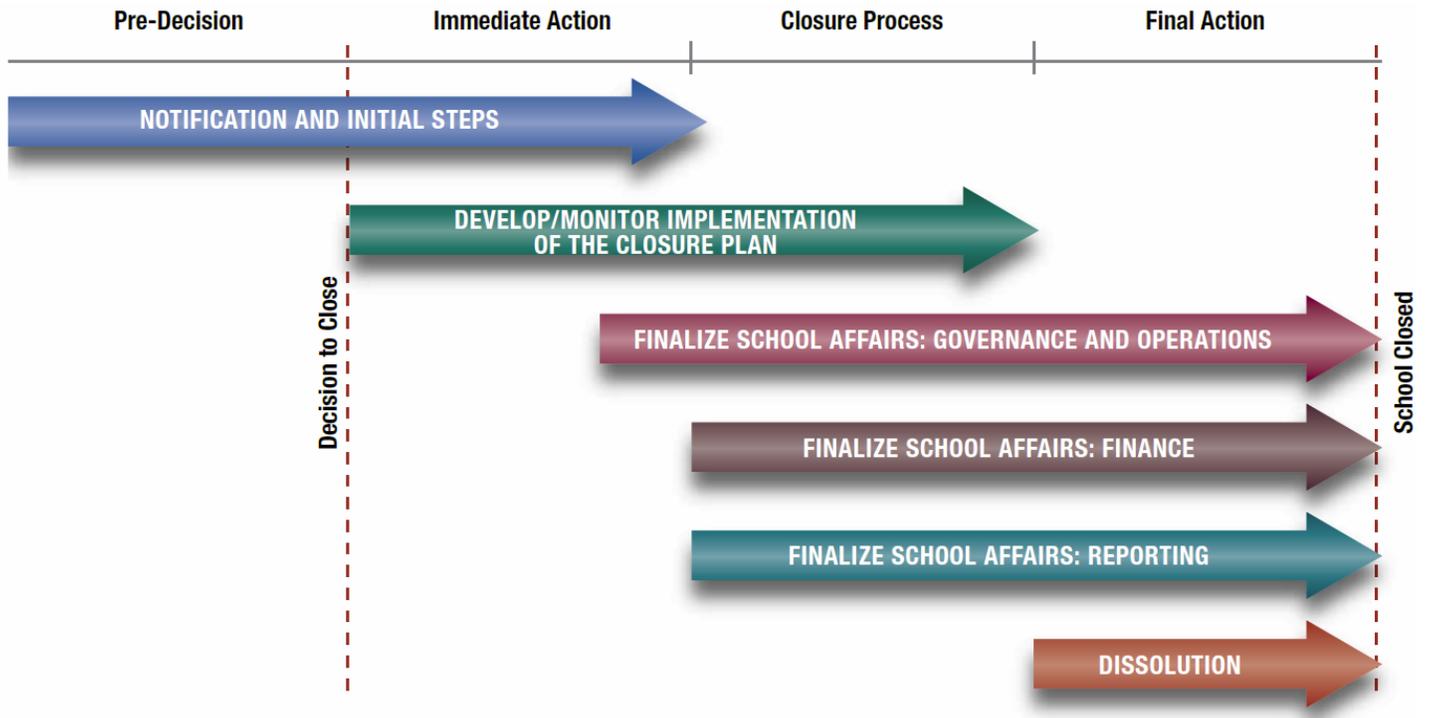
## Endnotes

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

<sup>2</sup> I.C. § 33-5212

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

# A Conceptual Timeline for Closure



## Notification and Initial Steps

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

**Send Additional and Final Notifications**

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

School,  
PCSC

## Develop/Monitor Implementation of the Closure Plan

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

## Finalize School Affairs: Governance and Operations

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

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

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

## Finalize School Affairs: Finance

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

## Finalize School Affairs: Reporting

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

## Dissolution

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

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

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

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

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this this 13<sup>th</sup> day of June 2019, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Gem Prep Pocatello, Inc., (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on August 9, 2016, the Authorizer approved a petition for the transfer of authorization of the School from the Pocatello School District Board to the Authorizer

WHEREAS, the School began operations in the year 2014; and

WHEREAS, the School’s charter was renewed on March 1, 2019, for a five-year term of operations,

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. **Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. **Term of Agreement.** This Certificate is effective as of July 1, 2019, and shall continue through June 30, 2024, unless earlier terminated as provided herein.

## SECTION 2: SCHOOL GOVERNANCE

- A. **Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The School shall notify the Authorizer of any modification to the Articles or Bylaws within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

### SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: To prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families.
- B. Grades Served.** The School may serve students in Kindergarten through grade 12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Personalized Learning** - Gem Prep: Pocatello will emphasize personalized learning for each student. Strategies such as grouping of students, adaptive learning technology, and support in the classroom from parents or paraprofessionals are examples of ways that instruction is personalized for students.
  - **Non-Cognitive Skills** - Gem Prep: Pocatello will emphasize social & emotional learning. While a focus on core academic knowledge and skills are important; many of the mindsets, habits, and emotional skills are necessary for the long term success of students.
  - **Technology to Enhance Learning** - Technology is constantly creating new learning opportunities for students. Gem Prep: Pocatello is committed to utilizing technology to enhance the learning experience for its students.
  - **Principal as the Instructional Leader** - The Gem Prep: Pocatello principal is a key factor to the success Gem Prep: Pocatello students. As such, Gem Prep; Pocatello administration will alleviate many of the non-instructional responsibilities of the principal to allow him/her to focus primarily on instructional matters and spend ample time in the classroom observing the learning and teaching process.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of

education.

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

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

its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

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

## SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 732 students, with annual per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix C.
- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- D. School Facilities.** 4145 N. Yellowstone Highway, Chubbuck, ID 83202. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows: Pocatello School District #25.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public

employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

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

## **SECTION 6: SCHOOL FINANCE**

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

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

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.

- C. Revocation.** The School’s Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School’s Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School’s Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

## **SECTION 8: MISCELLANEOUS**

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective July 1, 2019.

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**Alan Reed**  
**Chairperson, Idaho Public Charter School Commission**



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**Dennis Turner**  
**Chairperson, Gem Prep: Pocatello Board**

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

**Appendix B: Performance Framework**

**Appendix C: Charter**

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

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

No conditions of authorization or renewal are applicable.

**Appendix B: Performance Framework**

# GEM PREP: POCATELLO

## [YEAR] ANNUAL PERFORMANCE REPORT

### INTRODUCTION

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

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

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

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

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

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

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

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

## PERFORMANCE FRAMEWORK STRUCTURE

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

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

## ACCOUNTABILITY DESIGNATIONS

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

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

**SCHOOL OVERVIEW**

<b>Mission Statement</b>	The mission of the School is as follows: To prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families.		
<b>Key Design Elements</b>	<p>The School shall implement and maintain the following essential design elements of its educational program:</p> <ul style="list-style-type: none"> <li>● Personalized Learning - Gem Prep: Pocatello will emphasize personalized learning for each student. Strategies such as grouping of students, adaptive learning technology, and support in the classroom from parents or paraprofessionals are examples of ways that instruction is personalized for students.</li> <li>● Non-Cognitive Skills - Gem Prep: Pocatello will emphasize social &amp; emotional learning. While a focus on core academic knowledge and skills are important; many of the mindsets, habits, and emotional skills are necessary for the long term success of students.</li> <li>● Technology to Enhance Learning - Technology is constantly creating new learning opportunities for students. Gem Prep: Pocatello is committed to utilizing technology to enhance the learning experience for its students.</li> <li>● Principal as the Instructional Leader - The Gem Prep: Pocatello principal is a key factor to the success Gem Prep: Pocatello students. As such, Gem Prep; Pocatello administration will alleviate many of the non-instructional responsibilities of the principal to allow him/her to focus primarily on instructional matters and spend ample time in the classroom observing the learning and teaching process.</li> </ul>		
<b>School Location</b>	4145 N. Yellowstone Highway Chubbuck, ID 83202	<b>School Phone</b>	208-238-1388
<b>Surrounding District</b>	Pocatello School District		
<b>Opening Year</b>	2014		
<b>Current Term</b>	July 1, 2019 - June 30, 2024		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	732	<b>Enrollment (Actual)</b>	

**SCHOOL LEADERSHIP**


**STUDENT DEMOGRAPHICS**

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

<b>ISAT PROFICIENCY RATES</b>	
Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

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

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

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

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

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

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

ACADEMIC K-12

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

INDICATOR 1: STATE PROFICIENCY COMPARISON		
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	<p>50                      0</p> <p>30 - 45                0</p> <p>15 - 29                0</p> <p>0 - 14                   0</p> <hr/> <p>0</p>
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	<p>50                      0</p> <p>30 - 45                0</p> <p>15 - 29                0</p> <p>0 - 14                   0</p> <hr/> <p>0</p>
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	

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



INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)																	
<b>Measure 4a</b>	<b>Are students making expected academic growth in math compared to their academic peers?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned												
Result	Points Possible	Points Earned															
<b>Norm-Referenced Growth</b>																	
<b>Math</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math falls below the 30th percentile.</p>	<table border="1"> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>		39-50	0		26-38	0		13-25	0		0-12	0			0
	39-50	0															
	26-38	0															
	13-25	0															
	0-12	0															
		0															
<b>Notes</b>	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.																
<b>Measure 4b</b>	<b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned												
Result	Points Possible	Points Earned															
<b>Norm-Referenced Growth</b>																	
<b>ELA</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA falls below the 30th percentile.</p>	<table border="1"> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>		39-50	0		26-38	0		13-25	0		0-12	0			0
	39-50	0															
	26-38	0															
	13-25	0															
	0-12	0															
		0															
<b>Notes</b>	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.																

**INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)**

**Measure 5a**                      **Are students graduating from high school on time?**

**Four-Year Adjusted Cohort Graduation Rate**

**Exceeds Standard:** The school's four-year ACGR was at least 90%.  
**Meets Standard:** The school either:  
 a) had a four-year ACGR of 80% - 89% OR  
 b) had a four-year ACGR of at least 66% AND met its progress goal.  
**Does Not Meet Standard:** The school met its progress goal but had a four-year ACGR below 66%.  
**Falls Far Below Standard:** The school did not meet its progress goal and had a four-year ACGR below 66%.

The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.

**Notes**

Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)

The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.

Result	Points Possible	Points Earned
	125	
	100	
	75	
	0-65	0
		0

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

OPERATIONAL

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

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

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

<p><b>Measure 3c</b></p> <p><b>Reporting Requirements</b></p>	<p><b>Is the school complying with reporting requirements?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Notes</p>																	
<p><b>Measure 3d</b></p> <p><b>Public Transparency</b></p>	<p><b>Is the school complying with public transparency requirements?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Notes</p>																	
<p><b>Measure 3e</b></p> <p><b>Credentialing &amp; Background Checks</b></p>	<p><b>Is the school meeting employee credentialing and background check requirements?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
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<p>Notes</p>																	

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

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

FINANCIAL

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

FINANCIAL

INDICATOR 2: SUSTAINABILITY																	
<p>Measure 2a</p> <p>Total Margin and Aggregated</p> <p>3-Year Total Margin</p> <p>Notes</p>	<p><b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b></p> <p><b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p><b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p><b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.</p> <p>Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
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<p>Measure 2b</p> <p>Debt to Asset Ratio</p> <p>Notes</p>	<p><b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b></p> <p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.</p> <p><b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p> <p>Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
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<p>Measure 2c</p> <p>Cash Flow</p> <p>Notes</p>	<p><b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b></p> <p><b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p><b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
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<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p> <p>Notes</p>	<p><b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b></p> <p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1</p> <p>Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			0				0			
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## **Appendix C: Charter**

# Gem Prep: Pocatello



## Charter Petition

Grades K-12

Approved August 9, 2016

Primary Attendance Area:

Pocatello School District

*Amendment Approved: December 13, 2018*

*Charter Submitted by:*

Jason Bransford, Gem Prep: Pocatello Director

[jasonbransford@geminnovation.org](mailto:jasonbransford@geminnovation.org)

1451 Jessie Clark Lane

Pocatello, ID 83202

208.238.1388

### **Non-Discrimination Statement:**

Charter School does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or email.

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## Executive Summary

Bill Daggett, CEO for the International Center for Leadership in Education, has said that “if Rip Van Winkle woke up today, the only thing he’d recognize is a public school classroom.” Lives have changed. Technology is woven into the very fabric of society in nearly every way. Communication, work, entertainment, etc., have all evolved to include technology. However, Idaho schools have yet to unlock the full power of technology to transform the learning experience for students. The Idaho education landscape lacks examples of schools using innovation to significantly improve the teaching and learning experience for students and teachers. While some schools have introduced technology into the classroom, few are using it to enable relevant, personalized and data driven instruction. The stark reality is that personalized learning, which is adaptive and capable of challenging students at their comprehension level, is in high demand but in short supply in Idaho. Without models demonstrating what is possible, we risk a continuing gap between the education our children receive and the world they will be expected to inherit.

Proficiency in reading, writing, and math has traditionally been the entry-level threshold to the job market, but the 21st century’s global economy will require a workforce with a different set of skills in order to be competitive. Future employees will need a more diverse skillset combining learning skills, literacy skills, and life skills. Students will need to be exceptional critical thinkers, problem solvers, innovators, communicators and collaborators in order to be competitive in tomorrow’s marketplace.

Across the state of Idaho there is an urgent need for more high quality educational options that prepare students for post-secondary success. Although there are some high performing charter and traditional schools, most of these schools are concentrated in a few areas, are overenrolled, and/or have long wait lists. This lack of high quality schooling options is limiting the potential of Idaho’s youth as well as having a detrimental impact on the state’s economy. Idaho currently has the second highest percentage of minimum wage earners in the nation, and one of the lowest percentages of college degrees<sup>1</sup>; ranking 46<sup>th</sup> across the nation in number of high school students matriculating to college<sup>2</sup>, with only 23% of Idahoans completing a bachelor’s degree or higher.<sup>3</sup> These educational attainment rates do not match the needs of the workforce or those of employers. The Idaho Business Exchange Workforce Needs survey has reported that 43% of workers will need a Bachelor’s degree or more to fill the jobs employers anticipate, predicting a shortage of qualified workers in the years to come. According to the Rethink Series Report by the J.A. and Kathryn Albertson Foundation, Idaho needs to increase its share of young workers with a post-secondary degree by 33%. Increasing the supply of high quality educational options is essential, not only for the expanding options for young people but for the vitality of Idaho’s economy. Gem Prep: Pocatello strives to enable students to set and excel to high standards, to become well-

---

<sup>1</sup> <http://media.spokesman.com/documents/2014/03/minwage-pc-3-25-14.pdf>

<sup>2</sup> National Center for Education Statistics, 2014

<sup>3</sup> *Field Guide to Idaho Education*, Idaho State Board of Education, 2014.

rounded, life-long learners, and to be able to compete successfully in the 21st century global economy.

In a rapidly changing world, data-driven personalized learning is an educational apex; preparing students for an exciting tomorrow, by providing a transformative education which allows students to reach their individual potentials while producing critical thinkers, achievers and life-long learners. Gem Prep: Pocatello is helping fill Idaho's need for effective, dynamic and powerful schools, which prepare students for post-secondary success.

After a great deal of research on best-practices and results-driven educational innovation, the Administrative Team began networking with some of the most highly successful blended learning schools in our nation such as KIPP, Rocketship, Alpha Public Schools, Summit Public Schools, and Rocky Mountain Prep. Having garnered the best practices from these schools, Gem Prep: Pocatello developed a blended learning model which focuses on the personalized nature of learning and the ability to deliver individualized instruction to students.

The Gem Prep: Pocatello model places high performing teachers in the classroom with powerful online learning programs. We are focused on individualized instruction and encouraging advancement at the student's own pace. When students master an educational concept, they are quickly introduced to the next step; advancing at their own level. Additionally, the use of adaptive technology offers the ability for students to encounter material presented in a way that is engaging and meaningful to them, while also providing formative data assessments that provide feedback on the growth and development of each student to the educator. These formative assessments give the educator a fast track to what concepts are being mastered and easily identify areas where additional support may be needed in order to allow the student to truly understand and become skilled in the subject matter.

The situation in the State of Idaho in terms of educational attainment is increasingly worrisome and there is a clear lack of K-12 schools preparing students for the jobs that will be available in the future. As the gap between necessary global workplace skills and current statewide educational outcomes widen, Gem Prep: Pocatello was created to prepare Idaho's students for the world they will inherit.

Success of Gem Prep: Pocatello is defined by the accomplishment of the goals and metrics outlined in Education Program section which academically prepares Gem Prep: Pocatello students who are the heirs to tomorrow's economy.

## **Mission, Vision, and Key Elements**

### **Mission**

To prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families.

## Vision

Gem Prep: Pocatello will be a K-12, personalized, college and career preparatory school. Through personalization, and by leveraging best practices in technology, blended learning and online learning the School engages students in 21<sup>st</sup> century work, using competencies necessary for productive lives as citizens in a dynamic, increasingly competitive global world.

The School will graduate students who are:

- College and career ready
- Problem solvers
- Life-long learners
- Self-motivated
- Responsible citizens

## Key Elements

Gem Prep: Pocatello is grounded in 21<sup>st</sup> century learning and innovative school practices.

- **High Expectations and Rigor:** The School's focus is on 21<sup>st</sup> century learning and critical thinking skills, as well as Common Core-alignment. Personalized learning does not effectively benefit students if students are working with content that is below their capacity. The quality and rigor of student work is framed by competency-based standards planning and challenging learning objectives and assessments. Gem Prep: Pocatello will prepare all students for a post-secondary education, by offering dual credit during high school and an alignment of our curriculum with Common Core standards.
- **Personalization.** The blended learning, personalized instructional model is built on the belief that each student brings unique strengths and challenges to their learning experience and must be supported accordingly. Personalized learning includes working in adaptive online learning programs, working toward informed post-secondary goals, and utilizing flexible time at the secondary level for self-directed learning.
- **Data.** The School is grounded in the importance of using data to drive instruction, and uses formative assessment and other data to continually adjust instruction and necessary interventions.
- **Innovation.** Gem Prep: Pocatello believes strongly in the importance of continual improvement and innovation. The organization will constantly review performance data and make adjustments to the school model as necessary.

## Community Need and Interest

Since opening in 2014, Gem Prep: Pocatello's (GPP) enrollment and waitlist have grown each year. After 5 years of service to the community, GPP is preparing to begin its secondary program with the addition of grades 7<sup>th</sup> and 8<sup>th</sup> in August 2019. The school will relocate to a more central location to serve both the Pocatello and Chubbuck communities, with easy commuter access to major thoroughfares and freeways. This move will significantly impact

the school's visibility and accessibility to the public at a time when the community begins a development and population boom.

The new school location is centrally located to serve both the Pocatello and Chubbuck communities, which have a number of planned developments driving an increased trajectory of student population growth. Most significant is the Idaho Transportation Department's plan to build an interchange (the Northgate Interchange). The Northgate Master Plan project located near GPP will add 10,000 residential units and an estimated 6,000 new jobs. In addition to the new residential units, a 1 million square foot information technology park will be built near GPP. Over 300 residential units are currently under construction within a half mile of the new school facility location.

Pocatello School District 25 is the fourth largest school district in Idaho. With Idaho schools ranking one of the lowest nationally in dollars spent per student on education, school districts statewide are taxed, endeavoring to make the most of each dollar to meet the ever-increasing demand to improve, innovate and prepare students for the developing global marketplace in which they will be asked to compete.

The Pocatello/Chubbuck community has a significant interest in charter schools. Charter schools enrolled 1073 students in 2018, leaving an additional 576 students on local charter schools' waiting lists. An additional high quality educational choice for students in the Pocatello/Chubbuck region is greatly needed; one which serves students on an individualized basis utilizing innovative technology.

### Founding Team Leveraging Experience & Success

Gem Prep: Pocatello is operated by a seasoned charter school leadership team with over 12 years of experience managing several Idaho schools: Idaho Distance Education Academy (I-DEA), Gem Prep: Meridian and Gem Prep: Nampa. The team is augmented by a governance board which provides expertise in all of the functions and areas needed to run a successful school. The chart below outlines the experience and areas of expertise of the school's board and founding team.

- **GPP Program History.** Since 2014, I-DEA has developed and implemented a face-to-face campus program, utilizing the knowledge and practices learned through I-DEA to transition a way to meet the needs of students who desire a more individualized, adaptive, face-to-face educational program.
- **GPP Academic Progress.** Gem Prep: Pocatello administered the NWEA national MAP academic growth assessment to K-2 students in the 2015/2016 school year. This assessment is administered in over 5,000 school districts nationwide. GPP's kindergarten class performed in the 74<sup>th</sup> percentile for growth nationally in reading and the 95<sup>th</sup> percentile in math achievement. The first grade class performed in the 95<sup>th</sup> percentile in achievement in reading, and the 99<sup>th</sup> percentile for academic growth in math. GPP's second grade class performed in the 93<sup>rd</sup> percentile nationally in achievement in reading and the 99<sup>th</sup> percentile for academic growth in math. Preliminary spring 2016 ISAT results show that Gem Prep:

Pocatello 3rd grade students scored 21% above the state average in ELA and 4% above the state average in math.

- **GPP High Parent Satisfaction Rates.** March 2016 data shows a high rate of satisfaction and participation, with 100% of parents volunteering with the program both during and outside of school hours. Gem Prep: Pocatello engages parents as partners, and finds unique ways for all parents to be included. Parents may count sessions such as back to school night, parent/teacher conferences, student performances, field trips, bus ridership, etc., all as volunteer opportunities. In the April 2016 parent satisfaction survey, 91% of parents responded that Gem Prep: Pocatello administrators have created an environment conducive to student learning, with 83% stating that their students enjoy going to school and 72% of parents visiting the campus at least on a monthly basis.
- **I-DEA Official “Go On” School.** Since 2011, I-DEA has been rated a “Go On” school by the J.A. and Kathryn Albertson Foundation.
- **I-DEA High SAT.** Every year since the SAT has been proctored statewide, I-DEA has been in the top 10 of all schools statewide.
- **I-DEA Dual credit success.** Each year, over 80% of I-DEA graduates have completed at least one college course and 20% of graduates leave I-DEA with an associate’s degree.

Gem Prep: Pocatello is operated by a seasoned charter school administrative team which has 11 + years of experience managing I-DEA, with governance from a Board which provides expertise in all of the functions needed to run a successful school.

The chart below outlines the experience and areas of expertise of our Board and administrative team.

Team Member	Finance	Educational Program	Education Innovation	New School Start-up	School Facilities	Governance & Law	Operations	Community Outreach	Development/Fundraising	School Administration	Distance Learning	Special Populations	Technology and Data	Board Member
<b>Jason Bransford, Director</b>	X	X	X	X		X		X	X	X	X	X		
<b>Barb Femreite, Business Manager</b>	X			X	X	X	X		X		X			
<b>Josh Femreite, Operations Administrator</b>			X	X	X		X				X		X	

<b>Laurie Wolfe, Academic Administrator</b>		X	X	X						X	X	X	X	
<b>Jill Call</b>		X	X											X
<b>Shana Codr</b>		X					X					X		X
<b>Allison Akhnoukh</b>			X	X			X		X	X				X
<b>Bonnie Freytag</b>							X							X
<b>Murray Stanton</b>						X	X							X
<b>Dennis Turner</b>				X		X	X	X						X
<b>Roger Stewart</b>		X	X			X		X		X			X	X

The board and administrative team has a contagious passion for education, a passion that ignites educators and students alike, and has a keen ability to transform their passion into consistent, measureable results. We realize that the ultimate success as educators is not only measured by immediate student outcomes, but also by the essential preparation of students for the purpose of inheriting and succeeding in the future global economy.

*Please see Appendix D-1 for Board Resumes and D-4 for Administrative Team Resumes.*

# Educational Programs and School Goals

## An Educated Person in the 21<sup>st</sup> Century

An educated person in the 21<sup>st</sup> Century is prepared to use technology appropriately and strategically to solve problems, find information, evaluate sources, make connections, forge deeper understandings, and effectively communicate with others.

An education person in the 21<sup>st</sup> Century asks and answers challenging questions, solves problems, and reflects critically on their work and performance to inform future progress.

An educated person in the 21<sup>st</sup> Century demonstrates self-management and self-awareness. They demonstrate resilience and perseverance when faced with challenges. They acknowledge when they need assistance and when they can be of assistance to others.

An educated person in the 21<sup>st</sup> Century understands and acts upon their responsibility to the larger community. They are able to listen respectfully, work through challenges, and collaborate productively with others from different backgrounds, experiences and perspectives.

## How Learning Best Occurs

Gem Prep: Pocatello's objective is to build and foster a community of learners which view education as not confined to the traditional four walls of a classroom; but rather, as an exchange of knowledge and ideas through technology, effective curriculum, effective instruction and personal relationships.

Gem Prep: Pocatello's core educational philosophy is that learning occurs when:

- learners construct meaning;
- learners are actively engaged in purposeful tasks;
- learners are expected and encouraged to learn;
- activities are integrated and meaningful;
- learners see themselves as part of the community and find ways to serve the community;
- learners see the connection between what they learn and the real world;
- learners are provided with support as an intrinsic part of the educational program;
- learners have challenging learning opportunities.

Gem Prep: Pocatello will graduate students who are:

- College and career ready
- Problem solvers
- Life-long learners
- Self-motivated
- Responsible citizens

## Educational Program and Goals

In developing an initial school model, the administrative team and Board sought to incorporate successful best practices from its virtual school (I-DEA) as well as high performing charter schools across the nation. The team has been influenced by the success of high performing blended learning schools such as Rocketship, KIPP LA, Summit Public Schools, Alpha Public Schools, Rocky Mountain Prep and others. At the same time, the school model created is unique to Gem Prep: Pocatello, as it strives to meet the needs of the target student population and work within the Idaho operating environment.

Differentiated from what has traditionally been referred to in the current educational landscape as blended learning, the Gem Prep: Pocatello model pivots strongly on personalization. Students are enabled to progress through curriculum at their own pace while still enjoying meaningful community with their peers, who may be at a completely different academic level on any given subject.

The table below summarizes the origins of each component of the models described below:

<p><b>Component of current I-DEA model</b></p>	<ul style="list-style-type: none"> <li>• Offline curriculum (K-12)</li> <li>• Some online curriculum selections</li> <li>• Assessment cycles and data driven instruction</li> <li>• Dual enrollment</li> <li>• Learning Management System</li> <li>• Single subject acceleration model (students working ahead of grade level when ready)</li> <li>• 7-12 asynchronous statewide instruction model</li> </ul>
<p><b>Practice drawn from other high performing school models</b></p>	<ul style="list-style-type: none"> <li>• K-6 in classroom rotational model (including multi-age grouping for core Math/ELA content)</li> <li>• 7-12 Flex Model</li> <li>• Some online curriculum selections</li> <li>• Staffing model</li> <li>• Principal residency model</li> <li>• Actionable data reporting for teachers to inform instruction</li> </ul>

The program at Gem Prep: Pocatello is a hybrid model, and will have blended learning at all levels. The Christensen Institute defines blended learning as: “a formal education program in which a student learns: 1) at least in part through online learning, with some element of student control over time, path and/or pace 2) at least in part in a supervised brick-and-

mortar location away from home 3) and the modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience.<sup>4</sup>

Gem Prep: Pocatello identifies that while there are no large-scale, rigorous peer reviewed research studies currently available due to the fact that blended learning is considered somewhat new to the education landscape, the school has patterned the specific educational model after high performing blended learning schools in other states. These schools have demonstrated strong academic results and have considerable experience in implementing blended learning.

As with most innovation, Gem Prep: Pocatello realizes that adjustments and improvements are often necessary as these ideas are tested and put into practice in real-world settings. Gem Prep: Pocatello is committed to evaluating the academic impact of the blended learning instructional model and making any necessary adjustments in order to meet all academic goals. The School is committed to vigilance in ongoing assessments, evaluations and adjustments to facilitate successful student outcomes. We understand that newness, in and of itself, does not make something valuable, just as status quo does not always make something successful.

*Please see Appendix R-1 for information on adaptive blended and online learning.*

## School Goals

Gem Prep: Pocatello has the following educational goals.

School Goals	As Measured By
1. Students will be prepared for success in college and/or career upon graduation from high school.	<ul style="list-style-type: none"> <li>○ ISAT Scores</li> <li>○ SAT, ACT or Compass Scores</li> <li>○ The number of students who pass their dual credit courses with a grade of “C” or better</li> <li>○ Graduation Rates</li> <li>○ College graduation rates</li> </ul>
2. Students will participate in personalized learning experiences that are tailored to their individual needs and that give them significant choice in their learning, which will result in technologically capable young people who are self-motivated, lifelong learners.	<ul style="list-style-type: none"> <li>○ Benchmark Assessments</li> <li>○ Adaptive online assessments</li> </ul>
3. Teachers, students, and school leaders will use data to drive instruction and to improve learning outcomes, including implementing	<ul style="list-style-type: none"> <li>○ Student Surveys</li> <li>○ Narratives from Teachers and School Leaders</li> </ul>

<sup>4</sup> <http://www.christenseninstitute.org/key-concepts/blended-learning-2/>

innovative new strategies and making adjustments to the school model.	
4. Gem Prep: Pocatello will be a welcoming, safe, and inclusive school community.	<ul style="list-style-type: none"> <li>○ Average Daily Attendance rates</li> <li>○ School culture survey</li> <li>○ Parent Volunteering rates</li> </ul>

**K-6 Instruction**

Gem Prep: Pocatello’s K-6 blended learning model utilizes a classroom rotational model that enables students to gain exposure to whole group, small group and independent (both online and offline) instruction. Gem Prep: Pocatello uses multiple instructional delivery pathways to optimize student acquisition and mastery of clearly defined standards and goals. Methodology used contains a combination of teacher created and curated content; which includes both small group instruction and adaptive online learning programs.

A daily instructional experience typically includes:

- **Whole group instruction.** Each block begins with teacher led whole group instructions introducing the focus for the day’s lesson and providing an opportunity for students to work in heterogeneous groups.
- **Teacher led small group instruction.** The classroom teacher will work with a small group of students. The focus is on skill building with targeted support based on each individual student’s needs. The teacher has instant access to each student’s data and is able to tailor the small group instruction based on the real-time data from each student. The teachers utilize the data from the adaptable online programs and assessments to meet each student where they are, to determine where they need to be, and to develop and implement guided learning plans which promote student achievement and success.
- **Independent reading.** Gem Prep: Pocatello believes strongly in the importance of frequent independent reading as a way to promote fluency and foster a love of learning. During this station students select appropriately leveled texts from the classroom library or online library.
- **Adaptive online curriculum.** Students work independently with online curriculum. The online curriculum is personalized to each student and “adapts” based on historical performance. In addition, teachers are provided with data from the programs that they can use to inform whole and small group instruction. Examples of the types of online curriculum that may be used are DreamBox math, TenMarks math, ThinkCerca for argumentative writing. The adaptive curriculum enables students to be challenged every day in a dynamic learning environment. In any given class there may be students working in subject content below grade-level, on grade-level or two to three levels above their own grade level; while still being involved with their peers developing a strong sense of community within the class as a whole.
- **Small groups.** Students work independently on projects and activities that reinforce the core skills being taught during the teacher led small and whole group instruction.

During independent learning time students work on adaptive learning software, online assignments and/or playlists. Online assignments may be assigned by the teacher or by the adaptive software program to personalize each students learning. Initially this work may be more independent. However over time, and with support from the Paraprofessional and/or volunteers, students will begin to work more collaboratively on projects.

*Please see Appendix R-2 for a diagram of the different learning modalities in K-6.*

## 7-12 Instruction

The 7-12 model is not a virtual school model. It is a blended learning flex model with one of the components being virtual classrooms accessed from the Gem Prep: Pocatello school campus. The model will be driven by the following:

- **Sharing of highly qualified teachers across the state.** A cornerstone of the Gem Prep: Pocatello secondary school model is the sharing of teachers across all Gem Prep schools. Core subjects will be taught synchronously across the state with some students in person with the teachers while others access the lesson via live telecast with a paraprofessional providing supervision. All paraprofessionals\* will be highly qualified and possess the academic knowledge and skills to support students in each subject in which they supervise far end students (students on the receiving end of the telecast). Far end students will have the ability to interact with the certified teacher during the live telecast. They will also be able to ask questions and send messages via a chat feature to the certified teacher before, during and after class, write on a virtual whiteboard, participate in class discussions, and ask and answer questions from peers around the state. Certified teachers will also have online office hours during the week so that students can receive additional help, ask questions or clarify their understanding of course material with the teacher. In addition to ensuring students across the state have access to highly qualified teachers in each subject area, this model ensures financial sustainability by enabling teacher staffing to be spread across three smaller schools.
- **Early access to college courses and interest driven electives.** Students will be encouraged to enroll in dual college credit courses both online and in person at local universities. Students across the entire 7-12 continuum will have access to over 200 courses through partnerships with Idaho Digital Learning (IDLA). In addition, high school students will have the opportunity to enroll in a vast array of courses at local universities. This program component also supports financial sustainability by reducing the number of students (particularly in grades 11 and 12) who require direct instruction and supervision on a daily basis.
- **Blended Learning: Flex Model:** Instead of the Rotation Model used at the elementary level, the 7-12 level will utilize a Flex Model. The Christensen Institute defines a Flex model as:  
“a course or subject in which online learning is the backbone of the student learning, even if it directs students to offline activities at times. Students move on as individually customized, fluid schedule among learning modalities. The teacher of record is on site, and students learn mostly on the brick- and-mortar

campus, except for any homework assignments. The teacher of record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects and individual tutoring.”

Gem Prep: Pocatello’s flex model is designed to mentor and encourage students to develop clear educational goals and expectations for achievement; and to simultaneously support students in their learning processes.

By individual design encompassing a variety of education tools (virtual classrooms, dual credit courses, on campus face-to-face instruction, fluid schedules, study blocks, etc.) students are able to create an education framework that meets their personal skills, abilities and interests, and which facilitates their progression toward their own goals. Gem Prep: Pocatello will use a broadcasting system to telecast live classes to other regions across the state. A natural byproduct of the Gem Prep: Pocatello’s personalized flex model is that students become adept in self-management, time-management, goal setting, and distance communication; all skills they will need for their future post-secondary academic and career pursuits.

#### \*Paraprofessional’s Role within the Flex Model

The paraprofessional’s role during synchronous instruction is to ensure that the technology is working for the far end students so that they may actively participate in class with their peers around the state. Paras may also assist individual students who need additional support during in class instruction. Paraprofessionals will proctor quizzes and tests under the certified teacher’s supervision during synchronous classes, ensure that students are on task, and communicate any student needs or concerns to the certified teacher.

## 7-12 Learning Modalities

In the Gem Prep: Pocatello flex model of instruction, students in grades 7-12 experience a wide variety of rich and unique learning modalities, most of which are accessed directly from the school campus:

- **Synchronous Instruction – “Send”.** Students will receive core instruction (Math, English, Science and Social Studies) from a credentialed teacher. For a portion of these classes, the teacher will be based locally and students will interface with that teacher on site. While this teacher is working with students locally she will also be “sending” her lesson to other Gem Prep Schools’ location via live telecast. During this time with the teacher, teaching strategies may include direct instruction, small group/cooperative learning, and project based learning. Please see detailed description of synchronous instruction below.
- **Synchronous Instruction – “Receive”.** For a portion of core classes, students will “receive” live instruction from a teacher located in another Gem Prep School location. This instruction will be broadcast live via teleconference into the student’s local campus classroom. During this period, students will be supervised and

supported by a paraprofessional locally while engaging in learning with their peer students across the state. (See ‘paraprofessional’s role’ in 7-12 instruction, above.)

- **Online.** Teacher led core instruction will be supplemented by online instruction. Students will work through content housed in the Learning Management System as well as adaptive online curriculum such as TenMarks and ThinkCirca. Students can move at their own pace to enable reinforcement and remediation of the core concepts taught during synchronous class time. Online learning takes place in a larger space with monitoring and support provided by a paraprofessional.
- **Asynchronous.** Students will have the opportunity to enroll in electives provided by approved vendors such as Idaho Digital Learning (IDLA). These courses will be taken asynchronously with students moving at their own pace through the material.
- **Off campus.** Students in grades 11 - 12 will have the opportunity to leave campus to take courses at local universities. Participation in these courses will enable students to receive college credit while they are still enrolled at Gem Prep: Pocatello. While we anticipate that most students will be able to provide their own transportation or utilize public transportation to access college campuses, we will evaluate the need to support students with transportation on an as needed basis.

*Please see Appendix R-3 for the diagram on the 7-12 learning model, and Appendix R-1 for information on adaptive blended learning.*

## Curriculum

### K-6 Curriculum

Gem Prep: Pocatello has a robust process for selecting curriculum. In line with the organizations commitment to data as described previously, each curriculum is evaluated against demonstrated capacity to increase student achievement. Curriculum is also closely evaluated to ensure that it aligns with Idaho Core standards in math and English Language Arts and Idaho Standards in all other subjects.

Gem Prep: Pocatello’s new and existing curriculum is reviewed and evaluated on an annual basis. As well, student achievement data is reviewed against common core standards to assess program effectiveness.

### Proposed Curricula for K-6:

	Offline	Online
ELA	<ul style="list-style-type: none"> <li>• Pearson’s Reading Street (1<sup>st</sup> – 6<sup>th</sup>)</li> <li>• EngageNY ELA</li> <li>• Stepping Stones (Kindergarten)</li> <li>• Handwriting Without Tears (K-4)</li> <li>• Zaner-Bloser Spelling Connections</li> </ul>	<ul style="list-style-type: none"> <li>• Headsprout (K-4<sup>th</sup>)</li> <li>• Newsela (4<sup>th</sup>-6<sup>th</sup>)</li> <li>• ThinkCerca (4<sup>th</sup>-6<sup>th</sup>)</li> <li>•</li> </ul>
Math	<ul style="list-style-type: none"> <li>• Singapore Math</li> </ul>	<ul style="list-style-type: none"> <li>• Dreambox (K-2)</li> </ul>

	<ul style="list-style-type: none"> <li>EngageNY math</li> </ul>	<ul style="list-style-type: none"> <li>TenMarks (2<sup>nd</sup> – 6<sup>th</sup>)</li> <li>Think Through Math</li> </ul>
Science	<ul style="list-style-type: none"> <li>Science Fusion</li> </ul>	<ul style="list-style-type: none"> <li>Science Fusion</li> <li>Discovery</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>Moving Beyond the Page</li> <li>Scott Foresman Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>Discovery</li> </ul>

**Curriculum 7-12**

Gem Prep: Pocatello leverages the curriculum that has been successfully used at I-DEA. Gem Prep: Pocatello’s core and supplemental curriculum, as well as the learning management system, is adapted from those utilized through I-DEA, however the delivery of curriculum follows the blended learning model. Essentially all curriculum delivery in I-DEA is asynchronous with students taking courses established by certified teachers, but with very little live instruction from the teachers. Whereas, in Gem Prep: Pocatello the delivery is a hybrid of synchronous and asynchronous. The direct instruction component for Gem Prep: Pocatello students is further developed by the certified teachers, with supplemental resources augmenting the core curriculum and allowing for adaptivity to fit the blended learning model.

Curriculum can be accessed by students through the Learning Management System. Having this content housed within the organization’s LMS also enables seamless integration between the days when students are receiving synchronous teacher led instruction and days when they are working independently online.

In addition to the core curriculum used for each course, many courses contain supplemental curriculum to enhance student knowledge and skills in key content areas. The proposed curricular chart below illustrates specific core and supplemental curriculum.

**Proposed Curricula for 7-12**

	Core Curriculum	Supplemental Curriculum
ELA	<ul style="list-style-type: none"> <li>Pearson’s Common Core English interactive online textbook (7-12)</li> <li>EngageNY ELA (7-12)</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>ThinkCerca (7-12)</li> <li>Newsela (7-12)</li> </ul>
Math	<ul style="list-style-type: none"> <li>EngageNY math (7-12)</li> <li>Pearson’s Digits interactive math (7-8)</li> <li>Pearson’s High School Mathematics Common Core (Algebra I and beyond)</li> </ul>	<ul style="list-style-type: none"> <li>TenMarks (7-Algebra II)</li> </ul>

Science	<ul style="list-style-type: none"> <li>CK 12 Life Science, Earth Science, Physical Science, Biology, Chemistry, Physics (7-12)</li> </ul>	<ul style="list-style-type: none"> <li>Discovery</li> <li>Hippocampus</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>Houghton Mifflin Harcourt online social studies textbooks (7-12)</li> </ul>	<ul style="list-style-type: none"> <li>Discovery</li> <li>Hippocampus</li> </ul>

### Estimate of student time spent in each of the learning modalities

The chart below is a sample weekly schedule for an 8<sup>th</sup> grade student at Gem Prep: Pocatello, which illustrates approximately how much time students will spend in each of the learning modalities during a given week. During the times when students are not participating in synchronous courses, they will be logged into their learning management system and completing assigned projects, independent coursework, designated readings, group projects, etc. The curriculum and content students complete during their asynchronous time may vary widely depending upon the requirements of each given course.

#### Sample 8<sup>th</sup> Grade Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00	Synchronous Math Class	Asynchronous Math Block	Synchronous Math Class	Asynchronous Math Block	Synchronous Math Class
9:05 - 10:05	Asynchronous IDLA Digital Photography				
10:10 - 11:10	Asynchronous Science Class	Synchronous Science Class	Asynchronous Science Class	Synchronous Science Class	Asynchronous Science Class
11:15 - 12:15	Synchronous English Class	Asynchronous English Block	Synchronous English Class	Asynchronous English Block	Synchronous English Class
12:15 - 12:50	Lunch	Lunch	Lunch	Lunch	Lunch
12:55 - 1:55	Synchronous PE / Health				
2:00 - 3:00	Asynchronous Social Studies	Synchronous Social Studies	Asynchronous Social Studies	Synchronous Social Studies	Asynchronous Social Studies

When students are working in asynchronous blocks, they will be supported by certified teachers and/or paraprofessionals providing tutoring, course assistance monitoring, etc. This additional structure assists students with necessary tools, time management and support, and also provides a level of expertise and encouragement toward student success.

## **General Support Structures**

Gem Prep: Pocatello recognizes the unique needs of all children and their potential for significant educational development, and provides opportunities designed to meet each child's needs. Gem Prep: Pocatello serves all children including special education, Gifted and Talented, students requiring Section 504 Accommodations and LEP (Limited English Proficient) students.

Each person has the right to learn at the most appropriate level where growth will take place. Because gifted and talented, LEP, Title I and Section 504 students have special needs, they are provided educational experiences that strives to meet those needs. The Gem Prep: Pocatello model is centered on personalized instruction, and as such allows teachers to tailor instruction to the specific needs of each individualized student, using online adaptive technology as well as personalized, online ("asynchronous") courses. In addition, we intend to provide after school office hours in 7-12<sup>th</sup> grade and tutoring services in K-6<sup>th</sup> grades. Through our data driven instruction, we provide progress monitoring and a robust intervention program, specifically, targeted differentiated instruction in small groups. Gem Prep: Pocatello qualifies for Title I funding, a Title I program has been implemented, based on our school model of personalization and targeted instruction.

Gem Prep: Pocatello plans and budgets to provide certified special education teacher(s) and other personnel, physical facilities that are appropriately accessible to permit access by students with disabilities, funding and contractual arrangements to ensure that Gem Prep: Pocatello students with disabilities receive special education and services as required in IDEA 2004 and outlined on the students' IEPs.

Gem Prep: Pocatello will provide transportation for special needs students if it is determined that this is necessary to provide for a Free and Appropriate Public Education (FAPE).

Gem Prep: Pocatello follows state and federal laws regarding assessment of Special Education students

# Proposed Operations and Potential Effects of the Charter School

## The Charter School's Potential Effects

By locating in the Pocatello area, the school provides an additional choice of a personalized, college and career preparatory school. There is a tangible need for schools that are using technology to enhance the learning experience for students, particularly adaptive technology that allows students to be challenged at their capability level on a daily basis. Additionally, the Pocatello School District 25 is one of the largest school districts in Idaho with a significant number of students currently on waiting lists for the existing charter schools, demonstrating the demand for more charter schools.

### **Demand**

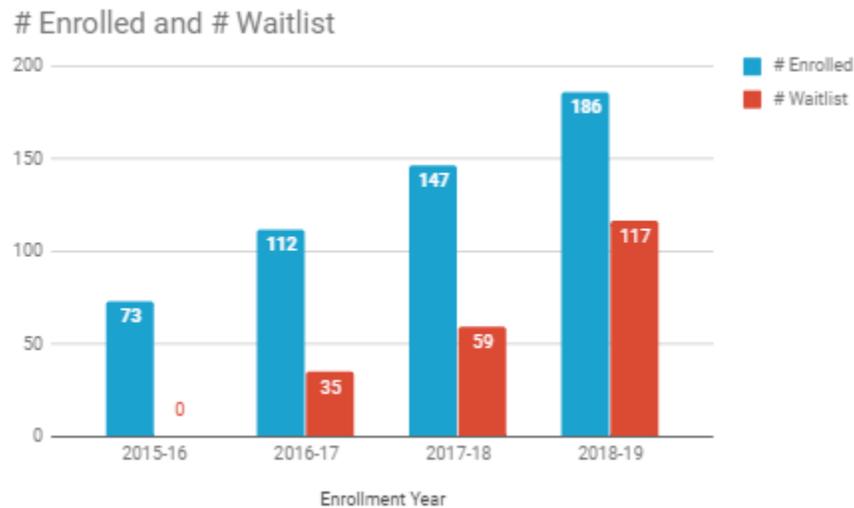
The Pocatello/Chubbuck community has an increasing interest in charter schools. Since 2015 charter school enrollment saw an increase of 20% while the waiting lists for charter schools increased by 60% during the same period. Charter school capacity in the community is not keeping up with the increasing demand.

Gem Prep: Pocatello is helping to fill this need by providing another educational option for parents wanting a high performing school for their children. Currently, Gem Prep: Pocatello is at full enrollment with 186 K-6 students enrollment for 2018-2019, with an additional 117 students on the wait list. The annual average re-enrollment of 97% reinforces the community demand for the unique blended learning model available through Gem Prep: Pocatello

Gem Prep: Pocatello is helping to relieve the burden, while at the same time creating a transformative educational footprint which creates opportunities for 21<sup>st</sup> century learning for students and for teachers.

Another quantifier, pointing toward community interest and need for the high school blended learning model within the Pocatello area, are consistent parent survey responses. After informing parents about the Gem Prep: Pocatello 7-12<sup>th</sup> grade model, one hundred percent of parents surveyed confirmed their intentions of continued enrollment through the 12<sup>th</sup> grade. As of November 2018, 55 students stated their intention to enroll in 7<sup>th</sup> & 8<sup>th</sup> grade, despite our original anticipated enrollment of 46 students (capacity is 60 seats). Students on the enrollment interested list are currently enrolled in GPP's 6<sup>th</sup> grade class, as well as a variety of middle school programs throughout the community which include, but are not limited to, Hawthorne Middle School, Alameda Middle School, Connor Academy, and Hominy Middle School. One hundred percent of responders also believe that Gem Prep: Pocatello offers a unique program, which is not duplicated in the attendance area.

See charts below for enrollment and wait list trends, showing that as communication about the unique opportunities available through the Gem Prep: Pocatello program has reached the Pocatello constituents; demand for student placement has effectually increased. The average retention rate of 97% substantiates the community's desire for this individualized education option for their students.



Gem Prep: Pocatello serves all children including special education, Gifted and Talented, students requiring Section 504 Accommodations and LEP (Limited English Proficient) students, etc. (See Tab 3 for more information and how Gem Prep: Pocatello will serve these students.)

### **Potential Impact on Local School Districts**

At its target enrollment of approximately 582 students, and because of Gem Prep: Pocatello's mentor teacher counseling system, it is anticipated a high percent of students will have an advanced degree by the time they graduate from high school. Further, because most of Gem Prep: Pocatello's graduates will successfully complete at least one college level course in high school, matriculation and completion of college will be much higher than the state averages. This will increase the number of students who are going on to college or to highly employable careers, thereby having a significantly positive impact on the economic landscape of Idaho.

GPP's principal recently spoke with the principals from Connor Academy and Pocatello Community Charter School, and both are supportive of the school's anticipated expansion. On October 12, 2018, Pocatello's Superintendent of Schools said that he was aware of the rapid population growth in the Chubbuck area where GPP will relocate, and stated that the district has been planning ways to address the increase in students in the area around the mall. The superintendent felt that GPP's growth would not have a significant negative impact on the district, given the student population growth in the area.

## Proposed Location: Primary Attendance Area

The new school location is physically located within the Pocatello School District 25 at the Pineridge Mall, 4145 North Yellowstone Highway, Chubbuck, ID 83201. Gem Prep: Pocatello's attendance area includes all of Pocatello School District 25.

*Please see Appendix K for a Map of the Primary Attendance Area*

## Facilities

At full scale, Gem Prep: Pocatello will require a minimum of 45,000 square feet of facility space and 2 acres of outdoor space. The building square footage is broken down as:

- Minimum of 1,600 SF of education space per grade level at K-6 (800 SF per classroom)
- Minimum of 1,000 SF of classroom space per grade level at 7-12
- Minimum of 5,000 SF of common room/education space.
- Minimum of 1,000 SF of collaboration, study, and tutoring rooms
- Minimum of 6,000 SF for gym, cafeteria, and fab lab
- Minimum of 2,000 SF for administration space
- Minimum of 3,000 SF for "other" space which includes SPED room, teacher workrooms, and break rooms.
- 30% additional for circulation, bathrooms, janitor closets

At the K-6 grade levels Gem Prep: Pocatello requires classrooms that allow teachers and students the ability to move around and re-organize their room to accommodate the station rotation model. Each classroom has access to high capacity wireless Internet and Chrome books for students. In high school, the facility will need to accommodate an open concept capable of adapting to the needs of the students and teachers. Common areas will be created with various learning pods to allow for student collaboration, project work, and students taking online classes. Each classroom will contain virtual teleconferencing equipment to accommodate the shared course model. Structurally, the school requires a facility that will allow adaptation of the learning environment as needed.

### **Option 1:**

Gem Prep: Pocatello has worked with the Building Hope Foundation to secure and renovate a GPP long-term facility. Building Hope has acquired a 78,000 SF facility with approximately 3.14 acres of land for \$1.2 million. The estimated total project cost including renovation is \$6.6 million. The facility is located in the former Sears portion of the Pineridge Mall and surrounding parking lot. Building Hope will renovate 55,860 SF of the 78,000 SF for the use of the school and the remaining space left as is for storage and future use. Approximately 2.4 acres of the 3.14 acres will be renovated to include a play field, elementary play structure, basketball courts, walking loop, and outdoor seating/studying area for secondary students. The additional outdoor area will be used as parking and pickup/drop off lanes. The renovated indoor and outdoor space will exceed the minimum requirements for Gem Prep: Pocatello. Gem Prep: Pocatello will lease the facility from Building Hope. The lease

agreement allows GPP to refinance and purchase the facility in 5 years for the remainder of the total project cost.

### **Administrative Services**

The Administrative services are provided by the school Administrators (state certification required), with support from the Board of Directors. Gem Prep: Pocatello will contract with Gem Prep: Online (formally I-DEA) for administrative services such as comprehensive program design, curriculum development, instructional oversight, obtaining a facility and facility financing, fundraising, a school director, an academic administrator, a business manager, an operations administrator, professional development, preparing budgets and financial reports, back office support, human resources, overseeing special education, and marketing. Gem Innovation Schools of Idaho, Inc. Board holds the charter for GPO. GPP will pay GPO 10% of the school's annual state foundation payment. The purpose of a percentage rather than a flat fee based on the cost of an FTE is to protect the school in case of a reduction in state funding. When using a flat fee, the cost of services will remain the same even if the school's revenue decreases unless the contractor reduces the staff's wages that the expense is based on. The 10% of revenue is within normal national range. The actual dollars are much lower than the national average due to lower state funding.

The performance certificate agreement will be made between the authorizer and the Gem Prep: Pocatello Board.

# Measurable Standards, Accreditation and Accountability

## Methods for Measuring Student Progress

In evaluating the School's success in meeting mission-based goals and objectives, The School is utilizing both standards-based and performance-based assessments.

Standards and standardization are the basis of assessment. Performance is assessed on at least five levels:

1. Student progress relative to previous performance is assessed through standardized assessments. We create student baselines using mandated testing results.
2. Performance is assessed relative to district and state developed standards. We do a comparison of annual results with baseline scores to assess progress.
3. Online adaptive assessments.
4. Student's progress towards meeting the Idaho Core is assessed by Gem Prep: Pocatello certified teachers through statewide standardized assessment results and internal assessments such as end of course exam, benchmark assessments, and individual student work.
5. College Readiness is assessed through nationally normed assessments such as the SAT as well as progress in dual credit and dual enrollment programs.

## Interventions and Corrections

Gem Prep: Pocatello's data driven instruction model allows ample time for interventions and corrections. After teachers give benchmark assessments, online adaptive assessments or other teacher created assessments, teachers have time to analyze the data during professional development time. After we give these benchmark/diagnostic assessments, we do a full day of data analysis with teachers. During this time, teachers analyze results and prepare re-teaching and intervention plans with students who are struggling. Teachers may also prepare extension activities or course changes to Gifted and Talented students. For students who need interventions, teachers plan targeted, differentiated small group lessons during synchronous instruction. Students' online and/or blended learning plans may also be altered to reflect the results of assessments and to provide additional remediation.

## Testing

Gem Prep: Pocatello participates in all state and federally mandated testing. The School has a testing coordinator who oversees the testing program and insures the testing process is followed with fidelity for all tests. For the 2014-2015 and also the 2015-2016 school years, Gem Prep: Pocatello had a 100% student testing participation rate and expects similar participation in future years. To facilitate this high rate of participation, Gem Prep: Pocatello informs parents well in advance of testing and also offers test make-up times for students unable to participate at the originally scheduled time.

We are currently investigating new Student Information Systems (SIS) that better align with our new model. Gem Prep: Pocatello is considering using Illuminate or PowerSchool. In addition to the SIS we are currently investigating the addition of Illuminate's Data and Assessment Management System, which would work with either of the student information systems. The Illuminate DNA system would give teachers and administrators access to reports, built in assessments, the ability to capture assessment data, data analysis tools and support, as well as data forecasting tools.

School ensures that student progress is closely tracked with two annual administrations of a criterion-referenced assessment across all grade levels. This data provides us with important growth data over the course of a school year. Gem Prep: Pocatello is considering the use of the NWEA MAP assessment for these bi-annual administrations.

### **Benchmark Assessments and Progress Monitoring**

As part of our data driven instruction model, we do regular diagnostic and benchmark assessments. Many of the online programs we currently use are Dreambox Math, TenMarks and Headsprouts which have progress monitoring built in. We do a school wide screening for reading and math at the K-3 grade levels in the fall, winter and spring and follow up with a diagnostic assessment if a student scores in the "intensive" level on the screener.

### **Accreditation**

The Gem Prep: Pocatello program was included in I-DEA's accreditation. Gem Prep: Pocatello will apply for an independent accreditation to Northwest Accreditation Commission, a Division of AdvancED for accreditation, as required in IDAPA 08.02.02.140.

Gem Prep: Pocatello will apply for and renew accreditation every 5 years as required by the Northwest Accreditation Commission. The requirements used by the AdvancED Accreditation Commission are research-based standards to not only evaluate Gem Prep: Pocatello's organizational effectiveness, but also its K-12 programs, school wide culture, and satisfaction of our stakeholders. The five standards- Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for Continuous Improvement, provide the framework for Gem Prep: Pocatello to continually monitor our effectiveness. It is our belief that using this set of research-based standards can provide focus and help Gem Prep: Pocatello leadership and stakeholders continue to provide a quality education for Gem Prep: Pocatello students.

To ensure continuing accreditation of Gem Prep: Pocatello, the school will maintain accreditation for its K-12 program in accordance with Idaho Code 33-5205(3) (e) and IDAPA 08.02.02.140. An accreditation committee appointed by the school administration will choose the appropriate accreditation standard and oversee the accreditation process. After accreditation, the school administration will submit annual accreditation reports to the Idaho State Department of Education and the authorizing entity. The accreditation will be completed through NWAC/AdvancED.

# Governance Structure, Parental Involvement, Audits

## Governance Structure

Gem Innovation Schools of Idaho, Inc. (GIS) will be the charter holder and will govern Gem Prep: Pocatello pursuant to GIS's existing Articles of Incorporation, Bylaws, and Board Policies. Gem Prep: Pocatello will be its own LEA. Gem Innovation Schools of Idaho, 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 of Section 501(c) (3) of the Internal Revenue Code of 1986 ("IRS Code"), or the corresponding provisions of any future federal income tax code. GIS will be the sole member of Gem Prep: Pocatello, LLC (GPP).

*Please see Appendix A-4 for IRS determination letter.*

## Public Records

Gem Prep: Pocatello complies with all aspects of the Idaho Public Records Law. All students receive written notification of how to request a transfer of student records to a specific school. Upon request, all records of students residing in the District are immediately transferred to the District.

## Board of Directors

The appointed Board of Directors is legally accountable for the operation of Gem Prep: Pocatello. The School commits to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them. The Board of Directors' meetings will generally follow Robert's Rules of Order, and will follow the Open Meetings laws, keep accurate minutes, and make the minutes available to the public according to the Public Records laws.

Please see the Bylaws for number of voting and non-voting board members, election and term of office of voting and non-voting directors and officers

*Please see Appendix A-3 for the Bylaws.*

## Selection and Replacement

Appointments to the Board of Directors are held according to the Gem Prep: Pocatello Bylaws.

*See Appendix A-3 Bylaws regarding election process*

## The Board of Directors seats

Current board members and their resumes are in Appendix D-1.

## **Board of Director's Responsibilities**

The Board is responsible for the financial health of the school, managing the school's funds responsibly and prudently while prioritizing spending with consideration given to the school's mission, vision and educational program goals. The Board will make an effort to establish financial practices and reporting that result in accuracy and transparency. Board members participate in fundraising activities as deemed necessary and appropriate by the Board. Board members put the interests of the school first and refrain from using the position for personal or partisan gain.

Board business conducted at Board meetings is done per the bylaws and applicable laws (see Bylaws in Appendix A-3). Board members commit to the ethical standards set forth in the Ethical Standards agreement (see Board Ethics Statements in Appendix D-3).

The Board serves as the liaison between the school and the authorizing entity.

## **Recruiting Board Members**

The Board and Administration will seek prospective members who have training or experience in accounting/finance, law, education, publicity, marketing, and/or business.

The Board understands that effective boards are a result of intentional and strategic planning. When planning for recruitment of new members, the board considers what the anticipated future board profile should reflect, and moves forward in a deliberate fashion to determine what expertise and necessary qualities they will seek in new members. Gem Prep: Pocatello administrators and the School's current board members continually seek out exceptional individuals to serve on the Schools' Board through ongoing professional and personal networking opportunities. Ideal prospective members will have training or experience in accounting/finance, law, education, publicity, marketing, and/or business. The Board will leverage networking opportunities of staff, teachers, parents and community relationships such as the local Rotary Club, when seeking prospective members. When seeking hard-to-fill skills, the board may determine to seek possible candidates by posting an opening on local community boards and profession-specific communications and forums. Once a potential board candidate has been identified, their profile will be presented to the board for review and discussion, and if the members are in agreement the recruitment process may begin.

The recruitment process may involve both vetting and cultivating the interest of potential future board members, prior to appointment. Future appointees will be provided with educational materials relative to online and blended learning, such as webinars, books and conferences, prior to appointment and during their service on the board. The membership of the school board has a direct impact on the ability of the school to fulfill its vision. Should the board find that certain skills are not being filled by potential board members and finds the need to recruit more broadly, the board may establish a committee to oversee the recruitment and vetting of new members, to facilitate the process of renewing the school with energetic, enthusiastic, committed and skilled leadership.

## **Relationship between the Board of Directors and School Administration**

The Board of Directors is the governing board of the Gem Prep: Pocatello school and has ultimate control over the school and all employee and parent concerns. If a parent or employee has a concern, they will first attempt to resolve the issue with the principal. If the issue cannot be resolved with the principal, the parent or employee may attempt a resolution with the School Academic Administrator and then the School Director. If their concern is still not resolved, it will be brought before the Board of Directors.

The organization chart below demonstrates the reporting and interaction structure for Gem Prep: Pocatello, Inc.

The Board of Directors is responsible:

- For policy development and review
- For the financial health of the school
- For administrative and operational oversight (not day-to-day operations)
- For the legal affairs of Gem Prep: Pocatello
- To adopt, advocate for and oversee a school budget, which is responsive to school goals and meets the needs of all students
- To conduct an annual self-evaluation of its own leadership, governance and teamwork.
- To communicate and interpret the school's mission and other policy related matters to the public and stakeholders.
- To ensure there is a supportive, smoothly operating leadership team which advocates for both children and the community.

School Director works under the direction of the Board. Responsibilities include, but are not limited to:

- Implement the vision and mission of the school
- Recommend to the Board the hiring of personnel
- Fulfill state charter school requirements
- Insure GPP meets the performance requirements outlined in the performance cert
- Execute the policies of the Board
- Act as the intermediary between the Board and stakeholders
- Make recommendation to the Board on issues facing the school

Business Manager works under the direction of the school Director. Responsibilities include but are not limited to:

- Monthly and annual financial reporting to the board and outside entities
- Budgeting
- Day to day financial operations and accounting
- Financial records
- Purchasing and contracts
- State reporting requirements

- Payroll
- Insurance
- Benefits
- Accounts Payable

Academic Administrator works under the direction of the school Director. Responsibilities include but are not limited to:

- Develop curriculum, instruction and assessment
- Recommend special services
- Implement professional development
- Supply annual educational reports
- Supervises and evaluated school principal
- State assessment planning
- Oversee hiring educational staff and provide recommendations

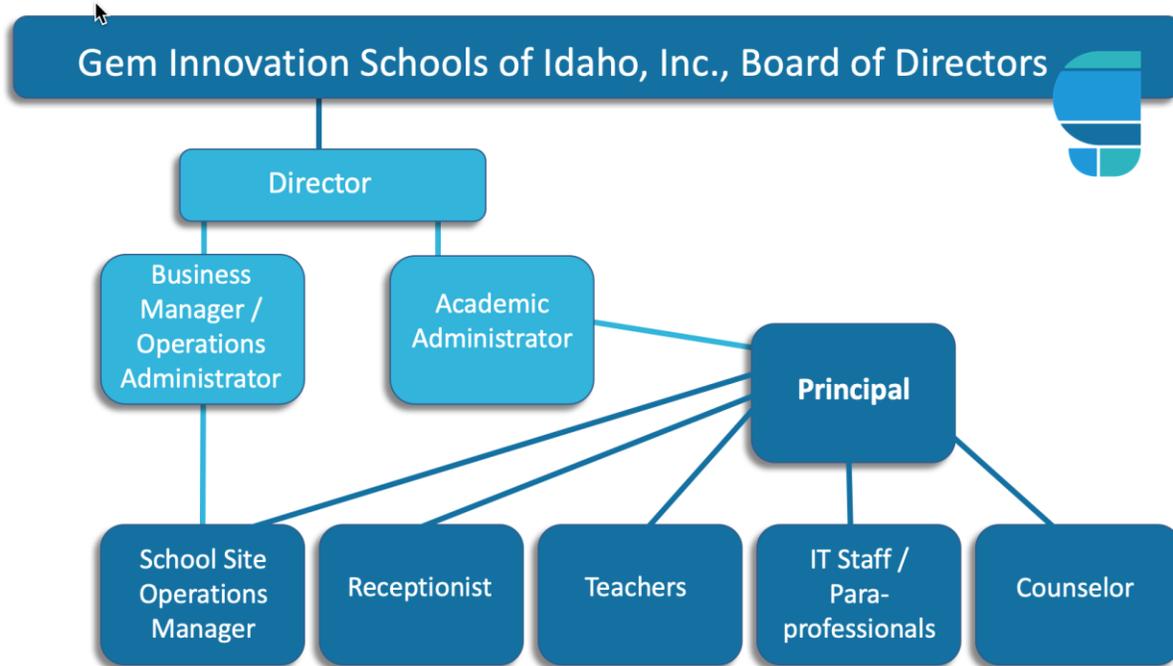
Operations Administrator works under the direction of the school Director. Responsibilities include but are not limited to:

- Facilities management
- Supervise school operations employee
- Transportation
- Nutrition
- Building security and student safety
- Technology

Principal works under the direction of the Academic Administrator. Responsibilities include but are not limited to:

- Parent and public relations
- Building school wide community and culture
- Student and staff discipline.
- Participate in curriculum development
- Supervise student scheduling
- Conduct all staff evaluations
- Provide teacher mentoring and coaching
- Resolve personnel issues
- Oversee substitute teacher rooster, training and evaluation
- Student enrollment and records
- Attendance

The below organizational chart is the initial proposed plan. We anticipate minor changes over the course of our growth.



## Board Development

When new Board Members are added, they are provided with a New Board Member Packet. This packet contains information to help them understand what is involved in being a Board Member, such as but not limited to, the Gem Prep: Pocatello Charter, roles and responsibilities, meeting laws, state statute for charter schools, ethical standards, policies and financial reports and budgets.

Annually or throughout the year, at the discretion of the Chairman, there may be a training schedule to include, but not limited to, the roles/responsibilities of a Board, review of the school's charter, the Board's Ethical Standards, Open Meeting Law, and state statutes. As appropriate, the Board may include other training, including external training, as appropriate based on costs and time. The Chairman ensures the Board is aware of these opportunities.

Board members are encouraged to attend staff and parent education meetings.

The administrative team continues to disseminate research and information on blended learning to the Board, keeping them current and allowing for informed and knowledgeable decisions to be made by the governing body. The Gem Prep: Pocatello School Board members are committed to continued development. In May 2015, a board representative attended a blended learning consortium held at Boise State University, and upon return, shared the insights received with the other board members. Also, each board member has read the book entitled "Blended: Using Disruptive Innovation to Improve Schools" by Heather Staker and Michael Horn. Board members also participated in an in-service specifically about blended learning. In the 2015-2016 school year, the Board received training regarding academic assessments and also participated in training and discussion about board development and the best practices of transitioning from founding boards to long-term mature governing

school boards. In April 2016, representative members of the Board attended the SDE Charter School Boot Camp. The Board believes strongly in seeking out relevant and solid guides on blended learning, and in sharing that knowledge with each other and with their constituents in an effort to make Gem Prep: Pocatello a high performing, personalized learning school which prepares students for college, career and citizenship.

In an effort to continue the development and excellence of each Board member, an annual self-assessment will be conducted, similar to the Idaho School Board Association (ISBA)'s self-assessment tool. The data will be used to improve the Board and its individual members' functionality. An example may be the discovery that the Board is weak in financial knowledge, leading to additional training specific to educational finances. In addition to the needs addressed in the self-assessment surveys, Board members will participate annually in development opportunities specific to leadership of online and blended learning schools.

## Ethical Standards

The Board will adhere to ethical standards established to ensure members conduct themselves in a trustworthy and ethical manner at all times in the performance of their duties and responsibilities. Each Board Member is required to read, understand, sign and adhere to the ethical standards of the Board. The school also includes training for Board Members on the ethics policy.

*Please see Appendix D-3 for signed Board ethics statements.*

## Parental Involvement

Parental involvement is a cornerstone of our schools, as we recognize that parental involvement is key to student success.<sup>5</sup> Upon enrollment, parents agree to comply with all school policy and procedures as outlined in the Student & Parent Handbook.

Gem Prep: Pocatello strongly encourages, but does not require, parents to complete 20 hours of participation/volunteerism each school year, with the intention that the more parents are involved, the more they will understand and be able to positively benefit the education of their students. The School's enthusiasm toward the participation program is to impart education ownership to the parents and to truly partner with them for their students' successes. All activities that parents/guardians voluntarily participate in on behalf of the school; whether at the campus or off-campus, are counted towards their volunteer hours. Parents are also encouraged to participate in school-related activities, including those pertaining to curriculum and instruction, such as tutoring and storytelling. Volunteers may also be involved in monitoring the playground, student drop-off and pick-up, and assisting with school events, PTO, school socials, etc. The school will maintain a differentiated list of parent volunteer activities and a log of volunteer hours is kept in the

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<sup>5</sup> Numerous studies have found links between parental involvement and engagement and student academic success are strong, in fact, this link has now been deemed "undisputed". An example of these critical links includes the U.S. Dept. of Ed's 1995 report, *Strong Families, Strong Schools*. Additional researchers, including Kellaghan, Sloane, Alvarez, and Bloom (2003), and Beth Simon (1999), Topor, D, Keane, S., Shelton, T. and Calkins, S. "*The Interface of Family, School, and Community Factors for the Positive Development of Children and Youth*" (2010) have also well- documented and synthesized research on this topic.

school office. As the school grows from kindergarten through high school, the parental involvement opportunities will be updated, as appropriate.

In an effort to encourage enrollment of students from families of diverse family dynamics, parents are provided a lengthy list of opportunities in which to be involved. This allows parent volunteerism and involvement even in families with two working parents, single parent households, low income families, etc. As a testament to this effort of balancing high parental involvement with a variety of family dynamics, during the 2015-2016 school year, Gem Prep: Pocatello served students who had a higher rate of qualification as "low income" than did the Pocatello School District.

All volunteers must complete a Volunteer Agreement form. Volunteers receive structured training (as needed), and must follow all policies and procedures defined by the School. If activity occurs that is not in keeping with the School policies, the school leader reserves the right to relieve the volunteer of his or her responsibilities.

A Parent Organization will provide consultation and support to the Board and the Administration regarding ongoing plans for the school.

Parental participation may also include, but is not limited, to the following:

- Ongoing contact with certified teaching staff
- Parent-teacher conferences
- Volunteering for school projects, programs and committees
- Attending Orientation Sessions
- Creation and participation in a Parent Teacher Organization
- Attending board meetings
- Creating committees to participate in the leadership and operation of the school
- Attending ongoing educational workshops
- Attending ongoing field trips and activities
- Receiving key information regarding school events on the Gem Prep: Pocatello website
- Reviewing online Student & Parent Handbook which is updated annually. School Administration will also solicit input on the Student & Parent handbook.

In order to create awareness of volunteer opportunities and other parental involvement opportunities, the information may be communicated via email and the school website

## Audits

Every year Gem Prep: Pocatello will hire an independent certified public accountant to conduct an independent audit that complies with all generally accepted auditing standards and will be separate and distinct from all other charters held by the Board. At the completion of the audit, the Board reviews the results of the audit, approves and accepts the audit report and findings. A copy of the audit report will be submitted to the Authorizing entity and the State Department of Education. The school will address any concerns brought up by the audit in a timely manner.

## Financial Reporting

Gem Prep: Pocatello, will comply with the financial reporting requirements of Idaho Code Section 33-701 (5-10). The Board will have prepared and published, within one hundred twenty (120) days from the last day of each fiscal year, an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction pursuant to Idaho Code Section 33-701(5)(6).

The Board will present and discuss all financial matters at public sessions and will post all financial results, budgets, audits, contracts and disbursements electronically on the Gem Prep: Pocatello website. The Board will hold an annual public hearing where the budget is discussed in detail. The Board will post notices of all meetings, including financial meetings, at the Gem Prep: Pocatello school site as well as two other public sites within the attendance area, such as at a public library.

Such annual statement shall include, but not be limited to, the amounts of money budgeted and received and from what sources, and the amounts budgeted and expended for salaries and other expenses by category. The annual statement will be submitted to the State Department of Education as required by law.

The School places copies of all teacher contracts and vendor contracts on the school website. In addition, the School places a listing of all disbursements on the website and makes available all such information upon request.

Annually, Gem Prep: Pocatello will file with the State Department of Education such financial and statistical reports as the SOPI may require pursuant to Idaho Code Section 33-701(7). Gem Prep: Pocatello will destroy all claims or vouchers paid five years from the date the same was canceled and paid pursuant to Idaho Code Section 33-701(8).

The Board will review the school budget periodically and make appropriate budget adjustments. Amended budgets shall be submitted to the State Department of Education pursuant to Idaho Code Section 33-701(9).

Gem Prep: Pocatello will invest any money coming into the hands of the school in investments permitted by section 67-120 of the Idaho Code.

# Enrollment, Admissions, Attendance Policies

## Enrollment

GPP’s instructional model includes challenging each student at their comprehension level. One way GPP does this is by placing students in the grade level of their comprehension, not necessarily in the grade level of their birth year. While this practice keeps students academically challenged, changing a student’s grade level placement also creates challenges to keep within the grade level cap.

Gem Prep: Pocatello’s enrollment is capped at 732 students in grades K-12. The table below contains the grade-by-grade plan to grow to 582 students over six years. While the Board has a grade-by-grade plan that targets 582 students, the Board requests a single K-12 enrollment capacity of approximately 732. This approach allows the Board to adjust grade-level student numbers, within the 732-student cap, in order to assure availability for all current students who wish to re-enroll, in order to place students in the grade level of their comprehension, and in response to market needs. For the purpose of the lottery, no less than three months prior to GPP’s application deadline, the Board of Directors will establish the annual school-wide enrollment capacity not to exceed 732 students and an annual enrollment capacity for each grade level.

Gem Prep: Pocatello Enrollment						
Grade	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K	48	48	48	48	48	48
1	48	48	48	48	48	48
2	48	48	48	48	48	48
3	48	48	48	48	48	48
4	30	60	60	60	60	60
5	30	60	60	60	60	60
6	30	30	60	60	60	60
7	23	23	45	45	45	45
8	23	23	45	45	45	45
9		20	20	30	30	30
10		20	20	30	30	30
11			20	20	30	30
12				20	20	30
<b>TOTAL</b>	<b>328</b>	<b>428</b>	<b>522</b>	<b>562</b>	<b>572</b>	<b>582</b>

## Student Recruitment

Student Recruitment is owned locally. The Principal is held accountable for meeting the enrollment projections. Equally, if not more important, it is critical that the Principal and staff make connections with prospective parents early and feel a sense of ownership for ensuring that they are providing a high quality education that attracts students. Recruitment strategies include developing partnerships with local preschools, religious and other community organizations as well as holding information sessions and advertising through local channels, as well as on all of our external communications.

## Admissions Procedures

Gem Prep: Pocatello is open to all children, on a space-available basis within each grade. No student will be denied admission based on ethnicity, creed, gender, disability, or place of residence. No out of state residents will be enrolled.

Gem Prep: Pocatello follows the equitable selection process that is outlined in IDAPA 08.02.04.203.07 or another method that is approved by the authorizer.

As a public charter school, Gem Prep: Pocatello must, as a condition of its charter, have an open enrollment policy. Charter schools have a cap or limit as to the number of students they can accept. If the number of applications to a charter school exceeds the capacity of the school, all applicants will have an equal chance of being admitted through a random selection process or lottery.

Gem Prep: Pocatello follows the model admission procedure identified by the Idaho State Board of Education.

1. Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs.
2. Prior to enrollment each year, Gem Prep: Pocatello will advertise in local media and online and make application forms available online. The application will include information pertinent to filling available slots.
3. Students currently attending Gem Prep: Pocatello will have first preference and Gem Prep: Pocatello's full-time employee's children will have next preference for admission to the school, with a maximum of 10% of the student population consisting of full-time employee's children.
4. Siblings of students already selected by lottery will be given next priority.
5. Prospective students residing in the primary attendance area of the school will be the next priority.

6. All other students residing outside of the attendance area will be the final priority.

Gem Prep: Pocatello substantially follows the model admission procedure identified by the Idaho State Board of Education.

### **Requests for Admission**

Gem Prep: Pocatello complies with Section 33-5205 (3)(j) Idaho Code. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend Gem Prep: Pocatello. In the case of a family with more than one (1) child seeking to attend Gem Prep: Pocatello, one written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, Gem Prep: Pocatello on or before the enrollment deadline established by Gem Prep: Pocatello. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student. If the initial capacity of Gem Prep: Pocatello is insufficient to enroll all prospective students, a lottery (as outlined above) shall be utilized to determine which prospective students will be admitted to Gem Prep: Pocatello. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by Gem Prep: Pocatello shall be permitted in the lottery. Written requests for admission received after the established enrollment deadline will be added to the bottom of the final selection list for the appropriate grade.

### **Lottery Process**

Gem Prep: Pocatello holds a lottery each year unless the initial capacity of Gem Prep: Pocatello is sufficient to enroll all prospective students. The lottery is held in a public forum and a neutral 3rd party conducts the lottery selection. Gem Prep: Pocatello determines the students who will be offered admission by conducting a fair and equitable lottery conducted according to IDAPA 08.02.04.203 and Idaho Code 33-5205.

### **Waiting Lists**

Once the equitable selection process is conducted each year, waiting lists for each grade are developed. Students are placed on the list according to the order they were drawn for each priority group. Those lists are used to fill available spots until the next equitable selection process is conducted. If a student does not accept an offer for enrollment or the parent does not respond to the offer by the date designated in the offer the student's name is removed from the list and the next eligible student is offered the seat.

Any written requests for admission received after the lottery has been conducted are added to the bottom of the wait list for the appropriate grade and preference group.

Wait lists do not carry over from one year to the next.

All openings during the school year are filled according to the order of this wait list. If a parent, guardian, or other person receives an offer on behalf of a student and declines admission, or fails to respond to such an offer in a timely manner by the date designated in such offer by Gem Prep: Pocatello, then the name of such student is stricken from the wait list, and the seat that opens in that grade is made available to the next eligible student on the wait list.

Written requests for admission received after the lottery has been conducted are added to the bottom of the wait list for the appropriate grade. If a student is enrolled in Gem Prep: Pocatello, and their sibling is on the waitlist, the sibling student will advance to the bottom of the sibling waitlist for their respective grade level, in accordance with (Rules Governing Public Charter Schools) IDAPA 08.02.04.203.04.

The names of the persons in highest order on the final selection list shall have the highest priority for admission to Gem Prep: Pocatello in that grade, and shall be offered admission to Gem Prep: Pocatello in such grade until all seats for that grade are filled.

### **Attendance Requirements and Records**

Consistent attendance is essential to remaining in the Gem Prep: Pocatello program. Gem Prep: Pocatello students will meet or exceed the instructional hours as outlined in Idaho Code: 450 hours for kindergarten; 810 hours for grades 1-3; 900 hours for grades 4-6; and 990 hours for grades 7-12.

### **Notification of Enrollment Opportunities**

In accordance with IDAPA08.02.02.203.02, Gem Prep: Pocatello ensures that the public notification process of enrollment opportunities will include the dissemination of enrollment information, at least three months in advance of the enrollment deadline established by Gem Prep: Pocatello each year. The information is posted in highly visible and prominent locations within the attendance area of the school, as well as, on the school's website. In addition, Gem Prep: Pocatello ensures that such process includes the dissemination of press release or public service announcements to media outlets such as television, radio, and newspapers that broadcast within, or dissemination of printed publications within, the area of attendance of the school. Gem Prep: Pocatello ensures that such announcements are broadcast or published by such media outlets on at least three occasions, beginning no later than fourteen days prior to the enrollment deadline each year. The School is committed to providing and disseminating outreach and enrollment information in languages represented within the attendance area, e.g. Spanish. The current principal of Gem Prep: Pocatello is bilingual in Spanish and actively participates in enrollment activities. Enrollment information advises 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.

*Please see Appendix K for a map of the primary attendance area.*

## Denial of Attendance

In accordance with Idaho Code 33-205, the school's Board of Directors may deny enrollment or may expel or deny attendance to Gem Prep: Pocatello to any pupil who is a habitual truant (I.C. 33-201), or who is incorrigible, or whose conduct, in the judgment of the Board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board, but such enrollment or readmission shall not prevent the Board from again expelling such pupil for cause.

The process for expulsion and denial of attendance is in Tab 6 under Student Discipline. For Special Education cases, refer to Tab 3 under Special Education Services.

## Student & Parent Handbook

Gem Prep: Pocatello has developed a draft K-6 Student & Parent Handbook, which outlines school policies, Internet Use, and disciplinary procedures. As the school grows, a secondary handbook will be developed to reflect the laws applicable at that time.

In order to ensure that both parents and students understand the expectation for students at Gem Prep: Pocatello, handbook policies are reviewed at orientation, and are available on the school's Web site.

*Please see Appendix Q for the Student & Parent Handbook.*

## Internet Use

Gem Prep: Pocatello has a comprehensive, realistic and enforceable Internet Use Policy, which includes parent permission.

# Business Plan, Transportation and School Lunch

## Business Plan

### Marketing Plan

Gem Prep: Pocatello believes that the best marketing strategy is to deliver an excellent education for students, which produces strong results. The program has seen an enrollment trend of retention over the past years, with students re-enrolling for their next consecutive year and sharing with their own communities about their experiences with Gem Prep: Pocatello. This positivity and word-of-mouth communication has been the number one reason for the increased enrollment and the wait-list. The school staff, families, board members and other constituents tell the story to a broad range of external stakeholders.

In addition to the most critical audiences of prospective families and teachers, the organization continues to seek opportunities to proactively build a brand around innovation that establishes Gem Prep: Pocatello as a national leader in the realm of next generation learning. The school engages in a variety of marketing and relationship building activities in an effort to both increase enrollment and to solidify the brand within the community. This may be accomplished through a variety of tools capable of reaching a wide cross section of the local community, which continues to include underserved and at-risk families. The School intends to continue to participate in successful outreach opportunities such as:

- Participation in community and other networking events, e.g. fairs, family days, parades, special zoo events, holiday activities, etc. The current bilingual principal attends most of these community functions.
- Social Media: Facebook, Community Calendars
- Gem Prep: Pocatello Web site
- Brochures and Posters handed out and placed on community bulletin boards, the local swimming pool, rec center, local public libraries, and other family gathering places, as well as shared with local community leadership groups such as Rotary, etc. Bilingual principal participates in outreach activities where he can meet face-to-face with constituents.
- Local media coverage, news releases and articles - specifically identifying that the school is open to all students within the enrollment area and serves-equally-all demographics.
- Invitations to campus given to legislators, community leaders, philanthropists, local businesses, etc.
- Signage on campus and at public events; in languages appropriate to demographics of the enrollment area.
- Participation in community support drives with other schools and local businesses.
- Events (open houses, summer socials on campus, gatherings at local community activities, and summer lunches in the park, etc.)
- Participation in PTO activities, fund raisers and community projects on and off campus

- Relationship building with local libraries; continuing to partner with them in various venues for student story-time and outreach opportunities to reach a wide-range of constituents.

The School's marketing plan has reached and enrolled a larger portion of low income underserved families than the local school district, and has impacted the local enrollment area by purposing to find ways to reach out to all constituents within the enrollment area. The School continues to pursue opportunities to market to the underserved populations, minorities, as well as to all within the enrollment area.

*See Appendix O for Outreach and Marketing Plan*

## **Management Plan**

The Gem Innovation Schools, Inc. Board of Directors is the governing board of the Gem Prep: Pocatello school and has ultimate control over the school and all employee and parent concerns. If a parent or employee has a concern, they will first attempt to resolve the issue with the school principal. If the issue cannot be resolved with the principal, the parent or employee may attempt a resolution with the School Academic Administrator and then the School Director. If their concern is still not resolved, it will be brought before the Board of Directors.

## **School's Financial Plan**

### **Budget**

The budget for Gem Prep: Pocatello is prepared in compliance with Idaho Code Section 33-801 and rules of the State Board of Education; is presented at a public hearing in June of each school year; and will be delivered to the State Department of Education as required on or before July 15th for the subsequent school year. Copies of the budget are provided to any interested parties via the Gem Prep: Pocatello website. Further, the budget is prepared, approved, and filed using the required accounts associated with the Idaho Financial Accounting Reporting Management System (IFARMS).

*See Appendix F for Three Year Operating Budget Assumptions. Detailed Fiscal Impact Three Year can be found in Appendix I.*

### **Income sources**

Funding sources include SDE foundation payments based on support units by grade, staff apportionment and benefits based on support units, transportation reimbursement based on current year expenditures and directed program payments in support of specific SDE initiatives.

Any federal funds for Title I, Title II and IDEA Part B are calculated through the prescribed formulae and submitted within required deadlines.

The leadership team has raised over 6 million dollars in grant funding to assist Gem Prep: Pocatello, as well as other Gem Prep Schools, with start-up costs and growth.

### **Fundraising Plan**

The Board of Directors, Administrators, and/or parent organizations are responsible for fundraising efforts, if implemented, to generate capital or to supplement per-pupil allocations.

Director of Development services will either be employed or contracted, to serve Gem Prep: Pocatello. The Development Director will continually strive to identify, educate and cultivate key donors who are capable of making major gifts.

*Please see Appendix E-4 for the grant letter from the J.A. and Kathryn Albertson Foundation.*

### **Operating Expenditures**

Gem Prep: Pocatello operates under a purchase order system in compliance with Idaho Code Section 33-601. All expenditure requests are signed off by the appropriate operating personnel and approved by the Finance Department. Pursuant to Idaho Code Section - 67-2302 the school pays all of its operating obligations no later than 60 days after receipt of invoice. All operating expenditures are approved monthly at regularly scheduled Board meetings.

### **Non-operating expenditures**

Non-operating expenditures are based on the specific terms set out in the agreement. Non-operating expenditures are generally limited non-recurring expenditures and debt service obligations.

### **Cash Flow**

The Business Manager reconciles cash flow monthly to the bank statements and compares the current monthly expenditures to the monthly cash plan approved by the Board, performs a variance analysis and reports to the Board on a monthly basis. The Business Manager also meets with the School Operations Manager at each site on a monthly basis.

### **Financial Management**

The accounting records are kept and maintained in accordance with generally accepted accounting principles (GAAP). Gem Prep: Pocatello, follows the reporting requirements set forth by the Idaho State Department of Education IFARMS.

The Board of Directors is ultimately responsible for financial management. The Board delegates the day-to-day financial management and day-to-day accounting of the school to the Business Manager. The Business Manager, in conjunction with his/her team (including the school operations manager at the school site), completes a monthly review of operating results and presents such results to the Board.

In addition to the annual audit (see Tab 5), a report to the Board is given that includes any material weaknesses in internal controls and/or operating inefficiencies that should be addressed in the coming year.

The school has instituted various segregation of duties to assist in the assurance that there is propriety required to protect the school's books and records, including receipt and deposit of cash, payment of expenditures and reconciliation of accounts and records.

### Pre-Opening Plan and Timeline

As the program school has been open since 2014, it was determined by the Commission that the pre-opening timeline is not applicable, and therefore is not included in the appendices.

### Transportation Plan

Gem Prep: Pocatello currently offers student transportation by purchasing bus passes from the City of Pocatello. The school has, and will continue to expand the bus pass program based on growth and demand. The school also supports a plan for parents to organize carpools and works with local daycare centers to provide before and after school vans.

In the 2015-2016 school year, Gem Prep: Pocatello partnered with the City of Pocatello to provide bus service. Since that time, 71% of students utilize the transportation services. The transportation plan was developed in partnership with parents, and updates and expansions continue to be vetted through parents. Students in all grades, including kindergarten, are eligible to ride the bus.

In 2016-2017 the School expanded the transportation program adding a five mile loop within the enrollment area. The expansion includes approximately 58% of households within 1.5 miles of the route. In 2017-2018 the school plans to add an additional route that will service households to the east and south of the school. When implemented, this additional route will increase the coverage to approximately 90% of households. As represented in Appendix R-4, all but five of the school's current families live within .5 miles of a PRT bus stop allowing the school the potential to increase the routes farther, as needed. *See Appendix R-4 for Student Location Map in relation to PRT Bus Stops*

A key component of the transportation plan continues to be student safety. A staff member meets students and parents at the first stop and rides the entire bus route, picking up students at each stop, and only exits the bus at the school campus. A daily morning and afternoon record is kept of student ridership, and all students are accounted for during their transport. Parent volunteers also may ride the bus with the staff and accompany students along the route. The same procedure is followed in the afternoon, with a staff member riding the entire bus route with students, ensuring that no student is left unattended while being transported to or from school.

If the need arises for a state reimbursable transportation plan, the school will investigate other options and will follow all state reporting requirements for transportation per Idaho Code 33-5208(4). A formal bid process as outlined by the Idaho State Department of

Education and Idaho Code 33-402(2) will be followed. Transportation will be provided to the student population as outlined in Idaho Code 33-5208(4)(a)(b).

Students with special needs will be provided transportation in accordance with requirements of state and federal law. A student's IEP will determine if transportation is required and the best method of transportation. All transportation adheres to the IDEA. Transportation of field trips, excursions, and extracurricular activities are provided by the school through contracted services at the expense of all participating students.

## School Lunch Program

The Gem Prep: Pocatello, Inc., Board will adopt policies relating to school lunch in accordance with federal and state laws. Gem Prep: Pocatello believes that no child should go without food and will provide a lunch to enrolled students beginning in its first year of operation as a school.

During the first two school years (2015 and 2016), Gem Prep: Pocatello provided lunch and snacks for students who were unable to bring their own food to school. Gem Prep: Pocatello received a grant from the National School Lunch Program for a milk cooler to support the implementation of a milk program in 2016-2017. The school intends to offer a full hot lunch program in the 2017-2018 school year. See full nutrition plan timeline in chart below:

Gem Prep: Pocatello Nutrition Plan Timeline	
<b>2014-2015</b>	<ul style="list-style-type: none"><li>● Provide snacks and/or lunches to students who are unable to bring their own food to school.</li><li>● Participates in the Idaho Dairy Council Free Cheese for Testing program.</li></ul>
<b>2015-2016</b>	<ul style="list-style-type: none"><li>● Partner with local food bank in the "Feeding of America Backpack Program" offering weekend food to low income students whose families qualify.</li></ul>
<b>2016-2017</b>	<ul style="list-style-type: none"><li>● Intends to implement National "Special Milk Program" approved through the "National Lunch Program"; providing free or reduced milk to low income qualifying students and/or at low cost to all students.</li><li>● Applied for and was awarded a Milk Cooler Grant through the Idaho Dairy Council.</li></ul>
<b>2017-2018</b>	<ul style="list-style-type: none"><li>● Intends to implement a full hot lunch program.</li></ul>

Families are notified about the nutrition options through various communication avenues such as on-campus events like 'back to school night', as well as in-house announcement TV screen, Facebook, flyers, teacher newsletters, principal newsletter, emails, etc.

Should Gem Prep: Pocatello decide to participate in the National Lunch Program, the school will continue to collect, free and reduced data annually by individual FRL forms and/or through Direct Certification. The forms are collected at the beginning of each school year. Ninety-two percent of families responded in the 2015-2016 school year, and Gem Prep: Pocatello will continue to pursue receiving a high percentage of respondents to the FRL survey.

## Purchased Services

See in Appendix E for draft contracts and Tab 10 for a list of possible vendors.

# Virtual Charter School

This section is not applicable to Gem Prep: Pocatello.

## Business Arrangements, Community Involvement, School Closure

Gem Prep: Pocatello purchases curriculum from several curriculum providers such as:

**Pearson** for Reading Street textbooks, Prentis Hall Common Core Literature digital courseware, Life Science and Physical Science digital courseware, Integrate High School Math digital courseware, Digits Math grades 6-8 digital courseware. Scott Foresman Social Studies textbooks.

**Houghton Muffin Harcourt** for Science Fusion, World History, The Americans and World Geography interactive online subscriptions.

**Singapore Math** grade K-5 textbooks

**Handwriting Without Tears** workbooks

**iReady** for Diagnostic and Instruction Math and Reading site licenses

Kindergarten through sixth grade does not share teachers with other schools. However, beginning in fall 2019, Gem Prep: Pocatello plans to share educators for the secondary model. For this arrangement, there are two possible strategies being considered: 1) one to one sharing with no monetary exchange: i.e. a biology teacher in Gem Prep: Pocatello will telecast to classes in Gem Prep: Nampa and vice versa an English teacher in Nampa will telecast to classes in Pocatello. 2) a split FTE: i.e. a teacher will be contracted on two school payrolls—possibly a .6 FTE for Gem Prep: Nampa and a .4 FTE for Gem Prep: Pocatello. All options will be discussed with the Idaho State Department of Education prior to implementation.

### Business Arrangements

Gem Prep: Pocatello, Inc., does not currently have contracts with other schools, businesses or individuals. When Gem Prep: Pocatello, Inc., is authorized to operate the program as a charter school and becomes an LEA, possible key business arrangements are:

**Regence:** Used to service employee health insurance plans.

**Delta Dental:** Used to service employee dental insurance plans.

**MSBT Law:** A full service law firm, used in representing and advising in the areas of general and municipal law, education law, administrative law, employment law, etc.

**Excent Corporation:** Gem Prep: Pocatello will utilize Enrich Special Education Software to facilitate file management of IEPs and student special education records.

**Idaho Distance Education Academy:** I-DEA will lease portable classrooms to Gem Prep: Pocatello, as well as sub-lease the main school facility at 1451 Jessie Clark Lane, Pocatello, ID 83202.

**Hayden, Ross, PLLC:** An independent, full-service CPA firm will be used for independent audits of school finances.

**Illuminate Education, Inc.:** Gem Prep: Pocatello will use the Illuminate Data and Assessment program which provides tools to access real-time data; allowing teachers to flexibly group students, align tests with state content standards, efficiently analyze data for Rtl protocol, etc.

**ICRMP:** Used for loss protection for property and casualty insurance coverage, exclusive to Idaho local governments.

**Instructure, Inc.:** Gem Prep: Pocatello will utilize the Canvas software application for the administration, documentation, tracking, reporting, and data delivery for the School's learning management system.

**Power School:** Used to manage the student information system for online enrollment and registration, as well as managing school processes and data.

**Tyler Technologies:** Used for public sector accounting software and technology services.

### Possible Community Partners:

- **Gem Prep: Pocatello PTO:** The PTO was established during the 2015-16 school year. Administration attends all PTO meetings. The School and PTO work well together, boosting parent involvement, communication, community awareness, project funding, etc.
- **Portneuf Public Library:** The children's librarian regularly holds story time and other activities on campus for the kindergarten and first grade classes. The librarian markets the school to library constituents, and participates in Gem Prep: Pocatello on-campus summer events.
- **Monsanto:** Is a local funding partner in the Gem Prep: Pocatello makerspace, making it possible for The School to purchase the necessary furniture for the space. The space will open the fall of 2016.
- **Pocatello Transit Authority:** Since 2015, the transit authority has partnered with Gem Prep: Pocatello to provide transportation services for all students.
- **Idaho Charter School Network:** Partner with Gem Prep: Pocatello to advocate for policy conducive to positive charter school outcomes.
- **J.A & Kathryn Albertson Foundation:** Has provided generous philanthropic support for the growth of Gem Prep: Pocatello.
- **Idaho School Board Association:** Utilized to provide board training, staff training and legal advice.
- **Idaho Association of School Business Officials:** Utilized as a partner for school finance training, networking, finance laws and budgeting expertise.

*Please see Appendix E-1 for Jessie Clark facility Lease Agreement, Appendix E-2 Sublease Approval Agreement Letter, E-3 for the I-DEA Lease Agreement, and E-4 for JAKAF Grant Award Letter, E-5 Grant Money Distribution Letter.*

## Termination of the Charter/School Closure

In case of termination, the Chairman of the Board of Directors will be responsible for the dissolution of the School.

Prior to any school closure decision, a closure protocol will be developed to ensure timely notification to parents, orderly transition of students and student records to new schools, and proper disposition of school funds, property and assets, in accordance with Idaho law.

Pursuant to Idaho Code 33-5212, in the event of a public charter school closure for any reason, the assets of the school shall be distributed first to satisfy outstanding payroll obligations for employees of the school, including any tax, public employee retirement system and other employee benefit obligations, then to creditors of the school, and then to the authorized chartering entity in the case of a public charter school authorized by the board of a local school district. In the case of a public charter school authorized by any other authorized chartering entity, any remaining assets shall be distributed to the public school income fund. Assets purchased using federal funds shall be returned to the authorized chartering entity for redistribution among other public charter schools. If the assets of the school are insufficient to pay all parties to whom the school owes compensation, the prioritization of the distribution of assets may be determined by decree of a court of law.

Within a month after the determination to dissolve the school, the Chairman will contact the parents of past and present students informing them of the process to obtain student school records and/or to which school the records should be forwarded. The School will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution and where the records will be stored after dissolution. The School will send the records to the school requested by the parents. Parents can either email or send written instructions.

Within two months after the final school year, the Chairman will direct the remaining student records to parents for whom the school has mailing addresses. Any remaining student records will be stored in a secure location for the legal limit. The School will maintain a Facebook page or similar page stating who to contact for student records.

The Chairman will direct all personnel records to all former employees of the school. All former employees shall receive their personnel records within one month after the final school year.

Gem Prep: Pocatello will fund and complete a final fiscal audit. The audit will be submitted to the Idaho Public Charter School Commission and the State Department of Education.

*See Appendix A-3 for the Bylaws.*

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

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

**CLOSURE  
PROTOCOL**

**August 2013**



## Background

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

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

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

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

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

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

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# Introduction

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

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

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

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

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

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

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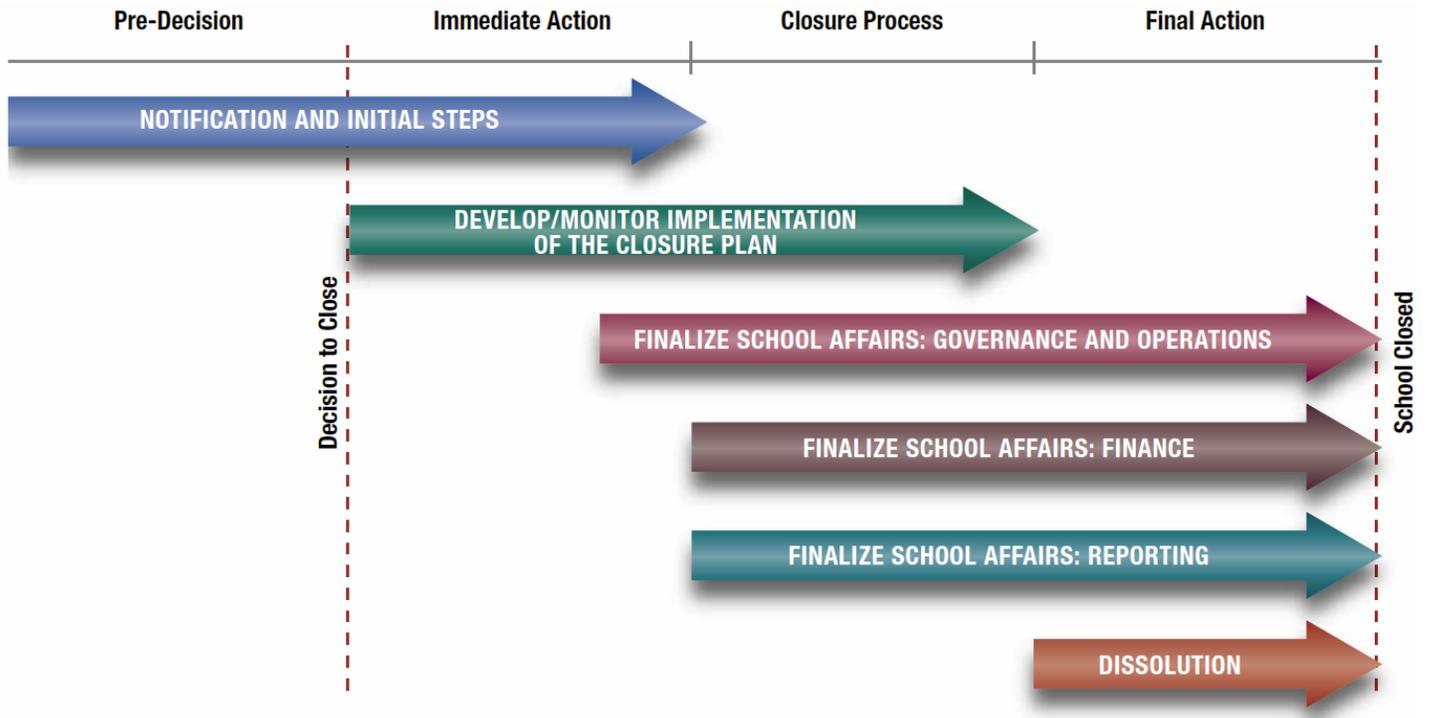
## Endnotes

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

<sup>2</sup> I.C. § 33-5212

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

# A Conceptual Timeline for Closure



## Notification and Initial Steps

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

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

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

## Finalize School Affairs: Governance and Operations

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

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

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

## Finalize School Affairs: Finance

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

## Finalize School Affairs: Reporting

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

## Dissolution

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

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

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

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

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13<sup>th</sup> day of June 2019, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Liberty Charter School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on April 4, 2005, the Authorizer approved a petition for the transfer of authorization of the School from the Nampa School District Board to the Authorizer; and

WHEREAS, the School began operations in the year 1999; and

WHEREAS, the School’s charter was renewed on March 1, 2019, for a five-year term of operations,

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of July 1, 2019, and shall continue through June 30, 2024, unless earlier terminated as provided herein.

## SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The School shall notify the Authorizer of any modification to the Articles or Bylaws within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

### SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: To develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities.
- B. Grades Served.** The School may serve students in Kindergarten through grade 12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program
- Teach to the high, and through strict adherence to the Harbor School Method, use the Method’s educational approach, curricula, and tools to provide multiple opportunities for mastering concepts, and to exceed State benchmarks in required academic testing.
  - Ensure instructional fidelity across grade levels with core instructional methodology being consistent among teachers and grades, ensuring that students learn the instructional routines in early grades which accelerates their ability to focus on new information, skill development and thinking skills.
  - In addition to emphasizing the traditional core curriculum areas of language arts, math, science, social studies, incorporate the Harbor Method’s educational features of providing self-contained 7th & 8th grade classes, the study of a foreign language beginning in at least the 3rd grade, and participation in music, PE and computer classes.
  - Provide a School-to-Work experience that, in addition to the school’s academic program, purposefully trains students to demonstrate “Attitude and Effort,” along with the characteristics of enthusiasm, efficiency and excellence in the work they do. Work-related programs appropriate for each grade level will be carried out, and will include an eighth-grade experience when each student spends two weeks working in the café under the direct supervision of the administrator. Working alongside the students, the administrator will give students feedback and issue a

final grade based upon their work performance.

- Provide a School-to-Work emphasis and school culture by adopting policies that are intentionally designed to prepare students for the rigors and challenges of the workplace, including school policies establishing strict attendance requirements, respect for authority, real-life consequences for both positive and negative behaviors, and a culture of respect and kindness.
- Remove fear, threat and intimidation from the learning environment by implementing and carrying out the Harbor Method's character education program that emphasizes kindness and a zero tolerance policy for teasing, taunting, bullying, and negative peer pressure. The character education program will also emphasize and require adults in the school to model the expectations and behaviors for character required of students.
- Hold the school's principal(s) directly accountable for the environment in which teachers teach and students learn. The principals' primary responsibility will be to support teachers and protect teaching time and to be present throughout all student contact areas during school hours. The principal(s) will be visible to students in the classroom, in the hallways, in the lunchroom, and on the playground, and will perform before- and after-school duties, and lunchroom duty in order to model attitude and effort and servant leadership. The principal(s) will also provide daily supervision and support of teachers to ensure instructional fidelity.
- Provide a college-bound, high school experience that sets a substantial academic foundation so that graduates possess key advantages upon entering college or post-high school/professional-technical training, and helps ensure that each graduating student who has college as a goal will have been offered the opportunity to complete a minimum of 9 college credits.

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

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

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

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

**B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and

all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

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

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

## SECTION 5: SCHOOL OPERATIONS

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

**B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 440 students, with annual per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix C.

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

**D. School Facilities.** 9955 Kris Jensen Lane, Nampa, ID83686. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

**E. Attendance Area.** The School's primary attendance area is as follows:

North Boundary: The center of Lake Lowell Avenue (turning into E. Amity Avenue) to include only property on south side of road(s). [Approx. 3 miles north of school.]

East Boundary: The center of Happy Valley Rd. to include only property on west side of the road. [Approx. 3 miles east of school.]

South Boundary: The center of Missouri Rd/Kuna Rd to include only property on north side of road(s). [Approx. 2 miles south of school.]

West Boundary: The center of Midland Rd to include only property on east side of road. [Approx. 2 miles west of school.]

**F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

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

## SECTION 6: SCHOOL FINANCE

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

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

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

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

- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

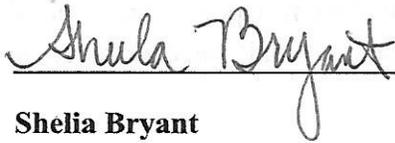
## **SECTION 8: MISCELLANEOUS**

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective July 1, 2019.

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**Alan Reed**  
**Chairperson, Idaho Public Charter School Commission**



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**Shelia Bryant**  
**Chairperson, Liberty Charter School Inc. Board**

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

**Appendix B: Performance Framework**

**Appendix C: Charter**

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

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

No conditions of authorization or renewal are applicable.

**Appendix B: Performance Framework**

# LIBERTY CHARTER SCHOOL

## [YEAR] ANNUAL PERFORMANCE REPORT

### INTRODUCTION

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

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

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

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

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

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

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

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

## PERFORMANCE FRAMEWORK STRUCTURE

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

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

## ACCOUNTABILITY DESIGNATIONS

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

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

**SCHOOL OVERVIEW**

<b>Mission Statement</b>	To develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>● Teach to the high, and through strict adherence to the Harbor School Method, use the Method’s educational approach, curricula, and tools to provide multiple opportunities for mastering concepts, and to exceed State benchmarks in required academic testing.</li> <li>● Ensure instructional fidelity across grade levels with core instructional methodology being consistent among teachers and grades, ensuring that students learn the instructional routines in early grades which accelerates their ability to focus on new information, skill development and thinking skills.</li> <li>● In addition to emphasizing the traditional core curriculum areas of language arts, math, science, social studies, incorporate the Harbor Method’s educational features of providing self-contained 7th &amp; 8th grade classes, the study of a foreign language beginning in at least the 3rd grade, and participation in music, PE and computer classes.</li> <li>● Provide a School-to-Work experience that, in addition to the school’s academic program, purposefully trains students to demonstrate “Attitude and Effort,” along with the characteristics of enthusiasm, efficiency and excellence in the work they do.</li> <li>● Remove fear, threat and intimidation from the learning environment by implementing and carrying out the Harbor Method’s character education program that emphasizes kindness and a zero tolerance policy for teasing, taunting, bullying, and negative peer pressure.</li> <li>● Hold the school’s principal(s) directly accountable for the environment in which teachers teach and students learn.</li> <li>● Provide a college-bound, high school experience that sets a substantial academic foundation so that graduates possess key advantages upon entering college or post-high school/professional-technical training, and helps ensure that each graduating student who has college as a goal will have been offered the opportunity to complete a minimum of 9 college credits.</li> </ul>		
<b>School Location</b>	9955 Kris Jensen Lane Nampa, ID 83686	<b>School Phone</b>	208-466-7952
<b>Surrounding District</b>	Nampa School District		
<b>Opening Year</b>	1999		
<b>Current Term</b>	July 1, 2019 - June 30, 2024		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	440	<b>Enrollment (Actual)</b>	

**SCHOOL LEADERSHIP**


**STUDENT DEMOGRAPHICS**

	School	State	Surrounding	Neighboring
Non-White				N/A
Limited English Proficiency				N/A
Special Needs				N/A
Free and Reduced Lunch				N/A

**ISAT PROFICIENCY RATES**

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

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

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

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			

Liberty has chosen not to include mission-specific measures.

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

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

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

ACADEMIC K-12

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

INDICATOR 1: STATE PROFICIENCY COMPARISON		
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	<p>50                      0</p> <p>30 - 45                0</p> <p>15 - 29                0</p> <p>0 - 14                   0</p> <hr/> <p>0</p>
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	<p>50                      0</p> <p>30 - 45                0</p> <p>15 - 29                0</p> <p>0 - 14                   0</p> <hr/> <p>0</p>
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	

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

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)														
<b>Measure 3a</b> <b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>  <b>Criterion-Referenced Growth</b> <b>Math</b> <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.  <b>Notes</b>	<b>Result</b>          	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>39-50</td> <td>0</td> </tr> <tr> <td>26-38</td> <td>0</td> </tr> <tr> <td>13-25</td> <td>0</td> </tr> <tr> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	39-50	0	26-38	0	13-25	0	0-12	0		0
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<b>Measure 3b</b> <b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>  <b>Criterion-Referenced Growth</b> <b>ELA</b> <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.  <b>Notes</b>	<b>Result</b>          	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>39-50</td> <td>0</td> </tr> <tr> <td>26-38</td> <td>0</td> </tr> <tr> <td>13-25</td> <td>0</td> </tr> <tr> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	39-50	0	26-38	0	13-25	0	0-12	0		0
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INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)																				
<b>Measure 4a</b>	<b>Are students making expected academic growth in math compared to their academic peers?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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<b>Math</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math falls below the 30th percentile.</p>																			
<b>Notes</b>	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.																			
<b>Measure 4b</b>	<b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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**INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)**

**Measure 5a**                      **Are students graduating from high school on time?**

**Four-Year Adjusted Cohort Graduation Rate**

**Exceeds Standard:** The school's four-year ACGR was at least 90%.  
**Meets Standard:** The school either:  
a) had a four-year ACGR of 80% - 89% OR  
b) had a four-year ACGR of at least 66% AND met its progress goal.  
**Does Not Meet Standard:** The school met its progress goal but had a four-year ACGR below 66%.  
**Falls Far Below Standard:** The school did not meet its progress goal and had a four-year ACGR below 66%.

The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.

**Notes**

Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)

The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.

Result	Points Possible	Points Earned
	125	
	100	
	75	
	0-65	0
		0

OPERATIONAL

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

OPERATIONAL

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

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

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

<p><b>Measure 3c</b> <b>Reporting Requirements</b></p>	<p><b>Is the school complying with reporting requirements?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Notes</p>																	
<p><b>Measure 3d</b> <b>Public Transparency</b></p>	<p><b>Is the school complying with public transparency requirements?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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OPERATIONAL

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
<b>Credentialing &amp; Background Checks</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<b>Information Handling</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

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

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

FINANCIAL

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

FINANCIAL

INDICATOR 2: SUSTAINABILITY																	
<p>Measure 2a</p> <p>Total Margin and Aggregated</p> <p>3-Year Total Margin</p> <p>Notes</p>	<p><b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b></p> <p><b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p><b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p><b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.</p> <p>Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
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<p>Measure 2b</p> <p>Debt to Asset Ratio</p> <p>Notes</p>	<p><b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b></p> <p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.</p> <p><b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p> <p>Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
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<p>Measure 2c</p> <p>Cash Flow</p> <p>Notes</p>	<p><b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b></p> <p><b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p><b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
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<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p> <p>Notes</p>	<p><b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b></p> <p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1</p> <p>Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			0				0			
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## **Appendix C: Charter**

# LIBERTY CHARTER SCHOOL

*“...We held on to our central truth - that it is not possible to change significantly what happens in schools unless you change significantly the nature of the human relationships that form the educational experiences.”*                      *-Olds & Pearlman, Designing the New American School*

## INTRODUCTION

This proposal was made possible by Idaho Code, Chapter 52, Title 33, passed by the Idaho Legislature in 1998. It provides opportunities for teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- Improve pupil learning;
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low-achieving; (Attachment 1: ISAT scores for lower achieving students)
- Encourage the use of different and innovative teaching methods;
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system;
- Hold the school established under this plan accountable for meeting measurable pupil outcomes, both behaviorally and academically.

We respectfully submit this proposal to the Idaho Public Charter School Commission to sponsor Liberty Charter School, which will allow parents the opportunity to qualify for the lottery in accordance with the Charter legislation.

Our proposal for a charter school is an alternative educational opportunity that offers students the promise of a Kindergarten through Grade 12 education which will lead to a successful post high school experience and/or admission to an institution of higher education. This promise is made with the understanding that an education is a shared responsibility of the public schools, the parents, the community and the individual learners. The authors of this Charter value the commendable energy, dedication and success of all schools.

We believe that our charter school status provides a unique and additional opportunity to address the educational needs and desires of our children.

### Unique Aspects

The distinctive aspects of Liberty Charter include the addition of seventh through twelfth grade,  
Amended May 2015

the study of a second language, piano lessons for Kindergarten through third-grade students, enriched gifted and talented services, high school humanities opportunity, career guidance and development, integration of community, school and family service into the learning process.

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

*High School Humanities Opportunity* – Students enter high school with a multitude of budding dreams and desires. At the heart of Liberty Charter High School is encouraging the imagination, curiosity and inspiration in students to enable them to create meaning and purpose from their knowledge, the willingness to grapple with concepts and information until they're their own, and the gaining of a self-respect and initiative. And at the heart of the high school is the opportunity to expand upon essential content standards, at the state and district level, using substantial technology, and a myriad of hands-on/application experiences in order for high-level understanding and life skills to also become the goals of each student. On a broader scale, the empowering goal of the high school is to provide a substantial academic foundation so that all its graduates possess key advantages upon entering college or applicable to any post-high school/professional field.

*Foreign Language* - The study of a foreign language is an integral and distinguishing aspect of the Liberty Charter curriculum. Research demonstrates that the study of a second language boost English proficiency, improves memory and self-discipline and enhances verbal and problem-solving skills. Studies also show that learning a foreign language actually contributes to better SAT and ACT scores. Most colleges and universities require a second language for incoming students. In addition:

- ...knowledge of a second language is essential in over 60 occupations
- ...each of the major U.S. corporations routinely employs 500 to 5,000 persons abroad
- ...commercial language schools now have waiting lists, due to increased demands in business and industry for people with strong language skills
- ...1,261 companies surveyed reported 60,687 positions requiring a second language

The initial emphasis was with intermediate level learners (ages 9-13), but now starts at the second-grade level. At the high school level, French, Spanish and Sign Language classes are available to our students. An expected outcome is that learners will communicate and interact effectively in a second language.

*Music; Piano Lessons - Kindergarten through third grade. .5 hours per week* - It is our belief that early musical training - particularly on the piano - will dramatically boost a child's brain power, building the kind of skills necessary to succeed in high level math and science. Recent studies of California and Wisconsin showed that after only six months, pre-school piano students

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out-performed those who had not studied by 35% on measured intelligence tests. Further studies have shown the best time to boost brainpower through music is between the ages of two and ten.

The explanation for this phenomenon is simple: when a child makes music, brain cells begin firing in patterns - linking with each other and forming a network of lasting connections. This exercises and strengthens the same bridges in the brain that are believed to lay the framework for logic, order, and abstract reasoning.

Therefore, we have created a piano lab where primary students (grades K - 3) learn the basics of playing the keyboard. High school students have continued their musical instruction through expanded jazz choir and instrument programs. It has not been our intent to turn every child into a Mozart or an Einstein. But it has been our desire to stimulate as much brain activity as possible, for the stimulus a child receives early in life will determine how well their brain functions through life.

*Gifted and Talented Enrichment* - In a society based on democratic principles, each person has the right to learn at the most appropriate level where growth will take place. Because gifted and/or talented students have special needs, they have been provided educational experiences that have met those needs in the regular classroom. The Harbor Method is a direct instruction method which requires teachers to teach above grade level and provides multiple opportunities for students to reach higher learning levels. Students are also encouraged to pursue challenges beyond the scope of the regular curriculum, including Hall of Fame, Famous I, Famous II, and Famous III, regardless of their areas of giftedness or talents. At the high school level, this is accomplished through, but not limited to, clustering, competitions, consultations, curriculum compacting, concurrent credit college courses, and career exploration.

Liberty Charter School has used the following outline of identification procedures for gifted and talented program:

1. Intellectual/Academic – see attached matrix (Attachment 2)
2. Specific Academic – see attached student profile (Attachment 2)
3. Creativity – see attached student profile (Attachment 2)
4. Visual/Performing Arts - portfolio/audition; expert recommendation; teacher rating form
5. Leadership - portfolio; teacher recommendation; parent questionnaire; student questionnaire.

*Career Development and Guidance* - Participating in a myriad of job-shadowing opportunities, Liberty Charter High School has enabled students to receive and formally document and develop job-skills portfolios. Special time and attention has been devoted to scholarship application and experience, on-going resume development, as well as career studies completed by each student.

*Community, School and Family Service* - Community service is a vital and distinctive element of the Liberty Charter curriculum. Learners reap the rewards that come from being active, contributing community members. They experientially discover the interrelationships of

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community members. They feel the satisfaction of seeing their activity produce positive changes in their community and their lives. Moreover, it is critical that our children develop into young adults who possess a deep sense of loyalty and responsibility for the family that has invested in them. Daily homework include students being expected to invest back into their families by voluntarily satisfying needs within their homes, as well as complete specific projects with or for their families. Additionally, students are expected to find ways to invest back into their school by applying to work for various staff in order to learn how to be responsible to job-related expectations. The purpose of School Service is also to help our students realize that the excellence of any school is dependent on a *team* of workers, of which the students constitute key members.

The community, school and family service requirement are designed to instill a sense of individual, social, and civic responsibility. It enables learners to become whole people whose presence in society is valuable because of their development of values and newly found knowledge to solve for the needs of others. Specifics of the program are determined by the learners and school staff during the initial weeks of each school year, based on current community needs and interaction with parents, community and governmental leaders.

*Technology* - Technology provides learners with skills that prepare them for future employment. The term “technology” includes learning tools such as computers, interactive video equipment, audio-visual aids, scientific equipment and networks linked to local and nationwide resources. These tools help students guide their own education. They support a child’s natural way of learning through individual and group discovery, and through seeking solutions to real life challenges. “Learning how to learn” is the real purpose of education. Those who succeed in this goal become lifelong learners. Interactive technologies properly used for this goal leap the barriers of time, space and limited attention span and bring the world to our fingertips. Computers will be tools used for activities such as:

- Research - Access information via electronic reference books, databases, networks, etc.
- Career Development – Exploring professional / workplace requirements, opportunities and investigation; job-skill assessments; formal portfolio development.
- Instruction – Using visual manipulation with technology such as SmartBoards to personalize study and allow for daily, efficient integration of content areas.
- Authoring - Create and illustrate stories and reports to share with others in media such as printed documents videos and digital film.
- Drill, Practice, Remediation - Computers take over tedious routines, providing instant feedback on mistakes and how to correct them. It is possible to evaluate learning needs and take learners back to foundation knowledge they may have missed.
- Computation - Learning mathematical skills through spreadsheets and other software applications helps prepare learners for future careers.
- Record Keeping and Storage - Charter learners discover that computer databases

are effective tools for tracking school and business records, schedules, inventories, etc.

- Communication - Network link learners at school with their homes, other schools and national resource centers.

## **ELEMENT ONE: EDUCATIONAL THOROUGHNESS STANDARDS FULFILLED**

The Educational Learning Program is accomplished within the context and focus of the Thoroughness Standards as defined in section 33-1612, Idaho Code. The architects of the Liberty Charter School understand that a “thorough system of public schools” in Idaho is one in which:

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

Liberty Charter School achieves the Thoroughness Standards through its basic curriculum and the unique aspects, which includes the unique aspect of technology integration in all major high school subject areas. The instruction of the curriculum is accomplished by using an aligned proactive method. A combination of a strong emphasis on kindness, the “golden rule”, and a reward system (Citizen of the Week and Citizen of the Month) which honors children who are hard working, responsible, honest, respectful, etc., creates an environment allowing for student peace of mind which then maximizes learning potential. We will focus on the memorization and dramatization of classic poetry rich in moral education. Through daily recitation, discussion, and application to life situations, this aligned proactive approach will create sensitivity for mankind in staff and students. (Attachment 3)

Liberty Charter School’s curriculum is taught, reviewed, and practiced within the context of the mission, ***“Liberty Charter School’s mission is to develop students who are competent, confident, productive, and responsible young adults who possess the habits, skills and attitudes to succeed in life and be offered the invitation of a post-secondary education and satisfying employment.”***

This mission seeks to develop an educated citizenry for the 21<sup>st</sup> century through a dynamic, interactive, academic program where pacing is driven by student capabilities, not textbooks. Our students will be well grounded in the basics, such as, reading, writing, math, science and social studies. In addition, our students will evolve into citizens who will develop the following

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academic habits:

- ...curiosity;
- ...lifelong learning;
- ...clear oral and written communication;
- ...thinking creatively, thoughtful reflection, and purposeful investigation
- ...cooperative and independent problem solving
- ...thinking logically and making informed judgments;
- ...effectively using technology as a tool;
- ...adapting to new situations and responding to new information;
- ...finding, selecting, evaluating, organizing and using information from various sources;
- ...making easy and flexible connections among various disciplines of thought;

They will develop personal habits and attitudes of:

- accepting responsibility for personal decisions and actions;
- investment in and awareness of the needs of others;
- academic honesty and the ability to face challenges with courage and integrity;
- a healthy lifestyle;
- empathy and courtesy for others and respect for differences among people and cultures;
- self-confidence and willingness to risk setbacks in order to learn;
- concentration and perseverance;
- seeking a fair share of the workload
- managing time in a responsible manner
- working cooperatively with others, which includes the ability to listen, share opinions, negotiate, compromise and help a group reach consensus.

The development of the above noted habits and attitudes require a climate that is conducive for learning. The philosophy of the Liberty Charter School is that learning occurs when:

- ...learners construct meaning;
- ...learners see connections between what they learn and the real world;
- ...learners are actively engaged in purposeful tasks;
- ...activities are integrated and meaningful;
- ...learners are allowed to make mistakes in order to achieve success;
- ...a positive and productive learning environment is provided;
- ...learners are given opportunities to build new knowledge;
- ...learners are given time to reflect on the value and purpose of what they learn;
- ...learners work individually and as members of a group;
- ...learners work side-by-side with community and family members to develop solutions and opinions on issues that can be presented to local policy makers;
- ...learners are expected and encouraged to learn with their hearts as well as their minds;
- ...learners internalize that what they learn and do in school makes a positive change in

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- the community;
- ...challenged learners have an individual plan and support is an intrinsic part of the educational program;
- ...learners are supported with coaches, mentors and advocates;
- ...all learners have advanced learning opportunities.

***The- philosophy of the Liberty Charter School is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place.***

Each child has the right to come to school without fear of taunting, teasing or violence. Each parent has the right to expect a school to provide a safe, kind environment for his/her child. Each staff member has the right to teach without fear of violence. Students, parents and teachers will experience peace of mind in the Liberty Charter School setting. We believe that a “kind” environment should be extended through the potentially tumultuous junior high years.

#### ***A BASIC CURRICULUM:***

In keeping with the Liberty Charter School’s mission to prepare learners to be functional citizens of the 21<sup>st</sup> century, we recognize that such preparation is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. Liberty Charter emphasizes the exploration, acquisition and application of knowledge.

The Liberty Charter curriculum contains both traditional academic subjects and additional language areas that make the charter unique. The Idaho State Department of Education’s curriculum serves as the starting point and is enhanced with unifying themes and other creative methods.

The subjects that comprise the curriculum are listed and briefly discussed below. The traditional core curriculum areas - language, arts, math, science, social studies - remain strongly emphasized. They are augmented by music, theater, art, health, physical, and environmental education. Liberty Charter School utilizes the basic elements of the Idaho State Department of Education adopted Standards and Benchmarks.

#### ***CORE CURRICULUM***

***Language Arts (English and Foreign)*** - The goal is to develop learners who are effective communicators, who love literature, and are lifelong readers and writers. The curriculum is literature based. Comprehensive skills, grammar and vocabulary are integrated within the literature program. Specifically, *Spalding Writing Road to Reading* is used in Phonics and Spelling Grade K – 8. *Shurley Method Program* is used for English Grade 1 – 8.

Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes self analysis connected with student learning goals  
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through a personal journal, as well as, creative, expository and professional writing. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools.

***Science and Health*** - The Liberty Charter science curriculum is a multi-year sequence, which emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling and testing science to actually “doing” and “feeling”. This process approach lets students experience the excitement of science so they can better understand facts and concepts.

Kindergarten through third-grade students focus on the basic science process skills of observing, inferring, measuring, communicating, classifying and predicting. Fourth through eighth-grade students add the integrated science process skills of identifying variables, constructing tables of data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses and designing investigations. Ninth through twelfth-grade provide more academically and individually challenging situations in which to use the above skills by having students conduct individual and team lab studies.

***Math*** - Kindergarten through eighth grade students will master the arithmetic processes of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals through Hall of Fame Drills. Our math program has been developed by the Liberty teachers, K – 8. The program is taught in a fast-paced, direct teaching method. However, since mathematical learning is not a spectator sport, we will continue to have concept and manipulative experiences that engage students in exploring, conjecturing and thinking. This is taught using manipulative materials compiled from a variety of sources. Through these hands-on activities, students view and use math as a tool for reasoning and problem solving in purposeful ways.

***Social Studies and Community Service*** - Kindergarten through eighth grade follow the basic elements of the state adopted standards and benchmarks. Social Studies is taught utilizing grade level reading novels taught through a thematic approach. In addition, there is a strong emphasis on community service in the seventh and eighth grades as students apply their understanding of and their contributions to the world around them. We seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community. Our community service starts at the school site.

***Environmental Education*** – Liberty Charter School emphasizes responsibility towards the health of our cities and our planet. We believe that environmental education starts at home and is more than a once a year activity. Learners will start at the school site, participating in daily activities which will instill lifelong awareness of the critical relationships between the individual and natural environments. Learners will study and debate real life issues such as coping with diminishing resources. Consistent participation in Nampa community projects will show learners how they can affect the future quality of our cities and health of our green spaces.

***Technology*** – Liberty Charter School emphasizes the area of technology. (Attachment 4) This will provide our learners with skills, which will prepare them for future employment. This supports a child’s natural way of learning through individual and group discovery and seeking

solutions to real life challenges. Learning how to learn is not only the real purpose of education, but also leads to our goal of becoming lifelong learners.

## **ELEMENT TWO: THE EDUCATIONAL LEARNING PROGRAM**

All students experience a common core of learning which fulfills the school's mission to produce students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21<sup>st</sup> century. It is the intent of Liberty Charter School to remain aligned with the general standards and benchmarks of the Idaho State Department of Education.

Our students will be able to:

- develop their aesthetic talents in music, visual arts or performance;
- develop oral and written skills;
- have the opportunity to develop oral and written skills in a non-native language;
- possess the ability to use knowledge and skills, think logically and solve problems related to mathematics;
- use their knowledge of personal strengths and weaknesses in order to create individual processes/methods of study and retain what they learn;
- have sufficient knowledge of science to be responsible users of scientific information;
- participate in a comprehensive program of community service that reflects responsible citizens in a democratic society and an inter-dependent world;
- understand and apply the knowledge, concepts, principles and themes embedded in each of the social studies - history, geography, political science and economics.

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

- linguistic
- mathematical/logical
- intrapersonal (self)
- interpersonal (others)
- bodily-kinesthetic
- spatial
- musical

Although all seven areas will be examined and encouraged through instruction and the gifted and talented program, Liberty has retained the traditional focus on linguistic and mathematical/logical areas, and has implemented a unique musical component, a piano lab.

The staff and parents of Liberty Charter School believe that children do not develop character in a vacuum. Character education is provided through expectation training, memorization and

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dramatization of classic poetry and historical passages, as well as staff who model essential traits of good character. The staff at Liberty Charter School has ensured a safe, kind environment which has allowed students to acquire essential information and attitudes that will help them lead productive lives.

## Methods

Liberty Charter School is distinguished by the multiplicity of ways in which it seeks to ensure student learning. Some of these are highlighted in the sections that follow. Not all students have equally successful outcomes. The charter uses uncommon means to achieve common ends. Through its multiple methods, all students are successful, capable of fulfilling their potential.

The *Subject Matter Method* presumes that an educated learner needs to know clearly-defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally, this approach has been predominately lecture based. Liberty has added computer-based learning to increase the efficiency of this method and provide the opportunity for drill, which is sometimes necessary.

The *Inquiry and Problem Solving Method* suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information. *Dimensions of Learning* will be the centerpiece of this method.

The *Individualized Learning Method* attempts to personalize the learning process to the interests of the individual, by allowing students to develop goals for their self-study. The reasons for learning thus become one's own curiosity and personal applicability of the information learned.

The *Discussion Method* encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner.

## Learning Opportunities

The most significant learning opportunity for our students is the number of times they have to learn any given concept. The general principle which our teachers impress upon the learners is ***"If you don't get it today, you'll get it tomorrow. If you don't get it tomorrow, you'll get it next month. If you don't get it next month, you'll get it next year."*** This learning advantage alleviates student anxiety, the feeling of desperation if the student doesn't get it quickly enough.

Other learning opportunities are afforded Liberty students. Some are familiar, some are novel, but all strive to make learning relevant and purposeful and to actively engage the learner.

Problem-solving groups apply knowledge they have acquired and to practice new skills by

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tackling both real world problems and problems stimulated to model the current work-world. Peer teaching provides an opportunity for learners to become educators and reinforce their own knowledge and mastery of new skills through presentation of their own work and “learning buddy” activities.

### **ELEMENT THREE: THE MEASURABLE STUDENT EDUCATIONAL STANDARDS**

Liberty Charter School lists below the standards, which are driven by the philosophy and mission of the charter. Liberty’s guiding coalition has clearly defined the essential knowledge and skills for student learning in each program area making standards subject specific and focusing on one subject area at a time. The technology unique aspect strand will be evidenced throughout the following standards.

#### **STANDARDS**

##### Personal Responsibility

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

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

##### Expanding and Integrating Knowledge

Students will acquire and integrate knowledge and experiences from different subject areas.

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

##### Communication Skills

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

Students will develop their talents in music, visual arts, and/or performance.

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

##### Thinking and Reasoning Skills

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

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

### Social Responsibility and Skills

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

Students will evaluate and manage their behavior as group members.

Students will participate in community service that reflects responsible citizens in a democratic society.

## **ASSESSMENT**

The purpose of assessment is to support and guide the learning process. It is a tool to recognize accomplishment and certify that knowledge has been gained. Assessment also discerns those areas where understanding is still incomplete and enables students to focus their efforts where they will produce the greatest benefit.

Assessment is a means of measuring each learner's progress according to clearly recognizable standards. It is a tool for helping students learn more about their own strengths and weaknesses without intimidation, fear, or feeling there are winners and losers. It is a source of motivation for the learners and a guide for helping them achieve personal mastery.

Standards and standardization are the basis of assessment. Learners are shown exemplary performances for given tasks. An assessment of their efforts reflects how closely it matches this performance. The goal is not only to give a grade, but also to encourage students to do their personal best and show them their own improvement throughout the year.

Self-assessment is a unique learning opportunity for Liberty Charter students. As active participants in assessment of their own work, learners are encouraged to develop intrapersonal understanding of their strengths and deficiencies and an objective view of their accomplishments. In addition, a score on a piece of work can be improved if the learner is willing to accept the challenge for improvement put forth by the assessment.

Performance will be assessed on at least three levels. Student progress relative to previous performance will be assessed through portfolios of video taped oral presentations, written reports, individual and group projects and via computer learning packages. In addition, we will assess the attitudes and personal /academic habits listed in Element 2 through teacher evaluations of projects and video presentations, as well as parental input. Performance will be assessed  
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relative to state developed standards. Liberty Charter School will assess our students on the assessments implemented statewide at the direction of the Idaho State Board of Education.

#### **ELEMENT FOUR: METHOD STUDENT PROGRESS MEASURED**

Liberty Charter School learners are exposed to some traditional examination methods. As required by the Charter, student performance is assessed relative to other learners of the same age, up through the twelfth grade, through state and national testing.

Students at Liberty Charter School will:

- ...meet the statewide performance standards developed by the Idaho Department of Education. These standards include the subjects of Language Arts, Mathematics, Science, Social Studies and Physical Education;
- ...achieve developed standards for age levels, content areas and outcomes addressed by the State Department of Education. These standards will be measured by student products, performances, exhibitions and any future tests developed by the Idaho State Department of Education.

We will meet the goals identified in this Charter petition when students demonstrate the following;

- score in the top quartile on standardized tests on the national, state, and district levels;
- reading at grade level by 3rd grade;
- computing math at grade level by 3rd grade;
- student absenteeism is less than 4%;
- student tardies are less than 2%;
- 7th through 12<sup>th</sup> grade students will receive a positive evaluation when completing the community service piece of the charter which is designed to instill a sense of individual, social, and civic responsibility where learners will use new found knowledge of solve community problems;
- samples of student work depicting acquired, integrated, extended, refined and meaningful utilization of knowledge.
- students reflect positive growth on self-assessment surveys done yearly on attitudes and habits toward task performance.

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

Annual reports will be made to the Charter Commission, providing formative and summative  
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data to demonstrate that the school is meeting all the performance standards prescribed by the State. The data will include emerging Idaho State Department Education standards, benchmarks and Liberty Charter School developed criteria.

#### **ELEMENT FIVE: STANDARDIZED TESTING**

Liberty Charter School students will be tested with the same standardized tests as other public school students.

#### **ELEMENT SIX: STATE ACCREDITATION**

Liberty Charter School will be accredited by the Idaho Department of Education as provided by rule of the Idaho State Board of Education. A copy of the Accreditation Certificate will be provided annually to the authorizing entity.

#### **ELEMENT SEVEN: THE GOVERNANCE STRUCTURE OF THE SCHOOL**

The Governing Board will direct Liberty Charter School and will be organized and managed under the Idaho Nonprofit Corporation Act. There are five members of the Governing Board. Each governing board position will be appointed as provided by and in accordance with Idaho Non-profit Corporation law. Board members will serve a three-year term.

The Liberty Charter School Governing Board is legally accountable for the operations of the school as required by Idaho Code 33-5205(3)(f).

Liberty Charter School is on a modified year-round, single-track schedule. The calendar will be presented to the Idaho Public Charter School Commission.

Ancillary support personnel, including clerical and custodial, are hired and supervised by the administrator employed by the charter school. The state funding formula will provide the money to hire staff through the regular budgetary process. Volunteers, particularly parent volunteers, will provide additional help.

#### **ELEMENT EIGHT: PARENTAL INVOLVEMENT**

Parents of the students who attend Liberty Charter School will be involved at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles and strengths and weaknesses.

The process to ensure parental involvement will be as follows:

1. Parents sign the following eight specific policy letters: fighting and its consequences, Amended May 2015

liability issues concerning supervision on the premises, field trips, bus safety, insurance and student injuries, homework policy, dress guidelines, and the discipline plan.

2. Parents are encouraged to attend two parent teacher conferences a year, as well as attend annual student presentations, specifically at the high school level, which provides a forum for conveying and evaluating the school's commitment to its mission, and to celebrate each student's academic achievement.
3. Parents will complete one survey each year addressing one of the following issues; Student safety, classroom discipline, school-wide discipline, child's response to classroom atmosphere, parent's perception of the learning environment, or the positive impact of their high school child's investment in family teamwork projects.

In addition, parents will be encouraged to provide an appropriate learning environment at home for their child to study, to volunteer at the school setting, and to participate in home-projects with their child.

#### **ELEMENT NINE: QUALIFICATIONS TO BE MET BY INDIVIDUALS TO BE EMPLOYED BY THE CHARTER**

All individuals to be employed by Liberty Charter School must possess the personal characteristics, knowledge base and successful experiences in the responsibilities and qualifications identified in the posted job description. Administrative and instructional staff will be certified teachers as required by Idaho Code Section 33-1201 or a waiver or another certification option will be obtained as provided by rule of the State Board of Education. The charter school will follow the same personnel policies, procedures, and practices, including recruitment, selection and hiring of the Idaho Code. Liberty Charter School will follow the supervision, evaluation, and dismissal as detailed in the Idaho Code.

#### **ELEMENT TEN: HEALTH AND SAFETY OF PUPILS AND STAFF**

Liberty Charter School will follow procedures to ensure the health and safety of pupils and staff as required by Idaho Code 33-5205(3)(h). (Attachment 6) Each new employee having contact with minor pupils and not possessing a valid Idaho State Teaching Credential must submit two sets of fingerprints to the State Department of Law Enforcement for the purpose of obtaining a criminal background check. This requirement is a condition of employment.

#### **ELEMENT ELEVEN: ADMISSION REQUIREMENTS**

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

Liberty Charter School has established an admission preference for students residing within the primary attendance area of the school. In addition, Liberty has established admission preferences for returning students, for children of founders and full-time employees of the school, for siblings of students already attending the school, for students seeking to transfer from Legacy Charter School in Nampa (subsequent enrollments, beginning 2015-2016), and for students residing outside the primary attendance area.

**Priority of Admission Preferences**

Preferences for admission to Liberty Charter School shall be as follows:

- a. First, to pupils returning to Liberty in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a lottery.
- b. Second, to children of founders and full-time employees provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Liberty Charter School.
- c. Third, to siblings of pupils already enrolled in Liberty Charter School.
- d. Fourth, to students seeking to transfer from Legacy Charter School in Nampa, and who have been enrolled at Legacy for at least one year, so long as there is an existing written agreement in place for this preference between Liberty and Legacy Charter Schools.
- e. Fifth, to prospective students residing in the primary attendance area of Liberty Charter School, defined as:
  - North Boundary: The center of Lake Lowell Avenue (turning into E. Amity Avenue) to include only property on south side of road(s). [Approx. 3 miles north of school.]
  - East Boundary: The center of Happy Valley Rd. to include only property on west side of the road. [Approx. 3 miles east of school.]
  - South Boundary: The center of Missouri Rd/Kuna Rd to include only property on north side of road(s). [Approx. 2 miles south of school.]
  - West Boundary: The center of Midland Rd to include only property on east side of road. [Approx. 2 miles west of school.]
- f. Sixth, to prospective students residing outside the primary attendance area of Liberty Charter School.

**Equitable Selection Process for the Liberty Charter School Waiting List**

Liberty Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Equitable Selection Process.

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### **Notification and Acceptance Process**

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

Prior to admission, all parents/guardians will sign a letter indicating they understand the Charter outcomes, philosophy and program. An admissions test will not be required.

### **ELEMENT TWELVE: REQUIREMENT FOR ANNUAL AUDIT AND PROGRAMMATIC OPERATION OF LIBERTY CHARTER SCHOOL**

Liberty Charter School will follow the requirements set forth by Idaho Statutes regarding an annual audit.

The accounting records will be kept in accordance with generally accepted accounting principles as dictated by Idaho Statutes. Liberty Charter School will follow the requirements set forth by the Idaho Department of Education. The same format for account numbering will be used as set forth by the Department of Education.

Liberty Charter School will submit to the Charter Commission copies of all accounting reports that are required to be submitted within the same time frame as required by the Department of Education. Budget reports will be submitted to the School will present a programmatic operation report on or before the November monthly board meeting to the Charter Commission. Liberty Charter School will be responsible and accountable for the learning program, student standards, measurable educational standards, and unique aspects of the contract.

### **ELEMENT THIRTEEN: PROCEDURES FOR THE SUSPENSION AND EXPULSION OF LIBERTY CHARTER SCHOOL PUPILS**

The procedures for suspension and expulsion at Liberty Charter School will follow Idaho Code 33-205 and 33-206.

### **ELEMENT FOURTEEN: THE MANNER BY WHICH LIBERTY CHARTER SCHOOL STAFF MEMBERS WILL BE COVERED BY PERSI OR FEDERAL SOCIAL SECURITY**

All employees are currently members of PERSI and will continue their participation. Employees will contribute at the rate established by PERSI. All employees shall contribute to the Social Security System. Liberty Charter School will make all employer contributions as required by PERSI and Federal Social Security. Liberty Charter School will pay for workers compensation insurance, unemployment insurance and any other payroll obligations of an employer.

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**ELEMENT FIFTEEN: PUBLIC SCHOOL ATTENDANCE ALTERNATIVE**

This element is not applicable as Liberty Charter School is not a conversion charter school and/or its attendance area is the Nampa School District.

**ELEMENT SIXTEEN: TRANSFER RIGHT OF EMPLOYEES**

Any current school district employee in Idaho who becomes an employee of Liberty Charter School, certificated and non-certificated, will not be considered employees of any other school district and therefore do not have transfer rights. If a Liberty Charter employee wishes to return to another school district, he or she must apply through that district's employment procedures for new employees.

**ELEMENT SEVENTEEN: COLLECTIVE BARGAINING AND MINIMUM SALARY BENEFITS**

The certified staff of Liberty Charter School will be considered a separate unit not associated with any other school district for purposes of collective bargaining.

The members of an education association and non-union members of the charter school staff will have at minimum the same salary and health benefits as the state's allocation.

**ELEMENT EIGHTEEN: PROCEDURES RESOLVING DISPUTES RELATING TO THE PROVISIONS OF THE CHARTER CONTRACT**

The Charter Commission shall retain the right to evaluate at any time the degree to which the Charter School is meeting the terms of the contract. The Commission may identify an independent evaluator to:

1. Visit the charter school to observe day-to-day operations;
2. Review the charter school records and data;
3. Directly survey the charter school's parents/guardians, students, employees;
4. Audit the books of the charter school;
4. Review, evaluate, and coordinate the administration, scoring, and distribution of the testing program to assure consistency with the Idaho State Dept. of Education.

Liberty Charter School will ensure a prompt exchange of pupil records, follow local school districts' practices and procedures in the areas of transitioning students from elementary schools into middle schools and middle schools into high schools. Liberty Charter School will provide  
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transcripts identifying only those courses which the student achieved at least 1 credit in order for other district high schools to accurately determine course placement. At the high school's request, the student's Academic File (actual work achieving objectives) and Objectives File (actual objectives with completion identified) can also be sent.

## **ELEMENT NINETEEN: STUDENT SERVICES OF THE CHARTER SCHOOL POPULATION**

Liberty Charter School will identify special needs students, including LEP (Limited English Proficient), special education, gifted and talented, compensatory education, and provide successful special needs education for them and adopt and comply with the "Special Education Manual" from the State Department of Education as now adopted or as amended.

The Liberty Charter School Special Education administrator will be the Section 504 Compliance Officer.

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

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

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

Related services, such as speech or language therapy, occupational therapy, or transportation, refer to those services necessary for a student to benefit from their special education. The Liberty Charter School will contract with a private provider for the provision of related services. Direct speech, language, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. The supervision of paraprofessionals will be outlined in the student's IEP.

The disciplinary policies of the school shall apply to special education students unless the infraction is disability based. Special education students on an IEP will not be suspended

from school until a team meeting, including a parent, has been conducted and a Manifest Determination completed. If a student exhibits a consistent inappropriate behavior, Liberty Charter School will employ a variety of techniques to address the behavior. A team meeting, including the parent, is called. A student may be put on a behavior plan. If the team determines that the behavior is disability based, the team will determine if this plan needs to be added to the IEP through an amendment.

Daily discipline is handled through the classroom teacher in conjunction with the special education teacher in order to determine, based on the student's disability, the best way to address issues with the student.

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

## **ELEMENT TWENTY: LIBERTY CHARTER SCHOOL FACILITIES**

The primary learning space is 37,000 square feet building located at 1063 East Lewis Lane, Nampa, Idaho. The facility, built in 2002, will be maintained to code and will ensure that all existing codes are met. The facility will be open to the public at large for inspection at any time.

## **ELEMENT TWENTY ONE: ADMINISTRATIVE SERVICES**

The Governing Board shall employ an administrator to operate the school on a day to day basis. The administrator will have all the responsibilities of the superintendent and principal. (Attachment 8)

## **ELEMENT TWENTY TWO: POTENTIAL CIVIL LIABILITY**

Liberty Charter School will be liable for all acts, omissions, debts or other obligations. Liberty Charter School shall defend, hold harmless and indemnify the Board against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of Liberty Charter School and/or arising out of the acts or omissions of the agents, employees or contractors of Liberty Charter School.

There will be no liability for the approving authority, the Idaho Public Charter School Commission. Liberty Charter School may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as a public school district. All employees, directors and officers shall enjoy the same immunities as employees, directors and officers of public schools.

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**ELEMENT TWENTY THREE: IDAHO NONPROFIT CORPORATION ACT**

The Governing Board of Liberty Charter School is organized and managed under the Idaho Nonprofit Corporation Act. The Governing Board has provided copies of the articles and bylaws of this to the Idaho Public Charter School Commission. (Attachment 9) The Governing Board is deemed the public agents to control Liberty Charter School. The Governing Board has all the power and duties afforded to a Board of Trustees. Liberty Charter School will be considered a public school for all purposes and, as such, shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. Therefore, the Governing Board meetings follow the open meeting laws, keeping accurate minutes and making said minutes available to the public.

Upon the dissolution of the Corporation, the assets of the Corporation shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. Upon winding up the dissolution of this corporation, after paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable, education, religious, and or scientific purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code. In addition to the requirements contained in Idaho Code, the Governing Board shall include in its plan for dissolution a procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school.

**ELEMENT TWENTY FOUR: INSURANCE FOR LIABILITY AND PROPERTY LOSS**

Liberty Charter School will maintain insurance for liability, errors and omissions, and property loss. Documentation of insurance coverage will be filed with the Idaho Public Charter School Commission by August 1 of each year.

**ELEMENT TWENTY FIVE: GIFTED AND TALENTED STUDENTS**

The Liberty Charter School environment allows areas to be pursued beyond the scope of the regular curriculum – regardless of the students’ areas of giftedness or talents. The use of a direct instruction method where teachers teach above grade level provides multiple opportunities for students to reach higher learning levels. Students are also encouraged to pursue challenges beyond the scope of the regular curriculum, including Hall of Fame, Famous I, Famous II, and Famous III. At the high school level, this is accomplished through, but not limited to, clustering, competitions, consultations, curriculum compacting, honors classes, concurrent credit college courses.

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Liberty Charter School uses the following outline of identification procedures for our gifted and talented program:

- Intellectual/Academic
- Specific Academic
- Creativity – see attached student profile
- Visual/Performing Arts portfolio/audition; expert recommendation: teacher rating form
- Leadership – portfolio; teacher recommendation; parent questionnaire; student questionnaire

### **ELEMENT TWENTY SIX: PARTICIPATION IN DUAL-ENROLLMENT**

Eligible Liberty Charter School students will participate in dual-enrollment in local school districts in which they reside as provided for in Chapter 2, Title 33, Idaho Code and Liberty Charter School’s policies regarding dual enrollment. When appropriate the students will enroll in the non-charter school or charter school within their attendance zone. Transportation will be provided to students by their parents when exercising dual-enrollment opportunities. Reimbursement when appropriate for these dual enrollment opportunities will be the same amount as all students who enroll from private schools, home schools, and other public schools.

### **ELEMENT TWENTY SEVEN: LIMITED ENGLISH PROFICIENCY SERVICES**

Liberty Charter School will identify LEP (Limited English Proficient) and provide a successful education for them.

Liberty Charter School’s potential LEP students will use a home-language survey upon the student’s registration. In addition, the “Woodcock Munoz” test will determine the student’s eligibility and language level – L1, L2, and L3. The “Woodcock Munoz” test will be used as a pre-post test to document the progress in both content areas and English language development.

Once identified, the Liberty Charter School Special Education teacher will administer the LEP program. If a student at Liberty Charter School is found eligible for services will be provided onsite in an inclusion method.

### **ELEMENT TWENTY EIGHT: TRANSPORTATION FOR SPECIAL NEEDS STUDENTS**

Transportation is provided to Liberty Charter School students who reside in the school’s attendance area, or contiguous area, defined as the Nampa School District. If a special needs

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student residing in the defined contiguous area needs transportation while attending Liberty Charter School, it will be provided if the student is not capable of getting to school in the same manner as other students.

#### **ELEMENT TWENTY NINE: INTERNET SAFETY POLICY**

The attached parent/student/staff agreement internet procedure for minors includes the operation of a technology protection measure with respect to all computers at Liberty Charter School with Internet access that protects against access through computers to visual depictions that are obscene, child pornography, and /or harmful to minors. (Attachment 11)

#### **ELEMENT THIRTY: STUDENT ENROLLMENT OF THE CHARTER SCHOOL**

The enrollment capacity will be 500 students at Liberty Charter School.

#### **ELEMENT THIRTY ONE: ADDITIONS, DELETIONS, AMENDMENTS, & MODIFICATIONS OF THE CHARTER**

Any material revisions of the Charter must be approved by the Idaho Public Charter School Commission. Any element of the Charter that, through legislation or legal ruling, is deemed to be outside the intent of Idaho Code, Section 33-5205, shall be removed from the Charter.

#### **ELEMENT THIRTY TWO: REVOKING THE CHARTER**

The Liberty Charter School Charter may be revoked by the authorizing entity if the charter school:

1. Fails to substantially meet one or more of the student educational standards identified in the charter contract.
2. Commits a material violation of any condition, standard or procedure set forth in the charter petition or contract.
3. Fails to meet generally accepted accounting standards of fiscal management.
4. Loses substantial support of the school's parents, staff, and/or community; or violates any provision of law.

#### **ELEMENT THIRTY THREE: HIGH SCHOOL PROGRAM ADDITION**

All teachers will be accredited in one of the following fields: mathematics, science, language arts or social studies. Additionally, all coursework (e.g. content) will be designed in light of Northwest Regional accreditation and state standards. The emphasis of the high school's curriculum will be humanities, allowing for consistent integration of literature, writing and  
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reading with historical study. Science and mathematics will likewise be consistently integrated in both group and individual lab study projects in order for students to explore, analyze and solve for community needs. Students' learning in every curricular area will be most notably advanced using independent learning projects in order to achieve the individualized learning goals of each student. Mini-labs, conducted weekly in small groups, will specifically address student needs in the areas of reading, vocabulary, spelling and writing mechanics. Additional assessment and academic challenge opportunities include Advanced Placement exams in areas of Composition, Literature and U.S. History. Students will also be encouraged and given opportunities to pursue and satisfy dual enrollment requirements for local universities. It is the goal of the high school to ensure that each graduating student who has college as a goal will have obtained a minimum of 9 college credits.

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

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

**CLOSURE  
PROTOCOL**

**August 2013**



## Background

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

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

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

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

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

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

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# Introduction

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

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

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

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

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

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

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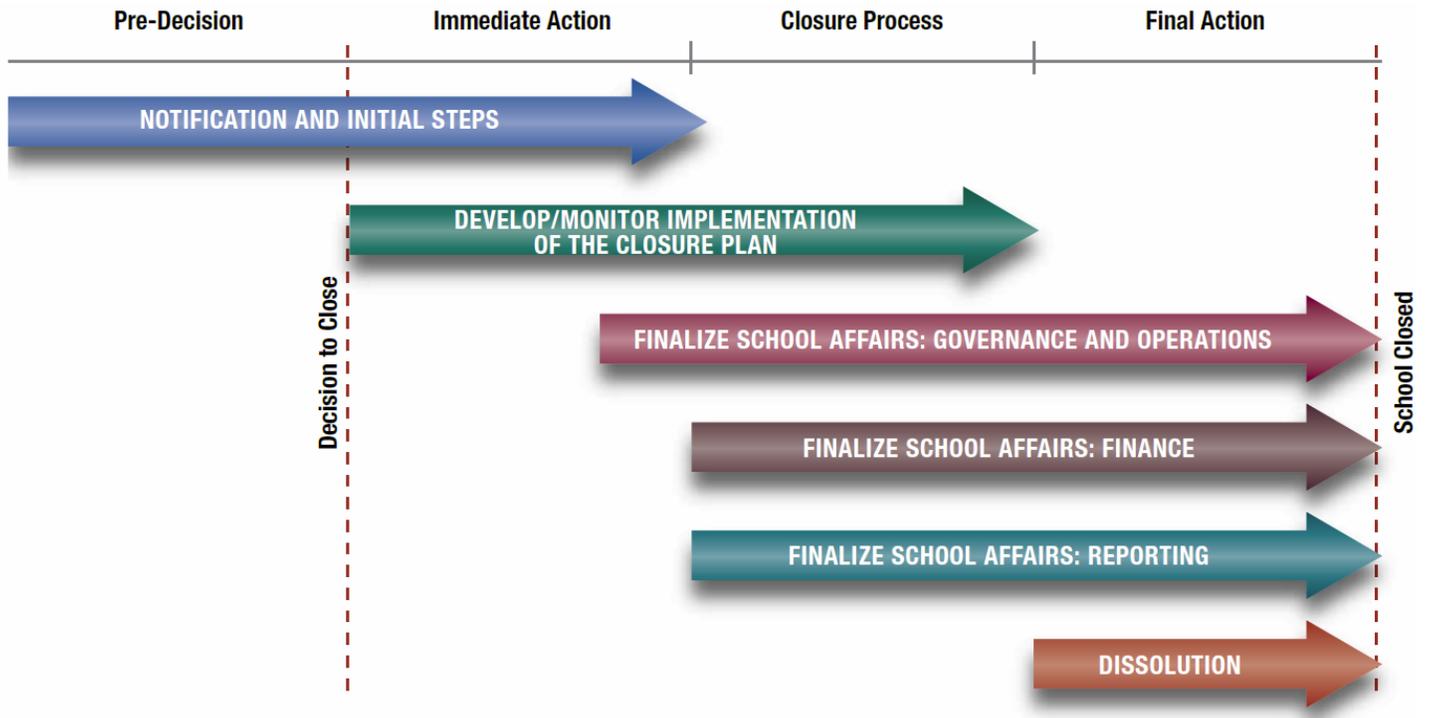
## Endnotes

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

<sup>2</sup> I.C. § 33-5212

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

# A Conceptual Timeline for Closure



## Notification and Initial Steps

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

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

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

## Finalize School Affairs: Governance and Operations

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

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

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

## Finalize School Affairs: Finance

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

## Finalize School Affairs: Reporting

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

## Dissolution

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

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

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

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

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13<sup>th</sup> day of June 2019, by and between the Idaho Public Charter School Commission (the “Authorizer”), and The Sage International School of Boise, A Public Charter School, Inc., commonly known as Sage International School of Boise (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on July 23, 2009, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2010; and

WHEREAS, the School’s charter was renewed on March 1, 2019, for a five-year term of operations,

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of July 1, 2019, and shall continue through June 30, 2024, unless earlier terminated as provided herein.

## SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management

providers.

- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The School shall notify the Authorizer of any modification to the Articles or Bylaws within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

### SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: Sage International School engages students within an inclusive IB learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry.
- B. Grades Served.** The School may serve students in K-12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- The International Baccalaureate Academic K-12 Curriculum K aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB Schools focus on a challenging international education, rigorous assessment and college readiness.
  - The International Baccalaureate Attributes profile, highlights desirable attributes that the IB hopes to develop while participating in the IB programs. The attributes are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, and Risk-Taker.
  - Sage has a 4 day (M-Th) student instructional week. This allows for a full uninterrupted day of professional development for all staff. Fridays consist of professional learning communities, training, collaboration, data analysis and research. This intensive PD is critical for constantly improving on our instructional practices, student achievement and professional culture.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

### SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

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

including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

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

## **SECTION 5: SCHOOL OPERATIONS**

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

**B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 1200 students. Annually, no less than two (2) months prior to Sage International School's lottery application deadline, the Board of Directors will establish, at its regularly scheduled meeting, by motion and vote, an 'Annual Enrollment Capacity', as follows: Based on recommendations from the Administration, the Board will establish: (1) an annual school-wide enrollment capacity not to exceed 1,200 students; and (2) an annual enrollment capacity for each grade. Each year, the Administration will: (1) Post the Annual Enrollment Capacity information on the Sage International web site within five (5) days of the Board vote; and (2) conduct the lottery and enrollment process in compliance with the limits established in the Board's Annual Enrollment Capacity motion and vote.

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

**D. School Facilities.** 431 E. Parkcenter Blvd. Boise, ID 83706. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

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

## **SECTION 6: SCHOOL FINANCE**

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

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

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the

Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.

- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

## **SECTION 8: MISCELLANEOUS**

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective July 1, 2019.

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**Alan Reed**  
**Chairperson, Idaho Public Charter School Commission**

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**Bryan Moore**  
**Chairperson, The Sage International School of Boise, A Public Charter School, Inc., Board**

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

**Appendix B: Performance Framework**

**Appendix C: Charter**

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

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

No conditions of authorization or renewal are applicable.

**Appendix B: Performance Framework**

# SAGE INTERNATIONAL SCHOOL OF BOISE

## [YEAR] ANNUAL PERFORMANCE REPORT

### INTRODUCTION

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

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

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

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

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

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

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

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

## PERFORMANCE FRAMEWORK STRUCTURE

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

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

## ACCOUNTABILITY DESIGNATIONS

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

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

### SCHOOL OVERVIEW

<b>Mission Statement</b>	Sage International School engages students within an inclusive IB learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>● The International Baccalaureate Academic K-12 Curriculum aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB Schools focus on a challenging international education, rigorous assessment and college readiness.</li> <li>● The International Baccalaureate Attributes profile highlights desirable attributes that the IB hopes to develop while participating in the IB programs. The attributes are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, and Risk-Taker.</li> <li>● Sage has a 4 day (M-Th) student instructional week. This allows for a full uninterrupted day of professional development for all staff. Fridays consist of professional learning communities, training, collaboration, data analysis and research. This intensive PD is critical for constantly improving on our instructional practices, student achievement and professional culture.</li> </ul>		
<b>School Location</b>	457 E. Parkcenter Blvd. Boise, ID 83706	<b>School Phone</b>	208-343-7243
<b>Surrounding District</b>	Boise School District		
<b>Opening Year</b>	2010		
<b>Current Term</b>	July 1, 2019 – June 30, 2024		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	1200	<b>Enrollment (Actual)</b>	

### SCHOOL LEADERSHIP


### STUDENT DEMOGRAPHICS

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

### ISAT PROFICIENCY RATES

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

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

ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	100	100	0
Total Academic Points		400	0	525	0	525	100	300	0
% of Academic Points			0%		0%		19%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			

Sage has chosen not to include mission-specific measures.

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

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	19%	0%	55% - 74%	NA	80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

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

ACADEMIC K-12

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

INDICATOR 1: STATE PROFICIENCY COMPARISON		
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	<p>50                      0</p> <p>30 - 45                0</p> <p>15 - 29                0</p> <p>0 - 14                   0</p> <hr/> <p>0</p>
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	<p>50                      0</p> <p>30 - 45                0</p> <p>15 - 29                0</p> <p>0 - 14                   0</p> <hr/> <p>0</p>
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	

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

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																			
<b>Measure 3a</b> <b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>  <b>Criterion-Referenced Growth</b> <b>Math</b> <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.  <b>Notes</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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<b>Measure 3b</b> <b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>  <b>Criterion-Referenced Growth</b> <b>ELA</b> <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.  <b>Notes</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)																				
<b>Measure 4a</b>	<b>Are students making expected academic growth in math compared to their academic peers?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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<b>Norm-Referenced Growth</b>																				
<b>Math</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math falls below the 30th percentile.</p>																			
<b>Notes</b>	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.																			
<b>Measure 4b</b>	<b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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<b>ELA</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA falls below the 30th percentile.</p>																			
<b>Notes</b>	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.																			

**INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)**

**Measure 5a**                      **Are students graduating from high school on time?**

**Four-Year Adjusted Cohort Graduation Rate**

**Exceeds Standard:** The school's four-year ACGR was at least 90%.  
**Meets Standard:** The school either:  
 a) had a four-year ACGR of 80% - 89% OR  
 b) had a four-year ACGR of at least 66% AND met its progress goal.  
**Does Not Meet Standard:** The school met its progress goal but had a four-year ACGR below 66%.  
**Falls Far Below Standard:** The school did not meet its progress goal and had a four-year ACGR below 66%.

The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.

**Notes**

Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)

The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.

Result	Points Possible	Points Earned
	125	
	100	100
	75	
	0-65	0
		100

OPERATIONAL

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

OPERATIONAL

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

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

OPERATIONAL

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

OPERATIONAL

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

OPERATIONAL

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
<b>Credentialing &amp; Background Checks</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
<b>Notes</b>				0
Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<b>Information Handling</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
<b>Notes</b>				0

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

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

FINANCIAL

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

FINANCIAL

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
<b>Measure 2a</b> <b>Total Margin and Aggregated</b> <b>3-Year Total Margin</b>	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b>  <b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>  <b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".  <b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.	50  30  0			0
<b>Notes</b>	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				
<b>Measure 2b</b> <b>Debt to Asset Ratio</b>	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>  <b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.  <b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0  <b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0	50  30  0			0
<b>Notes</b>	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				
<b>Measure 2c</b> <b>Cash Flow</b>	<b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b>  <b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>  <b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"  <b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.	50  30  0			0
<b>Notes</b>					
<b>Measure 2d</b> <b>Debt Service Coverage Ratio</b>	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>  <b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1  <b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1	50  0			0
<b>Notes</b>	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				

## **Appendix C: Charter**



**SAGE**  
INTERNATIONAL SCHOOL  
OF BOISE

**Sage International School of Boise, a Public Charter  
School, Inc.**

**457 E. Parkcenter Blvd.  
Boise, ID 83706  
208-343-SAGE**

**[info@sageinternationalschool.org](mailto:info@sageinternationalschool.org)**  
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# **TAB 1: Articles of Incorporation, By-Laws, Signatures, and Vision Statement, Mission Statement, Educational Philosophy**

## **Articles of Incorporation**

Appendix A provides a copy of the Articles of Incorporation and By-Laws for The Sage International School of Boise (hereafter referred to as Sage or Sage International), a Public Charter School, Inc.

## **Signatures of Qualified Electors**

**Petition of Community Members Supporting the Charter:** Appendix B is a petition signed by members of the Boise School District who are enthusiastically in favor of the creation of the Sage International School of Boise as a Public Charter School.

## **Vision Statement**

To create global citizens by equipping our students with the ability to think across disciplines and international boundaries.

## **Mission Statement**

Sage International School engages students within an inclusive IB learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry.

# Educational Philosophy

*"The limits of my language mean the limits of my world."*

- Ludwig Wittgenstein

In keeping with the goals and objectives outlined in Idaho State Code 33-1612, Sage International School of Boise, a Public Charter School, Inc., submits this application for a new Public Charter School. Our educational philosophy is grounded in the core belief that an international education should be provided to all members of our community so that together, we can create a learning community that fulfills the mission for education set forth by the legislature in the State of Idaho.

Sage International School of Boise, a Public Charter School, Inc., is also referred herein as 'Sage International School' and 'Sage'.

A thorough system of public schools in Idaho is one in which:

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

The focus of Sage International School is K-12<sup>th</sup> grade education, and, in particular, addresses the lack of internationalism and foreign language education in all other same-age educational programs in the State of Idaho. Our research into the question of multi-lingualism has shown that the vast majority of experts in the field agree that in language development there is a "window of opportunity" in which the child learns a language normally (Curtiss). After this period, the brain becomes slowly less plastic and, by the time the child reaches adolescence, the brain cannot develop "richly and normally any real cognitive system, including language" ("Language Learning and the Developing Brain" 18). Study after study shows that "mini", or "taste of" courses in language (or even the standard two years of foreign language in high school) do little or nothing towards actually learning (and retaining) a second language.

It is only rich, meaningful exposure to a foreign language, and importantly, language instruction *at an early age*, which results in second language competence. In terms of linguistic proficiency, "the children who did by far the worst with regard to grammatical competence, pronunciation, accent, phonology, morphology, syntax, were the children who had restricted instruction in another language in the classroom – precisely the situation faced by the vast majority of American students studying foreign language – in what experts might well say is the wrong place at the wrong time" (Pettico, 2002). In their study "What We Can Learn From Foreign Language Teaching In Other Countries,"

Ingrid Pufahl, Nancy C. Rhodes, and Donna Christian examined information about language teaching methodologies, strategies, and policies in countries from around the world. They collected their data from educators and policy makers in 19 countries with the hope that other countries' successes and failures could inform language teaching in the United States. Respondents shared numerous "top" tips for language instruction (including use of technology, communicative teaching methodologies, and rigorous teacher training), and most important of all factors they reported, was "getting an early start" with language education. Many respondents confirmed that beginning foreign language study early promotes achievement of higher levels of language proficiency. Seven of the countries studied have widespread or compulsory education in foreign languages by age 8, and another eight countries introduce foreign languages in the mid or upper elementary grades. In most cases, a second foreign language is offered or required in the elementary grades. This contrasts starkly with the United States, where the majority of students who study a foreign language do not start before age 14.

Sage International School of Boise will increase student learning by creating the "right place at the right time." We seek to create an enriching environment for students and their families as members of our learning community. Instead of teaching language in isolation, it will be a natural part of everyday interaction. Our students will begin foreign language instruction at a young age, which allows us to take advantage of the natural elasticity of the brains of young children. In addition to competency advantages early second language learners have over their older peers, children who are exposed to more than one language through rich and early exposure are "cognitively more advanced than their monolingual peers on certain highly sophisticated cognitive tasks to do with attention and abstract reasoning. [This is] because they are switching languages and have access to multiple meanings, have part of their brain massaged like a muscle. Then there's the spillover of that amazing honing of their linguistic abilities, making them more cognitively advanced. These children are reaching the classic Piagetian stages of, say, conservation, years in advance of their monolingual peers -- just by virtue of the gain from being multilingual, from being bilingual" (Pettico). In short, children who learn a second language at an early age are stronger than their monolingual peers at an astounding variety of intellectual skills: math, logic, reasoning, music, language and literacy, problem solving, to name but a few.

Studies by a large number of scholars (Cooper, Saunders, Armstrong, among others) have found a consistently positive correlation between second language acquisition and results on a wide variety of standardized and intelligence tests. In their study entitled "The Plattsburgh French language immersion program: Its influence on intelligence and self-esteem," D.D. Samuels and R.J. Griffore (1979) tested 6-year-olds after 1 year in French immersion with the WISC and Purdue Self Concept Scale and found significant differences in favor of immersion students on Performance IQ and Picture Arrangement Object Assembly. Starting in the 1960's and continuing into the 1990's, some 12 dozen studies were conducted on the relationship between learning a second language early in life and cognitive ability. In his article entitled "The Cognitive, Academic and Attitudinal Benefits of Early Language Learning" D.W. Robinson summarizes many of these studies, concluding, "the picture that emerges is [...] a youngster who experiences two language systems [has] a mental flexibility, a superiority in concept formation, and a more diversified set of mental abilities." The studies also demonstrated that children who have studied a foreign language perform better on standardized tests and tests of basic skills in English, math and social studies. Dumas' study of 13,200 third and fifth graders in Louisiana public schools reveals that regardless of race, gender or academic level, kids taking foreign language classes did better in the English section of the Louisiana Basic Skills Test than those who did not. Data from the College Board's 1992 edition of College Bound Senior

revealed those students who had had four or more years of foreign language scored higher on the verbal section of the SAT than those who had had four or more years in any other subject area.

We anticipate that our students at Sage will follow trends indicated in these and other studies and advance beyond their monolingual peers not just in core areas such as English, mathematics, and social studies, but in other disciplines as well including history, cultural understanding, music and the arts. Our curriculum makes language learning not only more *natural* but indeed, more *meaningful*. Our goals at Sage are not only to produce well-educated citizens of the world, but to instruct the minds of those who will shape our future – individuals with strong reasoning and analytical skills which can be brought to the table regardless if the setting is in a board room or a kitchen.

The International Baccalaureate curriculum offers an ideal context for foreign language instruction as well as rigorous academic instruction in other subjects. Following approval of our charter, we will be able to apply to become a candidate school for the high-demand International Baccalaureate Primary Years Programme Curriculum (See Appendix C). As Sage grows into higher grades, we will be able to apply to become a candidate school for the IB Middle Years Programme and Diploma Programme. One of our goals and intended results is to produce students who are, as studies have shown bilingual children to be, “cognitively more advanced than their monolingual peers on certain highly sophisticated cognitive tasks to do with attention and abstract reasoning” (Pettico). Additionally, our students will gain cultural competency, which will allow them to be highly functioning in foreign cultures, learn increased empathy for differences, and gain a heightened sense of self-esteem and self-awareness.

To put U.S. students on par with students in other countries, foreign language must become part of the core curriculum from K –12<sup>th</sup> grade. Genesee and Cloud argue that basic education in the new millennium must include second and third languages if the United States is to cope with the unprecedented growth in diversity within its borders and also continue to compete successfully in the global marketplace. As we have already mentioned, extensive research indicates that foreign language study provides both cognitive and sociocultural benefits. Cloud and Genesee (1998) conclude, “Linguistic and cultural competence will be the mark of the well-educated citizen of the 21<sup>st</sup> century.”

In their *Time Magazine* article entitled “How to Build A Student for the 21<sup>st</sup> Century,” Wallis and Steptoe lay out recommendations for a very different kind of education than what is provided by the current public education system. For example, they indicate that a student needs to have a base of extensive core knowledge. Further, they underscore, students need to learn with a cross-disciplinary curriculum that culminates in creativity and innovation. This is exactly what the PYP intends to do. We are excited about the opportunities afforded to us through our planned participation in the International Baccalaureate (IB) Program to aid us in fulfilling these goals and recommendations. IB is predominantly an inquiry-based curriculum approach to education. Inquiry, interpreted in the broadest sense, is the process initiated by the learner or the teacher that moves the learner from his or her current level of understanding to a new and deeper level of understanding. This can mean:

- exploring, wondering and questioning
- experimenting and playing with possibilities
- researching and seeking information
- collecting data and reporting findings
- clarifying existing ideas and reappraising events
- deepening understanding through the application of a concept or rule
- making and testing theories

- making predictions and acting purposefully to see what happens
- elaborating on solutions to problems

Therefore, IB, with its emphasis on meaning and understanding, attaches great importance to all areas of the curriculum – the written, the taught and the assessed components – to the exploration of a core set of concepts:

- **Form:** What is it like?
- **Function:** How does it work?
- **Causation:** Why is it like it is?
- **Change:** How is it changing?
- **Connection:** How is it connected to other things?
- **Perspective:** What are the points of view?
- **Responsibility:** What is our responsibility?
- **Reflection:** How do we know?

These concepts are important for two reasons. First, they provide consistency among IB schools, in which all students are working towards an understanding of these concepts. For example, questioning “What are the points of view?” expands the thinking of the students in all IB schools so that they take that essential first step in developing international awareness and the willingness to consider another's perspective. Secondly, they have relevance in all the traditional subject domains and influence the planning and delivery of the entire program. They therefore provide one of the most significant transdisciplinary elements in the program. Expressed as open-ended questions, they provide the initial momentum and the underlying structure for the exploration of the content of the whole program. These questions form a framework to which teachers can refer during the process of collaborative planning that is required by the IB. They focus the teachers' thinking as they generate guiding questions specific to particular content, whether it be subject specific or related to transdisciplinary themes.

In this way, the concepts shape the extended, structured inquiry – units of inquiry that are a distinguishing feature of IB. Sage will plan and implement a set of these units each year in complete coordination with State of Idaho's state standards and scope and sequence for students at every grade level. Collectively, these units form a transdisciplinary, coherent, school-wide component of IB, the program of inquiry.

The subject-specific bodies of knowledge, together with the program of inquiry, provide a comprehensive, well-balanced curriculum that requires children to reflect on their roles and responsibilities and to participate fully in the learning process. The concepts help the teacher to make the classroom a stimulating and provocative place, where the child's point of view, supported by knowledge, skill, reflection and understanding, is both valued and made useful.

We feel confident that the teaching of foreign languages and cultures through the inquiry-based program set forth by the International Baccalaureate Organization will allow Sage to meet its goals of creating well-educated citizens of the world. Our students, with their successes, will make Idaho a leader in terms of preparing and educating our children for the future. Our students are ready to rise to the challenge – and are ready for Sage International School to truly help make them citizens of the world.

## **TAB 2: Proposed Operation and Potential Effects of the Public Charter School: Target Population, Facilities, Administrative Services, Potential Civil Liability, and Insurance for Liability and Property Loss**

### **Primary Attendance Area**

The primary attendance area for Sage International School will be identical to the Boise School District.

### **Target Student Population & Enrollment Capacity of the Charter School**

Sage International will open in the fall of 2010 with grades Kindergarten through 7th. The school will start with 2 classrooms of Kindergarten (1 full-day and 1 half-day) and 2 classrooms of 1<sup>st</sup> grade. Each year thereafter, we plan to add an additional class to each grade (i.e. in Year 2 we will add a second classroom of 2<sup>nd</sup> grade) and an additional grade (i.e. in Year 2 we will add an 8<sup>th</sup> grade) up to 12<sup>th</sup> grade. Expansion in Year 2 and beyond will be at the discretion of the Board of Directors based on enrollment demand and adequate finances. Our long-term goal is to provide kindergarten through 12th grade education.

Note: the IB Primary Years Program is designed for ages 3 thru 12; however Sage will only use the curriculum for grades K – 5 (approximately ages 5 through 10) initially. The Board of Directors will look into the feasibility of extending the IB program to grades 6 through 12 after establishing the PYP.

The anticipated Year 1 enrollment at Sage International School will be capped at 254 students.

Sage International School will offer three (3) kindergarten classes - two (2) full-day classes and one (1) half-day class. For the two (2) full-day kindergarten classes, parents will cover the difference in cost from a state funded half-day to full-day.

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

- Increase enrollment demand through a marketing campaign
- Increase fundraising from external sources
- Eliminate or defer expenses

## **Potential Impact on Boise School District**

We are aware that opening Sage International School will have a potential impact on the Boise School District; however our unique program of offering an International Baccalaureate program will offer a new opportunity for parents seeking school choice and innovative curriculum. In Year 1 of opening, Sage will have a maximum of 254 students. However, the impact on the Boise School District will likely be lower than 254 because Sage students will also come from out of the district, home schools, students moving from out of state, etc. Overall, demand for charter schools is high. Based on the 2006 "Charter Schools in Idaho" Report by Dale Ballou, there were 4,671 students on charter school waiting lists in the 2005-2006 school year; recent data from the Idaho Charter School Network indicates that there were over 6000 students on charter school waiting lists in the Treasure Valley in 2007-2008.

Data gathered during our first four (4) years of operation indicates approximately 65% of our student population is made up of students coming from Boise School District schools. 35% of students are from other charters, private schools, home schools, virtual schools, and from out of district.

## **Facilities**

*"Whatever good things we build end up building us."*

*-Jim Rohn*

Sage International School will begin operations in a lease-based facility in the Boise School District attendance area. Once the charter petition is approved, Sage International School will enter into a lease agreement in spring of 2010.

Please see Tab 10 for further discussion of facilities and Appendix F for example lease options considered for the school's opening. As the school grows, additional facilities may be secured as needed and as finances allow. In addition to financial and physical needs, priority will be given to keeping lower and upper grades in close proximity, and to securing locations that allow students access to cultural, natural and/or educational amenities in the surrounding community.

## **Administrative Services**

Administrative services and day-to-day operations will be provided by Sage International School of Boise Principal (State Certification required) in coordination with the school's board of directors. The principal shall assume broad responsibilities concerning but not limited to:

- Curriculum, instruction, and assessment
- Instructional materials and supplies
- Resource allocation
- State charter school requirements

- School-wide community building
- Special services
- Contracted services
- Disciplinary support
- Public and media relations
- Business and community partnerships
- Professional development
- Employment and personnel issues
- Enrollment and attendance
- Staff evaluations
- Facility conditions
- School climate
- District/Board liaison

### **Insurance for Liability and Property Loss**

The Public Charter School Commission shall have no liability for the acts, omissions, debts or other obligations of any charter schools.

Sage International School will procure and maintain a policy of general liability insurance and errors and omissions insurance. The Board of Directors will be responsible for soliciting bids for insurance on behalf of Sage International School. Insurance companies who have maintained a rating of “A” according to the A.M. BEST COMPANY will provide insurance. Sage International School will have the same role as a traditional public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities. A copy of the proof of insurance will be given to the Public Charter School Commission each time it is renewed for continuous coverage.

## **TAB 3: Educational Program and Goals: Definition of Educated Person; Educational Program and Goals; Fulfillment of Educational Thoroughness Standards; Special Education Services; Dual Enrollment Provisions**

*Students of the 21<sup>st</sup> century are going to need a very different kind of education than most of us have had and the best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth.*

*-National Center on Education and the Economy 2007*

### **Definition of Educated Person and How Learning Best Occurs**

An educated person is a citizen of the world that demonstrates knowledge about self, about the world we live in, and the history that has led us to where we are. Beyond this knowledge, the educated person is a lifelong learner, seeking new knowledge wherever and whenever possible. In addition, this person possesses the communication and interpersonal skills necessary to speak and write clearly, effectively and persuasively. An educated person is competent in multiple languages.

An educated person listens to others' ideas respectfully and thoughtfully and accepts them or rejects them on the basis of clear and logical thinking. This person utilizes resources and technology to find information both personally and academically. He or she possesses the analytical skills needed to solve problems, think across disciplines and make decisions. As an involved member of the community, this person possesses values that enable him or her to show tolerance and respect or cultural, ethnic and intellectual diversity.

### **Educational Program and Goals**

*"The aim of education should be to teach us rather how to think, than what to think."*

*-James Beattie*

Our educational philosophy is grounded in the core belief that an international education be provided to all members of our neighborhood so that together, we can create a learning community that fulfills the mission for education set forth by the legislature of the State of Idaho.

As we advance into the 21<sup>st</sup> century, our children will enter an ever-shrinking globalized community. Today's students must be equipped with the traditional academic disciplines and 21<sup>st</sup> century skills like creativity, innovation, social and emotional intelligence and being able to think across disciplines and international boundaries. Curriculum will have to have "an international focus and students will need to be able to grasp issues beyond our national border. "They will need the ability to learn very quickly and see patterns where others see only chaos" (Wallis and Steptoe).

Upon approval and on opening, Sage International School of Boise will begin the application process to the International Baccalaureate (IB) Organization for full accreditation as a Primary Year Program (PYP) “International Baccalaureate World School.” In subsequent years, Sage will apply for full accreditation as a Middle Year Program and Diploma Program, to offer the full continuum of the IB. The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, create a better and more peaceful world.

In addition to our core program (the PYP, the MYP, and the DP), students at Sage International School of Boise will have the opportunity to learn and be exposed to foreign language instruction, social and emotional intelligence, service learning and outdoor and environmental education.

Students at Sage International School will strive to be:

- Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles,

ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced**

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective**

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

### **Language at Sage International School**

Students at Sage International School will have intensive foreign language instruction. When employers and universities look at applicants, they do not start looking at the bottom of the list to see who has done only the minimal amount of requirements necessary or taken the easiest route available, they start at the top of the list and look for those students who have risen above the rest. Foreign language instruction in languages that are increasingly relevant in the 21<sup>st</sup> century will empower Sage graduates to become citizens of the world, solving global problems.

#### **The International Baccalaureate Continuum at Sage International School of Boise**

**Primary Years Programme (PYP).** Recognized globally as one of the best academic preparation programs in the world to help students succeed in college and beyond, the International Baccalaureate (IB) Programme<sup>1</sup> offers:

- Curriculum and criteria-referenced assessments that reflect a rigorous, international standard
- Extensive opportunities for professional development and teacher training
- Philosophy of learning based on transdisciplinary learning and higher-order thinking skills, such as critical thinking and problem solving
- Worldwide network of educators sharing experiences informed by best practice from around the world
- Curriculum and assessment available for languages listed by the US Department of Education as “critical”, including Arabic, Chinese, Korean, Japanese, Russian, Hindi and Bengali.

A transdisciplinary program of international education designed to foster the development of the whole child, the International Baccalaureate Primary Years Programme (PYP) is designed for students aged 3 to 12. It focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development.

The PYP draws on research and best practices from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children.

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<sup>1</sup> International Baccalaureate Program Information used with permission from the *Organisation du Baccalauréat International*, Geneva, Switzerland.

At the heart of the program's philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning. Six transdisciplinary themes of global significance provide the framework for exploration and study:

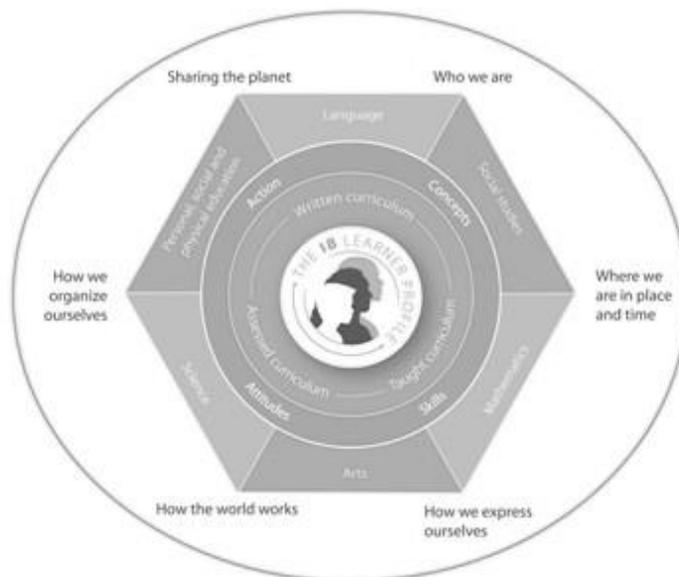
- who we are
- where we are in place and time
- how we express ourselves
- how the world works
- how we organize ourselves
- sharing the planet.

Teachers are guided by these six transdisciplinary themes as they design units of inquiry that both transcend and articulate conventional subject boundaries.

The program can be illustrated by a hexagon with the six transdisciplinary themes surrounding six subject areas:

- language
- social studies
- mathematics
- arts
- science and technology
- personal, social and physical education.

The themes and subject areas outlined above form the knowledge element of the programme. Five essential elements—concepts, knowledge, skills, attitudes, action—appear at the center of the hexagon.



### Five essential elements

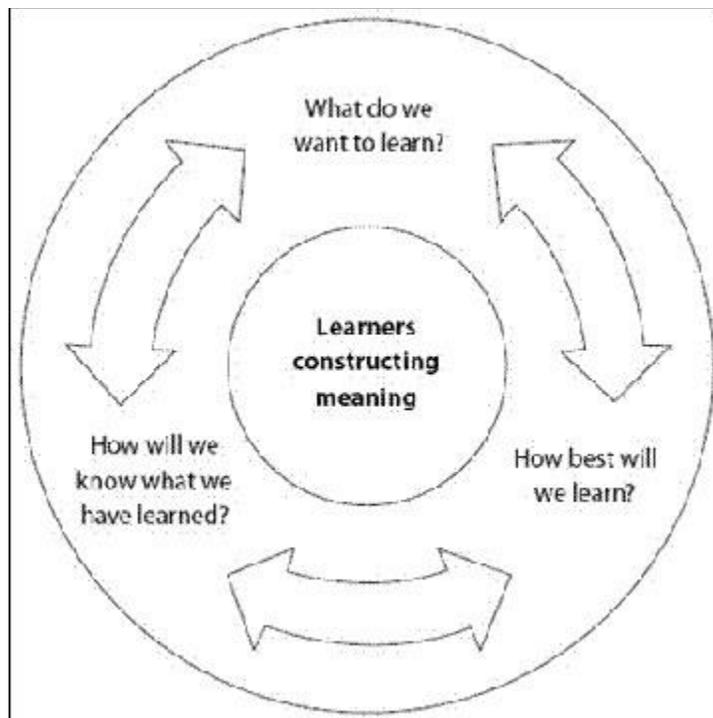
The five essential elements listed above are incorporated into this framework, so that students are given the opportunity to:

- gain knowledge that is relevant and of global significance
- develop an understanding of concepts, which allows them to make connections throughout their learning
- acquire transdisciplinary and disciplinary skills
- develop attitudes that will lead to international-mindedness
- take action as a consequence of their learning.

### Curriculum model

The curriculum is expressed in three interrelated ways:

- the written curriculum—what do we want to learn?
- the taught curriculum—how best will we learn?
- the learned curriculum—how will we know what we have learned?



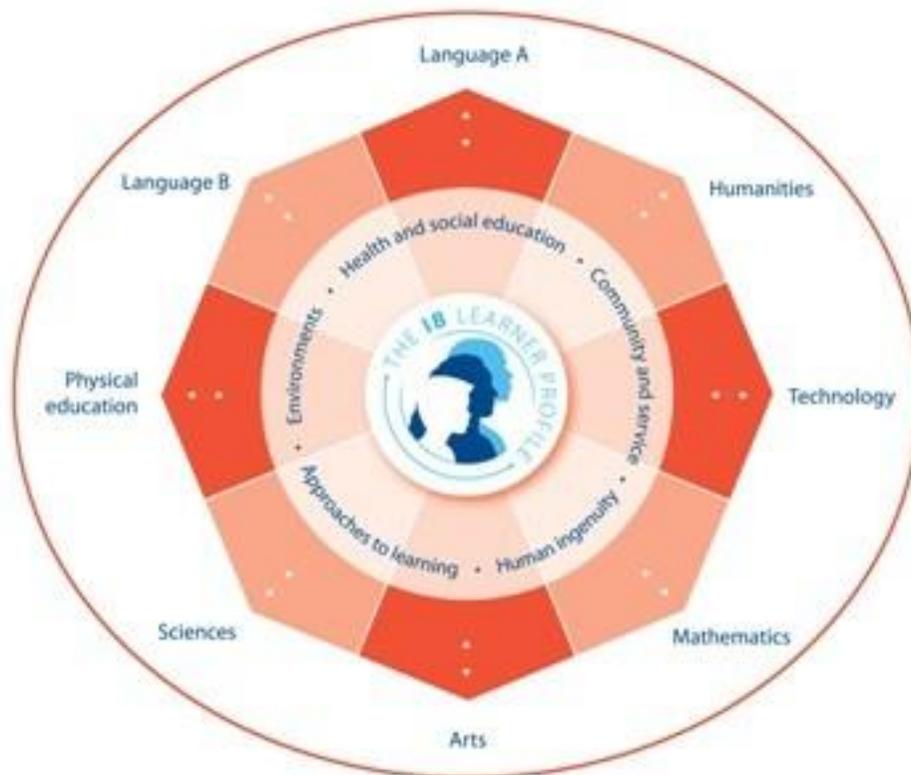
The International Baccalaureate Organization provides services (their curriculum is provided) in:

- English
- French
- Spanish

**Middle Years Programme.** Life in the 21st century places many changing demands on students making the transition through adolescence. They are at a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The International Baccalaureate (IB) Middle Years Programme is designed to help them find a sense of belonging in the ever-changing and increasingly interrelated world around them and to foster a positive attitude to learning. The IB Middle Years Programme, for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

The programme consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study their mother tongue, a second language, humanities, sciences, mathematics, arts, physical education and technology. In the final year of the programme, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the programme.

The curriculum is illustrated by an octagon with eight academic areas or subject groups surrounding the five areas of interaction. The personal project appears at the centre.



The emphasis is on the fluidity of the curricular framework and the interrelatedness of the subjects. Aspects of the areas of interaction are addressed naturally through the distinct disciplines. In particular, the framework is flexible enough to allow a school to include other subjects not determined by the IB but which may be required by state or national authorities.

The overall philosophy of the programme is expressed through three fundamental concepts that support and strengthen all areas of the curriculum. These concepts are based on:

- intercultural awareness

- holistic learning
- communication.

Under certain conditions, schools may deliver the programme in any language, although IB services are provided in:

- English
- French
- Spanish
- Chinese.

Taken as a whole, the curriculum provides a balanced education that will equip young people for effective participation in the modern world.

### **The Diploma Programme (DP) and IB Career-Related Certificate (IBCC)**

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The programme is normally taught over two years and has gained recognition and respect from the world's leading universities. IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5.

In addition the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

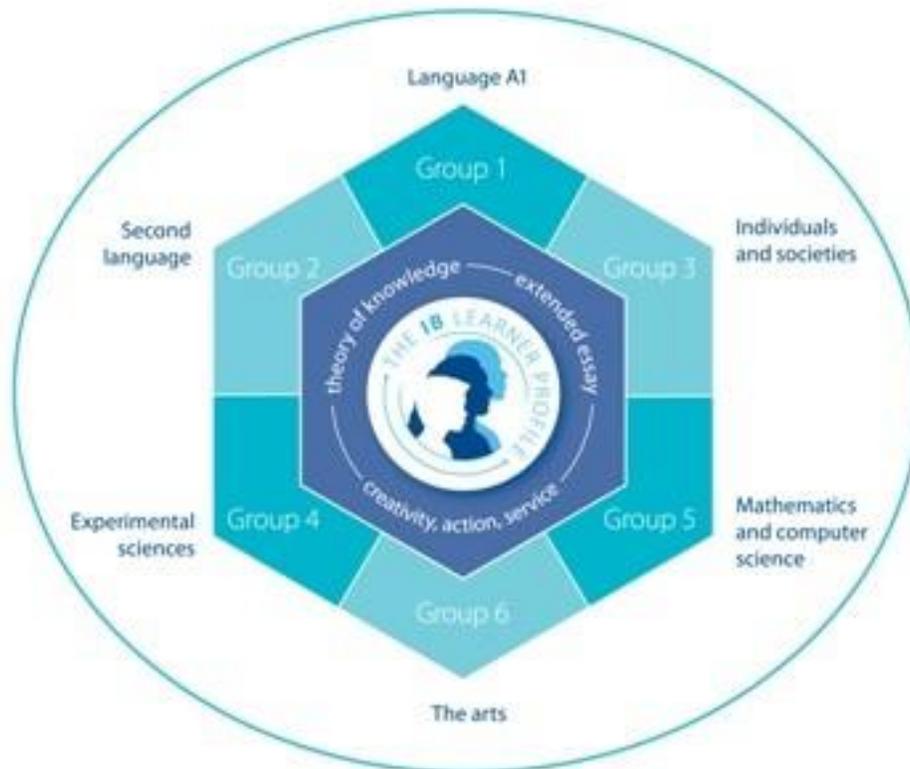
**The extended essay** is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

**Theory of knowledge** is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

**Creativity, action, service** requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

#### **Diploma Programme curriculum model**

The curriculum is modelled by a hexagon with six academic areas surrounding the three core requirements.



Over the course of the two-year programme, students:

- study six subjects chosen from the six subject groups
- complete an extended essay
- follow a theory of knowledge course (TOK)
- participate in creativity, action, service (CAS).

Normally:

- three of the six subjects are studied at higher level (courses representing 240 teaching hours)
- the remaining three subjects are studied at standard level (courses representing 150 teaching hours).

### **The IBCC framework**

The IBCC consists of the study of Diploma Programme courses along with a unique IBCC core. The core includes community and service, the approaches to learning (ATL) course and a reflective project blended together to enhance individual critical thinking and intercultural understanding. These elements come together to help students develop the communication and personal skills necessary for success. Surrounding the IBCC core is the requirement of a minimum of two IB Diploma Programme courses. The core forms a bridge between the rigorous requirements of the IB Diploma courses and the targeted career-related courses chosen by the student.

In addition to the IBCC core and the career related and IB Diploma courses, students are expected to engage in the value added elements of a language acquisition course and a career-related course.

## **Thoroughness Standards (Idaho Code 33-1612)**

Sage International School will fulfill the thoroughness standards identified in Idaho Code. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

### **Standard A: A safe environment conducive to learning is provided.**

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

*Objectives:* Sage International School will:

- Develop guidelines for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities;
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools;
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs; and,
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

### **Standard B: Educators are empowered to maintain classroom discipline.**

*Goal:* Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.

*Objectives:* Sage International School will:

- Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior;
- A school wide philosophy (e.g. Love and Logic) will be set for teachers to handle minor and major infractions in the classroom setting;
- Teach appropriate behaviors and foster responsible decision-making skills; and,
- Establish and maintain consistent rules aligned throughout the school.

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

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

*Objectives:* Sage International School will:

- Utilize the general philosophy of the IB program to instill appropriate values;
- Emphasize the importance of adults modeling important values at school;
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff; and,
- Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

**Standard D: The skills necessary to communicate effectively are taught.**

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

*Objectives:* Sage International School will:

- Emphasize meaningful language experience in the language arts, enhanced by dramatization, memorization and a foreign language;
- Provide access to computers to teach students basic computer skills and, in the older grades, appropriate communication through technology (e.g. e-mail, Internet, on-line learning); and,
- Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.

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

*Goal:* Develop an international citizen for the 21st century through the IB program where student capabilities rather than textbooks drive pacing. Students must be well grounded in the basics such as reading, writing, mathematics, science and technology, language and social studies.

*Objectives:* Sage International School will:

- Use the Idaho State Standards as a starting point to be enhanced by unifying themes and other creative methods using the IB program;
- Emphasize Foreign Language; and,
- A comprehensive health curriculum will be taught, as required by the state. Physical activity during the school day will be incorporated into the curriculum.

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

*Goal:* Provide students with basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and local and national resources. These tools assist students in learning how to learn so that they become lifelong learners and are prepared to enter the workforce with a solid foundation of knowledge and skills.

*Objectives:* Sage International School will:

- Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, and computational skills;
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century;
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments; and,
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.

**Standard G: The students are introduced to current technology.**

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

*Objectives:* Sage International School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems;
- Students completing the program at Sage International School will be proficient in using both a word processing and spreadsheet package; and,
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

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

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

*Objectives:* Sage International School will:

- Provide a service learning experience that reflects responsible citizenship in a democratic society and an interdependent world;
- Enable students to develop the following habits of responsible international citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the workload; and working cooperatively with others to reach group consensus; and,

- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

Sage International School will achieve the Thoroughness Standards through its International Baccalaureate Programme curriculum and the unique aspects of the school.

## **Special Needs Students**

Sage International School supports the right of all students, including; English Learners, Gifted and Talented, and students with disabilities to equal access to educational opportunity. No student will be excluded from Sage International School, counseled out, or referred to other schools in the district because of their special needs.

Sage International School will conform to the requirements of the federal Individual with Disabilities Education Act and other federal laws. Also, Sage International School will use the Idaho Special Education Manual as a reference and guideline for developing individual education plans. Sage International School embraces flexibility, inclusion, parental involvement, and cooperative teaching to allow all students to achieve their full potential. Sage will be responsible for establishing and implementing an ongoing Child Find system to locate, identify, and evaluate students suspected of having a disability, who may need special education, regardless of the severity of the disability.

### **A. Protocol for Identification and Evaluation**

#### **1. Pre-Referral**

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

The task of the Pre-Referral Team is to assess the situation and determine the actions to be taken to meet the needs of the child.

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

#### **2. Testing and the Multi-Disciplinary Team**

If pre-referral interventions are unsuccessful, a Multi-Disciplinary Team will be prepared to evaluate the child for disabilities. The Multi-Disciplinary Team will consist of specialists from Sage or those contracted privately, who have expertise in evaluating the range of possible disabilities that a child may have.

The permission of parents or guardians must be obtained for testing to occur. If parental permission for testing is not obtained, the Pre-Referral Team will, with the greatest possible cooperation of parents/guardians, attempt to explore other options for meeting the needs of the child.

### **3. Conclusive Results of Testing and the Individual Education Plan**

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

Students who do not qualify under IDEA may qualify for special services under Section 504 of the Rehabilitation Act of 1973. This eligibility will be assessed during the Pre-Referral and Testing stages. Rather than an IEP, qualification under 504 will result in an Accommodation Plan.

#### **B. Programming**

Students with disabilities will work on their IEP goals while participating in the inquiry-based International Baccalaureate Programme . The IB program is flexible enough to allow students with disabilities to work at their own level of understanding. Teachers will represent information in multiple formats and media, using a variety of methods to engage and motivate students. Students will have multiple pathways for action and expression.

Whenever possible, students with disabilities will be included in general education classes. When necessary, special education students may receive services in a resource room. Special education staff and regular teachers will work closely together to best serve their learners with special needs. Parents will be involved in every step taken by the school in regard to their children with special needs. This applies even in cases where there is only a perception among staff that special needs may exist and may potentially be best served under an IEP or 504 plans.

#### **C. Special Education Services**

If a student is found to be eligible for special educational services, Sage International School will provide services for the student in the following manner:

1. Instruction for students with disabilities, and the monitoring of that delivery of instruction will be provided by highly qualified school staff. Instructional services will follow the Individual Education Plan and will be provided in an inclusion or a resource room depending on the degree of intervention necessary to meet the student's needs.
2. If necessary, Sage International School will contract with a private provider for the provisions of other related services outlined in the IEP.

**Other Services:** Students attending Sage International School of Boise who are identified as English Learner (EL), disadvantaged to the extent they may require Title I services, gifted and/or talented, or require other accommodations will be afforded access to the programs and services that address the needs of these special populations. Such services may be offered at Sage International School.

**Corrective Action:** Those students not reading at grade level as determined by Idaho state assessments or computing grade level math as determined by Idaho state assessments will be identified and receive a variety of services to meet their learning needs.

## **Plan for dual enrollment participation**

Dual Enrollment is an option for all students as provided for in 33-203(7) of the Idaho State Code.

**Gifted and Talented Students:** (Idaho Code 33-2003) Sage will identify students possessing high performing capabilities in specific academic, intellectual, leadership, creativity and visual/performing arts talent areas. The identification in each area will be by a variety of assessments outlined in *The Best Practices Manual for Idaho Gifted/Talented Programs*. Once identified, Sage will implement a modification of curriculum to provide a challenging educational experience.

Students enrolling with an active Individual Education Plan (IEP) will receive the services identified in an inclusion setting to meet the intent of their IEP. In all cases, transportation shall be provided to students by their parent(s) or the parent's representative when exercising dual-enrollment opportunities.

The IB Curriculum is well suited to meet the needs of students who are gifted and talented because the curriculum focuses on:

- Specific Academics – IB is a challenging curriculum through inquiry based education
- Intellectual – IB focuses on solving complex problems
- Leadership – IB has a strong service learning component
- Creativity – IB includes development of the whole child with a focus on problem solving
- Visual/Performing Arts – IB focuses on music, art, foreign language

**English Learners (EL):** Sage International School will do the following for students who are EL:

1. Identification of EL students: Sage International School will use the federal definition of EL as defined in Title III and IX of the ESEA. Idaho EL program guidance will be used to support the needs of students who are English learners (EL). Students for whom English is a second language will be assessed using the EL placement test. The eligibility criteria (listed below) will be used for a Home Language Survey in order to identify the primary home language other than English. The Idaho English Language Assessment (IELA) will be used to assess English proficiency as EL progress through the school.
2. Program of services and instructional methods: Students who are eligible for the EL program will participate in the NCA EL program according to state and federal guidelines. State and Federally

mandated testing of EL students will be administered. EL services may be provided on-site or contracted out.

3. Curriculum: Curriculum will be purchased and modified using the Sheltered Instructional Observation Protocol and other EL instructional approaches. Educational Learning Plans (ELP) will be developed to support ELs. ELPs will be developed and overseen by teachers certified in Bilingual Education. With the IB focus on global education foreign language, and use of technology, ELs will be well supported to access the general curriculum.
4. Assessment: Relevant Curriculum Based Measures (CBM) and the IELA will be used to monitor student growth. Students who meet state recommended levels of proficiency on the IELA or other assessments will be exited from the EL program.
5. Evaluation: The program will be evaluated based on collected data and trends, and revised, if necessary. Evaluation of the program will be based on tracking data on swiftness of intervention, type of intervention, comparison with peers for student improvement tracking; availability of resources; staff training; and viable sources of assistance.

The following is the EL program eligibility criteria:

- Registration cards will include at least the question: what is the primary language spoken in the home?
- If a response is any language other than English, a survey will go home to the parents.
- If the survey comes back indicating that a student may be EL, they will be tested with an English language proficiency test within 30 days of registration or within 2 weeks of entry into the school.
- If the student tests less than proficient on the English language proficiency test, then a letter will go home to the parents indication that their child was identified as needing specific English language services. The parents must be given the opportunity to waive the services, if desired.
- If the parent does not waive the limited English proficiency services for their child, then the student will be placed in a program of “high quality language instruction.
- Those students placed in a program can be counted for state and Federal funding purposes.

## **Tab 4: Measurable Student Educational Standards and Standardized Testing; Methods for Measuring Student Progress; Ensuring State Accreditation; Provision for Improvement per NCLB**

### **Measurable Student Educational Standards and Standardized Testing**

Students at Sage International School of Boise will be tested with the same standardized tests as other Idaho public school students including the IRI, ISAT, DWA, DMA, and any other state assessments that may be required in the future. The charter school will give the state-mandated assessments during the testing windows outlined by the State Department of Education.

In the IB Primary Years Program there are 6 units of inquiry for each grade. The Idaho State Standards for each grade level will be addressed in each of the units of inquiry and those standards that cannot be incorporated into the units will be covered by supplemental curriculum instruction.

Sage will strive to move all students toward highest proficiency levels on all standardized measures. The school will meet the Idaho Content Standards developed by the Idaho State Board of Education. These standards include the subjects of Language Arts, Mathematics, Science, Social Studies, Physical Education, Humanities, and Health.

If any of these goals are not met, Sage International School will re-examine its instructional practices and make appropriate improvements.

The following educational standards will be met:

1. Kindergarten, 80% of 1<sup>st</sup> and 2<sup>nd</sup> grade students attending Sage International School who have at least 90% attendance in a given calendar year will achieve a score of 3 on the spring IRI and by the end of 3<sup>rd</sup> grade 85% of students will receive a score of 3.
2. AYP targets for 3-8<sup>th</sup> grade students attending Sage International School that have at least 90% attendance in a given school calendar year will be met on the reading, math and language ISAT.
3. Upon the completion of each grade, all students will have produced a portfolio of learning that meets or exceeds the school's portfolio rubric. The rubric scoring guide will be developed by a collaborative team of teachers, PYP trainers, administrators, the Board of Directors and/or parents within the first year of operation.
4. Students enrolled in the language program will be assessed using a variety of established oral and written proficiency exams including those endorsed by the American Council on the Teaching of Foreign Languages (ACTFL) (e.g. Student Oral Proficiency Assessment (SOPA))

and French as a Second Language Assessment Package). Quantitative norms will be established after the first full cycle of students.

5. High school students will successfully meet graduation requirements consistent with ID state requirements. In addition to meeting state graduation requirements and earning a regular high school diploma, high school students will have the option of working towards Diploma Programme graduation requirements, or the International Baccalaureate Career Certificate requirements, both of which are specified by the International Baccalaureate Organization . Targets for high school graduation are 100%.

**Assessment for the Middle Years Programme.** In addition to reaching a minimum of 80% of middle years (grades 6-9) students reaching proficiency levels on ISAT measures, the following assessment procedures will be used to determine student progress in the MYP.

1. Teachers organize continuous assessment over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject group. Regular school assessment and reporting play a major role:

- in the students' and parents' understanding of the objectives and assessment criteria
- in the students' preparation for final assessment
- in the development of the curriculum according to the principles of the programme.

2. Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations) that will allow students to demonstrate achievement according to the objectives for each subject group. These include:

- open-ended, problem-solving activities
- investigations
- organized debates
- hands-on experimentation
- analysis and reflection.

In keeping with the ethos of approaches to learning, schools also make use of quantitative and qualitative assessment strategies and tools that provide opportunities for peer- and self-assessment. The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group.

**Assessment for the Diploma Programme.**

A minimum of 80% of 10<sup>th</sup> grade students will meet proficiency levels on all areas of the ISAT.

Additionally, students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The IB diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the creativity, action, service requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses.

The Diploma Programme goals provide students with:

- a broad and balanced, yet academically demanding, programme of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification.

Diploma Programme assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analysing and presenting information
- evaluating and constructing arguments
- solving problems creatively.

**Basic skills are also assessed, including:**

- retaining knowledge
- understanding key concepts
- applying standard methods.

## **Methods for Measuring Student Progress**

**Assessment and Evaluation:** Sage International School of Boise will emphasize assessment that enhances learning. Students will be encouraged to view assessments as learning experiences and challenges. Student growth and development will reflect understanding, application and synthesis of the educational standards of the State of Idaho and the IB programme.

Sage International School of Boise will sample student performance by utilizing information from both standardized evaluations and alternative assessment measures. Performance will be assessed on at least three levels:

1. Student progress relative to previous performance will be assessed through a variety of written reports, oral presentations, and individual and group projects.
2. Attitudes and personal/academic habits will be assessed through teacher evaluations of written work, oral presentations, and individual and group projects.
3. Performance will be assessed relative to district and state developed standards on the ISAT and other standardized tests.

## **Ensuring State Accreditation**

Sage International School of Boise's curriculum framework is built around our intention to apply for and become an "International Baccalaureate ("IB") World School." There are currently nearly 2,000 IB schools in 124 countries offering International Baccalaureate programmes to nearly 500,000 students. There are 665 IB World Schools in the United States offering one or more of the three IB programmes.

The International Baccalaureate Program is unique in that:

- It offers a continuum of education, consisting of three programs for students aged 3 to 18.

- It has a reputation for high-quality education sustained for over 35 years.
- The program encourages international-mindedness in its students. To accomplish this, students must first develop an understanding of their own cultural and national identity.
- The program encourages a positive attitude to learning by encouraging students to ask challenging questions, to critically reflect, to develop research skills, to learn how to learn and to participate in community service.

The IB curriculum we aspire to use meets or exceeds Idaho's State Standards. The IB program consists of five essential elements: concepts, knowledge, skills, attitude, and, action. The knowledge component is developed through inquiries into six transdisciplinary themes of global significance, supported and balanced by six subject areas including: language, social studies, mathematics, the arts (including, but not limited to: drawing, painting, sculpture, collage, drama, dance, vocal and instrumental music), science and technology, and personal, social and physical education.

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, Sage will develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand other people.

At Sage, we will comply with all accreditations standards and procedures of the State of Idaho (following Idaho Code 33-5205(3)(e) and 33-5210(4)(b) and will obtain accreditation through operation in accordance with Idaho Code 33-1612. An Accreditation Committee, selected by and working with the Board of Directors and the Principal will choose the appropriate accreditation standard and oversee the accreditation process. After accreditation, the Principal of the school will submit annual accreditation reports to the Idaho State Department of Education. The accreditation standard will be chosen from among the Idaho Elementary / Secondary Accreditation Standards, the Northwest Accreditation Standards, or the Idaho Accreditation School Improvement Model.

### **Provision for Improvement per NCLB**

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

## **TAB 5: Governance Structure: Description of Governance Structure and Process to Ensure Parental Involvement; Plan for Annual Financial and Programmatic Audits**

*“Governance is the system of values, policies and institutions by which a society manages its economic, political and social affairs through interactions within and among the state, civil society and private sector. It is the way a society organizes itself to make and implement decisions—achieving mutual understanding, agreement and action. It comprises the mechanisms and processes for citizens and groups to articulate their interests, mediate their differences and exercise their legal rights and obligations. It is the rules, institutions and practices that set limits and provide incentives for individuals, organizations and firms. Governance, including its social, political and economic dimensions, operates at every level of human enterprise, be it the household, village, municipality, nation, region or globe.”*

—UNDP Strategy Note on Governance for Human development, 2004

### **Description of Governance Structure and Process to Ensure Parental Involvement**

**Sage International School of Boise, A Public Charter School, Inc, Board of Directors:** Sage International School of Boise, Inc., is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act and IRS Code, Section 501(c)(3). The Board of Directors will serve as the public agents who govern Sage. There will be approximately 5 to 9 members on the Board of Directors. Initially the Board of Directors will be comprised of the original Founders, as appropriate. The Founders will make every attempt to include a balance of skills and vocations on the board. Founders reserve the right to draw membership to the Board of Directors from outside the list of original “Founders”. The Board of Directors’ responsibilities include but are not limited to:

- Aiding in the business operations of the school including the procurement of funding;
- Monitoring and assessing the school’s compliance with the provisions of its charter under the Idaho Public Charter Schools Act;
- Holding meetings which follow the open meetings laws, keeping accurate minutes, and making the minutes available to the public;
- Meeting as necessary, with one meeting serving as the annual meeting of the corporation.

**Founders:** Below is a list of original “Founders” who have made material contributions to the establishment of Sage International School by giving their time, effort, energy and resources to the creation and formation of the charter, including the formation of the school and its policies, mission statement, methods and governance structure. Additional “Founders” may be added up to the time of initial enrollment at Sage. The process in which additional “Founders” are designated will include an application and interview with the existing Board of Directors, and a vote by the Board of Directors. These additional “Founders” may be persons, employees, or staff who contribute significantly to the development of the school in ways such as participating as volunteers in the creation and development of the school’s physical location, structures, grounds, and general campus, and by other actions, donations and volunteer activities without which the school would not come into existence. These founders will be duly designated upon the establishment of Sage for their contributions at the

time the contributions were received, and such designation will be endorsed and ratified by the Board of Directors.

List of original Founders includes:

- William (Bill) Carter, J.D.  
*Attorney, developer, community activist, member, Big Brothers/Big Sisters*
- Kimberly Carter-Cram, Ph.D.  
*Parent, university professor, former international elementary school director, language acquisition expert*
- Michael Cram  
*Parent, business manager and auditor, Idaho Department of Transportation*
- Nancy Glenn, Ph.D.  
*Parent, university professor and researcher, community activist*
- Evelyn Johnson, Ed.D  
*Parent, university professor and researcher in special education, community member*
- Don Keller, M.Ed., Idaho Administrator  
*Parent, educator, outdoorsman, community member*

## **Parental Participation**

The Parent-Faculty Association (PFA) and Board of Directors of Sage International School may provide consultation to the Principal regarding ongoing plans for the school. Sage International School is committed to ensuring that parents of students who attend its program are involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to ensure parental involvement will be as follows:

1. Parents will receive written information as each year begins.
2. Parents will be highly encouraged to attend two parent teacher conferences per year.
3. Parents will be asked to complete a survey during the school year addressing the following issues: safety of students, school-wide discipline, school climate, curriculum, and other school issues relevant to the school.
4. Parents will be highly encouraged to be involved in the PFA and to volunteer for school projects, programs, committees and to work with students.
5. Parents will be highly encouraged to provide an appropriate learning environment at home for study and academic reinforcement.
6. Parents will be highly encouraged and welcomed to volunteer in their child's(ren's) classroom(s).

7. Parents will be highly encouraged to communicate regularly with the school. In turn, the school and the PFA will regularly communicate with the parents.
8. Parents will be highly encouraged to attend and participate in the BOD monthly board meetings.

## **Annual Programmatic Operations Audits**

### **Annual Audit and Reporting**

Sage International School will conduct Programmatic Operations Audits in accordance with the Public Charter School Commission policy.

Idaho Administrative Rule is clear that the programmatic operations audit must be submitted annually and must be submitted to the Public Charter School Commission no later than October 15<sup>th</sup> for the previous school year (IDAPA 08.03.01.301.12).

## **Tab 6: Employee Qualifications; Transfer Rights of Employees; Collective Bargaining; Teacher/Administrator Contracts; Health and Safety Procedures; Benefits**

*"If the child is not learning the way you are teaching, then you must teach in the way the child learns."  
- Rita Dunn*

### **Employee Qualifications**

The faculty and staff at Sage International School will strive to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect through adherence to Idaho State Code and the international curriculum offered through the International Baccalaureate Program. Our goal is to encourage our community members to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be respected and valued.

The following information deals in particular with regulations that may affect our faculty or staff members while at Sage International School of Boise. Other information is included as minimum requirements for the charter school to function with the level of autonomy and freedom intended by the Charter Schools Act.

Sage reserves the right to create, revise, implement, and enforce all nonsubstantive policies, procedures, and provisions of its organization and operations at any time during the charter period. Substantive policies, procedure, and provisions shall be subject to creation or modification according to rights of law.

Full-time staff at Sage International School of Boise will meet or exceed qualifications required by the State of Idaho. In order to be considered for employment, individuals will meet, but not be limited to, the following requirements:

- Staff will be required to possess personal characteristics, knowledge, experience, and expertise consistent with the philosophy, mission, and expectations of Sage International School of Boise.
- Teachers will possess an Idaho teaching certificate, permit, or other document equivalent to that which a teacher in other Idaho public schools would be required to hold.
- All Teacher applicants will be required to complete a standard application and interview procedure.
- Other employees will be required to hold expertise in their field and an ability and interest in working with children of all ages and backgrounds, and their families.
- The School's employment procedures will fully comply with Idaho Code, including criminal record summaries and fingerprinting. All staff members will submit a criminal history check fingerprint card to the Office of Certification at the State Department of Education.
- All teachers and administrators will be on a written contract approved by the State Superintendent of Public Instruction (Idaho Code 33-5206(4)).

- Sage International School of Boise reserves the right to seek waivers or limited certification options as provided by rule of the State Board of Education when deemed in the best interests of the education program.
- Sage International School reserves the right to hire any person for temporary or part-time assistance under the direct supervision of certified staff members. This provision is intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity and expertise.

## **Collective Bargaining**

Teachers and staff at Sage International School will be a separate unit for purposes of collective bargaining.

## **Health and Safety Procedures**

Sage will provide a facility and adopt policies that meet all required city, state and federal health, accessibility, safety, fire and building codes for public schools including but not limited to the following:

- The facility will pass inspection by fire and safety officials using the same guidelines for all public schools;
- Fire and evacuation drills will be conducted during the first week of school, monthly and during the first week back after extended breaks;
- Maps illustrating fire exit routes will be posted near the exit in every room;
- All staff will be trained in procedures outlined in the public schools' Emergency Handbook;
- All visitors and volunteers will be required to check in at the office and to wear an identification badge;
- Student check out during the school day will require the person picking up the child to sign the child out at the office and to produce appropriate photo identification;
- All state rules and regulations for student safety will be followed;
- A health / nurse room will be furnished and supplied adequately for the number of students in the school. Eventually a certified nurse will be hired;
- Health records highlighting chronic issues will be held on each student and made available in emergencies;
- Emergency contact numbers will be maintained on all students;
- All staff will be trained in universal medical and health precautions;
- Sage will adopt a policy regarding use/possession of illegal substances consistent with policy of the chartering district; and,
- All employees will be screened by law enforcement agencies.

## **Benefits: Provision Regarding PERSI, Federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance**

Sage International School will comply with all state and federal laws addressing employment benefits and insurance. At a minimum, employees will be covered by unemployment and worker's compensation insurance, will have federal social security withheld along with the employer's matching contributions, will be covered under the Public Employee Retirement System of Idaho (PERSI), and will be offered health insurance. It is the intent of Sage International School to offer competitive wages and benefits so that it can recruit and retain talented employees to shape children who will become the leaders of our future.

## **Tab 7: Admission Procedures; Disciplinary Procedures (Including Alcohol/Controlled Substance Policy and Plan for Denial of School Attendance); Public School Attendance Alternative; Enrollment Opportunities; Student Handbook**

### **Admission and Enrollment Procedures**

#### **Enrollment Opportunities**

Sage International School will take the following steps to ensure the primary attendance area is aware of the enrollment opportunities at Sage International School (per Section 33-5205 (3)(s) Idaho Code). While taking into consideration the language demographics of the attendance area, at least three (3) months in advance of the enrollment deadline established by Sage International each year, information will be posted in highly visible and prominent locations within the area of attendance. In addition, Sage International School shall ensure that such process includes the dissemination of press releases and/or public service announcements, to media outlets that broadcast within, or disseminate printed publications within the attendance area for Sage International School. Sage International School will ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. The outlets chosen for dissemination of information will be focused on the age range of students for which the greatest number of openings is anticipated. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs (4-11-06).

#### **Enrollment Deadline**

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

#### **Requests for Admission**

Sage International School will comply with Section 33-5205 (3)(j) Idaho Code. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend Sage International School. In the case of a family with more than one (1) child seeking to attend Sage International School, one written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, Sage International School on or before the enrollment deadline established by Sage International School. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student. If the initial capacity of Sage International School is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to Sage International School. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by Sage International School shall be permitted in the lottery. Written requests for admission received after the established enrollment deadline will be added to the bottom of the final selection list for the appropriate grade.

### **Admission Preferences for Initial Enrollment**

If the initial capacity of Sage International School is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to Sage International School. Sage International School will follow Idaho Code Section 33-502 (j). Prospective students will be placed in priority groups as follows:

First Priority: The first priority group of Sage International School will include the children of full-time employees, children of the Founders (provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of Sage International School).

Second Priority: The second priority group is siblings of pupils already selected by the lottery.

Third Priority: The third priority group is students who reside in the primary attendance area of Sage International School..

Fourth Priority: The fourth priority group includes students who reside outside of the primary attendance area of Sage International School.

### **Admission Preferences for Subsequent Enrollment Periods.**

First Priority: Pupils returning to Sage International School in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by lottery.

Second Priority: To children of founders and full time employees, provided that this admission preference shall be limited to not more than (10%).

Third Priority: Siblings of pupils already enrolled in Sage International School.

Fourth Priority: Prospective students residing in the primary attendance area of Sage International School.

Fifth Priority: Prospective students residing outside the primary attendance area of Sage International School.

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

Sage International School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Proposed Attendance List for Lottery.

### **Equitable Selection Process.**

Sage International School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Equitable Selection Process.

### **Final Selection List**

Sage International School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Final Selection List.

**Notification and Acceptance Process.**

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

**Subsequent School Years**

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

**Enrollment Capacity of the Charter School:**

Sage International School's enrollment is capped at 1,200 students in grades K-12th.

Annually, no less than two (2) months prior to Sage International School's lottery application deadline, the Board of Directors will establish, at its regularly scheduled meeting, by motion and vote, an 'Annual Enrollment Capacity', as follows: Based on recommendations from the Administration, the Board will establish: (1) an annual school-wide enrollment capacity not to exceed 1,200 students; and (2) an annual enrollment capacity for each grade. Each year, the Administration will: (1) Post the Annual Enrollment Capacity information on the Sage International web site within five (5) days of the Board vote; and (2) conduct the lottery and enrollment process in compliance with the limits established in the Board's Annual Enrollment Capacity motion and vote.

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

- Increase enrollment demand through a marketing campaign
- Increase fundraising from external sources
- Eliminate or defer expenses

Sage International School will offer three kindergarten classes (two full-day and one half-day). For the full-day classes parents will cover the difference in cost from a funded half-day to full-day.

## **Disciplinary Procedures (Including Alcohol/Controlled Substance Policy and Plan for Denial of School Attendance)**

### **General Discipline**

Sage International School is committed to a safe learning environment. Student's expectations for appropriate behavior are high and will be communicated to students, parents and teachers through training, the student handbook and everyday practice. The school wide philosophy that will be implemented for discipline will follow the "Love and Logic" approach.

The Love and Logic program is a classroom management approach to working with students that:

1. Puts teachers in control
2. Teaches students to think for themselves
3. Raises the level of student responsibility
4. Prepares students to function effectively in a society filled with temptations, decisions, and consequences.

Teachers and staff follow three basic rules when using Love and Logic, which are:

1. Use enforceable limits
2. Provide choices within limits
3. Apply consequences with empathy.

**Denial of Attendance to a Student:** Per Idaho Code 33-205 the school's board of directors may deny enrollment to Sage International School of Boise to any student who is habitually 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 the school is detrimental to the health and safety of other students or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the board of directors upon such reasonable conditions as may be prescribed by the board: but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

No pupil shall be expelled nor denied enrollment without the board of directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the board of directors 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. Discipline of students with disabilities shall be in accordance with the requirements of federal law part B of the individuals with disabilities education act and section 504 of the rehabilitation act. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the board shall, within five (5) days, given written notice of the pupil's expulsion to the prosecuting attorney of the count of the pupil's residence.

**Procedure by which Students can be Suspended, Expelled and Reenrolled:** Sage International School will assemble a student handbook following state law (Idaho Code 33-205) that outlines a "code of conduct" including expectations and consequences for unacceptable behavior. Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps, in chronological order:

Step 1: Parent/Guardian notification by Teacher/Staff (written and/or verbal).

Step 2: Parent/Guardian notification by Teacher/Staff/Principal (written and/or verbal) and possible Parent/Teacher/Principal conference.

Step 3: Possible suspension and prior to suspension if needed the principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Parent notification suspension not to exceed five (5) school days in length.

Re-admission after conference with Student/Parent/Principal. Possible additional ten (10) days suspension by the school's board of directors and provided, that on a finding by the school's board of directors, that immediate return to school attendance by the suspended student would be detrimental to other pupils' health, welfare or safety, the board of directors may extend the suspension for an additional five (5) school days. Readmission after conference with student/ Parent/ Principal.

Step 4: Expulsion (Idaho code 33-205) by school's board of directors by written notice to the Parent/Guardian of the pupil stating the grounds for expulsion and the time and place where such Parent/Guardian may appear to contest the action of the board. Length of expulsion to be determined by school's board.

Step 5: Readmission after meeting with school's board of directors/Principal prior to end of expulsion.

**Sage International School Drug and Alcohol Use Policy:** Sage International School of Boise will comply with Idaho Code Section 33-210. In keeping with the federal regulations established by the Drug Free Workplace Act of 1988, Sage International School is committed to the concept of having a drug free work and student environment. It is our intent that programs and activities be planned and carried out by the professional staff that will enable the school to achieve this goal.

The primary focus of our program shall be educational in nature, with instruction geared to discourage student experimentation of any mood altering substance. A companion focus of this program shall be aimed to assist students who have made unacceptable choices regarding any controlled substance. A necessary part of the latter focus is an attitude among teachers and other staff members that one of our responsibilities is to assist those students who need help in overcoming their potentially addictive behaviors. We believe that it is possible to have a totally drug free environment in the school setting. If a student cannot, or will not, commit to responsible behavior to help achieve this goal, several sanctions may be imposed as a disciplinary measure. They include, but are not limited to, the following:

- Parent or guardian contacted
- Referral to assistance, such as counselors and/or health professionals
- Referral to an outside agency for chemical dependency assessment and/or treatment
- Suspension from school
- Expulsion from school

#### **A. Referral Policy**

When there is reasonable cause to believe that a student illegally uses, sells, distributes, or possesses drug paraphernalia, drugs, alcohol, or other mood-altering substances in school, on or adjacent to school property, or at school functions, the student will be subject to the disciplinary procedures contained in this regulation. As used in this policy, reasonable cause shall mean the existence of specific observable evidence or behaviors that can be described. Observable behaviors may include chronic attendance problems, sleeping in class, erratic behavior, inappropriate comments, drop in grades, defiance of or disrespect toward authority, or motor coordination problems. Possession of alcoholic beverages, drugs or drug paraphernalia is also considered as evidence. Evidence shall include, but not be limited to, smell of alcohol, or other mood-altering substances, impaired speech, impaired coordination or other recognizable characteristics unusual for the particular student. Offenses for students shall be cumulative from grades K-12.

#### **B. Procedures**

Sage International School will send staff to training to identify drug, alcohol, and mood-altering substance use. Staff will refer such information to the Principal through appropriate procedures. To develop reasonable cause for taking action the following procedures may be indicated.

- Documented behaviors or indicators of drug, alcohol or mood-altering substance use.
- Possession of alcohol or other illegal drugs

- All procedures are to be performed with discretion and documented.
- Refusal to submit to a request to any of the procedures may result in disciplinary action.

### **C. Disciplinary Procedure**

#### 1. First Offense for Use or Possession (K-12)

- Parent or guardian will be contacted;
- Student will be suspended for 5 days;
- Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information would also be required;
- Law Enforcement Agency shall be contacted; and,
- If the student does not complete the recommendations of the assessment, then the remainder of the 5-day suspension will go into effect.

#### 2. Second Offense for Use or Possession (K-12)

- Parent or guardian will be contacted;
- Board of Directors may be petitioned for expulsion of student;
- Law Enforcement Agency shall be contacted; and,
- Child Protection Services (C.P.S.) may be contacted.

#### 3. Third Offense for Use or Possession (K-12)

- Parent or guardian will be contacted;
- The student shall be suspended and the Board of Directors will be petitioned for expulsion of the student;
- Law Enforcement Agency shall be contacted; and,
- Child Protection Services (C.P.S.) will be contacted.

#### 4. First Offense for Selling or Delivering (K-12)

- Parent or Guardian will be contacted;
- Law Enforcement Agency shall be contacted;
- The student will be suspended and the Board of Directors will be petitioned for expulsion of the student; and,
- C.P.S. may be contacted.

## **Public School Attendance Alternative**

Since a charter school is a public school and Sage International School of Boise is a new entity, not a conversion, the attendance alternative would be the same as for all students in a public school district. The children located within the attendance area of the authorizing district will have the choice to enroll or seek admission to other educational entities, be they public, private or other.

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

Every effort will be made to notify the public of enrollment opportunities at Sage International School. This may include but is not limited to: webpage updates; advertising in local newspapers or community centers (e.g. library); town hall meetings; announcements at other public schools, etc. Sage International School will comply with the Idaho State Board of Education rules governing charter schools, IDAPA 08.02.04.203.02.

## **Student Handbook and Procedure Ensuring Parental Access to Student Handbook**

**(See Appendix E for Draft Student Handbook)**

Our handbook will be finalized upon opening of the school and will be a joint effort between the administration, staff, parents and board. Contents to be included will be as follows.

- Message from the principal
- School philosophy
- School academic goals
- Staff and board members
- Daily schedule
- Calendar
- Attendance policy
- Behavior and discipline
- Severe weather procedures and inclement weather
- Field trips
- Health, injury, or illness
- Medication
- Personal belongings
- Weapons and threats
- Special services
- Report cards
- Tardy policy and telephone calls
- Students leaving school grounds
- Electronic network use rules

## **Tab 8: Business Plan; Transportation Services; School Lunch**

**Business Plan Including Business Description, Marketing Plan, Management Plan, Financial Plan, Start-up Budget with assumptions form, three-year operating budget form, and first year month-by-month cash flow form, Resumes**

### **Business Plan:**

We have utilized a guide from: <http://www.cacharterschools.org/bizpl.html> to help us organize a preliminary business plan.

### **I. Summary**

#### **A. School Description**

##### **1. Name and Address:**

Sage International School of Boise, A Public Charter School, Inc. ("Sage")

Point of Contact:

Don Keller

457 E. Parkcenter Blvd.

Boise, ID 83706

208-343-SAGE

[info@sageinternationalschool.org](mailto:info@sageinternationalschool.org)

Sage is organized exclusively for charitable, educational and scientific purposes. Tab 1 includes the Articles of Incorporation for Sage International School of Boise, a new Public Charter School, Inc. as filed and approved by the Secretary of State for the State of Idaho on August 10, 2006.

##### **2. School Description**

Sage will initially serve grades K-7 with plans to extend to 12<sup>th</sup> grade. Sage will be located within the Boise School District, Idaho and plans to open in August 2010. Please see Tabs 2 and 7 for grade organization.

##### **3. Mission statement**

Sage International School engages students within an inclusive IB learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry.

#### **4. Instructional focus**

International Baccalaureate World School with emphasis on Foreign Language Immersion.

#### **5. Governance/Administrative structure**

- ***Charter accountability***

Sage plans to remain viable at renewal based on a solid management structure representing all levels of constituents and a strong leadership. In addition, Sage believes that recruitment and retention of highly qualified and committed faculty and staff is absolutely necessary for long-term sustainability. Please see Tab 5 for the governance plan.

- ***Relationship with the authorizing chartering entity***

Sage will report directly to the Idaho Public Charter School Commission.

## **II. Market Analysis**

### **A. Description of the area or market/ district(s) that the school will serve**

Sage will serve the Boise area, where the Idaho state capitol is located and where a vibrant community provides cultural and service opportunities. Families who live and work in Boise will have the opportunity to attend Sage.

### **B. Target market/student population**

We plan to serve a student population interested in a school choice of global education and foreign language. These students may come from families who already speak more than one language at home or they may come from families who are looking to the future of a global world.

### **C. Competition - other school(s) seeking the same student population to include private, public, magnet, parochial and other charter schools**

There are no other public schools that provide the IB curriculum (see Tab 2 for a discussion of the Meridian School District). A private school, Riverstone International School, provides IB elementary through high school education. As of Fall 2008, the Boise School District (BSD) has an 'international based' theme at two of its public elementary schools (Longfellow and Pierce Park). Spanish/English dual-language programs are offered for some grades at Whitney and Whittier elementary schools in BSD. BSD high schools offer Advanced Placement (AP) coursework. Both IB and AP coursework are known to be academically rigorous; however, the programs are quite distinct. The AP program offers curriculum representing college courses, allowing students to enroll in AP courses of interest. The IB program combines rigorous academic content with a focus on the development of critical thinking and global awareness; furthermore, IB offers an integrated, multiyear, cross-disciplinary program.

## **III. Marketing Strategy**

### **A. Overall strategy (awareness for students and parents)**

Announcements about the school and lottery procedures for application will be made beginning at least four months in advance of application deadlines in a variety of media. Our goal is to attract a sufficient pool of potential applicants that includes ethnic diversity, gender equity, and cultural balance.

### **B. Specific admission and recruiting plans and policies**

Please see Tab 6 for specific admissions plans and policies.

## **IV. Management Plan**

### **A. Form of business organization**

Sage is nonprofit and is organized exclusively for charitable, educational and scientific purposes (see Articles of Incorporation Tab 1).

### **B. Board of Directors**

Please see Tab 5.

### **C. Administrator(s): organization chart and responsibilities (if applicable)**

Please see Tab 5. Note that the Principal and Board of Directors will determine the school calendar, schedule and hours of operation in compliance with the requirement of providing 900 hours of instruction.

Administrative services will be provided by the Principal and supplemented by other contracted services as needed. Annual programmatic operations audits and fiscal audits will be presented to the Board of Directors. The Board of Directors will serve as the liaison between Sage International and the Idaho Public Charter School Commission.

Financial operations will be contracted out to licensed and bonded entities. Funding sources will include state allocations per pupil, federal start-up grants, private grants, business partnerships and donations.

### **D. Resumes of key personnel**

Attached

### **E. Staffing plan/number of employees.**

We initially plan to staff approximately 8 teachers and 1 administrator. Additional teachers and administrators will be added as need arises and finances allow.

### **F. Facility plan/ planned capital improvements**

Please see Tabs 2 and 10.

### **G. Operating plan/schedule of work for next year.**

Our operating plan and schedule for the next year include 1) charter approval; 2) application for charter grant; 3) advertisement of charter approval and opportunities for parents, students, and staff; 4) identifying lease facilities.

### ***Day to Day Operations***

The Principal of Sage will determine day to day operations and the Board of Directors will have oversight authority.

**Budget:** The budget for Sage will be prepared in compliance with Idaho Code Section 33-801 and rules of the State Board of Education, will be presented at a public hearing in June of the year the school will open; and will be delivered to the State Department of Education as required on or before

July 15 prior to the start of the school year. Copies of the budget will be provided to the public on our school website. The budget will be prepared, approved and filed using the required Idaho Financial Accounting Reporting Management System (IFARMS) format.

**Start-Up and Long Term Budget:** An initial budget with forms, 3-year operating budget, and first year month-by-month cash flow form are attached.

**Income Sources:** Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships and donations. Our grant writers have already identified several potential sources of additional funding and will prepare proposals pending approval of the school by the authorizing chartering entity.

**Working Capital and Assets:** Sage does not expect to have working capital and assets until after the Charter is approved.

**Fundraising:** The Board of Directors, Principal, and/or parent organizations will be responsible for fundraising efforts, if implemented, to generate capital or to supplement per-pupil allocations.

***Expenditures:***

**Purchasing Process:** The Principal will determine procedures for procuring goods and services with approval from the Board of Directors.

**Payroll Processing:** Sage will outsource its payroll processing as determined by the Principal with approval from the Board of Directors.

**Financial Management:** The accounting records will be kept in accordance with generally accepted accounting principles. Sage will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Board of Directors will be responsible for financial management.

**Bonding:** Documentation of bonding of all personnel involved in the school's financial operations will be provided prior to the opening of the school.

## **Transportation Services**

Sage International School will not offer transportation services for students for the 2010-11 school year. Sage will investigate transportation options in subsequent years. Based upon the geographic areas of student residence, transportation may be provided within a limited area.

Transportation for students with special needs will be provided in accordance with requirements of state and federal law. Transportation for field trips, excursions, and extracurricular activities will be provided by the school through contracted services.

## **Plan for school lunch program**

Sage International will not provide any food services initially but will consider programs for a possible future date.

### **Resumes**

See Appendix D

## **Tab 9: Virtual Charter School Details**

**DOES NOT APPLY**

## **Tab 10: Description of Business Arrangements; Additional Information; Plan for Termination**

### **Description of Business Arrangements and Partnerships, Including Lease Agreements**

We are actively engaged in conversations with several entities regarding partnerships. We have looked at several facilities but will not be entering into a lease agreement until the charter is approved and the timing is appropriate.

### **Termination of the Charter**

In cases of termination or non-renewal, the Board of Directors is responsible for the dissolution of the business and affairs of the school. Sage International School will fully cooperate with the Authorized Chartering Entity for the dissolution process. All students will receive written notice of how to request a transfer of student records to a specific school. Sage International School will accommodate student record requests from schools for up to one year after dissolution. Upon the dissolution of Sage International School, remaining assets will be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed to the Idaho Public Charter School Commission.

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

**IDAHO** PUBLIC CHARTER SCHOOL COMMISSION



**CLOSURE  
PROTOCOL**

**August 2013**

## Background

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

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

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

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

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

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

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# Introduction

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

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

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

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

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

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

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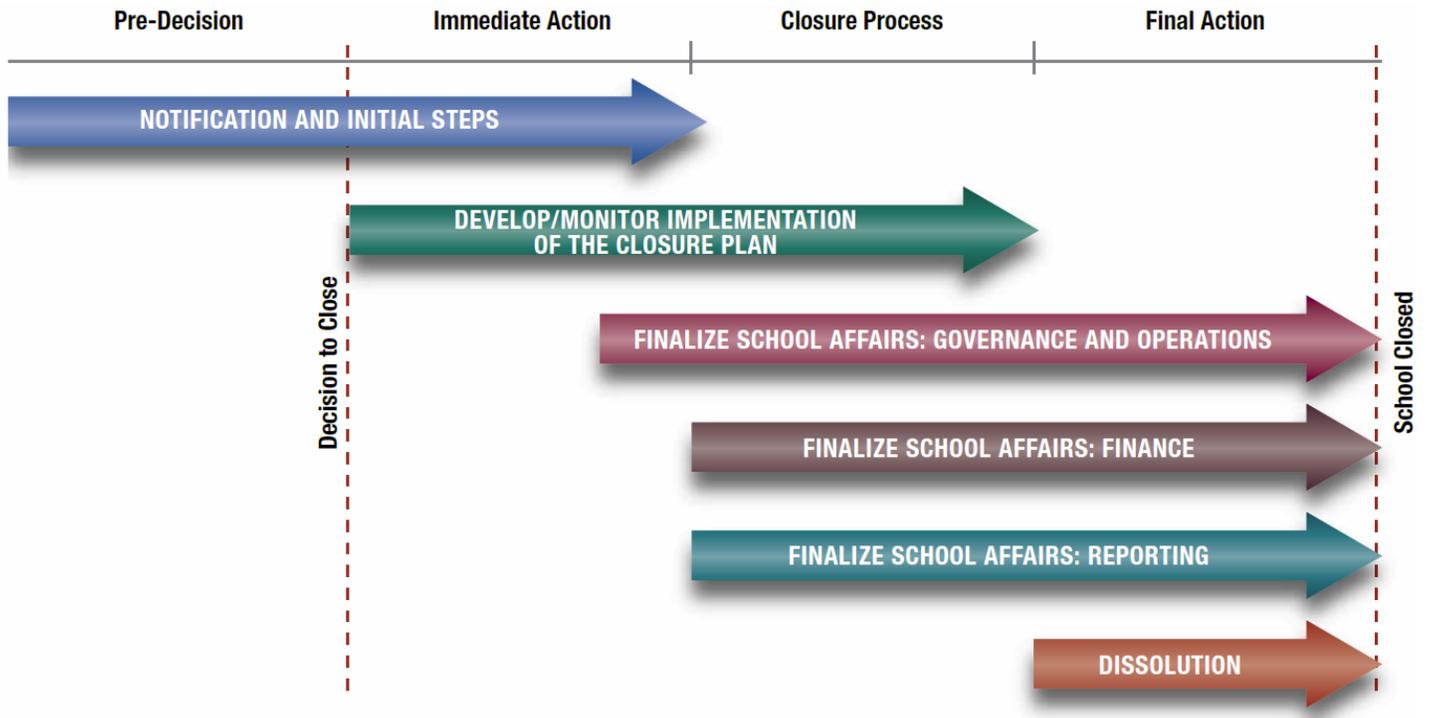
## Endnotes

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

<sup>2</sup> I.C. § 33-5212

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

# A Conceptual Timeline for Closure



## Notification and Initial Steps

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

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

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

## Finalize School Affairs: Governance and Operations

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

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

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

## Finalize School Affairs: Finance

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

## Finalize School Affairs: Reporting

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

## Dissolution

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

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

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

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

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13<sup>th</sup> day of June 2019, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Taylor’s Crossing Public Charter School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on April 14, 2005, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2006; and

WHEREAS, the School’s charter was renewed on March 1, 2019, for a five-year term of operations,

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of July 1, 2019, and shall continue through June 30, 2024, unless earlier terminated as provided herein.

## SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The School shall notify the Authorizer of any modification to the Articles or Bylaws within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

### SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: By giving our students a firm foundation built on a core curriculum of mathematics, science, reading, writing and social studies, with an enhanced emphasis on American History and the Constitution, Taylor's Crossing Public Charter School will guide our students across the bridge from childhood into adulthood. The students will be prepared to accept challenges with the confidence, courage, and skills needed to achieve success. In a highly challenging academic environment, which nurtures respect and care for all, our students will become people of integrity, vision and virtue.
- B. Grades Served.** The School may serve students in K-12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- School environment of kindness, respect, and responsibility.
  - School environment that provides physical, emotional, and academic safety.
  - Social studies program emphasizing and revering the constitution and our founding fathers.
  - Highly challenging academics, focused on reading, English, mathematics, and writing.
  - Emphasis on character development.
  - Emphasis on citizenship.
  - Emphasis on service to others.
  - Use of a positive reward system which encourages positive behavior.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

## SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

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

access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

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

## **SECTION 5: SCHOOL OPERATIONS**

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

**B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 440 students, with annual per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix C.

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

**D. School Facilities.** 1445 North Wood River Drive, Idaho Falls, ID 83401. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

**E. Attendance Area.** The School's primary attendance area is as follows: Bonneville School District #93, Idaho Falls School District #91, Jefferson School District #251, and Shelly School District #60.

**F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's

compensation insurance, and health insurance.

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

## **SECTION 6: SCHOOL FINANCE**

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

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

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has

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

- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

## **SECTION 8: MISCELLANEOUS**

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective **July 1, 2019.**

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**Alan Reed**  
**Chairperson, Idaho Public Charter School Commission**



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**Matthew Rice**  
**Chairperson, Taylor's Crossing Public Charter School Inc. Board**

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

**Appendix B: Performance Framework**

**Appendix C: Charter**

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

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

No conditions of authorization or renewal are applicable.

**Appendix B: Performance Framework**

# TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL

## [YEAR] ANNUAL PERFORMANCE REPORT

### INTRODUCTION

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

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

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

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

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

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

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

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

## PERFORMANCE FRAMEWORK STRUCTURE

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

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

## ACCOUNTABILITY DESIGNATIONS

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

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

### SCHOOL OVERVIEW

<b>Mission Statement</b>	By giving our students a firm foundation built on a core curriculum of mathematics, science, reading, writing and social studies, with an enhanced emphasis on American History and the Constitution, Taylor’s Crossing Public Charter School will guide our students across the bridge from childhood into adulthood. The students will be prepared to accept challenges with the confidence, courage, and skills needed to achieve success. In a highly challenging academic environment, which nurtures respect and care for all, our students will become people of integrity, vision and virtue.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>● School environment of kindness, respect, and responsibility.</li> <li>● School environment that provides physical, emotional, and academic safety.</li> <li>● Social studies program emphasizing and revering the constitution and our founding fathers.</li> <li>● Highly challenging academics, focused on reading, English, mathematics, and writing.</li> <li>● Emphasis on character development.</li> <li>● Emphasis on citizenship.</li> <li>● Emphasis on service to others.</li> <li>● Use of a positive reward system which encourages positive behavior.</li> </ul>		
<b>School Location</b>	1445 North Wood River Drive, Idaho Falls, ID 83401	<b>School Phone</b>	208-552-0397
<b>Surrounding District</b>	Idaho Falls School District		
<b>Opening Year</b>	2006		
<b>Current Term</b>	July 1, 2019 – June 30, 2024		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	440	<b>Enrollment (Actual)</b>	

### SCHOOL LEADERSHIP


### STUDENT DEMOGRAPHICS

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

### ISAT PROFICIENCY RATES

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

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

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

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			

TCPCS has chosen not to include mission-specific measures.

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

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

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

ACADEMIC K-12

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

INDICATOR 1: STATE PROFICIENCY COMPARISON		
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	<p>50                      0</p> <p>30 - 45                0</p> <p>15 - 29                0</p> <p>0 - 14                   0</p> <hr/> <p>0</p>
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	<p>50                      0</p> <p>30 - 45                0</p> <p>15 - 29                0</p> <p>0 - 14                   0</p> <hr/> <p>0</p>
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	

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



INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)																				
<b>Measure 4a</b>	<b>Are students making expected academic growth in math compared to their academic peers?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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	26-38	0																		
	13-25	0																		
	0-12	0																		
		0																		
<b>Norm-Referenced Growth</b>																				
<b>Math</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math falls below the 30th percentile.</p>																			
<b>Notes</b>	<p>Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.</p>																			
<b>Measure 4b</b>	<b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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<b>ELA</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA falls below the 30th percentile.</p>																			
<b>Notes</b>	<p>Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.</p>																			

**INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)**

**Measure 5a**                      **Are students graduating from high school on time?**

**Four-Year Adjusted Cohort Graduation Rate**

**Exceeds Standard:** The school's four-year ACGR was at least 90%.  
**Meets Standard:** The school either:  
 a) had a four-year ACGR of 80% - 89% OR  
 b) had a four-year ACGR of at least 66% AND met its progress goal.  
**Does Not Meet Standard:** The school met its progress goal but had a four-year ACGR below 66%.  
**Falls Far Below Standard:** The school did not meet its progress goal and had a four-year ACGR below 66%.

The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.

**Notes**

Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)

The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.

Result	Points Possible	Points Earned
	125	
	100	
	75	
	0-65	0
		0

OPERATIONAL

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

OPERATIONAL

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

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

INDICATOR 3: GOVERNANCE AND REPORTING														
<p><b>Measure 3a</b>      <b>Is the school complying with governance requirements?</b></p> <p><b>Governance Requirements</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p><b>Result</b></p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: right;"><hr/></td> </tr> <tr> <td></td> <td>0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0		<hr/>			0
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25														
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<p><b>Measure 3b</b>      <b>Is the board fulfilling its oversight obligations?</b></p> <p><b>Board Oversight</b></p> <p><b>Meets Standard:</b> The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p> <p><b>Partially Meets Standard:</b> Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p> <p><b>Does Not Meet Standard:</b> The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p> <p>Notes</p>	<p><b>Result</b></p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: right;"><hr/></td> </tr> <tr> <td></td> <td>0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0		<hr/>			0
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OPERATIONAL

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

OPERATIONAL

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
<b>Credentialing &amp; Background Checks</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
<b>Notes</b>				0
Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<b>Information Handling</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
<b>Notes</b>				0

INDICATOR 4: SCHOOL ENVIRONMENT																	
Measure 4a	Is the school complying with transportation requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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	0																
		0															
Transportation	<p><b>Meets Standard:</b> The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>																
Notes																	
Measure 4b	Is the school complying with facilities requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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	0																
		0															
Public Transparency	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>																
Notes																	

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

FINANCIAL

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

FINANCIAL

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
<b>Measure 2a</b> <b>Total Margin and Aggregated</b> <b>3-Year Total Margin</b>	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b>  <b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>  <b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".  <b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.			50	
				30	
				0	
<b>Notes</b>	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				0
<b>Measure 2b</b> <b>Debt to Asset Ratio</b>	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>  <b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.  <b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0  <b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0			50	
				30	
				0	
<b>Notes</b>	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				0
<b>Measure 2c</b> <b>Cash Flow</b>	<b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b>  <b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>  <b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"  <b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.			50	
				30	
				0	
<b>Notes</b>					0
<b>Measure 2d</b> <b>Debt Service Coverage Ratio</b>	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>  <b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1  <b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1			50	
				0	
<b>Notes</b>	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				0

## **Appendix C: Charter**

The logo for Taylor's Crossing Public Charter School is centered on the page. It consists of a dark green oval border. Inside the oval, the words "Taylor's Crossing" are written in a dark green, elegant cursive script. Below this, the words "PUBLIC CHARTER SCHOOL" are written in a dark green, all-caps, serif font.

*Taylor's Crossing*

PUBLIC CHARTER SCHOOL

*providing a bridge for safe passage into adulthood*

## **Elements Required of a Petition to Establish a Public Charter School**

Pursuant to the new public charter school rules adopted by the State Board of Education, petitioners are required to submit their petition to establish a charter school to the State Department of Education for a legal sufficiency review ***prior to*** being submitted to an authorized chartering entity.

Submit fifteen (15) copies to the State Department of Education:

State **Department** of Education  
**Kimberly Clark**  
650 West State Street, **2nd Floor**  
**P.O. Box 83720**  
Boise, Idaho 83720-0027

<b>Charter School Name: Taylor’s Crossing Public Charter School</b>
<b>City in which charter school will operate if approved: Idaho Falls or Nearby</b>
<b>Grade Levels: k-12</b>
<b>Authorized Chartering Entity: Idaho Public Charter School Commission</b>
<b>Date submitted to State Department of Education (SDE) for Review:</b>
<b>Date of Review by SDE:</b>

All petitions must follow a consistent format using the following table of contents page to assist in facilitating reviews by the State Department of Education, State Board of Education, and Idaho Public Charter School Commission.

Please use this form to indicate the starting page numbers for each section. The table of contents reflects the order in which elements should be addressed in the petition, consistent with the checklist.

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.....

Other Documentation (if applicable)

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
<u>15</u>	<b>Elector petition forms</b> with no less than 30 signatures.  Forms available at <a href="http://www.sde.state.id.us/instruct/charter">http://www.sde.state.id.us/instruct/charter</a> "Elector Petition and Tracking Forms"	5205 (1) (a)
<b>SDE Comments:</b>		
<u>16/18</u>	<b>Articles of Incorporation and Bylaws</b> of the nonprofit corporation.	5204(1)
<b>SDE Comments:</b>		
<u>16</u>	Include <b>documentation of organization under the Idaho Nonprofit Corporation Act.</b>	5204 (1)
<b>SDE Comments:</b>		
<u>24</u>	Describe <b>the governance structure of the school</b> , including the person or entity that shall be legally accountable for the operation of the school.	5205 (3) (f)
<b>SDE Comments:</b>		
<u>25</u>	Include a provision that ensures the <b>charter school shall be accredited</b> as provided by rule of the Idaho State Board of Education.	5205 (3) (e) 5210 (4) (b)
<b>SDE Comments:</b>		
<u>28</u>	Describe the school's <b>educational program and how learning will occur.</b>	5205 (3) (a)
<b>SDE Comments:</b>		

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
<u>28</u>	Identify the <b>school's goals</b> and how all <b>Educational Thoroughness Standards</b> (as defined in Section 33-1612, Idaho Code) shall be fulfilled.	5205 (3) (b)
<b>SDE Comments:</b>		
<u>28</u>	Identify <b>measurable</b> student <b>educational standards</b> which describe the extent <b>to which all students of the charter school demonstrate they have attained the skills and knowledge</b> specified as goals.	5205 (3) (b)
<b>SDE Comments:</b>		
<u>36</u>	Identify various <b>methods by which student progress is to be measured</b> in meeting educational standards.	5205 (3) (c)
<b>SDE Comments:</b>		
<u>36</u>	Include a provision by which <b>students will be tested with the same standardized tests as other Idaho public school students.</b>	5205 (3) (d)
<b>SDE Comments:</b>		
<u>27</u>	Outline the <b>qualifications to be met by individuals employed</b> by the school.	5204 (3) (g) 5210 (4) (a)
<b>SDE Comments:</b>		

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
<u>28</u>	Include provision that <b>ensures all staff members will submit a criminal history check fingerprint card to the Office of Certification at the State Department of Education.</b>	5210 (4) (d)
<b>SDE Comments:</b>		
<u>28</u>	A statement that <b>all teachers and administrators will be on a written contract</b> approved by the Superintendent of Public Instruction.	5206 (4)
<b>SDE Comments:</b>		
<u>28</u>	Include provision that <b>ensures all staff members will be enrolled in and covered by all of the following:</b> <b>§ Public Employee Retirement System (PERSI)</b> <b>§ Federal Social Security</b> <b>§ Unemployment Insurance/Worker's Compensation Insurance</b>	5205 (3) (l)
<b>SDE Comments:</b>		
<u>28</u>	Describe <b>the transfer rights of any employee</b> choosing to work in a charter school, and the right of this employee to return to any non-charter school in District 93, including accumulation of sick leave.	5205 (3) (n)
<b>SDE Comments:</b>		
<u>28</u>	Include provision that ensures that the <b>staff</b> of the charter school shall be <b>considered a separate unit for purposes of collective bargaining.</b>	5205 (3) (o)
<b>SDE Comments:</b>		

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
44	Outline provisions for <b>how special education services will be provided:</b> § Identification/Evaluation § Programming § Individual Education Plans (IEP) · Development · Review · Revision § Services § Discipline Policy § Budget § Transportation for special needs students (the charter school must provide transportation unless a special needs student is capable of getting to school in the same manner as other students)	5205 (3) (q)
<b>SDE Comments:</b>		
46	Describe the manner in which <b>gifted and talented students</b> will be served including a plan for identification and service.	08.02.04 Section 301.01 Compliance with applicable law for federal programs/funding
<b>SDE Comments:</b>		
46	Describe the manner by which <b>Limited English Proficiency services</b> will be provided.	08.02.04 Section 301.01 Compliance with applicable law for federal programs/funding
<b>SDE Comments:</b>		

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
<u>47</u>	Outline the manner in which <b>administrative services</b> of the school are to be provided.	5205 (4)
<b>SDE Comments:</b>		
<u>39</u>	Outline <b>transportation services</b> for students, including estimated first year cost.	5208 (4) 08.02.04 Section 301.01 Compliance with applicable law for federal programs/funding
<b>SDE Comments:</b>		
<u>39</u>	Outline provisions for <b>Child Nutrition:</b> § School Lunch Program § Determining Eligibility for Free and Reduced Price Meals § Verification Reporting and Record keeping	08.02.04 Section 301.01 Compliance with applicable law for federal programs/funding
<b>SDE Comments:</b>		
<u>48</u>	Describe the <b>compact and contiguous attendance area</b> of the charter school.	5206 (1)
<b>SDE Comments:</b>		

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
<u>48</u>	Describe the manner in which <b>citizens residing in the compact and contiguous attendance area of the charter school will be made aware of enrollment opportunities.</b>	5205 (3) (s)
<b>SDE Comments:</b>		
<u>49</u>	Describe <b>admission procedures, including provision for overenrollment</b> , which specify equitable selection processes for the initial year, as well as subsequent years of operation. In addition, include <b>enrollment capacity of the charter school.</b>	5205 (3) (i)
<b>SDE Comments:</b>		
<u>49</u>	A statement describing how <b>waiting lists will be developed and renewed annually.</b>	5205 (3) (i)
<b>SDE Comments:</b>		
<u>39,53</u>	Include <b>anticipated enrollment.</b>	
<b>SDE Comments:</b>		
<u>63</u>	Include a <b>public school attendance alternative</b> for students residing within the school district who choose not to attend the charter school.	5205 (3) (m)
<b>SDE Comments:</b>		

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
<u>63</u>	Describe the manner by which eligible <b>students</b> from the charter school shall be allowed to <b>participate in dual enrollment</b> in non-charter school within District 93 as provided for in Chapter 2, Title 33, Idaho Code.	5205 (3) (r)
<b>SDE Comments:</b>		
<u>38</u>	Outline <b>procedures for suspension, expulsion and re-enrollment of students.</b>	5205 (3) (k)
<b>SDE Comments:</b>		
<u>63</u>	<b>Describe facilities</b> to be used by the school.	5205 (4)
<b>SDE Comments:</b>		
<u>64</u>	Include <b>documentation</b> regarding <b>insurance for liability and property loss.</b>	5205 (4)
<b>SDE Comments:</b>		

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
<u>64</u>	Describe <b>potential civil liability</b> effects upon the school and upon District 93.	5205 (4)
<b>SDE Comments:</b>		
<u>64</u>	Outline <b>procedures</b> to be followed by the charter school and the entity granting the charter to <b>resolve disputes relating to provisions of the charter</b> .	5205 (3) (p)
<b>SDE Comments:</b>		
<u>64</u>	Describe the manner in which both the <b>annual audits of financial and programmatic operations</b> are to be conducted.	5205 (3) (j) 5206 (7) 5210 (3)
<b>SDE Comments:</b>		
<u>38</u>	Include a provision that ensures a <b>policy of Internet safety</b> 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 ( <i>Children's Internet Protection Act</i> ).	08.02.04 Section 301.01 Compliance with applicable law for federal programs/funding
<b>SDE Comments:</b>		

Page Number	In the column to the left, list the page number of the petition that addresses the following elements.	Applicable Idaho Code Title 33 Chapter 52 or State Board Rule
	A <b>virtual charter school</b> that is <b>approved by the school district</b> board of trustees must include a statement <b>declaring if the school wishes to be considered an LEA</b> for purposes of federal formula funding.	5208 (8) ( c)
<b>SDE Comments:</b>		

<p><b>Page Number</b></p>	<p><b>In the column to the left, list the page number of the petition that addresses the following elements.</b></p>	<p><b>Applicable Idaho Code Title 33 Chapter 52 or State Board Rule</b></p>
	<p>After a legal sufficiency review has been facilitated by the State Department of Education and findings and recommendations have been addressed, the petition may be submitted to an authorized chartering entity for review.</p> <p>Upon approval by an authorized chartering entity, <b>a Tracking Form must be completed, signed, and attached to the approved charter. Copies of the approved charter must be submitted to both the State Board of Education and the State Department of Education.</b></p> <p>One copy to the State Board of Education:</p> <p>State <b>Board</b> of Education  <b>Karen Echeverria</b>  650 West State Street, <b>3rd Floor</b>  P.O. Box 83720  Boise, Idaho 83720-0037</p> <p>One copy to the State Department of Education:</p> <p>State <b>Department</b> of Education  <b>Kimberly Clark</b>  650 West State Street, <b>2nd Floor</b>  <b>P.O. Box 83720</b>  Boise, Idaho 83720-0027</p> <p>Forms available at <a href="http://www.sde.state.id.us/instruct/charter">http://www.sde.state.id.us/instruct/charter</a>  “Elector Petition and Tracking Forms”</p>	<p>5206 (6)</p>

For assistance, please contact:

**Child Nutrition:** Mary Breckenridge, Phone 332-6820 or [mebreken@sde.state.id.us](mailto:mebreken@sde.state.id.us)

**Limited English Proficiency:** Irene Chavolla, Phone 332-6907 or [ichavoll@sde.state.id.us](mailto:ichavoll@sde.state.id.us)

**Financial Operations:** Tim Hill, Phone 332-6840, or [thill@sde.state.id.us](mailto:thill@sde.state.id.us)  
**Enrollment, audits, transportation, virtual schools.**

**Special Education Services:** Jana Jones, Phone 332-6910 or [jjones@sde.state.id.us](mailto:jjones@sde.state.id.us)

**Gifted and Talented Services:** Dr. Val Schorzman, Phone 332-6913 or [vschorzman@sde.state.id.us](mailto:vschorzman@sde.state.id.us)

**Certification:** Dr. Patty Toney, Phone 332-6936 or [ptoney@sde.state.id.us](mailto:ptoney@sde.state.id.us)

**Criminal history checks fingerprinting:** Shannon Haas, Phone 332-6888 or [shhaas@sde.state.id.us](mailto:shhaas@sde.state.id.us)

**Employee benefits: Public Employee Retirement System of Idaho**  
Phone 334-3365, Judy Aitkin

**School Accreditation:** Shannon Page, Phone 332-6942 or [spage@sde.state.id.us](mailto:spage@sde.state.id.us)  
**Dual enrollment**

**Statewide Assessments:** Sally Tiel, Phone 332-6943 or [srtiel@sde.state.id.us](mailto:srtiel@sde.state.id.us)

**Technology/Internet Safety:** Dawn Wilson, Phone 332-6976 or [dwilson@sde.state.id.us](mailto:dwilson@sde.state.id.us)

Other assistance may be requested through the office of Dr. Carolyn Mauer,  
[cmauer@sde.state.id.us](mailto:cmauer@sde.state.id.us)

Bylaws  
TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL, INC.  
An Idaho Nonprofit Corporation  
June 30, 2004

**ARTICLE 1  
OFFICES**

Section 1.1 Offices

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

**ARTICLE 2  
PURPOSE**

Section 2.1 Purpose

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

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

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

**ARTICLE 3  
NO MEMBERS**

Section 3.1 No Members

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

Section 3.2 Associates

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

**ARTICLE 4  
BOARD OF DIRECTORS**

Section 4.1 Founding Board of Directors

As the Founding Board of Directors, we are united in support of the Harbor Institute method of instruction, curriculum and policy. This method is the foundation for the establishment of this Charter. Therefore, to maintain full fidelity to the Harbor Institute method of instruction, the Board of Directors shall retain complete and full control of curriculum, teaching methods and school policy. The majority of the Board must approve any and all amendments, adoptions or repeals of the core curriculum, teaching methods, or policy. This section, being section

4.1 of Article 4 of the Bylaws of Taylor’s Crossing Public Charter School, Inc., may not be amended, deleted or changed without the majority vote of the Board of Directors.

#### Section 4.2 Board of Directors

The Board shall consist of directors elected or appointed for a two- (2) year term of office as set forth below. The number of directors constituting the Board of the Corporation shall be seven (7) members. The Board of Directors shall have authority to conduct normal board functions if at least four (4) directors are present at Board Meetings. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

#### Section 4.3 Powers of the Board of Directors

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

#### Section 4.4 Election of Directors

(a) Prior to the first annual meeting of the Corporation, following the initial opening of TCPCS, the Board shall be comprised of the Directors nominated and appointed by the organizing members and founders of TCPCS.

(b) At the first annual meeting of the Corporation, following the initial opening of TCPCS, directors shall be elected or appointed in accordance with the provisions of Section 4.4 (c).

(c) At the annual meetings of the Corporation, following the initial opening of TCPCS, directors will be elected or appointed to fill vacancies on the Board by the process outlined below:

- i. All Board of Directors applicants will be required to fill out a questionnaire.
- ii. All Board of Directors applicants are encouraged to tour Liberty Charter School in Nampa or another approved Harbor Method school, and should have a true appreciation of its teaching methods, curriculum, and policy.
- iii. All Board of Directors applicants will be required to go through a screening process, overseen by the TCPCS Board of Directors.
- iv. The TCPCS Board of Directors will nominate candidates for each open position.
- v. Not more than three candidates per open position shall be nominated.
- vi. From the nominated candidates, the TCPCS Board of Directors will elect the new Board Members.
- vii. Any board openings will be advertised with the time, date, and location of said election by TCPCS using, but not limited to, the following methods: public service announcements in newspapers and sending notification home with students.

#### Section 4.5 Term

(a) To support the establishment of staggered terms of office, the initial terms of office for up to four (4) directors, including Seats number one, three, five, and seven shall be three years. Thereafter the terms shall be two years; and the initial term of office for the remaining members, including Seats number two, four, and six shall be two years and thereafter shall be two years.

(a) Each Director shall serve until the Board Members Stakeholders, at the annual meeting of the Corporation, duly elect or appoint his/her successor.

- (b) The majority of the Board may reappoint existing Board Members who wish to serve for additional terms.

#### Section 4.6 Resignation and Removal

- (a) Subject to the provisions of Section 30-3-69 of the Idaho Nonprofit Public Corporation Act, any director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A director may be removed with cause or justifiable reason by a majority of the directors then in office.

The Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising, under Article 30-3-85 of the Idaho Nonprofit Public Corporation Act. Additionally, anyone who has failed to attend four (4) or more meetings of the Board, without cause, in any calendar year may be removed.

Breach of Duties is defined as the following:

- i. Failure to discharge duties in good faith
  - ii. Failure to act with care
  - iii. Failure to act in the best interest of the corporation
- (b) Removal of a director for one or more of the reasons listed in Section 4.6(b) above may be initiated by any member of the Board or by a majority vote petition of the Stakeholders. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties in public, except where either the Board or the director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public. The director may be removed only if a majority of the directors then in office vote for removal.

#### Section 4.7 Vacancies

- (a) Board vacancy or vacancies shall be deemed to exist if any director dies, resigns, or is removed, or if the authorized number of directors is increased.
- (b) A vacancy on the Board may be filled by a majority vote of the remaining directors, although less than a quorum. Each director so elected shall hold office until the next annual meeting of the Corporation.
- (c) No reduction of the authorized number of directors shall have the effect of removing any director prior to the expiration of the director's term of office.

#### Section 4.8 Compensation of Directors

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

#### Section 4.9 Employees

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

#### Section 4.10 Voting

Voting by the Board shall be in person or by phone and no proxy voting on the Board may occur. The chairman of the board may vote on all issues before the board.

#### Section 4.11 Rights of Inspection

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

**ARTICLE 5  
BOARD MEETINGS**

Section 5.1 Place of Meeting

The place of all meetings of the directors shall be the principal office of the Corporation in the County of Bonneville Idaho, or at such other place as shall be determined from time to time by the Board. The place at which such meetings shall be held shall be stated in the notice and call of the meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held, unless an unforeseen catastrophic event occurs. In such case, the place of meeting will be changed or the meeting will be postponed.

Section 5.2 Annual Meeting

The annual meeting of the Directors of the Corporation for the appointment or election of directors and officers to succeed those whose terms expire, and for the transaction of other business that may properly come before the Board, will be the second Wednesday of August, if not a legal holiday. If it is a legal holiday, then director elections or appointments will be on the day following, at 6:00 P.M. If the annual meeting of directors is not held as prescribed, the election or appointment of directors and officers may be held at any meeting called thereafter, pursuant to these Bylaws.

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will be held regularly, as outlined by the directors.

Section 5.4 Notice of Meeting

Notice of the time and place of the annual meeting of the directors or of any monthly meetings of the directors shall not be given by mailing or by written or printed notice of the same. Notice shall be posted at the Corporation's principal office or on the Corporation's website at least five (5) days prior to the meeting.

**ARTICLE 6  
DUTIES OF DIRECTORS**

Section 6.1 Directors

The Board shall consist of directors, which shall include the following offices: Chairman of the Board, Vice Chairman, Secretary and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the board of directors shall be chosen by the newly elected Board

Section 6.2 Chairman of the Board

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

Section 6.3 Vice Chairman

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

Section 6.4 Secretary

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

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

Section 6.5 Treasurer

The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including amounts of its assets, liabilities, receipts, and disbursements. The books of account shall at all times be open to inspection by any Board member or the public in accordance with Idaho Code 9-338 and 9-339.

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

Section 6.6 Other Directors

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

**ARTICLE 7  
FISCAL AFFAIRS**

Section 7.1 Fiscal Year

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

**ARTICLE 8  
NOTICES**

Section 8.1 Manner of Giving Notice

Whenever provisions of any statute or these Bylaws require notice to be given to any Director, Officer or other individual, they shall not be construed to mean personal notice. Such notice shall be given in writing and placed on the bulletin board of the Corporation in sufficient amount of time prior to the meeting or action to be taken as required by Statute, the Article of Incorporation or these Bylaws; said notice need not be given individually and may be given in one notice document.

Section 8.2 Waiver

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

**ARTICLE 9  
DISSOLUTION**

Section 9.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Section 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debt and obligations of the Corporation, the remaining assets shall be distributed to one or more non profit funds, foundations, or corporations which are

organized and operated exclusively for educational purposes and which have established their tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or to a state or local government for public purpose as determined by the Board.

**ARTICLE 10  
AMENDMENTS**

Section 10.1 New Bylaws

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

**CERTIFICATE OF BYLAWS**

We certify that we are the initial agents of Taylor’s Crossing Public Charter School, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation. IN WITNESS WHEREOF, we have signed our names to this Certificate on \_\_\_\_\_(date).

\_\_\_\_\_  
Marc Bohman

\_\_\_\_\_  
Linda Holt

\_\_\_\_\_  
Erica Radford

\_\_\_\_\_  
Camy Rish

\_\_\_\_\_  
Shay Wallace

Name of Applicant Applying for the Charter Taylor’s Crossing Public Charter School, Inc  
(This may be a public body, private person or private organization)

Name of Proposed Charter School Taylor’s Crossing Public Charter School, Inc

New School  Converted School

Authorized Agent for Applicant Marc Bohman  
(This may be the individual applicant or an authorized member of the corporate board)

Authorized Agent Mailing Address 6410 E. Sidehill Ln

City Idaho Falls State ID Zip 83401

County Bonneville E-mail: [taylors\\_crossing@yahoo.com](mailto:taylors_crossing@yahoo.com)

Day Time Phone: ( 208 ) 523-5321 Fax: ( )

### **Organization**

Taylor's Crossing Public 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.

### **Corporation History**

The Articles of Incorporation for Taylor's Crossing Public Charter School, Inc. were filed with the Secretary of the State of Idaho June 30, 2004. The SS-4, Application for Employer Identification Number and the 501(c)(3) will be completed upon approval of the charter.

### **Corporate Principals**

The Corporate Principals of Taylor's Crossing Public Charter School, Inc. as listed in the Articles of Incorporation is as follows:

Marc Bohman	Pharmaceutical Sales Representative/ District Business Analyst
Erica Radford	Medical Respiratory Therapist, Paralegal with Real Estate emphasis
Camy Rish	General Accounting and Insurance Coordinator

Appointed to the Board September 30, 2004:

Linda Holt	School Librarian/ Parent Volunteer for Elementary School
Shay Wallace	Previous Computer Store Owner/ Mathematics Degree /Parent Volunteer

Taylor's Crossing Public Charter School within the context of this document may also be referred to as TCPCS.

Marc, Erica, Camy, Linda and Shay are parents who are interested in providing the best educational opportunities for their children and they have identified the Harbor Institute method of instruction as the best way to achieve this objective. Since there are no Harbor Schools available in Eastern Idaho, the Taylor's Crossing Public Charter School's Corporate Principals are willing to organize a school based on the Harbor Institute method of instruction to benefit the school-age children of Eastern Idaho.

The Corporate Principals are confident that TCPCS will be successfully formed and properly managed according to all laws and regulations regarding public schools. Additionally, the Harbor Institute and the administrator and staff of Liberty Charter School in Nampa, Idaho, will be key in the success of TCPCS. The principals will also adhere to the TCPCS Corporate Bylaws (specifically Articles 5 and 8) addressing the Idaho Open Meeting Law. Founding Board Members, as discussed in the by-laws, will be those board members serving when the school opens.

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

Taylor's Crossing Public Charter School will:

1. be organized and managed under the Idaho Nonprofit Corporation Act.
2. have a board of directors acting as public agents to control the school and have the same responsibilities and liabilities as any other governing board of public education.
3. be considered a public school for all purposes.

General Powers and Limitations of TCPCS Board of Directors

1. Upon approval of the petition, TCPCS's Board of Directors will be the public agents required to control TCPCS.
2. TCPCS will comply with all federal and state laws, rules and regulations.

3. TCPCS's Board of Directors will be responsible for identifying and complying with all essential laws, rules, and regulations for Idaho charter schools. This is not the responsibility of the Idaho Public Charter School Commission.
4. TCPCS will not extend the faith and credit of the Idaho Public Charter School Commission to any third person or entity.
5. TCPCS will not contractually bind the Idaho Public Charter School Commission with any third party.

TCPCS will keep complete and accurate minutes of the meetings of the Board of Directors and will make them available to the public. Upon approval of the minutes by the board, they will be posted at TCPCS and on the TCPCS website.

### **Accreditation: Ref. Idaho Code 33-5205 (3) (e) 33-1612**

Taylor's Crossing Public Charter School will be accredited through the State of Idaho. Accreditation by the Northwest Association of Accredited Schools (NAAS) may be sought in addition to State accreditation in the future.

### **Idaho Accreditation Standard I Vision, Mission and Policies**

Combined, the following Vision, Mission and Policies form a foundation for the support of student achievement and are in alignment with the State Achievement Standards and the Thoroughness Legislation defined by Idaho Code 33-1612. The Board of directors of TCPCS will collaboratively develop and review these principals periodically.

#### **Mission**

By giving our students a firm foundation built on a core curriculum of mathematics, science, reading, writing and social studies, with an enhanced emphasis on American History and the Constitution, Taylor's Crossing Public Charter School will guide our students across the bridge from childhood into adulthood. The students will be prepared to accept challenges with the confidence, courage, and skills needed to achieve success. In a highly challenging academic environment, which nurtures respect and care for all, our students will become people of integrity, vision and virtue.

#### **Vision and Special Emphasis**

The Vision of TCPCS is rooted in the belief that when there is low threat and content is highly challenging, accelerated learning takes place. TCPCS will improve student learning by creating a low-threat environment and safe harbor. TCPCS will create this low-threat environment and safe harbor with the innovative Harbor Institute character education curriculum that focuses on kindness and taps into each child's innate need to know boundaries while protecting every child's dignity. This is done through daily expectation training, in which teachers clearly illustrate how children should show kindness to others in many different situations. Students who display these good citizenship qualities are given special recognition through a well-designed reward system.

The atmosphere created by our focus on kindness allows children to soar socially and academically. Students are not afraid to take academic risks (i.e. asking or answering questions in front of peers) when they feel safe and supported. This philosophy is extremely important because one of our academic goals is accelerated learning, and our focus on kindness is the only way this type of learning can be achieved. An environment that is warm, friendly, orderly and free from chaos is developed as a result of this discipline method.

Another unique aspect of TCPCS's character education curriculum is the dramatization and memorization of classic poems and quotes, such as "The Man in the Looking Glass". The students learn such pieces through automaticity,

and discuss the meanings and/or moral lessons behind them. The students develop self-confidence by enhancing their public speaking skills as they perform these classics for others. The tempo for our academic program is set by student capabilities instead of textbook constraints.

Our curriculum will be aligned with the Idaho State Achievement Standards for Health, Humanities, Language Arts/Communication, Mathematics, Science and Social Studies. Students will be well grounded in the basics, such as, reading, writing, math, science, and social studies. Highly qualified teaching professionals will implement these learning programs, thereby creating new professional teaching opportunities within the community. All students will share in an increased opportunity for expanded learning through fine arts, foreign language, and technology programs. They will be competent, confident, productive, and responsible persons who possess the habits, skills, and attitudes to succeed in life and to be prepared for the invitation of post-secondary education and satisfying employment. Combined, these skills and knowledge “define” an educated person of the 21<sup>st</sup> century capable of delving into any subject because they will understand how to learn and they will come enjoy the process.

Our secondary focus is on American history, Constitutional studies and the Founding Fathers. As our students study the lives, ideas and values of the men who pledged their lives, their fortunes and their sacred honor in the development of this nation, the students will gain an understanding of the role our government plays in the world today and how it functions. They will feel a heightened sense of patriotism. They will learn of their responsibilities as American Citizens and will gain a greater appreciation for the opportunities that lie before them as citizens of this great country. Their study of history will teach them about human nature and that there is much to learn from the experiences of all people and the times in which they lived.

## **Idaho Accreditation Standard II Highly Qualified Personnel**

TCPCS recognizes that the most important factor for improving student achievement is the quality of the classroom teacher. Therefore great care will be realized in placing and retaining competent, caring and qualified teachers for every classroom, to maximize opportunities for student learning. TCPCS educators will be highly qualified as defined by the Idaho State Board of Education Administrative Rules. Staff evaluation and certification will comply with all State standards and Idaho Code. Individual professional development plans and staff evaluation models that effectively promote the continuous improvement of the school personnel will be implemented. One aspect of TCPCS’s professional development will be the dissemination process described below.

### **Dissemination of Information to Teachers**

The Harbor Institute will schedule two four-day training sessions in the Harbor Institute method of instruction for all TCPCS teachers prior to the opening of the school. Liberty Charter School is an open campus for any TCPCS teacher wishing to spend time in a Harbor classroom for additional observation.

Immersion Training - The Harbor Institute believes that “seeing is believing” when it comes to training teachers in the implementation of the Harbor Institute method of instruction. They use a strategy called Immersion Training. Teachers are immersed in the Harbor

Institute method of instruction for a period of time sufficient to demonstrate the execution of curriculum through direct instruction, the benefits of the Harbor Institute culture, the importance of pacing, and the reliability of high expectations for every student. Each day of training begins with a workshop on a particular aspect of the Harbor Institute method of instruction. In addition, teachers are given a Roadmap for Discovery that helps them maximize their observation time in the Harbor classroom. A mini-workshop is offered during lunch and each training day ends with an intensive question and answer session.

The Harbor Institute Workshops offered during this training include:

Direct Instruction Methodology  
Language Arts

The Math Concept Board  
Vocabulary

Expectation Training (40 cards)  
 Rules and Reasons – student behavior plans  
 Citizen of the Week/Citizen of the Month  
 High expectations for all students  
 Utilizing parent volunteers  
 assistants  
 Modeling the Harbor Institute method of instruction  
 as a staff

Classroom pacing  
 Memorization and Dramatization  
 Hall of Fame  
 Homework  
 Effective use of educational  
 Capturing teaching time

Each TCPCS teacher will be assigned a Harbor Institute Certified Mentor Teacher for ongoing training throughout the year. The Harbor Institute will also provide a certified Harbor Institute teacher/trainer for thorough follow through on-site at TCPCS during the school year.

In addition, quarterly workshops and in-service will be scheduled as needed. The Harbor Institute will conduct an end of year analysis and report on the success of Harbor Institute method implementation at TCPCS.

### **Personnel**

Staff Requirements – 25 Total Staff, Year 1

1.	Kindergarten	0.5 FTE
2.	Grade 1	1.0 FTE
3.	Grade 2	1.0 FTE
4.	Grade 3	1.0 FTE
5.	Grade 4	1.0 FTE
6.	Grade 5	1.0 FTE
7.	Grade 6	1.0 FTE
8.	Grade 7	1.0 FTE
9.	Grade 8	1.0 FTE
10.	Music	0.5 FTE
11.	PE	0.5 FTE
12.	Science	0 (.7 FTE Science will start year 2)
13.	Special Ed.	0.5 FTE
Administrator		1.15 FTE
Non certified		4.5 FTE (part time personnel – 9 staff)
		2.0 FTE

### **Qualifications**

TCPCS educators will meet all components of the Idaho State Board of Education Administrative Rules to be defined as highly qualified. TCPCS’s staff will meet or exceed qualifications required by state law, including the following:

- All individuals to be employed by TCPCS will possess the personal characteristics, knowledge base and successful experiences necessary for meeting the requirements of this charter.
- Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rule of the State Board of Education. All instructional staff will be highly qualified as required by the No Child Left Behind Act.
- TCPCS will follow the same personnel practices as are required by the Idaho Code. This would include supervision, evaluation, and dismissal as detailed by the Idaho Code.
- All teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.
- Those required by Idaho Code 33-130 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI finger-printing checks.

- All staff members will submit a criminal history check and fingerprint card to the Office of Certification at the state department of education.
- Teachers will be evaluated according to the procedures outlined in Idaho Code 33-513. The Parent Committee may make recommendations regarding teacher and/or administrator evaluations.

## **Personnel Policy**

1. TCPCS employees are not employees of District 93 or the Idaho Public Charter School Commission.
2. The TCPCS staff will be considered a separate unit for purposes of collective bargaining.
3. All Staff members of TCPCS will be covered by the public employee retirement system, federal social security unemployment insurance and worker's compensation insurance, as required by Idaho law. Unemployment insurance and worker's compensation insurance will be provided in accordance to Idaho code 33-1279. The TCPCS Board of Directors has the right to establish other benefits.

### **Employee Transfer Rights: Ref. Idaho Code 33-5205 (3) (n)**

The transfer rights of employees choosing to work in a public charter school and the rights of such employees to return to any non-charter school in the school district after employment at a public charter school that is authorized by the State Commission, rather than a school district, are not clear.

The school shall allow for accumulation of sick leave as allowed by Idaho Code 33-1217.

Recruiting of teachers will be through newspaper advertisements or through other methods that will be available during the recruiting period. TCPCS will follow all Idaho State Laws in regards to recruiting and hiring of teachers. Prospective employees will be required to complete an application and submit a resume. The TCPCS and/or the Administrator will conduct interviews for the open positions.

## **Idaho Accreditation Standard III Educational Program**

TCPCS will provide a comprehensive educational program focused on meeting the needs of all our students. TCPCS realizes high expectations for student success and frequent monitoring of student progress is of critical importance to student learning. Curriculum, instruction and assessment will be deeply aligned and provided to all students. TCPCS's educational program will adhere to the requirements of the State. Currently this includes alignment with the Thoroughness Standards, Idaho Code 33-1612, the Idaho Student Achievement Standards K-12: and the testing and high school graduation requirements as defined in the Thoroughness Chapter of the Idaho State Board of Education Administrative Rules.

### **Educational Thoroughness Standards Ref. Idaho Code 33-5205**

The TCPCS Board of Directors will ensure that the educational standards as set forth in Idaho Code 33-1612 shall be fulfilled. TCPCS shall achieve the Thoroughness Standards through a dynamic and interactive academic program by utilizing the unique aspects of the Harbor Institute method of instruction. The Idaho State Standards and benchmarks will serve as a starting point and will be enhanced with unified themes and other creative methods. Instruction of the curriculum will be accomplished by using an aligned, proactive method.

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

Goal: Maintain a positive, safe teaching and learning climate. Every student has the right to come to school without fear of taunting, teasing or violence where self-respect and respect for others is taught. Each parent has the right to expect a school to provide a safe, kind, orderly and productive learning environment for his/her child.

- Objectives: Taylor's Crossing Public Charter School will:
- Incorporate the Harbor Institute method of instruction into TCPCS's curriculum.
  - Develop and provide a student/staff handbook that establishes the rules and guidelines for physical safety. These guidelines include and will not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
  - Provide a facility that meets all required city, state and federal health, accessibility, safety, fire and building codes for public schools. TCPCS will adopt policies as required to remain consistent with the Idaho Code for educational facilities. Inspections of the facility will be conducted as required to ensure the safety of students and staff.
  - Establish, publish and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs and use or sale of alcohol and drugs.
  - Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

**Standard B. Educators are empowered to maintain classroom discipline**

Goal: Create a disciplined and positive teaching and learning environment through an emphasis on high behavior and performance expectations. Each staff member has the right to teach without fear of violence. This safety is supported with the Harbor Institute method of instruction.

- Objectives: Taylor's Crossing Public Charter School will:
- Incorporate the Harbor Institute method of instruction into TCPCS's curriculum.
  - Develop a student code of conduct handbook, which will include: clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
  - Teach appropriate behaviors and foster responsible decision-making skills.
  - Establish and maintain consistent rules aligned throughout the school.

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

Goal: Offer opportunities for students to develop values and express exemplary character traits in harmony with the overall educational program.

- Objectives: Taylor's Crossing Public Charter School will:
- Follow the general philosophy of the Harbor Institute.
  - Emphasize the importance of adult role models that demonstrate important values at school.
  - Develop student character by encouraging them in their responsibilities one to another, to the faculty and to the staff of TCPCS.

- Develop a sense of service and pride within the school and in the community at large. Community service instills a sense of individual, social and civic responsibility and enables the student to use newly found knowledge to solve community problems.

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

Goal: Teach students a range of effective communication skills that will help them to succeed in a competitive world.

Objectives: Taylor’s Crossing Public Charter School will:

- Emphasize meaningful language experiences in reading, writing and spelling. These experiences are enhanced through dramatization and memorization.
- Provide a technology-rich environment that enhances communication through the use of computers.
- Provide instruction in a foreign language. Knowledge of a second language is essential to many occupations. Additionally, knowledge of a secondary language may increase English proficiency, enhance verbal and problem-solving skills and improve memory and self-discipline.

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

Goal: To educate a citizenry prepared for the 21<sup>st</sup> century broadening students beyond the basics of reading, writing, mathematics, science, and social studies. Students will be driven by their own capabilities instead of the constraints of textbooks.

Objectives: Taylor’s Crossing Public Charter School will:

- Provide curriculum and instruction that incorporates the Idaho Achievement and Idaho Student Information Standards into the school program.
- Use the Idaho State Department of Education’s Standards as a starting point for TCPCS’s curriculum and will build upon them by unifying themes and other effective methods.
- Use a variety of methods to ensure student learning. These may include but are not limited to. Spalding’s Method as detailed in Writing Road to Reading (language arts), the Shurley method (grammar), teaching of math through direct instruction, math manipulatives, timed tests, and Saxon math for homework, hands-on experimentation for science learning; and a social studies curriculum strong in historical and Constitutional learning.
- Develop personalized learning goals for each student with the student, parents and educators. Together the goals will consider the student’s strengths and weaknesses. Faster learners are continuously presented with new challenges. Slower learners benefit from extra adult help, multiple methods and multiple environments.
- Encourage class field trips and career development discussions.

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

Goal: Provide students with basic skills that prepare them for future employment. By using learning tools such as computers, scientific equipment and networks linked to local and nationwide resources, students learn how to be life-long learners and will be prepared to enter the workforce with a solid foundation of knowledge and ski

Objectives: Taylor's Crossing Public Charter School will:

- Provide a strong foundation in basic reading, writing, science, social studies and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the twenty-first century.
- Learn to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; problem solving; locating and evaluating information from a variety of sources; thinking logically and making informed judgments.
- Enable students to develop personal habits important in the work place. Students will learn to accept responsibility for personal decisions and actions. They will learn to demonstrate honesty, courage and integrity; about a healthy lifestyle; empathy, courtesy and respect for differences among people; selfconfidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

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

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

Objectives: Taylor's Crossing Public Charter School will:

- Use interactive technology as tools in an integrated educational program rather than a primary instructional delivery system.
- 
- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data storage and communication.
- The Idaho Student Information Technology Standards will be incorporated into the programs. TCPCS will provide a technology-rich environment through the use of current, age appropriate computer software programs. The software programs will be integrated into the curriculum and applied to the completion and enhancement of projects and assignments.

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

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

Objectives: Taylor's Crossing Public Charter School will:

- Provide a comprehensive program of community service that reflects responsible citizenship within the community.
- Enable students to develop the following habits: becoming responsible citizens; accepting responsibility for personal decisions and actions; honesty, courage, and integrity; empathy,

courtesy, and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach wise decisions.

- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, economics and constitutional studies.

Taylor's Crossing Public Charter School will achieve the Thoroughness Standards through its basic curriculum and the unique aspects of the school. Instruction of the curriculum will be accomplished by using an aligned proactive method. A combination of a strong emphasis on kindness, the "golden rule," and a reward system which honors children who are hard working, responsible, honest, and respectful creates an environment allowing for student peace of mind that maximizes learning potential. We will focus on the memorization and dramatization of classic poetry that, through daily recitation, discussion, and application to life situations, will create sensitivity for humankind in staff and students.

Effectiveness Goals

Goal	Specific Objective
<p><b>1. Language Arts</b> The goal is to develop learners who are effective communicators, who love literature, and are lifelong readers and writers. Communication skills include speaking, writing, and listening, and will expand into presentation skills.</p> <p><b>2. Mathematics</b> The goal is to learn basic arithmetic, concepts and principles of measurement, mathematical reasoning, problem solving, algebra, geometry, data analysis, probability, statistics and the higher mathematics, as necessary.</p> <p><b>3. Science</b> The goal is for students to learn in a multi-year sequence, emphasizing a hands-on use of scientific methods and experimentation through the observation of natural phenomena.</p> <p><b>4. Music</b> The goal is to introduce students to the heritage and culture of music and to instruct grades K-3 in piano.</p> <p><b>5. Technology</b> The goal is to teach students about technology and its practical applications.</p> <p><b>6. Foreign Language</b> The goal is to enhance linguistic skills and English proficiency through the introduction of foreign language.</p> <p><b>7. Social Studies</b> The goal is to explore the Constitution while learning from the works of our founding fathers, the process of democracy and American History while adhering to the State Standards.</p> <p><b>8. Physical Education</b> The goal is to be instructed in physical activity and the health related benefits thereof.</p>	<p>1.a. Students will be expected to read at grade level by third grade.</p> <p>1.b. Students will be expected to meet or exceed the state proficiency and growth requirements for adequate yearly progress after a period of three consecutive academic years at the Charter School. Proficiency will be measured by the most current state required tests including but not limited to, the ISAT, Idaho Reading Indicator, (Grades K-3) and the Direct Writing Assessment (State).</p> <p>2.a. Students will be expected to master addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals through Hall of Fame Drills.</p> <p>2.b. Students will be expected to compute math at grade level by third grade.</p> <p>2.c. Students will be expected to meet or exceed the state proficiency and growth requirements for adequate yearly progress after a period of three consecutive academic years at the Charter School. Proficiency will be measured by the most current state required tests including but not limited to, the ISAT, the Metropolitan Reading and Math, Grade 1; and the Direct Math Assessment (State). <i>Special Note:</i> Those students not reading at grade level or computing grade level math will be identified and receive a variety of services as outlined in the TCPCS Charter, pages 39, 43-47</p> <p>3.a. By utilizing experimentation and instrumental fieldwork, students can experience the excitement of science. This learning discipline increases the understanding of the facts and concepts and is in line with the Idaho State Standards.</p> <p>3.b. Student progress will be measured by, but not limited to, group projects and supervised classroom experimentation.</p> <p>4.a. Studies have found a correlation between cognitive development and musical training. Students will be introduced to music and encouraged through a variety of activities and instruction.</p> <p>5.a. Basic technological skills will prepare students for future employment. By using and learning about tools, such as computers, scientific equipment and the Internet, students discover how to become lifelong learners, thereby preparing them to enter the workforce with a solid foundation of knowledge and skills. They will gain an edge in this field by applying the skills they are taught.</p> <p>5.b. Students will be introduced to technology and evaluated with individual and group projects, as well as through computer interactive software packages.</p> <p>5.c. Technology will align to the Idaho State Technology Standards.</p> <p>6.a. Students will be introduced to foreign language and evaluated through individual and group projects.</p> <p>7.a. All grades will be aligned with the Idaho State Standards curriculum for social studies.</p> <p>7.b. Developing a true appreciation of our foundation will help students to better realize our rights and responsibilities as citizens of this great nation.</p> <p>8.a. Students will be expected to participate in physical education activities (as far as health will allow) that will teach them good sportsmanship, team play and individual achievement.</p> <p>8.b. Students will be encouraged to develop strong bodies for their growing years and will be taught the basics of a healthy lifestyle.</p>

## Methods of Instruction

TCPCS's methods of instruction are based primarily on a "teach to the ceiling" philosophy with fast paced direct instruction. TCPCS will align the general goals and curriculum, with the Idaho State Standards as a starting point, and will enhance learning through unified themes and other creative methods. Acceleration, however, will take place whenever possible. Direct instruction combined with individual student attention is the key to success at TCPCS.

We believe that learning best occurs when:

- Teachers are actively engaged in student instruction and evaluation
- Students are actively engaged in integrated and meaningful tasks
- Students see the connection between what they learn and the real world
- Students work individually and as members of a group
- Working together, student, parent and educator identify an academic and personal learning goal; support and responsibility for learning is an intrinsic part of the educational program
- Students are supported with mentors and advocates
- All students have advanced learning opportunities
- Learners are allowed to make mistakes in order to achieve success
- A positive and productive learning environment is provided
- Learners are given opportunities to build new knowledge
- Learners are given time to reflect on the value and purpose of what they learn
- All learners are taught various mediums for self-expression

Teachers will be engaged in the act of direct teaching throughout the day using a variety of proven teaching techniques, including tactile, visual, kinesthetic, auditory, group and independent approaches. By taking into account and addressing the varying developmental rates and learning modalities of the student population, it is possible through this direct-teaching and monitoring approach to keep curricula challenging and the expectations for learning high. This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students, and students with other disabilities.

## Instructional Focuses

At appropriate grade levels, instruction may include, but will not be limited to, the following: *Language Arts (English and Foreign)*. The goal is to develop learners who are effective communicators, who love literature and are lifelong readers and writers. The reading curriculum is literature based. Comprehension skills and vocabulary development are integrated within the literature program.

Dramatization and memorization of accelerated vocabulary and poetry is a motivational aspect of the language arts experience. Writing includes self-analysis using the 6-Traits writing model in conjunction with creative and expository writing. Communication skills will include speaking, writing and listening and will expand into presentation skills using modern technological tools. Grammar usage, punctuation and capitalization skills are specifically taught, used and practiced daily. Spelling is taught methodically, focusing on patterns, phonograms, rules and stages that children pass through as they develop spelling proficiency. The innovative teaching methods used in language arts are Spalding's phonics, the 6-Traits, CORE research and the Shurley method.

*Mathematics*- As appropriate to grade level, students will master the arithmetic processes of addition, subtraction, multiplication and division of whole numbers, fractions and decimals, as well as algebra and geometry. Concept-relevant and manipulative experiences that engage students in exploring, conjecturing and thinking will continue as appropriate. Students will view and use mathematics as a tool for reasoning and problem solving in relevant ways.

*Science and Health*- The science curriculum is a multi-year sequence that will include instruction in applied sciences, earth and space sciences, physical sciences and life sciences that emphasize hands-on experimentation and

functional knowledge of scientific phenomena. Science must take students beyond the factual approach or reading, reciting, drilling and testing science to actual fieldwork with instruments. This process approach allows students to experience the excitement of science so they can better understand facts and concepts, and is in line with the Idaho State Standards.

*Social Studies and Community Service-* This curriculum will include instruction in history, government, geography, economics, current world affairs, citizenship and sociology and will follow the elements of the Idaho State Standards. In addition there will be a strong emphasis on community service from Grade 7 onward as students apply their understanding of and their contributions to the world around them. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

*American History-* We desire to instill in our students a love of history, particularly the history of America. Our students will be distinguished as historians in general and students of American history in particular. Our students will study the original founding documents, and the lives and writings of the Founders. The purpose of history is the idea of emulation in one's own life the best features of an historical person's life.

*Technology-* The Idaho Student Information Technology Standards will help to define this program. Technology will be used to support a child's natural way of learning through individual and group discovery and in seeking solutions to real-life challenges. TCPCS will provide a technology rich environment through the use of current age-appropriate computer software programs. The software programs will be integrated into the curriculum and applied to the completion and enhancement of projects and assignments. This will provide our learners with technology skills that prepare them for future employment.

*Character and Leadership Development-* Our plan for character education provides expectation training through memorization and dramatization of classic poetry, historical passages, the Great Books, studying the lives of great leaders, as well as staff who model essential traits of good character. The staff at TCPCS will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives. We intend to reprioritize character development. This will generally be accomplished through two methods; first by embracing The Harbor Institute method of instruction and second, by studying the lives of great leaders. The Harbor Institute method is a child-centered educational model built on high expectations for both student behavior and academic endeavor. The Harbor method provides a comprehensive plan for character education that taps into each child's innate need to know boundaries, while protecting each child's dignity. The heart of character education curriculum is simply being kind to one another. The result of character education is a school that greatly reduces the incidences of teasing, taunting, bullying and negative peer pressure. TCPCS students will help create a kinder community around them, whether at school, at home or in their neighborhoods. The leadership curriculum is a survey of the best of the moral, intellectual, and cultural traditions of the West as they have been refined and developed over the generations.

*Music Training-* A number of studies have found a strong correlation between cognitive development and musical training. Further studies have shown that the best time to boost intellectual development through music is between the ages of two and ten. Therefore, we will create a piano lab within the first two years of the inception of TCPCS where students (grades K – 3) will learn the basics of playing the keyboard. In addition, the music curriculum for older students will focus on American Jazz History and the development of fundamental musician skills, while also exposing students to local musical heritage and culture.

*Second Language-* TCPCS recognizes the importance of a second language to the scholastic development and future careers of students. Knowledge of a second language will become more and more important to effective leadership in the 21<sup>st</sup> century and research has suggested that knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem solving skills. The school aims to expose students from kindergarten and onward to the Spanish language.

## **Curriculum Development and Approval**

Initially TCPCS will contract curriculum. Curriculum will be aligned to the Standards of the State. Curriculum development will be an ongoing process directed by the Administrator with the approval of the Board of Directors. The curriculum will be implemented and evaluated through the observation of highly qualified teaching professionals, with the support of the Administrator to include written future goals.

## **Methods of Assessment**

TCPCS intends to meet the goal of producing students who have the academic and personal habits and attitudes desired of an educated citizen in the 21<sup>st</sup> century. Standards and standardization are the basis of assessment. Learners are shown exemplary performances for given tasks. An assessment of their efforts reflects how closely it matches this performance. The goal is not only to give a grade, but also to encourage students to do their personal best and show them their own improvement throughout the year. Self-assessment is also used. As active participants in assessment of their own work, learners are encouraged to develop intra-personal understanding of their strengths and deficiencies and an objective view of their accomplishments. In addition, a score on a piece of work can be improved if the learner is willing to accept the challenge for improvement put forth by the assessment. Performance will be assessed on at least the following levels:

1. Student progress relative to previous performance will be assessed through portfolios of video taped oral presentations, written reports, individual and group projects, and/or via computer learning packages.
2. The students will be assessed on their attitudes and personal/academic habits through teacher evaluations of projects and video presentations, as well as parental input.
3. Performance will be assessed according to state developed achievement standards and will be measured by the most current state required testing. The current required tests include but are not limited to the ISAT, IRI, DWA, and DMA. These measures will be provided to the Idaho Public Charter School Commission. As an average, these measures will meet or exceed the State proficiency and growth requirements for adequate yearly progress.
4. Students will be tested with the same standardized tests as other Idaho public school students. Ref. Idaho Code 5205 (3) (d)

## **Mastery Level**

Students in attendance at TCPCS will be expected to meet the statewide performance standards developed by the Idaho Department of Education. Including but not limited to language arts, mathematics, science, social studies and physical education. Students will be tested with the same standardized tests as other public school students. Mastery level will be measured with the most current state-required tests. If the state-required tests change, TCPCS will adopt the new tests and may discontinue any testing no longer required by the state. The majority of students will meet the statewide performance standards developed by the Idaho Department of Education for subjects including but not limited to: Language Arts, Mathematics, Science, Social Studies and Physical Education. (See also Standard IV student achievement) Students will achieve developed standards for age levels, content areas and outcomes addressed by the State Board of Education. These standards may be measured by student products, performances, exhibitions and any other future tests developed by the Idaho State Board of Education.

## **Tracking of Students' Progress toward Mastery of State Standards over Time**

The students are tested weekly in the following areas:

Concept tests: Are given to track student understanding of newly presented materials.

Mad Minutes: Are minute-timed tests for reading comprehension and math. (Mad Minutes) assist in tracking student growth by considering speed and accuracy over time. The fun and challenging spirit in which this testing is presented also motivates students to strive for self-improvement. Words-Per-Minute: Test is given every two weeks to determine reading for grade level. Results from the current Idaho State required tests including, but not limited to, the IRI (Idaho Reading Indicator), ISAT (Idaho Standards Achievement Test), DMA (Direct Math Assessment) and DWA (Direct Writing Assessment) will be used to track student progress and to measure student mastery of State Standards over time.

### **Remediation**

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

- meet or exceed the State proficiency and growth requirements for Adequate Yearly Progress after a period of three consecutive academic years at TCPCS,
- read at grade level by third grade,
- compute math at grade level by third grade,
- reflect positive growth on the parent surveys done yearly on the child's attitudes and habits toward, but not limited to, work ethic, honesty, taking responsibility, self-confidence, knowledge, etc.,
- reflect positive growth on self-assessment surveys done yearly on attitudes and habits toward task performance.

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

## **Idaho State Accreditation Standard IV Learning Environment**

TCPCS will provide a safe, nurturing, disciplined and orderly learning environment that is conducive to learning. The school site, facilities, equipment and related services will serve as a vehicle for the implementation of the mission and factor into the functioning of the educational program. The school's learning environment will address the physical, emotional and social health and safety of all persons in the school. Maintenance of discipline and attention to reducing student behavior problems will improve learning opportunities for all students. The provision of a productive climate and culture is an essential factor impacting student achievement.

### **Discipline, Suspension, Expulsion and Re-enrollment**

TCPCS recognizes that effective instruction requires an orderly environment focused on learning and that schools have an important role to fill in supporting parent efforts to teach basic values to their children. The school will establish a code of conduct and other rules clearly defining expectations, as well as appropriate and inappropriate behaviors. Students will be held to strict compliance. Suspensions and expulsions will comply with Idaho Code 33-512. The Administrator or his/her designee may suspend a student for violation of school policy. The Administrator or any staff member may recommend a student for disciplinary action. The Board must approve any expulsion. The Board shall establish disciplinary procedures and may add or amend any disciplinary procedure consistent with Idaho Law. Students, parents or staff members may appeal the decision of the Administrator to the Board. The Board shall create a student handbook, which will include official notification of disciplinary rules, set forth in an age-appropriate manner, as required by Idaho Code 33-205.

Discipline for students with disabilities shall comply with Idaho Code 33-205 and the 1997 Individuals with Disabilities Act. For students wanting to reenroll, the parent or legal guardian may reapply and enter the lottery process again only if the student was not expelled for violation of the code of conduct or other serious disciplinary problems. All other students wanting to reenroll are free to do so by reapplying through the lottery.

## **Expulsion and Suspension**

The trustees of Taylor's Crossing Public Charter School will follow state law and due process to outline a Code of Conduct including expectations and consequences for unacceptable behavior. Suspension or Expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps:

- Step 1: Parent/ Guardian incident notification procedure (written and/or verbal)
- Step 2: Principal intervention.
- Step 3: Suspension with parental notification – 3 days. Re-admission will be allowed after a conference with student, parents/guardian, and principal.
- Step 4: Suspension with parental notification 5 days. Re-admission will be allowed after a hearing within (5) school days with the Board of Directors.
- Step 5: Expulsion until the next calendar break/semester, rest of the year. A hearing will be set within five (5) school days whenever possible with the Governing Board. The Governing Board shall have the right to permanently expel students for disciplinary or attendance reasons.

## **Policy of Internet Safety**

TCPCS will adopt 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. This measure will protect against access through such computers to visual depictions that are obscene, child pornography or other content harmful to minors in compliance with the Children's Internet Protection Act.

1. In many cases, library research resources, such as databases of magazine, journal and newspaper articles, are only available through Internet access. Also, the Internet provides access to information and media resources, simulations, and other online educational activities. Its proper use can open new opportunities for research, learning and communication.
2. TCPCS will make prudent effort to limit improper use. All students and parents must agree to sign an Internet use agreement. If the agreement is not signed, the student will forfeit his/her privilege of Internet use. Students will be held to the highest standard of moral conduct while using the Internet.
3. Students will be assigned a network login. With this access comes responsibility. Student logins on the school's network system(s) are considered a privilege not a right. Students are expected to use only the software made available to them by their teachers or designated technology staff. They are allowed to save documents and other school-related files to their home directories on the network, or other drives only as specified by their teachers or designated technology staff. A student who inadvertently gains access to inappropriate material on the Internet is expected to discontinue access as quickly as possible and to report the incident to a staff member.

## **Health and Safety**

TCPCS shall ensure that policies and procedures are developed for contacting law enforcement and the student's parents, legal guardian or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. The policies formed will meet the provisions of section 37-2732C, Idaho Code, and this section shall be made available to each student, parent, guardian, or custodian as provided by section 30-512 6., Idaho Code.

Taylor's Crossing Public Charter School will comply with the following:

1. Conduct criminal history background checks for all employees in compliance with Idaho Code 33-130.
2. Require that all students have proof of Immunization or will have a written parental waiver as well as a birth certificate or other identification before being enrolled at TCPCS.
3. The school shall provide certification that the facilities used meet all requirements for health, safety, fire and accessibility prior to the opening of the school and will provide for the regular inspections of the facilities by authorized inspectors for aforementioned compliance as required by local and state laws and rules.
4. The school discipline policies designed to ensure the safety and well-being of staff and students will be enforced by the staff. These policies may include immediate suspension and expulsion as allowed or restricted by Idaho Law.
5. TCPCS will have a crisis management plan developed prior to the opening of the school.

### **Educational Programs and Services**

Provision of educational programs and services such as HIV/AIDS education, family life/sex education, occupational education, driver education, guidance and counseling services, summer school programs, parent education programs, social work and psychological services will be identified based on need. The Board of Directors, Administrator and staff will work together to determine the need for, and estimated cost and value of the above programs. These programs will be provided as required by Idaho Code §33- 1612 and the rules governing thoroughness at IDAPA 08.02.03.

### **Class Size**

TCPCS will be relatively small. In our initial school year we will have approximately 270 students, kindergarten through eighth grade. We believe that students benefit from a small school setting. Although our total population is small, our classrooms may be considered large. The methods we use benefit from relatively large classrooms. The effectiveness of our character education plan makes it possible to turn what often is seen as negative (i.e. large, hard to control classrooms) into a more positive, energetic and vibrant place in which to learn. Our kindergarten class will have 32 students, which consists of a morning class of 16 students and an afternoon class of 16 students as well. First through third grades will have 32 students, fourth through sixth grades will have 34 students and seventh through eighth grades will have 35 students. We will expand one grade per year. We plan to implement our high school in 2006 with the addition of ninth grade. It is a possibility that ninth through twelfth may be added together in 2006, but that will depend on need and/or interest.

### **Transportation**

Transportation will be the responsibility of the parent(s) or legal guardian(s) of TCPCS students. The estimated cost to the school for transportation will be \$0. The Taylor's Crossing Board of Directors will retain the option to pass more transportation policy as determined by the board. Further transportation planning will be implemented as indicated by the enrollment of students.

### **Child Nutrition**

Nutrition may be contracted with District 93. TCPCS may provide nutritional services as soon as facilities allow. TCPCS Board will approve policies for determining eligibility of students for free and reduced prices for meals. Verification reporting, and record-keeping, will be filed with the state agency in accordance to State and Federal law.

## **Idaho Accreditation Standard V Continuous School Improvement**

TCPCS is resolute in our focus for student learning and growth. Therefore our qualified professionals will be actively involved in the implementation and utilization of Continuous School Improvement Planning (CSIP) Ref. IDAPA 08.02.02.140. This plan will provide for the systematic analysis of student performance data. This raw testing data will be provided to the Idaho Public Charter School Commission according to the most current State requirements. Results will help to demonstrate the impact of the school's instructional and organizational practices on student achievement and progress towards individual school goals on a yearly cycle.

The CSIP will consist of ten core elements.

1. Data driven, measurable student achievement goals.
2. Assessment/analysis of staff strengths and weaknesses
3. Review of research
4. Directional statements
5. Ongoing data collection and analysis
6. Utilization of data analysis to focus improvement efforts
7. Strategies focused on improving student performance
8. Action plan and timeline
9. Professional development goals
10. Monitoring and evaluation

TCPCS will provide quality results through the continual improvement of our educational program. TCPCS's professional development programs and parent/community participation will be essential elements in providing a good school.

### **Comprehensive Assessment Program**

TCPCS will use the State approved *Comprehensive Assessment Program* as outlined in the Rules Governing Thoroughness to determine student proficiency. Each assessment will be comprehensive and will be aligned to the Idaho State Achievement Standard it is intended to assess. In addition, TCPCS will use other assessment mechanisms to measure student progress, achievement and proficiency. Such mechanisms will include, but not be limited to, assessments for social studies, science, health and humanities, and will be developed to meet state rules by a qualified School Administrator and teaching team.

### **Parental Involvement**

Parents of students who attend Taylor's Crossing Public Charter School will be involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles and strengths and weaknesses, which is essential for the continuing educational development of their children.

The process to ensure parental involvement will be as follows:

1. Parents will receive a handbook as each year begins.
2. Parents will be encouraged to attend two parent teacher conferences per year.
3. Parents will be asked to complete a survey during the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere and parents' perception of learning environment.
4. Parents will be encouraged to be involved in the Parent-Faculty Association and to volunteer for school projects, programs, committees and to work with students.
5. Parents will be encouraged to provide an appropriate learning environment at home for study.
6. Parents will be encouraged and welcomed to volunteer in their child's(ren's) classroom(s).

6. Parents will be encouraged to communicate regularly with the school. In turn, the school and the PFA will regularly communicate with the parents.

The Board shall establish policies to ensure parental involvement. These requirements shall not require the payment of tuition or mandatory service requirements, but will include requirements for parental or legal guardian participation in enrollment procedures, school policy recommendation, and student discipline. TCPCS is a public school of choice and parents who choose this school for their children are agreeing to abide by the policies of the school.

The Board shall establish or recognize an official Parent Committee (PFA). Members of that committee will be elected annually by parents of students enrolled in the school according to policy set by the Board. The parent committee will be authorized to make recommendations regarding any aspect of the school. The parent committee shall be a key element in the creation, implementation and evaluation of school policy as determined by the board. (See also administrative services)

## **Idaho Accreditation Standard VI Student Achievement**

### **Measurable Student Educational Standards: Ref. Idaho Code 33-5202 (3) (b)**

TCPCS will be accountable for student achievement. As a measure, accountability will refer to the systematic collection, analysis and use of data and information to provide for continuous improvement in student performance. The majority of TCPCS students will meet, at a minimum, the standards established by the state through rigorous accountability, which will include but is not limited to challenging examinations, demonstrations of achievement and other appropriate tests and measures. After a period of three consecutive academic years at TCPCS, students will be expected to meet or exceed the state proficiency and growth requirements for adequate yearly progress. Those students not reading at grade level or computing grade level math will be identified and receive a variety of services.

### **Scoring and Report Formats**

In accordance with the Rules Governing Thoroughness, standardized test scores will be provided for each subject area assessed and reported in standard scores, benchmark scores or holistic scores. Test results will be presented in a class list report of student scores, building summary, content area criterion reports by skill, disaggregated group reports and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students.

### **Conclusion**

In conclusion, TCPCS will establish a school philosophy embraced by teachers, the administrator, students, and parents which holds that every child is valued and every student will succeed at a high level, both socially and academically. The character education plan will result in a safe school infused with positive peer pressure, students who are ready to learn everyday and who possess the self-discipline needed to maximize their and other's educational experiences. The academic program for TCPCS is designed to meet the needs of the students, not cater to the convenience of teachers, administrators or to the school calendar. That means that all styles and rates of learning are taken into account, yet expectations for achievements are not compromised. Once again, when there is low threat and content is highly challenging, accelerated learning will take place, and the results will be outstanding!

## **Special Education Services: Ref. Idaho Code 33-5205 (3) (q)**

TCPCS will identify special needs students, and provide successful special needs education for them. We will also adopt and comply with the “Special Education Manual” from the State Department of Education as now adopted or as amended and will meet all conditions of section 7, State Special Education document on charter schools.

TCPCS will comply with the Individuals with Disabilities in Education Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”).

### Identification and Evaluation

Once an Eligibility Report is established, a reevaluation will be performed every three (3) years or as needed by the Evaluation Team recommendations, by the IEP Team Members/Child Study Team. The IEP will be developed by the IEP Team Members/Child Study Team including a Parent or Guardian, Special Education Teacher or contracted service provider, General Education Teacher, Principal, Professional who assisted in Identification (if possible, or otherwise in the same field), and the Student. All IEP’s will follow the Idaho Special Education Manual Chapter 4 guidelines.

### Education

Students who have IEP's already in place will be placed and educated in the Least Restrictive Environment (LRE). The IEP will be followed and overseen by an endorsed, credentialed staff member or contracted service provider. The Harbor method includes Special Needs children in everyday classroom activities, as to not label the students and to encourage their growth. The child will be included to the maximum extent appropriate, per the IEP and Idaho Special Education Manual Chapter 5 guidelines. The LRE will be implemented by the general education teacher, and supplemented by the special education teacher or contracted service provider.

Provisions for students who may require reasonable accommodation (504 Plans) under the federal Rehabilitation Act will be implemented by the general education teacher, and guidelines developed by the Child Study Team will be followed.

TCPCS shall comply with all applicable federal laws in regard to services and education of English Language Learner (“ELL”) students. TCPCS shall develop and implement, and maintain policies and procedures for the provision of services to ELL students in accordance with guidance published by the Office of Civil Rights of the U.S. Department of Education. At a minimum these policies and procedures shall ensure the following:

- Identify students who need assistance
- Develop a program that in the view of experts in the field, has reasonable chance for success;
- Ensure that necessary staff, curricular materials and facilities are in place and used properly.
- Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students, and assess the success of the program and modify it where needed.

## **At-risk and Students with Disabilities**

Students with disabilities will be served according to federal and state laws regarding special education including but not limited to Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, the Individuals with Disabilities Education Act (IDEA), and other applicable legislation.

TCPCS, as a public charter school, is open to all students and will ensure all students receive all services required by law. TCPCS will adopt a non-discriminatory policy regarding admissions. Children with and without disabilities

will be admitted to the school on the same basis, except that special education students may be exempt from academic proficiency and entrance requirements if the lack of proficiency has been caused by the student's disability. TCPCS will provide a free, appropriate public education (FAPE) to all of its students.

Students with disabilities will be served in accordance with their Individualized Education Programs (IEPs). The school may hire a Special Education Coordinator to work with the IEP team. The IEP team will be comprised of the student's parent (or legal guardian), special education teacher (or service provider), general education teacher, a person qualified to interpret evaluation results, the student's transition services provider (if necessary), and others with special expertise (at the discretion of the parent).

Meetings conducted to review, modify, and implement a student's IEP will include the participation of the child's parent and child when appropriate. Parents will be expected to participate fully in all aspects of the IEP process including the identification, evaluation, eligibility, and IEP planning for their child.

Transportation services will be provided as required by the student's IEP. Progress reporting for children with disabilities will be conducted on the same basis as for non-disabled students, and the school will develop a plan for participation of special education students in statewide assessments.

Parents will be informed of their due process rights and responsibilities in writing, and the school will supply written notification of any special education meeting concerning their child. The school will secure the information consent from parents before special education evaluations are conducted and all aspects of the IEP process will remain confidential as required by IDEA and FERPA.

### **Assurances**

TCPCS will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.

TCPCS will, consistent with applicable law, ensure that all students with disabilities that qualify under the IDEA:

- Have available a free appropriate public education (FAPE)
- Are appropriately evaluated
- Receive an appropriate education in the least restrictive environment
- Are involved in the development of and decisions regarding the IEP, along with their parents if the student is age fourteen (14) or older.
- Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.

TCPCS will employ or contract, at a minimum, a properly certified individual as the school's special education coordinator, whose responsibilities will include working with contracted service providers to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of TCPCS's learning setting.

The school may permit the special education coordinator to take on additional instructional duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990.

TCPCS will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children are.

TCPCS will abide by the applicable provisions of IDEA and the Family Educational Rights Privacy Act of 1974 in order to ensure that data regarding students with disabilities is retained and kept confidential, including having procedures for maintaining files in a secure and locked location with limited access.

TCPCS's Special Education Coordinator will retain such data and prepare such reports as are needed by each disabled child's school district of residence or the Department of Education in order to permit such entities to comply with deferral law and regulation.

## **Special Education Services Outline**

### **A. Child Find/Prereferral Activities** (completed by prereferral team)

- \* Problem solve, plan and implement modifications and interventions; document results.

### **B. Referral to Consider a Special Education Evaluation** (completed by prereferral team and evaluation team)

- \* Prereferral team submits a formal referral to consider special education evaluation.
- \* Provide the parent and adult student with a *Special Education Rights Statement*.
- \* Seek parent/adult student input and afford opportunity for a meeting.
- \* Evaluation team decides whether to conduct further assessments.

### **C. Written Notice and Consent** (completed by the evaluation team)

- \* Provide written notice to the parent and adult student.
- \* Seek consent from the parent/adult student for assessments.
- \* Receive written consent for assessment from the parent/adult student.

### **D. Evaluation and Eligibility Determination** (completed by evaluation team)

- \* Schedule and conduct assessments.
- \* Review assessment information with parent/adult student. Determine eligibility and complete the *Eligibility Report*. (Meeting with the entire team is a parent/adult student option.)
- \* Provide the parent/adult student with a copy of the *Eligibility Report*.

### **E. IEP Development and Implementation** (completed by IEP team)

- \* Invite the parent and adult student to the IEP team meeting.
- \* Provide a *Special Education Rights Statement* to the parent and adult student.
- \* Develop IEP and determine placement in LRE.
- \* Receive consent for initial placement from the parent/adult student.
- \* Provide a copy of the IEP with written notice to the parent and the adult student.
- \* Implement IEP.

### **F. Review/Revision of IEP and Placement Decision** (completed by IEP team)

- \* Provide a *Special Education Rights Statement* to the parent and adult student.
- \* Invite the parent and adult student to the IEP team meeting.
- \* Review eligibility, develop an IEP, and determine placement annually.
- \* Provide a copy of IEP with written notice to both the parent and adult student.

### **G. Reevaluation** (completed by evaluation team)

- \* Inform the parent and adult student that reevaluation is due.
- \* Provide a *Special Education Rights Statement* to the parent and the adult student.
- \* Seek parent/adult student input on reevaluation and afford opportunity to request a meeting.
- \* Receive consent from the parent/adult student for assessments if planning to assess (**OR**)
- \* Provide the parent and the adult student with written notice of no further intended assessment if evaluation team determines exiting information is adequate.
- \* Schedule and conduct assessments.
- \* Review assessment information with parent/adult student. Determine eligibility and complete the *Eligibility Report*. (Meeting with the entire team is a parent/adult student option.)
- \* Provide the parent/adult student with a copy of the *Eligibility Report*.
- \* Go to steps in Box F or Box H.

### **H. Discontinuation of Services**

\* Provide written notice to the parent and the adult student before discontinuing special education services.  
1 year or less / 3 years or less

### **Discipline for Students with Disabilities**

The general rules pertaining to the discipline of special education students are as follows:

1. Under Idaho Code 33-205, all students are entitled to certain procedural safeguards, or rights, before they can be suspended or expelled from school for any period of time.
2. TCPCS personnel may suspend a special education student for up to 10 school days in a school year using the same standards that are used for other students. Services may cease during this period.
3. In many cases, school personnel and a parent/adult student are able to reach an agreement on how to respond to a student's behavior. IDEA discipline procedures and limitations come into play only when an agreement cannot be reached.
4. Any time TCPCS personnel consider unilaterally removing a special education student for more than 10 school days in a school year, additional procedures and limitations required by the IDEA must be followed. TCPCS will:
  - a. Provide Free Appropriate Public Education (FAPE) in these circumstances:
    - (1) The student is removed for more than 10 consecutive school days, or
    - (2) The student is subjected to a series of removals that constitute a pattern because they accumulate to more than 10 school days in a school year, and because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.
  - b. Conduct a functional behavioral assessment and/or develop a behavioral intervention plan.
  - c. Notify the parent/adult student of the disciplinary action to be taken.
  - d. Determine whether a series of removals (of 10 or fewer school days each) constitutes a change of placement.
  - e. Conduct a manifestation determination immediately, if possible, but not later than 10 school days after the date on which the decision to take the disciplinary action is made for (1) a single removal of more than 10 consecutive school days, (2) a series of removals that constitutes a change of placement, or (3) placement in an Interim Alternative Educational Setting, IAES.

A student who is eligible for special education cannot be expelled, suspended for more than 10 consecutive school days or subjected to a change of placement for behavior that is a manifestation of his/her disability.

5. Under certain conditions, school personnel or a hearing officer may order placement of a special education student in an IAES for not more than 45 calendar days, if students without disabilities would be placed in an alternative education setting or would be excluded from school for the same disciplinary infraction.
6. At any time, TCPCS personnel may seek to obtain a court order to remove a special education student from school or the current placement.
7. Students who are not currently eligible for special education may be entitled to an evaluation or other IDEA rights if the school had knowledge that the student met IDEA eligibility prior to the behavior and the parent/adult student asserts this right.
8. When the IEP team determines that special transportation is required and documents it on the IEP, all procedural safeguards under the IDEA must be afforded to the student in matters concerning

transportation. Whether a suspension from the bus counts as a suspension from school depends on the following:

- a. If bus transportation is on the IEP, a suspension from the bus would be treated as a suspension from school, unless the school provides transportation service in some other way, because that transportation is necessary for the student to obtain access to the location where all other services will be delivered.
- b. If bus transportation is not on the IEP, a suspension from the bus would not be counted as suspension from school. In these cases, the student and the parent would have the same obligations to get to and from school as a student without a disability who had been suspended from the bus.

If the student's behavior on the bus results in a suspension from the bus, the IEP team must determine whether the behavior on the bus is similar to behavior in the classroom that is addressed in an IEP. If the behavior is not similar, the IEP team should consider developing a behavioral intervention plan for the bus behavior.

### **Gifted and Talented Students**

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

### **Limited English Proficiency Students**

As a public school, TCPCS is committed to serving all interested and eligible students. TCPCS will send out home language surveys to determine primary home/native language. TCPCS may contract additional services within the community or may purchase assessment material through Ballard and Tighe or may follow the recommendation of its school principal.

In addition to our rigorous phonics program, TCPCS teachers will supplement the program to adapt to the needs of LEP students. If necessary, units can be re-arranged, mastery levels may be adjusted, and/or assessments can be adapted. Teachers will be trained to identify LEP students. Teachers will learn how to ask appropriate questions and help parents identify problem areas as well as individual learning plans for LEP students.

TCPCS' LEP program will be administered in accordance with all applicable statutes, regulations, program plans, and applications, pursuant to Title III of the No Child Left Behind Act of 2001 (NCLB), 20 U.S.C. §6801 et seq., and the Idaho State LEP Program, Civil NO. 70 1068 Consent Decree and House Bill No. 787 (2004)

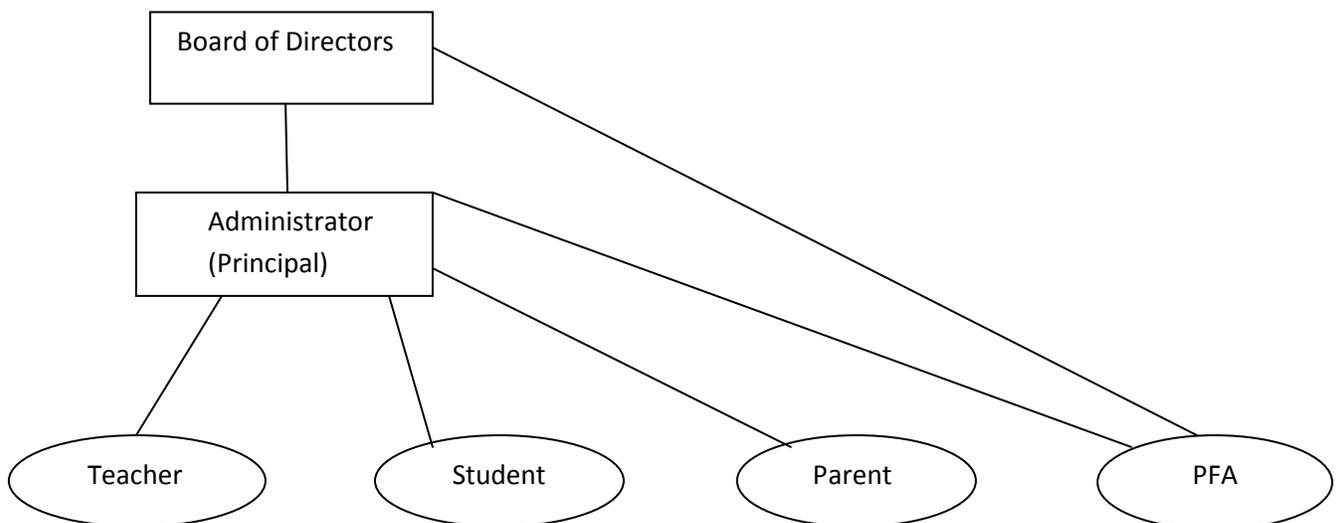
## Limited English Proficiency Services Outline

- I. Introduction
- II. Program Goals
- III. Identification of Primary Home Language Other Than English (PHLOTE)
- IV. Assessment of English Language Learners
- V. Reassessment, Reclassification and Exiting
- VI. Monitoring
- VII. Instructional Program and Educational Approaches for LEP students
- VIII. Staffing and Professional Development
- IX. Equal Access to other school district programs
- X. Parent and Community Involvement
- XI. Program Evaluation, Review and Improvement

### Administrative Services Ref. Idaho Code 33-5205 (4)

Upon approval, TCPCS will function as a non-profit organization, organized and managed under the *Idaho Nonprofit Corporation Act*, as outlined in the school's Bylaws and Articles of Incorporation. Authority is given to the TCPCS board of directors by the state of Idaho as provided in the Public Charter School Act of 1998.'(I.C. 33-5201)

Accordingly, the organizational flow chart representing the flow of information and the chain of command is as follows:



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

- The Board, as a board, shall have the full power and duty to manage and oversee the operations of the Corporation's business and to pledge credit, assets and property of the Corporation when necessary to facilitate the efficient operation thereof.
- The Board of Directors will have the responsibility to approve the selection of the school Administrator, who may not be one of its members. The Board also will be responsible for hearing and approving or disapproving the recommendations of the school Administrator with respect to changes in staffing, programs, or curriculum.
- The Board of Directors and PFA (Parent Faculty Association) of TCPCS may provide consultation to the Administrator regarding ongoing plans for the school.
- The Board will, when necessary, adjudicate disagreements between parents and the administration.
- The Administrator represents the TCPCS Board of Directors as the liaison between the Board and the charter school community.

The Administrator supervises, directly or indirectly, all employees of TCPCS.

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

TCPCS shall adopt policies to address the safekeeping of student records and will comply with Family Educational Rights and Privacy Act (FERPA).

### **Contracted Services**

The school may hire staff or contract with a service provider for services such as transportation, food service, accounting, business management, or other business or educational services. A list of all contracts identifying the party with whom TCPCS has contracted, the length of the contract, and the expenditures required by the contract will be submitted to the Idaho Public Charter School Commission for review no later than thirty (30) days prior to the opening of school and thereafter, annually.

### **Attendance Area**

The primary attendance area shall be Joint School District No. 93, 91, 251 and 60. Prospective students of TCPCS will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs.

### **Advertising and Promotion Plan**

TCPCS will actively recruit students for enrollment using, but not limited to, the following methods:

- TCPCS website (available within two weeks of approval) that will introduce the Harbor Institute method of instruction, and other information about the school.
- Brochures promoting the curriculum and methods used at TCPCS.
- Public informational meetings about TCPCS will be held in accordance with Idaho Statute §67-23.
- A Harbor Institute method of instruction video will be made available.
- Enrollment information will be printed in both English and Spanish, at least three months ahead of enrollment deadline.
- Enrollment information will be posted in highly visible and prominent locations in English and Spanish within the attendance area of TCPCS.
- TCPCS will ensure that press releases are in English and Spanish and will be disseminated to media outlets that broadcast within, and/or printed publications within, their attendance area. These announcements will start at least 14 days before the enrollment deadline each year and will run on at least three occasions.

The costs for implementing this plan will be approximately \$3,400. (See 3 year Budget- Itemized Expenses- Advertising)

## **Admission Procedures**

### Enrollment Deadline

TCPCS will establish an enrollment deadline each year, by which date all requests for admission to attend TCPCS for the next school year must be received.

### Requests For Admission

A parent, guardian or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho may make a request in writing for such child to attend TCPCS. In the case of a family with more than one child seeking to attend TCPCS, a single request for admission must be submitted on behalf of all siblings. The request for admission must be submitted to, and received by, TCPCS on or before the enrollment deadline, as set by TCPCS.

The request for admission shall contain the name, address, and telephone number of each prospective family. If the initial capacity of TCPCS is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, shall be utilized to determine which prospective students will be admitted to TCPCS, as described in IDAPA 08.02.04.203.09. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by TCPCS would be permitted to participate in the equitable selection process.

### Admission Preferences

TCPCS will establish admission preference for students residing in District 93, according to Section 33- 5206, Idaho Code. In addition, TCPCS will establish admission preferences, as authorized by Section 33- 5205(3)(I), Idaho Code, for students returning to TCPCS, for children of founders and full time employees, and for siblings of students already selected to attend TCPCS.

### Priority of Preferences for Initial Enrollment

Admission preferences for initial enrollment of students for TCPCS will have the following selection hierarchy:

- a. First, to the children of founders and full time employees, this admission preference will be limited to not more than ten percent (10%) of the initial capacity of TCPCS.
- b. Second, to siblings of pupils already selected by the lottery or other random method.
- c. Third, to prospective students residing in the attendance area of TCPCS.
- d. Fourth, by an equitable selection process, such as by lottery or other random method.

### Priority Preferences for Subsequent Enrollment Periods

TCPCS will have admission preferences for enrollment of students in subsequent school years, with the selection hierarchy with respect to such preferences as follows:

- a. First, to pupils returning to TCPCS in the second or any subsequent year of operation.
- b. Second, to children of founders and full-time employees, this admission preference will be limited to not more than ten percent (10%) of the capacity of TCPCS.
- c. Third, to siblings of pupils already enrolled in TCPCS.

- d. Fourth, to prospective students residing in the attendance area of TCPCS.
- e. Fifth, by an equitable selection process, such as by lottery or other random method.

### **Proposed Attendance list**

Each year TCPCS will maintain a proposed attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list will contain columns next to the name of each student, in which TCPCS will designate admission preferences applicable to each prospective student. The columns will designate “A” for returning preference; “B” for children of founders and full time employees preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and “D” for attendance area preference.

### **Equitable Selection Process**

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

- a. The name of each prospective student on the proposed attendance list will be individually affixed on a 3”x 5” index card. The index cards will be separated by grade. The selection process will be conducted one grade level at a time, beginning at the highest grade. The index cards, containing the names of the prospective students for the grade level being selected, will be placed into a single container.
- b. A neutral, third party will draw each index card from the container, and such person will write the selection number on each index card as drawn, beginning with the numeral “1” and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person.
- c. If the name of the person selected is a returning student, then the letter “A” will be written on such index card. If the name of the person selected is the child of a founder or full time employee, the letter “B” will be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to TCPCS, then the letter “C” will be written on such index card. If the name of the person resides in the attendance area of TCPCS, then the letter “D” will be written on such index card.
- d. With regard to the sibling preference, if the name of the person selected has a sibling in a higher grade who has already been selected, but the person previously selected did not have the letter “C” written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter “C” will be written on that person’s index card at this time.
- e. With regard to the children of founder and full time employee preference, a running tally will be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter “B”. When the number of index cards marked with the letter “B” equals ten percent (10%) of the proposed capacity of TCPCS for the year at issue, then no additional index cards will be marked with the letter “B”, even if such person selected would otherwise be eligible for children of founders or full time employees preference.
- f. After all index cards have been selected for each grade, then the index cards shall be sorted for each grade level in accordance with the following procedure. All index cards with the letter “A”

shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “B,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “C,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “D,” based on the chronological order of the selection number written on each index card; followed by all index cards containing no letters, based on the chronological order of the selection number written on each index card.

- g. After the index cards have been sorted for each grade level, the names will be transferred by grade level, and in such order, to the final selection list.

### **Final Selection List**

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

### **Notification And Acceptance Process**

- a. Within seven days after conducting the selection process, TCPCS will send an offer letter to the parent, guardian, or other person who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to TCPCS. The offer letter must be signed by the student’s parent or guardian, and returned to TCPCS by the date designated in the offer letter from TCPCS.
- b. Within seven days after conducting the selection process, TCPCS will send a letter to the parent or guardian, or other person who has submitted an admission request on behalf of the student, advising them that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.
- c. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list and that seat will be made available to the next eligible student on the final selection list.
- d. If a student withdraws from TCPCS during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

### **Subsequent School Years**

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of TCPCS is not sufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process will be conducted by TCPCS for that year.

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

## BUDGET ASSUMPTIONS

	Grades Served <b>Please circle all grades being taught.</b>	Total Number Served Enrollment cap at all campuses and in all grades combined	Sites Number Operating
<b>Year 1</b>	<b>K 1 2 3 4 5 6 7 8 9 10 11 12</b>	270	___1___
<b>Year 2</b>	<b>K 1 2 3 4 5 6 7 8 9 10 11 12</b>	303	___1___
<b>Year 3</b>	<b>K 1 2 3 4 5 6 7 8 9 10 11 12</b>	336	___1___

**School Calendar**

Standard       Extended School Year      Instructional Days\_\_173\_\_\_  
 Start Date\_\_August 16, 2006\_\_\_

**X Alternative (please describe in 5 words or less)**

\_\_Modified Year-Round\_\_\_\_\_

The planned permanent location for TCPCS will be located within District 93.

The first year or so of operation, we expect that TCPCS will be held in modular buildings. It is estimated that we will need 10,650 total square feet to house grades K-8 and one main office room based on other Harbor Schools, especially Compass Public Charter School in Meridian, ID. It is our intent to build a facility much the same as Liberty Charter School, located in Nampa, ID, when it is financially feasible to do so. At that time we will meet all required state and local guidelines concerning construction of a public school.

## Financial Overview Three Year Revenue Projections

	Year 1	Year 2	Year 3
<b>100 General Funds</b>			
Carry Over	\$0.00	\$61,618.15	\$173,136.05
Revenue	\$1,179,765.41	\$1,387,824.16	\$1,593,828.91
Transfers In	\$8,500.00	\$8,500.00	\$8,500.00
Total Funds	\$1,188,265.41	\$1,396,324.16	\$1,602,328.91
Contingency Reserve	\$58,988.27	\$69,391.21	\$79,691.45
Expense	\$1,126,647.25	\$1,223,188.11	\$1,321,987.71
Unallocated Funds	\$2,629.88	\$103,744.84	\$200,649.76
<b>245 State Tech</b>			
Carry Over	\$0.00	\$0.00	\$0.00
Revenue	\$4,500.00	\$4,500.00	\$4,500.00
Expense	\$4,500.00	\$4,500.00	\$0.00
<b>257 Exceptional Child</b>			
Carry Over	\$0.00	\$0.00	\$0.00
Revenue	\$0.00	\$14,000.00	\$12,000.00
Transfers In	\$33,561.31	\$19,561.31	\$21,561.31
Total Funds	\$33,561.31	\$33,561.31	\$33,561.31
Expense	\$33,561.31	\$33,561.31	\$0.00
<b>272 Federal Grant</b>			
Revenue	\$170,000.00	\$150,000.00	\$150,000.00
Expense	\$150,000.00	\$0.00	\$0.00
Unallocated Funds	\$20,000.00	\$150,000.00	\$150,000.00
<b>420 Plant Facilities</b>			
Carry Over	\$0.00	\$0.00	\$0.00
Revenue	\$4,000.00	\$4,000.00	\$4,000.00
Expense	\$4,000.00	\$4,000.00	\$0.00

## Overview

Year 1	Enrollment	divisor	Proj. ADA	Units
<b>Total</b>	<b>270</b>	<b>0</b>	<b>259.2</b>	<b>14.67</b>
Kindergarten	24	40	23.04	0.75
grades 1-6	180	20	172.8	8.64
grades 7-8	66	12	63.36	5.28
<b>Year 2</b>				
<b>Total</b>	<b>303</b>	<b>0</b>	<b>290.88</b>	<b>17.31</b>
Kindergarten	24	40	23.04	0.75
grades 1-6	180	20	172.8	8.64
grades 7-8	66	12	63.36	5.28
grades 9-12	33	12	31.68	2.64
<b>Year 3</b>				
<b>Total</b>	<b>336</b>	<b>0</b>	<b>322.56</b>	<b>19.95</b>
Kindergarten	24	40	23.04	0.75
grades 1-6	180	20	172.8	8.64
grades 7-8	66	12	63.36	5.28
grades 9-12	66	12	63.36	5.28

### 3 Year Budget - Itemized Expenses

Acct./Fund	Name	Year 1	Year 2	Year 3
100	General Fund			
100-512100	Elem Prog Salaries			
100-512100	Kindergarten	\$21,875.00	\$21,875.00	\$21,875.00
100-512100	1st	\$43,750.00	\$43,750.00	\$43,750.00
100-512100	2nd	\$43,750.00	\$43,750.00	\$43,750.00
100-512100	3rd	\$43,750.00	\$43,750.00	\$43,750.00
100-512100	4th	\$43,750.00	\$43,750.00	\$43,750.00
100-512100	5th	\$43,750.00	\$43,750.00	\$43,750.00
100-512100	6th	\$43,750.00	\$43,750.00	\$43,750.00
100-512100	7th	\$43,750.00	\$43,750.00	\$43,750.00
100-512100	8th	\$43,750.00	\$43,750.00	\$43,750.00
100-512100	Music	\$21,875.00	\$21,875.00	\$21,875.00
100-512100	PE	\$21,875.00	\$21,875.00	\$21,875.00
100-512100	Science	\$30,625.00	\$30,625.00	\$30,625.00
100-512101	K Ed. Ast.	\$5,418.00	\$5,418.00	\$5,418.00
100-512101	1st Ed. Ast.	\$5,418.00	\$5,418.00	\$5,418.00
100-512101	1st Ed. Ast.	\$5,418.00	\$5,418.00	\$5,418.00
100-512101	1st Ed. Ast.	\$5,418.00	\$5,418.00	\$5,418.00
100-512101	2nd Ed. Ast.	\$5,418.00	\$5,418.00	\$5,418.00
100-512101	3-4 Ed. Ast.	\$5,418.00	\$5,418.00	\$5,418.00
100-512101	5-6 Ed. Ast.	\$5,418.00	\$5,418.00	\$5,418.00
100-512101	7-8 Ed. Ast.	\$5,418.00	\$5,418.00	\$5,418.00
100-512101	Computer Ed. Ast.	\$7,500.00	\$7,500.00	\$7,500.00
100-512101	Spanish Ed. Ast.	\$15,000.00	\$15,000.00	\$15,000.00
100-512111	Substitutes	\$1,000.00	\$1,000.00	\$1,000.00
100-512200	Elem Prog Benefits			
100-512200	Kindergarten	\$4,062.19	\$4,062.19	\$4,062.19
100-512200	1st	\$12,924.38	\$12,924.38	\$12,924.38
100-512200	2nd	\$12,924.38	\$12,924.38	\$12,924.38
100-512200	3rd	\$12,924.38	\$12,924.38	\$12,924.38
100-512200	4th	\$12,924.38	\$12,924.38	\$12,924.38
100-512200	5th	\$12,924.38	\$12,924.38	\$12,924.38
100-512200	6th	\$12,924.38	\$12,924.38	\$12,924.38
100-512200	7th	\$12,924.38	\$12,924.38	\$12,924.38
100-512200	8th	\$12,924.38	\$12,924.38	\$12,924.38
100-512200	Music	\$4,062.19	\$4,062.19	\$4,062.19
100-512200	PE	\$4,062.19	\$4,062.19	\$4,062.19
100-512201	Science	\$5,687.06	\$5,687.06	\$5,687.06
100-512201	K Ed. Ast.	\$414.48	\$414.48	\$414.48
100-512201	1st Ed. Ast.	\$414.48	\$414.48	\$414.48
100-512201	1st Ed. Ast.	\$414.48	\$414.48	\$414.48
100-512201	1st Ed. Ast.	\$414.48	\$414.48	\$414.48
100-512201	2nd Ed. Ast.	\$414.48	\$414.48	\$414.48
100-512201	3-4 Ed. Ast.	\$414.48	\$414.48	\$414.48
100-512201	5-6 Ed. Ast.	\$414.48	\$414.48	\$414.48
100-512201	7-8 Ed. Ast.	\$414.48	\$414.48	\$414.48
100-512201	Computer Ed. Ast.	\$573.75	\$573.75	\$573.75
100-512211	Spanish Ed. Ast.	\$4,747.50	\$4,747.50	\$4,747.50

100-512210	Substitutes	\$76.50	\$76.50	\$76.50
100-512300	Elem. Prog. Purchased Services			
100-512300	General Purchased Services			
100-512308	ICSN Dues	\$2,000.00	\$2,000.00	\$2,000.00
100-512310	ICSN Site Visit	\$0.00	\$0.00	\$2,000.00
100-512312	Technology Maint	\$2,000.00	\$5,000.00	\$5,000.00
100-512314	In-service	\$300.00	\$300.00	\$300.00
100-512315	Parent Night Activities	\$250.00	\$250.00	\$250.00
100-512318	Internet	\$1,000.00	\$1,000.00	\$1,000.00
100-512319	Training Travel	\$200.00	\$200.00	\$200.00
100-512321	Harbor Training Travel Expenses	\$3,600.00	\$3,600.00	\$3,600.00
100-512400	Elem. Prog. Supplies			
100-512400	General Supplies	\$21,000.00	\$21,000.00	\$21,000.00
100-512401	Curriculum - Materials	\$16,000.00	\$22,444.44	\$24,888.89
100-512460	Staff Incentives	\$500.00	\$500.00	\$500.00
100-512461	Student Incentives	\$500.00	\$500.00	\$500.00
100-512500	Elementary Program Equipment			
100-512500	General Equipment	\$15,000.00	\$15,000.00	\$15,000.00
100-515100	Secondary Program Salaries			
100-515100	High School 1	\$0.00	\$43,750.00	\$43,750.00
100-515100	High School 2	\$0.00	\$32,812.50	\$43,750.00
100-515100	High School 3	\$0.00	\$0.00	\$43,750.00
100-515100	High School 4	\$0.00	\$0.00	\$21,875.00
100-515101	High School Librarian Tutor	\$0.00	\$11,800.00	\$11,800.00
100-515200	Secondary Program Benefits			
100-515200	High School 1	\$0.00	\$8,124.38	\$8,124.38
100-515200	High School 2	\$0.00	\$6,093.28	\$8,124.38
100-515200	High School 3	\$0.00	\$0.00	\$8,124.38
100-515200	High School 4	\$0.00	\$0.00	\$4,062.19
100-515201	High School Librarian Tutor	\$0.00	\$2,191.26	\$2,191.26
100-515400	Secondary Program Supplies			
100-515410	High School 1	\$0.00	\$1,050.00	\$2,100.00
100-521800	Exceptional Child Program/ Trans.			
100-521800	Transfer to 257	\$33,561.31	\$19,561.31	\$21,561.31
100-532300	Student Activities			
100-532301	Field Trips	\$1,250.00	\$1,250.00	\$1,500.00
100-611300	Guidance and Health Pur. Ser.			
100-611300	Counseling/ eye-lice checks	\$500.00	\$500.00	\$600.00
100-622400	Media/Library Supplies			
100-622400	Library	\$0.00	\$0.00	\$200.00
100-641100	School Administration Salaries			
100-641100	Administrator	\$72,500.00	\$72,500.00	\$72,500.00
100-641101	Clerk-Payroll-Data Entry	\$20,000.00	\$20,000.00	\$20,000.00
100-641101	Secretary	\$21,000.00	\$21,000.00	\$21,000.00
100-641200	School Administration Benefits			
100-641200	Administrator	\$18,263.25	\$18,263.25	\$18,263.25
100-641201	Clerk-Payroll-Data Entry	\$1,530.00	\$1,530.00	\$1,530.00
100-641201	Secretary	\$1,606.50	\$1,606.50	\$1,606.50
100-641202	SUTA	\$4,500.00	\$4,725.00	\$4,950.00
100-641203	WORK COMP	\$5,000.00	\$5,250.00	\$5,500.00
100-641300	School Admin. Pur. Ser.			

100-641330	Administrative Consulting	\$8,500.00	\$4,000.00	\$4,000.00
100-641331	Accounting/Consulting	\$5,000.00	\$5,250.00	\$5,500.00
100-641332	Audit-new format this yr.(est.)	\$3,000.00	\$3,000.00	\$3,000.00
100-641333	Computer Program Update	\$400.00	\$400.00	\$400.00
100-641334	Membership Dues	\$0.00	\$0.00	\$0.00
100-641302	Cell Phones	\$360.00	\$360.00	\$360.00
100-641301	Phones	\$3,500.00	\$3,500.00	\$3,500.00
100-641303	Fingerprinting	\$550.00	\$550.00	\$550.00
100-641-304	Consultant Specialist Ap. Fees	\$200.00	\$200.00	\$200.00
100-641315	Advertising	\$3,400.00	\$3,400.00	\$3,400.00
100-641300	Travel	\$2,000.00	\$2,000.00	\$2,000.00
100-641305	Legal	\$4,200.00	\$2,000.00	\$2,000.00
100-641400	School Admin Supplies			
100-641401	Office Supplies	\$3,000.00	\$3,000.00	\$3,000.00
100-641400	Department Budgets	\$1,000.00	\$1,000.00	\$1,000.00
100-641402	Christmas Gifts	\$500.00	\$500.00	\$500.00
100-641700	School Admin Ins and Judgment			
100-641700	Insurance	\$7,000.00	\$7,350.00	\$7,700.00
100-661300	Building Care Pur. Ser.			
100-661301	Janitorial Services	\$10,000.00	\$10,000.00	\$10,000.00
100-661302	Annual Cleaning and Service	\$2,000.00	\$2,000.00	\$2,000.00
100-661400	Building Care Supplies			
100-661401	Janitorial Supplies	\$2,000.00	\$2,000.00	\$2,000.00
100-664300	Maintenance - Bldgs. & Equip. P.S.			
100-664310	Utilities	\$15,000.00	\$15,900.00	\$16,800.00
100-664312	Garbage Service	\$600.00	\$600.00	\$600.00
100-665300	Maintenance – Grounds Pur. Ser.			
100-665301	Grounds Maintenance	\$4,000.00	\$4,000.00	\$4,000.00
100-665302	Snow Removal	\$1,000.00	\$1,000.00	\$1,000.00
100-667300	Security Program Pur. Ser.			
100-667303	Fire Equipment Inspections	\$300.00	\$300.00	\$300.00
100-810500	Capital Assets Program-Cap. Obj.			
100-810500	Land Lease to Own	\$30,000.00	\$30,000.00	\$30,000.00
100-810501	Facilities Purchase or Lease	\$134,000.00	\$134,000.00	\$134,000.00
245-512800	State Tech Grant – Transfers			
245-512800	Trans Tech Grant to 100-515312	\$4,500.00	\$4,500.00	\$4,500.00
257-521100	Exceptional Child Program-Salaries			
257-521100	Special Ed. Coordinator	\$21,875.00	\$21,875.00	\$21,875.00
257-521101	Special Ed. Ast.	\$5,418.00	\$5,418.00	\$1,006.12
257-521200	Exceptional Child Program-Benefits			
257-521200	Special Ed. Coordinator	\$4,062.19	\$4,062.19	\$4,062.19
257-521201	Special Ed. Ast.	\$1,006.12	\$1,006.12	\$1,006.12
257-521300	Exceptional Child Prog. Pur. Ser.			
257-521300	Contracted Services	\$1,200.00	\$1,200.00	\$1,200.00
272-512300	Elementary Purchased Services			
272-512301	Publicity-School Culture			
272-512303	Startup Consulting	\$3,000.00	\$0.00	\$0.00
272-512305	Harbor Institute Training	\$8,500.00	\$0.00	\$0.00
		\$55,000.00	\$0.00	\$0.00

272-512400	Elementary Supplies			
272-512401	Office Furniture	\$2,000.00	\$0.00	\$0.00
272-512402	Instructional Furniture	\$19,500.00	\$0.00	\$0.00
272-512403	Accounting Software	\$2,000.00	\$0.00	\$0.00
272-512404	Curriculum and Materials	\$30,000.00	\$0.00	\$0.00
272-512405	Technology	\$30,000.00	\$0.00	\$0.00
420-681800	Plant Facilities			
420-681800	trans to 100-810500	\$4,000.00	\$4,000.00	\$0.00

**Year 1 Cash Flow**

**Monthly Expenses**

<b>100 Fund</b>	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Total
Expenses	\$0.00	\$22,950.00	\$104,086.05	\$100,086.05	\$94,586.05	\$98,286.05	\$94,586.05	\$94,586.05	\$94,586.05	\$98,086.05	\$94,586.05	\$75,740.94	\$75,740.94	\$78,740.94	\$1,126,647.25
Revenue	\$0.00	\$294,941.35	\$168,116.57	\$0.00	\$168,116.57	\$168,116.57	\$0.00	\$0.00	\$168,116.57	\$0.00	\$0.00	\$168,116.57	\$8,500.00	\$44,241.20	\$1,188,265.41
<b>Balance</b>	<b>\$0.00</b>	<b>\$271,991.35</b>	<b>\$336,021.87</b>	<b>\$235,935.83</b>	<b>\$309,466.35</b>	<b>\$379,296.87</b>	<b>\$284,710.83</b>	<b>\$190,124.78</b>	<b>\$263,655.30</b>	<b>\$165,569.26</b>	<b>\$70,983.21</b>	<b>\$163,358.84</b>	<b>\$96,117.89</b>	<b>\$61,618.15</b>	

<b>Details</b>	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug
Actt./Fund														
100														
General Fund														
100-512100 Elem Prog Salaries														
Kindergarten	\$0.00	\$0.00	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92
1st	\$0.00	\$0.00	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83
2nd	\$0.00	\$0.00	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83
3rd	\$0.00	\$0.00	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83
4th	\$0.00	\$0.00	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83
5th	\$0.00	\$0.00	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83
6th	\$0.00	\$0.00	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83
7th	\$0.00	\$0.00	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83
8th	\$0.00	\$0.00	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83	\$3,645.83
Music	\$0.00	\$0.00	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92
PE	\$0.00	\$0.00	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92
Science	\$0.00	\$0.00	\$2,552.08	\$2,552.08	\$2,552.08	\$2,552.08	\$2,552.08	\$2,552.08	\$2,552.08	\$2,552.08	\$2,552.08	\$2,552.08	\$2,552.08	\$2,552.08
K Ed. Ast.	\$0.00	\$0.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$0.00	\$0.00
1st Ed. Ast	\$0.00	\$0.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$0.00	\$0.00
1st Ed. Ast	\$0.00	\$0.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$0.00	\$0.00
1 <sup>st</sup> Ed. Ast	\$0.00	\$0.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$0.00	\$0.00
2nd Ed. Ast.	\$0.00	\$0.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$0.00	\$0.00
3-4 Ed. Ast	\$0.00	\$0.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$0.00	\$0.00
5-6 Ed. Ast	\$0.00	\$0.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$0.00	\$0.00
7-8 Ed. Ast	\$0.00	\$0.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$0.00	\$0.00
Computer Ed	\$0.00	\$0.00	\$833.33	\$833.33	\$833.33	\$833.33	\$833.33	\$833.33	\$833.33	\$833.33	\$833.33	\$0.00	\$0.00	\$0.00
Spanish Ed	\$0.00	\$0.00	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$0.00	\$0.00	\$0.00
Substitutes	\$0.00	\$0.00	\$111.11	\$111.11	\$111.11	\$111.11	\$111.11	\$111.11	\$111.11	\$111.11	\$111.11	\$0.00	\$0.00	\$0.00
100-512200 Elem Prog Benefits														
Kindergarten	\$0.00	\$0.00	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52
1st	\$0.00	\$0.00	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03
2nd	\$0.00	\$0.00	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03
3rd	\$0.00	\$0.00	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03
4th	\$0.00	\$0.00	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03
5th	\$0.00	\$0.00	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03
6th	\$0.00	\$0.00	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03
7th	\$0.00	\$0.00	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03
8th	\$0.00	\$0.00	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03	\$1,077.03
Music	\$0.00	\$0.00	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52
PE	\$0.00	\$0.00	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52
Science	\$0.00	\$0.00	\$631.90	\$631.90	\$631.90	\$631.90	\$631.90	\$631.90	\$631.90	\$631.90	\$631.90	\$0.00	\$0.00	\$0.00
K Ed. Ast.	\$0.00	\$0.00	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$0.00	\$0.00
1st Ed. Ast	\$0.00	\$0.00	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$0.00	\$0.00
1st Ed. Ast	\$0.00	\$0.00	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$0.00	\$0.00
1st Ed. Ast	\$0.00	\$0.00	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$0.00	\$0.00
2nd Ed. Ast.	\$0.00	\$0.00	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$0.00	\$0.00
3-4 Ed. Ast	\$0.00	\$0.00	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$0.00	\$0.00
5-6 Ed. Ast	\$0.00	\$0.00	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$0.00	\$0.00
7-8 Ed. Ast	\$0.00	\$0.00	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$46.05	\$0.00	\$0.00
Computer Ed	\$0.00	\$0.00	\$63.75	\$63.75	\$63.75	\$63.75	\$63.75	\$63.75	\$63.75	\$63.75	\$63.75	\$0.00	\$0.00	\$0.00
Spanish Ed	\$0.00	\$0.00	\$527.50	\$527.50	\$527.50	\$527.50	\$527.50	\$527.50	\$527.50	\$527.50	\$527.50	\$0.00	\$0.00	\$0.00
Substitutes	\$0.00	\$0.00	\$8.50	\$8.50	\$8.50	\$8.50	\$8.50	\$8.50	\$8.50	\$8.50	\$8.50	\$0.00	\$0.00	\$0.00
100-512300 Elem. Prog. Purchased Services														

100-512300	General Pu	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-512308	ICSN Dues	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-512310	ICSN Site V	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-512311	Programma	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-512312	Technology	\$0.00	\$0.00	\$555.56	\$555.56	\$555.56	\$555.56	\$555.56	\$555.56	\$555.56	\$555.56	\$555.56	\$555.56	\$0.00	\$0.00	\$0.00
100-512313	Teacher Tr	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-512314	In-service	\$0.00	\$0.00	\$33.33	\$33.33	\$33.33	\$33.33	\$33.33	\$33.33	\$33.33	\$33.33	\$33.33	\$33.33	\$0.00	\$0.00	\$0.00
100-512315	Parent Nigh	\$0.00	\$0.00	\$27.78	\$27.78	\$27.78	\$27.78	\$27.78	\$27.78	\$27.78	\$27.78	\$27.78	\$27.78	\$0.00	\$0.00	\$0.00
100-512318	Internet	\$0.00	\$0.00	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33
100-512319	Training Tra	\$0.00	\$0.00	\$22.22	\$22.22	\$22.22	\$22.22	\$22.22	\$22.22	\$22.22	\$22.22	\$22.22	\$22.22	\$0.00	\$0.00	\$0.00
100-512321	Harbor Tra	\$0.00	\$3,600.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-512400	Elem. Prog. Supplies															
100-512400	General Su	\$0.00	\$0.00	\$2,333.33	\$2,333.33	\$2,333.33	\$2,333.33	\$2,333.33	\$2,333.33	\$2,333.33	\$2,333.33	\$2,333.33	\$2,333.33	\$0.00	\$0.00	\$0.00
100-512401	Curriculum	\$0.00	\$16,000.00	\$0.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-512460	Staff Incent	\$0.00	\$0.00	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$0.00	\$0.00	\$0.00
100-512461	Student Inc	\$0.00	\$0.00	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$0.00	\$0.00	\$0.00
100-512500	Elementary Program Equipment															
100-512500	General Eq	\$0.00	\$0.00	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$0.00	\$0.00	\$0.00
100-512700	Elem. Prog. Ins. And Judg															
100-512700	Settlement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-521800	Exceptional Child Program/Trans.															
100-521800	Transfer to	\$0.00	\$0.00	\$3,729.03	\$3,729.03	\$3,729.03	\$3,729.03	\$3,729.03	\$3,729.03	\$3,729.03	\$3,729.03	\$3,729.03	\$3,729.03	\$0.00	\$0.00	\$0.00
100-521800	total															
100-532300	Student Activities															
100-532301	Field Trips	\$0.00	\$0.00	\$138.89	\$138.89	\$138.89	\$138.89	\$138.89	\$138.89	\$138.89	\$138.89	\$138.89	\$138.89	\$0.00	\$0.00	\$0.00
100-611300	Guidance and Health Pur. Ser.															
100-611300	Counseling	\$0.00	\$0.00	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$55.56	\$0.00	\$0.00	\$0.00
100-641100	School Administration Salaries															
100-641100	Administrat	\$0.00	\$0.00	\$6,041.67	\$6,041.67	\$6,041.67	\$6,041.67	\$6,041.67	\$6,041.67	\$6,041.67	\$6,041.67	\$6,041.67	\$6,041.67	\$6,041.67	\$6,041.67	\$6,041.67
100-641101	Clerk-Payro	\$0.00	\$0.00	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67	\$1,666.67
100-641101	Secretary	\$0.00	\$0.00	\$1,750.00	\$1,750.00	\$1,750.00	\$1,750.00	\$1,750.00	\$1,750.00	\$1,750.00	\$1,750.00	\$1,750.00	\$1,750.00	\$1,750.00	\$1,750.00	\$1,750.00
100-641200	School Administration Benefits															
100-641200	Administrat	\$0.00	\$0.00	\$1,521.94	\$1,521.94	\$1,521.94	\$1,521.94	\$1,521.94	\$1,521.94	\$1,521.94	\$1,521.94	\$1,521.94	\$1,521.94	\$1,521.94	\$1,521.94	\$1,521.94
100-641201	Clerk-Payro	\$0.00	\$0.00	\$127.50	\$127.50	\$127.50	\$127.50	\$127.50	\$127.50	\$127.50	\$127.50	\$127.50	\$127.50	\$127.50	\$127.50	\$127.50
100-641201	Secretary	\$0.00	\$0.00	\$133.88	\$133.88	\$133.88	\$133.88	\$133.88	\$133.88	\$133.88	\$133.88	\$133.88	\$133.88	\$133.88	\$133.88	\$133.88
100-641202	SUTA	\$0.00	\$0.00	\$4,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-641203	WORK CO	\$0.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-641300	School Admin. Pur. Ser.															
100-641300	Administrat	\$0.00	\$0.00	\$708.33	\$708.33	\$708.33	\$708.33	\$708.33	\$708.33	\$708.33	\$708.33	\$708.33	\$708.33	\$708.33	\$708.33	\$708.33
100-641331	Accounting	\$0.00	\$0.00	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67
100-641332	Audit-new f	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,000.00
100-641333	Computer P	\$0.00	\$400.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-641302	Cell Phone	\$0.00	\$0.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00
100-641301	Phones	\$0.00	\$0.00	\$291.67	\$291.67	\$291.67	\$291.67	\$291.67	\$291.67	\$291.67	\$291.67	\$291.67	\$291.67	\$291.67	\$291.67	\$291.67
100-641303	Fingerprinti	\$0.00	\$550.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-641-304	Consultant	\$0.00	\$200.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-641315	Advertising	\$0.00	\$3,400.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-641300	Travel	\$0.00	\$0.00	\$166.67	\$166.67	\$166.67	\$166.67	\$166.67	\$166.67	\$166.67	\$166.67	\$166.67	\$166.67	\$166.67	\$166.67	\$166.67
100-641305	Legal	\$0.00	\$0.00	\$350.00	\$350.00	\$350.00	\$350.00	\$350.00	\$350.00	\$350.00	\$350.00	\$350.00	\$350.00	\$350.00	\$350.00	\$350.00
100-641300	total															
100-641400	School Admin Supplies															
100-641401	Office Supp	\$0.00	\$0.00	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00
100-641400	Departmen	\$0.00	\$0.00	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33
100-641402	Christmas G	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-641400	total															
100-641700	School Admin Ins and Judgments															
100-641700	Insurance	\$0.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-641700	total															
100-661300	Building Care Pur. Ser.															
100-661301	Janitorial S	\$0.00	\$0.00	\$1,111.11	\$1,111.11	\$1,111.11	\$1,111.11	\$1,111.11	\$1,111.11	\$1,111.11	\$1,111.11	\$1,111.11	\$1,111.11	\$0.00	\$0.00	\$0.00

100-661302	Annual Cle	\$0.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-661300	total														
100-661400	Building Care Supplies														
100-661401	Janitorial S	\$0.00	\$0.00	\$222.22	\$222.22	\$222.22	\$222.22	\$222.22	\$222.22	\$222.22	\$222.22	\$222.22	\$222.22	\$0.00	\$0.00
100-661400	total														
100-664300	Maintenance- Bldgs. & Equip. P.S.														
100-664320	Rent on Bu	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
100-664310	Utilities	\$0.00	\$0.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00
100-664312	Garbage Se	\$0.00	\$0.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00
100-664300	total														
100-667300	Security Program Pur. Ser.														
100-667303	Fire Equipm	\$0.00	\$0.00	\$33.33	\$33.33	\$33.33	\$33.33	\$33.33	\$33.33	\$33.33	\$33.33	\$33.33	\$33.33	\$0.00	\$0.00
100-667300	total														
100-810500	Capital Assets Program-Cap. Obj.														
100-810500	Land Lease	\$0.00	\$0.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00
100-810501	Facilities P	\$0.00	\$0.00	\$11,166.67	\$11,166.67	\$11,166.67	\$11,166.67	\$11,166.67	\$11,166.67	\$11,166.67	\$11,166.67	\$11,166.67	\$11,166.67	\$11,166.67	\$11,166.67
245-512800	State Tech Grant – Transfers														
245-512800	Trans Tech	\$0.00	\$0.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$0.00	\$0.00
257-521100	Exceptional Child Program-Salaries														
257-521100	Special Ed.	\$0.00	\$0.00	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92	\$1,822.92
257-521101	Special Ed.	\$0.00	\$0.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$602.00	\$0.00	\$0.00
257-521200	Exceptional Child Program-Benefits														
257-521200	Special Ed.	\$0.00	\$0.00	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52	\$338.52
257-521201	Special Ed.	\$0.00	\$0.00	\$111.79	\$111.79	\$111.79	\$111.79	\$111.79	\$111.79	\$111.79	\$111.79	\$111.79	\$111.79	\$0.00	\$0.00
257-521300	Exceptional Child Prog. Pur. Ser.														
257-521300	Contracted	\$0.00	\$0.00	\$133.33	\$133.33	\$133.33	\$133.33	\$133.33	\$133.33	\$133.33	\$133.33	\$133.33	\$133.33	\$0.00	\$0.00
257-521310	Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

## ESTIMATING SALARY BASED AND BENEFIT APPORTIONMENT 2004-2005

	<u>Administrative</u>	<u>Instructional</u>	<u>Non-Certified</u>	
1. February 15, 2005 Support Units (from Page B-1, line 14) <u>14.7</u>				
a) Staff Ratio	0.0750	1.1000	0.3750	
b) Calculated FTE (Staff Ratio times Support Units – above)	1.1003	16.1370	5.5013	
c) If Supports Units (1 above) is less than 40.0 Administrative – add .50 Instructional – Add .50				
d) If Support Units (1 above) is less than 20.0 Instructional – Add additional .50				
e) Adjusted Staff Allowance (b + c + d)	1.1003	16.1370	5.5013	
f) Actual FTEs				
g) Staff Allowance	1.1003	16.1370		
h) Charter Index	1.80000	1.50000		
Estimated Adjusted Instructional Index (99.35% of actual)		1.45108		
i) Base Salary	\$33,760	\$23,210	\$18,463	
j) Average Salary (h x i)	\$60,768	\$33,680		
k) Maximum Transferable Administrative Dollars (e x j x 20%)	N A 2004-2005			
l) Certified Preliminary Salary Based Apportionment (g x j)	\$66,860	\$543,494		
m) Noncertified Preliminary Salary Based Apportionment (g x i)			\$101,570	
n) Instructional Salary Allocation for beginning teachers (D-3)		\$0		Totals
o) Maximum Allowable Apportionment (l + m + n)	\$66,860	\$543,494	\$101,570	\$711,924
p) Actual Total Salary	\$72,500	\$446,250	\$107,844	\$626,594
q) Adjustments to Actual Salary				0
r) Adjusted Actual Salary	\$72,500	\$446,250	\$107,844	\$626,594
s) Salary Amount Used to Calculated Benefits (smaller: o or r)	\$66,860	\$446,250	\$101,570	\$626,594
t) Benefit Apportionment (s x 18.04%)	\$12,062	\$80,504	\$18,323	\$109,153
u) Waivers				
v) Salary Based Apportionment plus Waivers (s + u)	\$66,860	\$446,250	\$101,570	\$711,924
w) Maximum Salary Apportionment	\$66,860	\$543,494	\$101,570	\$711,924
x) Salary Based Apportionment Allowance <u>\$711,924</u> Benefit Apportionment not with new law <u>\$110,889</u> See total column to right	\$66,860	\$543,494	\$101,570	\$711,924
Salary Based Apportionment	\$711,924			
M & O Distribution	\$358,689			
Total	\$1,070,612			
Benefit Apportionment	\$109,153			
Bussing Reimbursement	\$0			
Total Support	\$1,179,765			

## **Public School Attendance Alternative**

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

## **Dual Enrollment Ref. Idaho Code 33-5205 (3)**

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

## **School/Facility Description**

- a. **Hours of Operation:** TCPCS plans to open in August of 2006. Grade organization will generally consist of traditional single-grade classrooms. The school calendar and hours of operation are based upon a modified schedule including 173 days of instruction. The school day is initially planned to begin at 8:30 AM and end at 2:30 PM. This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Administrator in consultation with the Board of Directors.
- b. **Facility Acquisition Plans:** The TCPCS Real Estate Committee has acquired from Ammon and Idaho Falls City information on the following: zoning schedule of use control, changing of current zoning use, available possible land sites, landowners, location of current city services, projected future use maps, and the cost of running city services. The committee is focusing on possible land sites that are approximately 5 to 10 acres in size. Possible land sites are East River Road ½ mile north of Fairway Estates, County Line part of the north ¼ of section ST3 N R38 E, Hwy 26 and 85 East, and N. Yellowstone Hwy just north of Motor-Vu and Canal. The planned permanent location for TCPCS will be located east of Woodruff in the Idaho Falls School District 93 boundaries. It may cost \$500-1000 per month to lease five acres of land; \$25,000-30,000 to place portable buildings on the lot; \$60-120/linear foot to run sewer line; \$43.90/linear foot for water line; Utah Power will not estimate the cost of running power lines until the site is selected; \$5500-6000 per month to rent portable buildings; \$18,000-55,000 per acre to purchase land—the difference is dependent upon sewer/water service availability. \$134,000.00 has been allocated for the purchase or lease of facilities and \$30,000 for lease to own land. These projections are conservative to high for the Idaho Falls area.
- c. **Building Options:** TCPCS has the possibility of leasing land and placing portable modular buildings on the site until a permanent site is located and it is financially feasible for the school to build a permanent facility. The school will need a total of 9-10 rooms to meet the needs of the children K-8 and one main office room. The recommendation, from State School Facility Recommendations, for the size of elementary classrooms is 850 square feet. It may be feasible to lease an already existing building that will meet the needs of the charter school. The Real Estate Committee is currently working with local real estate companies to look into this option. No lease agreements or purchase agreements will be signed until after the charter has been approved. It is the intent of TCPCS to build a facility much the same as Liberty Public Charter School. This facility will meet the needs of both the primary and secondary grades. This permanent structure will only be built when it is financially feasible to do so. At that time we will meet all required state and local guidelines concerning the construction of a public school.
- d. TCPCS shall provide certification that the facilities used meet all requirements for health, safety, fire and accessibility prior to the opening of the school and will provide for the regular inspections of the facilities by authorized inspectors for the aforementioned compliance. The Board shall secure facilities meeting legal requirements described above or cease operation until such facilities can be secured. The staff will enforce discipline policies designed to ensure the safety and well-being of the staff and students. These policies may include immediate suspension and expulsion as allowed or restricted by Idaho Law.

## **Idaho Public Charter School Commission Liability and Insurance**

The State Board of Education shall have no liability for the acts, omission, debts or other obligations of TCPCS, as provided in Idaho law, except as may be provided in an agreement or contract between the Idaho Public Charter School Commission and TCPCS. TCPCS shall defend, hold harmless and indemnify the Idaho Public Charter School Commission against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of the charter school and/or arising out of the acts of omissions of the agents, employees, invitees or contractors of TCPCS. TCPCS will also maintain a policy of general liability insurance, and any other type of insurance necessary to provide coverage for the potential losses described in this paragraph.

The policy of insurance will have limits of liability of not less than \$3,000,000 per person and \$5,000,000 per occurrence. TCPCS will provide the Idaho Public Charter School Commission with proof of insurance prior to the opening of the school and by the date stipulated in the contract. As stated in Idaho Code 33-5204 (2)

A public charter school may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same conditions as a traditional public school district, and its employees, directors and officers shall enjoy the same immunities as employees, directors and officers of traditional public school districts and other public schools, including those provided by chapter 9, title 6, Idaho Code. The authorized chartering entity that grants a public school charter 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. A local public school district shall have no liability for the acts, omissions, debts or other obligations of a public charter school located in its district that has been approved by an authorized chartering entity other than the board of trustees of the local school district.

## **Resolution of Disputes**

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

## **Annual Report to Idaho Public Charter School Commission**

TCPCS will submit a report to the Idaho Public Charter School Commission annually by October 15 for the previous year ending June 30, which will:

1. include an independent audit of financial operations conducted by an independent auditing firm;
2. include an independent audit of the school's programmatic operations, which will include a report on student progress as outlined in our petition/application;
3. provide for an annual student profile; socioeconomic data; mobility rates; enrollment and departures; number of special education students; types of disabilities; programs for and dollars spent on special needs students; number of minority students, student achievement and progress; and attendance rates.

Additionally TCPCS will submit the financial audit to the Bureau of Public School Finance and the Bureau of Curriculum & Accountability at the State Department of Education by October 15 for the previous year ending June 30.

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

**IDAHO** PUBLIC CHARTER SCHOOL COMMISSION



**CLOSURE  
PROTOCOL**

**August 2013**

## Background

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

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

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

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

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

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

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# Introduction

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

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

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

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

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

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

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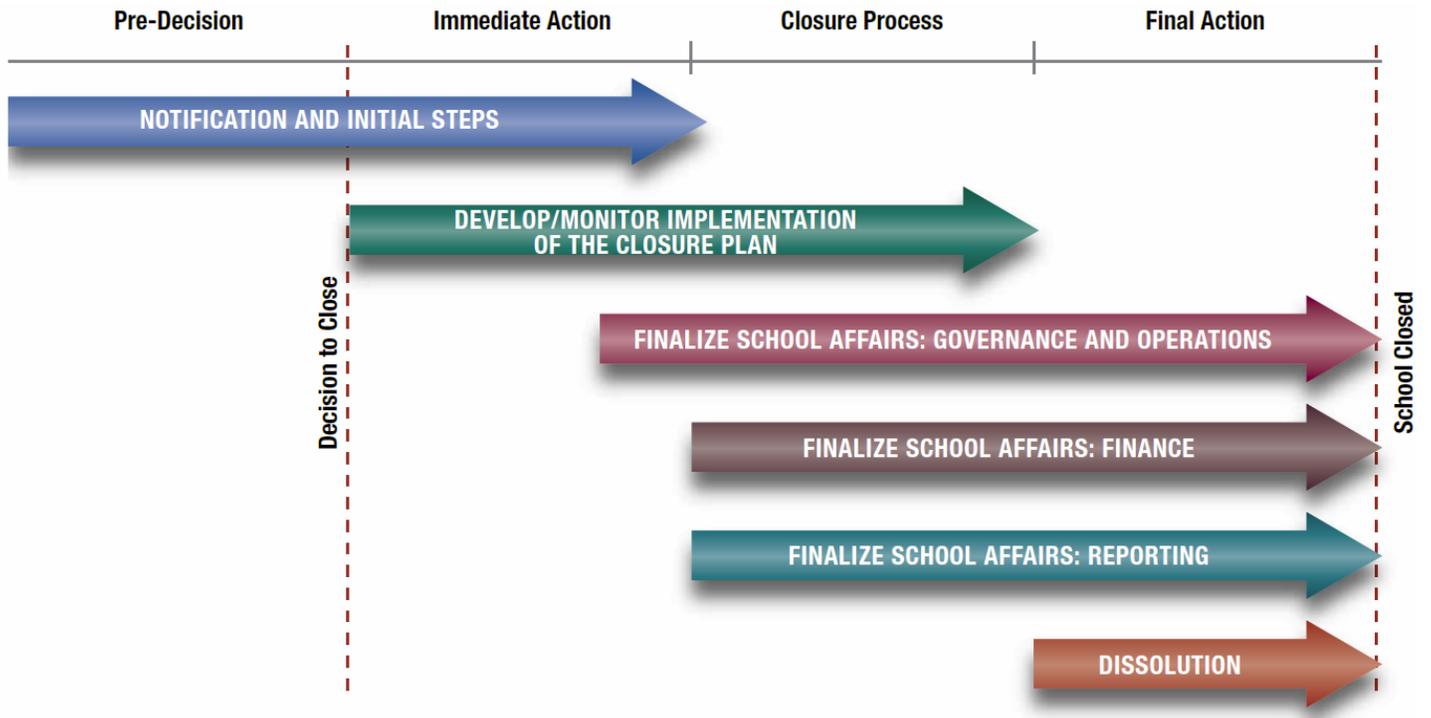
## Endnotes

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

<sup>2</sup> I.C. § 33-5212

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

# A Conceptual Timeline for Closure



## Notification and Initial Steps

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

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

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

## Finalize School Affairs: Governance and Operations

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

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

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

## Finalize School Affairs: Finance

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

## Finalize School Affairs: Reporting

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

## Dissolution

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

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

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

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

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13<sup>th</sup> day of June 2019, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Victory Charter School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on June 17, 2004, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2004; and

WHEREAS, the School’s charter was renewed on March 1, 2019, for a five-year term of operations,

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of July 1, 2019, and shall continue through June 30, 2024, unless earlier terminated as provided herein.

## SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The School shall notify the Authorizer of any modification to the Articles or Bylaws within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

### SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: To develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities.
- B. Grades Served.** The School may serve students in Kindergarten through grade 12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Teach to the high, and through strict adherence to the Harbor School Method, use the Method's educational approach, curricula, and tools to provide multiple opportunities for mastering concepts, and to exceed State benchmarks in required academic testing.
  - Ensure instructional fidelity across grade levels with core instructional methodology being consistent among teachers and grades, ensuring that students learn the instructional routines in early grades which accelerates their ability to focus on new information, skill development and thinking skills.
  - In addition to emphasizing the traditional core curriculum areas of language arts, math, science, social studies, incorporate the Harbor Method's educational features of providing self-contained 7th & 8th grade classes, the study of a foreign language beginning in at least the 3rd grade, and participation in music, PE and computer classes.
  - Provide a School-to-Work experience that, in addition to the school's academic program, purposefully trains students to demonstrate "Attitude and Effort," along with the characteristics of enthusiasm, efficiency and excellence in the work they do. Work-related programs appropriate for each grade level will be carried out, and will include an eighth-grade experience when each student spends two weeks working in the café under the direct supervision of the administrator. Working alongside the students, the administrator will give students feedback and issue a final grade based upon their work performance.

- Provide a School-to-Work emphasis and school culture by adopting policies that are intentionally designed to prepare students for the rigors and challenges of the workplace, including school policies establishing strict attendance requirements, respect for authority, real-life consequences for both positive and negative behaviors, and a culture of respect and kindness.
- Remove fear, threat and intimidation from the learning environment by implementing and carrying out the Harbor Method's character education program that emphasizes kindness and a zero tolerance policy for teasing, taunting, bullying, and negative peer pressure. The character education program will also emphasize and require adults in the school to model the expectations and behaviors for character required of students.
- Hold the school's principal(s) directly accountable for the environment in which teachers teach and students learn. The principals' primary responsibility will be to support teachers and protect teaching time and to be present throughout all student contact areas during school hours. The principal(s) will be visible to students in the classroom, in the hallways, in the lunchroom, and on the playground, and will perform before- and after-school duties, and lunchroom duty in order to model attitude and effort and servant leadership. The principal(s) will also provide daily supervision and support of teachers to ensure instructional fidelity.
- Provide a college-bound, high school experience that sets a substantial academic foundation so that graduates possess key advantages upon entering college or post-high school/professional-technical training, and helps ensure that each graduating student who has college as a goal will have been offered the opportunity to complete a minimum of 9 college credits.

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

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

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

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

**B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated

into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

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

of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

## SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 440 students, with annual per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix C.
- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- D. School Facilities.** 9779 Kris Jensen Lane, Nampa, ID83686. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- A. Attendance Area.** The School's primary attendance area is as follows:  
North Boundary: The center of Lake Lowell Avenue (turning into E. Amity Avenue) to include only property on south side of road(s). [Approx. 3 miles north of school.]  
East Boundary: The center of Happy Valley Rd. to include only property on west side of the road. [Approx. 3 miles east of school.]  
South Boundary: The center of Missouri Rd/Kuna Rd to include only property on north side of road(s). [Approx. 2 miles south of school.]  
West Boundary: The center of Midland Rd to include only property on east side of road. [Approx. 2 miles west of school.]
- B. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- C. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

## SECTION 6: SCHOOL FINANCE

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

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

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

- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

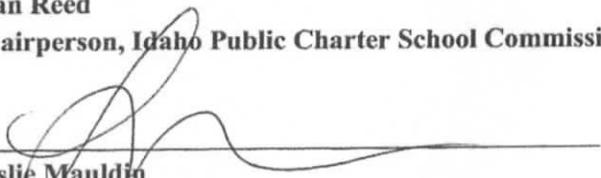
## **SECTION 8: MISCELLANEOUS**

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective July 1, 2019.

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**Alan Reed**  
**Chairperson, Idaho Public Charter School Commission**



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**Leslie Mauldin**  
**Chairperson, Victory Charter School, Inc. Board**

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

**Appendix B: Performance Framework**

**Appendix C: Charter**

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

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

No conditions of authorization or renewal are applicable.

**Appendix B: Performance Framework**

# Victory Charter School

## [YEAR] ANNUAL PERFORMANCE REPORT

### INTRODUCTION

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

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

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

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

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

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

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

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

## PERFORMANCE FRAMEWORK STRUCTURE

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

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

## ACCOUNTABILITY DESIGNATIONS

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

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



**STUDENT DEMOGRAPHICS**

	School	State	Surrounding	Neighboring
Non-White				N/A
Limited English Proficiency				N/A
Special Needs				N/A
Free and Reduced Lunch				N/A

**ISAT PROFICIENCY RATES**

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

**GO-ON RATE (Post-secondary enrollment within 12 months of graduation)**

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

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			

Victory has chosen not to include mission-specific measures.

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

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

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

ACADEMIC K-12

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

INDICATOR 1: STATE PROFICIENCY COMPARISON		
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	<p>50                      0</p> <p>30 - 45                0</p> <p>15 - 29                0</p> <p>0 - 14                   0</p> <hr/> <p>0</p>
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	<p>50                      0</p> <p>30 - 45                0</p> <p>15 - 29                0</p> <p>0 - 14                   0</p> <hr/> <p>0</p>
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	

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



INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)																				
<b>Measure 4a</b>	<b>Are students making expected academic growth in math compared to their academic peers?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
Result	Points Possible	Points Earned																		
	39-50	0																		
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		0																		
<b>Norm-Referenced Growth</b>																				
<b>Math</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math falls below the 30th percentile.</p>																			
<b>Notes</b>	<p>Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.</p>																			
<b>Measure 4b</b>	<b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
Result	Points Possible	Points Earned																		
	39-50	0																		
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		0																		
<b>Norm-Referenced Growth</b>																				
<b>ELA</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA falls below the 30th percentile.</p>																			
<b>Notes</b>	<p>Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.</p>																			

**INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)**

**Measure 5a**                      **Are students graduating from high school on time?**

**Four-Year Adjusted Cohort Graduation Rate**

**Exceeds Standard:** The school's four-year ACGR was at least 90%.  
**Meets Standard:** The school either:  
 a) had a four-year ACGR of 80% - 89% OR  
 b) had a four-year ACGR of at least 66% AND met its progress goal.  
**Does Not Meet Standard:** The school met its progress goal but had a four-year ACGR below 66%.  
**Falls Far Below Standard:** The school did not meet its progress goal and had a four-year ACGR below 66%.

The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.

**Notes**

Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)

The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.

Result	Points Possible	Points Earned
	125	
	100	
	75	
	0-65	0
		0

OPERATIONAL

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

OPERATIONAL

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

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

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

OPERATIONAL

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

OPERATIONAL

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
<b>Credentialing &amp; Background Checks</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
<b>Notes</b>				0
Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<b>Information Handling</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
<b>Notes</b>				0

INDICATOR 4: SCHOOL ENVIRONMENT																	
Measure 4a	Is the school complying with transportation requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
	25																
	15																
	0																
		0															
Transportation	<p><b>Meets Standard:</b> The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>																
Notes																	
Measure 4b	Is the school complying with facilities requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
	25																
	15																
	0																
		0															
Public Transparency	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>																
Notes																	

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

FINANCIAL

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

FINANCIAL

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
<b>Measure 2a</b> <b>Total Margin and Aggregated</b> <b>3-Year Total Margin</b>	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b>  <b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>  <b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".  <b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.	50  30  0			0
<b>Notes</b>	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				
<b>Measure 2b</b> <b>Debt to Asset Ratio</b>	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>  <b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.  <b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0  <b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0	50  30  0			0
<b>Notes</b>	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				
<b>Measure 2c</b> <b>Cash Flow</b>	<b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b>  <b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>  <b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"  <b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.	50  30  0			0
<b>Notes</b>					
<b>Measure 2d</b> <b>Debt Service Coverage Ratio</b>	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>  <b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1  <b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1	50  0			0
<b>Notes</b>	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				

## **Appendix C: Charter**

# VICTORY CHARTER SCHOOL

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# VICTORY CHARTER SCHOOL

*“...We held on to our central truth - that it is not possible to change significantly what happens in schools unless you change significantly the nature of the human relationships that form the educational experiences.”*

*-Olds & Pearlman, Designing the New American School*

## INTRODUCTION

This proposal was made possible by Idaho Code, Chapter 52, Title 33, passed by the Idaho Legislature in 1998. Charter schools provide opportunities for teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- Effectively using technology as a tool;
- Improve pupil learning;
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low-achieving;
- Encourage the use of different and innovative teaching methods;
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system;
- Hold the school established under this plan accountable for meeting measurable pupil outcomes, both behaviorally and academically.

We respectfully submit this proposal to allow parents the opportunity to qualify for the lottery in accordance with the Charter legislation.

Our proposal for Victory Charter School is an alternative educational opportunity that mirrors Liberty Charter School by offering students the promise of a Kindergarten through Grade 12 education, which will lead to a successful high school experience and/or admission to an institution of higher education. This promise is made with the understanding that an education is a shared responsibility of the public schools, the parents, the community and the individual learners.

### Unique Aspects:

The distinctive aspects of Victory Charter School include the addition of seventh and eighth grade, as well as the high school grades, the study of a second language, piano lessons for Kindergarten through third grade students, enriched gifted and talented services, integration of community service into the learning process, and within eighteen months a full integration of technology as a learning tool.

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*Seventh/Eighth Grade Opportunity* - Realizing that the junior high years are critical to a child's self esteem, we will offer seventh grade the school year 2002/2003 and eighth grade the following year. The focus of the seventh and eighth grades will be to provide a different environment where students will experience less stress. There will be less movement from room to room, fewer teachers and students, therefore a smaller arena that is not as threatening to a student's self esteem when taking risks or making mistakes.

*High School Opportunity* - The focus of Victory High School's curriculum will be math and science, while integrating and ensuring all required academic areas are covered. Student learning in every curricular area will be most notably advanced using independent and group learning projects to achieve the learning goals of each student. Mini-labs, conducted weekly in small groups, will specifically address student needs in the areas of math and science. Academic challenge opportunities in the math/science focus will include Advanced Placement exams and Concurrent Credit courses, with the goal of helping each graduating student who has college as a goal to obtain a minimum of nine (9) college credits. Additionally, apprenticeships and internships will be organized to encourage math/science opportunities, with other academic interests supported, outside of the classroom for career exploration. Eligible Victory Charter School students will also be able to participate in dual enrollment opportunities with other school districts as provided for in Chapter 2, Title 33, Idaho Code, and Victory Charter School's policies regarding dual enrollment. All coursework (e.g. content) will be designed in light of Northwest Regional Accreditation and state standards. All teachers will be accredited in one of the following fields: mathematics, science, language arts or social studies.

*Foreign Language* - The study of a foreign language is an integral and distinguishing aspect of the Charter curriculum. The foreign language choice will be Spanish. Research demonstrates that the study of a second language boosts English proficiency, improves memory and self-discipline and enhances verbal and problem-solving skills. Studies also show that learning a foreign language actually contributes to better SAT and ACT scores. Most colleges and universities require a second language for incoming students. In addition:

- Knowledge of a second language is essential in over 60 occupations
- Each of the major U.S. corporations routinely employs 500 to 5,000 persons abroad
- Commercial language schools now have waiting lists, due to increased demands in Business and industry for people with strong language skills
- 1,261 companies surveyed reported 60,687 positions requiring a second language

The initial emphasis will be with intermediate level learners (ages 9-13). An expected outcome is that learners will communicate and interact effectively in a second language.

*Music; Piano Lessons - Kindergarten through third grade. .5 hours per week* - It is our belief that early musical training - particularly on the piano - can dramatically boost a child's brain power, building the kind of skills necessary to succeed in high level math and science. Recent studies of California and Wisconsin showed that after only six months, pre-school piano students out-performed those who had not studied by 35% on measured intelligence tests! Further studies have shown that the best time to boost brainpower through music is between the ages of two and ten. The explanation for this phenomenon is simple: when a child makes music, brain cells begin

firing in patterns - linking with each other and forming a network of lasting connections. This exercises and strengthens the same bridges in the brain that are believed to lay the framework for logic, order, and abstract reasoning.

Therefore, we propose to create a piano lab within the first two years of the inception of the Victory Charter School where primary students (grades K - 3) will learn the basics of playing the keyboard. Older students will continue their musical instruction through expanded choir, band, and orchestra programs. It is not our intent to turn every child into a Mozart or an Einstein. But it is our desire to stimulate as much brain activity as possible...for the stimulus a child receives early in life will determine how well their brain functions through life.

*Gifted and Talented Enrichment* - In a society based on democratic principles, each person has the right to learn at the most appropriate level where growth will take place. Because gifted and/or talented students have special needs, they will be provided educational experiences that will strive to meet those needs in the regular classroom. The Harbor Method is a direct instruction method which requires teachers to teach above grade level and provides multiple opportunities for students to reach higher learning levels. Students are also encouraged to pursue challenges beyond the scope of the regular curriculum, including Hall of Fame, Famous I, Famous II, and Famous III, regardless of their areas of giftedness or talents. At the high school level, this is accomplished through, but not limited to, clustering, competitions, consultations, curriculum compacting, concurrent credit college courses, and career exploration.

*Community Service* - Community service is a vital and distinctive element of the Charter curriculum. Learners reap the rewards that come from being active, contributing community members. They experientially discover the interrelationships of community members. They feel the satisfaction of seeing their activity produce positive changes in their community and their lives. The community service requirement is designed to instill a sense of individual, social, and civic responsibility. It enables learners to become whole people whose presence in society is valuable because of their development of values and newly found knowledge to solve for the needs of others. Specifics of the program are determined by the learners and Victory Charter staff during the initial weeks of each school year, based on current community needs and interaction with community and governmental leaders.

*Technology* - Technology provides learners with skills that prepare them for future employment. The term “technology” includes learning tools such as computers, interactive video equipment, audio-visual aids, scientific equipment and networks linked to local and nationwide resources. These tools help students guide their own education. They support a child’s natural way of learning through individual and group discovery, and through seeking solutions to real life challenges. “Learning how to learn” is the real purpose of education. Those who succeed in this goal become lifelong learners. Interactive technologies properly used for this goal leap the barriers of time, space and limited attention span and bring the world to our fingertips.

In our charter effort within the first 24 months, computers will be tools used for activities such as:

- Research - Access information via electronic reference books, databases, networks, etc.
- Authoring - Create and illustrate stories and reports to share with others in media such as printed documents videos and digital film.

- Drill, Practice, Remediation - Computers take over tedious routines, providing instant feedback on mistakes and how to correct them. It is possible to evaluate learning needs and take learners back to foundation knowledge they may have missed.
- Computation - Learning mathematical skills through spreadsheets and other software applications helps prepare learners for future careers.
- Record Keeping and Storage - Charter learners discover that computer databases are effective tools for tracking school and business records, schedules, inventories, etc.
- Communication - Network link learners at school with their homes, other schools and national resource centers.

**ELEMENT ONE: CHARTER REQUEST**

In accordance with Idaho Code Section 33-5205, we, the undersigned, formally request the Nampa School District Board of Trustees to grant a charter to operate the Nampa II Charter School from July 1, 2002 until June 30, 2007 with the opportunity to request a renewal of the Charter as described in Idaho Code Section 33-5209.

_____	_____
_____	_____
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_____	_____

**ELEMENT TWO: PHILOSOPHY AND MISSION**

Change will be a core characteristic of the 21st Century. The future workforce will change jobs an average of eight times during their working lives, and as knowledge continues to multiply, information management, technology and communication will become tools for success. Successful workers will need to be literate and possess excellent problem-solving skills. This nation will require a citizenry who have learned to learn and who, more than ever before, have learned to work cooperatively. Not only will they need to have completed high school, but also for roughly three out of four new jobs, some education or training will be required at an institution of higher learning.

***Victory Charter School's mission is to develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and be offered the invitation of a post-secondary education and satisfying employment.***

This mission seeks to develop an educated citizenry for the 21st Century through a dynamic, interactive, academic program where pacing is driven by student capabilities, not textbooks. Our students will be well grounded in the basics, such as, reading, writing, math, science and social studies. In addition, our students will evolve into citizens who will develop the following academic habits:

- Curiosity;
- Lifelong learning;
- Clear oral and written communication;
- Thinking creatively;
- Thinking logically and making informed judgments;
- Adapting to new situations and responding to new information;
- Finding, selecting, evaluating, organizing and using information from various sources;
- Making easy and flexible connections among various disciplines of thought.

They will develop personal habits and attitudes of:

- Accepting responsibility for personal decisions and actions;
- Investment in and awareness of the needs of others;
- Academic honesty and the ability to face challenges with courage and integrity;
- A healthy lifestyle;
- Empathy and courtesy for others and respect for differences among people and cultures;
- Self-confidence and willingness to risk setbacks in order to learn;
- Concentration and perseverance;
- Seeking a fair share of the workload;
- Managing time in a responsible manner;
- Working cooperatively with others, which includes the ability to listen, share opinions, negotiate, compromise and help a group reach consensus.

The development of the above noted habits and attitudes requires a climate that is conducive for learning. The philosophy of Victory Charter School is that learning occurs when:

- Learners construct meaning;
- Learners see connections between what they learn and the real world;
- Learners are actively engaged in purposeful tasks;
- Activities are integrated and meaningful;
- Learners work individually and as members of a group;
- Learners work side-by-side with community members to develop solutions and opinions on issues that can be presented to local policy makers;
- Learners internalize that what they learn and do in school makes a positive change in the community;

- Challenged learners have an individual plan and support is an intrinsic part of the educational program;
- Learners are supported with coaches, mentors and advocates;
- All learners have advanced learning opportunities.

***The philosophy of Victory Charter School is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place.***

Each child has the right to come to school without fear of taunting, teasing or violence. Each parent has the right to expect a school to provide a safe, kind environment for his/her child. Each staff member has the right to teach without fear of violence. Students, parents and teachers will experience peace of mind in the Victory Charter School setting. We believe that a “kind” environment should be extended through the potentially tumultuous junior high years.

### **ELEMENT THREE: THE GOVERNANCE STRUCTURE OF THE SCHOOL**

The Governing Board of the Victory Charter School will be organized and managed under the Idaho Nonprofit Corporation Act. The Governing Board will provide copies of the articles and bylaws of this non-profit corporation to the Public Charter School Commission. The Victory Charter Governing Board will be deemed public agents to control the articles and bylaws of the non-profit corporation known as Victory Charter School. The Governing Board will have all the power and duties afforded to a Board of Trustees. Victory Charter School will be considered a public school for all purposes and, as such, shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. Therefore, the Governing Board meetings will follow the open meeting laws, keeping accurate minutes and making said minutes available to the public. If Victory Charter School is voluntarily relinquished, revoked, or expires, the school’s sponsor will be the recipient of all moveable assets.

Victory Charter School will be liable for all acts, omissions, debts or other obligations. Victory Charter School shall defend, hold harmless and indemnify the Victory Charter Board and its sponsor, the Idaho Public Charter School Commission, against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney’s fees and court costs, arising out of the operation of Victory Charter School and/or arising out of the acts or omissions of the agents, employees or contractors of Victory Charter School. Victory Charter School will secure and maintain insurance for liability, errors and omissions, and property loss. Documentation of insurance coverage will be filed with the Public Charter School Commission. Victory Charter School may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as a public school district. All employees, directors and officers shall enjoy the same immunities as employees, directors and officers of public schools.

The five founding members of the Governing Board are Leslie Mauldin, Gayle O’Donahue, Joe Huff, Monte Schlerf and Anne Martin.

The Governing Board will direct Victory Charter School. Governing Board members will be appointed as provided by and in accordance with Idaho non-profit corporation law.

Victory Charter School will be on a year-round, single-track schedule. The calendar will be presented to the Idaho Public Charter School Commission, the school's sponsor.

The governing board will employ an administrator to operate the school on a day-to-day basis (see Attachment 6.)

Ancillary support personnel, including clerical and custodial, will be hired and supervised by the administrator employed by the charter school. The state funding formula will provide the money to hire staff through the regular budgetary process. Volunteers will provide additional help, particularly in the physical set-up of the school for operation during its first year.

In its initial years of operation, Victory Charter School classrooms will be housed in portable buildings located at 1081 Lewis Lane, Nampa, ID, adjacent to Liberty Charter School. It is projected that Victory will build a permanent facility in the same location within three years of start-up. Victory Charter School will arrange to use Liberty Charter School's gym, library, computer lab, and music room, and will use Liberty's kindergarten classroom in the afternoon until the permanent facility is constructed.

### ***PARENTAL INVOLVEMENT***

Parents of the students who attend Victory Charter School will be involved at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles and strengths and weaknesses. . The process to ensure parental involvement will be as follows:

1. Parents will sign the following eight specific policy letters: fighting and its consequences, liability issues concerning supervision on the premises, field trips, bus safety, concerning insurance and student injuries, homework policy, dress guidelines, and the discipline plan.
2. Parents will be encouraged to attend two parent teacher conferences a year.
3. Parents will complete one survey throughout the school year addressing one of the following issues; safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parent's perception of learning environment.

In addition, parents will be encouraged to provide an appropriate learning environment at home for their child to study, and to volunteer at the school setting.

## **ELEMENT FOUR: THE EDUCATIONAL LEARNING PROGRAM**

All students will experience a common core of learning that will fulfill the school's mission to produce students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century.

Our students will be able to:

- Develop their aesthetic talents in music, visual arts or performance;
- Develop oral and written skills;
- Have the opportunity to develop oral and written skills in a non-native language;
- Possess the ability to use knowledge and skills, think logically and solve problems related to mathematics;
- Have sufficient knowledge of science to be responsible users of scientific information;
- Participate in a comprehensive program of community service that reflects responsible citizens in a democratic society and an inter-dependent world;
- Understand and apply the knowledge, concepts, principles and themes embedded in each of the social studies - history, geography, political science and economics.

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

- Linguistic
- Mathematical/logical
- Intrapersonal (self)
- Interpersonal (others)
- Bodily-kinesthetic
- Spatial
- Musical

Although all seven areas will be examined and encouraged through instruction and the gifted and talented program, Victory Charter School will retain the traditional focus on linguistic and mathematical/logical areas, and implement a unique musical component, a piano lab.

The staff and parents of Victory Charter School believe that children do not develop character in a vacuum. Our plan for character education provides expectation training through memorization and dramatization of classic poetry and historical passages, as well as staff who model essential traits of good character. The staff at Victory Charter School will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives.

The Educational Learning Program will be accomplished within the context and focus of the Thoroughness Standards as defined in section 33-1612 of Idaho Code and Administrative Rules

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for the Board of Education 08.02.03 Rules of Governing Thoroughness. The architects of Victory Charter School understand that a “thorough system of public schools” in Idaho is one in which:

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

Victory Charter School will achieve the Thoroughness Standards through its basic curriculum and the unique aspects. The instruction of the curriculum will be accomplished by using an aligned proactive method. A combination of a strong emphasis on kindness, the “golden rule”, and a reward system (Citizen of the Week and Citizen of the Month) which honors children who are hard working, responsible, honest, respectful, etc. creates an environment allowing for student peace of mind which then maximizes learning potential. We will focus on the memorization and dramatization of classic poetry rich in moral education. Through daily recitation, discussion, and application to life situations, this aligned proactive approach will create sensitivity for mankind in staff and students.

Victory Charter School will be accredited by the Idaho Department of Education.

### **A Basic Curriculum**

In keeping with Victory Charter School’s mission to prepare learners to be functional citizens of the 21st century, we recognize that such preparation is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. The Charter emphasizes both the acquisition and application of knowledge.

The Victory Charter School curriculum contains both traditional academic subjects and additional language areas that make the Victory Charter unique. The Idaho State Department of Education’s Standards and Benchmarks serves as the starting point and is enhanced with unifying themes and other creative methods.

The subjects that comprise the curriculum are listed and briefly discussed below. The traditional core curriculum areas - language, arts, math, science, social studies - remain strongly emphasized. They are augmented by music, theater, art, health, physical, and environmental education.

## **Core Curriculum**

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

Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes self-analysis connected with student learning goals through a personal journal, as well as, creative, expository writing. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools.

*Science and Health* - The Victory Charter School science curriculum is a multi-year sequence, which emphasizes hands-on experimentation and functional knowledge of scientific phenomena.

Science must take students beyond the factual approach of reading, reciting, drilling and testing science to actually “doing” and “feeling”. This process approach lets students experience the excitement of science so they can better understand facts and concepts.

Kindergarten through third grade students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying and predicting. Fourth through eighth grade students will add the integrated science process skills of identifying variables, constructing tables of data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses and designing investigations.

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

*Social Studies and Community Service* - Kindergarten through 12<sup>th</sup> grade will follow the state standards and benchmarks. In addition, there will be a strong emphasis on community service in the seventh thru twelfth grades as students apply their understanding of and their contributions to the world around them. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

*Environmental Education* - Victory Charter School emphasizes responsibility towards the health of our cities and our planet. Learners will participate in hands-on projects intended to form an awareness of the critical relationships between the built and natural environments. Learners will study and debate real life issues such as coping with diminishing resources. Consistent participation in Nampa community projects will show learners how they can affect the future quality of our cities and health of our green spaces.

*Technology* - Victory Charter School emphasizes the area of technology as outlined in Attachment 3. This will provide our learners with skills, which will prepare them for future

employment. This supports a child's natural way of learning through individual and group discovery and seeking solutions to real life challenges. Learning how to learn is not only the real purpose of education, but it also leads to our goal of becoming lifelong learners.

## **Methods**

Victory Charter School is distinguished by the multiplicity of ways in which it seeks to ensure student learning. Some of these are highlighted in the sections that follow. Not all students have equally successful outcomes. The charter uses uncommon means to achieve common ends. Through its multiple methods, all students are successful, capable of fulfilling their potential.

The *Subject Matter Method* presumes that an educated learner needs to know clearly defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally, this approach has been predominately lecture based. The Charter aims to add computer-based learning to increase the efficiency of this method and provide the opportunity for drill, which is sometimes necessary.

The *Inquiry and Problem Solving Method* suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information. *Dimensions of Learning* will be the centerpiece of this method.

The *Individualized Learning Method* attempts to personalize the learning process to the interests of the individual, by allowing students to develop goals for their self-study. The reasons for learning thus become one's own curiosity and personal applicability of the information learned.

The *Discussion Method* encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner.

## **Learning Opportunities**

Multiple learning opportunities will be afforded to Victory Charter School students. Some are familiar, some are novel, but all strive to make learning relevant and purposeful and to actively engage the learner.

Problem-solving groups apply knowledge they have acquired and to practice new skills by tackling both real world problems and problems stimulated to model the current work-world. For example, the Victory Charter School's requirement for students to perform genuine community service not only informs students about real needs our community has, but encourages them as a group to decide which ones they can reasonably address, plan an approach, implement the plan and then evaluate the result.

Peer teaching provides an opportunity for learners to become educators and reinforce their own knowledge and mastery of new skills through presentation of their own work and “learning buddy” activities.

## **Assessment**

The purpose of assessment is to support and guide the learning process. It is a tool to recognize accomplishment and certify that knowledge has been gained. Assessment also discerns those areas where understanding is still incomplete and enables students to focus their efforts where they will produce the greatest benefit.

Assessment is a means of measuring each learner’s progress according to clearly recognizable standards. It is a tool for helping students learn more about their own strengths and weaknesses without intimidation, fear, or feeling there are winners and losers. It is a source of motivation for the learners and a guide for helping them achieve personal mastery.

Standards and standardization are the basis of assessment. Learners are shown exemplary performances for given tasks. An assessment of their efforts reflects how closely it matches this performance. The goal is not only to give a grade, but to encourage students to do their personal best and show them their own improvement throughout the year.

Self-assessment is a unique learning opportunity for Victory Charter students. As active participants in assessment of their own work, learners are encouraged to develop intrapersonal understanding of their strengths and deficiencies and an objective view of their accomplishments. In addition, a score on a piece of work can be improved if the learner is willing to accept the challenge for improvement put forth by the assessment.

Performance will be assessed on at least three levels. Student progress relative to previous performance will be assessed through portfolios of video taped oral presentations, written reports, individual and group projects and via computer learning packages. In addition, we will assess the attitudes and personal /academic habits listed in Element 2 through teacher evaluations of projects and video presentations, as well as parental input. Performance will be assessed relative to district and state developed standards. Victory Charter School will assess its students on the Iowa Test of Basic Skills (ITBS).

## **ELEMENT FIVE: THE MEASURABLE STUDENT EDUCATIONAL STANDARDS**

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

## **Standards:**

### Personal Responsibility

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

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

### Expanding and Integrating Knowledge

Students will acquire and integrate knowledge and experiences from different subject areas.

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

### Communication Skills

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

Students will develop their talents in music, visual arts, and/or performance.

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

### Thinking and Reasoning Skills

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

### Social Responsibility and Skills

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

Students will evaluate and manage their behavior as group members.

Students will participate in community service that reflects responsible citizens in a democratic society.

## **Measurement**

Victory Charter School learners are exposed to some traditional examination methods. As required by the Charter, student performance is assessed relative to other learners of the same age, grade, through district, state and national testing. At the beginning of each year, all Victory Charter School students will be given a baseline assessment during the first three weeks of

school. Kindergarten through second grade will be tested on the Metropolitan. Third through eighth grade students will be tested on the Iowa Tests of Basic Skills.

Students as a group will:

- Meet the statewide performance standards adopted by the Idaho State Board of Education. These standards include the subjects of Language Arts, Mathematics, Science, Social Studies and Physical Education;
- Achieve in the top quartile of the school's relative rank in all aspects of the following assessments:
  - Direct Write Assessment (State) - Grades 4, 8, 11
  - Direct Math Assessment (State) - Grades 4, 8, 11
  - Metropolitan Reading and Math - Grades 1 & 2;
  - Waterford Testing, Kindergarten - Grade 3;
  - Idaho Reading Assessment – Grades K – 3,
  - Idaho Standards Achievement Test (ISAT) – Grades 2-10
  - Reading as a Discipline.
- Achieve State Board of Education and State Department of Education developed standards for age levels, content areas and outcomes. These standards will be measured by student products, performances, exhibitions and tests that are directly related to locally developed expectations, such as the Math Exit Test and any future tests developed by the State Board of Education and State Department of Education, as well as any new state assessments developed in the future.
- We will meet the goals identified in this Charter petition when students demonstrate the following;
  - Score in the top quartile on standardized tests on the national, state, or district levels after a period of two consecutive academic years at Victory Charter School;
  - Reading at grade level by 3rd grade;
  - Computing math at grade level by 3rd grade;
  - Student absenteeism is less than 4%;
  - Student tardies are less than 2%;

7th through 12<sup>th</sup> grade students will receive a positive evaluation when completing the community service piece of the charter which is designed to instill a sense of individual, social, and civic responsibility where learners will use new found knowledge of solve community problems;

Students reflect positive growth on the parent surveys done yearly on the child's attitudes and habits toward, but not limited to, work ethic, honesty, taking responsibility, self-confidence, etc.;

Samples of student work depicting acquired, integrated, extended, refined and meaningful utilization of knowledge;

Students reflect positive growth on self-assessment surveys done yearly on attitudes and habits toward task performance.

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

## **ELEMENT SIX: QUALIFICATIONS TO BE MET BY INDIVIDUALS TO BE EMPLOYED BY THE CHARTER**

All individuals to be employed by Victory Charter School must possess the personal characteristics, knowledge base and successful experiences in the responsibilities and qualifications identified in the posted job description. Administrative and instructional staff will be certified teachers, as provided by rule of the State Board of Education. The Charter School will follow the supervision, evaluation, and dismissal as detailed in the Idaho Code.

## **ELEMENT SEVEN: HEALTH AND SAFETY OF PUPILS AND STAFF**

Victory Charter School will comply with the provisions of Idaho Code § 33-5205(3)(f). Each new employee not possessing a valid Idaho State Teaching Credential must submit two sets of fingerprints to the State Department of Law Enforcement for the purpose of obtaining a criminal background check. This requirement is a condition of employment.

Victory Charter School will follow the same procedures to ensure the health and safety of pupils and staff as are followed by Attachment 4.

The primary learning space for Victory Charter School will be located at 1081 E. Lewis Lane, Nampa, Idaho. The facility will be maintained to code and will ensure that all existing codes are met. The facility will be open to the public at large for visitation at any time.

## **ELEMENT EIGHT: ADMISSION REQUIREMENTS**

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

Victory Charter School has established an admission preference for students residing within the primary attendance area of the school. In addition, Victory has established admission preferences for returning students, for children of founders and full-time employees of the school, for siblings of students already attending the school, for students seeking to transfer from Legacy Charter School in Nampa, and for students residing outside the primary attendance area.

### **Priority of Admission Preferences**

Preferences for admission to Victory Charter School shall be as follows:

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- a. First, to pupils returning to Victory in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a lottery.
- b. Second, to children of founders and full-time employees provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Victory Charter School.
- c. Third, to siblings of pupils already enrolled in Victory Charter School.
- d. Fourth, to students seeking to transfer from Legacy Charter School in Nampa, and who have been enrolled at Legacy for at least one year, so long as there is an existing written agreement in place for this preference between Victory and Legacy Charter Schools.
- e. Fifth, to prospective students residing in the primary attendance area of Victory Charter School, defined as:
  - North Boundary: The center of Lake Lowell Avenue (turning into E. Amity Avenue) to include only property on south side of road(s). [Approx. 3 miles north of school.]
  - East Boundary: The center of Happy Valley Rd. to include only property on west side of the road. [Approx. 3 miles east of school.]
  - South Boundary: The center of Missouri Rd/Kuna Rd to include only property on north side of road(s). [Approx. 2 miles south of school.]
  - West Boundary: The center of Midland Rd to include only property on east side of road. [Approx. 2 miles west of school.]
- f. Sixth, to prospective students residing outside the primary attendance area of Victory Charter School.

**Equitable Selection Process for the Victory Charter School Waiting List**

Victory Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Equitable Selection Process.

**Notification and Acceptance Process**

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

Prior to admission, all parents/guardians will sign a letter indicating they understand the Charter outcomes, philosophy and program. An admissions test will not be required.

## **ELEMENT NINE: REQUIREMENT FOR ANNUAL AUDIT AND PROGRAMMATIC OPERATION OF VICTORY CHARTER SCHOOL**

Victory Charter School will follow the requirements set forth by Idaho Statutes regarding an annual audit. The accounting records will be kept in accordance with generally accepted accounting principles as dictated by Idaho Statutes. Victory Charter School will follow the requirements set forth by the Idaho Department of Education. The same format for account numbering will be used as set forth by the Department of Education.

Victory Charter School will submit to its sponsor copies of all accounting reports that are required to be submitted within the same time frame as required by the Department of Education. Budget reports will be submitted to its sponsor in the prescribed form and dates as outlined by Idaho Statutes.

More detail on accounting procedures will be kept by the Treasurer in an accounting manual.

Victory Charter School will present a programmatic operation report to its sponsor annually. Victory Charter School will be responsible and accountable for the learning program, student standards, measurable educational standards, and unique aspects of the contract.

## **ELEMENT TEN: PROCEDURES FOR THE SUSPENSION AND EXPULSION OF VICTORY CHARTER SCHOOL PUPILS**

The procedures for suspension and expulsion and re-enrollment of Victory Charter School will follow the procedures as stated in Attachment 5.

## **ELEMENT ELEVEN: STUDENT SERVICES OF THE CHARTER SCHOOL POPULATION**

Victory Charter School will identify special needs students, including LEP (Limited English Proficient), special education, gifted and talented, compensatory education, and provide successful special needs education for them. Victory Charter School will comply with the “Special Education Manual” from the State Department of Education as now adopted, or as amended. The Victory Charter School administrator will be the Section 504 Compliance Officer.

Transportation is provided to Victory Charter School students who reside in the school’s contiguous primary attendance area, defined as the Nampa School District. If a special needs student needs transportation while attending Victory Charter School, it will be provided if the student is not capable of getting to school in the same manner as other students.

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

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

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

Related services, such as speech or language therapy, occupational therapy, or transportation, refer to those services necessary for a student to benefit from their special education. Victory Charter School will contract with a private provider or a nearby school district for the provision of related services. Direct speech, language, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. The supervision of paraprofessionals will be outlined in the student's IEP.

In the event that the IEP team determines that the student's academic needs cannot be met on site, the Victory Charter School will contract with a nearby school district to provide an alternative placement to meet the needs of the student.

Victory Charter School will use a home-language survey upon student's registration. In addition, the "Woodcock Munoz" test will determine the student's eligibility and language level – L1, L2, and L3. The "Woodcock Munoz" test will be used as a pre-post test to document the progress in both content areas and English language development.

## **ELEMENT TWELVE: THE MANNER BY WHICH VICTORY CHARTER SCHOOL STAFF MEMBERS WILL BE COVERED BY PERSI OR FEDERAL SOCIAL SECURITY**

All employees who currently are members of PERSI will continue their participation. Employees will contribute at the rate established by PERSI.

All employees shall contribute to the Social Security System.

Victory Charter School will make all employer contributions as required by PERSI and Federal Social Security. They will also pay for workers compensation insurance, unemployment insurance and any other payroll obligations of an employer.

### **ELEMENT THIRTEEN: RIGHT OF SCHOOL DISTRICT EMPLOYEES LEAVING THEIR DISTRICT TO WORK AT VICTORY CHARTER SCHOOL**

Any current school district employee in Idaho who becomes an employee of Victory Charter School, certificated and non-certificated, will not be considered employees of any Idaho School District and therefore, will not have transfer rights. If a Victory Charter School employee wishes to return to a school district, he or she must apply through that District's employment procedures for new employees.

### **ELEMENT FOURTEEN: ARTICULATION WITH THE PUBLIC CHARTER SCHOOL COMMISSION**

Victory Charter School will ensure an efficient exchange of pupil records to follow the State's accepted practices and procedures in the areas of transitioning students from elementary schools into middle schools and middle schools into high schools.

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

In order to promote efficient communication, all requests for public information of Victory Charter School will be made in writing. Upon receipt of the request Victory Charter will reply in accordance to Idaho Code Subsection 9-335 through 9-348.

Eligible Victory Charter School students will participate in dual enrollment in local school districts in which they reside as provided for in Chapter 2, Title 33, Idaho Code, and the Victory Charter School's policies regarding dual enrollment. When appropriate the students will enroll in the non-charter school within their attendance zone. Transportation to and from dual enrollment classes/activities will be provided by the parents or guardians of Victory Charter School students. Reimbursement when appropriate for these dual enrollment opportunities will be the same amount as all students who enroll from private schools, home schools, and other public schools.

## **ELEMENT FIFTEEN: STUDENT ENROLLMENT OF THE CHARTER SCHOOL**

The enrollment capacity at Victory Charter School will be 425 students.

## **ELEMENT SIXTEEN: ADDITIONS, DELETIONS, AMENDMENTS, & MODIFICATIONS OF THE CHARTER**

Any and all revisions to the charter of Victory Charter School must be approved by the Public Charter School Commission. Any element of the Charter that, through legislation or legal ruling, is deemed to be outside the intent of Idaho Code Section 33-5205 shall be revised or removed from the Charter. Such a situation would not result in the loss of the Charter.

## **ELEMENT SEVENTEEN: OTHER CHARTER ELEMENTS**

Victory Charter School will be nonsectarian in its programs, admission policies, employment practices and all other operations, and shall not discriminate against any student or employee on the basis of ethnicity, national origin, gender or disability. Victory Charter School will not charge tuition, levy taxes or issue bonds.

## **ELEMENT EIGHTEEN: SALARY, HEALTH BENEFITS AND RETIREMENT BENEFITS OF THE NAMPA EDUCATION ASSOCIATION MEMBERS EMPLOYED BY THE CHARTER SCHOOL**

The members of the Nampa Education Association and non-union members on the Victory Charter School staff will have at minimum the same salary and health benefits no less than the state's allocation. The staff of Victory Public Charter School shall be considered a separate unit for purposes of collective bargaining.

## **ELEMENT NINETEEN: TRANSPORTATION AND LUNCH PROGRAM**

Transportation will be provided for those students residing in the primary attendance area. Victory Charter School will access the federal lunch program.

## **ELEMENT TWENTY: IDAHO NON PROFIT CORPORATION ACT**

The Governing Board of the Charter School is organized and managed under the Idaho Nonprofit Corporation Act. The Governing Board are deemed the public agents to control the charter school. The Governing Board has all the power and duties afforded to a Board of Trustees. The charter school will be considered a public school for all purposes. Therefore, the Governing Board meetings follow the open meeting laws, keeping accurate minutes and making said minutes available to the public. If the charter school is voluntarily relinquished, revoked, or expires, the Public Charter School Commission will be the recipient of all moveable assets.

## **ELEMENT TWENTY ONE: POTENTIAL CIVIL LIABILITY**

Victory Charter School will be liable for all acts, omissions, debts or other obligations. The Victory Charter School shall defend, hold harmless and indemnify the Victory Governing Board and its sponsor the Charter Commission against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of Victory Charter School and/or arising out of the acts or omissions of the agents, employees or contractors of Victory Charter School.

There will be no liability for the approving authority, the Public Charter Commission. The Victory Charter School may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as a public school district. All employees, directors and officers shall enjoy the same immunities as employees, directors and officers of public schools.

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

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

**CLOSURE  
PROTOCOL**

**August 2013**



## Background

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

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

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

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

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

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

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# Introduction

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

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

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

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

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

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

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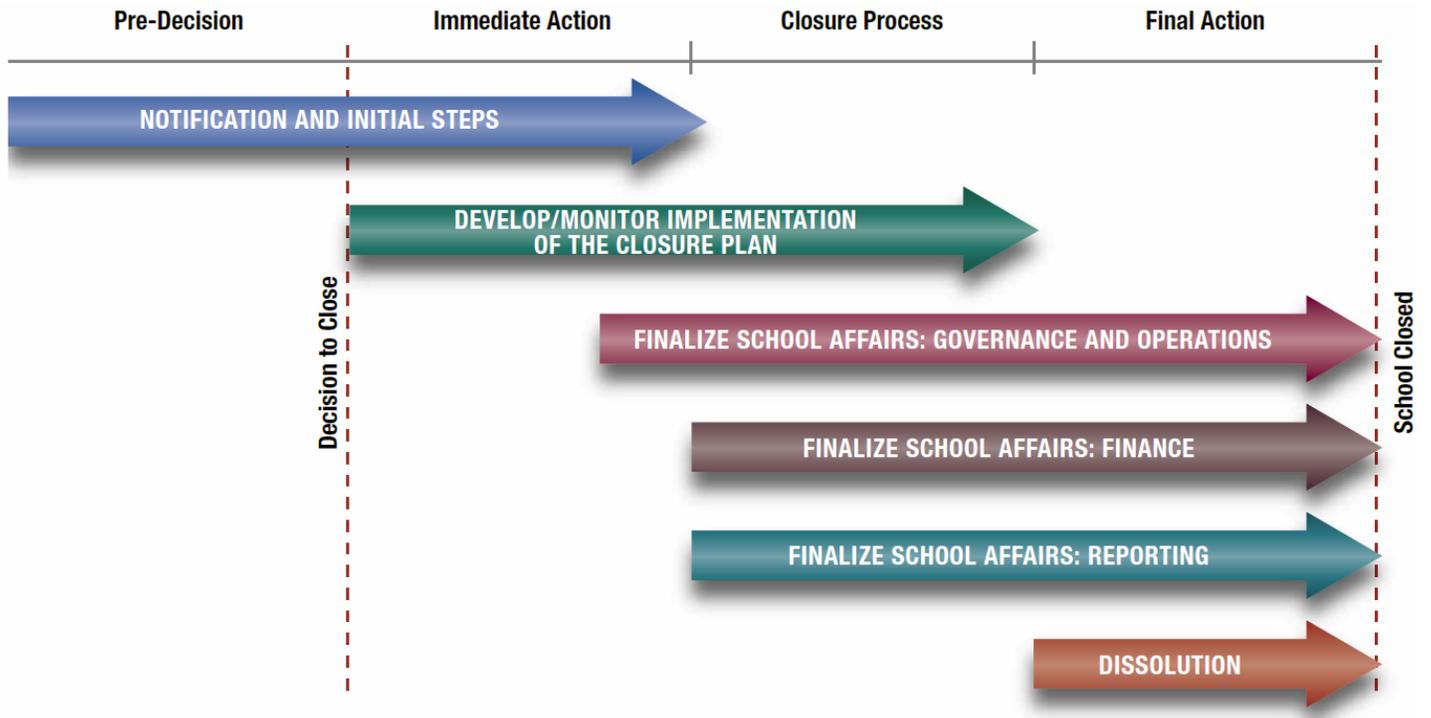
## Endnotes

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

<sup>2</sup> I.C. § 33-5212

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

# A Conceptual Timeline for Closure



## Notification and Initial Steps

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

**Send Additional and Final Notifications**

1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final.
2. The letters notifying staff, parents, and other districts of the final closure decision should include:
  - The last day of instruction.
  - Any end-of-the-year activities that are planned to make the transition easier for parents and students.
  - Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families.
  - Basic information about the process for access and transfer of student and personnel records.

School,  
PCSC

## Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Establish Transition Team, Develop Closure Plan, and Assign Roles</b></p> <ol style="list-style-type: none"> <li>1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> <li>• A member of the PCSC staff</li> <li>• A member of the SDE staff</li> <li>• Charter school board chair</li> <li>• Lead administrator from the charter school</li> <li>• Lead finance person from the charter school</li> <li>• Additional members as deemed appropriate</li> </ul> </li> <li>2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.</li> </ol>	School, PCSC, SDE			
<p><b>Establish a Schedule for Meetings and Interim Status Reports</b></p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> <li>1. Reassignment of students and transfer of student records.</li> <li>2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access.</li> <li>3. Notification to entities doing business with the school.</li> <li>4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors.</li> <li>5. Sale, dissolution, or return of assets.</li> <li>6. Submission of all required reports and data to the authorizer and/or state.</li> </ol>	School			
<p><b>Submit Final Closure Report</b></p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

## Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain Identifiable Location</b></p> <p>Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	School			
<p><b>Protect School Assets</b></p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> <li>1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan.</li> <li>2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc.</li> <li>3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.</li> </ol>	School			
<p><b>Notify Commercial Lenders / Bond Holders (if applicable)</b></p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p><b>Terminate EMO /CMO Agreement (if applicable)</b></p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> <li>1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds.</li> <li>2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction.</li> </ol> <p>The school and the management company agree when other services including business services will end.</p>	School			
<p><b>Notify Contractors and Terminate Contracts</b></p> <ol style="list-style-type: none"> <li>1. Notify all contractors, including food service and transportation, of school closure.</li> <li>2. Retain records of past contracts and payments.</li> <li>3. Terminate contracts for goods and services as of the last date such goods or services will be needed.</li> </ol>	School			
<p><b>Notify Employees and Benefit Providers</b></p> <ol style="list-style-type: none"> <li>1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. <a href="#">WARN</a> and <a href="#">COBRA</a>) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor.</li> <li>2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> <li>• Medical, dental, vision plans.</li> <li>• Life insurance.</li> <li>• PERSI, 403(b), or other retirement plans</li> </ul> </li> <li>3. Consult legal counsel as specific rules and regulations may apply to such programs.</li> </ol>	School			

## Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain and Organize Records</b></p> <ol style="list-style-type: none"> <li>Maintain all corporate records related to: <ul style="list-style-type: none"> <li>Loans, bonds, mortgages and other financing.</li> <li>Contracts.</li> <li>Leases.</li> <li>Assets and their sale, redistribution, etc.</li> <li>Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42.</li> <li>Governance (minutes, bylaws, policies).</li> <li>Accounting/audit, taxes and tax status, etc.</li> <li>Employees (background checks, personnel files).</li> <li>Employee benefit programs and benefits.</li> <li>Any other items listed in the closure plan.</li> </ul> </li> <li>Determine where records will be stored after dissolution.</li> </ol>	School			
<p><b>Transfer Student Records and Testing Material</b></p> <ol style="list-style-type: none"> <li>Ensure that all student records are organized and complete</li> <li>Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> <li>Individual Education Programs (IEPs) and all records regarding special education and supplemental services.</li> <li>Student health / immunization records.</li> <li>Attendance record.</li> <li>Any testing materials required to be maintained by the school.</li> <li>Student transcripts and report cards.</li> <li>All other student records.</li> </ul> </li> <li>Document the transfer of records to include: <ul style="list-style-type: none"> <li>Date of transfer (for each individual student file transferred).</li> <li>Signature and printed name of the charter school representative releasing the records.</li> <li>Name and contact information of the receiver's representative.</li> <li>The total number and percentage of general and special education records transferred.</li> </ul> </li> </ol>	School			
<p><b>Inventory Assets and Prepare Federal Items for Pick-up</b></p> <ol style="list-style-type: none"> <li>Inventory school assets, and identify items: <ul style="list-style-type: none"> <li>Loaned from other entities.</li> <li>Encumbered by the terms of a contingent gift, grant or donation, or a security interest.</li> <li>Belonging to the EMO/CMO, if applicable, or other contractors.</li> <li>Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> <li>Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed.</li> </ul> </li> </ul> </li> <li>Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned.</li> <li>Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> <li>Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory.</li> <li>PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day.</li> <li>At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items.</li> </ul> </li> </ol>	School, PCSC			

## Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Maintain IRS 501(c)(3) Status</b> Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
<b>Notify Funding Sources / Charitable Partners</b> Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
<b>Review and Revise School Budget</b> <ol style="list-style-type: none"> <li>Review the school's budget and overall financial condition.</li> <li>Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE.</li> <li>Identify acceptable use of reserve funds.</li> </ol>	School, PCSC, SDE			
<b>List all Creditors and Debtors</b> Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> <li>Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors.</li> <li>Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.</li> </ol>	School			
<b>Notify Debtors and Process Payments</b> Contact debtors to request payment. Process and document received payments.	School			
<b>Determine PERSI Obligations</b> Contact PERSI to determine remaining liabilities for employee retirement program.	School			
<b>Notify and Pay Creditors</b> <ol style="list-style-type: none"> <li>Notify all creditors of the school's closure and request final invoices.</li> <li>Sell appropriate assets.</li> <li>Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.</li> </ol>	School			
<b>Itemize Financials</b> Review, prepare and make available the following: <ol style="list-style-type: none"> <li>Fiscal year-end financial statements.</li> <li>Cash analysis.</li> <li>Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes.</li> <li>Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.</li> </ol>	School			
<b>Close Out All State and Federal Grants</b> Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
<b>Prepare Final Financial Statement</b> Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> <li>All assets and the value and location thereof.</li> <li>Each remaining creditor and amounts owed.</li> <li>Statement that all debts have been collected or that good faith efforts have been made to collect same.</li> <li>Each remaining debtor and the amounts owed.</li> </ol>	School			
<b>Complete Final Financial Audit</b> Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
<b>Reconcile with State</b> Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

## Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Prepare and Submit End-of-Year Reports</b></p> <ol style="list-style-type: none"> <li>1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines.</li> <li>2. Prepare and submit annual reports to the authorizer.</li> </ol>	School, PCSC			
<p><b>Prepare Final Report Cards and Student Records Notice</b></p> <p>Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.</p>	School			
<p><b>Prepare and Submit Final ISEE Report</b></p> <p>Within 10 days of final closure, submit a final ISEE report to the SDE.</p>	School, SDE			
<p><b>Prepare and Submit Final Budget and Financial Reporting</b></p> <p>Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.</p>	School, SDE			
<p><b>Prepare and Submit All Other Required State and Federal Reports</b></p> <ol style="list-style-type: none"> <li>1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines.</li> <li>2. Prepare and submit reports to the SDE and/or federal government.</li> </ol>	School, SDE			
<p><b>Prepare and Submit Final Closure Report to the PCSC</b></p> <p>Submit the completed closure Protocol document and a narrative and/or attachments that outline the following:</p> <ol style="list-style-type: none"> <li>1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed</li> <li>2. The school's final financial status, including the final independent audit</li> <li>3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> <li>• The school's total enrollment at the start of the final semester</li> <li>• The number and percentage of student records that have been transferred prior to closure</li> <li>• The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure</li> <li>• A copy of public communication to parents regarding how to access student records after closure</li> </ul> </li> <li>4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> <li>• The school's total number of staff at the beginning of the final semester</li> <li>• The number and percentage of personnel records that have been distributed to staff and/or new employers</li> <li>• If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure</li> <li>• A copy of communication to staff regarding how to access personnel records after closure</li> </ul> </li> <li>5. Additional documentation (inventories, operational info, etc.) may be included with the report</li> </ol>	School, PCSC			

## Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Dissolve the Charter School (I.C. § 30-3-110)</b></p> <ol style="list-style-type: none"> <li>1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation.</li> <li>2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9))</li> <li>3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112)</li> </ol>	School			
<p><b>Notify the Secretary of State (I.C. § 30-3-112)</b></p> <ol style="list-style-type: none"> <li>1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> <li>• The name of the non-profit corporation.</li> <li>• The date dissolution was authorized.</li> <li>• A statement that dissolution was approved by sufficient vote of the board.</li> <li>• If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators</li> <li>• Such additional information as the Secretary of State determines is necessary or appropriate.</li> </ul> </li> </ol>	School			
<p><b>Notify Known Claimants (I.C. § 30-3-114)</b></p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p><b>End Corporate Existence (I.C. § 30-3-113)</b></p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> <li>1. Preserving and protecting its assets and minimizing its liabilities.</li> <li>2. Discharging or making provision for discharging its liabilities.</li> <li>3. Disposing of its properties that will not be distributed in kind.</li> <li>4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition.</li> <li>5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws.</li> <li>6. Doing every other act necessary to wind up and liquidate its assets and affairs.</li> </ol>	School			
<p><b>Notify IRS</b></p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”<sup>1</sup>

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13<sup>th</sup> day of June 2019, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Vision Charter School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on June 8, 2006, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2007; and

WHEREAS, the School’s charter was renewed on March 1, 2019, for a five-year term of operations,

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. **Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. **Term of Agreement.** This Certificate is effective as of July 1, 2019, and shall continue through June 30, 2024, unless earlier terminated as provided herein.

## SECTION 2: SCHOOL GOVERNANCE

- A. **Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The School shall notify the Authorizer of any modification to the Articles or Bylaws within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

### SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: To create well educated, respectful citizen leaders in a K-12th grade College Prep Science and Art School.
- B. Grades Served.** The School may serve students in grades Kindergarten through 12<sup>th</sup>.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Arts and Sciences: Language arts, fine arts, and science will be emphasized at all grade levels. Students will acquire and apply knowledge.
  - Character and Leadership Development: Character development is considered a fundamental purpose of education and will be fostered through a child-centered educational model built on high behavioral and academic expectations. The comprehensive character education plan will tap into each child's innate need to know boundaries while protecting his/her dignity.
  - Small School Environment: The school will provide a small, safe educational setting in which students and faculty know each other personally.
  - Music Training: Elementary students will be taught basic keyboarding through general music courses. A music curriculum for older students will focus on the development of fundamental musician skills, while also exposing students to local musical heritage and culture.
  - Second Language: Students in all grades will be exposed to a second language, with a primary emphasis on Spanish.
  - An Enriched Curriculum for All Students: An enriched, gifted and talented curriculum will be offered for all students. At the high school level, advanced or college credit level courses will be available for all core subjects.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

## SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer’s Role will be to evaluate the School’s outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School’s academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School’s performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School’s Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School’s performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer’s Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

## **SECTION 5: SCHOOL OPERATIONS**

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 910 students, with annual per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix C.
- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- D. School Facilities.** 19291 Ward Rd. Caldwell, ID 83605. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows: Galloway Road on the North boundary, in a line east to Kingsbury, then south in a line on Kingsbury to Linden Road, then west along Linden Road to the Caldwell School District boundary, north along the Caldwell School District boundary to the Boise River, follow the Boise River west to Old Hwy 30 (this is the existing boundary between the Middleton and Caldwell School Districts), north on Old Hwy 30 to Galloway Road. This primary attendance area contains

land in both the Middleton and Vallivue School Districts.

- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

## **SECTION 6: SCHOOL FINANCE**

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the Performance Framework incorporated into this agreement as Appendix B.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

## **SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION**

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any

school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.

- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

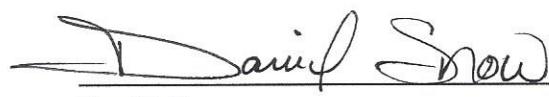
## SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective July 1, 2019.

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**Alan Reed**  
**Chairperson, Idaho Public Charter School Commission**



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**David Snow**  
**Chairperson, Vision Charter School Inc. Board**

**Appendix A: Conditions of Authorization/Renewal**

**Appendix B: Performance Framework**

**Appendix C: Charter**

**Appendix D: Public Charter School Closure Protocol**

**Appendix A: Conditions of Authorization / Renewal**

No conditions of authorization or renewal are applicable.

**Appendix B: Performance Framework**

# VISION CHARTER SCHOOL [YEAR] ANNUAL PERFORMANCE REPORT

## INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

## PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

<b>Academic</b>	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
<b>Mission-Specific</b>	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
<b>Operational</b>	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
<b>Financial</b>	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

## ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

<b>Honor</b>	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
<b>Good Standing</b>	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
<b>Remediation</b>	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
<b>Critical</b>	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

**SCHOOL OVERVIEW**

<b>Mission Statement</b>	To create well educated, respectful citizen leaders in a K-12th grade College Prep Science and Art School.		
<b>Key Design Elements</b>	<p>Arts and Sciences – Language arts, fine arts, and science will be emphasized at all grade levels. Students will acquire and apply knowledge.</p> <p>Character and Leadership Development - Character development is considered a fundamental purpose of education and will be fostered through a child-centered educational model built on high behavioral and academic expectations. The comprehensive character education plan will tap into each child’s innate need to know boundaries while protecting his/her dignity.</p> <p>Small School Environment - The school will provide a small, safe educational setting in which students and faculty know each other personally.</p> <p>Music Training - Elementary students will be taught basic keyboarding through general music courses. A music curriculum for older students will focus on the development of fundamental musician skills, while also exposing students to local musical heritage and culture.</p> <p>Second Language - Students in all grades will be exposed to a second language, with a primary emphasis on Spanish.</p> <p>An Enriched Curriculum For All Students - An enriched, gifted and talented curriculum will be offered to all students. At the high school level, advanced or college credit level courses will be available for all core subjects.</p>		
<b>School Location</b>	19291 Ward Road Caldwell, Idaho 83605	<b>School Phone</b>	208-455-9220
<b>Surrounding District</b>	Vallivue School District		
<b>Opening Year</b>	2007		
<b>Current Term</b>	July 1, 2019 – June 30, 2024		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	910	<b>Enrollment (Actual)</b>	

**SCHOOL LEADERSHIP**


**STUDENT DEMOGRAPHICS**

	School	State	Surrounding District	Neighboring District (Middleton)
<b>Non-White</b>				
<b>Limited English Proficiency</b>				
<b>Special Needs</b>				
<b>Free and Reduced Lunch</b>				

<b>ISAT PROFICIENCY RATES</b>	
Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	

ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	0	525	0	525	0	300	0
% of Academic Points			0%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			

Vision has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	50	0
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0	Total Financial Points	2d	50	0
	3b	25	0		400	0	
	3c	25	0		% of Financial Points	0%	
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
Additional Obligations	4b	25	0				
Total Operational Points	5a	25	0				
% of Operational Points		400	0				
			0%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	0%	0%	55% - 74%	NA	80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. Measures based on ISAT outcomes exclude alternate ISAT data; as a result, the outcomes shown may differ slightly from those published on the State Department of Education's website.

INDICATOR 1: STATE PROFICIENCY COMPARISON		
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	<p>50                      0</p> <p>30 - 45                0</p> <p>15 - 29                0</p> <p>0 - 14                   0</p> <hr/> <p>0</p>
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	<p>50                      0</p> <p>30 - 45                0</p> <p>                                 0</p> <p>0 - 14                   0</p> <hr/> <p>0</p>
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
<b>Measure 2a</b> <b>Math Proficiency Rate</b> <b>Comparison to District</b>	<b>Do math (or similar subject area) proficiency rates meet or exceed the district average?</b>  <b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.  <b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.  <b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.  <b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the district average.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Vallivue School District will be used for comparison purposes.																			
<b>Measure 2b</b> <b>ELA Proficiency Rate</b> <b>Comparison to District</b>	<b>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</b>  <b>Exceeds Standard:</b> The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.  <b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.  <b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.  <b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Vallivue School District will be used for comparison purposes.																			

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																			
<b>Measure 3a</b> <b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>  <b>Criterion-Referenced Growth</b> <b>Math</b> <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.  <b>Notes</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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<b>Measure 3b</b> <b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>  <b>Criterion-Referenced Growth</b> <b>ELA</b> <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.  <b>Notes</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)																	
<b>Measure 4a</b>	<b>Are students making expected academic growth in math compared to their academic peers?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned												
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<b>Norm-Referenced Growth</b>																	
<b>Math</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math falls below the 30th percentile.</p>	<table border="1"> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>		39-50	0		26-38	0		13-25	0		0-12	0			0
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<b>Notes</b>	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.																
<b>Measure 4b</b>	<b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned												
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<b>Notes</b>	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.																

**INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)**

**Measure 5a**                      **Are students graduating from high school on time?**

**Four-Year Adjusted Cohort Graduation Rate**

**Exceeds Standard:** The school's four-year ACGR was at least 90%.  
**Meets Standard:** The school either:  
 a) had a four-year ACGR of 80% - 89% OR  
 b) had a four-year ACGR of at least 66% AND met its progress goal.  
**Does Not Meet Standard:** The school met its progress goal but had a four-year ACGR below 66%.  
**Falls Far Below Standard:** The school did not meet its progress goal and had a four-year ACGR below 66%.

The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.

**Notes**

Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)

The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.

Result	Points Possible	Points Earned
	125	
	100	
	75	
	0-65	0
		0

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p><b>Measure 1a</b> <b>Implementation of Educational Program</b></p>	<p><b>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</b></p> <p><b>Meets Standard:</b> The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p><b>Partially Meets Standard:</b> The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p><b>Does Not Meet Standard:</b> The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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	25																
	15																
	0																
		0															
<p><b>Measure 1b</b> <b>Educational Requirements</b></p>	<p><b>Is the school complying with applicable educational requirements?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p><b>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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	25																
	15																
	0																
		0															

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
Notes				0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p><b>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
Notes				0

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			Result	Points Possible	Points Earned
<p><b>Measure 2a</b></p> <p><b>Financial Reporting and Compliance</b></p> <p><b>Is the school meeting financial reporting and compliance requirements?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>				25	
				15	
				0	
					0
<p><b>Measure 2b</b></p> <p><b>GAAP</b></p> <p><b>Is the school following General Accepted Accounting Principles (GAAP)</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p> <p>The school's audit notes that the school was compliant with GAAP, except for GASB Statement 75, which requires actuarial calculations performed for post-employment benefits other than pensions (OPEB). While the PCSC must note that the school was not entirely compliant with GAAP, points have not been deducted from this measure for failure to comply with GASB 75.</p>				25	
				15	
				0	
					0
<p><b>Measure 2c</b></p> <p><b>Enrollment Variance</b></p> <p><b>Is the school successfully enrolling the projected number of students?</b></p> <p><b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p><b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p><b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.</p> <p>Notes</p> <p>Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.</p>				25	
				15	
				0	
					0

INDICATOR 3: GOVERNANCE AND REPORTING												
<p><b>Measure 3a</b>      <b>Is the school complying with governance requirements?</b></p> <p><b>Governance Requirements</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p><b>Result</b></p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
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<p><b>Measure 3b</b>      <b>Is the board fulfilling its oversight obligations?</b></p> <p><b>Board Oversight</b></p> <p><b>Meets Standard:</b> The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p> <p><b>Partially Meets Standard:</b> Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p> <p><b>Does Not Meet Standard:</b> The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p> <p>Notes</p>	<p><b>Result</b></p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
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OPERATIONAL

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

OPERATIONAL

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
<b>Credentialing &amp; Background Checks</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
<b>Notes</b>				0
Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<b>Information Handling</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
<b>Notes</b>				0

INDICATOR 4: SCHOOL ENVIRONMENT																	
Measure 4a	Is the school complying with transportation requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
	25																
	15																
	0																
		0															
Transportation	<p><b>Meets Standard:</b> The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>																
Notes																	
Measure 4b	Is the school complying with facilities requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
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Public Transparency	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>																
Notes																	

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<p><b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p><b>Partially Meets Standard:</b> The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
<b>Measure 1a</b> <b>Current Ratio</b>	<b>Current Ratio: Current Assets divided by Current Liabilities</b>  <b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i>  <b>Does Not Meet:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.  <b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.		50	10	0
Notes					0
<b>Measure 1b</b> <b>Cash Ratio</b>	<b>Current Ratio: Cash divided by Current Liabilities</b>  <b>Meets Standard:</b> Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).  <b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.  <b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.		50	10	0
Notes					0
<b>Measure 1c</b> <b>Unrestricted Days Cash</b>	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</b>  <b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i>  <b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.  <b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.		50	10	0
Notes					0
<b>Measure 1d</b> <b>Default</b>	<b>Default</b>  <b>Meets Standard:</b> School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.  <b>Does Not Meet:</b> School is in default of financial obligations.		50	0	0
Notes					0

FINANCIAL

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
<b>Measure 2a</b> <b>Total Margin and Aggregated</b> <b>3-Year Total Margin</b>	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b>  <b>Meets Standard:</b> Aggregated 3-yr Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>  <b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".  <b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.			50	
				30	
				0	
					0
Notes	Aggregated 3-year total margin is positive and the most recent year total margin is positive. Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				
<b>Measure 2b</b> <b>Debt to Asset Ratio</b>	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>  <b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.  <b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9. and 1.0  <b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0			50	
				30	
				0	
					0
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				
<b>Measure 2c</b> <b>Cash Flow</b>	<b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b>  <b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>  <b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"  <b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.			50	
				30	
				0	
					0
Notes					
<b>Measure 2d</b> <b>Debt Service Coverage Ratio</b>	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>  <b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1  <b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1			50	
				0	
					0
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				

## **Appendix C: Charter**

Vision Charter School, Inc.

Revised December 15, 2011

Opened: 2007-2008 school year

School districts affected: Vallivue School District #139 and Middleton School District #134

Authorized representative:

Lee Hannah, Chairman

3733 N. 39<sup>th</sup> Street

Boise, ID 83703

Phone: 426-2508

Fax: 426-2199

Email: [elizabethhannah@boisestate.edu](mailto:elizabethhannah@boisestate.edu)

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## **TAB 1: Articles of Incorporation, By-Laws, Signatures, and Mission Statement**

### **Articles of Incorporation**

The undersigned, in order to form a Non-Profit Corporation under the provisions of Title 30, Chapter 3, Idaho Code, submits the following articles of incorporation to the Secretary of the State.

#### **ARTICLE 1: Name**

The name of the corporation shall be: Vision Charter School.

#### **ARTICLE 2: Purposes and Powers**

This Corporation is organized for the basic purpose to do all things reasonable and proper in the operation of a nonprofit charter school within the state of Idaho and to deal generally therein. This corporation is organized exclusively for educational purposes within the meaning of IRC Section 501(c)(3) of the Internal Revenue Code.

Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

This corporation is a nonprofit corporation under the laws of the state of Idaho, and is not formed for pecuniary profit. No part of the income or assets of the corporation are distributable to or for the benefit of its Incorporators, Directors, or Officers, except to the extent permissible by law. The Corporation shall have all powers allowed by law, including, without limitation, those powers described in Section 30-2-24 of the Idaho Code, as amended and supplemented.

#### **ARTICLE 3: Registered Office and Agent**

The address of the registered office of the Corporation is 23640 Lansing Lane, Middleton, Idaho 83644, and the name of its initial registered agent is Michelle R. Lambright.

#### **ARTICLE 4: Directors**

The number of directors that shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be less than five (5) and no more than seven (7). The number of directors constituting the initial Board of Directors of the Corporation shall be five (5) and the names and addresses of these persons who are to serve as directors until their successors are elected and shall qualify are:

Jody Benson 14460 Sand Hollow Road, Caldwell, ID 83607  
Michelle R. Lambright 23640 Lansing Lane, Middleton, ID 83644  
Kamille Crawford 16266 Mink Rd, Caldwell, ID 83607  
Tracie Wood 14450 Chukar St., Caldwell, Idaho 83607

ARTICLE 5: Incorporators

The name and address of the initial incorporator is Michelle R. Lambright 23640 Lansing Lane, Middleton, ID 83644.

ARTICLE 6: Mailing Address

The mailing address of the corporation shall be 23640 Lansing Lane, Middleton, ID 83644.

ARTICLE 7: Membership

The corporation shall have no members and shall exist perpetually or until dissolved according to law.

ARTICLE 8: Dissolution and Distribution

Upon the dissolution of the Corporation the assets of the Corporation shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. Upon winding up and dissolution of this corporation, and paying or adequately providing for the debts and obligations of the corporation, after paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to the Idaho Public Charter School Commission, Boise, Idaho.

ARTICLE 9: Non-stock Corporation

The corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid to the Incorporators and Directors thereof.

ARTICLE 10: Bylaws

Provisions for the regulation for the internal affairs of the corporation shall be set forth in the Bylaws.

ARTICLE 11: Amendment to Articles

These Articles may be amended only upon the unanimous consent of the Directors.

Revised effective the 23rd day of November 2005.

Incorporators:

\_\_\_\_\_  
Jody Benson

\_\_\_\_\_  
Michelle R. Lambright

## Bylaws of Vision Charter School An Idaho Nonprofit Corporation

### ARTICLE 1: Offices

#### *Section 1.1 Offices*

The Corporation's principal office shall be fixed and located in the County of Canyon, State of Idaho as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another within the County of Canyon, State of Idaho.

### ARTICLE 2: Purpose

#### *Section 2.1 Purpose*

The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

- a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code, or
- a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

### ARTICLE 3: No Members

#### *Section 3.1 No Members*

The Corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the Board.

#### *Section 3.2 Associates*

Nothing in the Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the Corporation shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

## ARTICLE 4: Board of Directors

### *Section 4.1 Board of Directors*

The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

### *Section 4.2 Powers of the Board of Directors*

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets and property of said Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (I.C. 33-5201)

### *Section 4.3 Appointment of Directors*

During the initial year of operation, the Board shall be comprised of the Directors nominated and appointed by the organizing members and founders of Vision Charter School. One additional non-voting member may be appointed by the Idaho Public Charter School Commission. Two additional Directors may be added at the discretion of the Directors, as established with a two-thirds majority vote.

After the initial year of operation, Directors shall be appointed in accordance with the provisions of Section 4.3 (c).

After the initial year of operation, Directors will be appointed to fill vacancies on the Board by the process outlined below;

All Board of Directors applicants will be required to fill out a questionnaire. All Board of Directors applicants will be required to go through a screening process, overseen by a committee that is nominated by the Board of Directors. The committee shall consist of staff members, members of the Parent Faculty Association (PFA), and members of the Board of Directors.

The committee will then recommend to the Board of Directors, at least one but no more than three, candidates for each open position.

The Vision Charter School Board of Directors will vote to select the top candidate.

The time, date and location of all appointments will be advertised by Vision Charter School using, but not limited to, the following methods; posting on the school web site and sending notification home with students.

#### *Section 4.4 Terms*

Directors shall be appointed to a two (2) year term of office. However, during the initial year of operation one Director shall be selected by the founders of the charter school for a term of only one (1) year; two Directors will be appointed for a term of two (2) years and two Directors will be appointed for a term of three (3) years.

Each Director shall serve until the Board appoints his/her successor.

#### *Section 4.5 Resignation and Removal*

Subject to the provisions of Section 30-3-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A director may be removed from office by a vote of the directors.

#### *Section 4.6 Vacancies*

A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.

The Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising under Article 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend four (4) or more meetings of the Board in any calendar year.

Removal of a Director for one or more of the reasons listed in Section 4.6(b) above may be initiated by any member of the Board or by a majority vote petition of the Stakeholders. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public.

A vacancy on the Board may be filled by a majority vote of the remaining Directors, although less than a quorum.

No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

#### *Section 4.7 Compensation of Directors*

Directors shall not receive any compensation for their services; however, the Directors may approve the reimbursement of a Director's actual and necessary

expenses incurred in the conduct of the Corporation's business. The Corporation shall carry liability insurance covering the Corporation's business.

*Section 4.8 Employees*

The Board shall have the power to hire employees of the Corporation whose duties shall be specified by the Board.

*Section 4.9 Voting*

Voting by the Board shall be in person and no proxy voting on the Board may occur. Tie votes will be broken by the Chairman of the Board.

*Section 4.10 Quorum*

A quorum consisting of a majority or more of the then current Directors must be assembled to vote and conduct business.

*Section 4.11 Rights of Inspection*

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

ARTICLE 5: Board Meetings

*Section 5.1 Place of Meeting*

The place of all meetings of the Directors shall be the principal office of the Corporation in the County of Canyon, Idaho, or at such other place as shall be determined from time to time by the Board; and the place at which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which an appointment of directors is to be held.

*Section 5.2 Annual Meeting*

The annual meeting of the Directors of the Corporation for the appointment of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year during June, at the principal office of the Corporation in the County of Canyon, Idaho. If the annual meeting of the Directors be not held as herein prescribed, the appointment of Directors and Officers may be held at any meeting called thereafter, pursuant to these Bylaws.

*Section 5.3 Monthly Meetings*

Monthly meetings of the Directors of the Corporation will not be mandatory, but will be scheduled each month if a Director sees the need to have a meeting during the month.

*Section 5.4 Notice of Meeting*

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall not be given by mailing written or printed notice of the same but shall be posted at the school bulletin board at least three (3) days prior to the meeting. Notice of all school meetings will be posted on the school web site.

ARTICLE 6: Officers and Duties

*Section 6.1 Officers*

The Officers of the Corporation shall be Chairman of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected each year at the annual meeting by the Board and serve a one (1) year term.

*Section 6.2 Chairman of the Board*

The Chairman of the Board is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board. The Chairman of the Board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board.

*Section 6.3 Vice Chairman*

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

*Section 6.4 Secretary*

The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

#### *Section 6.5 Treasurer*

The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board member.

The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

#### *Section 6.6 Removal*

Any Officer may be removed, either with or without cause, by a majority of the Directors then in office.

#### *Section 6.7 Vacancies*

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

### ARTICLE 7: Fiscal Affairs

#### *Section 7.1 Fiscal Year*

The fiscal year of the Corporation shall be from July 1<sup>st</sup> to June 30<sup>th</sup>.

### ARTICLE 8: Notices

#### *Section 8.1 Manner of Giving Notice*

Whenever provisions of any statute or these Bylaws require notice to be given to any Director, Officer or other individual, they shall not be construed to mean

personal notice. Such notice shall be given in writing and placed on the bulletin board of the Corporation in sufficient amount of time prior to the meeting or action to be taken as required by Statute, the Articles of Incorporation or these Bylaws; said notice need not be given individually and may be given in one notice document.

*Section 8.2 Waiver*

A waiver of any notice in writing, signed by a Director or Officer, whether before or after the time stated in said waiver for holding a meeting, or presence at any such meeting, shall be deemed equivalent to a notice required to be given to any Director, or individual.

ARTICLE 9: Dissolution

*Section 9.1 Dissolution*

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed the Idaho Public Charter School Commission, Boise, Idaho.

ARTICLE 10: Amendments

*Section 10.1 Bylaws*

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them, and shall not take effect until so copied. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the amendment or repeal may be found.

Certificate of Bylaws

I certify that I am the initial agent of Vision Charter School, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws, constitute the Bylaws of such corporation. IN WITNESS WHEREOF, I have signed my name to this Certificate on

\_\_\_\_\_ (date).

\_\_\_\_\_  
Michelle R. Lambright, CPA

## **Signatures of qualified electors**

Copies of the signatures are included behind Tab 10.

## **Mission Statement**

The mission of Vision Charter School is to provide a classical education to all students in an effort to produce well-educated, respectful citizen leaders. A classical education is one which utilizes concepts and facts from History, Language Arts, Literature, Science, Mathematics, Fine Arts, and Social Studies to impart skills in reasoning, problem-solving, and critical thinking. Classical education depends on a three-part process of training the mind. First students spend time learning facts, systematically laying the foundations for advanced study. Then, students learn to think through arguments and finally, they learn to express themselves. This classical pattern is called the trivium. The skills learned in this classical education are mandatory in today's changing society.

The Vision Charter School plans to help students learn how to think and share ideas through group inquiry. The goal is to strengthen critical thinking skills, encourage reading, and form the foundation for a lifelong appreciation of literature.

Leaders are identified by their moral character and intellectual qualities. Vision Charter School will nurture the intellectual capacity of our students with a foundation in reading and writing. Problem-solving and cognitive development will be heightened through the teaching of mathematics and the scientific method. These skills will be enhanced with application to real-world problems. Many studies have suggested that early musical training can increase cognitive development in abstract thinking and logical skills. Through the use of a second language and music from cultures around the world, we will enhance student understanding of different historical and cultural settings. We will also study local, state, regional, and national heritage and culture to promote greater understanding and appreciation of our nation and its diverse population.

As part of our mission we will seek to help our students develop the following academic and personal habits:

- curiosity;
- lifelong learning;
- clear oral and written communication;
- creative thinking;
- logical thinking and the ability to make informed judgments;
- effective use of technology as a tool;
- adaptability to new situations and new information;
- problem-solving skills;
- the ability to find, select, evaluate, organize, and use information

from various sources;

- the ability to make easy and flexible connections among various disciplines of thought; and
- respecting others' individuality and creativity, as well as one's own, while seeking to work within teams to create common solutions.

In addition, we hope to help them develop the following personal habits and actions:

- accepting responsibility for personal decisions and actions;
- academic honesty and the ability to face challenges with courage and integrity;
- a healthy lifestyle;
- empathy and courtesy for others and respect for differences among people and cultures;
- self-confidence and willingness to risk setbacks in order to learn;
- concentration and perseverance;
- managing time in a responsible manner;
- seeking a fair share of the workload; and
- working cooperatively with others, which includes the ability to listen, share opinions, negotiate, compromise, and help a group reach consensus.

## **TAB 2: Proposed Operation and Potential Effects of the Public Charter School**

### **Target Student Population**

Vision Charter School will open in the Fall of 2007 with grades Kindergarten through 7<sup>th</sup>. Each year thereafter, we plan to add one additional grade (i.e. in Year 2 we will add 8<sup>th</sup> grade). Upon moving to the permanent school site, slated for the 2010 school year, we plan to expand out K- 12 grades to two classes each. In the event that we do not have enough students to fill either 7<sup>th</sup> or 8<sup>th</sup> grade, the Board may decide to add those grades in subsequent years – adding a second class of 7<sup>th</sup> grade in the 2011 school year and 8<sup>th</sup> in the 2012 school year. Expansion will be at the discretion of the Board of Directors based on enrollment demand and adequate finances. Class size will range from 24 to 35 students. Our long-term goal is to add one grade per year until the school serves two classes of the K – 12<sup>th</sup> grades. Class size for each high school grade could range from 30 – 35 students, allowing a maximum of 70 students in each grade.

### **Distinguishing Features**

The school will be distinguished by five features: an **Arts and Sciences** emphasis, character and leadership development, a small environment for the students, study in a second language, and music training. These five features distinguish our program and establish the basis for offering a unique learning program and environment.

*Arts and Sciences* - We desire to instill in our students a love of literature, fine arts, and scientific inquiry. Success will be defined as a student with fundamental knowledge of Language Arts, Fine Arts, and Science. This education will allow students to pursue any life career with confidence. Career opportunities in science, medicine, and mathematics-based jobs, such as engineering, are on the rise and students prepared to take advantage of these careers through a fundamental understanding of these subjects will have the knowledge and reasoning skills necessary for success.

*Character and Leadership Development* - We intend to reprioritize character development as a fundamental purpose of education. This will generally be accomplished by embracing a child centered educational model built on high expectations for both student behavior and academic endeavor. We will provide a comprehensive plan for character education that taps into each child's innate need to know boundaries, while protecting each child's dignity. The heart of character education curriculum is simply being kind to one another. The result of character education is a school free of teasing, taunting, bullying, negative peer pressure and students who help create a kinder community around them, whether at school, at home or in their neighborhoods.

*Small School Environment* - Not all students thrive in schools with large student populations. Our small school offers a safe and small alternative for these students. Our students and faculty will come to know each other on a more personal basis.

*Music Training* - A number of studies have found a strong correlation between cognitive development and musical training. Further studies have shown that the best time to boost intellectual development through music is between the ages of two and ten. Therefore, we will create a keyboard lab within the first two years of the inception of Vision Charter School where students will learn the basics of playing the keyboard. In addition, a music curriculum for older students will focus on the development of fundamental musician skills, while also exposing students to local musical heritage and culture.

*Second Language* – Vision Charter School recognizes the importance of a second language to the scholastic development and future careers of students. Knowledge of a second language will become increasingly important to effective leadership in the 21<sup>st</sup> century. In addition, research has suggested that knowledge of a second language may boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills. The school intends to expose students from kindergarten onwards to a second language, with a primary emphasis on the Spanish language. Initially, parents who are fluent speakers of Spanish will be invited on at least a bi-weekly basis and under the direct supervision of a Highly Qualified Teacher, will assist with Spanish classes at the school. These parent assistants will utilize existing Spanish language curricula as a framework for lessons provided to each grade. This will not only achieve our goal of exposing student to a second language, but will also encourage more parental involvement within the school. Additional languages may be added at the discretion of the Board of Directors based on demand and adequate finances.

*An Enriched Curriculum For All Students* – While gifted and talented students will be identified in accordance with Idaho Code (33.2001, 33.2003, IDAPA 08.02.03.999), we will offer an enriched gifted and talented curriculum for ALL students. Teachers, with the help of educational assistants and a team of parent volunteers will be engaged in the act of direct teaching throughout the day, using every method available to them (tactile, visual, kinesthetic, auditory, group and independent approaches). By taking into account and addressing the varying developmental rates and learning modalities of the student population, it is possible through this direct-teaching and monitoring approach to keep the curricula challenging and the expectations for learning high. The result is above grade level performance, high standardized-test scores, and extraordinary levels of parent and student satisfaction, and meeting the needs of identified gifted and talented students.

## **Core Values**

Vision Charter School's core values are reflected in its philosophy and mission statement. It is important for students to be challenged, to be taught as individuals, and to learn in a safe environment.

## **School Status**

Vision Charter School will be a public charter school. It will not be a religious school, a conversion of a private or parochial school, or a school operated for profit.

## **Facilities to be utilized**

Vision Charter School is located at 19291 Ward Lane in Caldwell, ID, 83605. This site is approximately 22 acres. This land is our permanent location and was purchased in March of 2010 and the portables were moved onto the site over the summer break in 2010. The 2010 school year opened at the permanent site. Vision Charter School will increase the student population to two classes per grades K-8 and may double 9-12<sup>th</sup> over the next several years starting in the 2010 school year. This will provide the revenue necessary to finance the land purchase, site improvements, and construction loan. The projected school budget has been revised to accommodate the construction loan. These costs have been included in budget calculations and are consistent with the continuing financial planning and capabilities of the charter school.

## **Impact on Middleton School District**

Based on a recent conversation with Dr. Rich Bauscher, the opening of Vision Charter School in the 2007-2008 school year did not have a significant impact on Middleton School District. They were able to retain the emergency levy that was in place and, through retirements, the impact on teachers in the Middleton School District was minimal. We believe that the impact of the charter school will be neutral by year 2 and that the district will continue to grow despite the charter school taking an estimated additional 30 students from the district each year over the next 5 years.

## **Impact on Vallivue School District**

We have tried to establish a compact, contiguous, and logical primary attendance area to minimize confusion in potential attendees. We hope that Vallivue School District will benefit from an expanded tax based as the land we use, which is currently agricultural, is improved.

## **Administrative Services**

Administrative services for the school will be provided by the Administrator with support from the Board of Directors. The Board Treasurer is also a CPA and has agreed to provide accounting services to the school for the first three years of operation. We will hire a full-time secretary who will assist with handling paperwork and required reporting for the school. A part-time administrative assistant may be added as needed. An independent audit will be performed each year by an outside auditor (not affiliated with Vision Charter School). Board members and founding family members will be utilized according to their background and experience, which includes prior teaching experience, grant writing expertise, and civil engineering.

## **Civil Liability**

To the fullest extent permitted by law, Vision Charter School agrees to indemnify and hold harmless the state of Idaho, the Idaho Public Charter School Commission, Vallivue School District, the Middleton School District, or any other sending districts, and their officers, directors, agents, or employees from and against all claims, damages, losses and expenses for wrongful acts, including but not limited to attorneys' fees, arising out of or resulting from any action of the school, provided that such claim, damage, loss or expense (a) is attributable to bodily injury, sickness, disease or death, or to injury or to destruction of tangible property including the loss of use resulting there from; and (b) is issued in whole or in part by any negligent act or omission of the school, any contractor of the school, or anyone directly or indirectly employed by any of them who may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder. Such obligation will not be construed to negate, abridge, or otherwise reduce any other right or obligation of indemnity, which would otherwise exist as to any party or person, described in this paragraph. No host, or receiving district, will be held liable for damages in an action to recover for bodily injury, personal injury, or property damage arising out of the establishment or operation of the school.

The Idaho State Board of Education and the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts or other obligations of any charter schools, except as may be provided in an agreement or contract between the state and Vision Charter School.

## **Types of Insurance**

Vision Charter School will procure and maintain a policy of general liability insurance in the amount required by state law and errors and omissions insurance with limits not less than one million dollars. Insurance companies who

have and maintain a rating of "A" according to the A.M. Best Company will provide insurance. Potential insurance companies in Idaho who meet this standard include, but may not be limited to, Farmer's Insurance, Farm Bureau, Woodsman, Regence Blue Shield of Idaho, Blue Cross of Idaho, State Farm, Primary Care of Idaho, and the Principal Group Insurance. Vision Charter School will have the same role as a public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities. Liability and property insurance will be similar to the coverage purchased by the district. A copy of the proof of insurance will be given to the Idaho Public Charter School Commission each time it is renewed to insure continuous coverage. Vision Charter School will provide a list of all other types and amounts of insurance required prior to the opening of the school.

## **TAB 3: Educational Program and Goals**

### **Core Educational Philosophy**

No matter how skilled the teacher, or elaborate the classroom, learning takes place in the mind of the student. The ideal educational environment, therefore, is the one that stimulates and engages the mind of the student. The core educational philosophy of Vision Charter School is grounded in the belief that a highly challenging content in a safe environment creates the setting for accelerated learning. Vision Charter School's core educational philosophy is that learning occurs when:

- learners construct meaning;
- learners see the connection between what they learn and the real world;
- learners are actively engaged in purposeful tasks;
- activities are integrated and meaningful;
- learners work individually and as members of a group;
- learners work side by side with community members to develop solutions and opinions on issues that can be presented to local policy makers;
- learners are expected and encouraged to learn;
- learners internalize that what they learn and do in school makes a positive change in the community;
- challenged learners have an individual plan, and support is an intrinsic part of the educational program;
- learners are supported with teachers, mentors, and advocates;
- all learners have advanced learning opportunities; and
- learners see themselves as part of the community and find ways to serve the community.

Vision Charter School represents a partnership among its students, parents, faculty, administration, and staff. The Vision Charter School is committed to the concept that each child has the right to come to school without fear of taunting, teasing, or violence. Parents have the right to expect a school to provide a safe, kind environment for their children, but also have a responsibility to ensure that their child understands the standards and expectations of behavior that is expected by the school. Teachers have the right to teach in an orderly environment without fear of violence. We strongly believe that a kind environment should be extended through the potentially tumultuous middle school years.

We draw not only on time-honored practices, but also on many valuable insights into childhood cognitive and developmental processes realized in recent decades. Moreover, we place strong emphasis on the relationship between the school and the home, recognizing the critical role of parents in fostering children's education.

Above all else, we see ourselves as allies of the family, reinforcing parents' efforts to guide the intellectual, emotional, and moral development of their children. By providing and enforcing moral and ethical standards, the school prepares its students to accept the privileges and responsibilities of citizenship. Every child is capable of achieving his potential to the fullest extent when afforded respect, fairness, kindness, discipline, and appropriate instruction.

### **A 21<sup>st</sup> century education**

Vision Charter School intends to meet the goal of producing students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21<sup>st</sup> century. Goal attainment will be monitored by quarterly student assessment and staff professional development. Student enrollment will be small, with generally one class in each grade so that students move up together. The receiving teacher will have intimate knowledge of what has been taught and which students struggle with which concepts. The school will know if it accomplishes these goals by the continuing success of its students and by student scores on statewide evaluation tools.

### **Thoroughness Standards (Idaho Code 33-1612)**

Vision Charter School will fulfill the thoroughness standards identified in Idaho Code. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

#### **Standard a. A safe environment conducive to learning is provided.**

*Goal:* Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.

*Objectives:* Vision Charter School will:

- Develop guidelines for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

**Standard b. Educators are empowered to maintain classroom discipline.**

*Goal:* Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.

*Objectives:* Vision Charter School will:

- Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior.
- There will be school-wide process for teachers to handle minor and major infractions in the classroom setting.
- Teach appropriate behaviors and foster responsible decision-making skills.
- Establish and maintain consistent rules aligned throughout the school.

**Standard c. The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.**

*Goal:* Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

*Objectives:* Vision Charter School will:

- Utilize the general philosophy of the character education program to instill appropriate values.
- Emphasize the importance of adults modeling important values at school.
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
- Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

**Standard d. The skills necessary to communicate effectively are taught.**

*Goal:* Teach students a range of effective communication skills appropriate for the 21st century.

*Objectives:* Vision Charter School will:

- Emphasize meaningful language experience in the language arts, enhanced by dramatization, memorization and a foreign language.
- Provide access to computers to teach students basic computer skills and, in the older grades, appropriate communication through technology (via e-mail and the Internet).
- Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.

**Standard e. A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.**

*Goal:* Develop an educated citizenry for the 21st century through a dynamic, interactive academic program where student capabilities rather than textbooks drive pacing. Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies.

*Objectives:* Vision Charter School will:

- Use the Idaho State Standards as a starting point to be enhanced by unifying themes and other creative methods.
- Use a variety of methods to ensure student learning, including but not limited to: Spalding (phonics); CORE (reading/ spelling research); 6-Traits (writing); the Shurley method (English); teaching of mathematics through direct instruction, mathematics manipulative and relevant activities; computation and mathematics for homework; hands-on experimentation for science learning; and emphasis on community service in social studies.
- Develop a personalized learning goal for each student. Together, the student, parents and educator will consider the student's strengths and weaknesses. Faster students will continuously be presented with new challenges. Learners who need more time will benefit from extra help, multiple methods and different environments.
- Emphasize Fine and Language Arts and the Scientific Method.
- Health knowledge and physical activity are very important for students. A comprehensive health curriculum will be taught, as required by the state. Physical activity during the school day will be difficult in a temporary setting, but we are planning for ample playground space.

**Standard f. The skills necessary for the students to enter the workforce are taught.**

*Goal:* Provide students with basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and local and national resources. These tools assist students in learning how to learn so that they become lifelong learners and are prepared to enter the workforce with a solid foundation of knowledge and skills.

*Objectives:* Vision Charter School will:

- Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new

information; solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.

- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

**Standard g. The students are introduced to current technology.**

*Goal:* Provide students with a technology environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

*Objectives:* Vision Charter School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.
- All students leaving Vision Charter School will be proficient in using both a word processing and spreadsheet package.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

**Standard h. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.**

*Goal:* Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

*Objectives:* Vision Charter School will:

- Provide a comprehensive program of community service by the third year of operation that reflects responsible citizenship in a democratic society and an interdependent world.
- Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

Vision Charter School will achieve the Thoroughness Standards through its taught curriculum and the unique aspects of the school, including our small size and the ability of the Administrator and teachers to be fully cognizant of the curricula taught at all grade levels within the school. With one Administrator and 8 teachers in the first year, collaboration time can be accomplished during regularly scheduled staff meetings and in-service days. Instruction of the curriculum will be accomplished using an aligned proactive method. A combination of a strong emphasis on kindness, the “golden rule,” and a reward system which honors children who are hard working, responsible, honest, and respectful creates an environment allowing for student peace of mind which then maximizes learning potential.

### **Instructional Methods**

Vision Charter School is distinguished by the multiplicity of ways in which it seeks to ensure student learning. Some of these are highlighted in the sections that follow. The Charter School uses uncommon means to achieve common ends. Through its multiple methods, all students are potentially successful and capable of fulfilling their individual potential. Vision Charter School plans to use the specific methods mentioned earlier (see “Standard e” in Section III.B. Idaho Thoroughness Standards) and the following instructional methods:

- a. The *Subject Matter Method* presumes that an educated learner needs to know clearly defined skills and concepts that can best be learned in an organized sequential fashion.
- b. The *Inquiry and Problem-Solving Method* suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information.
- c. The *Individualized Learning Method* attempts to personalize the learning process to the interests of the individual by allowing students to develop goals for their self-study. The reasons for learning thus become intrinsic--one’s own curiosity and personal applicability of the information learned.
- d. The *Discussion Method* encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner’s level of understanding and can respond at the level most helpful to the learner.
- e. In addition, we will employ a comprehensive plan for character education and a rigorous program of core subject instruction that taps into each child’s innate need to know boundaries while protecting every child’s dignity. It will provide an enriched gifted-and-talented curriculum for all students.

## Curriculum Overview

All students will participate in a common core of learning that will fulfill the school's mission to develop virtuous citizen leaders. It is the intent of the Vision Charter School to remain aligned with the general goals and curriculum of the Idaho State Standards. However, acceleration will take place whenever possible. Our students will learn to:

- Develop oral and written skills;
- Use knowledge and skills, think logically, and solve problems related to mathematics;
- Have a working understanding of the scientific method to promote responsible use of scientific information;
- Develop their aesthetic talents in music, visual arts, or performance;
- Develop oral, written and listening skills in a non-native language;
- Participate in a comprehensive program of community service that reflects responsible citizens in a democratic society and an interdependent world;
- Understand and apply the knowledge, concepts, principles, and themes embedded in each of the social studies--history, geography, political science, and economics.

In keeping with Vision Charter School's mission, we recognize that education is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. The Charter School emphasizes both the acquisition and application of knowledge.

The Vision Charter School curriculum contains traditional academic subjects, foreign language instruction, fine arts opportunities and a community service component that make the Charter unique. The Idaho State Standards serve as the starting point and are enhanced with unifying themes and other creative methods. The subjects that make up the curriculum are listed and briefly discussed below. Traditional core curriculum areas; language, mathematics and science remain strongly emphasized. The core curriculum will be enhanced with a second language and the fine arts.

*Language Arts (English and Foreign).* The goal is to develop learners who are effective communicators, who love literature, and are lifelong readers and writers. The reading curriculum is literature based. Comprehension skills and vocabulary development are integrated within the literature program. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes self-analysis using the 6-Traits writing model in conjunction with creative and expository writing. Communication skills include speaking, writing and listening and expand into presentation skills. Grammar

usage, punctuation and capitalization skills are specifically taught, used and practiced daily. Spelling is taught methodically, focusing on patterns, phonograms, rules and stages that children pass through as they develop spelling proficiency. The innovative teaching methods used in language arts are Spalding's phonics, the 6-Traits, CORE research and the Shurley method.

*Mathematics.* Students will master the arithmetic processes of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals, as well as algebra and geometry. Concept, relevant and manipulative experiences that engage students in exploring, conjecturing, and thinking will continue in these grades. Students will view and use mathematics as a tool for reasoning and problem solving in relevant ways.

*Science and Health.* The science curriculum is a multiyear sequence that emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling, and testing science to actual experiments with instruments. This process approach lets students experience the excitement of science so they can better understand facts and concepts and is in line with the Idaho State Standards. Emphasis will be placed on the Idaho Standards addressing student understanding of the importance of health behaviors and lifestyles, including nutrition and physical activity.

*Social Studies and Community Service.* All grades will follow the basic elements of the Idaho State Standards curriculum in social studies. In addition there will be a strong emphasis on community service as students apply their understanding of and their contributions to the world around them. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.

*Technology.* Technology will be used to support a child's natural way of learning through individual and group discovery and seeking solutions to real-life challenges. Vision Charter School will provide our learners with technology skills that prepare them for future employment. One source of technology will be the Internet. We have developed a draft Computer Use Policy, included in Tab 10. This policy will be in compliance with the Children's Internet Protection Act. We will allocate up to \$50,000 per year for technology expenditures, including hardware, software, training, maintenance, and repair costs. We will solicit technology donations in an effort to reduce direct costs to our budget that will need to be used for technology purposes.

### **Curriculum Development and Approval**

Curriculum development will be an ongoing process directed by the Administrator, with the approval of the Board of Directors. The curriculum will be implemented and evaluated through observations of teachers and students, with

follow-up discussions with the Administrator to include written future goals.

### **Textbooks**

Vision Charter School will follow the Idaho State Standards. Textbooks for the school are not yet chosen and will be selected by the Administrator with input from teachers and parents. Textbooks will enrich, not drive instruction.

### **Educational Programs and Services**

Provision of supplemental educational programs and services such as physical education, HIV/AIDS education, family life/sex education, occupational education, driver education, guidance and counseling services, summer school programs, parent education programs, social work, and psychological services will be provided to students who require them. The Board of Directors, Administrator, and PFA will work together to determine the need for, and estimated cost and value of, these programs. As needed, we will seek outside contracts to meet identified needs, with the understanding that all required services will be performed.

### **Special Needs Students**

Vision Charter School will identify special needs students, including LEP (Limited English Proficient), special education, gifted and talented, and students qualifying for section 504. Vision Charter School will utilize the Idaho Special Education Manual as now adopted or as amended in the future and will comply with federal regulations dealing with these areas. The Idaho Special Education Manual will be used for identifying, evaluating, programming, developing individualized education plans, planning services, developing our discipline policy, budgeting, and providing transportation for special needs students, as necessary. The Vision Charter School Special Education administrator will be the Section 504 Compliance Officer.

If a student is found to be eligible for special education services at the charter school, services will be provided for that student in one or more of the following ways:

Vision Charter School will form a multidisciplinary team to consider a student's eligibility for special education. If a team determines the need for an evaluation by other personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted with a private provider.

Disciplinary problems by special education students will be assessed by the multidisciplinary team. Teachers and administrators will follow the Idaho Special Education Manual (as currently defined in Chapter 7, Section 13, and titled "Student Discipline") to address these issues. See the draft

policies for disciplining students with disabilities and Drug and Alcohol Use in Tab 10.

Appropriate personnel will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. A certificated teacher will provide services in an inclusion or a pullout model depending on the degree of intervention necessary to meet the student's needs. A paraprofessional will be used to support instruction as allowed by IDEA and the ESEA. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

Vision Charter School will contract with a private provider for the provision of related services. Direct speech, language, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that the student's academic needs cannot be met on site, Vision Charter School will determine the least restrictive environment complying with PL 94-142.

Vision Charter School will apply the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. We will use a home-language survey upon student's registration. In addition, the "Woodcock Munoz" test will determine the student's eligibility and language level – L1, L2, and L3. The "Woodcock Munoz" test will be used as a pre-post test to document the progress in both content areas and English language development. Students who are eligible for the LEP program will participate in the Vision Charter LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered as they become available. LEP services may be provided on-site or contracted out.

### **Other Special Needs Student Services**

In a society based on democratic principles, each person has the right to learn at the most appropriate level where growth will take place. Because gifted and/or talented, LEP, Title I and Section 504 students have special needs, they will be provided educational experiences that will strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. The Charter environment will allow areas to be pursued beyond the scope of the regular curriculum - regardless of their areas of special needs. This will be accomplished through, but not limited to, the following: clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, remediation, tutoring and pullout classes. Transportation will be provided as needed and required.

## **Dual Enrollment**

There will be reciprocal agreement between the Vision Charter School and both Middleton School District and Vallivue School District to meet dual enrollment requirements as specified in Idaho Code 33-203. Middleton School District already has a policy in place (Dual Enrollment Policy #630) which it is using successfully.

## **Academic Freedom, Controversial Issues, and Religion**

The Vision Charter School shall offer an educational program appropriate to the level of student understanding which:

- allows students to study and discuss controversial issues.
- provides opportunities to examine evidence, facts, and differing viewpoints.
- teaches the importance of fact, the value of judgment, and the respect of conflicting opinions.

## **TAB 4: Assessment of Student Educational Progress**

### **Measurable Student Standards**

Standards and standardization are the basis of assessment. Performance will be assessed on at least three levels:

- student progress relative to previous performance will be assessed following state requirements
- attitudes and personal/academic habits will be assessed through teacher evaluations
- performance will be assessed relative to district and state developed standards.

Self-assessment will provide a unique learning opportunity for Vision Charter School students. As active participants in assessment of their own work, learners are encouraged to develop an understanding of their strengths and deficiencies, and an objective view of their accomplishments. In addition, an individual score on a piece of work can be improved if the learner is willing to accept the challenge for improvement put forth by the assessment.

The goals of this school are as follows:

- show improvement or score in the top quartile on standardized tests offered at the national or state level, after a period of two consecutive academic years at Vision Charter School
- strive for all students to write, read, compute and solve mathematical problems at grade level
- aim for a student absenteeism of less than 4%
- samples of each students' work reflects acquired, integrated, extended, refined and meaningful utilization of knowledge
- students will show positive growth on annual parental/student/teacher surveys that address attitudes and habits toward, but not limited to; work ethic, honesty, showing initiative, taking and accepting responsibility and self-confidence.

Student performance will be assessed relative to other learners of the same age through district, state, and national testing. We will follow the timeline established by the Idaho State Department of Education in administering student assessments. A student baseline will be established during the first year of testing and will be evaluated each year thereafter. As other state mandated tests are required, Vision Charter School will administer these tests.

## **Student Assessment**

A goal for students enrolled at Vision Charter School for two (2) years will be to meet the statewide performance standards developed by the Idaho State Department of Education. These standards include the subjects of English, Reading, Science, Social Studies, Health/Wellness, Humanities, and Mathematics.

Student assessment evaluation, reported annually, will consist of:

- a student baseline developed during the first year using testing results;
- 1. a comparison of annual results with baseline scores to assess progress; grade-level and school composite scores;
- 2. a graph of annual results showing year-to-year change;
- 3. a graph of school scores relative to state and national averages; and
- 4. sub-analysis of a variety of variables to identify areas for improvement.

Monitoring the progress of our students and evaluating innovations in education procedures are an important part of our curriculum development process. The annual report of student progress will be made to the Idaho Public Charter School Commission no later than June 30 of each year for the previous school year. In addition to the data listed above, it will provide formative and summative data to demonstrate that the school is meeting performance standards prescribed by the state. This data will also include Vision Charter School-developed assessment information.

## **Student Educational Standards**

The State Standards clearly define the essential knowledge and skills for student learning in each program area. Vision Charter school will meet or exceed the state standards in reading, language arts, math, science, social studies, health/wellness, and humanities. Students will be evaluated for progress in the following areas in addition to academic skills:

*Personal Responsibility.* Students will have positive attitudes and perceptions about creating quality work, striving for excellence and interpersonal skills.

*Expanding and Integrating Knowledge.* Students will acquire and integrate knowledge and experiences from different subject areas. Students will gather and use subject-area information effectively in order to gain new information and knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.

*Communication Skills.* Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills. Students will develop their talents in music, visual arts, and/or performance.

*Thinking and Reasoning Skills.* Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.

*Social Responsibility and Skills.* Students will deal with disagreement and conflict caused by diversity of opinions and beliefs. Students will evaluate and manage their behavior as group members. Students will participate in community service that reflects responsible citizens in a democratic society.

## **Accreditation**

Vision Charter School will obtain accreditation in accordance with Idaho Code 33-119. Idaho Administrative Procedures Act (IDAPA) 08.02.02.140, Accreditation, which defines the State Board of Education's accreditation requirements, will be utilized. This would include developing the following:

- a School/District Strategic Plan,
- a Continuous School Improvement Plan,
- an aligned and focused plan for the improvement of school and staff capacity (including structure, resource allocation, and teacher skill sets) to increase student achievement,
- a plan to meet state approved accreditation standards,
- submitting reports as requested, and
- meeting the Elements of Thoroughness.

## **Improvement Planning**

If it were ever determined that, based on student performance, the school was in need of improving performance, the Administrator and the Board of Directors would meet both internally and with outside experts, such as the Idaho Charter School Network, to develop a comprehensive plan for improving performance. Vision Charter School is committed to a school where student success is our top priority. We would examine the current processes and develop a detailed performance improvement plan to address each process deemed important to achieve increased student learning. These processes may include the amount of time spent on critical subjects, the teaching method employed, the textbooks and other learning materials utilized, and the integration of core subjects.

## **Improvement of Student Learning**

Multiple learning opportunities are afforded the Charter School students. Some are familiar, some are novel, but all strive to make learning relevant and purposeful and to actively engage the learner. Problem-solving groups apply knowledge they have acquired and practice new skills by tackling both real-world problems and problems simulated to model the current work world. For example, the school's requirement for students to perform genuine community service not only informs students about real needs our community has, but also encourages

them as a group to decide which needs they can reasonably address, plan an approach, implement the plan, and then evaluate the result. Peer teaching, when appropriate, provides an opportunity for learners to become educators and reinforces their own knowledge and mastery of new skills through presentation of their own work and through working with a “learning buddy.” Projects will include a balance of individual effort and group collaboration to ensure mastery of important basic skills, content, and interaction skills.

Vision Charter School’s learning program is built on the belief that all children can learn, but not in the same way, at the same pace, or from the same sources. It recognizes that children are gifted in different ways and may excel in the following areas: linguistic; mathematical/logical; intrapersonal (self); interpersonal (others); bodily kinesthetic; spatial; and musical.

Although all seven areas will be examined and encouraged through daily instruction, Vision Charter School will retain a traditional focus on linguistic, kinesthetic, mathematical/ logical areas, and implement a unique musical component. The staff at Vision Charter School will ensure a safe, kind environment allowing students to acquire essential information and attitudes that will help them lead productive lives.

Use of the Personalized Learning Goal concept will encourage learners to take responsibility for their own learning, while encouraging teachers, parents and the community to share in that responsibility. Working together, the student, parents, and educator will consider learner strength’s and weaknesses. They will then identify an academic and personal goal for each learner. These goals capitalize on learner strengths and shore up areas of weakness, while enhancing parental involvement.

Through the use of personalized goals, the Vision Charter School ensures that children are not penalized for the rate at which they learn. The faster learner is continuously presented with new challenges, while the learner who needs more time benefits from extra adult help, multiple methods, and different environments. The learning program supports Vision Charter School’s goal of developing lifelong learners. It is designed to stimulate the desire to learn, and is based on the belief that all learners possess an innate and unique creativity that can be developed given the appropriate environment. It allows for the joy of knowledge, self-expression, and the thrill of exploration. It is flexible to accommodate the individuality of learners and to evolve as Vision Charter School learns and grows.

## **TAB 5: Governance Structure**

Vision Charter School is a non-profit organization organized and managed under the *Idaho Nonprofit Corporation Act*. The School's Bylaws and Articles of Incorporation are provided in Tab 1. The Board of Directors will be the public agents who control and govern the charter school. Vision Charter School shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. The Board of Directors' meetings will follow the open meeting laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the charter school.

### **Organizing Group**

The organizing group of founding families has written the Charter petition and elected the initial Board of Directors. The Board of Directors will recruit candidates for the position of school Administrator, and establish a preliminary operating budget. The current function of the organizing group is to serve as a data-gathering resource and to provide input and advice to the Board of Directors. We anticipate a total of 10 founding families.

### **Board of Directors**

#### **Initial Formation**

The Board of Directors of Vision Charter School will consist of no less than five (5) and no more than seven (7) members. Two additional Directors may be added subject to the Bylaws of Vision Charter School.

#### **Selection and Replacement**

Elections for members of the Board of Directors will be held every two years according to the Bylaws.

#### **Powers and Limitations**

Vision Charter School will be a legally and operationally independent entity established by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the charter school. Vision Charter School acknowledges that upon approval of the petition and the contract, the school's Board of Directors will be public agents required by the Idaho Public Charter School Commission to control the Charter School. Vision Charter School commits to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them.

The Board of Directors will have the responsibility to approve the selection of the school Administrator, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Administrator with respect to changes in staffing, program, or curriculum. The Board will, when necessary, adjudicate disagreements between parents and the administration. Vision Charter School commits to keeping complete and accurate Board of Directors' meeting minutes and to making them available to the public.

#### **d. Relationship between Board of Directors and School Administration**

**Administrator** - The Administrator will be empowered to provide educational direction, administration, and on-site day to day operation as well as certain decisions concerning but not limited to:

implementation of the school vision and mission

instructional materials and supplies

resource allocation

state charter school requirements

school-wide community building

special services

contracted services

disciplinary support

public and media relations

business and community partnerships

curriculum, instruction, and assessment

professional development

employment and personnel issues

enrollment and attendance

formative/summative staff evaluations

facility conditions

transportation

climate for innovation and growth

staff and school morale

district/board liaison

treasurer/keep budget and financial records

annual report

#### **Standing Committees and Ancillary Support Personnel**

Standing committees will be formed in accordance with the bylaws of the corporation. These committees will include, but are not limited to, a Parent-Faculty Association (PFA), a fundraising committee, and the like.

Ancillary support personnel, including clerical and custodial, will be hired and supervised by the Administrator. The state funding formula will be used for funding to hire staff through the regular budgetary process. Additional resources will be sought through grants, volunteers, and fundraising efforts.

## **Teacher/Parent Decision Making**

The Board of Directors of Vision Charter School may provide consultation to the Administrator regarding ongoing plans for the school. Parents of students who attend Vision Charter School will be involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children.

## **Parental Participation**

As described earlier, parents of students who attend Vision Charter School will be involved in the education of their children and in the school at many levels. The process to ensure parental involvement will be as follows:

1. Parents will receive written materials at the beginning of each school year.
2. Parents will be encouraged to attend two parent teacher conferences per year.
3. Parents will be asked to complete a survey during the school year addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of learning environment, curriculum, and achievement.
4. Parents will be encouraged to be involved in the Parent-Faculty Association (PFA) and to volunteer for school projects, programs, and committees, and to work with students.
5. Parents will be encouraged to provide an appropriate learning environment at home for study.
6. Parents will be encouraged and welcomed to volunteer in their child's(ren's) classrooms(s).
7. Parents will be encouraged to communicate regularly with the school. In turn, the school and the PFA will regularly communicate with the parents.

## **Community and Business Partnerships**

Vision Charter School has no formal business arrangements or partnerships with other schools, educational programs, businesses, or non-profit organizations at this time.

## **Audit of Programmatic Operations**

An annual educational program and financial audit will be conducted after the completion of each charter school year. Vision Charter School will conduct a programmatic audit through information obtained via its own instruments, timeline, and processes. An independent auditing firm will conduct a financial audit. The Idaho Public Charter School Commission may choose to do an independent audit at the Commission's expense. An independent audit may be

performed as specified (annually) or at such time as revocation or non-renewal of the charter may be initiated.

### **Dispute Resolution**

The Idaho Public Charter School Commission and the Governing Board of Vision Charter School will resolve disputes relating to provisions of the charter following the procedures set forth in Section 33-5209, Idaho Code, and the applicable rules of the Idaho State Board of Education for notice of defect and submission of a corrective action plan. Vision Charter School would like to meet annually, or as necessary, to discuss relations in an effort to be proactive concerning disputes that may arise relating to provisions of the charter contract.

## **TAB 6: Employees of the charter school**

### **Employee Qualifications**

Vision Charter School's full-time staff will meet or exceed qualifications required by state law. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of Vision Charter School as outlined within this petition. The Administrator will make recommendations to the Board of Directors for approval of instructional staff. Each professional staff member (teachers and the Administrator) will be on a written contract approved by the Superintendent of Public Instruction.

Vision Charter School reserves the right to seek limited certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. Additionally, Vision Charter School reserves the right to employ any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on an as needed basis.

Job announcements and all other hiring practices will be free of discriminatory language.

### **Professional Opportunities**

Faculty at Vision Charter School will work in an environment where they have opportunities to work with other faculty to align subject areas. The Administrator will determine in-service training days in order to provide teachers with training in the teaching methods described in this petition.

### **Background Checks**

All employees will undergo State of Idaho criminal background checks and FBI fingerprinting checks. One fingerprint card will be submitted to the Office of Certification at the State Department of Education and one will be kept in the individual's personnel file.

### **Targeted Staff Size**

Vision Charter School will employ one teacher per class, with additional staff for music, physical education, and foreign language as the budget permits. The goal is to have 1 teacher per 24- 35 students per class. Education assistants or other adults will be considered for classes in excess of 28 students.

## **Teacher Certification**

A copy of the certificates for all certified teachers/staff members will be kept on file at Vision Charter School and will be provided upon request.

## **Employee Benefits**

All employees will participate in the following programs and benefits: group health insurance, sick leave benefits, Public Employee Retirement System, Federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance to the extent allowed and required by law.

## **Status of Vision Charter School Employees**

Employees of Vision Charter School are not employees of the either Vallivue or Middleton School District. They may apply to teach in either School District. Teachers at the charter school will not be eligible for an in-district transfer to another school within the Vallivue or Middleton School District.

## **Experience**

Certified teachers at Vision Charter School are public school teachers. Their service at Vision Charter School counts as one year experience on the state indexing scale.

## **Collective Bargaining**

Vision Charter School's staff and employees will be a separate unit for purposes of collective bargaining.

## **Staff Development**

Vision Charter School's Administrator will ensure that the school's employees understand and are able to implement the school's vision upon hiring and through in-service training. All employees will undergo an annual performance review.

## **Health and Safety**

To ensure the safety of our employees and students, Vision Charter School will comply with the following health and safety procedures:

1. Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
2. Require that all students have proof of immunization or have a written parental waiver and have a birth certificate or other identification before

- being enrolled at the Vision Charter School.
3. Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
  4. Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
  5. Adopt and implement, where appropriate, policies regarding health, safety and risk management policies, unless otherwise written and adopted by the Board of Directors. These policies will at a minimum address the above and the following items:
    - a. policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
    - b. policies relating to preventing contact with blood-borne pathogens.
    - c. a policy requiring that all staff receives training in emergency response, including appropriate "first responder" training.
    - d. policies relating to the administration of prescription drugs and other medicine.
    - e. policies establishing that the school functions as a gun-free, drug-free, alcohol-free and tobacco-free workplace.

Policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts.

## **TAB 7: Admission Procedures**

### **Admission Procedures**

Vision Charter School will follow the model admission procedure identified by the Idaho State Board of Education in the initial year and for every year thereafter.

Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs.

Vision Charter School founders' and fulltime faculty/staff children will have first preference for admission to the school, with a maximum of 10% of the student population consisting of founders' and fulltime faculty/staff children.

Prior to enrollment each year, Vision Charter School will advertise in local newspapers and make application forms available at the Charter School office, via e-mail or other designated locations throughout the primary attendance area. The application will include information pertinent to filling a limited number of positions in each classroom.

The primary attendance area for Vision Charter School shall be as follows: Galloway Road on the North boundary, in a line east to Kingsbury, then south in a line on Kingsbury to Linden Road, then west along Linden Road to the Caldwell School District boundary, north along the Caldwell School District boundary to the Boise River, follow the Boise River west to Old Hwy 30 (this is the existing boundary between the Middleton and Caldwell School Districts), north on Old Hwy 30 to Galloway Road. Please refer to the map provided for a visual depiction of the primary attendance area and the relationship between Vision Charter School and the surrounding School Districts. This primary attendance area contains land currently in both the Middleton and Vallivue School Districts.

Students residing in the primary attendance area will be given admission preference to enroll in the school.

Siblings of current students will be given admission preference to enroll in the school.

Once enrolled in Vision Charter School, students will not be required to reapply each year thereafter.

### **Public School Attendance Alternative**

Because Vision Charter School is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the Middleton or Vallivue School Districts. Students

located within the attendance area of the Charter School would have the option to enroll in existing public schools presently serving the area. No student will be required to attend Vision Charter School.

### **Over-Enrollment Procedures**

Vision Charter School has identified the following over-enrollment procedures:

- a) Vision Charter School founders' children will have first preference for admission to the school, with a maximum of 10% of the student population consisting of founders' and fulltime faculty/staff children.
- b) Five lottery pools and/or waiting lists will be established and prioritized as listed: 1) returning students, 2) children of founder's or fulltime faculty and staff children, 3) siblings of pupils already attending, 4) students within the primary attendance area, and 5) all other students. Applications will be drawn for placement using the Equitable Selection Process outlined in Subsection 203 of the Administrative Rules Governing Charter Schools. The process will begin with a randomly drawn grade and continue with randomly selected grades. Those on the waiting list may be placed in the school any time during the year when an opening occurs. Available positions will be filled from the waiting list established from the initial lottery.
- d) Once on a waiting list, students will remain eligible for placement within the school without repeating the application process. Each year, Vision Charter will contact all waiting list students and request written verification of the continued desire to be on the waiting list. The order of these waiting lists will be revised annually based on the lottery results. Students wishing to be removed from the waiting list must make their request directly to Vision Charter School, preferably in writing.
- e) Once the enrollment period is complete and waiting lists have been established through lottery as described above, subsequent applications will be added to the waiting lists on a first come-first served basis.
- f) A lottery will be held by June 30 to establish the waiting list order of entrance for the upcoming school year in the initial year and each year thereafter. All openings during the school year will be filled according to the order established by that lottery. The lottery will be held in a public forum and the Chairman of the Board of Directors of Vision Charter School or the Administrator will conduct the lottery selection.

### **Non-Discrimination**

Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs as required by federal state and local laws.

## **Minimum Enrollment**

The minimum enrollment for financial viability depends on the financial status of the school at the start of the school year. As enrollment approaches the minimum for financial viability, the Board of Directors shall take action including, but not limited to, the following:

- 1 Increase enrollment demand through a marketing campaign.
- 2 Increase fund-raising from external sources through the PFA.
- 3 Request voluntary donations from parents.
- 4 Eliminate or defer expenses.
- 5 Prepare for the termination of operation as necessary.

## **Attendance Requirements**

Students, parents, and educators recognize the importance of attendance and punctuality at school. Key reasons for regular and punctual attendance are employability, educational benefits, and success in school.

- 1 Employability, punctuality, and attendance are important skills for employment identified by employers. Developing these skills is critical whether students plan to work during the school year, after graduation, or after college.
- 2 Educational Benefits. Regular attendance assures that students stay current in academic skills, personal management skills, and teamwork skills.
- 3 Success. Students must be present in order to experience success. Further, each student's presence enhances the success of the entire class.

**Excused Absences.** Absences from school with the knowledge and approval of a student's parents/guardian are excused absences, but such absences are counted toward the maximum allowed per semester. In order for an absence to be excused, oral or written communication from the student's parents/guardian must be received within 48 hours of the last day of the absence, except for school approved activity absences.

**Make-up Work.** Make-up work is allowed for students who have excused absences. Credit for make-up work is not allowed for an unexcused absence.

**Tardies.** A student is tardy if he or she is not in the assigned classroom when school starts.

**Attendance Requirements.** Students may miss up to 4% of the institutional time. Absence from class for any reason, including family convenience, shall be counted when the percentage of attendance and eligibility for promotion is being considered.

**Notification of Absences and Discipline.** Parents/guardians will be notified on the school report cards, during conferences and via phone calls about absences. Notice of the 8th absence will inform the parent/guardian that the school Administrator may deny promotion to the next grade or refer the parent/guardian to the Board of Directors for further discussion and appropriate action.

**Grounds for an Appeal.** Those parents who have valid reasons to believe that all or part of their child's absences are the result of extraordinary circumstances may request a review of their case following the attendance appeal process below. Extraordinary circumstances may include, but are not limited to, verified illness or medical treatment, death in the family or death of close friends, and medical or dental professional appointments.

**Attendance Appeal Process.** If a parent/guardian wishes to appeal the denial of promotion to the next grade due to the attendance requirement, the following policy applies:

1. The parent/guardian has five (5) school days from the date shown on the notification to appeal the loss of credit or denial of promotion.
2. The appeal process starts with the Administrator. An adverse decision may be appealed to the Board of Directors. The decision of the Board of Directors is final.
3. In each situation, representatives of the school and the parent/guardian have five (5) days in which to respond to the appeal or the ruling. Appeals and responses shall be in writing.

### **Grading, Homework, and Promotion**

Vision Charter School's Administrator will establish policies and procedures for grading, homework, promotion, and retention.

### **Corrective Action**

Those students not reading at grade level or computing grade level mathematics will be identified and receive a variety of services including but not limited to: one-on-one tutoring by paraprofessionals or teachers, tutoring by volunteers, and/or they may attend school during an extended session (if offered). Every effort will be made to help students achieve at Vision Charter School.

### **Student Activities**

Vision Charter School's Administrator and staff will determine the school's student activities, as appropriate and necessary, including student government, student organizations, trips, before and after school care, interscholastic and

intramural sports and activities, band, orchestra, and choir.

## **Student Fees**

No fees from students are planned at this time. Some fees may be identified in the future by the Administrator, as appropriate, and as allowed by the state law. Accommodations for low-income students will be made through fundraising efforts of the PFA. Vision Charter School is a public charter school and will not charge tuition.

## **Student Rights and Responsibilities**

Vision Charter School is committed to a safe learning environment. Student expectations for appropriate behavior are high and will be communicated to both students and parents through the student handbook and upon enrollment. Students may be denied attendance to the charter school for any of the following reasons:

1. Being a habitual truant
2. Being deemed incorrigible by the school Administrator
3. Being deemed by the Board of Directors to be disruptive to the school for disciplinary reasons
4. Being detrimental to the health and/or safety of other students

In addition, students who attend the charter school after being expelled from another district may be placed on probation for one year. During this time, the student may be denied attendance for violation of the probationary requirements.

Parents/guardians will be notified of disruptive behavior via phone calls, in writing, and during school conferences. If the situation causing concern is not immediately corrected, the student may be referred to the school Administrator or to the Board of Directors for further discussion and appropriate action. The steps which will be followed to address these concerns are described below. If a student is caught being under the influence of alcohol or controlled substances, Vision Charter School will follow the procedures required by Section 33-210, Idaho Code.

Vision Charter School will assemble a student handbook, following state law and due process that outlines a Code of Conduct, including expectations and consequences for unacceptable behavior. Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures.

## **TAB 8: Business Plan**

### **Business Description**

Vision Charter School, Incorporated, is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law). Vision Charter School was established in June of 2005.

### **Marketing Plan**

Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. The primary attendance area for Vision Charter School shall be as follows: Galloway Road on the North boundary, in a line east to Kingsbury, then south in a line on Kingsbury to Linden Road, then west along Linden Road to the Caldwell School District boundary, north along the Caldwell School District boundary to the Boise River, follow the Boise River west to Old Hwy 30 (this is the existing boundary between the Middleton and Caldwell School Districts), north on Old Hwy 30 to Galloway Road.

Vision Charter School will actively recruit students for enrollment using, but not limited to, the following methods:

- Advertising with elementary and middle schools located within the target area upon administrative approval
- Direct mailing to primary attendance area households
- Ongoing articles (in both English and Spanish) in the Middleton Gazette
- Holding public forums in Middleton at the Civic Center
- Posting advertising materials in English and Spanish in prominent locations throughout the primary attendance area (i.e. the library, the community notice board, at City Hall).
- News releases and articles

The cost for the advertising budget is approximately \$1,500.

## Facility Description

We plan to construct a permanent school building prior to the start of school in August 2010 and the facilities will be inspected to ensure compliance with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code and the *Americans with Disabilities Act*.

## Instructional Arrangements

Vision Charter School plans to open in August of 2007. Grade organization will generally consist of traditional single-grade classrooms. The Administrator will determine the school calendar, schedule, and hours of operation based upon a modified schedule. Within that general format, the Administrator, in consultation with the Board of Directors, will establish the school year calendar in compliance with the requirement of providing 900 hours of instruction. The school day is initially planned to begin at 8:00 AM and end at 2:45 PM (school start and ending times will also be dependent on busing availability). This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Administrator in consultation with the Board of Directors. State and District-required hours of attendance will be met.

Administrative services will be provided by the Vision Charter School Administrator supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board of Directors. The Administrator will also serve as the liaison between the Governing Board, the Public Charter School Commission, and parents.

Financial operations will be contracted out to licensed and bonded entities. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

## Day-to-Day Operations

The Administrator of Vision Charter School will determine the day-to-day operations of the school. The Governing Board will have oversight authority.

**Budget:** The budget for Vision Charter School, 1) will be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education, 2) will be presented at a public hearing in June of the year the school will open, and 3) will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format.

**Start-Up and Long Term Budget:** A start-up budget with forms, three-year operating budget, and first year month-by-month cash flow form are attached.

**Income Sources:** Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

**Working Capital and Assets:** Vision Charter School does not expect to have working capital and assets until after the Charter is approved.

**Fundraising:** A committee has been established to conduct fundraising efforts to generate capital or to supplement the per-pupil allocations. We have not included any fundraising monies in our budget.

### **Expenditures**

Expenditures will be handled as described in the following sections.

**Purchasing Process:** Vision Charter School's Administrator will determine procedures for procuring goods and services, with approval of the Board of Directors.

**Payroll Processing:** Vision Charter School intends to outsource its payroll processing as determined by the Administrator, with approval of the Board of Directors.

**Financial Management:** The accounting records will be kept in accordance with generally accepted accounting principles. Vision Charter School will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Administrator of Vision Charter School will be responsible for financial management.

**Bonding:** Documentation of bonding of all personnel involved in the school's financial operations will be provided prior to the opening of the school.

### **Transportation**

Transportation will be provided to in-district students and at selected pick-up locations for out-of-district students. If seating becomes limited, priority will be given to in-district students.

### **Food Service**

Free and reduced lunch forms will be provided to all students by Vision Charter School. Once a suitable lunch preparation facility is available, any qualifying student will receive their lunch from the school. Until that time, alternative methods of feeding qualifying students are being explored, including use of the Idaho Special Milk Program and contracting food services from the Middleton School District. Vision Charter School will use verification, reporting, and record keeping procedures as outlined in the National School Lunch Program through the State Department of Education.

### **Resumes**

Resumes for the Board of Directors are on the following pages.

**Name:** Elizabeth "Lee" Lyon Hannah

**Home/Office Address:** 23412 Lansing Lane  
Middleton, Idaho 83644  
Phone: 208-585-6544

**Marital Status:** Married, two children

## **EDUCATION**

- M.P.H. Public Health/Epidemiology, 1997  
University of Kansas  
Kansas City, Kansas
- D.V.M. Doctor of Veterinary Medicine, 1993  
University of Florida, College of Veterinary Medicine  
Gainesville, Florida
- M.S. Master of Science (Prog. Development and Eval.), 1991  
University of Florida, Department of Ag. and Extension Ed.  
Gainesville, Florida
- B.S. Bachelor of Science, 1989  
University of Florida, Department of Animal Science  
Gainesville, Florida

## **PROFESSIONAL EXPERIENCE**

### **Research Faculty, Boise State University, Master of Health Sciences Program (1/03-Present)**

Provide instruction to Boise State University Master's degree students in epidemiology, research techniques, and statistics. Work with students to identify thesis topics, conduct research, and report research findings. Develop and conduct research grants with the Center for Health Policy and the Department of Community and Environmental Health. Support research activities by other BSU departments and colleges.

### **University of Utah, School of Medicine, Department of Internal Medicine, Division of Clinical Epidemiology, Medical Epidemiologist (10/03-12/04)**

Responsible for the development, implementation and analysis of research projects related to antibiotic use and appropriate antibiotic prescribing. Currently the lead investigator involved with a Centers for Disease Control and Prevention Grant on agricultural antibiotic use and rural physician antibiotic use.

### **Adjunct Faculty, Idaho State University, Master of Public Health Program (8/01-Present)**

Provide instruction to Idaho State University MPH students in epidemiology, research techniques, and statistics. Work with students to identify thesis topics, conduct research, and report research findings.

### **Rocky Mountain Epidemiology, LLC, Consultant / Epidemiologist (2/01-Present)**

Provide consultation to public and private organizations on a variety of issues including data collection and analysis, program development, and program evaluation. Additional

skills include assisting with the identification and writing of grants, preparing manuscripts for publication, presenting at local and national meetings, and helping build relationships and infrastructure which will allow for expanded public health activities.

**Qualis Health, Idaho Branch, Medical Epidemiologist (7/00-10/03)**

Experience in the development, implementation and analysis of quality improvement projects in a variety of clinical settings including hospitals, physician office's, dialysis facilities and nursing homes under the Idaho Medicare contract. Currently involved with a Centers for Disease Control and Prevention grant on antimicrobial resistance. Particular emphasis is placed on two areas; data issues and intervention development and implementation. Data issues include data collection tool development and testing, field data collection, data quality, analysis of collected data, and production of summary reports. Intervention activities include review of current literature, intervention development, design and implementation of the interventions, and design of the evaluation component. Additional responsibilities include representing Qualis Health to external stakeholders and partners, developing partnerships with academic institutions, state agencies, community organizations, and federal agencies, preparing manuscripts for publication, locating and successfully competing for grants, and developing additional areas of expertise within Qualis Health.

**U.S. Public Health Service Commissioned Corp, Veterinary Officer (7/98-6/00)**

Detailed as a Medical Epidemiologist to the Centers for Disease Control and Prevention (CDC) assigned to the Colorado Department of Public Health and Environment, Disease Surveillance and Investigation, Denver, Colorado.

Investigated suspected and confirmed disease outbreaks throughout the State of Colorado including: questionnaire development, case/control interviews, data collection and analysis, disease control and prevention, and dissemination of results.

Developed and implemented a statewide influenza surveillance system using school and sentinel physician reporting. Worked with private practice physicians to improve recognition and targeting of high-risk patients for immunization. Served as a lead on a Physician Summit targeting improved immunization rates among private physicians in the metro Denver area. Member of the Colorado Influenza and Pneumococcal Alert Coalition, the statewide influenza and pneumococcal coalition. Developed and implemented a comprehensive website on influenza for the state health department.

Conducted analytic studies using multiple data sources (BRFSS data, hospital discharge data, death certificate data, etc.), determined which data sources to utilize, cleaned and quality checked data files, performed data analysis using SAS and Epi-Info software, prepared summary reports using the analyzed data, and presented findings to internal and external groups.

Developed and initiated a new statewide surveillance system for Creutzfeldt-Jakob Disease (CJD) working closely with other state and CDC staff. Facilitated meetings with university and private practice neurologists and pathologists. Developed a questionnaire for use in the epidemiologic and clinical investigation of newly diagnosed CJD cases.

Prepared journal articles and other publications, handled media requests, prepared grants and cooperative agreements, responded to public requests and concerns, worked with local health departments, other state health departments, and other PHS and HHS agencies.

**U.S. Public Health Service Commissioned Corp, Veterinary Officer (2/95-6/98)**

Detailed as a Clinical Consultant/Epidemiologist to the Health Care Financing

Administration (HCFA), Quality Improvement Operations Staff, Kansas City, MO. Managed projects related to quality improvement for Medicare beneficiaries, both those developed by Peer Review Organizations and those developed by the HCFA Regional or Central Offices.

Developed and implemented a seven state Congestive Heart Failure project, including development of chart abstraction tools, ensuring data quality, performing the data analysis, and preparing the results for dissemination.

Served as the lead on a multistate project addressing outcomes following Carotid Endarterectomy surgery.

Worked with CDC National Immunization Program staff to develop Interagency Agreements in 1995 and 1996. Developed a Scope of Work for 1995. Wrote contract language and served as the HCFA lead on the 1997-1998 Guillan-Barre Syndrome (GBS) study that examined the relationship between influenza immunization and the incidence of GBS among Medicare beneficiaries. Planned and organized a National Immunization Conference which was held in Chicago, 1996, program chair, 1997.

Chaired the data committee for the national mammography campaign. Ensured timely delivery of data to HCFA's internal and external partners.

#### **Clinical Veterinarian (6/93-6/98)**

Managed a mixed animal satellite clinic in Oregon (6/93-2/95). This clinic offered full medical, surgical, and emergency services; providing laboratory, radiology, and farm call services. Supervised employees (three full-time and one part-time). (4/95-6/98) Served as a part-time relief veterinarian in a small animal clinic. Performed medical consultations, diagnostic workups, and surgical services.

#### **Laboratory Technician**

Supervised the laboratory on weekends and assisted staff during the week. Performed bacterial cultures and sensitivities using MIC techniques. Read cultures and reported results to referring doctor. Performed routine serology and parasitology testing. (5/91-5/93) Conducted research related to the immune system (major histocompatibility complex) of various species. Supervised laboratory personnel and developed schedules. Laboratory techniques included southern blotting, radioactive labeling, PCR, and plasmid cloning and subcloning. (7/87-5/91)

#### **Research Assistant (6/90-8/90)**

Conducted research on the maternal immune response to pregnancy in the mare, including field and laboratory work. James A. Baker Institute, Cornell University, Ithaca, NY.

#### **PROFESSIONAL TRAINING**

Epidemic Intelligence Service (EIS) Program, CDC, assigned to the Colorado Department of Public Health and Environment (7/98-6/00).

How to Work Effectively with the Media, Colorado Public Health Assoc., March 2000.

Prevention Effectiveness Course, CDC, October 5-7, 1999.

Surveillance and Scientific Communications Course, CDC, October 26-30, 1998.

Certificate Program in Outcomes Management and Research, University of Kansas, Lawrence, KS. Lecture series focused on developing, assessing, and evaluating health outcomes (9/96-4/97).

Thirteenth Annual Graduate Summer Program in Epidemiology, The Johns Hopkins University, School of Hygiene and Public Health, Baltimore, MD (6/95-7/95)

## **PROFESSIONAL ASSOCIATIONS**

2001 Idaho Public Health Association, President 2003-2006  
Idaho Rural Health Association  
2000 Diplomat, American College of Veterinary Prev. Medicine  
1993 American Veterinary Medical Association

## **AWARDS/ACHIEVEMENTS**

Group Recognition Award, Food and Drug Admin, DHHS  
2000 Finalist, J.D. Lane Young Investigator Award, COA  
1998 Secretary's Award for Distinguished Service, DHHS  
1998 Regional Administrator's Citation, HCFA, Region VII  
1998 Unit Commendation Award, HCFA, Region VII  
1998 Nominated for an Exceptional Capabilities Promotion  
1998 Nominated for a P.H.S. Commendation Medal  
1997 Appointed to the P.H.S. Uniform Board  
1996 Achievement Medal, U.S. Public Health Service  
1996 Nominated for an Exceptional Capabilities Promotion  
1995-1996 Kansas Health Foundation Scholarship  
1995 Regional Director's Award, HHS, Region VII  
1990-1992 President and Vice-President of Veterinary School Class  
1990 Geraldine R. Dodge Summer Research Fellowship

## **PRESENTATIONS**

Molecular analysis of susceptible and resistant *E. coli* recovered from food, stool, and clinical specimens in a rural community setting. Elizabeth Hannah, J. R. Johnson, F. Angulo, B. Haddadin, J. Williamson, M. Samore. 2004 International Conference on Emerging Infectious Diseases, March 1, 2004, Atlanta, Georgia.

Community-based surveillance of resistant *E. coli* in commercially purchased meat products - 2002-2004. Elizabeth Hannah, F. Angulo, B. Haddadin, J. Williamson, M. Samore. 2004 International Conference on Emerging Infectious Diseases, February 29, 2004, Atlanta, Georgia.

Molecular analysis of susceptible and resistant *Escherichia coli* recovered from food, stool, and clinical specimens in a rural community setting. Elizabeth Hannah, J. R. Johnson, F. Angulo, A. Gajewski, M. Samore. Presentation at the 2003 Conference on Antimicrobial Resistance, June 23-25, 2003.

Population-based surveillance of resistant *E. coli* carriage among rural community residents: epidemiology and risk factors. Lee Lyon Hannah, Frederick Angulo, Michelle Wilkin, James Johnson, Sam Haddadin, and Matthew Samore. Poster presentation at the 2003 Conference on Antimicrobial Resistance, June 23-25, 2003.

Creutzfeldt-Jakob Disease after Receipt of a Previously Unimplicated Brand of Dura Mater Graft, Commissioned Officers Association Meeting, June 9, 2000, Scottsdale, AZ.

Trends in Behavioral Risks and Outcomes for Cardiovascular Disease, Colorado, 1990-1998. 2000 EIS Conference, April 2000, Atlanta, GA.

Control and Prevention of Adult Varicella Among Detainees in an Immigration and Naturalization Service Facility. National Immunization Conference, June 1999, Dallas, TX.

Control and Prevention of Adult Varicella Among Detainees in an Immigration and

Naturalization Service Facility. 1999 EIS Conference, April 1999, Atlanta, GA.  
Failure to Titrate Angiotensin-converting Enzyme Inhibitors in Patients Hospitalized  
with Congestive heart Failure. 1998 Public Health Professional Conference, COA  
Meeting, June 9, 1998, Bethesda, MD.

## **PUBLICATIONS**

- Hannah EL**, Angulo FJ, Johnson JJ, Haddadin B, Williamson J, and Samore MH. Rural Community-Based Study of Antimicrobial-resistant *Escherichia coli*: Epidemiology, Reservoirs, and Potential Consequences. *EID*, 11(10):1614-17, 2005.
- Stevenson KB, Murphy C, Samore M, **Hannah EL**, Barbera J, Gerberding JL, and Houck P. Assessing the Status of Infection Control Programs in Small Rural Hospitals in the Western United States. *Am J Infect Control*, 32(5):255-261, 2004.
- Stevenson KB, Samore M, Barbera J, **Hannah E**, Moore JW, Houck P and Gerberding JL. Evaluating Antimicrobial Management in Rural Community Hospitals in the Western United States. *Am J Health Syst Pharm*, 61:787-792, 2004.
- Stevenson KB, Samore M, Barbera J, Moore JW, **Hannah E**, Houck P, Tenover FC, and Gerberding JL. Detection of Antimicrobial Resistance by Small Rural Hospital Microbiology Laboratories: Comparison of Survey Responses with Current NCCLS Laboratory Standards. *Diagn Microbiol Infect Dis* 47:303-311, 2003.
- Hannah EL**, Stevenson KB, Lowder C, Adcox MJ, Davidson RL, Mallea MC, Narsimhan N, and Wagnild JP. Outbreak of Hemodialysis Vascular Access Infections Related to Malfunctioning Cuffed Tunneled Catheters: Making the Case for Active Infection Surveillance. *Infect Cont Hosp Epidemiol*, 23:538-541, 2002.
- Stevenson KB, **Hannah EL**, Lowder, CA, et al. Epidemiology of Hemodialysis Vascular Access Infections from Longitudinal Infection Surveillance Data: Predicting the Impact of NKF-DOQI Clinical Practice Guidelines for Vascular Access. 2002; 39(3):549-555.
- Hannah EL**, Belay ED, Gambetti P, Krause G, Parchi P, Capellari S, Hoffman RE, and Schonberger LB. Creutzfeldt-Jakob Disease after Receipt of a Previously Unimplicated Brand of Dura Mater Graft. *Neurology* 2001; 56(8):1080-1083.
- Hannah, EL**, AM Bailey, R Hajjeh, K Gershman, M Lindsley, and R Hoffman. Public health response to two cases of Blastomycosis in Colorado residents. *CID* 2001;32:e151-e153.
- Hannah, Elizabeth Lyon**, McCarthy, Tara, Beach, Michael, et al. CDC. Pseudomonas Dermatitis/Folliculitis Associated with Pools and Hot Tubs – Colorado and Maine, 1999—2000. *MMWR* 2000; 49(48):1087-1091.
- Hannah, Elizabeth Lyon**, Rickard, Russ, Hoffman, Richard, and Moolenaar, Ron. Trends in Behavioral Risks and Outcomes for Cardiovascular Disease, Colorado, 1990—1998. *Colorado Medicine*, 2000; 97(11):392-393.
- Hannah, Elizabeth Lyon**, CDC. Blastomycosis Acquired Occupationally During Prairie Dog Relocation, Colorado, 1998. *MMWR* 1999; 48:98-100.

**Jody Benson**  
**14460 Sand Hollow Road**  
**Caldwell, Idaho 83607**  
**(208) 250-5298**

## **Education**

1978 - Graduated from Pope John XXIII Catholic High School, Everett, Ma.  
2002 - Registered Yoga Instructor with a 500 hour certification through Master Yoga Academy, La Jolla, Ca.  
2005 - May 90 hour Real Estate licensing program with Executrain of Boise

## **Work Experience**

### **June 1 2005 to present:**

Real Estate Agent at Silverhawk Realty.  
Presently being nominated for 2 awards, Rookie of the Year and Top Producer of the Year.

### **2002 thru 2005:**

Owner Energy Works Yoga Studio~ 208 Main St. Middleton, Idaho 83644  
Class schedule in studio as well as Contracts with the Nampa Recreation Center, Caldwell Recreation Center, Albertson College of Idaho & Mountain States Tumor Institute with St. Luke's Hospital.  
Closed studio in March of 2005 and ended all contracts except continuing to teach a credit program at Albertson College of Idaho.

### **2000 thru 2002**

Fine Host Corporation. Simplot Dining Hall, Albertson College of Idaho.  
Asst. Mgr. working full time running the dining facility on campus overseeing all operations of the facility with a staff of 25 employees.

### **1996 thru 1999**

Milligan's Fine Dining and Grill, La Jolla, Ca. 92037  
Asst. Mgr. working full time running a high profile fine dining facility. Overseeing all areas of management and operations with a staff of 20 employees.

Originally from Boston, Ma. Moved to Middleton 6 years ago from San Diego. Married to David Benson, an Independent Insurance Broker. Jody & David have 3 children, Dina 14, Lisa 11 & Dakota 7. Currently working with Silverhawk Realty as a licensed real estate agent

**MICHELLE R. LAMBRIGHT**  
**23640 LANSING LANE**  
**MIDDLETON, IDAHO 83644**  
**(208) 585-3818**  
**mrlcpa@earthlink.net**

**SUMMARY:** Over 25 years experience in the accounting sector. Extensive skill in taxation and forensic accounting.

**PROFESSIONAL EXPERIENCE:**

**Michelle R. Lambricht, C.P.A.** Middleton, Idaho **1994 – Present**  
Sole Proprietor

Self-employed specializing in taxation and forensic accounting. This includes preparation of tax returns, civil and criminal litigation, and bookkeeping services.

**Internal Revenue Service**, Boise, Idaho **1/1991 to 5/1994**  
Special Agent, Criminal Investigation Division

Criminal investigations, including tax fraud, money laundering, embezzlement, bankruptcy fraud and narcotic related activities.

**Internal Revenue Service**, Boise, Idaho **5/1988 to 1/1991**  
Revenue Agent

Civil investigations, including tax protestors, compliance projects, and civil fraud cases. Prior to transferring to the Criminal Investigation Division I reviewed civil cases before their closure.

**Internal Revenue Service**, Boise, Idaho **8/1986 to 5/1988**  
Intern with Internal Revenue Service

Part-time employment included non-filing projects, specialized tax divisions, and Phase I training for Revenue Agents.

**Boise State University, Accounting Department** Boise, Idaho **10/1986 to 5/1988**

Part-time employment, included grading homework and tests for several instructors.

# Kamille Crawford

16266 Mink Road, Caldwell Idaho (208)454-0316  
[kamillecrawford@yahoo.com](mailto:kamillecrawford@yahoo.com)

- Experience 1994-1997 Notus Junior and Senior High School Notus, ID  
English Teacher
- Taught English in both the Junior and Senior High School
  - Class advisor to the Senior Class
- 1996-2001 Notus High School Notus, ID  
Head Varsity Volleyball Coach
- 1998-2001 Conference champions, qualified for state tournament
  - 2000-2001 District champions, 5<sup>th</sup> & 3<sup>rd</sup> place finishes at state
  - 2001 Sportsmanship award at state tournament
  - 1994-1995 Coached junior varsity and junior high volleyball
- 1995-1998 Notus High School Notus, ID  
Basketball and Track Coach
- Coached varsity and junior varsity girls basketball
  - Coached junior high and high school track
- 1992-1993 Vallivue High School Caldwell, ID  
Volleyball Coach and Student Teacher
- Coached junior varsity and junior high volleyball
  - 1993 District Champions
  - Student taught U.S. History at Vallivue High School
- Education 1991-1993 Albertson College of Idaho Caldwell, ID
- B.A., History & English, certified in History, English, & Humanities
  - Played volleyball
- 1988-1990 Brigham Young University Provo, UT
- Awards Academic Scholarship- Brigham Young University  
Dean's List- Albertson College of Idaho 1991-1993  
2000 Third District Coaches Association Coach of the Year  
2001 Sportsmanship Award at the state tournament
- Volunteer Experience  
Worked in Short Sports program for Caldwell Parks and Rec  
Vision Charter School Board of Directors  
Volunteer at Purple Sage Elementary  
Member of PTA at Purple Sage Elementary

TAB 9: Not a virtual school  
Vision Charter School is not a virtual charter school

## **TAB 10: Termination or dissolution**

### **Public Access**

Vision Charter School's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will be similar to that of the Middleton School District. We will comply with all aspects of the Idaho Public Records Law (Idaho Code 9-337 – 9-350). The Charter School will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. We will comply with the Idaho Open Meeting Law (Idaho Code 67-2340-67-2347). Vision Charter School gives permission for public inspection.

### **Complaint Process**

Vision Charter School's procedures for a complaint process for parents/guardians and the public are as follows, with the ultimate authority residing with the Board of Directors of the Vision Charter School;

- Have pertinent parties meet and try to resolve the issue.
- If no resolution can be found to the dispute, the Administrator will intervene and attempt to find a resolution.
- Ultimately, the issue could be brought before the Board of Directors for resolution. Once all needed input has been obtained by the Board of Directors, the Board will render a final decision.

### **School Records**

Vision Charter School's Administrator will determine how the school will maintain school records and required information, consistent with state and Federal guidelines

### **IRS Regulations**

Vision Charter School will comply with all Internal Revenue Service (IRS) regulations and reporting requirements.

### **Use of District Facilities**

At this time we have no arrangements to utilize any Middleton School District facilities.

### **Lease/Purchase Documentation**

When Vision Charter School enters into any lease or purchase agreement for portable units or facilities prior to the opening of the school, the school will provide complete documentation of this commitment. Our current plan is to open

with portable units leased from a Treasure Valley dealership.

### **Inspection Reports**

Vision Charter School will provide certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped required of all public schools prior to the opening of the school and by the date specified in the contract. Vision Charter School will provide initial and ongoing certifications of the facilities for health, safety, and fire compliance to the district and other entities as required.

### **State Compliance**

Vision Charter School will comply with the rules of the Idaho State Board of Education and Superintendent for Public Instruction as they relate to Charter Schools and all state statutes applying to public education unless exempt through charter legislation.

### **Right to Evaluate Contract Compliance**

The Idaho Public Charter School Commission shall retain the right at any time to evaluate the degree to which Vision Charter School is meeting the terms of the contract. The Board of Trustees or designee may choose to have a district representative(s) or an independent evaluator(s):

- visit the Charter School;
- review the Charter School's records and data;
- directly survey the Charter School's parents/guardians, students, or employees;
- audit the books of the Charter School;
- pursue other reasonable means of determining accountability for the Charter School contract.

To enact any of the above measures, the Board must state the specific nature of the concern and that the concern must be substantial. The request must be reasonable in terms of the timing and the amount or types of information required.

### **Amending the Contract**

A material revision of the terms of the Charter School contract requires the approval of the Idaho Public Charter School Commission and the Board of Directors.

## **Termination or Non-renewal**

Vision Charter School understands that the Idaho Public Charter School Commission may terminate the charter if it finds that the Charter School has:

- Committed a material violation of any condition, standard or procedure set forth in the charter petition or contract;
- Failed to substantially meet one or more of the student educational standards identified in the charter contract;
- Failed to meet generally accepted accounting standards of fiscal management;
- Failed to submit required reports, as defined by Idaho Charter School Law, to the district;
- Lost substantial support of the school's students, parents, staff, and/or community;
- Shown that it is not in the best interest of students for the school to continue operation;
- Violated any provision of law;
- Filed for bankruptcy or financial reorganization and is unable to pay its creditors.

Except in emergency situations, the Public Charter School Commission will provide thirty (30) days written prior notice and an opportunity for the Charter Schools' Board of Directors to be heard by the Idaho Public Charter School Commission, before the charter contract can be terminated.

A decision to terminate or not to renew a charter may be appealed directly to the Idaho State Board of Education, based on Idaho Code 33-5207, 5208, 5209.

## **Dissolution**

In cases of termination or non-renewal, the Board of Directors of Vision Charter School is responsible for the dissolution of the business and affairs of the school. Vision Charter School will fully cooperate with the Middleton School District and the Vallivue School District for the dissolution process. All records of students residing in either District will be immediately transferred to the appropriate District. All students will receive written notice of how to request a transfer of student records to a specific school. Vision Charter School will accommodate student record requests from schools outside of Middleton or Vallivue School Districts for up to one year after dissolution. Upon the dissolution of Vision Charter School, remaining assets will be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed to the Idaho Public Charter School Commission.

### **Proof of Attendance at the Petitioner's Workshop**

Four of the five Board of Directors attended the Petitioner's Workshop held on July 11, 2005. Certificates of Attendance have been included for three attendees.

### **Policies and Procedures**

Please see the attached policies and procedures on discipline, attendance, Drug and Alcohol Use, and computer use for Visions Charter School. These policies will be considered draft until the school Administrator is hired and has the opportunity to review and accept these policies. If the Administrator desires any changes to these policies, they will be resubmitted to the Idaho State Charter School Commission for approval.

## ***Vision Charter School, Inc.*** ***Attendance Policy***

Attendance at school must be regular and punctual. Make-up work granted a student after an absence is, at the very best, a poor replacement for the actual class experience. A student's absence requires additional work for everyone, including the student, instructor, and school administration, which cost the school money. Students should plan on attending school every day that classes are scheduled.

A student may not miss more than six (6) days a semester. Absences from a specific class may be considered as a day of absence. All students should be in physical attendance 96% of instructional time. Students should be in the classes in which they are enrolled unless they have been excused to conduct school business. Students not meeting the attendance requirement may not receive credit even through their grades are passing. However, those students who believe that all or part of their absences are the result of extraordinary circumstances may request a review of their cases.

Examples of extraordinary circumstances include the following:

Extended illness of such severity that the student cannot attend school regularly; verification of the extended illness must be obtained from a licensed health official.

Involvement in an accident or other malady which may preclude regular attendance until full recuperation; verification of the need to be away from the school setting until recuperated must be obtained from a licensed health official.

Pregnancy-associated difficulties that would endanger the emotional and physical well-being of the affected individual as verified by a licensed health official.

Educational and travel programs initiated by the parents and/or students that are neither sanctioned nor sponsored by the school.

Absences that are beyond the control of the student, parent, or school.

A Review Committee, appointed by the Administrator, will examine the student's records and may approve a waiver of the loss of credit. The records of the student, which may be considered, will include the following:

Attendance for the current year and previous year and semester, specifically including the number of absences which occurred, and the amount and type of extended illness.

Grades for the current and previous year and semester, specifically including the subject or grade under consideration.

Make-up of work missed, including whether the work was made up prior to the absence or after the absence.

Make up of time missed in supervised attendance during the school year or during the period immediately following the completion of the school year.

If the Review Committee does not approve the waiver of the loss of credit, the student may request a determination by the Appeals Board, consisting of the Administrator and Board of Directors. A final determination will be made from materials presented to this Appeals Board.

### Appeals Process

Appeal forms will be given to each student near the end of each semester.

A letter requesting a waiver of attendance policy should be submitted to the Attendance Officer at the end of each semester. Any physician's statement or appropriate verification of absence should accompany this letter.

The Review Committee will convene to review all requests for waiver of attendance policy.

Recommendations not to grant credit may be appealed by the parents to the Appeals Board.

A personal appearance may be requested by the parent to attend the Review Board and/or Appeals Board hearings.

### Definitions

Excused absence: Any absence that is approved by the parent or school. The student has the opportunity to make-up work in classes missed.

Truancy: Absence from classes without the approval of the parent or school authorities.

### Truancy Process

First truancy: A conference will be held between the school Administrator and the student. The parents will be notified. The student will be required to make-up all work missed.

Second Truancy: A conference will be held with the student, parent, and school Administrator. The student will be required to make-up all work missed.

Third truancy: A conference will be held with the student, parent, and school Administrator. The student may be referred to the Appeals Board for consideration and action.

***Vision Charter School, Inc.***  
***Draft Discipline Policy***

*Safe Environment*

The number one goal of Vision Charter School is having a safe and orderly school and creating an environment that is conducive to learning. We also believe that all parents send their children to school expecting that their child will be taken care of physically, emotionally, socially and academically. As a result, some student behavior cannot, and will not, be condoned in any way.

Students who engage in fighting and/or who are defiant to a staff member will have the following consequences:

- 1<sup>st</sup> Offense - Loss of recesses for one week
- 2<sup>nd</sup> Offense - 1 day in school suspension
- 3<sup>rd</sup> Offense - 2 day in school suspension
- 4<sup>th</sup> Offense - referred to Board of Directors for possible expulsion

\*Parents will be notified at the time of each offense.

Other behavior that will not be tolerated includes harassment and intimidation of other students, profanity, and not using the playground equipment appropriately. The consequences of these infractions will correspond with the severity of the offense.

*Drugs and Weapons*

Vision Charter School has a **zero tolerance policy** for drugs and weapons. Students in possession of drugs or weapons will be automatically suspended with an expulsion hearing in front of the Board of Directors.

*Suspension and Expulsion*

Vision Charter School recognizes that students are entitled to attend a free public school and that even temporary denial of that right may occur only after careful attention designed to protect the individual rights of the students. However, the school is also responsible for providing a safe learning environment which protects the safety of all students, volunteers, and personnel.

The Idaho Legislature has empowered public schools to provide temporary suspension and for the expulsion of individual students when circumstances demonstrate that such action is necessary for the protection of the rights of other students, necessary for the orderly operation of the school process, and/or necessary for the protection of the safety of other students.

## ***Suspension***

Authority to temporarily suspend students has been delegated by the Idaho legislature to principals and school Administrator. No person other than the school administrator or the Board of Directors may suspend a student from Vision Charter School.

Grounds for suspension may include the following:

A student may be suspended for disciplinary reasons, or for other conduct that is disruptive and detrimental to the instructional process of the school, or to the health and safety of other students and the general climate of the school.

A student may also be suspended when, in the judgment of the Administrator, the suspension is necessary to protect the health, welfare, or safety of the student or other students of the school.

Period of suspension: A temporary suspension by the Administrator shall not exceed five (5) school days in length. Upon appeal to the Board of Directors, the suspension may be extended for an additional ten (10) days. This appeal for additional suspension would only be granted if there was a finding by the Board that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupil's health, safety, or welfare.

### Procedure for suspension:

Prior to suspension, steps will be taken to ensure compliance with all applicable policies and procedures.

Prior to suspension, unless an emergency exists, the Administrator shall grant the student an informal hearing on the reasons for the suspension.

The student shall be given the opportunity to challenge the reasons for the suspension and explain the circumstances surrounding the event.

If the student is suspended, a complete explanation will be given orally and in writing to the student regarding the terms or conditions required to lift the suspension.

Written notice describing the reasons for the suspension, term of the suspension, and conditions required to lift the suspension shall be delivered or mailed to the parent or guardian.

The Board of Directors shall receive a copy of the written notice delivered to the parent or guardian.

## ***Expulsion***

Only the Appeals Board, consisting of the Administrator and the Board of Directors, may expel a student. If a Special Education or Special Services student accumulates, or is likely to accumulate, more than ten (10) days of

suspension in a school year, the students IEP team must be convened to determine if the current program and placement are appropriate and if the behavior is related to the student's disability. Based on this determination, the IEP Team shall make needed modifications to the student's IEP.

#### Grounds for Expulsion:

A student may be expelled only for the following reasons:

When the student is a habitual truant

When the student is incorrigible

When the student's conduct is such as to be continually disruptive to the instructional effectiveness of the school.

When the student's conduct is such as to be continually disruptive to the instructional effectiveness of the school.

When the student carries a firearm, dirk knife, bowie knife, dagger, metal knuckles or other deadly or dangerous weapon concealed on or about his or her person while on the property of the school.

When the student's presence in the school is detrimental to the health, safety, or welfare of other students or staff.

#### Procedure for Expulsion:

Formal Hearing: When events or circumstances are such that a student faces expulsion from school, the following will occur:

The student and the parents or guardian shall be notified of:

The grounds of the proposed expulsion, and the date, time, and place where a full and fair hearing of the expulsion will be held.

The right to be represented by legal counsel.

The privilege against self-incrimination.

The right to confront and cross-examine adult witnesses who testify against him/ her and to submit evidence on his/her own behalf.

The student and the parent or guardian shall be provided a written copy of the charges.

The student's home district will be notified of the hearing and may have a representative in attendance at the hearing. If a student is expelled, the Board of Trustees of the student's home district will hold a hearing to determine if the student will be allowed to attend another school within their district.

Expelled students within the age of compulsory attendance fall under the purview of the Juvenile Corrections Act, and an authorized representative of the Board of Directors shall, within five (5) days, give a written notice of the expulsion to both the Middleton School District Board of Trustees and the Prosecuting Attorney of the county in which the student resides.

***Vision Charter School, Inc.***  
***Draft Discipline of Students with Disabilities***

All procedures set forth in the “Student Suspension” policy and the “Student Expulsion” policy will be followed when it is necessary to discipline students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA). The following additional procedures will also be adhered to when disciplining students with disabilities.

**DISCIPLINARY ACTIONS**

**Ten-day disciplinary removal**

School personnel may order a disciplinary removal of a student with disabilities for not more than ten (10) cumulative school days per infraction to the extent suspension would apply to students without disabilities. Cumulative suspensions, if over 10 school days in a school year must not constitute a significant change in placement.

In determining whether a significant change in placement has occurred, school personnel, through the multi-disciplinary team process, will review whether the student is subjected to a series of removals that constitute a pattern of exclusion because they cumulate to more than ten (10) school days in a school year, and because the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another indicate such a pattern of exclusion.

Any time a student is suspended for more than ten (10) school days in a school year the student will be provided services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out on his or her IEP, as determined by school personnel, in consultation with the student’s special education teacher or as determined by the student’s IEP Team.

**Forty-five day disciplinary removal**

1. The Administrator may order a change in placement of a student with a disability to an appropriate interim alternative educational setting, as determined by the IEP Team, for the same amount of time that a student without a disability would be subject to discipline, but for not more than forty-five (45) days if:
  - a. The student carries or possesses a weapon to or at school, on school premises, or to a school function. “Weapon” for the purposes of this policy is defined as any weapon, device, instrument, material, or substance, animate or inanimate, that is

used for, or is readily capable of, causing death or serious bodily injury. This term does not include a pocket knife with a blade of less than two and one-half (2 1/2) inches in length.

- b. The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
2. School personnel may request a change in placement to an appropriate interim alternative educational setting from a hearing officer for not more than forty-five days if it is determined by personnel that a student with a disability is substantially likely to cause injury to himself or herself, or to others in the current educational placement.
3. School personnel may petition the court for an injunction to remove any student with a disability from school or to change the student's current educational placement if personnel believe that maintaining the student in the current educational placement is substantially likely to result in injury to the student or to others.

### **FUNCTIONAL BEHAVIORAL ASSESSMENT AND INTERVENTION PLAN**

If a student with a disability is suspended for ten (10) school days or more in a school year, or placed in an interim alternative educational setting for not more than forty-five (45) days for disciplinary reasons, the following will occur within ten (10) days after taking the disciplinary action:

1. If school personnel have not conducted a functional behavioral assessment and implemented a behavioral intervention plan for the student prior to the behavior that resulted in the interim alternative educational setting, an IEP Team meeting will be convened to develop an assessment plan to address the behavior; or
2. If the student has a behavioral intervention plan, the IEP Team will review the plan and modify it, as necessary to address the behavior.
3. In subsequent removals in a school year of a student who already has a functional behavioral assessment and behavioral intervention plan, the IEP Team members can review the behavioral intervention plan and its implementation in light of the student's behavior, without a meeting, and must only meet if one or more of the team members believe that the plan or its implementation need modification.

### **MANIFEST DETERMINATION**

Prior to submitting an expulsion recommendation to the Board of Directors for a student with a disability, the IEP Team will conduct a manifestation

determination. A manifestation determination will occur within ten (10) school days after the date on which a decision was made to recommend the expulsion.

## **EXPULSION**

If a student on an Individualized Education Program (IEP) is expelled from school after a manifestation determination has found that the student's behavior was not a manifestation of the student's disability, educational services, consisting of services necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP will be provided to that student at an alternative setting.

## **STUDENTS WITH SECTION 504 DISABILITIES**

This section addresses disciplining students with disabilities as defined by Section 504 of the 1973 Rehabilitation Act. For those students with disabilities under the Individuals with Disabilities Education Act (IDEA), the disciplinary procedures required by the IDEA will be followed. In the event a student has disabilities under both Section 504 and the IDEA, both policies shall be followed in determining appropriate disciplinary actions.

## **SUSPENSION**

A student with a disability, as defined by Section 504 of the 1973 Rehabilitation Act, may be suspended for not more than ten (10) consecutive school days per incident.

Whenever a school considers suspending a student with a disability for more than ten (10) cumulative school days in a school year, a Multi-Disciplinary Team (MDT) will be convened to determine if the cumulative suspensions constitute a significant change in placement by reviewing the following factors:

1. The length of each suspension;
2. The proximity of the suspension to one another; and
3. The total amount of time the student is excluded from school.

The MDT will consist of individuals who are knowledgeable about the student, the student's school history, the student's individual needs, the evaluation data, and the placement options. If the MDT determines that the exclusion would constitute a significant change in placement, the school will conduct a manifestation determination as set forth below.

## **EXPULSION**

Prior to submitting an expulsion recommendation to the School Board for any student with a disability as defined by Section 504 of the 1973 Rehabilitation Act, an MDT will make a “manifestation determination.” A manifestation determination involves a review of the student’s misconduct, the student’s disability and the services provided to determine:

1. Is the misconduct a manifestation, or result, of an inappropriate placement or educational program for the student?
2. Is the misconduct a manifestation, or result, of the student’s disability?

In reviewing the questions set forth above, the MDT will review information regarding the student’s disability that is recent enough to afford an understanding of the student’s current behavior. In the absence of reasonably current information about the student’s disability, the Administrator will conduct or cause to be conducted additional evaluation(s) regarding the student’s disability before making the manifestation determination. If either manifestation question answer is “yes,” the student will not be expelled. However, the MDT may determine that a placement change is necessary for that student.

If the answers to both the questions set forth above are “no,” the school may proceed with the recommendation of expulsion to the School Board in the same manner as for similarly-situated students who do not have disabilities.

If the student’s parent/guardian disagree with the MDT’s determination of the manifestation determination, a hearing may be requested with the Board of Directors. Although the parent/guardian may disagree with the manifestation determination findings, the student may be expelled after following the proper procedures. Educational services may cease after expulsion.

***Vision Charter School, Inc.***  
***Draft Drug and Alcohol Use Policy***

**Drug Free School Policy**

In harmony with the federal regulations established by the Drug Free Workplace Act of 1988, Vision Charter School is committed to the concept of having a drug free student environment. It is our intent that programs and activities be planned and carried out by the professional staff that will enable the school to achieve this goal.

The primary focus of our program shall be educational in nature, with instruction geared to discourage student experimentation of any mood altering substance. A companion focus of this program shall be aimed to assist students who have made unacceptable choices regarding any controlled substance. A necessary part of the latter focus is an attitude among teachers and other staff members that one of our responsibilities is to assist those students who need help in overcoming their potentially addictive behaviors. We believe that it is possible to have a totally drug free environment in the school setting. If a student cannot, or will not, commit to responsible behavior to help achieve this goal, several sanctions may be imposed as a disciplinary measure. They include, but are not limited to, the following:

- a. Parent or guardian contacted
- b. Referral to assistance, such as counselors and/or health professionals
- c. Referral to an outside agency for chemical dependency assessment and/or treatment
- d. Suspension from school
- e. Expulsion from school

**Referral Policy**

When there is reasonable cause to believe that a student illegally uses, sells, distributes, or possesses drug paraphernalia, drugs, alcohol, or other mood-altering substances in school, on or adjacent to school property, or at school functions, the student will be subject to the disciplinary procedures contained in this regulation.

As used in this policy, reasonable cause shall mean the existence of specific observable evidence or behaviors that can be described.

Observable behaviors may include chronic attendance problems, sleeping in class, erratic behavior, inappropriate comments, drop in grades, defiance of or disrespect toward authority, or motor coordination problems. Possession of alcoholic beverages, drugs or drug paraphernalia is also considered as evidence.

Evidence shall include, but not be limited to, smell of alcohol, or other mood-altering substances, impaired speech, impaired coordination

or other recognizable characteristics unusual for the particular student

Offenses for elementary students shall be cumulative from grades K-6 and offenses for secondary students shall be cumulative from grades 7-12.

### **Procedures**

Vision Charter School will send staff to training to identify drug, alcohol, and mood-altering substance use. Staff will refer such information to the Administrator through appropriate procedures. To develop reasonable cause for taking action the following procedures may be indicated.

1. Documented behaviors or indicators of drug, alcohol or mood-altering substance use.
2. Possession of alcohol or other illegal drugs
3. All procedures are to be performed with discretion and documented.
4. Refusal to submit to a request to any of the procedures may result in disciplinary action.

### ***Elementary Disciplinary Procedure***

1. First Offense for Use or Possession (Grades K-6)
  - a. Parent or guardian will be contacted.
  - b. Student will be suspended for 5 days.
  - c. Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information would also be required.
    - i. Law Enforcement Agency shall be contacted.
    - ii. If the student does not complete the recommendations of the assessment, then the remainder of the 5-day suspension will go into effect.
2. Second Offense for Use or Possession (K-6)
  - a. Parent or guardian will be contacted.
  - b. Board of Directors may be petitioned for expulsion of student.
  - c. Law Enforcement Agency shall be contacted
  - d. Child Protection Services (C.P.S.) may be contacted.
3. Third Offense for Use or Possession (K-6)
  - a. Parent or guardian will be contacted.
  - b. The student shall be suspended and the Board of Directors will be petitioned for expulsion of the student.
  - c. Law Enforcement Agency shall be contacted.
  - d. Child Protection Services (C.P.S.) will be contacted.
4. First Offense for Selling or Delivering (Grades K-6)
  - a. Parent or Guardian will be contacted.
  - b. Law Enforcement Agency shall be contacted.

- c. The student will be suspended and the Board of Directors will be petitioned for expulsion of the student.
- d. C.P.S. may be contacted.

### ***Secondary Discipline Procedure***

1. First Offense for Use or Possession (Grades 7-12)
  - a. Parent or guardian will be contacted.
  - b. Law Enforcement Agency shall be contacted
  - c. Student shall be suspended for 5 days.
    - i. Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information to the school district will also be required.
2. Second Offense for Use or Possession (Grades 7-12)
  - a. Parent or guardian will be contacted.
  - b. Law Enforcement Agency shall be contacted.
  - c. School Board may be petitioned for expulsion of the student.
3. Third Offense for Use or Possession (Grades 7-12)
  - a. Parent or guardian will be contacted.
  - b. The student will be suspended and the School Board will be petitioned for expulsion.
  - c. Law Enforcement Agency shall be contacted.
4. First Offense for Selling and/or Delivering Alcohol or Drugs (Grades 7-12)
  - a. Law Enforcement Agency shall be contacted.
  - b. Parent or guardian will be contacted.
  - c. The student shall be suspended and the School Board petitioned for expulsion.

### **Search and Seizure Philosophy**

In order to maintain a quality educational atmosphere, preserve discipline and good order, and promote the safety and security of students and employees, all school property, including, but not limited to, buildings, equipment, buses, grounds, and other physical settings and equipment of Vision Charter School is under the direct jurisdiction and exclusive control of the Board of Directors and subject to search by members of the administrative staff. Therefore, students are advised that it is the policy of this school that members of the administrative staff have the authority to search the student lockers and all other school property over which the school has control at any time, without student consent, and without a search warrant. Members of the administrative staff also have the authority to search the personal property of students when reasonable under the circumstances. This authority to search school property, or personal property of the student when appropriate, is extended to members of the teaching staff who accompany students on out-of-town activities for school-related purposes at school expense.

## **Enforcement Procedures**

Any student exhibiting inappropriate behavior that suggests "using" or "being under the influence" of controlled substances will be immediately escorted by an employee to the administrative office for interviewing and observation. Except in the case of an emergency, the student will not be left unattended and will not be allowed to leave the school premises.

The Administrator or designee will refer the student to the law enforcement agency after a trained staff member, upon observing and/or interviewing the student, reasonably suspects that the student is using or under the influence of a controlled substance. All employees will cooperate fully with any law enforcement investigation of a violation of this policy, including but not limited to providing access to lockers, desks, and other school property, and providing oral and/or written statements regarding the relevant events.

The Administrator and/or any other employee having observed the student's behavior will document his or her observations of the student; the documentation will be provided to the law enforcement agent, and a copy will be placed in the student's discipline record.

The procedures to enforce this policy are as follows:

1. Suspension/Expulsion: Students who violate this policy will be suspended by the Administrator. Suspension for the first offense of this policy will be for three to five (3-5) days, unless extraordinary circumstances exist. The time period for suspension for the second or third offense will be determined at the discretion of the Administrator and/or Board of Directors. The Administrator will determine whether or not the suspension will be served in school or out of school. If deemed appropriate by the Administrator, he or she may request that the board expel a student who has violated this policy for a second or third offense.
2. Referral to Law Enforcement: The student will be referred to the law enforcement agency.
3. Search and Seizure: A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school official has reasonable cause to believe that the student is in possession of drug paraphernalia or drugs, including alcohol, tobacco or controlled substances. Any evidence of a violation of the law or this policy may be seized by the Administrator or designee. Lockers and desks are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of personal property.

## ***Vision Charter School, Inc. Draft Computer Use Policy***

### **Student Computer Use Agreement**

There is a need for full disclosure and understanding for the partnership between parents, children, and the school in regard to technology and its use. This agreement has been created to inform and provide knowledge of student use of the school's network/computers and Internet access and to ensure that all parties understand the areas of responsibility identified. Each child will need to have an agreement form signed and on file for use of the Internet.

### **Electronic Network Use Rules**

School account holders are expected to act in a responsible, ethical, and legal manner, in accordance with the missions and purposes of the networks they use on the Internet, and the laws of the states and the United States. Students will be provided with a school atmosphere and procedures of student control/discipline that will assure a suitable learning environment, and students will learn to act as responsible and productive citizens with respect for civil rights and the role of the individual in a democracy. **Using the network is a privilege, not a right, and the privilege may be revoked at any time for unacceptable conduct.** Unacceptable conduct includes, but is not limited to, the following:

- Using the network for any illegal activity, including violation of copyright or other contracts.
- Using the network for financial or commercial gain.
- Degrading or disrupting equipment or system performance.
- Vandalizing the data of another user.
- Wastefully using finite resources.
- Gaining unauthorized access to resources or entities.
- Willfully and knowingly accessing pornographic or other inappropriate sites.
- Invading the privacy of individuals.
- Using an account owned by another user without authorization.
- Posting personal communications without the author's consent.
- Posting anonymous messages.
- Placing of unlawful or unlicensed information on a system.
- Using abusive or otherwise objectionable language in either public or private message.
- Sending of messages that are likely to result in the loss of recipients' work or systems.
- Sending of *chain letters* or *broadcast messages* to lists or individuals, or any other type of use that would cause congestion of the networks or otherwise interfere with the work of others.

### **Network Etiquette**

- Be polite. Do not get abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language. Illegal activities are strictly forbidden.

- Do not reveal your personal address or phone number or that of other students or colleagues. Any student who receives unsolicited requests for personal information will immediately report that to the supervising teacher. That teacher will report this incident to appropriate authorities.
- Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to authorities.
- Do not use the network in such a way that you would disrupt the use of the network by other users.
- Information accessible via the network and Internet should be assumed to be private property and possibly copyrighted.

### **Security**

Security on any computer is a high priority. If you feel you can identify a security problem on the Internet, you must notify faculty members. Do not demonstrate the problem to other users. Do not use another individual's account without written permission from that individual. Attempts to log onto the Internet with another person's identification without permission will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

**Vision Charter School, Inc.**  
**Electronic Network Use Agreement**

School computer systems are for use by authorized individuals only. Any unauthorized access to these systems is prohibited and is subject to criminal and civil penalties under Federal Laws. Individuals using these systems are subject to having all activities on these systems monitored by system or security personnel. Anyone using these systems expressly consents to such monitoring. Prosecution and/or account termination may occur without warning.

The school believes that the benefits to educators and students from access to the Internet (in the form of information resources and opportunities for collaboration) far exceed any disadvantages of access. Ultimately, parent(s) and guardian(s) of minors are responsible for their child's behavior, and this includes use of the Internet. It is possible for all users of the world wide Internet (including your child) to access information that is intended for adults. Although the school has taken reasonable steps to ensure the Internet connection is used only for purposes consistent with the curriculum, the school can neither prevent the availability of, nor begin to identify, inappropriate material elsewhere on the Internet. Computer security cannot be made perfect, and it is likely that a determined student can make use of computer resources for inappropriate purposes.

I, \_\_\_\_\_ and \_\_\_\_\_  
Parent name (please print) Student name (please print)

have read the Electronic Network Use Rules document, understand it, and agree to adhere to the principles and procedures detailed within. We understand and accept the conditions stated above and release from any liability the Vision Charter School, Inc. (the sponsoring school), its subcontractors, and employees.

I understand that my child is expected to use good judgment and follow the Student Computer Use Policy in making electronic contact with others. Furthermore, I have discussed the information contained in this policy with my child. Should my child breach the guidelines suggested, I understand that my child will lose all privileges on the Vision Charter School, Inc. network.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

***Vision Charter School, Inc.***  
***Draft Safety Policy***

**PURPOSE**

It is the policy of Vision Charter School, Inc. to take all practical steps to safeguard employees and students from accidents and to maintain an effective risk control program. The school believes that accident prevention and education go hand in hand. A comprehensive safety program will enhance the total education program. All employees have a primary responsibility for their own safety as well as the safety and well being of students and co-workers.

**SAFETY COMMITTEE**

The school will establish a safety committee, which will work to assure that all necessary safety precautions are established.

The composition of the Safety Committee will be as follows:

- a. Administrator (Chairperson)
- b. Designated Safety Officer (appointed by the Administrator)
- c. President of the PFA

**BUILDING/SAFETY INSPECTIONS**

In the interest of students, personnel and the general public, Vision Charter School shall provide its own safety inspection program and will cooperate with other appropriate public agencies properly authorized to conduct safety inspections. Authorized agencies include the State of Idaho Department of Labor and Industrial Services, Southwest District Health, the school's insurance carriers, the Idaho State Department of Education, fire departments and duly authorized law enforcement agencies. Safety deficiencies cited by duly authorized safety inspectors will be promptly reported to the Idaho Public Charter School Commission upon receipt of written reports.

It shall be the duty of the Administrator, in cooperation with the Safety Committee, to prepare a list of necessary repairs in order to keep the buildings in proper condition. The school will conduct its own safety program to include at least:

One school-wide building and grounds inspection by the Safety Committee shall be conducted each year.

Monthly fire and/or emergency drills shall be conducted.

Verification of an annual bus safety program for all bus drivers who transport Vision students.

An annual safety seminar, prior to the start of each school year, for all teachers, staff, and custodians.

A requirement that all accidents resulting in injury to personnel be promptly reported to the Administrator. The Administrator will work with the Charter School Commission and the insurance companies to ensure timely reporting of all injuries.

***Vision Charter School, Inc.***  
***Draft Health Policy***

**COMMUNICABLE DISEASES**

Vision Charter School, Inc. shall follow state guidelines to assist in preventing the spread of communicable diseases in the school setting. The school shall also follow the most current guidelines issued by the Centers for Disease Control (CDC), currently entitled "Universal Precautions for Prevention of Transmission of Human Immunodeficiency Virus, Hepatitis B Virus, and Other Blood-borne Pathogens in Health-Care Settings."

The Board of Directors has the power to exclude students and/or employees with contagious or infectious diseases from school. Human Immunodeficiency Virus (HIV) or Hepatitis B Virus (HBV) infections are not transmitted casually and, therefore, are not, in and of themselves, a reason to either remove a student or staff member from school or place the student in a restricted setting.

A. The following guidelines shall be followed when the Administrator receives appropriate notification that a student, or employee, is diagnosed with an HIV or HBV infection:

1. Subject to obtaining appropriate written consent from the parents and/or guardian of an infected student (or from the infected student in the event they have reached the age of majority), or with the consent of the infected employee, each case will be considered individually by a team comprised of the following:

- a. The student's or employee's physician;
- b. A qualified Public Health Official who is responsible for such determinations;
- c. The student's parents or guardians or the infected employee; and
- d. The Administrator.

If requested by the employee, an additional team member shall consist of a representative of the employee.

2. An unrestricted setting is generally appropriate for students. In the event the infected student has a secondary infection which constitutes a recognized risk of transmission in the school setting, the team shall agree on an appropriate placement. If the student is determined to be handicapped, an appropriate placement will be made pursuant to Individuals with Disabilities Act (IDEA) in the least restrictive environment.

3. Since there is a potential for social isolation should an infected student's condition become known to the general public, school personnel and all others involved in education the student will respect the student's right to privacy and need for confidentiality. The privacy of an infected student's school records will be strictly maintained and there will be a concerted effort to limit the number of persons who are made aware of the student's condition to those persons necessary to assure the proper

education of the student and to detect and avoid situations where the potential for transmission of the disease may increase. Any further dissemination of medical records or information shall require the specific consent of a parent and/or guardian or the student (if over the age of majority). The team shall periodically review the infected student's case to determine whether a modification of the student's education program is necessary or advisable. The team shall address ways within which the school may help anticipate and meet the needs of the infected student in the educational process.

4. An infected employee who is otherwise qualified to perform required tasks will continue with employment as long as he or she is able. In the event the infected employee has a secondary infection which constitutes a recognized risk of transmission in the school setting, the team shall attempt to identify reasonable accommodations which the school can make in an effort to allow the employee to continue with his or her employment. All usual regulations and policies regarding employee sick leave will be applied to the infected employee. The privacy right of the employee will be strictly maintained. Any further dissemination of medical records and information shall require the specific consent of the employee.

In the event it is determined that an individually tailored plan is necessary for any student or employee who is diagnosed with a communicable disease, the plan shall be designed to have minimal impact on the infected person's education or employment. Any official action will be consistent with applicable federal and state law.

C. In an effort to protect the privacy of a student or employee who may be diagnosed with a communicable disease, the Administrator, without divulging the name of the infected person or the infected person's place of school or employment, shall notify the Board of Directors that the school has a student or employee who is diagnosed as having a communicable disease.

## PREVENTION

Prevention measures against communicable diseases should be employed whenever reasonable. Reasonable prevention measures include requiring all students to wash their hands (either with soap and water or through the use of instant hand sanitizer) before lunch, after using the restroom, and after blowing their nose. Each classroom will have both a sink with running water and soap and an available supply of instant hand sanitizer for use by employees and students.

## IMMUNIZATION

Parent(s) or guardian(s) of any child(ren) enrolled in Vision Charter School are required to provide school authorities with the immunization information regarding the child's immunity to certain childhood diseases in accordance with Idaho Code, 39-4801, and Title 2, Chapter 15, *Immunization Requirements for Idaho School Children*, "Rules and Regulations of the Idaho Department of Health and Welfare".

Proof of immunity must be received upon first admission and prior to attendance. If school authorities do not receive the immunization information prior to attendance, the

child must be denied attendance until the information is received. The immunization information provided by the parent shall be in the form of a written statement or record signed by a physician or a physician's representative. This statement must provide the vaccine type, number and date of each immunization the child had received or that the child is immune through prior illness (physician diagnosed measles or mumps disease or laboratory proof of immunity). Exemptions to these requirements shall be as stated in the law, Idaho Code 39-4802.

**Appendix D: Public Charter School Closure Protocol**



# **CLOSURE PROTOCOL**

**August 2013**

## Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at [www.charterschoolquality.org](http://www.charterschoolquality.org). The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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# Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.<sup>2</sup> Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”<sup>3</sup>

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

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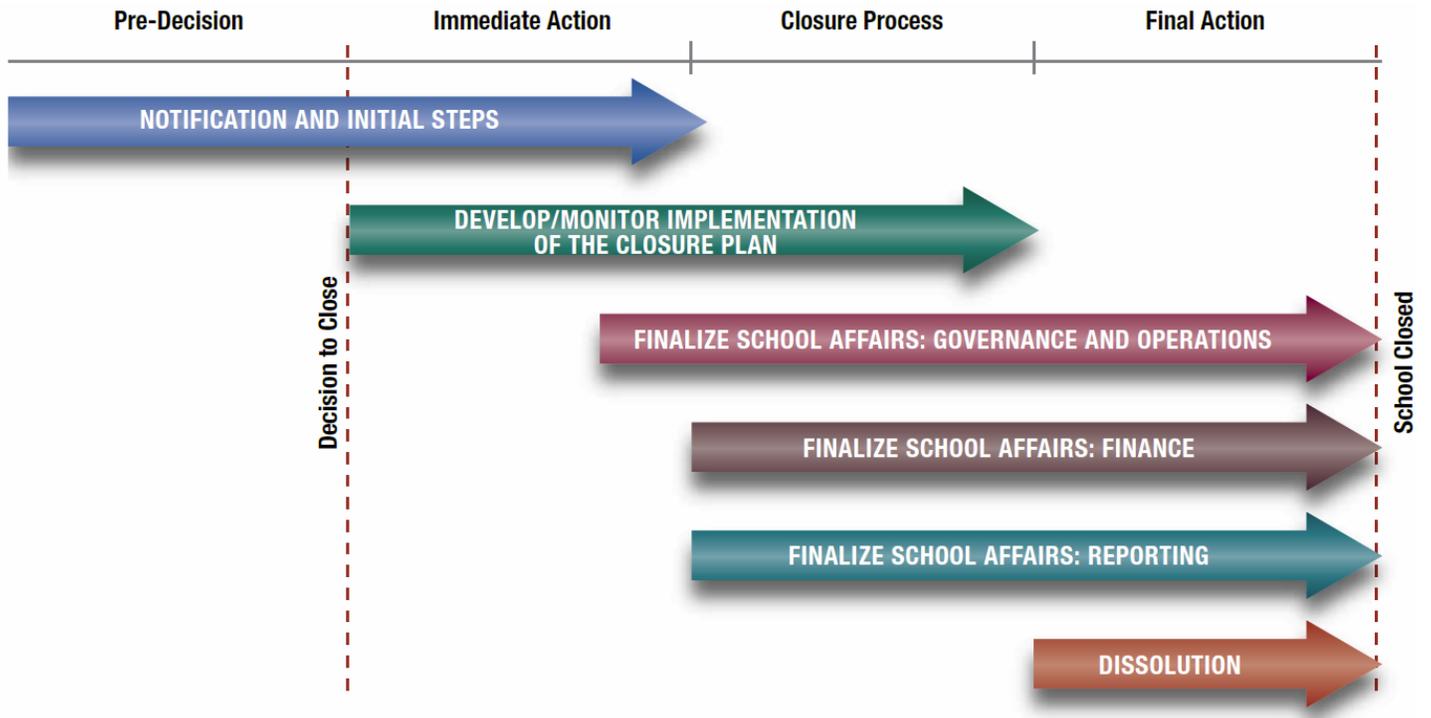
## Endnotes

<sup>1</sup> Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

<sup>2</sup> I.C. § 33-5212

<sup>3</sup> Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

# A Conceptual Timeline for Closure



## Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Meet with PCSC and SDE staff</b></p> <p>Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator and a representative of the school’s board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to:</p> <ol style="list-style-type: none"> <li>1. Review the remaining process for finalizing the closure decision as applicable</li> <li>2. Review the Closure Protocol and tasks and clarify critical deadlines</li> <li>3. Identify points of contact for media or community questions</li> <li>4. Draft communication to staff, families, and affected districts</li> </ol>	School, PCSC, SDE			
<p><b>Notify Parents / Guardians of Potential Closure</b></p> <ol style="list-style-type: none"> <li>1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease.</li> <li>• Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for parents/guardians with questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Notify School Districts Materially Impacted</b></p> <ol style="list-style-type: none"> <li>1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Copy of the letter sent to parents.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Meet with Charter School Faculty and Staff</b></p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> <li>1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision.</li> <li>2. Emphasize importance of maintaining continuity of instruction through the end of the school year.</li> <li>3. Emphasize need to limit expenditures to necessities.</li> <li>4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer.</li> <li>5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work.</li> <li>6. Describe assistance, if any, that will be provided to faculty and staff to find new positions.</li> </ol>	School			
<p><b>Review and Report on Finances</b></p> <ol style="list-style-type: none"> <li>1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps.</li> <li>2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved.</li> <li>3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.</li> </ol>	School, PCSC, SDE			

**Send Additional and Final Notifications**

1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final.
2. The letters notifying staff, parents, and other districts of the final closure decision should include:
  - The last day of instruction.
  - Any end-of-the-year activities that are planned to make the transition easier for parents and students.
  - Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families.
  - Basic information about the process for access and transfer of student and personnel records.

School,  
PCSC

## Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Establish Transition Team, Develop Closure Plan, and Assign Roles</b></p> <ol style="list-style-type: none"> <li>1. Contact appropriate entities to establish a transition team, including:               <ul style="list-style-type: none"> <li>• A member of the PCSC staff</li> <li>• A member of the SDE staff</li> <li>• Charter school board chair</li> <li>• Lead administrator from the charter school</li> <li>• Lead finance person from the charter school</li> <li>• Additional members as deemed appropriate</li> </ul> </li> <li>2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.</li> </ol>	School, PCSC, SDE			
<p><b>Establish a Schedule for Meetings and Interim Status Reports</b></p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> <li>1. Reassignment of students and transfer of student records.</li> <li>2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access.</li> <li>3. Notification to entities doing business with the school.</li> <li>4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors.</li> <li>5. Sale, dissolution, or return of assets.</li> <li>6. Submission of all required reports and data to the authorizer and/or state.</li> </ol>	School			
<p><b>Submit Final Closure Report</b></p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

## Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain Identifiable Location</b></p> <p>Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	School			
<p><b>Protect School Assets</b></p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> <li>1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan.</li> <li>2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc.</li> <li>3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.</li> </ol>	School			
<p><b>Notify Commercial Lenders / Bond Holders (if applicable)</b></p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p><b>Terminate EMO /CMO Agreement (if applicable)</b></p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> <li>1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds.</li> <li>2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction.</li> </ol> <p>The school and the management company agree when other services including business services will end.</p>	School			
<p><b>Notify Contractors and Terminate Contracts</b></p> <ol style="list-style-type: none"> <li>1. Notify all contractors, including food service and transportation, of school closure.</li> <li>2. Retain records of past contracts and payments.</li> <li>3. Terminate contracts for goods and services as of the last date such goods or services will be needed.</li> </ol>	School			
<p><b>Notify Employees and Benefit Providers</b></p> <ol style="list-style-type: none"> <li>1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. <a href="#">WARN</a> and <a href="#">COBRA</a>) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor.</li> <li>2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> <li>• Medical, dental, vision plans.</li> <li>• Life insurance.</li> <li>• PERSI, 403(b), or other retirement plans</li> </ul> </li> <li>3. Consult legal counsel as specific rules and regulations may apply to such programs.</li> </ol>	School			

## Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain and Organize Records</b></p> <ol style="list-style-type: none"> <li>Maintain all corporate records related to: <ul style="list-style-type: none"> <li>Loans, bonds, mortgages and other financing.</li> <li>Contracts.</li> <li>Leases.</li> <li>Assets and their sale, redistribution, etc.</li> <li>Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42.</li> <li>Governance (minutes, bylaws, policies).</li> <li>Accounting/audit, taxes and tax status, etc.</li> <li>Employees (background checks, personnel files).</li> <li>Employee benefit programs and benefits.</li> <li>Any other items listed in the closure plan.</li> </ul> </li> <li>Determine where records will be stored after dissolution.</li> </ol>	School			
<p><b>Transfer Student Records and Testing Material</b></p> <ol style="list-style-type: none"> <li>Ensure that all student records are organized and complete</li> <li>Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> <li>Individual Education Programs (IEPs) and all records regarding special education and supplemental services.</li> <li>Student health / immunization records.</li> <li>Attendance record.</li> <li>Any testing materials required to be maintained by the school.</li> <li>Student transcripts and report cards.</li> <li>All other student records.</li> </ul> </li> <li>Document the transfer of records to include: <ul style="list-style-type: none"> <li>Date of transfer (for each individual student file transferred).</li> <li>Signature and printed name of the charter school representative releasing the records.</li> <li>Name and contact information of the receiver's representative.</li> <li>The total number and percentage of general and special education records transferred.</li> </ul> </li> </ol>	School			
<p><b>Inventory Assets and Prepare Federal Items for Pick-up</b></p> <ol style="list-style-type: none"> <li>Inventory school assets, and identify items: <ul style="list-style-type: none"> <li>Loaned from other entities.</li> <li>Encumbered by the terms of a contingent gift, grant or donation, or a security interest.</li> <li>Belonging to the EMO/CMO, if applicable, or other contractors.</li> <li>Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> <li>Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed.</li> </ul> </li> </ul> </li> <li>Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned.</li> <li>Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> <li>Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory.</li> <li>PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day.</li> <li>At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items.</li> </ul> </li> </ol>	School, PCSC			

## Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Maintain IRS 501(c)(3) Status</b> Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
<b>Notify Funding Sources / Charitable Partners</b> Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
<b>Review and Revise School Budget</b> <ol style="list-style-type: none"> <li>Review the school's budget and overall financial condition.</li> <li>Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE.</li> <li>Identify acceptable use of reserve funds.</li> </ol>	School, PCSC, SDE			
<b>List all Creditors and Debtors</b> Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> <li>Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors.</li> <li>Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.</li> </ol>	School			
<b>Notify Debtors and Process Payments</b> Contact debtors to request payment. Process and document received payments.	School			
<b>Determine PERSI Obligations</b> Contact PERSI to determine remaining liabilities for employee retirement program.	School			
<b>Notify and Pay Creditors</b> <ol style="list-style-type: none"> <li>Notify all creditors of the school's closure and request final invoices.</li> <li>Sell appropriate assets.</li> <li>Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.</li> </ol>	School			
<b>Itemize Financials</b> Review, prepare and make available the following: <ol style="list-style-type: none"> <li>Fiscal year-end financial statements.</li> <li>Cash analysis.</li> <li>Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes.</li> <li>Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.</li> </ol>	School			
<b>Close Out All State and Federal Grants</b> Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
<b>Prepare Final Financial Statement</b> Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> <li>All assets and the value and location thereof.</li> <li>Each remaining creditor and amounts owed.</li> <li>Statement that all debts have been collected or that good faith efforts have been made to collect same.</li> <li>Each remaining debtor and the amounts owed.</li> </ol>	School			
<b>Complete Final Financial Audit</b> Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
<b>Reconcile with State</b> Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

## Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Prepare and Submit End-of-Year Reports</b> <ol style="list-style-type: none"> <li>1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines.</li> <li>2. Prepare and submit annual reports to the authorizer.</li> </ol>	School, PCSC			
<b>Prepare Final Report Cards and Student Records Notice</b> Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
<b>Prepare and Submit Final ISEE Report</b> Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
<b>Prepare and Submit Final Budget and Financial Reporting</b> Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
<b>Prepare and Submit All Other Required State and Federal Reports</b> <ol style="list-style-type: none"> <li>1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines.</li> <li>2. Prepare and submit reports to the SDE and/or federal government.</li> </ol>	School, SDE			
<b>Prepare and Submit Final Closure Report to the PCSC</b> Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> <li>1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed</li> <li>2. The school's final financial status, including the final independent audit</li> <li>3. The status of the transfer and storage of student records, including:               <ul style="list-style-type: none"> <li>• The school's total enrollment at the start of the final semester</li> <li>• The number and percentage of student records that have been transferred prior to closure</li> <li>• The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure</li> <li>• A copy of public communication to parents regarding how to access student records after closure</li> </ul> </li> <li>4. The status of the transfer and storage of personnel records, including:               <ul style="list-style-type: none"> <li>• The school's total number of staff at the beginning of the final semester</li> <li>• The number and percentage of personnel records that have been distributed to staff and/or new employers</li> <li>• If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure</li> <li>• A copy of communication to staff regarding how to access personnel records after closure</li> </ul> </li> <li>5. Additional documentation (inventories, operational info, etc.) may be included with the report</li> </ol>	School, PCSC			

## Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Dissolve the Charter School (I.C. § 30-3-110)</b></p> <ol style="list-style-type: none"> <li>1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation.</li> <li>2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9))</li> <li>3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112)</li> </ol>	School			
<p><b>Notify the Secretary of State (I.C. § 30-3-112)</b></p> <ol style="list-style-type: none"> <li>1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> <li>• The name of the non-profit corporation.</li> <li>• The date dissolution was authorized.</li> <li>• A statement that dissolution was approved by sufficient vote of the board.</li> <li>• If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators</li> <li>• Such additional information as the Secretary of State determines is necessary or appropriate.</li> </ul> </li> </ol>	School			
<p><b>Notify Known Claimants (I.C. § 30-3-114)</b></p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p><b>End Corporate Existence (I.C. § 30-3-113)</b></p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> <li>1. Preserving and protecting its assets and minimizing its liabilities.</li> <li>2. Discharging or making provision for discharging its liabilities.</li> <li>3. Disposing of its properties that will not be distributed in kind.</li> <li>4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition.</li> <li>5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws.</li> <li>6. Doing every other act necessary to wind up and liquidate its assets and affairs.</li> </ol>	School			
<p><b>Notify IRS</b></p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”<sup>1</sup>

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13<sup>th</sup> day of June 2019, by and between the Idaho Public Charter School Commission (the “Authorizer”), and White Pine Charter School, Inc., (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on April 5, 2015, the Authorizer approved a petition for the transfer of the School’s charter to the Authorizer; and

WHEREAS, the School began operations in the year 2003; and

WHEREAS, the School’s charter was renewed on March 1, 2019 for a five-year term of operations,

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of July 1, 2019, and shall continue through June 30, 2024, unless earlier terminated as provided herein.

## SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The School shall notify the Authorizer of any modification to the Articles or Bylaws within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

### SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: **Success for Every Student.**
- B. Grades Served.** The School may serve students in **grades K-12.**
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- White Pine Charter School (grades K-8) utilizes a Core Knowledge framework taught in a warm and dynamic environment. We believe that effective learning is hands-on where students are taught to be critical thinkers and life-long learners.**
- **Provide a strong foundation in basic reading, writing, mathematics, science, social studies and technological skills.**
  - **Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.**
  - **Lead students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.**
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

### SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to

establish the process by which the School achieves the outcomes sought.

- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School’s academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School’s performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School’s Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School’s performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer’s Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The

Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

**H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

## SECTION 5: SCHOOL OPERATIONS

**A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.

**B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be **1049 students**, with annual per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix C.

**C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.

**D. School Facilities.** **2959 John Adams Parkway, Ammon, ID 83406, and 2664 1<sup>st</sup> Street, Ammon, ID 83406.** The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

**E. Attendance Area.** The School's primary attendance area is as follows: **Bonneville Joint School District 93 and Idaho Falls School District 91.**

**F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

**G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

## SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the Performance Framework incorporated into this agreement as Appendix B.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

## SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth

and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.

- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

## **SECTION 8: MISCELLANEOUS**

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective July 1, 2019.

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**Alan Reed**  
**Chairperson, Idaho Public Charter School Commission**

A handwritten signature in black ink that reads "Antonio H. Lima". The signature is written in a cursive style with a large initial 'A' and 'L'.

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**Tony Lima**  
**Chairperson, White Pine Charter School Board**

- Appendix A: Conditions of Authorization/Renewal**
- Appendix B: Performance Framework**
- Appendix C: Charter**
- Appendix D: Public Charter School Closure Protocol**

**Appendix A: Conditions of Authorization / Renewal**

No conditions of authorization or renewal are applicable.

**Appendix B: Performance Framework**

# WHITE PINE CHARTER SCHOOL [YEAR] ANNUAL PERFORMANCE REPORT

## INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

## PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

<b>Academic</b>	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
<b>Mission-Specific</b>	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
<b>Operational</b>	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
<b>Financial</b>	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

## ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

<b>Honor</b>	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
<b>Good Standing</b>	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
<b>Remediation</b>	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
<b>Critical</b>	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

**SCHOOL OVERVIEW**

<b>Mission Statement</b>	Success for Every Student.		
<b>Key Design Elements</b>	<p>White Pine Charter School (grades K-8) utilizes a Core Knowledge framework taught in a warm and dynamic environment. We believe that effective learning is hands-on where students are taught to be critical thinkers and life-long learners.</p> <ul style="list-style-type: none"> <li>● Provide a strong foundation in basic reading, writing, mathematics, science, social studies and technological skills.</li> <li>● Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.</li> <li>● Lead students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.</li> </ul>		
<b>School Location</b>	2959 John Adams Parkway, Ammon, ID 83406	<b>School Phone</b>	208-522-4432
<b>Surrounding District</b>	Bonneville School District		
<b>Opening Year</b>	2003		
<b>Current Term</b>	July 1, 2019 -June 30, 2024		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	1049	<b>Enrollment (Actual)</b>	

**SCHOOL LEADERSHIP**


**STUDENT DEMOGRAPHICS**

	School	State	Surrounding	Neighboring
<b>Non-White</b>				
<b>Limited English Proficiency</b>				
<b>Special Needs</b>				
<b>Free and Reduced Lunch</b>				

**ISAT PROFICIENCY RATES**

Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	
------------------------------------------------------------------------------	--

ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	0	525	0	525	0	300	0
% of Academic Points			0%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned	
	1			WPCS has chosen not to include mission-specific measures.
	2			
	3			
	4			
	5			
	6			
Total Mission-Specific Points		0	0	
% of Mission-Specific Points				

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	50	0
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0	Total Financial Points	2d	50	0
	3b	25	0		400	0	
	3c	25	0		% of Financial Points	0%	
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
Additional Obligations	4b	25	0				
Total Operational Points	5a	25	0				
% of Operational Points		400	0				
			0%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	0%	0%	55% - 74%	NA	80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. Measures based on ISAT outcomes exclude alternate ISAT data; as a result, the outcomes shown may differ slightly from those published on the State Department of Education's website.

INDICATOR 1: STATE PROFICIENCY COMPARISON		
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	<p>50                      0</p> <p>30 - 45                0</p> <p>15 - 29                0</p> <p>0 - 14                   0</p> <hr/> <p>0</p>
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	<p>50                      0</p> <p>30 - 45                0</p> <p>15 - 29                0</p> <p>0 - 14                   0</p> <hr/> <p>0</p>
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
<b>Measure 2a</b> <b>Math Proficiency Rate Comparison to District</b>	<b>Do math (or similar subject area) proficiency rates meet or exceed the district average?</b>  <b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.  <b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.  <b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.  <b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the district average.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Boneville Joint School District will be used for comparison purposes.																			
<b>Measure 2b</b> <b>ELA Proficiency Rate Comparison to District</b>	<b>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</b>  <b>Exceeds Standard:</b> The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.  <b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.  <b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.  <b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Boneville Joint School District will be used for comparison purposes.																			

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)														
<b>Measure 3a</b> <b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>  <b>Criterion-Referenced Growth</b> <b>Math</b> <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.  <b>Notes</b>	<b>Result</b>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>39-50</td> <td>0</td> </tr> <tr> <td>26-38</td> <td>0</td> </tr> <tr> <td>13-25</td> <td>0</td> </tr> <tr> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	39-50	0	26-38	0	13-25	0	0-12	0		0
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<b>Measure 3b</b> <b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>  <b>Criterion-Referenced Growth</b> <b>ELA</b> <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.  <b>Notes</b>	<b>Result</b>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>39-50</td> <td>0</td> </tr> <tr> <td>26-38</td> <td>0</td> </tr> <tr> <td>13-25</td> <td>0</td> </tr> <tr> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	39-50	0	26-38	0	13-25	0	0-12	0		0
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INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)																				
<b>Measure 4a</b>	<b>Are students making expected academic growth in math compared to their academic peers?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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<b>Math</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math falls below the 30th percentile.</p>																			
<b>Notes</b>	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.																			
<b>Measure 4b</b>	<b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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<b>ELA</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA falls below the 30th percentile.</p>																			
<b>Notes</b>	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.																			

**INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)**

**Measure 5a**                      **Are students graduating from high school on time?**

**Four-Year Adjusted Cohort Graduation Rate**

**Exceeds Standard:** The school's four-year ACGR was at least 90%.  
**Meets Standard:** The school either:  
 a) had a four-year ACGR of 80% - 89% OR  
 b) had a four-year ACGR of at least 66% AND met its progress goal.  
**Does Not Meet Standard:** The school met its progress goal but had a four-year ACGR below 66%.  
**Falls Far Below Standard:** The school did not meet its progress goal and had a four-year ACGR below 66%.

The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.

**Notes**

Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)

The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.

Result	Points Possible	Points Earned
	125	
	100	
	75	
	0-65	0
		0

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p><b>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</b></p> <p><b>Meets Standard:</b> The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p><b>Partially Meets Standard:</b> The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p><b>Does Not Meet Standard:</b> The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Measure 1b Educational Requirements</p>	<p><b>Is the school complying with applicable educational requirements?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p><b>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
Notes				0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p><b>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
Notes				0

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT																	
<p>Measure 2a Financial Reporting and Compliance</p>	<p><b>Is the school meeting financial reporting and compliance requirements?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Measure 2b GAAP</p>	<p><b>Is the school following General Accepted Accounting Principles (GAAP)</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Measure 2c Enrollment Variance</p>	<p><b>Is the school successfully enrolling the projected number of students?</b></p> <p><b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p><b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p><b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Notes</p>	<p>Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.</p>																

OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING														
<p>Measure 3a</p>	<p>Is the school complying with governance requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned									
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<p>Governance Requirements</p>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>		25			15			0				0
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<p>Measure 3b</p>	<p>Is the board fulfilling its oversight obligations?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned									
Result	Points Possible	Points Earned												
<p>Board Oversight</p>	<p><b>Meets Standard:</b> The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p> <p><b>Partially Meets Standard:</b> Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p> <p><b>Does Not Meet Standard:</b> The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p>	<table border="1"> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>		25			15			0				0
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<p>Notes</p>														

OPERATIONAL

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
<b>Reporting Requirements</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
<b>Notes</b>				0
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
<b>Public Transparency</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
<b>Notes</b>				0

OPERATIONAL

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
<b>Credentialing &amp; Background Checks</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<b>Information Handling</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
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Notes				0

INDICATOR 4: SCHOOL ENVIRONMENT																	
Measure 4a	Is the school complying with transportation requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
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Transportation	<p><b>Meets Standard:</b> The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>																
Notes																	
Measure 4b	Is the school complying with facilities requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
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Public Transparency	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>																
Notes																	

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<p><b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p><b>Partially Meets Standard:</b> The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
<b>Measure 1a</b> <b>Current Ratio</b>	<b>Current Ratio: Current Assets divided by Current Liabilities</b>  <b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i>  <b>Does Not Meet:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.  <b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.			50 10 0	0
Notes					
<b>Measure 1b</b> <b>Cash Ratio</b>	<b>Current Ratio: Cash divided by Current Liabilities</b>  <b>Meets Standard:</b> Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).  <b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.  <b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.			50 10 0	0
Notes					
<b>Measure 1c</b> <b>Unrestricted Days Cash</b>	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</b>  <b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i>  <b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.  <b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.			50 10 0	0
Notes					
<b>Measure 1d</b> <b>Default</b>	<b>Default</b>  <b>Meets Standard:</b> School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.  <b>Does Not Meet:</b> School is in default of financial obligations.			50 0	0
Notes					

FINANCIAL

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
<b>Measure 2a</b> <b>Total Margin and Aggregated</b> <b>3-Year Total Margin</b>	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b>  <b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>  <b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".  <b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.	50  30  0			0
<b>Notes</b>	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				
<b>Measure 2b</b> <b>Debt to Asset Ratio</b>	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>  <b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.  <b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0  <b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0	50  30  0			0
<b>Notes</b>	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				
<b>Measure 2c</b> <b>Cash Flow</b>	<b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b>  <b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>  <b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"  <b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.	50  30  0			0
<b>Notes</b>					
<b>Measure 2d</b> <b>Debt Service Coverage Ratio</b>	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>  <b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1  <b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1	50  0			0
<b>Notes</b>	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				

## **Appendix C: Charter**

# WHITE PINE CHARTER SCHOOL

## WHITE PINE STEM ACADEMY

Available to all Idaho students with a primary attendance area consisting of Idaho Falls School District #91 and Bonneville Joint School District #93

Transferred to authorization  
under the PCSC on April 5, 2007

Current Charter approved  
by the PCSC on April 11, 2013

*Charter Amendment Approved by the PCSC on  
October 11, 2018*

### **Main Office**

2959 John Adams Parkway  
Ammon, ID 83406

### **Contacts:**

**Jeremy Clarke, Principal**  
2959 John Adams Parkway  
Ammon, ID 83406  
208-522-4432

### **Tony Lima, Board Chair**

4609 W 65th S,  
Idaho Falls, ID 83402  
(208) 313-2679

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## II. Executive Summary

The workforce of the future is constantly changing, and the demand for technically savvy learners and scientifically literate citizens is increasing. The next generation needs to possess and use knowledge, skills, innovative thinking, problem-solving, and positive attitudes to pursue productive career paths and lead healthy and happy lives.

White Pine Charter School (“WPCS”) seeks to build on its track record of success in grades K-8 with a Charter expansion to create an innovative science, technology, engineering and mathematics (“STEM”) Academy, serving grades 7 through 12. The White Pine STEM Academy (“STEM Academy”) complete the White Pine educational program and will be Eastern Idaho’s premier STEM school for discerning parents and students wanting a rigorous, relevant, and 21<sup>st</sup> Century education to prepare students for college, career, and beyond.

WPCS’s broad-based educational program in grades K-8 gives students a well-rounded context for advanced and rigorous learning opportunities at the STEM Academy. The Academy will teach 21<sup>st</sup> century workforce skills, cutting edge Science, Technology, Engineering, and Mathematics (STEM), while integrating English Language Arts, Social Studies, and Humanities in a rich inquiry, problem-solving, mastery, and project-based learning environment.

As with the WPCS elementary programs, the STEM Academy’s curricular activities will be research-based and provide a learning environment where student achievement is unbounded to maximize individual growth. The curriculum will be rigorous and continuously made relevant through community partnerships with the College of Eastern Idaho, the Idaho National Laboratory, key area employers, and other STEM partners. Our mission will be accomplished when students develop into motivated learners, analytical thinkers, and innovative problem-solvers.

The STEM Academy will recruit highly qualified teachers and staff, with a preference given to real world experience in STEM-related fields. Content, curriculum, and projects will be aligned with State content standards, but teachers will partner with local colleges and universities, STEM industries, and local and regional employers to create real world STEM projects. These projects will give students meaningful and relevant opportunities to learn and develop the hands-on experience and cognitive skills that will propel them to success in their career path and/or post-secondary education. Students will direct their own learning to achieve content mastery, and will work with teachers and fellow students on dynamic, engaging, and innovative projects.

WPCS will maintain its current campus, expanding its grade level capacity to three classes per grade in K-8. In our Phase 1 expansion, the STEM Academy will transition 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students and recruit additional students for grades 9 and 10 for the 2019-2010 school year, with a target of 124 students in grades 7-10, including 64 9<sup>th</sup> and 10<sup>th</sup> grade students. WPCS will use existing classrooms and either lease appropriate commercial facilities or contract for innovative and well-designed modular classrooms to accommodate initial growth until permanent facilities can be purchased and constructed/renovated. In Phase 2, the STEM Academy will expand to grades 11, using additional leased facilities or modular learning spaces, with a target of 94 a target of 180 students in grades 7-12, including 94 high school students. In Phase 3, the STEM Academy will have ideally purchased and

constructed/renovated permanent facilities near the College of Eastern Idaho, and within convenient driving distance of its existing facilities. In Phase 3, the STEM Academy intends to accommodate up to 237 students in grades 7-12, with capacity for 564 secondary students by 2026. By Phase 3, the WPCS elementary building will reach its target capacity of 540 students in grades K-6.

Although various enrollment scenarios exist for break-even in year 1, WPCS anticipates needing grants or other private donations to bridge probable operational deficits in the first 3 years of operation, with potential needs beyond year 3 for programmatic enhancements.

The WPCS elementary program and new STEM academy will challenge and inspire students, preparing them for productive lives and successful careers.

### **III. Vision & Mission**

WPCS is a well-established, well-regarded, and successful public charter school with a proven track record of academic and operational success. WPCS seeks to build on its track record with an innovative high school expansion to create Eastern Idaho’s premier science, technology, engineering and mathematics (“STEM”) high school. This expansion will be known as the **White Pine STEM Academy (“STEM Academy”)**.

#### **A. White Pine Vision**

The White Pine Charter School, through our CORE Knowledge Elementary and the White Pine STEM Academy, will strive to be the school of choice for discerning parents and motivated students in grades K through 12. Our vision is

- a) To create a dynamic and challenging educational institution with high academic standards, providing all students opportunities to develop into motivated learners, analytical thinkers and competent leaders.
- b) To effectively utilize research-based practices and provide a progressive learning environment which maximizes individual student achievement.
- c) To practice a positive and compassionate teaching environment in which educators communicate, share and grow in a professional learning community focusing on unlimited potential for all students and educators.

By building and maintaining proactive community partnerships with local colleges and university, employers, and other STEM partners, we will become the preferred institution for middle and high school students seeking advanced opportunities to graduate early, earn dual credit, and develop 21<sup>st</sup> Century skills and critical habits for success in STEM and other career fields.

#### **B. White Pine Mission**

Our institutional motto is **“Success for Every Student!”** To maximize our student’s success, our mission is to provide a dynamic, safe, and challenging learning environment, holding students to the highest academic standards and behavioral expectations. We utilize research-based

practices and provide a progressive learning environment to maximize individual student achievement. We will cultivate a positive and passionate teaching and learning culture in which teachers and students communicate, collaborate, share, and grow in a mutual, collegial, and professional learning community, with unlimited potential for all students and staff.

This mission results in a broad-based education in grades K-6, giving students a well-rounded context for advanced and rigorous learning opportunities at the STEM Academy, which will prepare them for success in the 21<sup>st</sup> Century Workforce. The WPCS mission will be achieved in grades 8-12 at the STEM Academy by challenging, inspiring and preparing students for productive lives and successful careers. We will do this by teaching 21st century skills, cutting edge Science, Technology, Engineering, and Mathematics (STEM), and integrating English Language Arts, Social Studies, and Humanities in a rich inquiry, problem-solving, mastery, and project-based learning environment. The curriculum will be rigorous and continuously made relevant through community partnerships with area colleges and universities, the Idaho National Laboratory, area employers, and other STEM partners. Our mission will be accomplished when students develop into motivated learners, analytical thinkers, and innovative problem-solvers.

#### **IV. Authorizer**

WPCS is presently authorized by the Idaho Public Charter School Commission, a statutorily authorized entity under Idaho Code § 33-5202A(1). WPCS was originally authorized by Bonneville Joint School District 93, but WPCS petitioned to change its authorizer to the Commission, which transfer was approved on April 5, 2007.

#### **V. Educational Program**

WPCS's K-8 program has a proven track record of academic success. Since its inception, WPCS has used the CORE Knowledge curriculum to develop strong content knowledge and skills in reading, writing, math, science, and social studies. Enhanced with foreign language, art, music, health and physical education, the purpose of the WPCS K-8 program is to produce well-rounded students with broad-based content knowledge that equips them for accelerated learning and success at the secondary level and beyond.

The STEM Academy will build on this progress, to integrate Science, Technology, Engineering and Mathematics into every subject in grades 7-12, incorporating mastery- and project-based learning to empower and engage students in directing their own education. The goal of the STEM Academy is to increase students' interest in science, engineering, and math through technology, and to prepare them for success in the 21st Century workforce.

##### **A. Educational Philosophy**

White Pine's philosophy is grounded in the belief that highly challenging content in a safe environment creates the setting for accelerated learning. We believe that students learn when:

- a) students are taught to be life-long learners;
- b) students construct meaning;
- c) students see the connection between what they learn and the real world;
- d) students are actively engaged in purposeful tasks;
- e) activities are integrated and meaningful;
- f) students are allowed differentiated learning opportunities;
- g) students are encouraged to explore and master learning skills;
- h) students work individually and as members of a group;
- i) students are encouraged to apply their personal interest in classroom assignments;
- j) students are expected and encouraged to learn;
- k) students and faculty have time built into the schedule for consistent and continual collaboration on class assignments and educational program;
- l) students dress to focus on the school objectives;
- m) students are given assignments to seek understanding of others beliefs, opinions and cultures;
- n) all students have advanced learning opportunities; and
- o) students see themselves as part of the community and find ways to serve the community.

To achieve these conditions, staff and faculty will succeed when:

- a) Create a highly-personalized, open, and trusting learning environment for all students and their families;
- b) Expect students to produce high quality work that is presented to the public;
- c) Create a school culture where character counts, and exploration, reflection, and learning through failure is a part of the learning process;
- d) Weave science, technology, engineering, and mathematics into every subject;
- e) Integrate the study of English Language Arts and Social Studies into STEM subjects;
- f) Engage students in inquiry-based, problem-solving, and project-based learning using compelling projects;
- g) Incorporate fieldwork, local expertise and service learning;
- h) Ensure that curriculum is rigorous and relevant through intensive STEM community involvement—Students shouldn't be left asking, "When are we ever going to use this?"
- i) Empower students to direct their own learning and create an environment where students learn together and from each other;
- j) Help students understand how they learn best, by working in teams, and producing meaningful individual outcomes; and
- k) Build a network of teachers, advisors, parents, business and community leaders, and mentors to inspire and support students to achieve success in the local STEM community and beyond;

- l) Create an environment where students develop academic and personal skills and habits for success.

WPCS and the STEM Academy will be the greenhouse to nurture and grow a new generation of technically savvy learners and scientifically literate citizens who will possess and use knowledge, skills, creative thinking, and positive attitude to pursue technical training, post-secondary education, productive career paths, and healthy and happy lives.

## **B. Student Academic Achievement Standards**

### **1. Content Standards**

WPCS and the STEM Academy will use the state adopted Idaho Content Standards as a minimum threshold for the content delivered to its students. All curriculum will be aligned with state standards, and will emphasize developing skills and key competencies in:

- a) Personal Responsibility. Students will have positive attitudes and perceptions about creating quality work, striving for excellence and positive interpersonal skills.
- b) Expanding and Integrating Knowledge. Students will acquire and integrate knowledge and experiences from different subject areas. Students will gather and use subject-area information effectively in order to gain new information knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.
- c) Communication Skills. Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills. Students will develop their talents in music, visual arts, and/or performance. Students will develop oral and written skills in a non-native language.
- d) Thinking and Reasoning Skills. Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.
- e) Social Responsibility and Skills. Students will deal with disagreement and conflict caused by diversity of opinions and beliefs. Students will evaluate and manage their behavior as group members. Students will participate in community service that reflects responsible citizens in a democratic society.

WPCS and the STEM Academy will maintain high expectations for student achievement. Real success is ultimately difficult to measure, with non-traditional, longitudinal metrics better reflecting real life outcomes; data on college graduation rates, job placement, average income, and lifelong happiness will only be measured, if at all, long after they leave WPCS. Yet, WPCS firmly believes that when performance is measured, performance improves. When performance is measured and reported, the rate of improvement accelerates. And when performance is measured, reported, and recognized/rewarded, we can optimize achievement.

WPCS will measure student progress through standardized testing, formative and summative teacher assessments, and student self-evaluation. Learning outcomes will be written and transparent, in student friendly statements. The WPCS and STEM Academy Principals will ensure that essential knowledge and skills for student learning are defined for each program, and communicated to students and parents in simple, student-friendly language. The Principal will work with the WPCS Board of Directors and STEM community partners to ensure that all curriculum and learning objectives are meaningful and relevant to the 21<sup>st</sup> Century workplace and meeting the needs of local and regional colleges, universities, and STEM employers.

Classroom assessment and grade reporting will be meaningful and reflect student growth and student demonstration of proficiency on content standards and core competencies. Assessments will occur in a variety of ways, including: student self-evaluation, performance, verbal and written.

## **2. Student Portfolios and Self-Evaluation**

Students will also engage in regular self-assessment and create academic portfolios, to help them reflect on what they've learned and memorialize and report on their own growth. Beginning in kindergarten, students will be asked to evaluate their own work, helping them reflect on their own strengths and weaknesses. Students will also build their portfolios using technology and incorporating evidence from their individual work and project-based group work. Students will display and defend their portfolios during academic fairs and other public events, as well as through peer and teacher evaluations. Student self-assessment will help students understand their own accomplishments and learn to set personal learning goals. Their self-assessment and goal setting will be shared with parents twice a year during conferences. When students become the center of the learning they become actively engaged in the entire process and progress is accelerated.

## **3. Student-Led Conferences and Grade Reporting**

WPCS and the STEM Academy will conduct student-led conferences at least twice a year, and report cards will be sent home at the end of each term or reporting period. Parents may inquire at any point in time about a student's progress. The WPCS student information system will give parents access to continuous information about their child's progress.

## **4. Assessments and Standardized Testing**

WPCS will use formative and summative assessments to demonstrate that the school is meeting performance standards outlined by the state and the WPCS school board. Formative and summative evaluations are the basis of valid and reliable assessment. The goal is not only to give a grade, but also to encourage students to do their personal best and show them their own improvement throughout the year. Performance will be assessed on at least three levels:

- a) Performance will be assessed relative to state-developed standards including any adopted testing
- b) Student progress relative to previous performance will be assessed through portfolios, oral presentations, written reports, individual and group projects.
- c) Attitudes and personal/academic habits will be assessed through student evaluation of individual goals, teacher evaluations of projects, presentations and parental input.

In addition to teacher-designed classroom assessments, students will be required to participate in the Idaho Assessment Program, including any assessment required by law or helpful to WPCS school improvement strategies. The following are examples of the types of tests that may be administered:

- a) Idaho Reading Indicator (IRI);
- b) English Language Proficiency (ELP);
- c) Idaho Standards Achievement Test Comprehensive Assessment System (ISAT);
- d) National Assessment of Educational Progress (NAEP);
- e) Science End of Course Exams (EOC);
- f) Civics Assessment (CA);
- g) College Entrance Exams (SAT); and the
- h) WIDA Access 2.0/ Idaho English Language Assessments.

WPCS will assess students and record and analyze data to drive instruction, and give parents, teachers, and the school a normed perspective on individual student abilities and personal academic habits, as well as the efficacy of WPCS programs.

## **5. Student Outcomes and Objectives**

Based on these assessments, WPCS's primary and general measure of success will be growth each year for individual students and student cohorts.

WPCS's baseline objective, at all grade levels, will be to meet or exceed the State in overall percentage of students scoring proficient or above on standardized testing in Reading, Math and English Language Arts.

Beyond this fundamental objective, WPCS will also strive to achieve the following academic goals:

- a) 75% of continuously enrolled students in grade K-3 will be proficient in reading on the state IRI or other state required standardized test;
- b) 70% of continuously enrolled students will be proficient in math on required state standardized tests.
- c) 70% of continuously enrolled students will be proficient in language arts on required state standardized tests.
- d) Students will demonstrate proficiency in 75% of all core content material

(English, Science, Math, and Social Studies).

- e) Students will develop the prerequisite knowledge and skills to advance to higher grade levels.

A “continuously enrolled student” is one with 90% attendance during the school year in which the standardized test is completed.

In addition, the STEM Academy expects the following for students in grades 7-12:

- a) All students in grades 9-12 will complete a course in career exploration, including a career internship in a STEM-related field, before graduation;
- b) Graduating juniors or seniors will prepare to apply to a continuing education program after graduation (i.e., college, vocational/technical school);
- c) 80% of all students in grades 7-8 will complete at least one Advanced Opportunity available to middle school students (e.g., an overload, online, or high school level course);
- d) 100% of all students in grades 9-12 will attempt at least one Advanced Opportunity, and 90% will successfully complete at least one Advanced Opportunity available to high school students, including but not limited to
  - 1. Successfully completing at least one Dual Credit or Concurrent Enrollment course to earn college credit while in high school;
  - 2. Passing at least one Advanced Placement exam with a score of three or higher before graduation;
  - 3. Completing at least one career-technical or professional certification for potential employment after high school or helpful to career advancement;
  - 4. Taking overload or online courses to graduate early to enroll in early college opportunities; or
  - 5. Participating in directed, scholarly research and writing and/or publishing a scholarly work in an academic journal concerning a STEM topic.

## **C. Key Educational Design Elements**

### **1. General Elements**

Students attending WPCS and the STEM Academy will see substantive differences from other area educational opportunities, including:

- a) An Extended academic day;
- b) Study of a second language;
- c) Required Homework;
- d) Written and signed disciplinary policy; and
- e) Required dress code.

All academic programs are differentiated through a team approach, allowing

teachers to teach from their strengths. Teachers may specialize in subject areas, allowing them to focus on teaching as well as exposing students to different teaching personalities. Time will be scheduled to provide teachers with time to collaborate and participate in professional development to assure team success.

WPCS will leverage the local community resources and opportunities for experiential learning through community involvement, expeditionary/field learning, service projects, and internships. The school intends for each student to obtain a sense of community and neighborhood that will provide a lifelong sense of belonging and confidence.

The curriculum of WPCS will contain both traditional academic subjects and an additional language that make the Charter unique. The Idaho State Department of Education's standards serve as benchmarks. The CORE Knowledge curriculum areas include reading, writing, math, science, and social studies. They are enhanced with a foreign language, art, music, health and physical education.

WPCS's core values are reflected in its philosophy and mission statement. It is highly important for students to be challenged, to be taught as individuals, and to learn in a safe, educational environment that allows them to learn about today's world and equips them with the tools to reshape and improve the world of tomorrow.

WPCS intends to meet the goal of producing students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21<sup>st</sup> century. Goal attainment will be assessed by ongoing student testing and staff professional development. The receiving teacher will have intimate knowledge of curriculum and the strengths and weakness of the students. The school will know if it accomplishes its goals by the continuing success rate of its students and by their scores on standardized tests.

## **2. Curriculum and Methods**

### **a) Overview**

WPCS will align its curriculum with state approved Content Standards. The curriculum contains both traditional academic subjects and additional language areas that make the Charter unique. The Idaho State Department of Education's standards will be enhanced with unifying themes and other creative methods.

### **b) K-6 Curriculum**

In grades K-6, WPCS will continue to use the CORE Knowledge sequence, or similar curriculum, to drive instruction. The CORE Knowledge Sequence presumes that an educated learner needs to know clearly defined skills and concepts that can best be learned in an organized sequential fashion. Traditionally, this approach has been predominately lecture-based. However, WPCS adds innovative learning methods and tools to increase the efficiency of this sequence, and to provide the opportunity for

drills, which are sometimes necessary.

1. The Inquiry and Problem-Solving Method suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use information, not just to have instant recall and possession of the information.
2. The Individualized Learning Method attempts to personalize the learning process to the interests of the individual by allowing students to develop goals for self-study. The reasons for learning thus become intrinsic--one's own curiosity and personal applicability of the information learned.
3. The Discussion Method encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner.

The subjects that make up the K-6 curriculum are listed and briefly discussed below. Traditional core curriculum areas—reading, writing, math, science, history and social studies-- are strongly emphasized. They are enhanced with a second language, music, art, health, and physical education.

- (1) Language Arts (English and Foreign). The literature-based curriculum develops learners who are effective communicators, who love literature, and are lifelong readers and writers. Comprehensive skills, grammar, and vocabulary are integrated within the literature program. Dramatization and memorization of accelerated vocabulary is a motivational aspect of the language arts experience. Writing includes goal setting and self-assessment through a personal journal, book reports, research reports as well as creative and expository writing. Communication skills include speaking and writing, and expand into presentation skills, using modern technological tools. The CORE Knowledge curriculum will be 50% of the language arts program.
- (2) Science and Health. The science curriculum is a multiyear sequence that emphasizes hands-on experimentation and functional knowledge of scientific phenomena. Science must take students beyond the factual approach of reading, reciting, drilling, and testing science to actually “doing” and “feeling.” This process approach lets students experience the excitement of science so they can better understand facts and concepts. Kindergarten through Grade 3 students will focus on the basic science process skills of observing, inferring, measuring, communicating, classifying, and predicting. Grades 4 through 8 students will add the integrated science process skills of identifying variables, constructing tables or data, constructing graphs, describing relationships between variables, acquiring and processing data, constructing hypotheses, and designing investigations.

- (3) Mathematics. Kindergarten through Grade 6 students will master grade appropriate arithmetic processes of addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals, as well as the basics of algebra and geometry. Teachers will provide opportunities for concept and manipulative experiences that engage students in exploring, conjecturing, and thinking. Students will view and use math as a tool for reasoning and problem solving in purposeful ways.
- (4) Social Studies. Kindergarten through Grade 6 will follow the CORE Knowledge Curriculum and align with the Idaho State Achievement Standards. We will seek out ways for the students to discover and experience responsibilities and rights as members of our democratic community.
- (5) Environmental Education and Community Service. There will be a strong emphasis on community service in Grade 6 as students apply their understanding of and their contributions to the world around them. Learners will participate in hands-on projects intended to form an awareness of the ever-changing diversity of our community.
- (6) Technology. Technology will be used to support a child's natural way of learning through individual and group discovery and seeking solutions to real-life challenges. WPCS will provide our learners with technology skills that prepare them for future employment.

### **3. STEM Academy with Mastery and Project-Based Learning**

The key curricular feature of the STEM Academy is the integration of Science, Technology, Engineering and Mathematics into every subject in grades 7-12, incorporating mastery- and project-based learning to empower and engage students in directing their own education. The STEM Academy will nurture student's interest in STEM subjects, with a focus on helping students develop 21st Century skills that are in growing demand in today's workforce and the workforce of the future.

Traditional education places students into age groups and lets them advance based on seat time: students learn on the teacher's schedule and all students progress at the same rate. Teachers teach to the middle, with some students either lost and left behind, or bored and wanting for more. Mastery-based education gives students the ability to direct their own learning and advance as they demonstrate proficiency in course content. A motivated learner could master entire subjects in less time, moving on to more advanced topics without having to wait for the rest of the class. Teachers in this environment facilitate learning, teaching students how to learn using curated resources, and then focusing their efforts on the students who need small group or differentiated instruction. The STEM Academy will work to implement mastery-based learning for course content in all core subjects.

Unlike pure mastery-based learning, which focuses purely on content knowledge, the STEM Academy will help students apply what they learn and develop key cognitive skills

through the integration of core academic subjects with project-based learning (PBL). Teachers will lead inquiry-based explorations, where student learning will be driven by a guiding question in a real-world application of knowledge. Students will work individually and in groups on projects that demonstrate knowledge, innovation, creativity, communication skills, collaboration, and problem-solving ability. Some projects will be created and/or curated by teachers, some will be conceived by the students themselves, and many will come from STEM community partnerships and local industries and community leaders, giving students an opportunity to learn by solving real world problems.

The STEM Academy curriculum will include rigorous lessons in science and mathematics, including engaging, inquiry-based, hands-on, and real-world projects. These projects will be designed by the faculty and/or students, with guidance from faculty advisors using the State content standards and 21<sup>st</sup> Century workforce cognitive skills as a framework.

Through real-world projects, students will conduct an inquiry-based exploration of STEM topics, making hypotheses and engaging in the design process to conduct research and problem-solve. They will analyze data, identifying patterns and relationships, and model real life scenarios and solutions. They will use evidence, compare/contrast and interpret data. They will evaluate and critique others, make arguments and counterclaims, write about, speak on, and explain complex subjects. They will discuss, collaborate, and present on topics of import to STEM industries and the local community.

STEM Projects will:

- a) Focus on real-world issues and problems derived from STEM community partners;
- b) Be guided by the engineering design process (EDP), which students will use innovate and find solutions to real- world problems;
- c) Immerse students in exploratory learning and hands-on inquiry where students will direct their own learning with open-ended with constraints;
- d) Give students time to collaborate in teams and learn from one another;
- e) Integrate rigorous math and science content across other core subjects to create interdisciplinary projects that show that science and math are not standalone courses; and
- f) Allow for multiple correct answers and include failure as a necessary part of the learning cycle and create a culture where students can explore and experiment without fear of making mistakes.

#### **4. Virtual and Blended Programs**

Digital and self-directed learning is a growing component of education in the 21<sup>st</sup> Century. University classrooms use digital and distance learning technologies as a core part of instruction. Corporate training uses online learning management platforms,

often in a self-directed environment. WPCS's goal is not only to educate students on what they need to know, but to teach them how to learn, giving them the skills and tools to teach themselves new topics. This new generation of digital learners use technology every day, and WPCS will integrate a digital learning management system into its program.

WPCS knows that sound training to become a responsible digital citizen is a core 21<sup>st</sup> Century skill. Students will learn to use digital tools to access curriculum and demonstrate proficiency. Teachers will still teach, but they will become facilitators to learning, and not the sole fount of all knowledge in the classroom. In this way, teachers will spend more time as mentors, guiding project-based learning and working with students to demonstrate what they've learned.

## **5. Learning Management System**

Key to WPCS's mastery learning program at the STEM Academy, WPCS will implement a digital, secure, and cloud-based Learning Management System ("LMS"). An LMS is software for the administration, documentation, tracking, reporting and delivery of curriculum. WPCS will select and purchase (or utilize free or open-source) LMS, such as BUZZ, PowerSchool Unified Classroom, Schoology, Blackboard, HotChalk, Moodle, OpenOLat, Summit Learning, Google Classroom, or a similar LMS.

Teachers will build and upload lesson plans, course content, and assessments into the LMS, making it available to students, teachers, support staff, and parents anytime and anywhere they have access to a computer and an Internet connection. Course content will be laid out and scheduled according to a minimum pace, with students able to move through core content at their own pace. Teachers will introduce topics through engaging, hands-on learning activities, and then allow students to explore and move through curated content in a largely self-directed, but scaffolded environment. Students will take assessments when they are ready to demonstrate mastery, and teachers will monitor progress, focusing time and intervention strategies on those students struggling to stay on pace or having difficulty understanding course content.

The LMS will also be used to present and track projects, integrated as a part of STEM project-based learning. Project summaries, expectations, benchmarks, and outcomes will be presented to students using the LMS, with progress and feedback recorded and monitored in near real-time.

## **6. Curriculum Development and Approval**

WPCS will review curriculum and curriculum development on an ongoing basis, directed by the Administrator with the approval of the Board of Directors. The curriculum will be implemented and evaluated through observations of teachers and students, with follow-up discussions with the Administrator to include written future goals. The efficacy of curriculum will be assessed in light of standardized test performance.

Prior to opening the STEM Academy, WPCS will enlist staff and third parties to aid in the purchase and/or development of project- and mastery-based curriculum for upper grades. WPCS will start with the State content standards to outline the content for each course and grade level. WPCS will then purchase/acquire and/or compile curated content resources that align with state content standards, including standard textbooks and treatises; available digital content from reputable curriculum publishers; and open source, digital educational content from reputable organizations and sources, like the The University of Idaho Doceo Center for Innovation + Learning (UIDC), CK-12.org, OpenStax CNS (Rice University), Khan Academy, SAS Curriculum Pathways, PhET Science Simulations (University of Colorado Boulder), CourseRA, MIT Open Courseware, and others.

WPCS will also adopt a slate of research-based competencies (e.g., skills) and rubrics on which to assess students in the STEM Academy. Examples of such competencies include but are not limited to:

- **The State of Idaho IMEN COMPETENCIES**
  - o Reading Critically
  - o Expressing Ideas
  - o Investigating through Inquiry
  - o Reasoning Quantitatively
  - o Designing Solutions
  - o Building Networks
  - o Using Sources
  - o Learning independently
  - o Leading Teams
  - o Navigating Conflict
  - o Sustaining Wellness
  - o Engaging as a Citizen
- **Big Picture Learning Goals**
  - o Empirical Reasoning
  - o Communication
  - o Empirical Reasoning
  - o Quantitative Reasoning
  - o Empirical Reasoning
  - o Social reasoning
  - o Empirical Reasoning
  - o Personal Qualities: Self-Management, Organization
  - o Personal Qualities: Leadership, Cooperation
  - o Social Reasoning; Personal Qualities: Responsibility, Empathy, Cooperation
  - o Personal Qualities: Responsibility, Empathy, Cooperation; Social Reasoning
  - o Personal Qualities: Enhance my Community

- **Workforce Readiness Skills**
  - o Critical Thinking/Creative Problem Solving; Digital Literacy
  - o Oral/Written Communication
  - o Critical Thinking/Creative Problem Solving
  - o Critical Thinking/Creative Problem Solving
  - o Critical Thinking/Creative Problem Solving
  - o Professionalism/Work Ethic
  - o Digital Literacy
  - o Leadership; Teamwork/Collaboration
  - o Teamwork & Collaboration
  - o Knowledge of Core Subjects
- **Learning What Matters (B-21)**
  - o Reading Informational; Reading Literature
  - o Collaborative Discussions; Writing Arguments; Writing Informational; Writing Narratives;
  - o Leading Science Investigation
  - o Mathematical Problem Solving, Mathematical Argumentation; Data Analysis
  - o Conducting Research
  - o Take Civic Action

Working with industry partners, WPCS staff will develop real-world projects, activities, and exercises that will provide a context for content learning and development of the core competencies, and that provide opportunities for students to demonstrate proficiency in both content knowledge and identified competencies associated with each project, performance task, or exercise.

The process for developing individual projects, performance tasks and assessments is the same expected of teachers in preparing lesson plans in traditional classes. Teachers and staff will be expected to review and curate course material (whether in a traditional textbook or in digital format); identify class and lesson objectives and ensure alignment with state content standards; determine methods and procedures for delivering instruction and/or facilitating learning; design projects and activities that align with content standards and WPCS competencies; determine and prepare methods for assessment; outline the sequence and timing of lessons and activities; identify the materials and resources needed for each lesson/project; and collaborate with other teachers for cross-curricular integration.

Teachers will be expected to create course materials in digital format and upload syllabi, lesson plans, instructions, assessments, and other course materials into the LMS. Teachers will be trained on how to use the LMS, although many common LMS interfaces are web-based and have similar features and user-experience to familiar school productivity applications such as Google Docs/Sheets, Google Classroom, Microsoft Word, PowerSchool, etc.

As with new teachers in a traditional classroom environment, preparatory work to implement mastery- and project-based learning is front-loaded, will require training, professional development, and upfront effort, including necessitating individual forethought and collaboration among WPCS staff.

When hiring staff for the STEM Academy, WPCS will seek individuals with experience in mastery- and project-based learning, and/or provide ongoing professional development opportunities for staff to successfully understand the expectations and methodologies of successful mastery and project-based learning environments. As needed, WPCS will also engage staff and third parties in advance of the opening of the STEM Academy, including over the summer breaks, to continually refine and improve content, curricula, assessments, and projects.

Teachers will be given preparation time and workdays before school is in session and throughout the school year to facilitate their professional development and to provide additional time to prepare digital lesson plans and course materials.

## **7. Thoroughness Standards**

The WPCS will also strive to meet the Thoroughness Standards described in Idaho Code § 33-1612. WPCS will achieve these Standards through its basic curriculum and the unique aspects of the school. Instruction of the curriculum will be accomplished using an aligned proactive method. A combination of a strong emphasis on kindness and a reward system which honors children who are hardworking, responsible, honest, and respectful creates an environment allowing students to maximize their learning potential. We will incorporate memorization and dramatization of classic poetry, quotations and other literary materials noted in the CORE Knowledge Curriculum.

Multiple learning opportunities are afforded the WPCS students. Some are familiar, some are novel, but all strive to make learning relevant and purposeful and to actively engage the learner. Problem-solving groups apply knowledge they have acquired and practice new skills by tackling both real world problems and problems simulated to model the current work world.

WPCS's learning program is built on the belief that all children can learn. It recognizes that talent is individual and that children may excel in any or all the academic areas. All academic talent will be encouraged.

In keeping with WPCS's mission, we recognize that education is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. The Charter School emphasizes both the acquisition and application of knowledge.

The staff at WPCS will model essential traits of good character and will ensure a safe, kind environment allowing students to acquire essential information and

attitudes that will help them lead productive lives. The learning program supports WPCS's mission of developing lifelong learners. It is designed to stimulate the desire to learn, and is based on the belief that all learners possess an innate and unique creativity that can be developed given the appropriate environment. It allows for the joy of knowledge, self-statement, and the thrill of exploration. It is flexible to accommodate the individuality of learners and to evolve as WPCS learns and grows. WPCS ensures that children are not penalized for the rate at which they learn. The faster learner is continuously presented with new challenges, while the slower learner benefits from an academic improvement plan.

a) A safe environment conducive to learning is provided.

**Goal:** Maintain a positive and safe teaching and learning climate. Every employee and student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes respect for everyone.

**Objectives:** WPCS will:

1. Provide a written disciplinary policy to every student, parent, faculty and staff member, who will be required to sign a contract that will state they have received a copy of the policy and have reviewed the content. Parents of younger children will be asked to review the policy with the child and sign the contract.
2. Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include, but not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
3. Provide a facility and adopt policies that satisfy all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.
4. Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
5. Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

b) Educators are empowered to maintain classroom discipline.

**Goal:** Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.

**Objectives:** WPCS will:

1. Provide a written disciplinary policy to every student, parent, faculty and staff member. The above-mentioned individuals will be required to sign a contract that will state they have received a copy of the policy and have reviewed the

content. Parents of younger children will be asked to review the policy with the child and sign the contract.

2. Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
3. Teach appropriate behaviors and foster responsible decision-making skills.
4. Establish and maintain consistent rules aligned throughout the school.

c) The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work is emphasized.

**Goal:** Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

**Objectives:** WPCS will:

1. Provide a written disciplinary policy to every student, parent, faculty and staff member. The above-mentioned individuals will be required to sign a contract that will state they have received a copy of the policy and have reviewed the content. Parents of younger children will be asked to review the policy with the child and sign the contract.
2. Emphasize the importance of adults modeling important values at school.
3. Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
4. Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

d) The skills necessary to communicate effectively are taught.

**Goal:** Teach students a range of effective communication skills appropriate for the 21st century.

**Objectives:** WPCS will:

1. Emphasize meaningful language experience in reading, writing, and spelling, enhanced by dramatization and memorization.
2. Provide a technology supported environment that enhances communication.
3. Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations and post-secondary degrees. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills.

e) A basic curriculum necessary to enable students to enter academic or professional- technical post-secondary educational programs is provided.

**Goal:** Develop an educated citizenry for the 21st century through a dynamic, interactive academic program where pacing is driven by student capabilities rather than textbooks. Students must be well grounded in the basics such as reading writing, mathematics, science, and social studies.

**Objectives:** WPCS will:

1. Use the Idaho State Department of Education Standards
2. Enhance curriculum by unifying themes and other creative methods.
3. Use a variety of methods to ensure student learning, including the CORE Knowledge Curriculum; teaching of math through direct instruction, math manipulative, timed tests, and hands-on experimentation for science learning; and emphasis on community service in social studies.
4. Student, parent, and educator together develop a Personalized Learning Goal for each student considering the student's strengths and weaknesses. The faster learner is continuously presented with new challenges. The slower learner benefits from extra adult help, multiple methods, and multiple environments.
5. Emphasize environmental responsibility and an understanding of the relationships between the manmade and the natural environment.
6. Field trips and career development opportunities will be used, as needed.

f) The skills necessary for the students to enter the workforce are taught.

**Goal:** Provide students with basic skills that prepare them for future employment using technological learning tools, scientific equipment, and networks linked to local and nationwide resources. These tools assist students in learning how to learn so that they become lifelong learners and are prepared to enter the workforce with a solid foundation of knowledge and skills.

**Objectives:** WPCS will:

1. Provide a strong foundation in basic reading, writing, mathematics, science, social studies and technological skills.
2. Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
3. Lead students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

g) The students are introduced to current technology.

**Goal:** Provide students with a technology-rich environment.

**Objectives:** WPCS will:

1. Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.
2. Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
3. Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

h) The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

**Goal:** Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

**Objectives:** WPCS will:

1. Provide on-going opportunities of community service.
2. Encourage students to develop habits of responsible citizenship

## **8. Strategies for Effectively Serving All Students**

WPCS is committed to providing a thorough, free, and appropriate education to all students, regardless of individual circumstance. Students with disabilities, limited English proficiency, homeless students (including unaccompanied minors), and gifted and talented students are afforded all the rights provided by state and federal law, including the Individuals with Disabilities Education Improvement Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”) and the Americans with Disabilities Act (ADA), the McKinney-Vento Homeless Assistance Act, etc. WPCS will not discriminate against any student on any basis prohibited by state or federal law.

WPCS has adopted policies and procedures for the provision of special education services to students with disabilities, and it employs and supervises appropriately certificated personnel to implement student IEPs and Section 504 Plan accommodations, provide equal access to homeless and unaccompanied minors, and make education accessible to ELL students. WPCS staff participate in training opportunities provided by the state regarding these policies and procedures.

WPCS will participate in all monitoring activities conducted by the Idaho State Department of Education, and WPCS staff, administrators, and Board of Directors will apply policies and procedures adopted by the Board for Special Education, and/or contained in the Idaho Special Education Manual. WPCS will collect appropriate data from standardized testing and student performance to ensure that teachers and staff adhere to individual education plans and other accommodations

and that annual plan goals are discussed, reported, and achieved.

WPCS will provide all special education services to eligible students with disabilities who enroll in the school. If WPCS is unable to provide the required services for a student, we will contract with an outside agency to provide such services, (e.g., speech, occupational therapy, and psychological testing).

- a) *Nondiscriminatory enrollment procedures.* WPCS will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. Students with disabilities are required to follow the admission procedures provided by Idaho Law, including IDAPA 08.02.04.203, or its successor.
- b) *Child Find activities and evaluations.* WPCS will conduct regular child find activities and evaluations for students admitted through the equitable selection process and may otherwise partner with local school districts on Child Find activities and evaluations.
- c) *Develop, review and revise IEPs.* Charter School personnel will participate in the testing, review and revision of any IEPs. Such review and revision will be in accordance with adopted procedures described in the Idaho Special Education Manual.
- d) *Provide special education and related services identified on student IEPs using qualified personnel.* WPCS will provide special education and related services identified on enrolled student IEPs using qualified personnel. If White Pine personnel are not qualified or unable to deliver the specific required services White Pine will contract with a qualified provider.
- e) *Meet LRE requirements.* Based on the needs of the student as defined in the IEP either the WPCS special education teacher or contracted independent agency will provide special education and related services in the Least Restrictive Environment.
- f) *Implement IDEA discipline procedures.* The discipline procedures adopted and defined by WPCS Policy and the Idaho Special Education Manual, will be utilized in disciplinary matters for students with disabilities. These adopted policies and procedures referred to as the Code of Conduct will comply with the requirements of IDEA.
- g) *Protect student and parent rights.* All protection of rights for both students and parents will be extended to eligible students and parents.
- h) *Provide a professional development plan.* Based on the needs of the student population, WPCS will hire Special Education Faculty and staff. Faculty and staff will attend state training and activities that are designed to meet the needs of students with disabilities who attend the Charter School.
- i) *A plan for ensuring access.* In compliance with the Americans with Disabilities Act (ADA), WPCS ensures that its new facility and program, when viewed in its entirety, is readily accessible to and usable by individuals with

disabilities. The Charter School ensures that the new construction planned for the facility will meet the standards specified in Title II of the ADA and Section 504 of the Rehabilitation Act.

j) *A Transportation plan.* White Pine will provide transportation for special education students who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service. Transportation will be provided for special education only when indicated in the IEP.

k) *In the event of a formal complaint is made.* WPCS will notify the authorizing entity in the event that a formal complaint or due process hearing request is filed by or on behalf of a WPCS student.

l) *Services for Gifted and Talented Students.* Students having been identified through established school policies and current research-based procedures as being gifted and or talented in intellectual, specific academic, leadership, creativity, and/or visual/performing arts areas will be afforded increased learning and enrichment opportunities at WPCS. Such opportunities will include classroom differentiation strategies and any additional programs the Board of Directors, Administrator, and staff determine necessary to promote and lead students in the development of their “demonstrate or potential abilities that give evidence of their high-performing capabilities.”

m) *Services for Limited English Proficient Students.* A limited English proficient student is defined as an individual who has a native language other than English and comes from an environment where a language other than English is dominant; or is a Native American and comes from an environment where a language other than English has had a significant impact on such individual’s level of English language proficiency; and who has difficulty speaking, reading, writing or understanding the English language whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language instruction is English.

(1) WPCS will provide English language development services for eligible LEP students who enroll, and LEP designation may not be a factor in enrollment lottery procedures.

(2) When WPCS enrolls LEP students they will assess the students for their level of language proficiency and place them in a program if services are needed.

(3) WPCS will also provide the following:

- a) Identification of limited English proficiency through a Home Language Survey (HLS) given to all new students upon registration
- b) Development of a LEP plan for meeting needs of LEP students
- c) Submission of an annual LEP plan update to the state LEP

- program
- d) Provision of notifications to parents, translated to the extent practicable
  - e) Provision of parental outreach opportunities
  - f) Provision of continuous program monitoring
  - g) Provisions of comprehensive professional development to all teachers and paraprofessionals that is applicable for serving LEP students
  - h) Provision of annual reports to the LEP program at the State Board of Education Essential Educational Components of an LEP Program
  - i) WPCS second language instruction will be integrated into the overall curriculum, be responsive to cultural differences, and maintain high learning and achievement standards.
  - j) WPCS will instruct all LEPs students in all content areas in a manner that will be comprehensible.
  - k) Finally, all LEP students should receive specific English language development appropriate for linguistic abilities. This added instruction will help each student benefit from instruction in the classroom and simultaneously achieve appropriate academic levels.

WPCS will administer the Idaho English Language Assessment to evaluate LEP students' oral, reading, and writing proficiency. The assessment provides information for student evaluation regarding growth and proficiency in the English language. The State Board of Education will provide the IELA annually every spring for LEAs to administer in order to measure the progress of the LEP students they are serving. An IELA placement assessment is a separate assessment provided by the State Board of Education and is used to determine placement into an LEP Program.

## **9. School Calendar and Daily Schedules.**

WPCS will generally be in session from the third or fourth week of August through Memorial Day, with breaks scheduled the week of Thanksgiving, two weeks around Christmas and through New Year's Day, and Spring Break around the third week of March. In addition, students and staff may be out of session on certain Holidays, as may be determined by the Board, such as Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King/Civil Rights Day, Presidents' Day, and Memorial Day. This results in approximately 165 to 170 student days. Teachers will have a corresponding 172 to 185 certified contract days, as the Board may establish or negotiate.

WPCS intends to start each school day no later than 8:30 am, releasing students at or before 3:30 pm most days, or later for the STEM Academy. This extended day will give teachers more time to deliver core instruction, provide differentiated and/or needed

intervention, and provide students with more time to learn, work, and develop habits of success.

WPCS will, so long as practicable, release students early one day each week. In addition, WPCS intends to provide 8 to 12 teacher work days. On early release or teacher work days, staff have dedicated time for faculty meetings, professional development, parent meetings, and staff collaboration. Students are not present at school during these times, except by appointment.

#### **10. Dual Credit, Virtual, or Blended Programs.**

WPCS, through the STEM Academy, plans to graduate more college-ready, technology savvy, scientifically literate, and career-oriented students who will have taken advantage of low cost dual credit, AP, career-technical, and other advanced opportunities. Through the Idaho State Department of Education “Advanced Opportunities” program, WPCS currently allows middle school students to get a jump start on their high school classes and, through the STEM Academy, will give high school students opportunities to earn college credit and take career technical classes at no cost to the student. The primary vehicle for these early college opportunities has been the Idaho Digital Learning Academy.

WPCS believes many students and their families don’t participate in Advanced Opportunities because of relatively minor barriers that can be overcome with information and a little facilitation. Through the STEM Academy, WPCS wants to increase involvement in Advanced Opportunities by educating students and families on the opportunity and the process, removing barriers and facilitating access to early college and career-technical opportunities.

WPCS will use its Counselor, or appoint an Advanced Opportunities Coordinator, to market and facilitate student participation in advanced opportunities. This Coordinator will help aggregate resources, build networks, and develop an Advanced Opportunity program to inform parents and students, remove barriers to participation, and facilitate the enrollment process for all students. The Coordinator will develop personal education plans for each student, and collaboratively create a roadmap to help students navigate the transition from middle-school, to high school, to early college.

In addition, WPCS will leverage relationships with area higher education institutions to open doors to additional opportunities for students to take college classes and earn career technical certifications while still in high school. Additionally, WPCS will allocate resources to incentivize WPCS teachers, through stipends and Leadership Premium bonuses, to become endorsed to teach dual credit and/or AP courses on site, in a less intimidating and convenient environment. These measures, along with WPCS’s existing program, will facilitate greater dual credit, early college, and career-technical participation.

WPCS will encourage middle school students, starting in summer after 6th grade, to take summer and overload high school courses, onsite and through the Idaho Digital Learning Academy (“IDLA”). These courses are above and beyond their regular full class schedule and allow them to earn early high school credits. This opens the door for some students to graduate early and receive Idaho’s Early Graduation Scholarship, which awards roughly \$1,500 for each student graduating at least one full year early.

Finally, through the implementation of mastery-based education in grades 7 through 12, WPCS will allow advanced students to move at their own pace and encourage self-directed learning. This program also creates opportunities for students to earn more credits towards graduation than they otherwise could, based on seat-time alone. If given the chance, many students will move faster than traditional classrooms allow.

#### **D. Professional Development Plan**

WPCS has built and will continue to nurture an environment of professionalism, high expectations, and continuous improvement. Increasing the capacity of our staff through meaningful and relevant professional development will positively impact student achievement, teacher performance, and school culture. Teacher development and evaluation are designed for improvement and growth. Our professional development program is a “comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement.” See Section 9101 (34) of the Elementary and Secondary Education Act. WPCS will offer a range of professional learning opportunities for staff, aligned with the Professional Learning Plans and the needs and objectives of WPCS, to ensure including the expansion to STEM-focused, mastery- and project-based learning. WPCS training may include (but are not limited to):

- |                               |                                          |
|-------------------------------|------------------------------------------|
| a) CORE Knowledge Curriculum  | g) Classroom Management                  |
| b) Character Education        | h) Student Information System/Technology |
| c) School Culture & Mission   | i) Learning Management Systems           |
| d) Project-Based Instruction  | j) Time Management                       |
| e) Mastery-Based Instruction  | k) Student Mentoring & Feedback          |
| f) Differentiated Instruction |                                          |

Because mastery- and project-based education may be new for many secondary teachers, WPCS will focus professional development efforts for STEM Academy staff on helping them understand the expectations and methodologies of successful mastery and project-based learning environments. As appropriate, elementary teachers and staff will receive similar training opportunities, to increase their capacity and to help them implement engaging, hands-on, and enriching activities in the K-6 program.

WPCS will nurture relationships with other STEM schools and foster collaboration and professional development that will build on the knowledge and experience of other successful STEM-based schools. WPCS will also turn to experts and learned treatises on the subjects, including, but not limited to:

- Marzano, Robert J., et al. *A Handbook for Personalized Competency-Based Education*. Marzano Research Laboratory, 2017.
- Lenz, Bob, et al. *Transforming Schools Using Project-Based Learning, Performance Assessment*. John Wiley & Sons, 2015.
- Bender, William N. *Project-Based Learning: Differentiating Instruction for the 21st Century*. Corwin, 2012.
- Larmer, John, et al. *PBL Starter Kit: to-the-Point Advice, Tools and Tips for Your First Project in Middle or High School*. Buck Institute for Education, 2009.

As needed, WPCS will also engage experienced staff and third parties in advance of the opening of the STEM Academy, including over the summer breaks, to continually provide training opportunities and to refine and improve content, curricula, assessments, and projects.

Teachers will be given preparation time and workdays before school is in session and throughout the school year to facilitate their professional development and to provide additional time to prepare digital lesson plans and course materials.

#### **E. Data Management**

WPCS will use keep and use data to track student progress and drive student achievement. Core student information will be recorded and maintained digitally through a secure, cloud-based Student Information System (SIS) such as PowerSchool. The Principal, Counselor, Business Manager, and school secretaries/clerks will be primarily responsible for data entry and maintenance. The SIS will be used to compile student data, including term grades for report cards, for the purpose of complying with regular Federal and State reporting requirements (e.g., through ISEE).

Student formative and summative achievement data will also be recorded, maintained, and tracked through a secure, cloud-based systems that integrates with the SIS, such as Milepost, PowerSchool’s unified classroom, or another Learning Management System. This data will be evaluated regularly by teaching and support staff to shape instruction and drive intervention strategies. The Principal and Counselor will use this data to identify and track at risk students. Aggregate class data will also be used to guide professional development and individual professional learning plans.

WPCS will also use a digital platform, such as TeacherVita, to help teachers build and maintain their professional portfolios, facilitate and integrate Danielson Framework teacher evaluations, and to record and actively use Individual Professional Learning Plans, Plans of Improvement (when needed), and aggregated student achievement data, with the goal of helping every teacher become a “Master Teacher” and for continuous school improvement.

Compiled data will be used for the following purposes:

1. Achieving and maintaining accreditation;

2. Compliance with reporting requirements provided by law;
3. Measuring student progress with Standardized Achievement Tests, benchmark testing, and other metrics to drive instruction.
4. Operating core school functions efficiently;
5. Continuously improving the operational and financial management of the school; and
6. Continuous Improvement Plan.

**F. Continuous Improvement Plan**

WPCS will continuously strive to strengthen and improve its operations, finances, and academic programs. It will do this through a formal Strategic Plan, also referred to as the Continuous Improvement Plan. The Plan will identify specific goals, metrics, and methods for improving in strategically important areas. The Plan will be submitted to the State Department of Education and the Charter Authorizer as required, and will be a routine reporting item for staff and Board meetings.

The Continuous Improvement Plan will be evaluated using aggregate student achievement data, and other metrics. The Plan will be annually reviewed by the Principal and staff, with formal presentation of the Plan to the Board for approval. The Plan will be a “living document” and will be modified as appropriate to address the school’s needs and focus areas for improvement.

## **VI. Location and Facilities Plans**

**A. Current Facilities**

WPCS will maintain its vibrant K-6 program at its current location at 2959 John Adams Parkway, Ammon, ID 83406, centrally located within its primary attendance area encompassing Bonneville Joint School District 93 and Idaho Falls School District 91. Current facilities offer 21 classrooms, a kitchen, library, a computer lab and commons area, office and gym.



*Figure 1. WPCS's existing facilities.*

Current facilities are owned by WPCS, financed by U.S. Bank and the USDA.

## **B. Facilities Needs**

WPCS will need to expand its facilities to accommodate the new STEM Academy. The new facilities will ideally be located within convenient driving distance of the current K-6 facilities and nearby the College of Eastern Idaho ("CEI"). The WPCS Board is investigating short-term and long-term facilities options, including the use of modular classrooms in initial phases, leasing existing space on or near CEI, and ultimately constructing permanent facilities on land WPCS would purchase, if necessary and feasible. Generally speaking, WPCS will seek to locate the STEM Academy facilities in the general vicinity depicted in Figure 2 below.

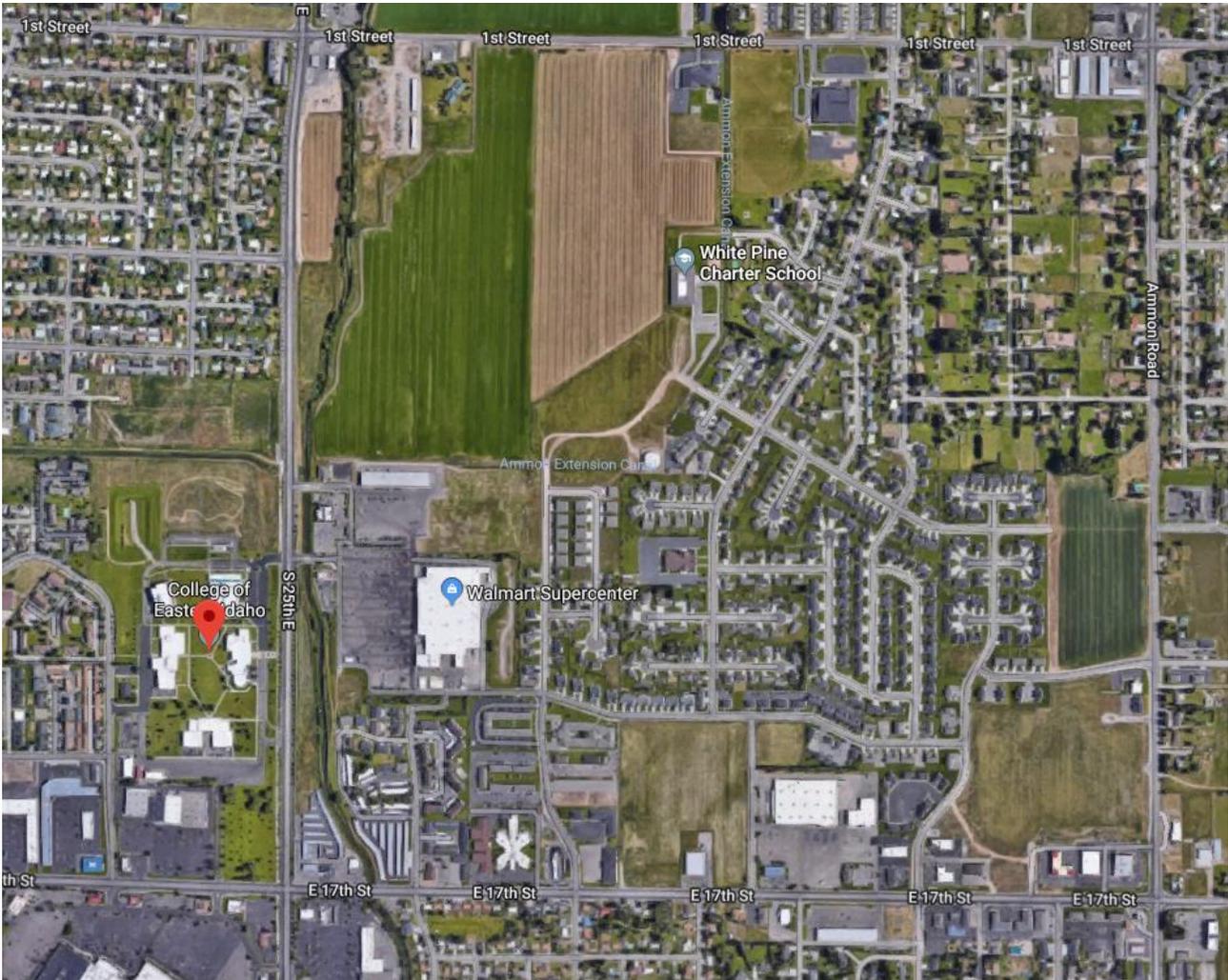


Figure 2. The proposed STEM Academy facilities will ideally be in the vicinity of 25<sup>th</sup> East and 17<sup>th</sup> South, near the College of Eastern Idaho and existing WPCS facilities.

**C. Phase 1 Expansion (lease/modular) to Grades 9-10: 2019-2020**

WPCS anticipates that its initial STEM Academy expansion will involve an expansion to 9<sup>th</sup> and 10<sup>th</sup> grades in the 2019-2020 school year, with an estimated enrollment of 64 students. This expansion will require two additional classrooms for the STEM Academy and one to accommodate a third 4<sup>th</sup> grade class. WPCS believes it can locate temporary/modular classrooms with 3 classrooms at its current facilities and can accommodate the additional students with its existing restrooms and cafeteria facilities.

Alternatively, WPCS will look to lease appropriate space in existing commercial facilities or on the campus of CEI.

WPCS projects entering a 30-month lease on a four-classroom modular unit. The lease payment will be \$4,469.57 per month, annualizing to \$53,634.84. WPCS has bids for installation and

setup costs of \$39,584.16, with a projected additional \$11,000 to add fire suppression systems and data/phone wiring. WPCS projects an additional \$25,000 for removal of the modular building at the end of the lease.

**D. Phase 2 Expansion (lease/modular) to Grades 9-11: 2020-2021**

In its second year of expansion, WPCS would plan to purchase or lease an additional modular classroom trailer with 2 classrooms, to accommodate its expansion to 11<sup>th</sup> grades. This phase will result in a potential capacity of 182 students in grades 7-11. This would bring the total of modular classroom need to six, to accommodate basic instructional needs. In addition, WPCS will consider leasing a small office modular to house its excess capacity for its resource room. To keep with the vision for the STEM Academy, WPCS is investigating mobile classrooms with large exterior structures with open floor plans allowing a communal atmosphere and science facilities (labs). These spaces will hopefully include break out rooms, a large conference room, and space for small groups.

WPCS projects incurring an additional \$105,000 to purchase/lease, move, setup, and outfit an additional modular buildings, with up to 4 additional classrooms in Phase 2, to accommodate the total classrooms needed for Phase 1 and 2.

WPCS believes it can accommodate the increased enrollment with existing restroom and cafeteria facilities. During this year, WPCS will purchased land and/or facilities, and will begin construction or renovation of the facilities for the 2021-2022 school year. Ultimately, WPCS will need space for a potential 564 students, suggesting a need for at least 19 classrooms, labs, restrooms, offices, conference rooms, storage, kitchen/cafeteria space, and assembly/multi-purpose study space. WPCS will engage an architect for possible structure designs and space planning.

WPCS has identified vacant land near its existing facilities and near CEI as potential sites for new construction. In addition, WPCS has identified existing commercial space that may be available for lease or purchase. A first option is vacant, undeveloped land adjacent to existing WPCS facilities. A second option is to search for other open ground near the WPCS property or adjacent to CEI. The WPCS Board is conducting due diligence on these options, including investigating financing options for purchase, construction, and/or renovation of land and facilities.

**E. Phase 3 Expansion with new Permanent Facilities: 2021-2022**

By the fall of 2021, WPCS anticipates having completed the purchase, construction, and or renovation of facilities near its existing facilities and near CEI at one of the options described above. By 2021, WPCS anticipates having up to 241 students in grades 7-12, with a need for at least 8 finished classrooms, restrooms, office space, storage, and kitchen/cafeteria space. WPCS is working with the College of Eastern Idaho for a potential dual-use site on the CEI campus, as well as with the City of Ammon on a potential dual use site adjacent to WPCS's current facilities. A third option for facilities is the old Odyssey Charter school property

## **F. Expansion Contingency**

In the event that permanent facilities are not yet constructed, WPCS will attempt to acquire additional modulars on site with features to accommodate science education and group activities.

The WPCS Board's expansion to create the STEM Academy and expand to grades 9-12 is conditioned on successfully securing supplemental funding, financing, and facilities to accommodate the expansion. In the event that the Board is delayed or unable to secure these resources, the Board may delay, modify, or postpone indefinitely the expansion plans, with notice to the authorizer, in which case, the STEM enhancements will be modified and implemented in the existing K-8 programs.

## **VII. Financial and Business Plan**

### **A. Fiscal Philosophy**

WPCS has 15 years' experience as a steward of taxpayer money and the public trust. Throughout that time, the WPCS Board and administration have taken seriously the obligation to plan for every dollar, and to spend as if every dollar matters, because it does. Strategic planning, conservative budgeting, and restraint in spending are the hallmarks of the WPCS fiscal philosophy. In addition to planning for anticipated needs, WPCS prioritizes building and maintaining a 3 to 6-month operating reserve as a fund balance, to ensure that the school has the resources to address unanticipated needs and fiscal emergencies.

Over time, the Board of Directors has benefited from broad experience in a range of private business management and public administration. Directors have included business owners, accountants, engineers, realtors, and a host of other professions, each bringing their expertise to bear in providing meaningful and engaged oversight of school administration.

WPCS's core mission and values drive strategic planning, budgeting, and spending decisions. Spending priorities focus on empowering teachers, increasing their capacity, and giving students meaningful opportunities to learn in a safe and nurturing environment. Recruiting and retaining quality teachers and staff who are compensated fairly is a foundational priority. Providing a safe, clean, and welcoming facility is also fundamental. Access to research-based methods, curricula, and instructional technology is also a core spending priority. Finally, providing opportunities for professional development and training, to increase teacher capacity, fuels continuous school improvement and directly impacts student outcomes. Which each spending decision, WPCS Board members ask, "How does this help students?" and "Will this expenditure help us realize our vision and achieve our mission?"

## **B. Financial Management Plan**

The budget and all expenditures are ultimately approved by the Board. However, board fiscal policy is ultimately implemented by the WPCS Principal and Business Manager. The Principal's primary focus is to ensure that Board policy, Charter directives, and applicable law are faithfully implemented in the classroom, in a professional manner, achieving desired outcomes, and doing so under budget. The WPCS Business Manager is the guardian of that Budget, and serves as the gatekeeper for all expenditures. The Business Manager oversees all reporting, particularly reporting tied to revenue, and is responsible to keep and maintain all financial and accounting records, and to make such records accessible by WPCS constituents and the public, as required by law. Further, the Principal and Business Manager will regularly report all financial activities to the Board with candor and full transparency.

Assisting the Business Manager, WPCS will employ one or more clerks/administrative assistants to help implement routine accounting processes, including accounts receivable, accounts payable, and payroll. Financial or accounting transactions initiated by one staff member must be reviewed and ultimately approved by another, to maintain a system of checks and balances, with key duties appropriately segregated. Expenditures are initiated with approval memorialized with both the Principal and Business Manager's review and signature. Once authorized, the Business Manager makes orders, with accounts paid upon receipt of an invoice. The Business Manager confirms delivery of purchased goods/services, and maintains an appropriate inventory of supplies, furniture, and equipment, consistent with generally accepted accounting principles for public charter schools.

The Business Manager trains the board members, when needed, on how to read, interpret, and use basic financial reports to make informed decisions. The Business Manager regularly makes timely, accurate and comprehensible reports to the Principal and the Board, including

- Balance Sheet;
- Income and Expense Statements; and
- Budget versus Actual Reports.

Derivatives of these reports, including various iterations required by law, are published on WPCS's web page and made available to the public for inspection upon request.

## **C. Operating Budget**

The annual operating budget is the core component of the WPCS Business Plan, and outlines revenues (including verified/committed sources), projected expenses, and projected surplus or deficit. Revenues include state ADA and entitlement funding, federal grants, private commitments. Expenditures include salaries, benefits, rent/mortgage, books/curriculum, supplies, purchased services, professional training, utilities, insurance, etc.) for each year.

### **1. Budget Hearing**

The budget is crafted in April of each year and presented to the Board in a

publicly noticed, Budget Hearing each May or June. The Budget is approved, according to law, at the budget hearing, or within 15 days of the budget hearing at a special meeting of the Board. Notice of the Budget hearing is posted for at least 10 days prior to the hearing, with such notice also published in the Post-Register newspaper at least once, not less than 10 days prior to the hearing. The Budget hearing occurs no less than 28 days before the Board's annual meeting in July.

## **2. WPCS Budget History**

WPCS has a track-record of conservative budgeting, with revenues well more than \$2.5 million in each of the prior four years. Strategic planning and frugal spending have allowed WPCS to retain an unappropriated balance in most years, sufficient to build required debt reserves and a reasonable fund balance over time, in excess of \$600,000 at the time of this petition. Expenditures in excess of annual revenues, requiring dipping into the fund balance, are limited to emergency needs, school safety, critical facility needs, and strategic expenditures.

## **3. Five-Year Revenue and Expenditure Projections**

WPCS's current operations and enrollment for grades K-8 are sufficient to continue current operations. WPCS projects that its STEM Academy expansion will achieve stabilization during the 3rd year, such that enrollment will establish state funding entitlements sufficient to support projected operating expenses. In the first two years of expansion, WPCS anticipates that expenses will exceed traditional state and federal funding because of up front staffing, facilities, supplies, and equipment needs. WPCS recognizes the need to raise money through public or private grants and/or community partnerships to sustain operations during the first two to three years until enrollment in grades 9-12 is stabilized and break-even operations occurs during year 4. With current enrollment projections and a conservative expansion budget, WPCS anticipates an operational shortfall of between \$350,000 and \$500,000 in year 1 of the expansion, diminishing to a shortfall of between \$35,000 and \$150,000 in year 2, and up to \$75,000 deficit in year 3, with break-even occurring in year 4. This underscores the need to secure additional grant support or private funding in the initial years of expansion. Appendix A4 and the table below shows current enrollment, revenue, and expenditure projections.

<b>Six-Year Budget Projection</b>								
White Pine Charter School K-12 Expansion								
6-Year Projection w/out Fundraising or Grants								
	Pre-Expansion 2018-2019	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	
<b>Enrollment Assumptions</b>	515	579	670	764	824	888	951	
K-6 Enrollment	431	455	482	506	528	528	528	
7-8 Enrollment	84	60	88	119	125	157	180	
9-12 Enrollment	0	64	100	139	171	203	243	
<b>REVENUES</b>								
State Funding	\$ 2,907,415	\$ 3,766,277	\$ 4,534,944	\$ 5,183,892	\$ 5,725,120	\$ 6,184,633	\$ 6,822,860	
Fundraising Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Title I		\$ 62,864	\$ 72,744	\$ 82,950	\$ 89,464	\$ 96,413	\$ 103,253	
Title II		\$ 13,905	\$ 16,091	\$ 18,348	\$ 19,789	\$ 21,326	\$ 22,839	
IDEA Part B		\$ 100,754	\$ 116,589	\$ 132,947	\$ 143,387	\$ 154,524	\$ 165,487	
<b>Total Federal Funding</b>	<b>\$ 142,500</b>	<b>\$ 224,586</b>	<b>\$ 273,823</b>	<b>\$ 312,240</b>	<b>\$ 336,762</b>	<b>\$ 362,918</b>	<b>\$ 388,666</b>	
<b>Total Revenues</b>	<b>\$ 3,049,915</b>	<b>\$ 3,990,863</b>	<b>\$ 4,808,767</b>	<b>\$ 5,496,132</b>	<b>\$ 6,061,882</b>	<b>\$ 6,547,551</b>	<b>\$ 7,211,526</b>	
Per Pupil Funding:	\$ 6,615.87	\$ 6,892.68	\$ 7,177.26	\$ 7,193.89	\$ 7,356.65	\$ 7,373.37	\$ 7,583.10	
Per Pupil State Facilities Funding:	\$ 466	\$ 466	\$ 466	\$ 466	\$ 466	\$ 466	\$ 466	
<b>EXPENDITURES</b>								
Salaries	\$ 1,786,526	\$ 2,210,458	\$ 2,482,392	\$ 2,790,912	\$ 3,083,395	\$ 3,413,869	\$ 3,722,442	
Benefits	\$ 329,964	\$ 677,284	\$ 760,606	\$ 855,136	\$ 944,752	\$ 1,080,148	\$ 1,215,005	
Other Operating Expenses	\$ 747,998	\$ 714,821	\$ 775,456	\$ 724,046	\$ 616,138	\$ 659,530	\$ 724,383	
Transportation	\$ 106,961	\$ 134,339	\$ 155,452	\$ 177,262	\$ 191,183	\$ 206,032	\$ 220,650	
Nutrition	\$ 53,681	\$ 63,589	\$ 73,583	\$ 83,906	\$ 90,496	\$ 97,525	\$ 104,444	
Facilities Maint. & Utilities	\$ -	\$ 480,453	\$ 541,277	\$ 668,130	\$ 675,930	\$ 683,964	\$ 510,193	
Facilities Rent	\$ -	\$ 89,116	\$ 91,789	\$ 189,085	\$ 194,758	\$ 200,601	\$ 206,619	
<b>TOTAL EXPENDITURES</b>	<b>\$ 3,025,130</b>	<b>\$ 4,444,007</b>	<b>\$ 4,958,720</b>	<b>\$ 5,570,994</b>	<b>\$ 5,882,578</b>	<b>\$ 6,431,171</b>	<b>\$ 6,796,837</b>	
<b>NET INCOME</b>	<b>\$ 24,785</b>	<b>\$ (453,144)</b>	<b>\$ (149,953)</b>	<b>\$ (74,862)</b>	<b>\$ 179,304</b>	<b>\$ 116,379</b>	<b>\$ 414,689</b>	
<b>FUNDRAISING/GRANT SUPPORT NEEDED</b>		<b>\$ 453,144</b>	<b>\$ 149,953</b>	<b>\$ 74,862</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
Per Pupil Expenditures:	\$ 6,562	\$ 7,675	\$ 7,401	\$ 7,292	\$ 7,139	\$ 7,242	\$ 7,147	
Per Pupil Facilities Cost:	\$ -	\$ 984	\$ 945	\$ 1,122	\$ 1,057	\$ 996	\$ 754	
Facilities as % of cost:	0%	13%	13%	15%	15%	14%	11%	

Figure 3. WPCS 6-Year Budget Projection.

WPCS will work with and solicit the support of public agencies and private foundations who support educational innovation and the replication and expansion of successful charter schools, and whose mission and vision aligns with WPCS. WPCS has worked with the Joe and Kathryn Albertson Foundation, BLUUM, and other STEM partners, whom WPCS believes are potential supporters of this K-12 expansion.

#### D. Fundraising

WPCS will engage local community partners, private educational foundations, and public educational agencies to build relationships and identify opportunities for grants and donations to support the STEM Academy expansion.

WPCS has already had discussions with BLUUM and the Joe and Kathryn Albertson Foundation concerning potential financial support for operational needs during the initial years of expansion.

#### E. Transportation Plan

WPCS contracts with Teton Stage Lines to provide student transportation to and from school. WPCS annually evaluates its busing needs and contracts with transportation providers, as appropriate, for student transportation services.

#### F. Food Service Plan

WPCS participate in the National School Lunch Program (“NSLP”), which is a federally assisted meal program operating in public and nonprofit private schools. Through this program, WPCS provides nutritionally balanced, low-cost or free lunches to children each school day. WPCS offers lunch service in accordance with federal requirements. Upon registration, families are informed of the Free and Reduced Lunch program and provided a current copy of the State Department’s Parent Letter and qualification guidelines. Further, additional attempts to communicate the program’s availability are provided throughout the year in various communications with the school’s patrons.

## VIII. Students, Target Market and Primary Attendance Area.

### A. Target Classroom Capacity

Current WPCS operations serve 466 students in Kindergarten through the 8th grade, with a capacity for 522 students. WPCS ultimately plans to be the home to up to 1,100 students in grades K-12, growing from its current 466 students in grades K-8, expanding to 9<sup>th</sup> and 10<sup>th</sup> grades in the 2019-2020 school year, then growing organically to 11<sup>th</sup> grade in 2020-2021, and finally to 12<sup>th</sup> grade in 2021-2022.

Target classrooms will continue to emphasize small class sizes for all grades, with class sizes for grade K-6 as follows:

#### White Pine Charter School

Grade Level	Target Class Size	No. of Classes per Grade-Level	Target Grade-Level Population
K	23	3	69
1	24	3	72
2	24	3	72
3	25	3	75
4	25	3	75
5	26	3	78
6	28	3	84
<b>WPCS K-6 CAPACITY SUBTOTAL</b>			<b>525</b>

Figure 4. WPCS K-6 target classroom size by grade.

The STEM Academy will incorporate grades 7 and 8 to create a middle and secondary capacity of 564 additional students, comprised of the following class sizes:

#### STEM Academy

Grade Level	Target Class Size	No. of Classes per Grade-Level	Target Grade-Level Population
7	30	3	90
8	30	3	90
9	32	3	96

10	32	3	96
11	32	3	96
12	32	3	96
<b>STEM ACADEMY CAPACITY SUBTOTAL</b>			<b>564</b>

Figure 5. WPCS 7-12 target classroom size by grade.

<b>TOTAL WHITE PINE POPULATION</b>	<b>1,089</b>
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Figure 6. WPCS Total target capacity.

WPCS will offer a half-day kindergarten program. Depending on demand and based on financial feasibility, WPCS may offer a full-day kindergarten program.

**B. Projected Enrollment**

In anticipation of the expansion, WPCS will continue to add a third classroom for each grade, K-8, adding a third class to 3<sup>rd</sup> grade in 2018-2019, and 4<sup>th</sup> through 6<sup>th</sup> grades in 2019-2020. This organic growth will increase the pipeline of students flowing into the STEM Academy going forward. The STEM Academy will also draw from the pool of other area students attending charter schools, private schools, or who are homeschooled, and whose current schools’ offerings end either in 6<sup>th</sup> or 8<sup>th</sup> grade.

Grade Level	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
K	69	63	63	63	63	63	63	63
1	72	72	68	68	68	68	68	68
2	75	75	75	73	73	73	73	73
3	76	78	78	78	78	78	78	78
4	54	78	78	78	78	78	78	78
5	54	58	81	81	81	81	81	81
6	55	58	63	87	87	87	87	87
7	30	57	60	65	90	90	90	90
8	30	31	59	60	67	90	90	90
9	32	32	33	62	63	70	95	95
10	32	34	34	35	65	66	74	96
11	0	34	36	36	37	68	69	78
12	0	0	36	38	38	39	71	72
	579	670	764	824	888	951	1017	1049

**C. Enrollment Preference**

**1. Admission Preference**

Pursuant to Section 33-5206 of Idaho Code, WPCS will use the following preference grouping:

- First, to pupils returning to WPCS in subsequent years of its operation;
- Second, to children of founders and full-time employees, provided that this admission preference shall be limited to not more than ten percent

- (10%) of the capacity of the public charter school;
- Third, to siblings of pupils already enrolled or selected by the lottery or other random method.
  - Fourth, to students residing within the Primary Attendance Area; and
  - Fifth, by an equitable selection process such as by lottery or other random method.

Once enrolled in WPCS, students will not be required to reapply each year thereafter. If a child enrolled at WPCS moves outside the attendance area, they will not forfeit their enrollment status.

WPCS reserves the right to complete a review of an applicant under Idaho Code Section 33-205. Under this process, enrollment of the applicant will be accepted only upon approval by the WPCS Board of Directors.

According to Idaho Code 33-103, the parent or guardian of a child of school age who is enrolled at WPCS shall be allowed to enroll the student in another public school for dual enrollment purposes. WPCS will follow the procedures governing dual enrollment adopted by the student's resident school district. It will be the responsibility of the parent to provide transportation for their student unless otherwise designated on an Individualized Education Program.

## **2. Over-Enrollment Procedures**

WPCS will hold an annual lottery that is advertised in a local newspaper in both English and Spanish. WPCS will also actively participate in Child Find Activities. Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs.

WPCS will not discriminate against any student on any basis prohibited by the federal or state constitutions or any federal, state, or local laws.

The equitable selection process will be conducted in accordance with IDAPA 8.02.04.203.

## **D. Primary Attendance Area**

### **1. Target Market**

The WPCS target market includes parents, students, potential business partners and sustaining donors in and around Bonneville County, Idaho. The Primary Attendance Area includes the compact and contiguous areas defined by Bonneville Joint School District 93 and Idaho Falls School District 91 district boundaries. See Figure 7 below

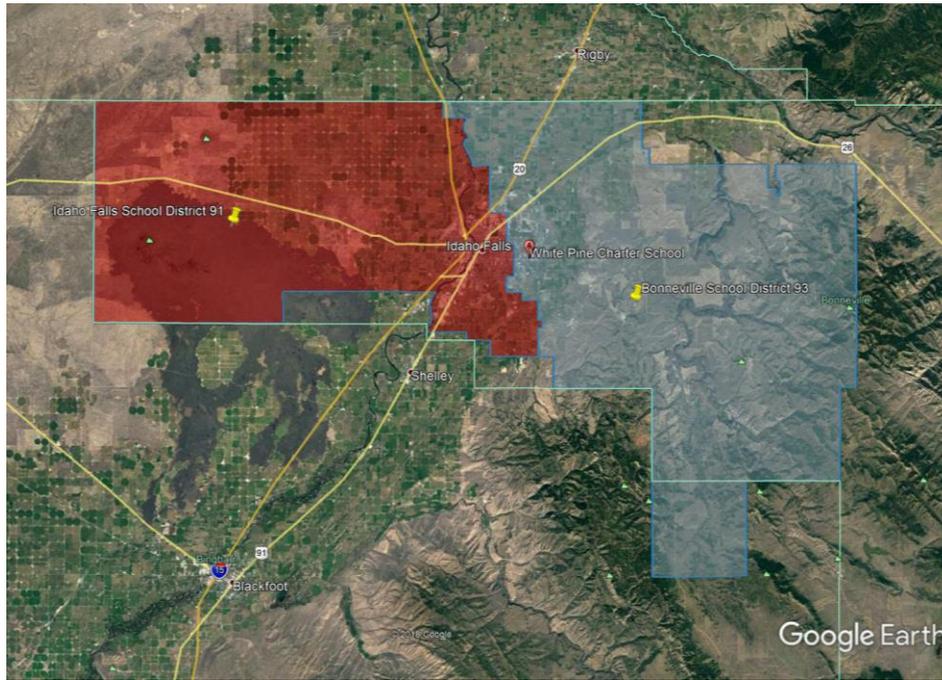


Figure 7. WPCS’s primary attendance area includes the contiguous areas in Idaho Falls School District 91 (red) and Bonneville Joint School District 93 (blue)

This Attendance covers the majority of Bonneville County, Idaho with an estimated 114,595 residents over 786 square miles.<sup>1</sup> According to the Idaho Department of labor, Bonneville County is the fourth largest in the state. It grew over 20 percent from 2005 to 2016, with an average population increase of 1,838 a year for the past ten years. Bonneville County is a medical and retail hub for a large geographic area, and is home to the College of Eastern Idaho, with additional campuses of Idaho State University and the University of Idaho. Idaho Falls is the fourth largest city in the state with a 2016 population of 60,211. The next largest city, Ammon, has more than 15,000 residents.

The primary areas feeding WPCS include ZIP codes 83406 and 83401, with more than 75,000 residents,<sup>2</sup> although many current and expected WPCS students will come from other areas within Bonneville County. Ammon, comprising the bulk of ZIP code 83406 has experienced 9.8% population growth since 2010. Bonneville County generally has seen 7.6% increases during that same time period.<sup>3</sup>

Within ZIP Code 83406, more than 5,700 married couples with children reside, with a median income of \$63,045. The broader 83401 ZIP code includes 9,960

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<sup>1</sup> See United States Census Bureau, QuickFacts: Bonneville County, Idaho; Idaho Falls city, Idaho; Ammon city, Idaho; UNITED STATES, at <https://www.census.gov/quickfacts/fact/table/bonnevillecountyidaho,US/PST120217>.

<sup>2</sup> Id.

<sup>3</sup> Id.

married couples with children, with a median income of \$48,196.

According to the U.S. Census Bureau, the area residents include 88.1% white (non-Hispanic) and 7.6% Hispanic or Latino, with Asian, African American, and Native populations making up just over 1%. Within ZIP Code 83406, an estimated 3.2% of residents speak Spanish at home.<sup>4</sup>

WPCS has approximately 28% free and reduced lunch population, which is consistent with nearby area high schools, including Hillcrest (21.8%), Bonneville (36.75%), Compass Academy (28.48%), and Idaho Falls (26.28%).<sup>5</sup>

## **2. Community Needs & Community Partnerships or Other local support**

WPCS's ongoing and in-demand elementary program will continue to serve its target market in Bonneville County. However, Bonneville County and Idaho Falls do not currently have a true STEM high school. While District 91's Compass Academy has implemented a strong project-based learning program, including a robust Career-Technical program, they do not incorporate nor market an integrated STEM program. Yet, the area employers include a number of STEM-focused industries. Major employers include government workers working at the Idaho National Laboratory ("INL"), as well as private employers Battelle Energy Alliance, Bechtel BWXT, Century\Link, Eastern Idaho Regional Medical Center, Melaleuca, Inc., Mountain View Hospital, Wal-Mart and Idaho Steel. Small business, particularly STEM businesses associated with the INL the Universities, and ancillary industries provide a multiplicity of STEM-related jobs, demanding a highly trained and educated workforce. The abundance of potential STEM community partners not only affects demand for STEM education but provides opportunity for educational collaboration.

The White Pine STEM Academy will fill a unique niche in the community and draw from broad pool of potential students. WPCS also boasts a proven track record of academic and operational achievement, demonstrating that it is well-positioned to undertake the proposed STEM Academy expansion. Since its opening, but particularly since 2014, WPCS has exceeded the State average of students earning a 3 on the IRI, and those scoring proficient or advanced on the ISAT in both ELA and Math.<sup>6</sup> WPCS has also been recognized by the state of

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<sup>4</sup> Id.

<sup>5</sup> See Idaho State Department of Education, Free and Reduced Lunch by District, at <https://apps.sde.idaho.gov/CnpEligibility/Report>. Compare "2012-2016 American Community Survey 5-Year Estimates [for ZIP 83402]," U.S. Census Bureau, available at <https://factfinder.census.gov/> with "Income and Poverty in the United States: 2016," Table 1, Report Number: P60-259, Jessica L. Semega, Kayla R. Fontenot, and Melissa A. Kollar, U.S. Census Bureau (September 2017), at <https://www.census.gov/data/tables/2017/demo/income-poverty/p60-259.html>.

<sup>6</sup> See "Idaho State Department of Education." Idaho's K-12 Report Card, [apps.sde.idaho.gov/ReportCard/](https://apps.sde.idaho.gov/ReportCard/).

Idaho as a top performing school in math growth.<sup>7</sup>

WPCS is in current discussions with BLUUM, the Albertson Foundation, the Battelle Energy Alliance, and the College of Eastern Idaho to build a shared vision for the expansion of WPCS to include the STEM Academy. WPCS hopes to formalize support for the STEM expansion, including asking CEI to become the authorizer for WPCS. WPCS will work with BLUUM and the Albertson Foundation to leverage their data and expertise in modeling and planning the expansion. Further WPCS will explore partnerships with BLUUM, Albertsons, and Battelle for financial and other support.

### **3. Area Schools, Demand and Market interest**

Bonneville County has an estimated 21,293 students, attending 46 different schools, including 28 elementary, 6 middle schools, 8 high schools, and including 5 Charter Schools. None of the referenced schools fully integrate STEM education, nor do they market themselves as a STEM school, creating a unique opportunity for WPCS to meet a community need and fill a viable niche in the market.

According to the State Department of Education, Bonneville County public high schools had 7,734 enrolled students as of the Fall of 2017.<sup>8</sup> Since 1995, high school enrollment has averaged 1.1% annual growth, with nearly 4% average annual enrollment increases since 2012.<sup>9</sup> If the trend continues, by the Fall of 2019, Bonneville County public high schools should expect an increased enrollment of 471 high school students, over 2017 numbers.

In Idaho Falls District 91, both Idaho Falls and Skyline Senior High Schools are reportedly overcrowded, with 1,191 students and 1,035 students, respectively.<sup>10</sup> Likewise, Bonneville District 93's three high schools are at or above capacity, including the new Thunder Ridge high school, which opened this fall at capacity, with 1,407 students. The new Thunder Ridge resulted in a reduction of Hillcrest High School's overcrowding by about 450 putative students, reducing its current population to 1,150 for the fall of 2018. District 93 middle schools continue to experience overcrowding, due in large part to the rapid development and growth in the area.<sup>11</sup> Although the newest area high school will alleviate the

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<sup>7</sup> "Idaho State Department of Education (SDE)." [www.sde.idaho.gov/assessment/accountability/index.html](http://www.sde.idaho.gov/assessment/accountability/index.html).

<sup>8</sup> Compare "Historical Enrollment by Building", Idaho State Department of Education (2017), at <http://www.sde.idaho.gov/finance/#attendance>, with "Charter School Historical Enrollment by Year", Idaho State Department of Education (2017), at <http://www.sde.idaho.gov/finance/#attendance>.

<sup>9</sup> *Id.*

<sup>10</sup> Hepworth, Natalia. "Here Are the Problems at D91 High Schools, and Why Officials Want a \$99.5 Million School Bond." *East Idaho News*, 23 Aug. 2018, [www.eastidahonews.com/2018/06/parents-and-students-demonstrate-problems-with-idaho-falls-and-skyline-high-schools/](http://www.eastidahonews.com/2018/06/parents-and-students-demonstrate-problems-with-idaho-falls-and-skyline-high-schools/).

<sup>11</sup> Keleher, Katie. "Bonneville School District Meets with Public to Discuss New Bond." *KIFI*, KIFI, 28 Feb. 2018, [www.localnews8.com/news/bonneville-school-district-meets-with-public-to-discuss-new-bond/708679532](http://www.localnews8.com/news/bonneville-school-district-meets-with-public-to-discuss-new-bond/708679532).

immediate overcrowding crisis, local districts continue to project significant growth in the area.

The WPCS expansion will help alleviate these overcrowding issues, without local property tax increases. Further, District 93 superintendent, Dr. Charles Shackett, has expressed no reservations over the proposed WPCS expansion.<sup>12</sup>

Looking only at area charter schools, several charter populations will benefit from having another viable high school alternative to the massive public high schools that dominate Bonneville County. For instance, not only will WPCS's existing K-8 population benefit, but Alturas International Academy and Monticello Montessori, both of whom have had stable or growing enrollment in their K-6/K-8 programs, will have an additional charter destination for their students to advance.

The WPCS STEM expansion could have an adverse impact on Taylor's Crossing and American Heritage Charter schools, both of whom have high school populations. Taylor's Crossing has had enrollment decline in grades 9-12 an average of 7.2% per year over the past three years, but its enrollment appears to be stabilizing at 80% of its high school capacity.<sup>13</sup> Taylor's Crossing is located in the vicinity of WPCS and the two schools will likely attract some of the same families/students.

Likewise, WPCS's expansion could impact American Heritage Charter School, whose high school has nearly tripled over the past four years, growing an average of 44% each year. American Heritage is situated on the opposite side of Idaho Falls, and draws its core population from Idaho Falls District 91 and Shelley School districts. American Heritage recognizes that a portion of its students would prefer a STEM high school and they are supportive and have actively assisted in the WPCS expansion efforts.

The lists below identify the area schools and their most recently reported student populations.

a) Charter Schools	
Alturas International Academy (K-8)	409 students
American Heritage Charter School (K-12)	339 students
Monticello Montessori Charter School (K-6)	190 students
Taylor's Crossing Public Charter School (K-12)	391 students
White Pine Charter School	460 students
b) District 93	
Thunder Ridge High School (opening Fall 2018)	1,389 students and 66 Full-time Teachers

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<sup>12</sup> See Email from Dr. Charles Shackett, attached as Appendix F.

<sup>13</sup> "Charter School Historical Enrollment by Year", Idaho State Department of Education (2017), at <http://www.sde.idaho.gov/finance/#attendance>.

Bonneville High School Teachers	1,171 Students and 57 Full-time
Lincoln Alternative High School	163 Students and 11 Full-time Teachers
Hillcrest High School Teachers	1,317 Students and 65.7 Full-time
Sandcreek Middle School (7-8)	676 Students and 37 Full-time Teachers
Rocky Mountain Middle School (7-8)	668 Students and 45 Full-time Teachers
Telford Academy (7-9)	23 Students and 4 Full-time Teachers
Woodland Hills Elementary (K-6)	569 Students and 26 Full-time Teachers
Ammon Elementary School (K-6)	408 Students and 23 Full-time Teachers
Bonneville Early Intervention (PK)	166 Students and 5 Full-time Teachers
Bridgewater Elementary School (K-6)	437 Students and 23 Full-time Teachers
Cloverdale Elementary School (PK-6)	519 Students and 24 Full-time Teachers
Discovery Elementary School (PK-6)	459 Students and 24 Full-time Teachers
Fairview Elementary School (K-6)	287 Students and 13 Full-time Teachers
Falls Valley Elementary School (PK-6)	628 Students and 29 Full-time Teachers
Hillview Elementary School (K-6)	490 Students and 21 Full-time Teachers
Iona Elementary School (K-6)	322 Students and 17 Full-time Teachers
Rimrock Elementary (K-6)	535 Students and 24 Full-time Teachers
Ucon Elementary School (K-6)	409 Students and 20 Full-time Teachers
c) District 91	
Emerson High School (9-12)	140 Students and 8.3 Full-time Teachers
Idaho Falls Senior High School (9-12) Teachers	1,191 Students and 59 Full-time
Skyline Senior High School (9-12) Teachers	1,035 Students and 56 Full-time
Teton Peaks Academy BHC (7-12)	16 Students and 1 Full-time Teachers
Clair E. Gale Jr High School (7-9)	584 Students and 40 Full-time Teachers
Eagle Rock Junior High School (7-9)	897 Students and 48 Full-time Teachers
Taylorview Junior High School (7-9)	802 Students and 45 Full-time Teachers
A H Bush Elementary School (K-6)	501 Students and 21 Full-time Teachers
Dora Erickson Elementary School (K-6)	469 Students and 25 Full-time Teachers
Edgemont Gardens Elementary (K-6)	548 Students and 25 Full-time Teachers
Ethel Boyes Elementary School (K-6)	422 Students and 19 Full-time Teachers
Foxhollow Elementary School (PK-6)	529 Students and 24 Full-time Teachers
Hawthorne Elementary School (PK-6)	437 Students and 20 Full-time Teachers
Linden Park Elementary School (K-6)	533 Students and 24 Full-time Teachers
Longfellow Elementary School (K-6)	494 Students and 23 Full-time Teachers
Sunnyside Elementary School (K-6)	542 Students and 26 Full-time Teachers
Temple View Elementary School (K-6)	503 Students and 23 Full-time Teachers
Theresa Bunker Elementary (PK-6)	329 Students and 15 Full-time Teachers
Tiebreaker Elementary School (K-6)	427 Students and 23 Full-time Teachers
Westside Elementary School (K-6)	513 Students and 21 Full-time Teachers

#### **4. Strategies for Reaching Underserved families.**

WPCS is committed to maintaining an open, inclusive learning environment, with a student population reflective of the surrounding demographics. WPCS will continue to engage in recruitment activities designed to educate and inform potential students and their families about its instructional program and to ensure that all Bonneville County

residents are given an equal opportunity to enroll their children at the school. Marketing materials will be prepared in English and Spanish and disseminated in ways that will reach a broad spectrum of local residents. The recruitment program will include such activities as:

- Informative and marketing materials, such as brochures, flyers, advertisements and press releases in English and Spanish;
- Distribution of promotional material to local businesses, community organizations, and special interest associations;
- Founder/board visits to preschools, community centers, religious organizations, Chambers of Commerce and community organizations throughout Bonneville County;
- Having a presence at community events, community centers, local businesses, social service agencies, faith-based organizations, farmer's markets, grocery stores, and shopping centers to inform the public and promote WPCS with prospective students and their families;
- Creation of a STEM club, in partnership with CEI, Idaho State University, University of Idaho, and BYU-Idaho, with opportunities for children and parents to participate in STEM activities;
- Outreach to friends and families of current WPCS students, particularly those of rural, minority, EL, or other disadvantaged students.
- Regular public meetings to introduce WPCS program;
- Regular open house and school tour visits to expose prospective students and their families to what WPCS and the STEM Academy offer; and
- Door-to-door canvassing, particularly in underserved areas.

## **IX. Governance**

### **A. Overview**

White Pine Charter School, Inc. is organized and managed under the Idaho Nonprofit Corporation Act and is managed locally by its Board of Directors and employed Administrator.

The Board of Directors are public agents authorized by an Authorizing Chartering Entity (ACE). According to the Corporate bylaws, the Board of Directors of WPCS consists of no less than three (3) and no more than seven (7) members. At least one director must not have children attending WPCS. At least two directors must be parents with children attending the school.

The Board of Directors is responsible for financial and legal requirements of the corporation including the annual budget, expenditures and legal compliance with local, state and federal regulations. The Chair of the Board of Directors signs employment contracts and ensures compliance with state and federal regulatory agencies. The Board of Directors has the responsibility to approve the selection of the school Administrator, who may not be one of its members. The Board is also responsible for hearing and approving or disapproving the recommendations of the school Administrator with respect to changes in staffing, program, discipline or curriculum. The Board, when

necessary, adjudicates disagreements between parents and the administration.

The elected Board of Directors is legally accountable for the operation of the Charter School. The Board of Directors must comply with Idaho Code § 33-5204, as amended.

**B. Selection and Replacement**

Yearly elections for members of the Board of Directors will be held according to the Bylaws of the Charter School Corporation (refer to Articles of Incorporation and Bylaws). Annually, parents and guardians of the students attending WPCS and Faculty and employees will vote in individuals into positions vacated on the Board of Directors. In the event of a resignation or death, the current board may vote in a successor.

**C. Board of Directors**

The Current members of the Board of Directors include:

- Tony Lima - Chair ([limato@wpcscougars.org](mailto:limato@wpcscougars.org))
- Vacant - Director
- Joanna Stark - Vice Chair ([starkjo@wpcscougars.org](mailto:starkjo@wpcscougars.org))
- Jonie Larsen – Director ([larsenjo@wpcscougars.org](mailto:larsenjo@wpcscougars.org))
- Jim Seamans - Secretary ([seamansji@wpcscougars.org](mailto:seamansji@wpcscougars.org))
- Jacob Miller – Director ([millerja@wpcscougars.org](mailto:millerja@wpcscougars.org))
- Adam Frugoli - Treasurer ([frugoliad@wpcscougars.org](mailto:frugoliad@wpcscougars.org))

**D. Relationship between Board of Directors and School Administration**

The Administrator will work under the direction of the Board of Directors and will be empowered to provide educational direction, administration, and on-site day to day operation as well as make decisions concerning but not limited to:

- |                                                       |                                             |
|-------------------------------------------------------|---------------------------------------------|
| 1. implementation of the vision and mission of school | 10. business and community partnerships     |
| 2. instructional materials and supplies               | 11. curriculum, instruction, and assessment |
| 3. resource allocation                                | 12. professional development                |
| 4. state charter school requirements                  | 13. employment and personnel issues         |
| 5. school-wide community building                     | 14. enrollment and attendance               |
| 6. special services                                   | 15. formative/summative staff evaluations   |
| 7. contracted services                                | 16. facility conditions                     |
| 8. disciplinary support                               | 17. transportation                          |
| 9. public and media relations                         |                                             |

The Administrator will report monthly operations to the Board of Directors.

**E. Standing Committees and Ancillary Support Personnel.**

Standing committees will be formed in accordance with the bylaws of the corporation. These committees will include but are not limited to the Parent-Faculty Association (PFA). Ancillary support personnel, including clerical and custodial, will be hired and supervised

by the Administrator. The state funding formula will be used for funding to hire staff through the regular budgetary process. Additional resources will be sought through volunteer and fundraising efforts.

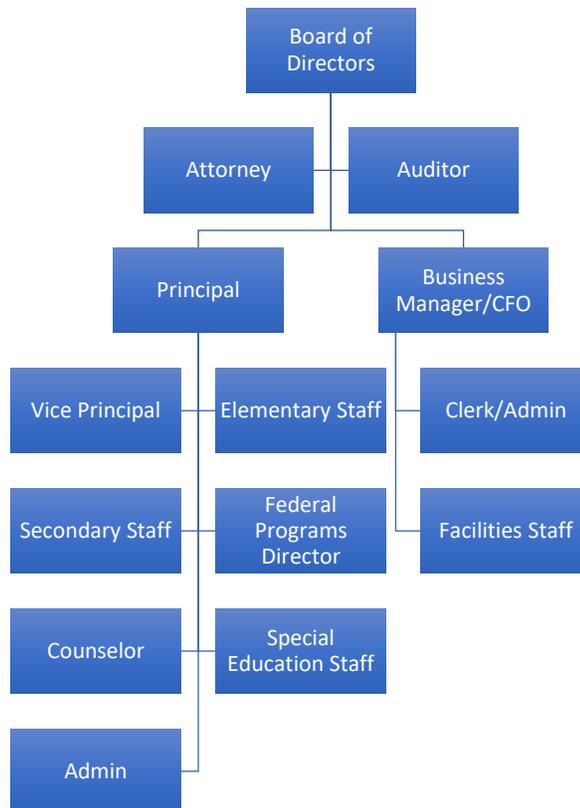
**F. Community and Business Partnerships**

WPCS may enter into business arrangements or contracts with other schools, educational programs, businesses, or non-profit organizations based on financial and operational requirements.

The Board may create a STEM Advisory Committee to guide programmatic and curricular decisions concerning the STEM Academy. The Advisory Committee may be comprised of Board members, parents, faculty, students, community leaders, local business leaders, and STEM partners. The STEM Advisory Committee will provide advice and guidance to the Administrator of the STEM Academy and make recommendations to the Board concerning strategic and operational goals for the STEM Academy.

The authorizing entity shall have no liability for the acts, omissions, debts or other obligations of the school unless otherwise stated in the charter.

**G. Organization Chart**



**X. Board Transition and Training Plan**

WPCS’s has operated for 15 years and has already transitioned its Board from a “Founding

Board” to a true governance board. While we hope to keep Founders and Founding board members involved, WPCS’s elected board structure is conducive to a diverse and changing board composition.

Current board members are elected by parents and faculty. All board members complete initial board training to include topics such as: member roles & responsibilities, board governance & development, Parliamentary Procedure, charter school finances and financial reports, in addition to reviewing WPCS’s charter, mission, and performance certificate, as well as other topics. WPCS will provide in-house training, conducted by veteran board members and WPCS administrators, as well as sending new board members to appropriate association meetings, conferences, and training. Where feasible, WPCS will use school continuous improvement funds to pay for trainers and/or purchase training resources for board members.

WPCS has an autonomous Board of Directors dedicated to the successful operation of the school. As current directors complete their terms, the remaining WPCS board and administration will work to advertise, market, and recruit candidates to run for the vacant positions. With the STEM Academy expansion, we will make extra efforts to find candidates who have STEM backgrounds or who represent local and regional STEM partners.

All Board members will complete an initial orientation, and ongoing training will include topics such as conflicts of interest, roles and responsibilities, nonprofit governance and leadership, Idaho open meeting laws, ethics, financial responsibility, school finance and reporting, and other topics of import to WPCS.

## **XI. Parental Involvement**

WPCS relies on proactive parent involvement. The Parent-Faculty Association (PFA) of WPCS will provide consultation to the Administrator regarding ongoing plans for the school. Parents of students who attend WPCS will be involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children’s personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to encourage parental involvement includes:

1. Parents will be encouraged to volunteer 20 hours per school year. They may work specifically with students, serve on committees, or volunteer as needs arise.
2. Parents will be encouraged to be involved in the formal operations of the school, Parent-Faculty Association, committees, or Board of Directors.
3. Parents will be encouraged to provide an appropriate learning environment at home for study.
4. Parents will be encouraged to attend two parent teacher conferences per year.
5. Parents will be asked to participate in a yearly election of the Board of Directors and the PFA executive committee.
6. Parents will be required to supply in-depth emergency information for each student to the school.

7. Parents with their child will be required to review and sign the written disciplinary policy and attendance policy.
8. Parents may be asked to complete surveys throughout the school year.
9. Parents may be asked to assist in the office with clerical work, classroom assistance, field trips, tutoring and specialized instruction, playground and recess monitoring, athletics and physical education, enrichment programs or other activities as needs arise.

## XII. Teacher & Staff Recruiting

WPCS will strive to recruiting, retain, and train high quality teachers and staff to meet the WPCS Mission. The Table below shows the projected FTE needed to accommodate current and projected, expanded WPCS operations.

	<b>EXPANSION Year 1 2019-2020</b>	<b>Year 2 2020-2021</b>	<b>Year 3 2021-2022</b>	<b>Year 4 2022-2023</b>	<b>Year 5 2023-2024</b>	<b>Year 6 2024-2025</b>	<b>Year 7 2025-2026</b>	<b>Year 8 2026-2027</b>
Administrators	4	4	4	4	4	4	4	4
K-8 Teachers	21	23	23	24	25	26	27	27
9-12 Teachers	5	5	6	7	8	9	10	11
Pupil Services	1	1	1	1	1.5	1.5	1.5	1.5
Classified Staff	12.1	13.8	15.5	16.7	17.9	19.0	19.8	20.4
<b>TOTAL FTE</b>	<b>43.1</b>	<b>46.8</b>	<b>49.5</b>	<b>52.7</b>	<b>56.4</b>	<b>59.5</b>	<b>62.3</b>	<b>63.9</b>

Figure 8. Projected WPCS staff needs.

WPCS will pay its teachers and staff above the state salary guidelines and strive to be competitive with the local school district and comparable, area charter school compensation.

When vacancies arise that need to be filled, WPCS will publish job openings on its Web site, and other media, as appropriate, including but not limited to advertising through education employment web sites, general job posting sites, area college employment boards, social media, and traditional media such as radio, television, and local newspapers, as needed. WPCS will complement its recruitment efforts by building strong community partnerships and seeking out both traditional and non-traditional educators.

WPCS is an Equal Opportunity employer and does not discriminate on any basis prohibited by state or federal law. WPCS has adopted policies to ensure compliance with applicable employment and non-discrimination laws. WPCS administration annually evaluates all certified and classified staff. Certified staff are evaluated according to Idaho law and WPCS policy, including using the Danielson Framework. WPCS administrators comply with state law requiring training in applicable teacher evaluation methods and rubrics.

WPCS also complies with state law prescribing the adoption and implementation of a plan for continuous improvement. Accordingly, WPCS has adopted and continuously reviews progress towards meeting its strategic objectives for school improvement. WPCS requires each certified staff to have an Individual Professional Learning Plan (“IPLP”) and to develop and maintain a

professional portfolio, which are central to ensuring increased capacity and professional development for its teachers.

### **XIII. Marketing Strategy**

WPCS will market its current and expanded STEM programs and opportunities by:

- A. Communicating with current WPCS staff, friends, and families through letters home, email, social media, newsletters, online blogs, flyers, and our web site.
- B. Reaching out and speaking to community organizations and community leaders about the school; and
- C. Outreach efforts, including letters, oral presentations, and receptions targeting hard-to-reach or underserved communities, including rural, socio-economically disadvantaged children, Latin/Hispanic or Spanish-speaking families, families with special needs.

WPCS has already conducted informational meetings with its own parents and supporters about current and proposed STEM activities. WPCS has secured hundreds of signatures of area residents who are supportive of the STEM Academy.

**Appendix D: Public Charter School Closure Protocol**



# **CLOSURE PROTOCOL**

**August 2013**

## Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at [www.charterschoolquality.org](http://www.charterschoolquality.org). The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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# Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.<sup>2</sup> Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”<sup>3</sup>

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

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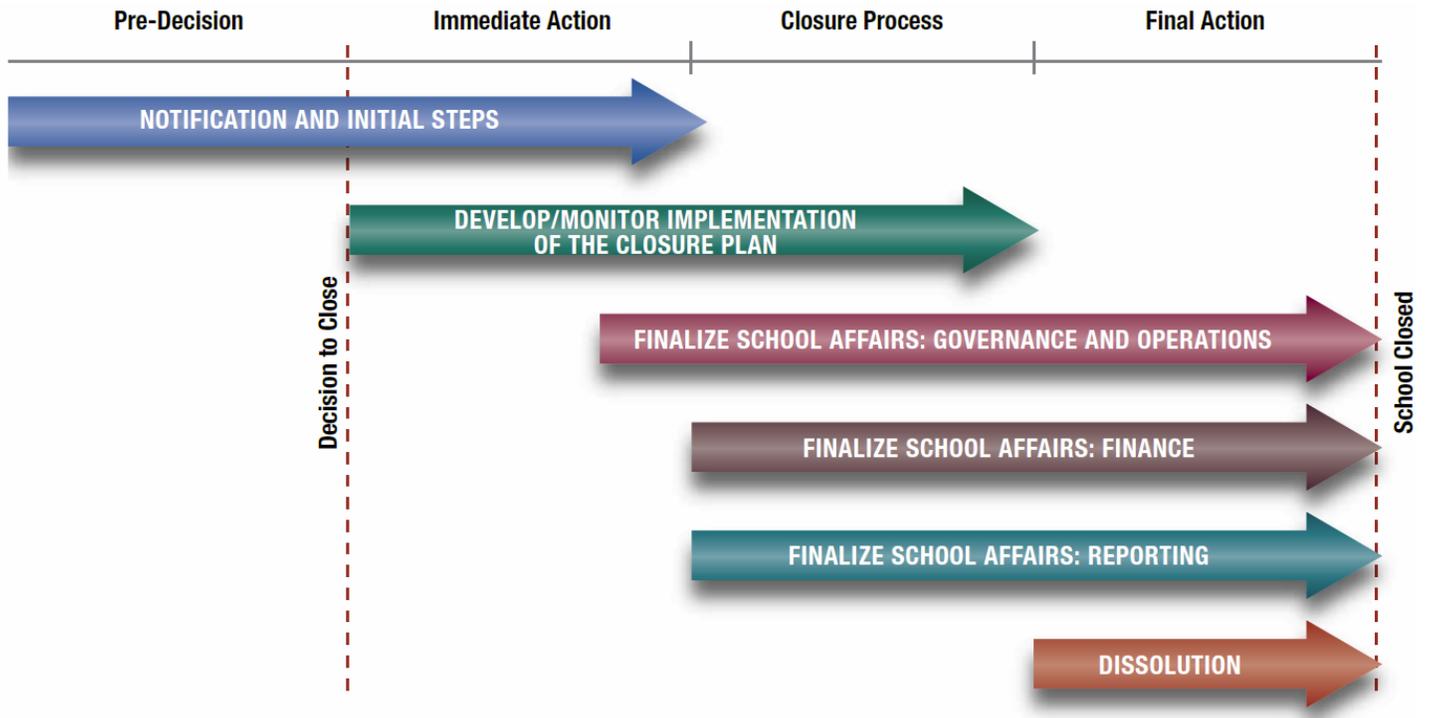
## Endnotes

<sup>1</sup> Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

<sup>2</sup> I.C. § 33-5212

<sup>3</sup> Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

# A Conceptual Timeline for Closure



## Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Meet with PCSC and SDE staff</b></p> <p>Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator and a representative of the school’s board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to:</p> <ol style="list-style-type: none"> <li>1. Review the remaining process for finalizing the closure decision as applicable</li> <li>2. Review the Closure Protocol and tasks and clarify critical deadlines</li> <li>3. Identify points of contact for media or community questions</li> <li>4. Draft communication to staff, families, and affected districts</li> </ol>	School, PCSC, SDE			
<p><b>Notify Parents / Guardians of Potential Closure</b></p> <ol style="list-style-type: none"> <li>1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease.</li> <li>• Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for parents/guardians with questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Notify School Districts Materially Impacted</b></p> <ol style="list-style-type: none"> <li>1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Copy of the letter sent to parents.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Meet with Charter School Faculty and Staff</b></p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> <li>1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision.</li> <li>2. Emphasize importance of maintaining continuity of instruction through the end of the school year.</li> <li>3. Emphasize need to limit expenditures to necessities.</li> <li>4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer.</li> <li>5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work.</li> <li>6. Describe assistance, if any, that will be provided to faculty and staff to find new positions.</li> </ol>	School			
<p><b>Review and Report on Finances</b></p> <ol style="list-style-type: none"> <li>1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps.</li> <li>2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved.</li> <li>3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.</li> </ol>	School, PCSC, SDE			

**Send Additional and Final Notifications**

1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final.
2. The letters notifying staff, parents, and other districts of the final closure decision should include:
  - The last day of instruction.
  - Any end-of-the-year activities that are planned to make the transition easier for parents and students.
  - Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families.
  - Basic information about the process for access and transfer of student and personnel records.

School,  
PCSC

## Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Establish Transition Team, Develop Closure Plan, and Assign Roles</b></p> <ol style="list-style-type: none"> <li>1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> <li>• A member of the PCSC staff</li> <li>• A member of the SDE staff</li> <li>• Charter school board chair</li> <li>• Lead administrator from the charter school</li> <li>• Lead finance person from the charter school</li> <li>• Additional members as deemed appropriate</li> </ul> </li> <li>2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.</li> </ol>	School, PCSC, SDE			
<p><b>Establish a Schedule for Meetings and Interim Status Reports</b></p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> <li>1. Reassignment of students and transfer of student records.</li> <li>2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access.</li> <li>3. Notification to entities doing business with the school.</li> <li>4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors.</li> <li>5. Sale, dissolution, or return of assets.</li> <li>6. Submission of all required reports and data to the authorizer and/or state.</li> </ol>	School			
<p><b>Submit Final Closure Report</b></p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

## Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain Identifiable Location</b></p> <p>Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	School			
<p><b>Protect School Assets</b></p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> <li>1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan.</li> <li>2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc.</li> <li>3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.</li> </ol>	School			
<p><b>Notify Commercial Lenders / Bond Holders (if applicable)</b></p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p><b>Terminate EMO /CMO Agreement (if applicable)</b></p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> <li>1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds.</li> <li>2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction.</li> </ol> <p>The school and the management company agree when other services including business services will end.</p>	School			
<p><b>Notify Contractors and Terminate Contracts</b></p> <ol style="list-style-type: none"> <li>1. Notify all contractors, including food service and transportation, of school closure.</li> <li>2. Retain records of past contracts and payments.</li> <li>3. Terminate contracts for goods and services as of the last date such goods or services will be needed.</li> </ol>	School			
<p><b>Notify Employees and Benefit Providers</b></p> <ol style="list-style-type: none"> <li>1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. <a href="#">WARN</a> and <a href="#">COBRA</a>) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor.</li> <li>2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> <li>• Medical, dental, vision plans.</li> <li>• Life insurance.</li> <li>• PERSI, 403(b), or other retirement plans</li> </ul> </li> <li>3. Consult legal counsel as specific rules and regulations may apply to such programs.</li> </ol>	School			

## Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain and Organize Records</b></p> <ol style="list-style-type: none"> <li>Maintain all corporate records related to: <ul style="list-style-type: none"> <li>Loans, bonds, mortgages and other financing.</li> <li>Contracts.</li> <li>Leases.</li> <li>Assets and their sale, redistribution, etc.</li> <li>Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42.</li> <li>Governance (minutes, bylaws, policies).</li> <li>Accounting/audit, taxes and tax status, etc.</li> <li>Employees (background checks, personnel files).</li> <li>Employee benefit programs and benefits.</li> <li>Any other items listed in the closure plan.</li> </ul> </li> <li>Determine where records will be stored after dissolution.</li> </ol>	School			
<p><b>Transfer Student Records and Testing Material</b></p> <ol style="list-style-type: none"> <li>Ensure that all student records are organized and complete</li> <li>Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> <li>Individual Education Programs (IEPs) and all records regarding special education and supplemental services.</li> <li>Student health / immunization records.</li> <li>Attendance record.</li> <li>Any testing materials required to be maintained by the school.</li> <li>Student transcripts and report cards.</li> <li>All other student records.</li> </ul> </li> <li>Document the transfer of records to include: <ul style="list-style-type: none"> <li>Date of transfer (for each individual student file transferred).</li> <li>Signature and printed name of the charter school representative releasing the records.</li> <li>Name and contact information of the receiver's representative.</li> <li>The total number and percentage of general and special education records transferred.</li> </ul> </li> </ol>	School			
<p><b>Inventory Assets and Prepare Federal Items for Pick-up</b></p> <ol style="list-style-type: none"> <li>Inventory school assets, and identify items: <ul style="list-style-type: none"> <li>Loaned from other entities.</li> <li>Encumbered by the terms of a contingent gift, grant or donation, or a security interest.</li> <li>Belonging to the EMO/CMO, if applicable, or other contractors.</li> <li>Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> <li>Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed.</li> </ul> </li> </ul> </li> <li>Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned.</li> <li>Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> <li>Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory.</li> <li>PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day.</li> <li>At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items.</li> </ul> </li> </ol>	School, PCSC			

## Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Maintain IRS 501(c)(3) Status</b> Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
<b>Notify Funding Sources / Charitable Partners</b> Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
<b>Review and Revise School Budget</b> <ol style="list-style-type: none"> <li>1. Review the school's budget and overall financial condition.</li> <li>2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE.</li> <li>3. Identify acceptable use of reserve funds.</li> </ol>	School, PCSC, SDE			
<b>List all Creditors and Debtors</b> Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> <li>1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors.</li> <li>2. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.</li> </ol>	School			
<b>Notify Debtors and Process Payments</b> Contact debtors to request payment. Process and document received payments.	School			
<b>Determine PERSI Obligations</b> Contact PERSI to determine remaining liabilities for employee retirement program.	School			
<b>Notify and Pay Creditors</b> <ol style="list-style-type: none"> <li>1. Notify all creditors of the school's closure and request final invoices.</li> <li>2. Sell appropriate assets.</li> <li>3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.</li> </ol>	School			
<b>Itemize Financials</b> Review, prepare and make available the following: <ol style="list-style-type: none"> <li>1. Fiscal year-end financial statements.</li> <li>2. Cash analysis.</li> <li>3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes.</li> <li>4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.</li> </ol>	School			
<b>Close Out All State and Federal Grants</b> Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
<b>Prepare Final Financial Statement</b> Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> <li>1. All assets and the value and location thereof.</li> <li>2. Each remaining creditor and amounts owed.</li> <li>3. Statement that all debts have been collected or that good faith efforts have been made to collect same.</li> <li>4. Each remaining debtor and the amounts owed.</li> </ol>	School			
<b>Complete Final Financial Audit</b> Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
<b>Reconcile with State</b> Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

## Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Prepare and Submit End-of-Year Reports</b> <ol style="list-style-type: none"> <li>1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines.</li> <li>2. Prepare and submit annual reports to the authorizer.</li> </ol>	School, PCSC			
<b>Prepare Final Report Cards and Student Records Notice</b> Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
<b>Prepare and Submit Final ISEE Report</b> Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
<b>Prepare and Submit Final Budget and Financial Reporting</b> Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
<b>Prepare and Submit All Other Required State and Federal Reports</b> <ol style="list-style-type: none"> <li>1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines.</li> <li>2. Prepare and submit reports to the SDE and/or federal government.</li> </ol>	School, SDE			
<b>Prepare and Submit Final Closure Report to the PCSC</b> Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> <li>1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed</li> <li>2. The school's final financial status, including the final independent audit</li> <li>3. The status of the transfer and storage of student records, including:               <ul style="list-style-type: none"> <li>• The school's total enrollment at the start of the final semester</li> <li>• The number and percentage of student records that have been transferred prior to closure</li> <li>• The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure</li> <li>• A copy of public communication to parents regarding how to access student records after closure</li> </ul> </li> <li>4. The status of the transfer and storage of personnel records, including:               <ul style="list-style-type: none"> <li>• The school's total number of staff at the beginning of the final semester</li> <li>• The number and percentage of personnel records that have been distributed to staff and/or new employers</li> <li>• If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure</li> <li>• A copy of communication to staff regarding how to access personnel records after closure</li> </ul> </li> <li>5. Additional documentation (inventories, operational info, etc.) may be included with the report</li> </ol>	School, PCSC			

## Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Dissolve the Charter School (I.C. § 30-3-110)</b></p> <ol style="list-style-type: none"> <li>1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation.</li> <li>2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9))</li> <li>3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112)</li> </ol>	School			
<p><b>Notify the Secretary of State (I.C. § 30-3-112)</b></p> <ol style="list-style-type: none"> <li>1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> <li>• The name of the non-profit corporation.</li> <li>• The date dissolution was authorized.</li> <li>• A statement that dissolution was approved by sufficient vote of the board.</li> <li>• If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators</li> <li>• Such additional information as the Secretary of State determines is necessary or appropriate.</li> </ul> </li> </ol>	School			
<p><b>Notify Known Claimants (I.C. § 30-3-114)</b></p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p><b>End Corporate Existence (I.C. § 30-3-113)</b></p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> <li>1. Preserving and protecting its assets and minimizing its liabilities.</li> <li>2. Discharging or making provision for discharging its liabilities.</li> <li>3. Disposing of its properties that will not be distributed in kind.</li> <li>4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition.</li> <li>5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws.</li> <li>6. Doing every other act necessary to wind up and liquidate its assets and affairs.</li> </ol>	School			
<p><b>Notify IRS</b></p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”<sup>1</sup>

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13<sup>th</sup> day of June 2019, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Xavier Charter School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on November 30, 2006, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2007; and

WHEREAS, the School’s charter was renewed on March 1, 2019, for a five-year term of operations,

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of July 1, 2019, and shall continue through June 30, 2024, unless earlier terminated as provided herein.

## SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The School shall notify the Authorizer of any modification to the Articles or Bylaws within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

### SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: Xavier Charter Schools are dedicated to providing a classical, academically rigorous, content-rich, liberal arts education, preparing students to excel in every duty and guiding them toward wisdom and virtue.
- B. Grades Served.** The School may serve students in K-12<sup>th</sup> grade.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Xavier Charter Schools have deliberately taken a classical approach to education which includes adherence to a time-tested view of learning and traditional teaching methods. Xavier's classical education approach:
    - a. leads young people to understand themselves and the world around them.
    - b. guides students to acquire concrete skills and gain knowledge in certain disciplines so they can participate fully and effectively in the human community.
    - c. holds that human beings are thinking, moral creatures. Xavier actively teaches moral development.
  - Xavier Charter Schools provides a political education worthy of this nation's founding principles. It exalts the inalienable rights of life, liberty, and the pursuit of happiness as guaranteed by and realized through the American frame of government. It ensures that its students enter the world as citizens fully cognizant of their rights and responsibilities.
  - Xavier Charter Schools value an education in the Arts. Classical education embraces the belief that creating in a specific medium affords young people the opportunity to reflect the beauty of the human spirit. Xavier's study of the Arts includes visual art, aural art, kinetic art, and written art.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.

- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

#### **SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES**

- A. Oversight Allowing Autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer’s Role will be to evaluate the School’s outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School’s academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School’s performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School’s Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School’s performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer’s Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and

records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

**G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

**H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

## SECTION 5: SCHOOL OPERATIONS

**A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.

**B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 810 students, with annual per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix C.

**C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.

**D. School Facilities.** 1218 N. College Road W., Twin Falls, ID 83301. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

**E. Attendance Area.** The School's primary attendance area is as follows: Twin Falls School District.

**F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board

of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

## **SECTION 6: SCHOOL FINANCE**

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the Performance Framework incorporated into this agreement as Appendix B.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

## **SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION**

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school

closure protocol established by the Authorizer attached as Appendix D.

- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

## **SECTION 8: MISCELLANEOUS**

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective July 1, 2019.

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**Alan Reed**  
**Chairperson, Idaho Public Charter School Commission**

  
**Debbi Burr**  
**Chairperson, Xavier Charter School Inc. Board**

**Appendix A: Conditions of Authorization/Renewal**

**Appendix B: Performance Framework**

**Appendix C: Charter**

**Appendix D: Public Charter School Closure Protocol**

**Appendix A: Conditions of Authorization / Renewal**

No conditions of authorization or renewal are applicable.

**Appendix B: Performance Framework**

# XAVIER CHARTER SCHOOL

## [YEAR] ANNUAL PERFORMANCE REPORT

### INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

## PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

<b>Academic</b>	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
<b>Mission-Specific</b>	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
<b>Operational</b>	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
<b>Financial</b>	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

## ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

<b>Honor</b>	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
<b>Good Standing</b>	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
<b>Remediation</b>	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
<b>Critical</b>	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

**SCHOOL OVERVIEW**

<b>Mission Statement</b>	Xavier Charter School is dedicated to providing a classical, academically rigorous, content-rich, liberal arts education, preparing students to excel in every duty and guiding them toward wisdom and virtue.		
<b>Key Design Elements</b>	<p>Xavier Charter School has deliberately taken a classical approach to education which includes adherence to a time-tested view of learning and traditional teaching methods. Xavier’s classical education approach:</p> <p>A. Leads young people to understand themselves and the world around them.</p> <p>B. Guides students to acquire concrete skills and gain knowledge in certain disciplines so they can participate fully and effectively in the human community.</p> <p>C. Holds that human beings are thinking, moral creatures. Xavier actively teaches moral development.</p> <p>Xavier Charter School provides a political education worthy of this nation’s founding principles. It exalts the inalienable rights of life, liberty, and the pursuit of happiness as guaranteed by and realized through the American frame of government. It ensures that its students enter the world as citizens fully cognizant of their rights and responsibilities.</p> <p>Xavier Charter School values an education in the Arts. Classical education embraces the belief that creating in a specific medium affords young people the opportunity to reflect the beauty of the human spirit. Xavier’s study of the Arts includes visual art, aural art, kinetic art, and written art.</p>		
<b>School Location</b>	1218 N College Road Twin Falls, ID 83301	<b>School Phone</b>	208-734-3947
<b>Surrounding District</b>	Twin Falls School District		
<b>Opening Year</b>	2007		
<b>Current Term</b>	July 1, 2019 – June 30, 2024		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	810	<b>Enrollment (Actual)</b>	700

**SCHOOL LEADERSHIP**


**STUDENT DEMOGRAPHICS**

	School	State	Surrounding	Neighboring
<b>Non-White</b>				
<b>Limited English Proficiency</b>				
<b>Special Needs</b>				
<b>Free and Reduced Lunch</b>				

**ISAT PROFICIENCY RATES**

Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	
------------------------------------------------------------------------------	--

ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	0	525	0	525	0	300	0
% of Academic Points			0%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned	
	1			XCS has chosen not to include mission-specific measures.
	2			
	3			
	4			
	5			
	6			
Total Mission-Specific Points		0	0	
% of Mission-Specific Points				

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	50	0
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0	Total Financial Points	2d	50	0
	3b	25	0		400	0	
	3c	25	0		% of Financial Points		0%
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
Additional Obligations	4b	25	0				
	5a	25	0				
Total Operational Points		400	0				
% of Operational Points			0%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	0%	0%	55% - 74%	NA	80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. Measures based on ISAT outcomes exclude alternate ISAT data; as a result, the outcomes shown may differ slightly from those published on the State Department of Education's website.

INDICATOR 1: STATE PROFICIENCY COMPARISON		
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	<p>50                      0</p> <p>30 - 45                0</p> <p>15 - 29                0</p> <p>0 - 14                   0</p> <hr/> <p>0</p>
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>	<b>Result</b> <b>Points Possible</b> <b>Points Earned</b>
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	<p>50                      0</p> <p>30 - 45                0</p> <p>15 - 29                0</p> <p>0 - 14                   0</p> <hr/> <p>0</p>
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.	

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON					
<b>Measure 2a</b>	<b>Do math (or similar subject area) proficiency rates meet or exceed the district average?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned
Result	Points Possible	Points Earned			
<b>Math Proficiency Rate Comparison to District</b>	<b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.	<table border="1"> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> </tbody> </table>		50	0
	50	0			
	<b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.	<table border="1"> <tbody> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> </tbody> </table>		30 - 45	0
	30 - 45	0			
	<b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> </tbody> </table>		15 - 29	0
	15 - 29	0			
	<b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> </tbody> </table>		0 - 14	0
	0 - 14	0			
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Twin Falls School District will be used for comparison purposes.				
<b>Measure 2b</b>	<b>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned
Result	Points Possible	Points Earned			
<b>ELA Proficiency Rate Comparison to District</b>	<b>Exceeds Standard:</b> The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.	<table border="1"> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> </tbody> </table>		50	
	50				
	<b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.	<table border="1"> <tbody> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> </tbody> </table>		30 - 45	0
	30 - 45	0			
	<b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> </tbody> </table>		15 - 29	0
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	0 - 14	0			
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Twin Falls School District will be used for comparison purposes.				

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																			
<b>Measure 3a</b> <b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>  <b>Criterion-Referenced Growth</b> <b>Math</b> <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.  <b>Notes</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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		0																	
<b>Measure 3b</b> <b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>  <b>Criterion-Referenced Growth</b> <b>ELA</b> <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.  <b>Notes</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)																			
<p><b>Measure 4a</b></p> <p><b>Are students making expected academic growth in math compared to their academic peers?</b></p> <p><b>Norm-Referenced Growth</b></p> <p><b>Math</b></p> <p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.  <b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.  <b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.  <b>Falls Far Below Standard:</b> The school's median student growth percentile in math falls below the 30th percentile.</p> <p><b>Notes</b></p> <p>Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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<p><b>Measure 4b</b></p> <p><b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b></p> <p><b>Norm-Referenced Growth</b></p> <p><b>ELA</b></p> <p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA falls between the 66th and 99th percentile.  <b>Meets Standard:</b> The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.  <b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.  <b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA falls below the 30th percentile.</p> <p><b>Notes</b></p> <p>Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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**INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)**

**Measure 5a**                      **Are students graduating from high school on time?**

**Four-Year Adjusted Cohort Graduation Rate**

**Exceeds Standard:** The school's four-year ACGR was at least 90%.  
**Meets Standard:** The school either:  
 a) had a four-year ACGR of 80% - 89% OR  
 b) had a four-year ACGR of at least 66% AND met its progress goal.  
**Does Not Meet Standard:** The school met its progress goal but had a four-year ACGR below 66%.  
**Falls Far Below Standard:** The school did not meet its progress goal and had a four-year ACGR below 66%.

The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.

**Notes**

Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)

The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.

Result	Points Possible	Points Earned
	125	
	100	
	75	
	0-65	0
		0

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p><b>Measure 1a</b> <b>Implementation of Educational Program</b></p>	<p><b>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</b></p> <p><b>Meets Standard:</b> The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p><b>Partially Meets Standard:</b> The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p><b>Does Not Meet Standard:</b> The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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		0															
<p><b>Measure 1b</b> <b>Educational Requirements</b></p>	<p><b>Is the school complying with applicable educational requirements?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p><b>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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	25																
	15																
	0																
		0															

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p><b>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			Result	Points Possible	Points Earned
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>  <b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.  <b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.			25	
Notes				15	
				0	0
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following General Accepted Accounting Principles (GAAP)</b>  <b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.  <b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.  <b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.			25	
Notes	The school's audit notes that the school was compliant with GAAP, except for GASB Statement 75, which requires actuarial calculations performed for post-employment benefits other than pensions (OPEB). While the PCSC must note that the school was not entirely compliant with GAAP, points have not been deducted from this measure for failure to comply with GASB 75.			15	
				0	0
<b>Measure 2c</b> <b>Enrollment Variance</b>	<b>Is the school successfully enrolling the projected number of students?</b>  <b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. <b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year. <b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.			25	
Notes	Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.			15	
				0	0

OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING																	
Measure 3a	Is the school complying with governance requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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	25																
	15																
	0																
		0															
Governance Requirements																	
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p>																	
<p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>																	
<p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>																	
Notes																	
Measure 3b	Is the board fulfilling its oversight obligations?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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	25																
	15																
	0																
		0															
Board Oversight																	
<p><b>Meets Standard:</b> The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p>																	
<p><b>Partially Meets Standard:</b> Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p>																	
Notes																	

OPERATIONAL

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

OPERATIONAL

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
<b>Credentialing &amp; Background Checks</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<b>Information Handling</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
<b>Transportation</b>	<p><b>Meets Standard:</b> The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>		25	
			15	
			0	
Notes				0

OPERATIONAL

Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>		25	
			15	
			0	
Notes				0
<b>INDICATOR 5: ADDITIONAL OBLIGATIONS</b>				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<p><b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p><b>Partially Meets Standard:</b> The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
<b>Measure 1a</b> <b>Current Ratio</b>	<b>Current Ratio: Current Assets divided by Current Liabilities</b>  <b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i>  <b>Does Not Meet:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.  <b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.		50	10	0
Notes					0
<b>Measure 1b</b> <b>Cash Ratio</b>	<b>Current Ratio: Cash divided by Current Liabilities</b>  <b>Meets Standard:</b> Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).  <b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.  <b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.		50	10	0
Notes					0
<b>Measure 1c</b> <b>Unrestricted Days Cash</b>	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</b>  <b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i>  <b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.  <b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.		50	10	0
Notes					0
<b>Measure 1d</b> <b>Default</b>	<b>Default</b>  <b>Meets Standard:</b> School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.  <b>Does Not Meet:</b> School is in default of financial obligations.		50	0	0
Notes					0

FINANCIAL

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
<b>Measure 2a</b> <b>Total Margin and Aggregated</b> <b>3-Year Total Margin</b>	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b>  <b>Meets Standard:</b> Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>  <b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".  <b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.			50	
				30	
				0	
					0
Notes	Aggregated 3-year total margin is positive and the most recent year total margin is positive. Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				
<b>Measure 2b</b> <b>Debt to Asset Ratio</b>	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>  <b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.  <b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9. and 1.0  <b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0			50	
				30	
				0	
					0
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				
<b>Measure 2c</b> <b>Cash Flow</b>	<b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b>  <b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>  <b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"  <b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.			50	
				30	
				0	
					0
Notes					
<b>Measure 2d</b> <b>Debt Service Coverage Ratio</b>	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>  <b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1  <b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1			50	
				0	
					0
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				

## **Appendix C: Charter**

Xavier Charter School, Inc.

**XAVIER CHARTER SCHOOL**  
Petition for a Charter for School Year Starting 2007-2008  
Within the Twin Falls School District #411

Submitted To:

Idaho Public Charter School Commission

November 30, 2006  
Revised March 6, 2008  
Revised July 25, 2011  
Revised September 25, 2012  
Revised June 1, 2017

Xavier Charter School  
1218 N College Rd W  
Twin Falls, Id 83301

Contact Person:  
Gary Moon  
1218 N College Rd W  
Twin Falls, Id. 83301  
208-734-3947

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**TAB 1: ARTICLES OF INCORPORATION, BYLAWS,  
SIGNATURES AND MISSION STATEMENT**

**Amended Articles of Incorporation**

**AMENDED ARTICLES OF INCORPORATION**

**OF**

**XAVIER CHARTER SCHOOL, INC.**

In compliance with the requirements of the laws of the State of Idaho relating to non-profit corporations and acts amendatory and supplemental thereto, including particularly Chapter 30, Title 301 et seq. of the Idaho Code, the undersigned natural persons, each of whom are of full age and residence of the United States, in order to form a non-profit corporation for the purposes hereinafter stated, do hereby as incorporators, adopt the following Articles of Incorporation, and certify:

**ARTICLE I  
NAME**

The name of this corporation is XAVIER CHARTER SCHOOL, INC., hereinafter called the "Corporation."

**ARTICLE II  
NOT FOR PROFIT**

The Corporation is a nonprofit corporation under the laws of the State of Idaho. The Corporation is not formed for pecuniary profit. No part of the income or assets of the Corporation is distributable to or for the benefit of its Members, Directors or Officers, except to the extent permissible under law.

**ARTICLE III  
ADDRESS**

The principal office of the Corporation is located at 3533 N. 3000 E., Twin Falls, ID 83301.

**ARTICLE IV  
DURATION**

The duration of the corporation is perpetual.

**ARTICLE V  
PURPOSE AND POWERS OF THE CORPORATION**

The purpose of this Corporation shall be to provide additional educational methods and opportunities to the community pursuant to Idaho Code §33-5201 et seq. To accomplish this end the corporation shall have the power to:

Tab 1: Articles of Incorporation, Signatures and Mission Statement

(a) Exercise all of the powers and privileges and to perform all of the duties and obligations of the Corporation as set forth in that certain By-Laws of the Xavier Charter School, Inc.

(b) Fix, levy, collect and enforce payment by any lawful means, all charges or assessments pursuant to the terms of the By-Laws; to pay all expenses in connection therewith and all office and other expenses incident to the conduct of the business of the Corporation, including all licenses, taxes or governmental charges imposed against the property of the Corporation;

(c) Acquire (by gift, purchase or otherwise), own, hold, improve, build upon, operate, maintain real or personal property in connection with the affairs of the Corporation;

(d) Participate in mergers and consolidations with other non-profit corporations organized for the same purposes or annex additional property and Common Area, subject to those restrictions contained in the By-Laws and any amendments thereto; and

(e) Have and to exercise any and all powers, rights and privileges which a corporation organized under the Non-Profit Corporation Laws of the State of Idaho by law may now or hereafter have or exercise.

**ARTICLE VI  
VOTING RIGHTS**

The Corporation shall have one membership class. Each member shall be entitled to cast one vote or fractional vote as set forth by their membership interest shall be exercised as they among themselves determine, but in no event shall more than one vote be cast with respect to any member. Voting by proxy shall be permitted, provided, proxies shall not be valid for a period in excess of eleven (11) months from their date of execution and shall automatically terminate if the grantor of the proxy ceases to be a member of the Corporation.

**ARTICLE VII  
BOARD OF DIRECTORS**

The affairs of the Corporation shall be managed by a Board of at least Five (5) Directors, at meetings duly held pursuant to the By-Laws and at which a quorum is present in person. A quorum shall consist of a majority of the Directors present in person. The Board, by majority vote, may remove an officer of the Corporation.

At the first regular meeting the members shall elect Directors for a term of one year. (Vacancies during the terms shall be filled by appointment by a majority of the remaining Directors.)

**ARTICLE VIII  
DISSOLUTION**

Upon the dissolution of the Corporation the assets of the Corporation shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. Upon winding up and dissolution of this corporation, and paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to the Idaho Public Charter School Commission, Boise, Idaho.

**ARTICLE IX  
INCORPORATORS**

The name and address of the incorporators are as follows:

DEBBIE JACKSON  
161 5<sup>th</sup> Ave South Suite #101  
Twin Falls, ID 83301

**ARTICLE X  
REGISTERED AGENT**

REBECCA BAIRD is hereby appointed the initial registered agent of this Corporation.

**ARTICLE XI  
DIRECTORS**

The names and addresses of the initial directors are:

REBECCA BAIRD  
3533 N. 3000 E.  
Twin Falls, ID 83301

DEBBIE JACKSON  
161 5<sup>th</sup> Ave South Suite #101  
Twin Falls, ID 83301

PATRICK BROWN  
104 Lincoln  
Twin Falls, ID 93301

**ARTICLE XII  
LIMITATION**

No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its Members, or Officers, but the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article V (Purposes) hereof.

**ARTICLE XIII  
OFFICERS**

The Officers of the Corporation shall consist of a Chairman, Vice Chairman Secretary, Treasurer and such other Officers and Assistance Officers as may be provided in the By-Laws. Each Officer shall be elected by the Board of Directors (and may be removed by the Board of Directors) at such time and in such manner as may be prescribed by the By-Laws.

**ARTICLE XIV  
AMENDMENT**

The Corporation reserves the right to amend or repeal any provisions contained in these Articles of Incorporation or any amendment to them, and all rights and privileges conferred upon the members, Directors and Officers are subject to this reservation. The Articles of Incorporation may be amended in accordance with the provisions of the laws of the State of Idaho, as amended from time to time, unless more specific provisions for amendments are adopted by the Corporation pursuant to Idaho law.

Amendments to these Articles shall require the assent of those members casting two-thirds (2/3) of the votes of the Corporation membership at any regular member's meeting called specifically for that purpose.

**ARTICLE XV  
INDEMNIFICATION**

The Corporation shall indemnify each Officer and Director including former Officers and Directors to the full extent permitted by the laws of the State of Idaho.

**ARTICLE XVI  
BY-LAWS**

The By-Laws of the Corporation are to be made and adopted by the Board of Directors, and may be altered, amended or rescinded by the Board of Directors.

The Power to adopt, alter, amend and repeal the By-Laws shall be vested in the

Tab 1: Articles of Incorporation, Signatures and Mission Statement

Board of Directors, but all alternatives, amendments and repeals of the By-Laws must be approved by a majority of the Voting Members.

IN WITNESS WHEREOF the undersigned have signed these Articles of Incorporation on this 9<sup>th</sup> day of NOVEMBER, 2006.

Rebecca Baird  
Incorporator

[Signature]  
Incorporator

Debbie Jackson  
Incorporator

STATE OF IDAHO )  
County of Twin Falls ) ss.

On this 9<sup>th</sup> day of November, 2006, before me, the undersigned, a Notary Public in and for said State, personally appeared REBECCA BAIRD, known to me to be the Incorporator of Xavier Charter School, Inc., the corporation whose name is subscribed to the foregoing instrument, and acknowledged to me that she executed the same on behalf of said corporation.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.



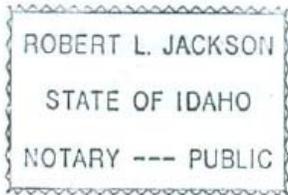
[Signature]  
NOTARY PUBLIC  
Residing at: Twin Falls, ID  
My Commission Expires: 8-16-2011

Tab 1: Articles of Incorporation, Signatures and Mission Statement

STATE OF IDAHO )  
 ) ss.  
County of Twin Falls )

On this 9<sup>th</sup> day of November, 2006, before me, the undersigned, a Notary Public in and for said State, personally appeared DEBBIE JACKSON, known to me to be the Incorporator of Xavier Charter School, Inc., the corporation whose name is subscribed to the foregoing instrument, and acknowledged to me that she executed the same on behalf of said corporation.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.

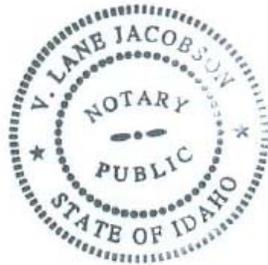


Robert L. Jackson  
NOTARY PUBLIC  
Residing at: Twin Falls  
My Commission Expires: 5-14-11

STATE OF IDAHO )  
 ) ss.  
County of Twin Falls )

On this 9<sup>th</sup> day of November, 2006, before me, the undersigned, a Notary Public in and for said State, personally appeared PATRICK BROWN, known to me to be the Incorporator of Xavier Charter School, Inc., the corporation whose name is subscribed to the foregoing instrument, and acknowledged to me that he executed the same on behalf of said corporation.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.



V. Lane Jacobson  
NOTARY PUBLIC  
Residing at: Twin Falls, ID  
My Commission Expires: 10/29/07

**ACCEPTANCE BY REGISTERED AGENT**

The undersigned hereby accepts the appointment as Registered Agent of XAVIER CHARTER SCHOOL, INC. which is contained in the foregoing Articles of Incorporation.

Dated this 9 day of November, 2006.

Rebecca Baird  
Registered Agent

Tab 1: Articles of Incorporation, Signatures and Mission Statement

**FILED EFFECTIVE**

ARTICLES OF AMENDMENT TO  
ARTICLES OF INCORPORATION  
OF  
XAVIER CHARTER SCHOOL, INC.

06 DEC 12 PM 2:29

SECRETARY OF STATE  
STATE OF IDAHO

Pursuant to the provisions of Section 30-<sup>3</sup>58, 59, 60 and 61 of the Idaho Business Corporation Act, the undersigned corporation adopts the following Articles of Amendment to its Articles of Incorporation:

FIRST: The name of the corporation as created by the issuance of a Certificate of Incorporation dated the 14<sup>th</sup> day of November, 2006, is XAVIER CHARTER SCHOOL, INC.

SECOND: The following amendments of the Articles of Incorporation were adopted by the Board of Directors of the corporation on the 30<sup>th</sup> day of November, 2006, in the manner prescribed by the Idaho Business Corporation Act.

ARTICLE VI: VOTING RIGHTS has been completely removed from the original document.

ARTICLE VII: BOARD OF DIRECTORS has been restated as follows:

The Corporation shall have no members and shall be managed by a board of at least five (5) directors. Any action which would otherwise by law require approval by a majority of all members shall require only approval of the Board of Directors. All rights, which would otherwise by law vest in the members, shall vest in the Board.

At the first regular meeting the board shall elect Directors for a term of one year. (Vacancies during the terms shall be filled by appointment by a majority of the remaining Directors.)

THIRD: All of the Directors voted in favor of the amendments.

ARTICLES OF AMENDMENT - Page 1

IDAHO SECRETARY OF STATE  
12/12/2006 05:00  
CK: 8188 CT: 138316 BH: 1819146  
1 @ 30.00 = 30.00 NON PROF A # 2  
1 @ 28.00 = 28.00 NON EXPEDI # 3

C167310

Tab 1: Articles of Incorporation, Signatures and Mission Statement

DATED this 20<sup>th</sup> day of July, 2006.

By: [Signature]  
Secretary

By: [Signature]  
Patrick D. Brown, Director

STATE OF IDAHO )  
County of Twin Falls ) ss.

HEBBIE JACKSON, being first duly sworn upon oath, deposes and says as follows:

That he/she is the Secretary and Director in the above-entitled corporation, that he/she has read the above and foregoing Articles of Amendment to Articles of Incorporation and knows the contents thereof; and that the facts therein stated are true as he/she verily believes.

[Signature]  
Secretary

SUBSCRIBED and SWORN to before me this 20<sup>th</sup> day of July, 2006.



[Signature]  
NOTARY PUBLIC FOR IDAHO  
Residing at: Twin Falls, ID  
My Commission Expires: 5-15-08

**ARTICLES OF INCORPORATION  
OF**

**FILED EFFECTIVE**

**XAVIER CHARTER SCHOOL, INC.**

06 JUN -9 PM 2: 02

In compliance with the requirements of the laws of the State of Idaho relating to non-profit corporations and acts amendatory and supplemental thereto, including particularly Chapter 30, Title 301 et seq. of the Idaho Code, the undersigned natural persons, each of whom are of full age and residence of the United States, in order to form a non-profit corporation for the purposes hereinafter stated, do hereby as incorporators, adopt the following Articles of Incorporation, and certify:

**ARTICLE I  
NAME**

The name of this corporation is XAVIER CHARTER SCHOOL, INC., hereinafter called the "Corporation."

**ARTICLE II  
NOT FOR PROFIT**

The Corporation is a nonprofit corporation under the laws of the State of Idaho. The Corporation is not formed for pecuniary profit. No part of the income or assets of the Corporation is distributable to or for the benefit of its Members, Directors or Officers, except to the extent permissible under law.

**ARTICLE III  
ADDRESS**

The principal office of the Corporation is located at 3533 N. 3000 E., Twin Falls, ID 83301.

**ARTICLE IV  
DURATION**

The duration of the corporation is perpetual.

**ARTICLE V  
PURPOSE AND POWERS OF THE CORPORATION**

The purpose of this Corporation shall be to provide additional educational methods and opportunities to the community pursuant to Idaho Code §33-5201 et seq. To accomplish this end the corporation shall have the power to:

ARTICLES OF INCORPORATION OF  
XAVIER CHARTER SCHOOL, INC. - Page 1

IDAH0 SECRETARY OF STATE  
06/09/2006 05:00  
CK: 7818 CT: 138316 BH: 959255  
1 e 30.00 = 30.00 INC NONP # 2  
1 e 20.00 = 20.00 EXPEDITE C # 3

C167310

## **Bylaws of Xavier Charter School, Inc.**

### **ARTICLE 1: Offices**

#### Section 1.1 Offices

The Corporation's principal office shall be fixed and located in the County of Twin Falls, State of Idaho as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another within the County of Twin Falls, State of Idaho.

### **ARTICLE 2: Purpose**

#### Section 2.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax. Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

- (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future federal income tax code, or
- (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code.

### **ARTICLE 3: No Members**

#### Section 3.1 No Members

The Corporation shall have no members and shall be managed by a board of at least five (5) directors. Any action which would otherwise by law require approval by a majority of all members or approval of the members shall require only approval of the Board of Directors. All rights, which would otherwise by law vest in the members, shall vest in the Board.

#### Section 3.2 Associates

Nothing in this Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "member" even though such persons are not members, and no such reference by the Corporation shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act. Such individuals may

originate and take in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

## **ARTICLE 4: Board of Directors**

### Section 4.1 Board of Directors

- (a) The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors.
- (b) The Board of Directors shall consist of both appointed and elected Directors.
- (c) An increase or decrease in the authorized number of Directors constituting the Board may be made at any time by a majority vote of the Board.
- (d) At no time shall there be more than two non-stakeholders on the Board.
- (e) The function of the Board is described but not limited to policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. It shall ensure that the community be informed of the needs, purposes, values and status of the charter school.

### Section 4.2 Powers of the Board of Directors

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets and property of said Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the Public Charter Schools Act of 1998. (Idaho Code Section 33-5201)

### Section 4.3 Election/Appointment of Directors

- (a) One Director may be appointed by a majority vote of the Board; such ad hoc appointment is not mandatory and shall be done at the discretion of the Board and only after a determination by the Board that: (i) the appointed Director adds specific experience, education, or expertise to the Board where such is lacking; and (ii) such appointment is in the best interest of the Board. The ad hoc appointment shall not cause the number of Directors on the Board to exceed seven (7). At the time of the ad hoc appointment the Board will specify the length of time the appointee shall serve on the Board, not to exceed three (3) years. All remaining Directors shall be elected or appointed in accordance with the provisions of Section 4.3(b) and (c).
- (b) Director elections to fill elected seats will follow the process outlined below:
  - i. All applicants will be required to fill out a questionnaire.
  - ii. All applicants will be required to go through a screening process, overseen by a committee that is appointed by the Charter School Board of

## Tab 1: Articles of Incorporation, Signatures and Mission Statement

Directors. The committee shall consist of 2 staff members, a member of the Parent Faculty Association (PFA) Executive Committee and 2 members of the Board of Directors. Each respective organization will select their representative(s).

- iii. The committee will then nominate to the Charter School Board of Directors, candidates for each open position who meet the qualifications set out in district policy.
- iv. No more than three candidates per position shall be nominated. The Board of Directors will approve the candidates by majority vote. Only approved candidates will appear on the ballot.
- v. Stakeholders of the school will then be asked to vote on the candidates. A stakeholder of the school is defined as one or more of the following: parents or legal guardians of a child attending Xavier Charter School; staff members or employees of Xavier Charter School; Xavier Charter School board members and founders of the Charter School that signed the charter petition.
- vi. Xavier Charter School Board of Directors has final authority over all ballots.
- vii. The time, date and location of all elections will be advertised by Xavier Charter School using, but not limited to, the following methods: public service announcements in newspapers and sending notification home with students.

Voting on board member elections can be done in person or via absentee ballot.

- (c) Director appointments to fill regularly appointed seats will follow the process outlined below:
  - i. During the regularly scheduled Board meeting in May of each year the Board of Directors shall appoint Director(s) to replace those whose appointment(s) will expire in June of that year.
  - ii. New Directors shall be appointed by a majority vote of Directors present at the May meeting, provided there is a quorum present.
  - iii. Directors so appointed shall begin their term at the beginning of the corporate annual meeting in June of that year.

### Section 4.4 Terms

- (a) Directors, with the exception of any ad hoc appointment, shall be elected or appointed to a three (3) year term of office. The terms for each seat shall be as follows:

Tab 1: Articles of Incorporation, Signatures and Mission Statement

- a. Seat 1 (Appointed by the Board): The term shall begin in 2011 and expire in 2012, and every three (3) years thereafter.
- b. Seat 2 (Elected): The term shall begin in 2015 and expire in 2018, and every two (2) years thereafter.
- c. Seat 3 (Appointed by the Board): The term shall begin in 2010 and expire in 2013, and every three (3) years thereafter.
- d. Seat 4 (Appointed by the Board): The term shall begin in 2011 and expire in 2014, and every three (3) years thereafter.
- e. Seat 5 (Elected): The term shall begin in 2017 and expire in 2018, and every one (1) year thereafter.
- f. Seat 6 (Appointed by the Board, if filled): The term shall be on the same cycle as Seat 3, with a term of three (3) years.
- g. Seat 7 (Appointed by the Board, if filled): The term shall be on the same cycle as Seat 1, with a term of three (3) years.

- (b) Each elected Director shall serve until the stakeholders duly elect his/her successor. Each appointed Director shall serve until the end of the term of his or her seat.

Section 4.5 Resignation and Removal

Subject to the provisions of Section 30-3-9 of the Idaho Nonprofit Corporation Act, any Director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. The effective date of resignation shall be no more than ninety (90) days from the date of written notice of resignation. A Director may be removed without cause by a majority vote of the Directors then in office.

Section 4.6 Vacancies

- (a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- (b) The Board may declare vacant the office of any Director who has been convicted of a felony, or has been found to have breached any duty arising under Article 30-3-85 of the Idaho Nonprofit Corporation Act or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend four (4) or more meetings of the Board in any calendar year.
- (c) Removal of a Director for one or more of the reasons listed in Section 4.6(b) above may be initiated by any member of the Board. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Director whose

## Tab 1: Articles of Incorporation, Signatures and Mission Statement

removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public.

- (d) Recall of an elected Director may be initiated by a vote petition of the Stakeholders provided the following criteria and procedures are followed:
- a. No petition for recall shall be circulated against any Director until that Director has actually held his or her office ninety (90) days.
  - b. No more than one petition for recall may be submitted in any fiscal year and a minimum of ninety (90) days must separate the submission of any recall petition from any other recall petition.
  - c. A petition for recall shall be instituted by filing with the Secretary of the Board of Directors or Clerk of the Board of Directors a verified written petition requesting such recall. The petitioner requesting the recall must be a stakeholder.
  - d. A petition for recall shall contain the following items:
    - i. Name of the Director to be recalled
    - ii. Factual basis and reasons for the recall in two hundred words or less
    - iii. Printed name, notarized signature, and address of the petitioner.
    - iv. Signature sheets containing no more than 20 lines each with the printed name, signature, and address of the signers of the petition. Each signature sheet must contain items i-iii.
  - e. Each and every signature sheet must be verified by the petitioner or other stakeholder who circulated the signature sheet and this verification must conform to the requirements in Idaho Code 34-1705.
  - f. To be valid, a recall petition must be signed by a verified number of stakeholders equal to or exceeding twenty percent (20%) of the number of stakeholders who cast votes for all candidates at the election at which the Director was elected.
  - g. The Secretary of the Board of Directors or the Clerk of the Board of Directors, once having received the petition, will examine the petition to verify whether or not the petition signers were stakeholders of Xavier Charter School at the time the petition was received. This examination period shall not exceed twenty one (21) calendar days from the date of receipt of the petition.
  - h. In the event that the petition is found to contain the required number of valid signatures, the Secretary of the Board of Directors or the Clerk of the Board of Directors will notify the Director being recalled and the petitioner by certified mail that the recall petition is in proper form.
  - i. In the event that the petition is found not to have the required number of valid signatures, the Director will continue in office and no new recall petition may be circulated for a period of ninety (90) days against the same Director.
  - j. Once a recall petition has been successfully verified, a special recall election will be held within fourteen (14) calendar days after completion

## Tab 1: Articles of Incorporation, Signatures and Mission Statement

of the examination of the petition. The special election will be conducted in accordance with Section 4.3 (b) v-vii above. The ballot will contain the factual reasons for recall as listed on the recall petition and a rebuttal statement by the Director, if they wish to submit one. The ballot will be no greater than one page in length.

- k. To recall any Director, a majority of the votes cast at the special recall election must be in favor of such recall, and additionally, the number of votes cast in favor of the recall must equal or exceed the votes cast at the last general election for that Director.
  - l. The board of canvassers for the special recall election shall consist of one member of the Board of Directors (which may not be the Director who is being recalled), one member of the Parent Faculty Association, and one member of the administrative team at Xavier Charter School.
  - m. The board of canvassers will meet within 24 hours of closure of the election to canvass the votes cast at the recall election. Immediately upon completion of the count, the Board member who canvassed the votes will declare the result of the election and this count shall be the final result.
  - n. If recalled, a Director shall be recalled as of the time when the results of the special recall election are declared and a vacancy in the office shall exist.
  - o. If a Director is recalled, the vacancy shall be filled as provided in 4.6 (e).
  - p. After one (1) unsuccessful recall election is held for any Director, no further recall petitions may be filed against the same Director during the remainder of the fiscal year. The specific reason for recall in one (1) recall petition cannot be the basis for any subsequent recall petitions during the remainder of that Director's current term of office.
- (e) A vacancy on the Board for any reason may be filled by appointment by a majority vote of the remaining Directors, although less than a quorum. Each Director so appointed shall hold office for the remainder of the term of the seat.
- (f) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

### Section 4.7 Compensation of Directors

Directors shall not receive any compensation for their services; however, the Directors may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the Corporation's business. The Corporation shall carry liability insurance covering the Corporation's business.

### Section 4.8 Employees

The Board shall have the power to hire employees of the Corporation whose duties shall be specified by the Board.

Section 4.9 Voting

Voting by the Board shall be in person and no proxy voting on the Board may occur. The Chair is a member of the voting body, and he or she has exactly the same rights and privileges as all other members have, including the right to make motions, to speak in debate, and to vote on all questions. In meeting of a small board (where there are not more than about a dozen board members present), the presiding officer may exercise these rights and privileges as fully as any other member. When a tie vote results, the motion fails.

Section 4.10 Quorum

A quorum consisting of a majority or more of the then current Directors must be assembled to vote and conduct business.

Section 4.11 Rights of Inspection

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

Section 4.12 Committees

The Board may create one (1) or more committees of the board and appoint members of the Board to serve on them. Each Committee shall have one or more Directors, who serve at the pleasure of the Board. The creation of a committee and appointment of members to it shall be by a majority vote of the Directors then in office. Once the task has been accomplished for which the committee was formed it shall be dissolved. A committee of the Board may not: 1) authorize distributions; 2) pledge or transfer assets; 3) elect, appoint or remove directors; and 4) adopt, amend or repeal the articles of incorporation or bylaws. Each committee may keep minutes of its proceedings and shall report periodically to the Board.

**ARTICLE 5: Board Meetings**

Section 5.1 Place of Meeting

The place of all meetings of the Directors shall be the principal office of the Corporation in the County of Twin Falls, Idaho, or at such other place as shall be determined from time to time by the Board; and the place at which such meetings shall be held shall be stated in the notice and call of the meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held.

Section 5.2 Annual Meeting

The annual meeting of the Directors of the Corporation for the ratification of election results for newly elected Directors to succeed those whose terms expire, for election of Officers for the upcoming fiscal year and for the transaction of other business as may properly come before the meetings, shall be held each year during the first full day of June, at the principal office of the Corporation in the County of Twin Falls, Idaho. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers may be held at the first meeting called thereafter, pursuant to these Bylaws.

Section 5.3 Regular Meetings

Monthly meetings of the Directors of the Corporation will not be mandatory. However, the schedule for the regular meetings for the year will be determined by the Directors during the Annual Meeting.

Section 5.4 Special Meetings

Special meetings may be called by the Chairman or by any two (2) Directors of the Board and held at any time.

Section 5.45 Notice of Meetings

Notice of the time and place of the annual meeting of the Directors or any monthly meetings of the Directors shall not be given by mailing written or printed notice of the same but shall be in a prominent place at Xavier Charter School and on the Xavier Charter School website in accordance with the Idaho Open Meeting Law.

Section 5.6 Telecommunications devices at Meetings

All meetings may be conducted using telecommunications devices which enable all Directors of the Corporation participating in the meeting to communicate with each other. Such devices may include, but are not limited to, telephone or video conferencing devices or other similar communications equipment. Participation of Directors through telecommunications devices shall constitute presence in person by such Director at the meeting; provided however, that at least one (1) member of the Directors of the Corporation or the chief administrative officer of the Corporation shall be physically present at the location designated in the meeting notice to ensure that the public may attend such meeting in person and that the communications among Directors of the Corporation are audible to the public attending the meeting in person and other the Directors of the Corporation.

Section 5.7 Other Provisions of the Open Meeting Law

Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provision of Title 67, Chapter 23 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of school trustees are subject to those provisions.

**ARTICLE 6: Officers and Duties**

Section 6.1 Officers

The Officers of the Corporation shall be Chairman of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected each year at the annual meeting by the Board and serve a one (1) year term when their respective successor shall be elected. Individual officers of the Corporation, have no authority over school affairs, except as provided by law or as authorized by the Board.

Section 6.2 Chairman of the Board

The Chairman of the Board is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board. The Chairman of the Board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as such other powers and duties as may be prescribed from time to time. The Chairman of the Board will sign all papers and documents as required by law and as authorized by action of the Board.

Section 6.3 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6.4 Secretary

(a) The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary

## Tab 1: Articles of Incorporation, Signatures and Mission Statement

shall keep, or cause to be kept, at the principal office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.

(b) The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to BE kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

### Section 6.5 Treasurer

The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The book of accounts shall at all times be open to inspection by any Board member.

### Section 6.6 Removal

Any Officer may be removed, either with or without cause, by a majority vote of the Directors then in office.

### Section 6.7 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

## **ARTICLE 7: FISCAL AFFAIRS**

### Section 7.1 Fiscal Year

The fiscal year of the Corporation shall be from July 1<sup>st</sup> to June 30<sup>th</sup>.

## **ARTICLE 8: NOTICES**

### Section 8.1 Manner of Giving Notice

Whenever provisions of any statute or these Bylaws require notice to be given to any Director, Officer or other individual, they shall not be construed to mean personal notice. Such notice shall be given in writing and placed on the bulletin board of the Corporation in sufficient amount of time prior to the meeting or action to be taken as required by

statute, the Articles of Incorporation or these Bylaws; said notice need not be given individually and may be given in one notice document.

Section 8.2 Waiver

A waiver of any notice in writing, signed by a Director or Officer, whether before or after the time stated in said waiver for holding a meeting, or presence at any such meeting, shall be deemed equivalent to a notice required to be given to any Director, or individual.

**ARTICLE 9: DISSOLUTION**

Section 9.1 Dissolution

Upon Dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed to the Idaho Public Charter School Commission, Boise, Idaho.

**ARTICLE 10: AMENDMENTS**

Section 10.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original bylaws, and immediately after them, and shall not take effect until so copied. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the amendment or repeal may be found.

IN WITNESS WHEREOF, these Bylaws were approved and adopted by Xavier Charter School's Board of Directors on \_\_\_November 6, 2017\_\_.



Deborah Burr, Chair  
Xavier Charter School Board of Directors

**Signatures and proof of qualification of qualified electors of the attendance area**

Original copies of signature certifications on file – copies are included here after each document.

Tab 1: Articles of Incorporation, Signatures and Mission Statement

TWIN FALLS COUNTY  
**ELECTIONS**

LARRY HAYCOCK  
Election Director,  
Deputy Clerk  
Fax: 208-736-4182

DEPARTMENT  
PO Box 126  
Twin Falls, Id. 83303

KRISTINA GLASCOCK  
County Clerk,  
Auditor, Recorder  
Telephone: 208-736-4004

STATE OF IDAHO,  
ss.  
COUNTY OF TWIN FALLS

November 9, 2006

To whom it may concern:

I, Kristina Glascock, County Clerk of Twin Falls County, Idaho hereby certify that,

Twelve (12) signatures on this petition are those of qualified electors.

Dated this 9th day of Nov., 2006.

Signed: Kristina Glascock  
County Clerk

Signed: Jerry Haycock  
Deputy Clerk

(Seal of Office)

Tab 1: Articles of Incorporation, Signatures and Mission Statement

(12)

Petition to Establish a NEW Idaho Public Charter School

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with this petition.

Name of Proposed New Charter School School District Where New Charter School will be Physically Located	Xavier Charter School Twin Falls School District				
* I am currently a qualified elector in the above-named school district. * I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1 Rebecca Baird	<i>Rebecca Baird</i>	3533 N 3000 E	Twin Falls	734-7832	6-1-06
2 Robert Baird	<i>Robert Baird</i>	3533 N 3000 E	Twin Falls	734-7832	6-1-06
3 Lida Lynde Clift	<i>Lida Lynde Clift</i>	155 Washington R	Twin Falls	734-5373	6-2-06
4 Bandy Clift	<i>Bandy Clift</i>	155 Washington R	Twin Falls	734-5373	6-2-06
5 Emmeleine K Litke	<i>Emmeleine K Litke</i>	1889 Galena Drive	Twin Falls	733-6709	6-3-06
6 Donna L Keayor	<i>Donna L Keayor</i>	2289 N S. Hwy 20	Arden	925-5116	6-3-06
7 Leslie Lassi	<i>Leslie Lassi</i>	6807 Phoenician Dr	Idaho Falls	785-1630	6-3-06
8 Corvill W Under	<i>Corvill W Under</i>	3085 N Main Ave	Twin Falls	734-3481	6-3-06
9 Carol Tapp	<i>Carol Tapp</i>	3075 North Solway	Twin Falls	734-3481	6-3-06
10 James Clavin	<i>James Clavin</i>	505 Broad Paul Lane	Arden	925-5116	6-4-06
11 Eric Lee Spamer	<i>Eric Lee Spamer</i>	837 G. St. Dr	Twin Falls	733-2859	6-4-06
12 Stephanie Moore	<i>Stephanie Moore</i>	330 E. Spruill	Twin Falls	734-3481	6-4-06
13 Twin Falls	<i>Twin Falls</i>	3510 N. Spruill	Arden	925-1009	6-1-06
14 Elizabeth Marshall	<i>Elizabeth Marshall</i>	3044 E. BROWN	Twin Falls	734-3481	6-4-06
15 Sarah Marshall	<i>Sarah Marshall</i>	3044 E. BROWN	Twin Falls	734-3481	6-4-06

with witness in Arden  
 17 Rural Communities P. W  
 333 Terrace Dr Twin Fall 534-7835 6-5-06  
 Page 1 of 2  
 2012 1162 6-4-06

Tab 1: Articles of Incorporation, Signatures and Mission Statement

TWIN FALLS COUNTY  
**ELECTIONS**

LARRY HAYCOCK  
Election Director,  
Deputy Clerk  
Fax: 208-736-4182

DEPARTMENT  
PO Box 126  
Twin Falls, Id. 83303

KRISTINA GLASCOCK  
County Clerk,  
Auditor, Recorder  
Telephone: 208-736-4004

STATE OF IDAHO,  
at  
COUNTY OF TWIN FALLS

November 9, 2006

To whom it may concern:

I, Kristina Glascock, County Clerk of Twin Falls County, Idaho hereby certify that,

Thirteen (13) signatures on this petition are those of qualified electors.

Dated this 9th day of Nov., 2006.

Signed: Kristina Glascock  
County Clerk

Signed: Jay Haycock  
Deputy Clerk

(Seal of Office)

Tab 1: Articles of Incorporation, Signatures and Mission Statement

10/27

13

**Petition to Establish a NEW Idaho Public Charter School**  
 This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School School District Where New Charter School will be Physically Located		Xavier Charter School Twin Falls School District				
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date	
16 Wendy Sauer	<i>Wendy Sauer</i>	1455 S. Main St #126	Twin Falls	426-3143	11/10/06	
17 Michelle Langley	<i>Michelle Langley</i>	1645 Parkview #137	Twin Falls	530-0826	11/7/06	
18 Sharon Sigler	<i>Sharon Sigler</i>	3007 Park Hill E	Twin Falls	337-0226	6-7-06	
19 Connie Dumbor	<i>Connie Dumbor</i>	3015E. Josselyn #103	Twin Falls	233-2310	04-09-06	
20 S. Kay Colford	<i>S. Kay Colford</i>	2078 Sierra Dr	Twin Falls	734-5081	06-07-06	
21 Elaine Miller	<i>Elaine Miller</i>	1100 Highway 10	Twin Falls	426-1207	06-07-06	
22 Susan Soto	<i>Susan Soto</i>	831 A. Hill Dr	Twin Falls	335-9403	06-07-06	
23 Val Stotts	<i>Val Stotts</i>	1481 Storer Court	Twin Falls	735-9107	06-07-06	
24 Amber Aston	<i>Amber Aston</i>	1219 E. Lander	Twin Falls	735-2224	06-07-06	
25 Kim Rector	<i>Kim Rector</i>	"	"	"	"	
26 Mike Vaughan	<i>Mike Vaughan</i>	1245 S. Main St	Twin Falls	733-3484	6/7/06	
27 Marybeth Lee	<i>Marybeth Lee</i>	2001 N. Main St #111	Twin Falls	401-7087	10/18/06	
28 Carol Canale	<i>Carol Canale</i>	3515 N. 5000 E.	Twin Falls	734-3513	4-29-06	
29 Karen Escobedo	<i>Karen Escobedo</i>	1915 S. Main St	Twin Falls	734-3443	10-7-06	
30 Linda Fowler	<i>Linda Fowler</i>	824 S. Main St	Twin Falls	256-1123	11/1/06	

Tab 1: Articles of Incorporation, Signatures and Mission Statement

TWIN FALLS COUNTY  
**ELECTIONS**

LARRY HAYCOCK  
Election Director,  
Deputy Clerk  
Fax: 208-736-4182

DEPARTMENT  
PO Box 126  
Twin Falls, Id. 83303

KRISTINA GLASCOCK  
County Clerk,  
Auditor, Recorder  
Telephone: 208-736-4004

STATE OF IDAHO,  
ss.  
COUNTY OF TWIN FALLS

November 9, 2006

To whom it may concern:

I, Kristina Glascock, County Clerk of Twin Falls County, Idaho hereby certify that,

Fifteen (15) signatures on this petition are those of qualified electors.

Dated this 9th day of Nov., 2006.

Signed: Kristina Glascock  
County Clerk

Signed: Jerry Priest  
Deputy Clerk

(Seal of Office)

Tab 1: Articles of Incorporation, Signatures and Mission Statement

12

**Petition to Establish a NEW Idaho Public Charter School**  
 This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School District Where New Charter School will be Physically Located	Xavier Charter School Twin Falls School District				
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
16. Tracy Dink	[Signature]	3533 N. 3000 E	Twin Falls	208-733-2884	6-4-06
17. [Name]	[Signature]	3763 E. 3400 N	"	208-733-2884	6-4-06
18. [Name]	[Signature]	1167 E. 3400 N	Twin Falls	208-733-2884	6-4-06
19. [Name]	[Signature]	1167 E. 3400 N	TF	208-733-2884	6-4-06
20. [Name]	[Signature]	1167 E. 3400 N	TF	208-733-2884	6-4-06
21. [Name]	[Signature]	1167 E. 3400 N	TF	208-733-2884	6-4-06
22. [Name]	[Signature]	3003 E. 3400 N	T.F.	208-733-2884	6-4-06
23. [Name]	[Signature]	3003 E. 3400 N	T.F.	208-733-2884	6-4-06
24. [Name]	[Signature]	429 E. 3400 N	Twin Falls	208-733-2884	6-4-06
25. [Name]	[Signature]	1208 E. 3400 N	TF	208-733-2884	6-4-06
26. [Name]	[Signature]	1208 E. 3400 N	TF	208-733-2884	6-4-06
27. [Name]	[Signature]	1208 E. 3400 N	TF	208-733-2884	6-4-06
28. [Name]	[Signature]	4604 E. 3400 N	Twin Falls	208-733-2884	6-4-06
29. [Name]	[Signature]	4604 E. 3400 N	Twin Falls	208-733-2884	6-4-06
30. [Name]	[Signature]	4604 E. 3400 N	Twin Falls	208-733-2884	6-4-06

Page 2 of 2

Tab 1: Articles of Incorporation, Signatures and Mission Statement

TWIN FALLS COUNTY  
**ELECTIONS**

LARRY HAYCOCK  
Election Director,  
Deputy Clerk  
Fax: 208-736-4182

DEPARTMENT  
PO Box 126  
Twin Falls, Id. 83303

KRISTINA GLASCOCK  
County Clerk,  
Auditor, Recorder  
Telephone: 208-736-4004

STATE OF IDAHO,  
<sup>ss.</sup>  
COUNTY OF TWIN FALLS

November 9, 2006

To whom it may concern:

I, Kristina Glascock, County Clerk of Twin Falls County, Idaho hereby certify that,  
Three (3) signatures on this petition are those of qualified electors.

Dated this 9th day of Nov., 2006.

Signed: Kristina Glascock  
County Clerk

Signed: [Signature]  
Deputy Clerk

(Seal of Office)

Tab 1: Articles of Incorporation, Signatures and Mission Statement

**Petition to Establish a NEW Idaho Public Charter School**  
 This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		Xavier Charter School			
School District Where New Charter School will be Physically Located		Twin Falls			
<ul style="list-style-type: none"> <li>I am currently a qualified elector in the above-named school district.</li> <li>I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.</li> </ul>					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
16	<i>[Signature]</i>	1006 Snowy Rail Way	Twin Falls	733-8899	6-7-06
17	<i>[Signature]</i>	211 Elm St. N	Twin Falls	734-1742	6-7-06
18	<i>[Signature]</i>	509 Spruce St.	Twin Falls	734-2200	7-9-06
19	<i>[Signature]</i>	2850 Lee Hardy	TF	734-8029	7-9-06
20	<i>[Signature]</i>	570 Jettor Dr.	TF	733-2102	7-10-06
21	<i>[Signature]</i>	582 Tinker Dr.	TF	733-2102	7-10-06
22	<i>[Signature]</i>	6027 Landwood Ct.	TF	734-6539	7-10-06
23	<i>[Signature]</i>	1917 Oak St.	TF	734-2636	7-10-06
24					
25					
26					
27					
28					
29					
30					

Tab 1: Articles of Incorporation, Signatures and Mission Statement

LARRY HAYCOCK Election Director, Deputy Clerk Fax: 208-736-4182	<b>TWIN FALLS COUNTY</b> <b>ELECTIONS</b> DEPARTMENT PO Box 126 Twin Falls, Id. 83303	KRISTINA GLASCOCK County Clerk, Auditor, Recorder Telephone: 208-736-4004
STATE OF IDAHO, COUNTY OF TWIN FALLS		November 9, 2006
To whom it may concern:		
I, Kristina Glascock, County Clerk of Twin Falls County, Idaho hereby certify that,		
<u>Four (4)</u> signatures on this petition are those of qualified electors.		
Dated this <u>9th</u> day of <u>Nov.</u> , 2006.		
Signed: <u>Kristina Glascock</u> County Clerk		
Signed: <u>[Signature]</u> Deputy Clerk		
(Seal of Office)		



Tab 1: Articles of Incorporation, Signatures and Mission Statement

TWIN FALLS COUNTY  
**ELECTIONS**

LARRY HAYCOCK  
Election Director  
Deputy Clerk  
Fax: 208-736-4182

DEPARTMENT  
PO Box 126  
Twin Falls, Id. 83303

KRISTINA GLASCOCK  
County Clerk,  
Auditor, Recorder  
Telephone: 208-736-4004

STATE OF IDAHO,  
ss.  
COUNTY OF TWIN FALLS.

November 9, 2006

To whom it may concern:

I, Kristina Glascock, County Clerk of Twin Falls County, Idaho hereby certify that,

One (1) signatures on this petition are those of qualified electors.

Dated this 9th day of Nov., 2006.

Signed: Kristina Glascock  
County Clerk

Signed: [Signature]  
Deputy Clerk

(Seal of Office)


  
**Petition to Establish a NEW Idaho Public Charter School**

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School		Xavier Charter School			
School District Where New Charter School will be Physically Located		Twin Falls School District			
<ul style="list-style-type: none"> <li>I am currently a qualified elector in the above-named school district.</li> <li>I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.</li> </ul>					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
16 Sharen Kester	<i>Sharen Kester</i>	2256 Hillcrest Dr.	Twin Falls	208-658-6589	6-11-04
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## **Philosophy Statement**

Xavier's philosophy rests in the vision of a thorough classical education which is embodied in the following statement:

**No nobler training exists but that which cherishes the good, the beautiful, and the true, thus producing disciples of knowledge and lovers of wisdom.**

“...for then our youth shall dwell in a land of health, amid fair sights and sounds, and receive good in everything; and beauty, the effluence of fair works, shall flow into the eye and ear, like a health giving breeze from a purer region, and insensibly draw the soul from the earliest years into likeness and sympathy with the beauty of reason.” ~Plato's *Republic*

## **Mission Statement**

Xavier Charter Schools are dedicated to providing a classical, intellectually rigorous, content-rich, liberal arts education, preparing students to excel in every duty and guiding them toward wisdom and virtue.

Classical Education shall be defined as teaching by the same educational principles and toward the same educational pursuits as the ancients. To do so is known as the Trivium, Latin for “the three roads”. The three classical subjects are called Grammar (Elementary years), Logic (Middle School years), and Rhetoric (High School years). Levels of development in the classical sense are Knowledge, Understanding, and Wisdom. The picture is that human beings have three areas of mental capacity: one for gathering up information (*Knowledge*), a second for arranging the information in a logical order (*Understanding*), and a third for putting this information and this ordering to practical use (*Wisdom*). These three capacities are mutually dependent upon each other, but have a logical and developmental order between them. They all develop at the same time, from birth, yet they each pass through periods of intensive development until they finally meet each other and work harmoniously together. Classical Education weaves the subjects of literature, history, language, art, music, dance, math and science together to formulate a student's foundation in cultural literacy.

Xavier Charter School's classical mindset of training a virtuous population is supported by a high-energy, high-expectation program known as Great Expectations. Pillars of Character are taught through literature, poetry, prose, quotes, and writing with the end goal of equipping leaders of tomorrow through training of the body, mind and spirit.

Body: The atmosphere of the school and the classrooms will reflect mutual respect so that students will feel empowered to take risks necessary for growth and learning. Mistakes will be seen as opportunities to learn and all ideas will be

## Tab 1: Articles of Incorporation, Signatures and Mission Statement

valued. Teachers will possess positive attitudes necessary to shape and facilitate learning in the classroom through encouraging, believing in the students, caring and requiring excellence in every detail.

**Mind:** We will seek to challenge every student all of the time through a coherent and orderly classical education curriculum. We will have high expectations of our students, and our teachers will possess knowledge and skill necessary to assist students in achieving those high expectations. Students will learn to value knowledge for knowledge's sake.

**Spirit:** Students will develop the self-respect and discipline necessary to allow them to achieve their personal goals and to become active, responsible members of their communities.

Xavier's uniqueness will be exemplified by:

- The consistency of the instruction models used throughout K-12. Starting with direct instruction in the lower grades and progressing through to Socratic Teaching, concept development, synectics and inquiry models; students will be able to recognize instructional models from grade to grade. Instruction will have the appearance of a spectrum, rather than a patchwork quilt. Students will be able to take those instructional techniques and incorporate them into learning strategies.
- The consistency of the cultural/climate expectations. Behavioral standards are the same for each classroom and teacher throughout the school.

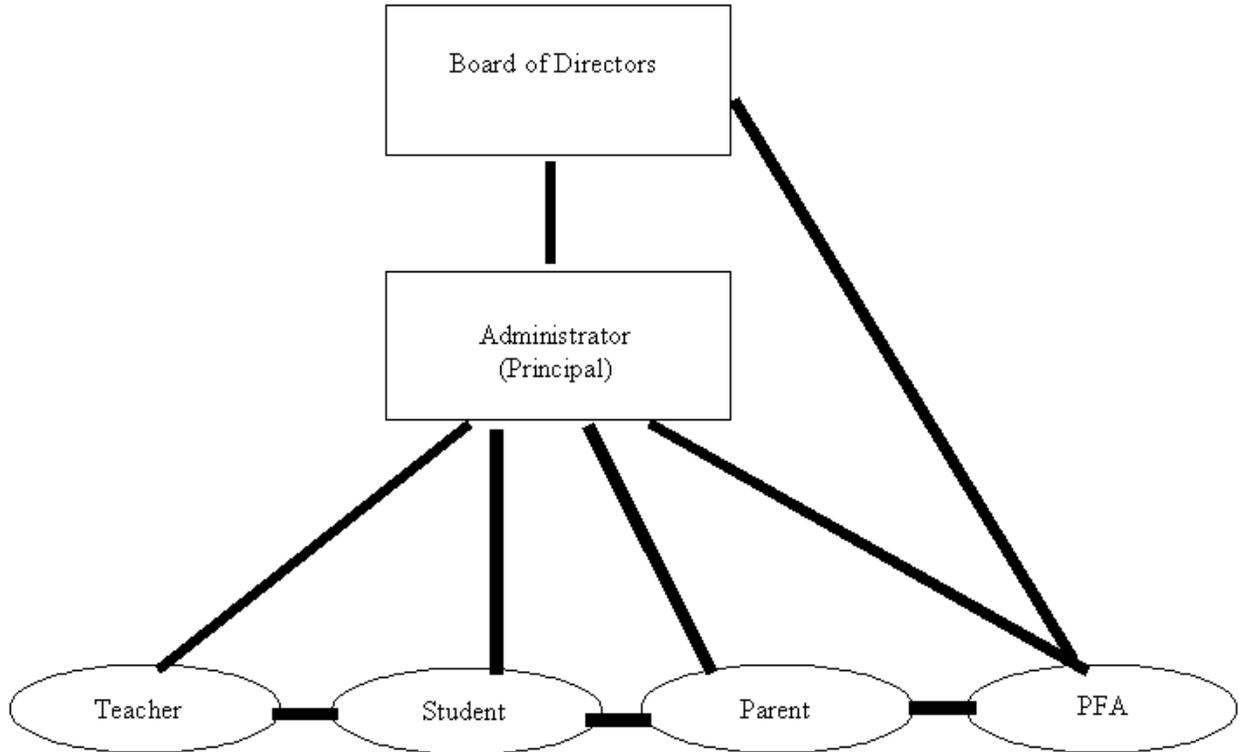
Socratic Teaching shall be defined as a powerful, teaching tactic for fostering critical thinking where the focus is on giving students questions, not answers. Teachers model an inquiring, probing mind by continually probing into the subject with questions directed at the student.

Synectics shall be defined as an approach to creative thinking that depends on understanding together that which is apparently different. Its main tool is analogy or metaphor.

TAB 2: PROPOSED OPERATIONS

*Proposed Operations*

The Xavier Charter School will function as a non-profit organization, organized and managed under the *Idaho Nonprofit Corporation Act*, as outlined in the school's Corporate Bylaws and Articles of Incorporation. Accordingly, the organizational flow chart representing the flow of information and the chain of command is as follows:



The above flow chart includes, but is not limited to, the following details:

- The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation’s business.
- The Board of Directors will have the responsibility to approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, programs, or curriculum.
- The Board of Directors and PFA (Parent Faculty Association) of Xavier Charter may provide consultation to the Principal regarding ongoing plans for the school.
- The Board will, when necessary, adjudicate disagreements between parents and the administration.

- The Board is responsible to the authorized chartering entity directly.
- The Principal (Administrator) represents the Board of Directors of the Charter School as the liaison between the Board and the charter school.
- The Principal supervises, directly or indirectly, all employees of the charter school.

The school may hire staff or contract with a service provider for services such as transportation, food service, accounting, business management, or other business or educational services. A list of all contracts identifying the party with whom XCS has contracted, the length of the contract, and the expenditures required by the contract must be submitted to the Authorized Chartering Entity for its review no later than thirty (30) days prior to the opening of school and thereafter, annually.

#### *Potential Effects*

Xavier Charter School will be located within the Twin Falls School District Area. The City of Twin Falls is a growing community which researchers have targeted as being the next “big” city in Idaho, with a potential population of over 100,000 by the year 2015. Twin Falls School District has recently passed a bond to develop and build a second high school by 2010. The bond did not address the facility needs of the growing elementary population within the district. Xavier Charter School plans to open in the fall of 2007 with one class in each grade for grades K – 8. Xavier’s expanding into grades 9 in the school year 2008-2009 will be dependent upon approval from the Idaho Public Charter School Commission. Further expansion for grades 10 – 12, and/or increasing the number of students per grade in subsequent years will be dependent upon total enrollment, facility, budget needs, surveyed parental support, student pre-registration and upon the approval from the Xavier Charter School Board of Directors. The loss of ADA income due to Xavier’s enrollment will be offset by the increase in projected population for the Twin Falls area and will therefore minimally impact the Twin Falls School District financially. There are currently no other charter schools within the Twin Falls School District area.

#### *Facilities*

The goal of Xavier Charter School is to provide a facility in a convenient location that will both ensure the safety and enhance the education of our students. In order to achieve this goal, Xavier Charter School will acquire from county information the following: zoning schedule of use control, changing of current zoning use, available possible land sites, landowners, location of current city services, projected future use maps, and the cost of running city services. In order to be able to construct a complete facility, we anticipate the necessity of locating our students for the first one to three years in a leased facility for the purpose of providing a contractor with the needed time to construct a permanent facility.

A permanent structure will meet the needs of both the primary and secondary grades and will meet all required state and local guidelines concerning the construction of a public school. Our budget assumptions reflect these letters of intent and/or proposals.

All sites will be considered based on factors such as convenience for transportation, safety, diversity of the immediate surrounding neighborhoods, access to major utilities, and affordability.

Xavier Charter School shall provide certification that the facilities used meet all requirements for health, safety, fire and accessibility prior to the opening of the school and will provide for the regular inspections of the facilities by authorized inspectors for the aforementioned compliance. Any facilities that the Board shall secure will meet the legal requirements described above

A listing of two possible sites is presented in the appendix as part of the budget proposal.

#### *Administrative Services*

Administrative services will be provided by the Xavier Charter School Principal supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board of Directors and the authorized chartering entity. The Principal will also serve as the liaison between the Xavier Charter School and its Board of Directors, and parents. The Principal, in coordination with the Xavier Charter School Board of Directors, will determine the day-to-day operations of Xavier Charter School.

#### *Potential Civil Liability*

Xavier Charter School shall obtain its own liability insurance and insure its governing board, employees, contents, equipment, and fixtures against injury, damage, or loss. Additionally, both the facility provider and XCS shall insure their respective interests against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, \$5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the board. All such insurance policies shall name Xavier Charter School as an additional insured and provide for a least ten (10) days written notice prior to cancellation. The facility provider and Xavier Charter School shall provide to each other certificates of insurance prior to the commencement date of facility occupancy evidencing such coverage.

All contract service providers are required to have adequate limits of liability insurance as determined by the board or other state requirement and shall maintain the same throughout any contract period.

Xavier Charter School shall operate its business in conformance with all local, state and federal environmental laws.

Specific documentation of the above outlined requirements is contained in the respective insurance policies negotiated with the insurance providers.

## TAB 3: EDUCATIONAL PROGRAMS

### *Educational Goals*

“It’s a funny thing about life: if you refuse to accept anything but the best, you very often get it.”

- Somerset Maugham

In order to stay focused on our Mission Statement:

The mission of Xavier Charter School is to enstill in its students:

- A love of perpetual learning
- An aspiration for personal achievement
- The capacity to become cooperative contributors to society

It is the goal of Xavier Charter School to pursue a quest for excellence in all things ... for students, teachers and administrators. This lofty goal comes with the realization that excellence is never an accident – it comes from careful planning, exacting actions and precise follow through so that excellence becomes the norm, the habit that students, teachers and administrators will work toward every day.

This will be accomplished through strict adherence to the Thoroughness Standards.

### *Educational Thoroughness Standards*

*Standard 1.* A safe environment conducive to learning is provided.

Goal: In keeping with our theme of addressing the needs of the whole child; body, mind and spirit, the goal of Xavier Charter School is to provide surroundings that maximize the learning process by having a safe and orderly facility where students will be academically challenged without the fear of threat.

“I like to see a man proud of the place in which he lives. I like to see a man live so his place will be proud of him,” Abraham Lincoln.

Objectives: Xavier Charter School will:

- Develop procedures of conduct for students for proper behavior in the class and around the school. Procedures help establish a non-threatening environment where students are allowed to make mistakes without the anxiety of ridicule.
- Develop a plan of action for addressing discipline concerns that emphasizes character building concepts that allows students to choose the right course of action.
- Provide a staff/student handbook that provides rules and guidelines for physical safety. These guidelines will include and not be limited to the procedures for fire

drills, visitors, reporting unsafe equipment, methods for checking students in and out of school, notification of parents’ rights, and staff monitoring responsibilities..

- Provide a facility that meets all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, and use or sale of alcohol, tobacco, and drugs. (see appendices for these policies. )
- Create an environment that encourages parents and other adults to visit the school and participate in the school’s activities.

*Standard 2.* Educators are empowered to maintain classroom discipline. Each staff member has the right to teach without fear of violence.

Goal: Create uniform school wide discipline and consequence procedures that are founded in dignity and logic. Consistency from all classrooms, to the playground, to the lunch room and anywhere else on the school property will insure equitable handling of infractions..

Objectives: Xavier Charter School will:

- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
- Teach appropriate behaviors and foster responsible decision-making skills where students assume responsibility for their own behavior.
- Establish and maintain consistent rules aligned throughout the school.
- Celebrate the success of good behavior

*Standard 3.* The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

Goal: Educate students as to classical views of self-command using traditional teaching methods so that each student will; recognize pillars of character, practice virtuous actions, and be able to differentiate between right and wrong

Objectives: Xavier Charter School will:

- Have teachers model desired behaviors and attitudes such as those set forth in the following Life Principles and Eight Expectations for Living:

Life Principles –

Responsibility	Compassion	Common Sense	Justice
Respect	Perseverance	Flexibility	Commitment
Self-Discipline	Loyalty	Initiative	Espirit De Corps
Honesty	Effort	Curiosity	Citizenship
Integrity	Friendship	Patience	Service
Courage	Cooperation	Problem-Solving	Fortitude

Optimism	Courtesy	Humility	Sincerity
Humanitarianism	Temperance	Empathy	Patriotism
Propriety	Dedication	Forgiveness	Resiliency

Eight Expectations for Living –

1. We will value one another as unique and special individuals.
  2. We will not laugh at or make fun of a person’s mistakes nor use sarcasm or putdown.
  3. We will use good manners, saying “please,” “Thank you,” and “excuse me” and allow others to go first.
  4. We will cheer each other to success.
  5. We will help one another whenever possible.
  6. We will recognize every effort and applaud it.
  7. We will encourage each other to do our best.
  8. We will practice virtuous living, using the Life Principles.
- Help students strive for excellence in learning and practicing the Life Principles and Eight Expectations for Living.
  - Display every student’s work in some positive form with teachers providing positive commentary through oral and/or written feedback.
  - Daily recite or reflect upon a school, class and/or personal creed to reaffirm commitment to excellence.

*Standard 4.* The skills necessary to communicate effectively are taught.

Goal: To equip each student with the necessary communication skills to prepare them for the 21st century.

“My aim, then, is the education of the perfect orator. The first essential for such a one is that he should be a good man, and consequently we demand of him not merely the possession of exceptional gifts of speech, but all the excellences of character as well.”

Quintilian

Objectives: Xavier Charter School will:

- Emphasize students and teachers speaking in complete sentences and addressing one another by name, demonstrating mutual respect and common courtesy.
- Use enriched vocabulary that is drawn directly from classical education sources such as classic literature, myths, fables, poetry, proverbs, quotes, foundational writings and other genres.
- Emphasize and practice good listening skills and techniques
- Emphasize meaningful language experience through daily memory work, recitations and/or writing that are exuberant and full of expression
- Provide instruction in Music/Piano Lessons for grades 1 – 3 and opportunities for music participation in grades 4 – 12. Reading and writing of music is also considered a communication skill that falls within the notion of “literacy”. Music

is a kind of language; some even term it the “Universal Language”. It is also our belief that early musical training--particularly on the piano--can dramatically boost a child’s brainpower, building the kind of skills necessary to succeed in high level math and science. Recent studies of California and Wisconsin showed that after only six months, pre-school piano students out-performed those who had not studied by 35% on measured intelligence tests! Further studies have shown that the best time to boost brainpower through music is between the ages of two and ten. The explanation for this phenomenon is simple: when a child makes music, brain cells begin firing in patterns--linking with each other and forming a network of lasting connections. This exercises and strengthens the same bridges in the brain that are believed to lay the framework for logic, order, and abstract reasoning.

*Standard 5.* A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

Goal: Help children establish strong foundations of knowledge, grade by grade through a solid, specific, shared core curriculum that will provide all children, regardless of background, with the shared knowledge they need to be included in our national literate culture.

Objectives: Xavier Charter School will:

- Use the Idaho State Board of Education’s Standards as a foundation to be enhanced by the Core Knowledge Sequence and an advanced liberal arts high school curriculum that will provide the knowledge necessary for higher levels of learning.
- Develop a spectrum of instructional strategies that are research driven/data proven to ensure student learning, including but not limited to direct instruction, Socratic Teaching, concept development, synectics and inquiry models that are consistent throughout K-12.
- Use field trips and career development discussions when appropriate.
- Teach students as a whole group, thoroughly and to mastery, with intensive and specific modifications insuring success for all including identified special needs students.
- Expect teachers to “teach on their feet”, meaning engaging students personally, adjusting instruction as necessary and holding high expectations of all students.

*Standard 6.* The skills necessary for the students to enter the workforce are taught.

Goal: Provide students with: communication skills so that they can interact with others; cultural literacy, so that they possess a reservoir of common facts, ideas and references known to all in the culture; and real world work related experiences.

Objectives: Xavier Charter School will:

- Provide a strong foundation in classical education that includes basic reading, writing, science, social studies, and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.
- Provide students with jobs in their classrooms and throughout the school to teach the importance of work, instill ownership in the school, and to help them learn the skills that they will need to enter the work force. These skills include taking instruction from supervisors, learning a task, and accomplishing a task in a timely manner.

*Standard 7.* The students are introduced to current technology.

Goal: Provide students with a technology-rich environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

Objectives: Xavier Charter School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.
- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data storage, and communication.

*Standard 8.* The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

Goal: Provide students with opportunities to become involved in the community so as to develop the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

Objectives: Xavier Charter School will:

- Enable students to develop habits of responsible citizens by following the guidelines outlined under Standard 3 with respect to the Life Principals and the

Eight Expectations for Living.

- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, economics and constitutional studies.
- Further enhance the ability of students to assess needs, prioritize in decision making, plan an approach, implement a plan, and evaluate the result as part of the community service aspect of the curriculum. This will take the form of the classroom community service projects:
  - K-5 – community projects established and supported by class parents
  - 6-8 – class sponsored community projects
  - 9-11 – individual/small group community projects
  - 12 – Community action piece as part of the student’s senior project
- Plan for further growth in career guidance and development as we expand into the high school grades.

Xavier Charter School will achieve the Thoroughness Standards by: implementing a classical education curriculum that is Solid, Sequenced, Specific and Shared; by establishing a culture of great expectations of all students, faculty and administration; and by developing a community of learning and professional development among the staff.

*Definition of “Educated Person”*

Change will be a core characteristic of the 21st century. But even with this change, the overall idea that "knowledge is changing" is only partly true. It is true that some ideas and terms did not exist or were not widely known years ago. But the obvious fact that the modern world is changing — sometimes, as in the case of the breakup of the Soviet Union, in dramatic and dizzying ways — in no way should lead to the conclusion that "knowledge is changing so fast that we can't keep up with it" or that "what we learn today will be obsolete by the year 2010." The basic principles of science and constitutional government, the important events of world history, the essential elements of mathematics and of oral and written expression — all of these are part of a solid core that does not change rapidly, but instead forms the basis for true lifelong learning. The “Educated Person” in the 21<sup>st</sup> Century will need to be a true learner of the world. To have the skill to learn, evaluate and adapt will be paramount in the determination of success. The worker of tomorrow will need to train in life skills, not necessarily just for a job. To ensure the learning process, Xavier will concentrate on three areas: curriculum, climate and instruction.

*Curriculum Overview*

For the sake of academic excellence, greater fairness, and higher literacy, schools need a solid, specific, shared core curriculum in order to help children establish strong foundations of knowledge, grade by grade. Xavier Charter School will remain aligned with the general goals and curriculum of the Idaho State Standards while incorporating the concepts of classical education as outlined here:

- Solid Foundations - Many people say that knowledge is changing so fast that what students learn today will soon be outdated. While current events and technology

are constantly changing, there is nevertheless a body of lasting knowledge that should form the core of the curriculum. Such solid knowledge includes, for example, the basic principles of constitutional government, important events of world history, essential elements of mathematics and of oral and written expression, widely acknowledged masterpieces of art and music, and stories and poems passed down from generation to generation.

- **Sequenced** - Knowledge builds on knowledge. Children learn new knowledge by building on what they already know. Only a system that clearly defines the knowledge and skills required to participate in each successive grade can be excellent and fair for all students. For this reason a clear outline of content to be learned grade by grade will be developed. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, but also helps prevent the many repetitions and gaps.
- **Specific** – A classical education curriculum sequence is distinguished by its specificity. By clearly specifying important knowledge in language arts, history and geography, math, science, and the fine arts, the curriculum presents a practical answer to the question, "What do our children need to know?"
- **Shared** - Literacy depends on shared knowledge. To be literate means, in part, to be familiar with a broad range of knowledge taken for granted by speakers and writers. For example, when sportscasters refer to an upset victory as "David knocking off Goliath," or when reporters refer to a "threatened presidential veto," they are assuming that their audience shares certain knowledge. One goal of the curriculum will be to provide all children, regardless of background, with the shared knowledge they need to be included in our national literate culture.

### *Character Education/School Climate*

It is with the realization that no matter how good a curriculum is, no matter how prepared the teachers are, and no matter how new, updated and technologically advanced a facility is, if there is not the belief that every child can learn, and every teacher can make a difference, than all is for naught.

With this in mind, Xavier will strive to follow the "Great Expectations" Life Principles and the Eight Expectations for Living as outlined in Thoroughness Standard #3.

The Great Expectations Model is guided by six basic Tenets. These Tenets provide guidelines for training and implementation and serve as standards for evaluating the school, teachers and staff. The Tenets are as follows:

- **High Expectations** - Teachers must hold high expectations of students. When students recognize those expectations, they will respond by reaching upward to achieve them.
- **Teacher Attitude and Responsibility** - Teachers who have positive attitudes possess the influence necessary to shape the attitudes of students. The teacher's attitude is one of a facilitator of learning who encourages and believes in students, and who requires excellence in every detail.

- All Children Can Learn - All children can learn no matter what labels are placed upon them, whether it is learning disabled, low socioeconomic status, unstable home life, inner-city, or rural.
- Building Self-Esteem - Building self-esteem is the key to helping students believe they are capable of learning and motivating them to try.
- Climate of Mutual Respect - Students are empowered to take risks necessary for growth when encompassed in a climate of mutual respect in which mistakes are seen as opportunities to learn and their ideas and efforts are appreciated. The teacher must extend the same respect to students that he/she desires to receive from them.
- Teacher Knowledge and Skill - The teacher must be knowledgeable and skillful in learning theory and teaching methods that enable students to achieve academic and social success.

With the Tenets comes Seventeen Classroom Practices to guide implementation of the ideal into each classroom. Consistency from classroom to classroom will be the hallmark for Xavier.

Classroom Practices:

1. The teacher models desired behaviors and attitudes such as those set forth in the Life Principles and the Eight Expectations for Living.
2. Students and teachers speak in complete sentences and address one another by name, demonstrating mutual respect and common courtesy.
3. Students are taught as a whole group, thoroughly and to mastery, with intensive and specific modifications insuring success for all.
4. Lessons are integrated, related to the real world, reviewed consistently, and connected to subsequent curricula.
5. Critical thinking skills are taught.
6. A non-threatening environment, conducive to risk-taking, is evident. Mistakes are okay. Students are taught to learn from their mistakes and to correct them.
7. Memory work, recitations, and/or writing occur daily. These enhance character development and effective communication skills while extending curricula. Recitations are exuberant and full of expression.
8. Enriched vocabulary is evident and is drawn directly from challenging writings and/or wisdom literature. Sources should include classic literature, myths, fables, poetry, proverbs, quotes, and other genres.
9. The Magic Triad, a positive and caring environment, and discipline with dignity and logic are evident.
10. Every student's work is displayed in some form. Teachers provide positive commentary through oral and/or written feedback.
11. Word identification skills are used as a foundation for expanding the use of the English language.
12. Students assume responsibility for their own behavior. Their choices determine consequences.
13. A school, class, or personal creed is recited or reflected upon daily to reaffirm commitment to excellence.

14. All students experience success. The teacher guarantees it by comparing students to their own past performance, not the performance of others. Students are showcased, and past failures are disregarded.
15. The teacher teaches on his/her feet, engages students personally, holds high expectations of students, and does not limit them to grade level or perceived ability.
16. Each classroom has a student who greets visitors and makes them feel welcome and comfortable.
17. Teachers and students celebrate the successes of others.

### *Instructional Model*

Similar to the curriculum, instructional models must be solid, sequenced, specific and shared. Solid in that models used must be proven, data supported techniques that intensify the learning experience for students. Sequenced so that what is started in Kindergarten, continues throughout each grade, adapting and changing as needed for each new grade level, but recognizable none the less. Specific so that it targets each topic, so that teaching is with a purpose. And Shared – Xavier will establish itself as a learning community of teachers – each one teaching and learning from each other.

Logistically, each teacher will be on a rotation to receive specific, targeted professional development approved by the Board of Directors that supports Xavier’s vision and mission statements. They in turn will be the mentors/instructors of that professional development to the rest of the staff. This will insure that not only will each teacher will receive quality professional development every few years, each teacher will have the responsibility and opportunity of being a team leader for Xavier Charter School.

Targeted initial instructional professional development will be obtained from Great Expectations, Okalahoma, and Core Knowledge and/or others as recommended by the Principal and teachers and approved by Xavier’s Board of Directors.

### *Special Education Services*

Xavier Charter School will comply with the Individuals with Disabilities in Education Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”).

To ensure the provision of a free and appropriate public education to all school-age children in need of Special Education Services, Xavier Charter School provides a Special Education Program in accordance with federal and state regulations and guidelines. Specifically, Xavier Charter School adopts and complies with the current Idaho Special Education manual from the State Department of Education. To the best of our knowledge this manual reflects IDEA guidelines and Special Education Best Practices. The Xavier Charter School Special Education administrator will be the Section 504 Compliance Officer.

It is the intent of Xavier Charter School to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, in this instance, means such conditions as hearing impairments, visual impairments, speech or language impairments, specific

learning disabilities, emotionally disturbed, multiple disabilities, cognitive disability, other health impairments, physical impairments, autism, and traumatic brain injury.

Every year starting in September and continuing throughout the year, Xavier Charter School will make a concerted effort to identify children with disabilities. The September in-service shall be a review of special education requirements, regulations and obligations so that Xavier Charter School is alert to the needs of the children for whom it is responsible. The assistance of all staff members and agency personnel in this process is essential to accomplish this task, and they must work to ensure that this goal and responsibility are achieved.

Xavier Charter School asks for information about each child that is identified to establish answers to such questions as:

- What is the problem?
- What has already been done about the problem?
- What background information is available?

This information may be collected in several ways including interview, observations, screening, and testing. This information may be obtained from parents and the student, or from other agencies that have information about the student. This information will be used to decide whether the child has a disability and if he or she needs special services.

All information collected will be held in strict confidence and released to others only with parental permission or as allowed by law. Parents may have a copy of any records kept upon request. A copy of the *Procedural Safeguards Notice* from the Idaho Special Education Manual will be provided to parents of Special Needs students each year in accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004).

Xavier Charter School keeps a record of all persons who review confidential records and also maintains a list of employees who may have access to records. When the information collected, maintained, or used is no longer needed to provide educational services to the child, the parents will be informed.

Parents and students have rights in this process. Parents have the right to:

- Review their child's records
- Refuse permission to release information (except as required by, or permitted by, law to be released)
- Request that information they believe to be inaccurate, misleading, or in violation of their child's privacy or other rights be changed. Requests for changing information in a student's record must be made to Xavier Charter School in writing, not by email. Response from the school to the request will be made within a reasonable time. If the school makes a decision not to change the information, the parents/guardian may request a district hearing following the process outlined in the Idaho Special Education Manual Section 11 from the State Department of Education.

Xavier Charter School appoints one person to make sure that information archived on the students is kept confidential and also has a system that assures a practical method of identifying which children are currently receiving special education services and which children are not. Certain data regarding children are maintained within this system.

If a student at Xavier Charter School is found to be eligible for special education services at the charter school, services will be provided for that student in one or more of the following ways:

- Xavier Charter School will form a multidisciplinary team to consider a student's eligibility for special education. If the team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by Xavier, such evaluation may be contracted with a private provider or local school district.
- A certified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. The special education teacher, or an educational assistant under his/her supervision, will provide services in an inclusion or a pullout model depending on the degree of intervention necessary to meet the student's needs. The special education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.
- Related services, such as speech or language therapy, behavioral therapy, occupational therapy, or transportation, refer to those services necessary for a student to benefit from their special education.

When necessary, Xavier Charter School will contract with a private provider or local school district for the provision of related services. Direct speech, language, behavioral, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. The supervision of paraprofessionals will be outlined in the student's IEP.

- In the event that the IEP team determines that the student's academic needs cannot be met on site, Xavier Charter School may contract with a local school district or private provider to provide services.

Few legislative mandates of the federal government have such far-reaching implications for local school districts. The school is committed to working with the community in providing services that meet the individual needs of each child.

#### Implementing IDEA disciplinary procedures

The discipline procedures adopted in the Idaho Special Education Manual will be utilized in disciplinary matters for students with disabilities attending XCS. These adopted policies and procedures will meet the requirements of the IDEA

#### The Role of General Education Teachers in Regard to Special Education

All special education students will remain in the "regular" class unless otherwise indicated on their IEPs. They are included in all class activities. Teachers will maintain a minimum monthly conference with the special education student's parent/guardian. "Parent" will be defined according to IDEA 34 CFR 300.30. The special education teacher will conference a minimum of 1 time per week with the general education teacher. Teachers are included in the student's IEP conference. IEP meetings shall be held annually and teachers will be given advanced notice of the date and time for these meetings. Teachers need to sign the child's IEP as the regular classroom teacher. If the teacher monitors the goals of this IEP and does quarterly progress reports on the status, the IEP can benefit the teacher in understanding the child's special needs and the focus taken in the delivery of services to the child.

The special education teacher will contact the regular teacher on an "as needed basis" to provide the teacher with information that may be valuable. The teacher should contact the

special educator with questions or concerns. Working as a team with special needs students always yields the best results.

#### Limited English Proficiency

IN addition, students attending Xavier Charter School with limited English proficiency, (LEP) will be assessed using the Home Language Survey to determine the extent to which they may require Title III services or a LEP instructor. Every effort will be made to help the student attain proficiency in the English language.

#### Gifted and Talented Students

XCS shall identify and provide reasonable services to students who possess demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts, and those students who require services or activities not ordinarily provided by the school in order to more fully develop such capabilities. XCS will utilize eligibility criteria developed by the Idaho Department of Education as stipulated in Idaho Code 33-2003. The XCS educational program will support the needs of gifted and talented students through its highly challenging curriculum. XCS will also utilize the services of the Idaho Center on Disabilities and Human Development (CDHD) to ensure that gifted and talented students at the school are properly identified and provided with appropriate instruction.

#### *Plan for Dual Enrollment Participation*

Students enrolled in the charter school shall be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code 33-203. Dual enrollment options will be subject to district procedures as allowed in Idaho Code 33-203 (1).

Parents will be provided information concerning dual enrollment options and requirements in accordance with the local school district policies. State funding of a dually enrolled student will be only to the extent of the student's participation in the public school programs.

Dual enrollment shall include the option of enrollment in a post-secondary institution. Any credits earned from the accredited post-secondary institution shall be credited toward graduation requirements as outlined in Xavier Board Policy.

## TAB 4: MEASUREMENT OF PROGRESS

### *Measurable student educational standards*

Xavier Charter School's measurable standards are reflected in our Mission Statement:  
The Mission of Xavier Charter School is to instill in its students:

- A love of perpetual learning
- An aspiration for personal achievement
- The capacity to become cooperative contributors to society

“A love of perpetual learning”

Standard 1: Students at Xavier Charter School enrolled continuously from the beginning of the school year, will show annual academic improvement as measured by:

- 85% of K – 3 students will score equal to or better than the statewide benchmark as measure by the Idaho Reading Indicator.
- 90% of students will achieve satisfactory or above in core subjects on quarterly academic progress reports as measured by teacher developed classroom assessment tools, such as, but not limited to culminating portfolios, assignments, quizzes and tests.
- Xavier Charter School will meet or exceed the state proficiency requirements each year in all required subjects as measured by the Idaho Standards Achievement Test (ISAT).

Standard 2: Daily average school absentee rate of less than 4% when calculated on a monthly basis.

“An aspiration for personal achievement”

Standard 3: Students will be able to recite a school, class, or personal creed after 6 consecutive months at Xavier Charter School assessed by the classroom/advisory teacher using the following measurements:

Grades K – 6:

- 85% of students participating in a flawless recitation of a school or class creed as part of a whole group (class) setting.
- 85% of students individually reciting a grade appropriate class creed flawlessly, with a maximum of two prompts.

Grades 7-12

- 85% of students participating in a flawless recitation of a school or class creed as part of a whole group (class) setting.
- 85% of students individually reciting a flawless class or personal creed.

Standard 4: 95% of all students, K-12, will develop and maintain a career portfolio. Completion/progress monitoring benchmarks are:

- 85% of students will achieve satisfactory status or above for their grade appropriate portfolio assignment pieces based on teacher developed rubrics.
- 90% of 8<sup>th</sup> grade students will develop an 8-year plan including a four year high school and a four year post high school career/education plan as part of their career portfolio. 85% of students will achieve satisfactory status or above for the completion of the 8-year plan based on teacher/school developed rubrics.

Portfolio pieces may include, but not be limited to grade appropriate pictures, interviews, reports, journal pages, speeches, biographies, internships, plans, and college/career investigations. Development of the carrier portfolio will be directed by a teacher/advisor and reviewed by the parents.

“The capacity to become cooperative contributors of society”

Standard 5: 90% of students will participate in a yearly community service project as outlined:

K-5 – community projects established and supported by class parents

6-8 – class sponsored community projects

9-11 – individual/small group community projects

12 – community action piece as part of the student’s senior project

- 85% of students will achieve satisfactory status or above as measured by classroom/individual assignments and/or tasks based on teacher developed rubrics.
- A culminating survey taken by the targeted focus group, involved students, teachers and/or parents resulting in an 80% or above positive feedback.

Standard 6: 95% of students currently enrolled at Xavier Charter School will participate in state-mandated assessments.

### *Objectives and Targeted Practices*

#### Standard 1 - Academic Improvement

**Objective:** Students will have positive attitudes and perceptions about creating quality work, striving for excellence and interpersonal skills.

**Targeted Practice:** students will be able to recognized ‘good, better and best’ work, both in their own and others

Students will be able to rewrite papers/projects to reflect corrective comments from others

Students will understand what plagiarism is, and how to create original works.

Objective: • Students will acquire and integrate knowledge and experiences from different subject areas.

Objective: • Students will gather and use subject area information effectively in order to gain new information and knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.

Targeted Practice: Students will be able to use a variety of resources in which to access information.

Objective: • Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.

Targeted Practice: students will use a variety of problem solving techniques that have been introduced through the instructional models.

### Standard 2 – Attendance

Objective: Students will experience success in the classroom

Targeted Practice: Every student’s work will be displayed in some form in the classroom and/or school

Evidence that the “Magic Triad” is being used with each student.

The Magic Triad is: a kind word, a gentle touch and a smile.

Objective: The School and each classroom will have a non-threatening environment:

Targeted Practice: there will be no tolerance for abusive language, bullying and/or teasing. Each student has a right to make mistakes and the opportunity to correct them without prejudice.

### Standard 3 – Recitation of Creeds

Objective: Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills.

Targeted Practice: students will develop oral and written projects appropriate to the student’s grade level

Objective: Students will develop their talents in music, visual arts, and/ or performance.

Targeted Practice: all K-3 students will participate music/piano instruction

All students will participate in the recitation/acting of the school and class poems and vocabulary words.

All students will have access to art instruction

Objective: Students will develop oral and written skills in a non-native language.

Targeted Practice: All students will have access to instruction in a second language. This instruction may be delivered in the form of a uniquely qualified instructor, computer software, and/or other technology assisted instruction.

### Standard 4 – Career Plans

Objective: Students will reflect on, reconsider and re-evaluate the significance of information and their own learning.

Targeted Practice:

Students will participate in parent-teacher conferences

Students will develop k – 12 Career Portfolios for high school class choices and for post high school plans.

#### Standard 5 – Community Service Projects

**Objective:** Students will develop strategies and techniques to use self-regulation, critical, and creative thinking when presented with a task and personalized learning goals.

**Targeted Practice:** students will learn and use different techniques (such as planners or advanced organizers) to outline and plan time/projects

**Objective:** Students will deal with disagreement and conflict caused by diversity of opinions and beliefs

**Targeted Practice:** students will know and use a variety of conflict resolution techniques

**Objective:** Students will evaluate and manage their behavior as group members

**Targeted Practice:** students will evaluate their personal contributions as part of the community service piece

**Objective:** Students will participate in community service that reflects responsible citizenship in a democratic society

**Targeted Practice:** students will engage in community service as outline in the Thoroughness Standard #6

#### Course of Instruction

Instruction is inclusive of subject matter content and course offerings. Patterns of instructional organization will be determined by a qualified School Administrator and teaching team. Xavier Charter School will assure students meet the school goals with the state standards as a minimum. This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students, and students with other disabilities.

At appropriate grade levels, students will successfully complete instruction in the following that will include but not be limited to:

- Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening.
- Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability.
- Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences.
- Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology. Particular emphasis will be placed on American History, US Constitution and documentation from the USA Founding Fathers.

Elementary School (Grades 1-5)

- Other required instruction for all students and other required offerings include:
- Fine Arts (art and music)
- Health (wellness)
- Physical Education (fitness)

Additional instructional options as determined by XCS include:

- Foreign Language

Middle School (Grades 6-8)

No later than the end of Grade eight (8) all students will develop parent-approved student learning plans for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually, may be revised at any time, and will follow all rules pertaining to such learning plans as set forth by state rule. XCS will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests in writing, that no learning plan be developed.

Other required instruction for all students includes:

- Health (wellness)
- Physical Education (fitness)

Other required offerings of the school might include:

- Fine & Performing Arts
- Vocational-Technical Education

Additional instruction options as determined by XCS. For example:

- Spanish

High School (Grades 9-12)

Students will continue to maintain a Career Portfolio for their high school and post high school options. The K-12 portfolio will be developed by the students with advice and recommendations from school personnel.

Other required instruction for all students includes:

- Physical Education
- Foreign Language

Additional instructional options can be determined by the Board of Directors so that graduation requirements from Xavier Charter School meet or exceed Idaho State Board of Education requirements.

High School Graduation Requirements:

Graduation requirements for Xavier Charter School will meet or exceed state requirements. Current minimum requirements for graduation will be:

English	8 credits	American Government	2 credits
Math	6 credits	Economics	1 credits
(Algebra 1 & above)		Health	1 credits
Speech	1 credits	Physical Education	2 credits
Science	6 credits	Humanities	4 credits
US History	4 credits	Electives	12 credits

A minimum of 14 credit possibilities will be available each year.

Academic Mastery

Students in attendance at Xavier Charter School will be expected to do the following:

- Meet the statewide performance standards adopted by the Idaho State Board of Education including but not limited to: Language Arts, Mathematics, Science, Social Studies and Physical Education. Students of XCS will be tested with the same standardized tests as other Idaho public school students.

Achieve developed standards for age levels, content areas and outcomes addressed by the State Board of Education. These standards may be measured by student products, performances, exhibitions and any other future tests adopted developed by the Idaho State Board of Education

Remediation

Evaluation of progress assessment data could prompt additional help that could include in-class remediation, tutoring or evaluation for Special Education services. Data indicators include, but are not limited to:

- Not reaching grade level on state adopted standardized tests.
- Reading below grade level as determined by IRI in grades K – 3; grades 4 – 12 teachers will use multiple sources of data such as classroom grades, fluency checks, comprehension checks, and/or computerized programs to determine a student’s reading level.
- Failure to do math at grade level as determined by program assessments and/or on state adopted standardized tests.

*Provision by which students will receive standardized testing*

The students at Xavier Charter School will be evaluated using adopted statewide performance/academic assessments in the areas of Language Arts, Mathematics, Reading, Science, Social Studies and others as targeted by the Idaho Board of Education.

Additional yearly assessment tools may be required as determined by the Xavier Board of Directors.

Results will be reported as follows:

- Individual student progress
- Grade level/school composite scores
- Year to year comparative results by subject
- Comparative results between Xavier, state and national averages

*Provision ensuring state accreditation of charter school*

Xavier Charter School will be accredited through the State of Idaho set forth by the rules and regulations of the Idaho State Board of Education. Training will be obtained for properly applying for accreditation including the correct procedures for submitting reports. Accreditation by the Northwest Association of Accredited Schools (NAAS) may be sought in addition to State accreditation in the future.

*Provision plan for improvement per NCLB*

Student learning is the primary focus for Xavier Charter school. Our current plan entails data collection and evaluation on a regular schedule as outlined under Tab 4. A Strategic Plan would be in place as part of our accreditation process with the State of Idaho.

Should it be determined through our measurement systems that learning is being compromised, steps will be taken by the Principal and the Board of Directors to identify and target school and individual needs. A comprehensive plan of improvement will be developed that would examine curriculum, time on task, teaching instruction, and other important process that effect student learning.

## TAB 5: GOVERNANCE STRUCTURES

### *Description of governance structure*

An organizing group of founders have written the initial petition for a Charter for Xavier Charter School and have 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 Xavier Charter School to the Xavier Board of Directors. Additional Founding Members may be recruited prior to the official opening of the first school year in order to accomplish the goals of Xavier Charter School. This group will remain as advisors to the Board of Directors. The number of Founding Families is anticipated not to exceed ten families.

Xavier 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.

Upon approval, members of the Governing Board are deemed public agents to control the Charter School. The Governing Board (hereafter called the Board of Directors) has all the power and duties afforded to a Board of Directors. The Charter School will be considered a public school for all purposes and, as such, shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. Therefore, upon approval, the Board of Directors meetings will follow the open meeting laws, keep accurate minutes and make said minutes available to the public.

The Articles of Incorporation for Xavier Charter School, Inc. were filed with the Secretary of the State of Idaho June 8, 2006. The SS-4, Application for Employer Identification Number, was submitted June 8, 2006. The 501(c)(3) will be completed upon approval of the charter.

The governing body consists of directors elected or appointed as set forth in the corporate bylaws section 4.3. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy making, advising and evaluating. The Board shall have further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values, and status of the charter school.

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (I.C. 33-5204) The Governing Body will adhere to the Xavier Charter School Corporate Bylaws (specifically Articles 5 and 8) addressing the Idaho Open Meeting Law.

During the initial year of operation, the Board shall be comprised of at least the following positions: chairman, vice-chairman, secretary, and treasurer. The responsibilities of these positions are outlined in the Corporate Bylaws.

The Board of Directors will be determined through elections as outlined in the Corporate Bylaws. The Corporate Principals will remain the same unless the Articles of Incorporation are amended through the Idaho Secretary of State's office.

*Liability*

Upon approval, Xavier Charter School will be liable for all acts, omissions, debts or other obligations. To the fullest extent permitted by law, Xavier Charter School shall defend, hold harmless and indemnify the State of Idaho, State Board of Education, State Charter School Commission, the local school district, or any other district against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of Xavier Charter School and/or arising out of the acts or omissions of the agents, employees or contractors of Xavier Charter School. Upon approval, the Xavier Charter School will secure and maintain insurance for liability, errors and omissions, and property loss. There will be no liability for the approving authority, except as may be provided in an agreement or contract between the authorizer and XCS. Pursuant to Idaho Code § 33-5204(2), the Authorized Chartering Entity has no liability for the acts, omissions, debts, or other obligations of this public charter school, unless specifically agreed to in the charter. The Authorized Chartering Entity expressly rejects any reference in the charter petition, and in any related documents, to any assumption of liability by the Authorized Chartering Entity or assumption by the Authorized Chartering Entity of any obligation to perform any acts or provide any services to or for the benefit of the charter school not otherwise specifically required of the Authorized Chartering Entity by statute or rule of the State Board of Education. Xavier Charter School may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as a public school district. All employees, directors and officers shall enjoy the same immunities as employees, directors and officers of public schools.

*Process to ensure parental involvement*

The Board shall establish policies to ensure parental involvement. These requirements shall not require the payment of tuition or mandatory service requirements, but will include requirements for parental or legal guardian participation in enrollment procedures, school policy recommendation, and student discipline. XCS is a public school of choice and parents who choose this school for their children are agreeing to abide by the policies of the school.

The Board shall establish or recognize an official parent committee. Members of that committee will be elected annually by parents of students enrolled in the school according to policy to be set by the Board. The parent committee shall be authorized by

the Board to make recommendations regarding any aspect of the school. The parent committee shall be a key element in the creation, implementation, and evaluation of school policy.

*Plan for annual financial and programmatic audits*

XCS will contract to conduct an annual financial audit as defined in Idaho Code 33-701 subsection 6. The audit will be a full and complete audit conducted yearly by a qualified and independent CPA chosen by the Board and contracted by the school. Appropriate financial statements will be prepared throughout the year and presented at the audit. The audit will be conducted in accordance with generally accepted auditing standards. The audit will be included in an annual report to the authorized chartering entity, after approval by the Board of Directors, and submitted no later than October 15.

During the March or April Board Meeting, XCS's Board of Directors, with assistance from the principal, will appoint a committee consisting of least one board member, the principal, two teachers and two XCS parents who will conduct a programmatic audit each year targeting the parameters of this petition. The audit will be conducted as required by section 33-5205(3)(k), Idaho Code, and the conclusions will be reported to the Authorized Chartering Entity with suggestions for policy and program changes intended to improve the educational services provided to the students.

The programmatic audit report shall also be included in an annual report to the authorized chartering entity and submitted no later than October 15.

## TAB 6: EMPLOYEES

### *Employee qualifications*

XCS's staff will meet or exceed qualifications required by state law, including the following:

- All individuals to be employed by Xavier Charter School will possess the personal characteristics, knowledge base and successful experiences necessary for meeting the requirements of this charter.
- Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rules of the State Board of Education. All instructional staff will be highly qualified as required by the No Child Left Behind Act.
- Xavier Charter School will follow the same personnel practices as are required by the Idaho Code. This would include supervision, evaluation, and dismissal as detailed by the Idaho Code.
- All teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.
- Those required by Idaho Code 33-130 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI finger-printing checks.
- Teachers will be evaluated according to the procedures outlined in Idaho Code 33-513. The Parent Committee may make recommendations regarding teacher and/or administrator evaluations.
- The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.
- Student/Teacher ratios will be recommended by the Administrator or Parent Committee and subject to Board approval. Student/Teachers ratios established may require the Board to hire additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.
- An experienced Clerk of the Board will be hired to be responsible for payroll, data entry, and records management.

A series of professional and in-house professional development sessions will be conducted to train personnel in the unique aspect of Xavier Charter School. Training may include but is not limited to:

- Instructional Models methodology to insure the consistency of instruction
- The Systems Approach to school climate
- The Math Concept Board
- Language Arts
- Vocabulary
- Expectations Training
- Classroom pacing
- Rules and Reasons – student behavior plans
- Memorization and Dramatization
- Citizen of the Week/Citizen of the Month
- Hall of Fame
- Homework
- Utilizing parent volunteers
- Effective use of educational assistants
- Modeling as a staff
- Capturing teaching time

*Health and safety procedures*

Xavier Charter School complies with the provisions of Idaho Code with the following health and safety procedures:

1. Passing a criminal history check is required for all employees in compliance with Section 33-130, Idaho Code. This requirement is also a condition of employment.
2. Students are required to show proof of immunization before enrolling at Xavier Charter School. Copies of Immunization records and of birth certificates will be kept on file.
3. All visitors are required to sign in at the office and receive and wear a visitor's pass when visiting the school building.
4. To ensure the safety and health of children and staff, Xavier Charter School shall, at least once a year subject the facilities to an independent inspection for the purposes of determining whether such facilities comply with safety and health standards and other codes and requirements of Idaho law. The safety inspection will be conducted by a professionally qualified independent inspector or done pursuant to Title 39, Chapter 80, Idaho Code. The safety inspection report shall be provided to the Board of Directors and to the authorizing charter entity for review
5. Xavier Charter School shall ensure the safety and health of students and staff by:
  - a. having in place at all times an Emergency Plan that will include evacuation, lock-down, and bomb threat procedures particular to the current facility. XCS will cooperate and coordinate efforts with city, county, and state emergency personnel. XCS shall review its emergency evacuation plan annually to determine whether the procedures in place require modification. The Plan will be posted in the school office as well as in every classroom building in the school. The Plan will be provided to each staff member at the beginning of the school year. In addition, XCS will educate parents and patrons by

providing information regarding the Plan in the student handbook or on the XCS's web page.

b. advising all school personnel of routine procedures to follow in handling body fluids. These procedures shall provide simple and effective precautions against transmission of diseases to persons exposed to the blood or body fluids of another. These procedures shall be standard health and safety practices. No distinction shall be made between body fluids from individuals with a known disease or infection and from individuals without symptoms or with an undiagnosed disease. Training and appropriate supplies shall be available to all personnel.

c. recognizing that XCS is responsible for providing first aid or emergency treatment in case of sudden illness or injury to a student, but that further medical attention is the responsibility of the parent or guardian. Each parent or guardian must provide an emergency telephone number where the parent or designee of the parent can be reached. When a student is injured, staff shall provide immediate care and attention until relieved by a superior, a nurse or a doctor. The principal or designated staff member should immediately contact the parent so that the parent can arrange for care or treatment of the injured student. If a child develops symptoms of illness while at school, the responsible school officials shall do the following:

- Isolate the child immediately from other children in a room or area segregated for that purpose.
- Inform the parent or guardian as soon as possible about the illness and request him or her to pick up the child.
- As required by law, report each case of suspected communicable disease the same day by telephone to the local health authority, or as soon as possible thereafter if no contact can be made the same day.

In the event that the parent cannot be reached and in the judgment of the principal or person in charge immediate medical attention is required, the injured student may be taken directly to the hospital and treated by the physician on call. When the parent is located, he/she may elect to continue the treatment or make other arrangements.

d. requiring that school employees be authorized in writing by the school administrator or school principal to be able to:

- assist in the self-administration of any drug that may lawfully be sold over the counter without a prescription to a pupil in compliance with the written instructions, if the pupil's parent or guardian consents in writing.
- assist in the self-administration of a prescription drug to a pupil in compliance with the written instructions of a practitioner, if the pupil's parent or guardian consents in writing.

No employee except a qualified health care professional may administer a drug or prescription drug to a pupil under this policy except in an emergency situation. Diagnosis and treatment of illness and the prescribing of drugs are never the responsibility of a school employee and should not be practiced by any school personnel.

e. maintaining tobacco free buildings and grounds. Use of tobacco will not be allowed in any buildings or grounds nor will employees be allowed to use tobacco while on duty. New employees of the school will be hired with the understanding that they will be directed not to use tobacco in school buildings or grounds. Limitations or prohibitions on tobacco use are applicable to all hours.

All school workplaces are drug- and alcohol-free workplaces. All employees are prohibited from:

- Unlawful manufacture, dispensing, distribution, possession, use, or being under the influence of a controlled substance while on school premises or while performing work for the school;
- Distribution, consumption, use, possession, or being under the influence of alcohol while on school premises or while performing work for the school.

For purposes of this policy, a controlled substance is one which is:

- not legally obtainable;
- being used in a manner different than prescribed;
- legally obtainable, but has not been legally obtained; or
- referenced in federal or state controlled substance acts.

f. Attendance at Xavier Charter School may be denied to any child diagnosed as having a contagious or infectious disease that could make the child's attendance harmful to the welfare of other students. In the instance of diseases causing suppressed immunity, attendance may be denied to a child with suppressed immunity in order to protect the welfare of the child with suppressed immunity when others in the school have an infectious disease which, although not normally life threatening, could be life threatening to the child with suppressed immunity.

g. The School may arrange each year for health services to be provided to all students. Such services may include, but not be limited to:

- Consulting services of a qualified specialist for staff, students, and parents.
- Vision and hearing screening.
- Scoliosis screening.
- Immunizations.

h. Although neither a school (nor a teacher) has a duty to warn of the suicidal tendencies of a student absent the teacher's or school's knowledge of direct evidence of such suicidal tendencies, the School may, in its sole discretion, provide the following programs in order to prevent adolescent suicide by:

- offering and providing help and assistance including early identification;
- support and/or counseling by school support personnel for low-risk students;
- referral to appropriate sources outside the school for high and moderate-risk students;
- attendance to the rights of the student and his/her family; and
- after care support by the school for faculty, staff, and students after a sudden death has occurred.

i. XCS recognizes that the misuse of drugs is a serious problem with legal, physical and social implications for the entire school community. As an educational institution of this community, the school should strive to prevent drug abuse and help drug abusers by educational, rather than punitive means.

For purposes of this policy, "Drugs" shall mean:

- all dangerous controlled substances as so designated and prohibited by Idaho law;
- all chemicals which release toxic vapors;
- all alcoholic beverages;
- any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;

- “look-alikes”;
- anabolic steroids;
- any other illegal substances so designated and prohibited by law.

In accordance with Federal law, the Board of Directors hereby establishes a “Drug-Free School Zone” that extends 1000 feet from the boundary of any school property. The Board prohibits the use, possession, concealment, delivery, or distribution of any drug or any drug-related paraphernalia at any time on school property, within the Drug-Free School Zone, or at any school-related event. Individuals eighteen (18) years of age or older who knowingly deliver or distribute controlled substances so designated and prohibited by Idaho law within the Drug-Free School Zone to another person could be prosecuted to the fullest extent of the law.

6. For minor infractions of school rules or regulations, or for minor misconduct, staff may discipline and/or detain students. Students may be required to attend Saturday detention for up to four (4) hours.

Preceding the assessment of such punishment, the staff member shall inform the student of the nature of the offense charged, and/or the specific conduct that allegedly constitutes the violation.

The student shall be afforded an opportunity to explain or justify his/her actions to the staff member. Parents must be notified prior to a student serving an after-school detention. Students detained for corrective action or punishment shall be under the supervision of the staff member or designee.

Disciplinary measures include, but are not limited to:

- expulsion
- suspension
- detention, including Saturdays
- clean-up duty
- loss of student privileges
- loss of bus privileges
- notification to juvenile authorities and/or police
- restitution for damages to school property

7. To maintain Xavier Charter School climate of respect and high expectation there will be no tolerance of bullying, teasing, hazing, harassment, negative or abusive language, or aggressive physical contact. Any such actions will follow disciplinary procedures.

8. Xavier Charter School is a school of choice and at any time a parent deems the school as unsafe, their child may enroll in the designated school for the student’s place of residence. (NCLB Act 2001 – Title IX Part E Subpart 2, Sec. 9532)

#### *Provision for employee benefits*

All employees who currently are members of PERSI will continue their participation. All new employees will become member of PERSI. Employees will contribute at the rate established by PERSI. All employees shall contribute to the Social Security System. Xavier Charter School will make all employer contributions as required by PERSI, and Federal Social Security. XCS will also pay for workers compensation insurance,

unemployment insurance and any other payroll obligations of an employer as required by Idaho Code 33-1279. XCS shall also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits.

*Transfer rights*

The transfer rights of an employee choosing to work at Xavier Charter School and the rights of such employees to return to any non-charter school after employment at Xavier Charter School will be dependent upon the school district from which an employee might transfer from. Xavier Charter School claims no transfer rights.

The board of directors for the charter school shall provide coverage for their employees with the public employee retirement system, federal social security, unemployment insurance and worker's compensation insurance.

*Collective bargaining*

The staff of XCS shall be considered a separate unit for purposes of collective bargaining.

*Employee contracts for teachers and administrators*

XCS's staff will meet or exceed qualifications required by state law, including the following:

- All individuals to be employed by Xavier Charter School will possess the personal characteristics, knowledge base and successful experiences necessary for meeting the requirements of this charter.
- Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rule of the State Board of Education. All instructional staff will be highly qualified as required by the No Child Left Behind Act.
- Xavier Charter School will follow the same personnel practices as are required by the Idaho Code. This would include supervision, evaluation, and dismissal as detailed by the Idaho Code.
- All teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.
- Those required by Idaho Code 33-130 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI finger-printing checks.

- Teachers will be evaluated according to the procedures outlined in Idaho Code 33-513. The Parent Committee may make recommendations regarding teacher and/or administrator evaluations.
- The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.
- Student/Teacher ratios will be recommended by the Administrator or Parent Committee and subject to Board approval. Student/Teachers ratios established may require the Board to hire additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.
- An experienced Clerk of the Board will be hired to be responsible for payroll, data entry, and records management or these duties may be outsourced to a competent agency.

## TAB 7: SCHOOL PROCEDURES

### *Admission procedures*

XCS will be open to all children, on a space available basis within each grade level as established by the Board. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs of students will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, levy taxes or issue bonds. The Board of Directors may choose to charge student fees as allowed by state law.

#### I. Enrollment Deadline

Xavier Charter School will establish an enrollment deadline for inclusion in the lottery process each year, by which date all requests for admission to attend Xavier for the next school year must be received. Late applications will be accepted for admission for slots remaining open and/or addition to waiting lists at any time.

#### II. Requests For Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in Idaho, may make a request in writing for such child to attend Xavier Charter School. In the case of a family with more than one child seeking to attend Xavier Charter School, a single request for admission must be submitted on behalf of all siblings. The request for admission must be submitted to, and received by, Xavier Charter School on or before the enrollment deadline, as set by Xavier Charter School. The request for admission shall contain the name, address, and telephone number of each prospective family. If the initial capacity of Xavier Charter School is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, shall be utilized to determine which prospective students will be admitted to Xavier Charter School, as described in IDAPA 08.02.04.203.09. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by Xavier will be permitted to participate in the equitable selection process.

#### III. Admissions Procedures

Xavier Charter School will establish admission preference as authorized by Section 33-5205(3)(k), Idaho Code, for students returning to Xavier, for children of founders, for children of full-time employees, for children who previously attended within the previous 3 years but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer, or military transfer or reassignment, and for siblings of students already selected to attend Xavier.

Founders shall be defined as those persons:

- sitting on the Board of Directors from April 2006 to April 2007
- involved in the initial writing of the petition for the charter of Xavier Charter School, by:
  - researching start-up facilities sites
  - budget planning
  - writing policies, and definitions
  - obtaining signatures for the petition
- Members of the initial Curriculum Development Team
- Organizing chairperson for the PFA (Parent-Faculty Association)
- Organizing chairperson for the RMM school fundraising group
- Those individuals who have made a significant contribution to the development and establishment of Xavier Charter School.

#### IV. Priority of Preferences for Initial Enrollment

Admission preferences for initial enrollment of students for Xavier Charter School will have the selection hierarchy as described in Section 33-5205 of the Idaho Code.

The primary attendance area for Xavier Charter shall the total boundary used by the Twin Falls School District No. 411. All other students may be admitted when openings are available and no student within the primary attendance areas is currently seeking admission. Furthermore, siblings of all students will enjoy the same admission priority regardless of the student's original admission group.

Once enrolled in Xavier Charter School, students will not be required to reapply each year thereafter. Hence, once admitted, a student will not be removed because another student seeks admission.

#### V. Priority Preferences for Subsequent Enrollment Periods

Xavier Charter School will have admission preferences for enrollment of students in subsequent school years, with the selection hierarchy with respect to such preferences outlined in Section 33-5205 of the Idaho Code. The following children will be included in the second priority group (i.e. "founder's preference) subject to the limitations of that group as allowed by Idaho Code:

- i) Children of full-time employees of Xavier Charter School
- ii) Children who previously attended Xavier Charter School within the previous three (3) school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment.

#### VI. Proposed Attendance list

Each year Xavier Charter School will maintain a proposed attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list may contain columns

next to the name of each student, in which Xavier will designate admission preferences applicable to each prospective student. The columns will designate “A” for returning preference; “B” for founders preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and “D” for attendance area preference.

#### VII. Equitable Selection Process

If the initial capacity of Xavier Charter School is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then Xavier will determine who will be offered admission to Xavier by conducting a fair and equitable lottery selection process.

#### VIII. Final Selection List

The names of the persons in highest order on the final selection list will have the highest priority for admission to Xavier Charter School in that grade, and will be offered admission to Xavier Charter School in such grade until all seats for that grade are filled.

#### IX. Notification and Acceptance Process

1. Within seven days after conducting the selection process, Xavier Charter School will send an offer letter to the parent or guardian, who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to Xavier Charter School. The offer letter must be signed by the student’s parent or guardian, and returned to Xavier by the date designated in the offer letter from Xavier.
2. Within seven days after conducting the selection process, Xavier Charter School will send a letter to the parent or guardian, or other person who has submitted an admission request on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.
3. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.
4. If a student withdraws from Xavier Charter School during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

## X. Subsequent School Years

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of Xavier Charter School is not sufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process will be conducted by Xavier Charter School for that year.

All prospective students who miss the enrollment deadline will be placed at the bottom of the final selection list in the order in which they are received. They will only receive admittance to XCS when all prospective students on the final selection list have been given the option of acceptance and there are still vacancies in the grade level needed.

## XI. Amendments

Xavier Charter School has the right to amend these admission procedures as needed with the approval of the Authorized Chartering Entity. Any changes will conform to the laws of the State of Idaho and applicable rule of the State Board of Education.

### *Disciplinary procedures*

Good behavior and kindness, with an emphasis on politeness, honesty, and integrity, is the number one expectation for Xavier Charter School students. There is little tolerance for disrespect shown to oneself and others at XCS.

Students must be polite to the teachers, administrators, staff, fellow students, and any visitors. The same is required of those employed by Xavier Charter School. Teachers, administrators, and staff will be respectful of students, and be an example of correct and proper behavior. Because the number one goal at XCS is to have a safe and orderly school that provides an atmosphere that is conducive to learning, there is a focus on positive behavior. Any student faced with a disciplinary action will be granted due process pursuant to Idaho Code. In the case of suspension or expulsion, a student and parent/guardian will be given written notice of the charges and an opportunity to present the student's version of the incident. Whenever a student is faced with disciplinary actions the parents will be notified in a timely manner.

Xavier Charter School will produce a student handbook that will follow state laws and due process that outlines a Code of Conduct, with expectations and consequences. This handbook will be submitted to the authorizing entity before the start of the school year. A preliminary copy of the Student Handbook can be found in the appendix. Steps to insure correct behavior will include, but are not limited to the following:

1. Written or verbal Teacher notification to the parent/guardian of incidence or infraction.
2. Principal intervention
3. Three day suspension. A Parent/guardian conference with student and principal to be held before re-admittance.
4. Five day suspension. A parent/guardian conference with student and the Board of Directors to be held before re-admittance.
5. Expulsion until the next calendar break/semester/rest of year. A hearing within five school days, whenever possible with the Board of Directors will be held. The

Board of Directors has the right to permanently expel students for disciplinary or attendance reasons.

### Major Discipline Problems

Major discipline problems will be referred to the principal or designee for the appropriate consequences that may include suspension or referral to the Board of Directors or designee for expulsion. Written notice to the parent or guardian of the student shall state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board of Directors. Written notice will only be given in the event the student is expelled or denied enrollment.

A student may be automatically suspended (step three of the above procedure) under circumstances that: endanger student lives, involve drug/alcohol violations, involve weapons violations, and/or others as designated by the Board of Directors. Policies addressing drugs/alcohol and weapons can be found in the appendix. An informal hearing will be held prior to the suspension as require by Section 33-205, Idaho Code.

### Temporary Suspension

Students who cannot abide by the school regulations and policies of Xavier Charter School and who disrupt the educational atmosphere or interfere with the educational process of the school may be temporarily suspended from classroom instruction and/or school for a time, not to exceed five (5) days by the principal or designee; and in the event the Board of Directors determines that it would be detrimental to the student and/or other students' health, welfare, or safety to return the student to school, the Board may extend the temporary suspension for an additional five (5) school days.

### Expulsion

The Board of Directors may expel students who refuse or consistently fail to abide by school regulations and policies. The student will be granted a full and fair hearing prior to the decision for expulsion to present information concerning the incident and/or actions of the student. The decision of the Board is final. The recommendation for expulsion will be reported to the principal or designee on a Recommendation Expulsion Form.

### Reenrollment to School Following Expulsion

A student who has been expelled may appeal to the Board of Directors to hear a petition for reenrollment in school. Xavier Charter School's Board of Directors shall have the right to deny reenrollment for disciplinary or attendance reasons.

### Disciplinary Procedures for Special Education Students

Xavier Charter School adopts and complies with the current Idaho Special Education Manual from the State Department of Education and will follow the procedures outlined in Chapter 7, Section 13: Student Discipline. Students with disabilities are entitled to all of the same due process rights in the area of discipline as students without disabilities. In

addition, there are additional safeguards that will be observed that insure their right to FAPE.

*Public charter school attendance alternatives*

Because Xavier Charter School is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the area. Students located within the attendance area of the Charter School would have the option to enroll in existing public schools presently serving the area. No student will be required to attend Xavier Charter School.

*Process for public notification of enrollment opportunities*

According to Idaho Code, all advertising and promotion processes for XCS will include the dissemination of enrollment information, in English and possibly other language(s) taking into consideration the demographics of the area, at least three (3) months in advance of the enrollment deadline established by 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, XCS shall ensure that such process includes the dissemination of press release and/or public service announcements, to media outlets that broadcast within, and/or disseminate printed publications within, the area of attendance of the public charter school; XCS will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Advertising for Xavier Charter School may actively recruit students for enrollment using, but not limited to, the following methods:

- Advertising with public schools located within the target area using flyers upon administrative approval.
- Xavier Charter School website (available within four weeks of charter approval) that will introduce information about the school.
- Brochures promoting the curriculum and methods used at Xavier Charter School.
- Public informational meetings about Xavier Charter School held in accordance with Section 67-2340 of the Idaho Code

Other methods that may include: news releases, radio, television, newspapers, news conferences, and newsletters.

*Plan for the denial of school attendance*

Xavier Charter School is a public school, open to all children based on the provisions provided within this petition. Strict adherence to Xavier's Code of Conduct for Students as described in the Student Handbook is required for optimum learning to be achieved. New/incoming students and parents will 'sign off' on accepting the conditions and consequences of Xavier's Code of Conduct. Students who show signs of truancy, incorrigibility, disruptive to the learning process, health or safety risk will follow the provisions set forth under Disciplinary Procedures in this petition.

Except in extenuating circumstances as presented to the Board of Directors, a student expelled from another school or district in this state or any other state shall be denied the right to enroll in Xavier Charter School. Written notice to the parent or guardian of the student shall state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board of Directors.

*Student handbook and parental accesses*

Upon approval of a charter, the Board of Directors will appoint a committee to develop a student handbook that will reflect the vision and purpose of Xavier and that will be in compliance with the Xavier School Board Policies and the Law of the State of Idaho. The student handbook will be available in hard copy and on the Xavier web site. All new students will receive a copy of the Student Handbook upon enrollment. A copy of the Student Handbook can be found in the appendix.

## TAB 8: BUSINESS PLAN

### *Business plan*

#### Description

An organizing group of founders have written the initial petition for a Charter for Xavier Charter School and have 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 Xavier Charter School to the Xavier Board of Directors. Additional Founding Members may be recruited prior to the official opening of the first school year in order to accomplish the goals of Xavier Charter School. This group will remain as advisors to the Board of Directors. The number of Founding Families is anticipated not to exceed ten families.

Xavier 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.

#### Marketing Plan

According to Idaho Code, all advertising and promotion processes for XCS will include the dissemination of enrollment information, in both English and Spanish, 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, XCS shall ensure that such process includes the dissemination of press release and/or public service announcements, to media outlets that broadcast within, and/or disseminate printed publications within, the area of attendance of the public charter school; XCS will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Advertising for Xavier Charter School may actively recruit students for enrollment using, but not limited to, the following methods:

- Advertising with public schools located within the target area using flyers upon administrative approval.
- Xavier Charter School website (available within four weeks of charter approval) that will introduce information about the school.
- Brochures promoting the curriculum and methods used at Xavier Charter School.
- Public informational meetings about Xavier Charter School held in accordance with Idaho Statute §67-23.

Other methods that may include: news releases, radio, television, newspapers, news conferences, and newsletters.

#### Facility

Upon approval of our charter, Xavier Board of Directors will appoint a Facilities Committee to investigate the best possible site for purchase and/or lease. We will consider temporary facilities only if the facility passes inspection to ensure compliance with state and federal guidelines according to Idaho Code and the Americans with Disabilities Act

#### Operations

Following the outline detailed under Tab 2, organization of Xavier Charter school will generally follow the model of traditional single-grade classrooms starting with grades K – 8, and then, upon approval from the Idaho Charter School Commission, adding 9<sup>th</sup> grade in the year 2008-2009. Further expansion for grades 10 – 12, and/or increasing the number of students per grade in subsequent years will be dependent upon the approval from the Xavier Charter School Board of Directors. The Principal will determine the day-to-day operations of the school including but not limited to the school calendar, schedule, and hours of operation in accordance to State required hours of attendance and Board of Director approval.

Administrative services will be provided by the Principal, augmented by other contracted services as needed.

#### Board Policy

Upon approval of a charter the Board of Directors will be charged with developing A *School Board Policy Manual* modeled after the Idaho School Board Association Board Policy Manual. This manual will include policies including but not limited to: Instruction, Students, Community Relations, Personnel, Administration, Financial Management, Non-instructional Operations, School Facilities, and Philosophy. Board Policy will be made available to the public either as a hard or electronic copy.

#### Budget

The budget for Xavier Charter School, 1) will be prepared in compliance with section 33-801, Idaho Code, 2) will be presented at a public hearing in June of the year the school will open, and 3) will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

#### Working Capital and Assets

Xavier Charter School does not expect to have working capital and assets until after the Charter is approved.

#### Fundraising

A committee will be established to conduct fundraising efforts to generate capital to supplement the per-pupil allocations.

#### Purchasing Process

Xavier Charter School’s Principal will determine procedures for procuring goods and services, with approval of the Board of Directors.

**Payroll Processing**

Xavier Charter School intends to hire a Clerk of the Board or to outsource its payroll processing as determined by the Principal, with approval of the Board of Directors.

**Financial Management**

The accounting records will be kept in accordance with generally accepted accounting principles. Xavier Charter School will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Board of Directors of Xavier Charter School will be responsible for financial management.

**Bonding**

Documentation of bonding of all personnel involved in the school's financial operations will be provided prior to the opening of the school.

**Class Size**

Xavier Charter School is a K-12 school. The capacity of the school is to have two classrooms per grade level in grades K-6.

The goal of Xavier Charter School is to have a small school atmosphere. The classroom size is larger than signified by regular school unit divisors in Idaho Code. The methods we use benefit relatively large classrooms. The effectiveness of our character education plan makes it possible to turn what is often called a negative (i.e. large, hard to control classrooms) into a more positive, energetic and vibrant place in which to learn.

Enrollment caps will be established as:

- Kindergarten: 24 students per classroom, 2 classes per grade
- 1<sup>st</sup> grade – 3<sup>rd</sup> grade: 28 students per classroom, 2 classes per grade
- 4<sup>th</sup> grade – 6<sup>th</sup> grade: 33 students per classroom, 2 classes per grade
- 7<sup>th</sup> grade – 12<sup>th</sup> grade: 66 students per grade

*Transportation services*

Transportation, if required, will be provided as indicated by the enrollment of students and location of final site. A contract may be negotiated with the local bus service and/or the local school district.

Xavier Charter School will also provide a means by which parents may connect with each other for the purpose of carpooling to and from the school

Parents will also have the option of using Twin Falls Trans IV Transit system. Parents will need to contact Trans IV for routes and pricing.

*School Lunch Program*

Initially, parents will be responsible to ensure students bring their lunch with them to school. The estimated cost to the school for this program will be \$0.

When it is determined that there are sufficient funds, facility and resources Xavier Charter School will begin offering hot food services and will follow the guidelines listed by the National School Lunch Program. Free and reduced lunch forms will be provided to all students. Until a facility is available, alternate sources to offer lunch will be explored.

**Determining Eligibility for Free and Reduced Price Meals**

All schools participating in the NSLP must make free and reduced price meals available to eligible students. Each School Food Authority participating in the NSLP must have an approved free and reduced price policy statement on file at the State Agency. If a School Food Authority is just starting in participation in the NSLP it must file its policy statement for approval by the State Agency. This policy statement then becomes a permanent document, subject to any amendments whenever the School Food Agency makes a significant change in its free and reduced price policy.

## TAB 10: BUSINESS PRACTICES

### *Business arrangements*

#### Public Access

Xavier Charter School's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will comply with all aspects of the Idaho Public Records Law (Idaho Code 9-337 – 9-350). The Charter School will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. We will comply with the Idaho Open Meeting Law (Idaho Code 67-2340-67-2347).

#### Complaint Process

Xavier Charter School's protocol for a complaint process for parents/guardians and the public are as follows, with the ultimate authority residing with the Board of Directors of Xavier Charter School;

1. Have pertinent parties meet and try to resolve the issue.
2. If no resolution can be found, the Principal will arbitrate and attempt to find a resolution.
3. Ultimately, the issue will be brought before the Board of Directors. The decision of the Board of Directors will be final.

#### School Records

Xavier Charter School's Principal will determine how the school will maintain school records and required information, consistent with state and Federal laws/statutes. Records of students transferring from Xavier will be forwarded to the new school upon request of the school or parents. Records of students transferring to Xavier will be requested of the previous school of attendance.

#### Inspection Reports

Xavier Charter School will provide certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped required of all public schools prior to the opening of the school and by the date specified in the contract. The Charter School will provide initial and ongoing certifications of the facilities for health, safety, and fire compliance to the district and other entities as required.

#### State Compliance

Xavier Charter School will comply with the State Board of Education and Superintendent for Public Instruction as they relate to Charter Schools and all state statutes applying to public education unless exempt through charter legislation.

#### Right to Evaluate Contract Compliance

The Public Charter School Commission shall retain the right at any time to evaluate the degree to which Xavier Charter School is meeting the terms of the charter contract. The Board of Directors or designee may choose to have a district representative(s) or an independent evaluator(s):

1. visit the Charter School;
2. review the Charter School's records and data;
3. directly survey the Charter School's parents/guardians, students, or employees;
4. audit the books of the Charter School;

5. pursue other reasonable means of determining accountability for the Charter School contract.

*Amending the Contract*

A material revision of the terms of the Charter School contract requires the approval of the Idaho Public Charter School Commission and the Board of Directors.

*Plan for termination*

It is the responsibility of the board of directors of Xavier Charter School to maintain communications with the Authorized Chartering Entity regarding any changes, problems, or difficulties in the operations of the school.

The Authorized Chartering Entity and Xavier Charter School will resolve disputes relating to provisions of the charter following the procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the State Board of Education and the Authorized Chartering Entity for notice of defect and submission of a corrective action plan.

Copies of any complaints filed against Xavier, including lawsuits, shall be provided to the Authorized Chartering Entity within five (5) business days of receipt by Xavier.

Dissolution of the Xavier Charter School Corporation will be conducted by Xavier's Board of Directors will follow the Xavier Charter School Amended Articles of Incorporation as stated here:

“Upon the dissolution of the Corporation the assets of the Corporation shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. Upon winding up and dissolution of the corporation, and paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to the Idaho Public Charter School Commission, Boise, Idaho.”

In the event of dissolution of the school, all parents/guardians will be notified in writing. Xavier Charter School will offer advice in the placing of students in alternate education settings. It will be the responsibility of the President of the Board of Directors to ensure that all student school records will be forwarded to the local school district or to the school where the student will be attending.

*Internet Policy*

XCS shall adopt a Policy of Internet Safety for minors that include the operation of a technology protection measure with respect to any of its computers with Internet access and that protects against access through such computers to visual depictions that are obscene, child pornography, or other content harmful to minors in compliance with the Children's Internet Protection Act. An example of an internet policy can be found in the Appendix.

*Budget*

Revenue

State Allowance will be calculated using the forms provided by the State Department of Education in the following manner:

2007-2008	244 Students Unit Calculator of 13.7 0.5 FTE Kindergarten 8.0 FTE Classroom teachers grades 1-8 1.5 FTE Special Education (as needed, based on student population) 0.5 FTE Music Teacher 0.5 FTE Foreign Language Teacher 1.0 FTE Administrator 1.0 FTE Administrator Assistant 5.5 FTE Classroom Aids
2008-2009	270 Students Unit Calculator of 15.9 0.5 FTE Kindergarten 10.0 FTE Classroom teachers grades 1-9 <b>1.5</b> FTE Special Education (as needed, based on student population) 0.5 FTE Music Teacher 0.5 FTE Foreign Language Teacher 1.0 FTE Administrator 1.0 FTE Administrator Assistant 6.0 FTE Classroom Aids
2009-2010	295 Students Unit Calculator of 17.9 0.5 FTE Kindergarten 11.0 FTE Classroom teachers grades 1-10 2.0 FTE Special Education (as needed, based on student population) 0.5 FTE Music Teacher 0.5 FTE Foreign Language Teacher 1.0 FTE Administrator 1.0 FTE Administrator Assistant 6.0 FTE Classroom Aids

- Federal Startup Grant will be used as revenue only in year 2007-2008.
- A 4% per year salary increase is proposed for years two and three.
- Transportation costs and reimbursements are based on Twin Falls School District 411 Funding Cap06 document which indicates that 21% of students were transported at a cost of \$820 per student. We have included an 8% increase in transportation costs per year per student.
- Fundraising amounts are based on specific prior fundraising experience of three of the founders. Fundraising will follow a two tier model, the first in the form of a jog-a-long and the second is a model based on the Raising More Money model by Terry Axelrod. Experiences from two similarly-sized schools to XCS are:

- School “A” consistently receiving an average of \$56,000 per year in donations over the past 10 years from the jog-a-long event.
- School “B” receiving \$27,500 in donations in the introductory year, and \$35,735 in donations the second year of the jog-a-long event.
- School “B” receiving \$45,000 in private donations using the Raising More Money model during the introductory year of the model.
- Legal advice has been donated for years one through three by Bob Jackson (see appendix for reference letter).
- We are submitting two proposed budgets, A and B. The budgets differences are found in Facilities Expense (300) due to the two proposed facilities and in Revenue because of a startup loan for facility A. Documentation for each facility can be found in the Appendix.

*Budget A*

Leasing a 12,325 sq. ft. facility from Steve DiLucca from Westerra Realty Group. The building located at 771 College Ave, Lot 1 Block 4, Breckenridge Farms Phase V Subdivision in Twin Falls, Idaho, zoned C-1 which is suitable for a school. This building will be vacated in one month, and we have the first choice for the lease. The owners are interested in a two to three year lease, with the lease starting January 1, 2007. Jim Evans of D.L. Evans Bank has been working with us with various loan options, one being a startup loan to cover initial lease expense for the first 6 months, January to June, 2007. Leasing rate is \$12/square foot for the 12,325 square foot building with a 3% increase per year. We have included a recommended \$3/square foot that would cover insurance, utilities, taxes, phones, and ground care; the owner pays for the water. A copy of our intention to lease is included in the appendix, as is the remodeling estimation documentation.

This option is by far our preferred choice of the two properties. This modern building is less than 10 years old, has adequate room for classrooms, a large fenced in grassy area around two sides of the building, plenty of parking spaces, handicap assessable, a place for a bus turn-around and is available immediately. The only negative is that we would need to begin the lease at the first of the year, necessitating the startup loan from D.L. Evans. But, we would be able to use the facility to hold public meetings for our school, and have a place to have “office hours” for inquiries. Leasing for several years will also give us time to grow and the time to deliberate and look for a permanent home for our school

**Budget A**

Students			244	270	295
<b>Revenue</b>			<b>2007/2008</b>	<b>2008/2009</b>	<b>2009/2010</b>
	State Allowance				
		Salary Allowance	\$617,660.00	751,215.00	811,788.00
		Benefits Allowance	\$102,811.00	122,448.00	129,465.00
		Entitlement	\$348,473.00	362,411.92	376,908.40
	Title VIB		\$5,000.00	\$5,000.00	\$5,000.00
	Fundraising		\$40,000.00	\$40,000.00	\$40,000.00
	Federal Startup Grant		\$150,000.00		
	DL Evans Startup Loan		\$180,000.00		
	Transportation reimbursement		\$35,547.00	\$42,907.32	\$50,404.92
		<b>Total Revenue</b>	<b>\$1,443,944.00</b>	<b>\$1,323,982.24</b>	<b>\$1,413,566.32</b>
<b>Expenses</b>					
100	Salaries				
		Administration	\$80,000.00	83,200.00	86,528.00
		Certified	\$378,750.00	465,520.00	537,852.00
		Classified	\$94,905.00	107,674.00	111,981.00
		<b>Total Salaries</b>	<b>\$553,655.00</b>	<b>\$656,394.00</b>	<b>\$736,361.00</b>
200	Employee Benefits				
		PERSI, FICA, MC, Sick/Retirement, etc.	\$111,061.00	128,518.00	137,087.00
		Benefit Adjustment	\$5,000.00	5,500.00	6,000.00
		Medical/Dental/Vision	\$75,000.00	82,000.00	89,000.00
		<b>Total Benefits</b>	<b>\$191,061.00</b>	<b>\$216,018.00</b>	<b>\$232,087.00</b>
300	Purchased Services				
	Services, Contract, and Programs				
		Legal (donated first year)	\$2,500.00	2,600.00	2,704.00
		Audit Fee	\$5,500.00	5,720.00	5,948.80
		Staff Development	\$15,000.00	15,000.00	15,000.00
		Legal Publications/Advertisement	\$2,000.00	\$2,000.00	\$2,000.00
		Student Testing	\$2,000.00	\$2,000.00	\$2,000.00
		Liability Insurance	\$13,000.00	13,520.00	14,060.80
		Fire & Theft Insurance	\$3,000.00	3,120.00	3,244.80
		Special Education	\$20,000.00	20,800.00	21,632.00
		Substitute Teachers	\$2,000.00	2,000.00	2,000.00
		Transportation	\$41,820.00	50,479.20	59,299.90

Tab 10: Business Practices

		<b>Total Services and Contacts</b>	<b>\$106,820.00</b>	<b>\$117,239.20</b>	<b>\$127,890.30</b>
	Facilities				
		Facility Lease	\$147,900.00	\$153,816.00	\$159,968.64
		Loan Payment	\$185,300.00		
		Permits & Fees	\$500.00		
		Remodel Costs	\$38,000.00		
		\$3/sq ft for Utilities, taxes, Insurance, phones, ground care	\$37,500.00	39,500.00	41,500.00
		<b>Total Facilities</b>	<b>\$409,200.00</b>	<b>\$153,816.00</b>	<b>\$201,468.64</b>
400	Supplies & Materials				
		Text Books	\$25,000.00	15,000.00	15,000.00
		School Supplies	\$8,000.00	15,000.00	15,000.00
		Custodial Supplies	\$4,000.00	4,160.00	4,326.40
		<b>Total Supplies &amp; Materials</b>	<b>\$37,000.00</b>	<b>\$34,160.00</b>	<b>\$34,326.40</b>
500	Capital Objects				
		Furniture	\$30,000.00	7,000.00	7,000.00
		School Equipment	\$5,000.00	5,000.00	5,000.00
		Music Lab	\$17,000.00	200.00	200.00
		Science Lab	\$5,000.00	1,500.00	2,000.00
		Computer & Tech Lab	\$20,000.00	1,000.00	1,000.00
		Technical AV	\$3,000.00	500.00	500.00
		Playground Equipment	\$6,000.00	2,000.00	2,000.00
		Phone System	\$3,000.00	0.00	0.00
		<b>Total Capital Objects</b>	<b>\$89,000.00</b>	<b>\$17,200.00</b>	<b>\$17,700.00</b>
		<b>Total Expenses</b>	<b>\$1,386,736.00</b>	<b>\$1,194,827.20</b>	<b>\$1,349,833.34</b>
		Reserve/(Deficit)	\$57,208.00	\$129,155.04	\$63,732.98



*Sufficiency Review*

July 10, 2006

Cindy Fulcher  
Xavier Charter School  
PO Box 5861  
Twin Falls, ID 83303

Dear Ms. Fulcher:

Enclosed is the State Department of Education's review of your petition to establish Xavier Charter School. The findings of the State Department of Education are listed in the attached document. Items listed with no recommendations are sufficiently described in the petition. Other items note recommendations that should be addressed in the petition. Please communicate these findings and any needed or completed changes in the petition to founders, any committees helping to initiate the charter school, and to the authorizing charter entity. If you have any questions regarding these findings, please contact me at (208) 332-6955.

The State Superintendent of Public Instruction has the responsibility to carry out policies, procedures and duties authorized by law or established by the State Board of Education for all secondary and elementary school matters (Idaho Code section 33-125). This petition review was to ensure that the petition was aligned with the laws governing public schools.

After your petition has been approved, please send a copy to each of the following:

Office of the State Board of Education	State Department of Education
Karen Echeverria	Stephanie Clark
P.O. Box 83720	P.O. Box 83720
Boise, Idaho 83720-0037	Boise, Idaho 83720-0027

Please note the authorization and limitations section of Idaho Code Section 33-5203, and limitations on new public charter schools described at IDAPA 08.02.04.100 in the new charter school administrative rules.

Sincerely,

Stephanie Kay Clark, School Choice Coordinator  
Bureau of Educational Improvement

Enclosure: Idaho State Department of Education Sufficiency Review

**Sufficiency Review by the Idaho Department of Education  
Elements Required of a Petition to Establish a Charter School**

Pursuant to the new public charter school rules adopted by the State Board of Education (3-10-05), petitioners are required to submit their proposed draft petition to establish a charter school to the State Department of Education for the purpose of determining whether the petition complies with statutory requirements. This must occur prior to the petition being submitted to an authorized chartering entity (IDAPA 08.02.04. 200.03).

After a sufficiency review has been conducted by the State Department of Education, the petition may be submitted to an authorized chartering entity with a copy of the review.

Upon approval by an authorized chartering entity, a Tracking Form must be completed, signed, and attached to the approved charter and a copy submitted to the State Board of Education and the State Department of Education.

**Charter School Name:**

Xavier Charter School

**Authorized Chartering Entity:**

Twin Falls School District #411

**Date submitted to State Department of Education for Sufficiency Review:**

June 9, 2006

**Date of Review:**

July 10, 2006

Items with no recommendations are sufficiently described in the petition.

**Required Elements of 33-5205**

**Idaho Code**

**Title 33**

**Chapter 52**

Describe the school's **educational program and how it will identify:**

- a) What it means to be an "educated person" in the 21<sup>st</sup> century; and**
- b) How learning best occurs.**

5205 (3) (a)

Comments by SDE

No comment.

Identify the **school's goals** and how all **Educational Thoroughness**

**Standards** (as defined in I.C. § 33-1612, Idaho Code) shall be fulfilled.

5205 (3) (a)

Comments by SDE

**Finding: Curricula in reading and language arts, do not meet NCLB standards for scientific, research based interventions, particularly for students with disabilities.**

**Recommendation: Include the scientific, research-based interventions the school will be providing.**

**Required Elements of 33-5205**

**Idaho Code**

**Title 33**

**Chapter 52**

Identify **measurable student educational standards** that describe the extent **to which all students of the charter school will demonstrate they have attained the skills and knowledge** specified as goals in the school's educational program.

5205 (3) (b)

Comments by SDE

**Finding: On page 15, objectives are not necessarily measurable.**

**Recommendation: Write the objectives so that someone would be able to definitively establish that they have been achieved.**

Identify the **method by which student progress is to be measured** in meeting the school's student educational standards.

5205 (3) (c)

Comments by SDE

**Finding: Petition states that by third grade, students will read at grade level and will be computing math at grade level by grade 4. However, it does not mention what will be used to determine these.**

**Recommendation: State the measurements that will be used.**

Describe how the school's students **will be tested with the same standardized tests as other Idaho public school students.**

5205 (3) (d)

Comments by SDE

**Finding: Page 17 - scores on the statewide tests are not reported or ranked in quartiles.**

**Recommendation: Should either use another measurement or state who will be doing the ranking in quartiles for the charter school.**

**Finding: Page 17, the grades of the assessments are not correct for the DWA and DMA.**

**Recommendation: It should be 5, 7, and 9 for the DWA, and the DMA should be 4, 6, and 8.**

**Finding: The TAP test is a norm referenced test that is no longer used in the state system.**

**Recommendation: If it is going to be used as an additional check for the school, it should indicate which form of the test will be used.**

**Finding: Bottom of page 17, last sentence under Special Note refers to Liberty Charter.**

**Recommendation: Ensure that all references to Liberty that should be Xavier are corrected.**

Describe how the school will ensure that it **shall be state accredited** as provided by rule of the Idaho State Board of Education.

5205 (3) (e)

5210 (4) (b)

2 of 9 7/10/2006 Charter Petition Sufficiency Checklist

Required Elements of 33-5205

Idaho Code

Title 33

Chapter 52

Comments by SDE

**No Finding.**

**Recommendation: The state is implementing a new accreditation process. It is recommended that PSC staff attend the fall training on accreditation and learn the new process for submitting the accreditation reports through the on-line continuous improvement planning tool that will be required.**

Describe the **governance structure of the school**, including the person or entity that shall be legally accountable for the operation of the school and the process the school will follow to ensure parental involvement.

5205 (3) (f)

Comments by SDE

**Finding:** On page 19 and other pages, the petition mentions the Commission as the authorizer. This is not yet the case.

**Recommendation:** Instead of a specific name for the authorizer, simply refer to them as the authorized chartering entity.

**Finding:** The petition states (p 18, paragraph 4) that the “governing body consists of directors elected or appointed as set forth in corporate bylaws.” The Articles of Incorporation (Appendix I) state “members shall elect Directors for a term of one year. (Vacancies during the terms shall be filled by appointment by a majority of the remaining Directors.)” The petition later states (p 18, paragraph 6) that “During the initial year of operation, the Board shall be comprised at least of the following directors nominated and appointed by the governing body...” It then states in paragraph 7 that the “Board of Directors will be determined through elections...” This section is confusing and appears that the “governing body” that “consists of directors” will appoint or elect themselves to the Board of Directors.

**Recommendation:** Clarification should be given.

Describe the **qualifications to be met by individuals employed** by the school.

Instructional staff must be certified teachers pursuant to rule of the State board of education.

5204A (1)

5205 (3) (g)

5210 (4) (a)

Comments by SDE

No comment.

Describe the procedures the school will follow to **ensure the health and safety of students and staff.**

5205 (3) (h)

**Required Elements of 33-5205**

**Idaho Code**

**Title 33**

**Chapter 52**

Comments by SDE

**Finding:** The Charter has addressed certain health and safety policies and procedures for students and staff. However the following are areas not mentioned:

**1. Administrative Rules of the State Board of Education: IDAPA 08.02.03**

**Thoroughness – Safe**

**Environment and Discipline Policy and procedure encompassing the following**

. School Climate . Discipline

. Student Health . Violence Prevention

. Suicide Prevention . Student Harassment

. Drug-Free School Zones

**2. No Child Left Behind Act 2001 – “Title IX, Part E. Subpart 2, Sec. 9532. Unsafe school Choice Option.” Idaho has a statewide policy addressing - “Unsafe school choice option policy.”**

**3. Contagious or Infectious Diseases**

**Recommendation:** These are required policies and procedures for all schools.

Describe the school’s **plan for denial of attendance** to any student who is or has been:

An habitual truant,

Incorrigible,  
Deemed by the board of directors to be disruptive of school discipline or instructional effectiveness,  
Detrimental to the health and safety of the other students, or Expelled from any other school district or state.

5205 (3) (i)

Comments by SDE

**Finding:** On page 23, the petition states that a student expelled from another district shall be denied the right to enroll in Xavier Charter School for the period of time that the student had been expelled from the other district.

**Recommendation:** Expulsions do not have a time period; they are considered permanent in the district imposing the disciplinary actions.

**Finding:** The petition states on page 22 that strict adherence to the school’s code of conduct is required, and that new and incoming students will be evaluated during a four (4) week probationary period.

Should those students “show signs” of truancy, incorrigibility, disruptive to the learning process, health or safety risk, they will be subject to the disciplinary provisions of Element 14 of the petition. Element 14 emphasizes that students must demonstrate kindness, politeness, honesty, integrity, and respect, and states that the number one school goal is to provide an atmosphere that is conducive to learning. Element 14 states that students facing disciplinary action will be granted due process pursuant to Idaho Code § 33-205, and sets forth several examples of behavior that could lead to the expulsion of a student.

**Recommendation:** A public charter school must follow the general education laws of the State of Idaho.

**Idaho Code §33-5210(2). Idaho Code § 33-205 specifically sets forth the basis upon which a public school may deny school attendance to a student. Such denial may occur if the pupil is habitually truant, incorrigible, or the student’s conduct is continuously disruptive of school discipline or the school’s instructional effectiveness, or if the student’s presence is detrimental to the health and safety of other students. “Incorrigible” means incapable of being reformed, or difficult or impossible to control.**

**Xavier Charter School must follow the parameters set forth in Idaho Code § 33-205 in order to deny attendance to a student. The statute makes no provision for placing students in a public school on “probation.” Regardless of the behavior standards that Xavier may wish to enforce, students must fall within the rubric of Idaho Code § 33-205 before they can be denied attendance.**

Describe **admission procedures** will comply with I.C. § 33-5205(j), **to include a provision for over-enrollment**, and equitable selection processes for the initial year, as well as subsequent years of operation. **Include enrollment capacity of the charter school.**

5205 (3)(j)

Comments by SDE

**Finding:** Although the petition states that founders will be given preference, no detailed definition of what the school considers a founder is included.

**Recommendation:** To help keep clarity in enrollment issues later, it is best to define what constitutes a founder in the petition.

**Finding:** The petition indicates that the school will follow Idaho Code § 33-5205(i).

**Recommendation: The correct cite should be Idaho Code § 33-5205(j).**

**Finding: Although the petition discusses anticipated enrollment on page 39, it does not state its enrollment capacity.**

**Recommendation: Enrollment capacity needs to be included.**

Describe how **waiting lists will be developed and renewed annually.** 5205 (3)(j)

Comments by SDE

**Finding: Petition specifically spells out methodology to be used to develop the waiting list.**

**Recommendation: The exact method should not be mentioned, such as index cards will be used, as this is part of the charter contract and will thus make it the only method allowed without a charter amendment.**

Describe the manner in which an **annual audit of financial and programmatic operations** will be conducted.

5205 (3) (k)

5206 (7)

5210 (3)

Comments by SDE

**Finding: The petition does not describe how a programmatic audit will take place. The petition references Idaho Code § 33-5205(3)(i) in relation to a programmatic audit, but that code section discusses denial of attendance.**

**Recommendation: Subsection (k) mentions the need to conduct a programmatic audit, but does not describe how one is to be accomplished. Petition needs to describe how a programmatic audit will take place.**

**Required Elements of 33-5205**

**Idaho Code**

**Title 33**

**Chapter 52**

Describe the school's **procedures for suspension, expulsion and re-enrollment of students, as well as procedures required by I.C. § 33-210.**

5205 (3) (l)

Comments by SDE

**Finding: The procedures are found at pages 27 through 29.**

**Recommendation: The school is cautioned that Idaho Code § 33-205 must be followed in denying attendance to any student through suspension or expulsion.**

Include a provision that ensures all staff members will be enrolled in and covered by all of the following:

**Public Employee Retirement System (PERSI)**

**Federal Social Security**

**Unemployment Insurance/Worker's Compensation Insurance.**

5205 (3) (m)

Comments by SDE

**Finding: In their petition they state that all employees who are currently members of PERSI will continue their participation.**

**Recommendation: All employees are required to be covered by PERSI. This should be restated so that it is clear that not only current members but those new to the system will also contribute.**

Describe the **public school attendance alternative** for students residing within the school district who choose not to attend the public charter school.

5205 (3) (n)

Comments by SDE

No comment.

Describe **the transfer rights of any employee** choosing to work in a charter school **that is approved by the board of trustees of a school district**, and the right of this employee to return to any non-charter school in the **same** district.

5205 (3) (o)

33-1217

Comments by SDE

No comment.

Include a provision that ensures that the **staff** of the public charter school shall be **considered a separate unit for purposes of collective bargaining**.

5205 (3) (p)

Comments by SDE

No comment.

Describe the manner by which **special education services will be provided to students who are eligible for such services pursuant to the federal Individuals with Disabilities Education Act, to include a disciplinary procedure for such students**.

5205 (3) (q)

**Required Elements of 33-5205**

**Idaho Code**

**Title 33**

**Chapter 52**

Comments by SDE

**Overall Recommendation: XCS must adopt the Idaho Special Education Manual as policy or develop their own set of policies that must be submitted to the State Department of Education for review and approval.**

**Finding: The charter petition states that students with disabilities may be exempted from academic proficiency requirements for entrance, but enrollment procedures do not state that academic proficiency is a condition for entrance.**

**Recommendation: There can not be academic proficiency requirements for entrance regardless if the student has a disability or not.**

**Finding: The petition appears to say that the special education coordinator is an administrator rather than a special education certified teacher working directly with students with IEPs.**

**Recommendation: Indicate who will be providing academic support and direct instruction to students in accordance with their IEPs.**

**Finding: Petition is unclear on how student special education evaluations will be conducted.**

**Recommendation: Clarify the following points – 1) will only outside evaluators be contracted to conduct all assessments needed for initial evaluations and re-evaluations; 2) who will determine what assessments are appropriate for a specific student; 3) will the special education teacher conduct academic assessments; and 4) if so, how will the appropriate assessment materials be procured.**

**Finding: Petition is unclear on how a FAPE will be delivered.**

**Recommendation: Clarify the following points – 1) what materials or programs will be used for strategic interventions for students at-risk of academic failure; 2) what materials or programs will be used for intensive interventions for students with**

**disabilities; and 3) will teachers receive professional development in use of these materials.**

**Finding: Petition does not mention how special education will be funded.**

**Recommendation: State and federal funds typically cover less than 20% of the actual cost of these services. Need to determine how the rest will be funded.**

**Finding: Petition is missing a complete discipline plan for students with disabilities.**

**Recommendation: Must include how student behavior will be proactively addressed and the specific process that will be followed if a student with a disability violates school rules or code of conduct, including what will occur if the behavior of concern is related to, or the result of, the student's disability and also if the behavior is not related to the disability. If the consequences for the behavior(s) result in a student with a disability being excluded from a class or from school for more than 10 days, list exactly the process that will be followed by the school personnel.**

Describe the school's plan for working with parents who have **students** who are **dually enrolled** pursuant to Chapter 2, Title 33, Idaho Code.

5205 (3) (r)

**Required Elements of 33-5205**

**Idaho Code**

**Title 33**

**Chapter 52**

Comments by SDE

**Finding: The petition does not appear to describe a plan for working with parents who have dually enrolled students.**

**Recommendation: This must be addressed clearly in the petition.**

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.

5205 (3)(s)

Comments by SDE

**Finding: Petition only mentions second language in print.**

**Recommendation: Make sure that all advertisement is done in both languages regardless of print or spoken.**

Describe the school's proposal for **transportation services** as required by I.C. § 33- 5208(4).

5205 (3) (t)

5208 (4)

Comments by SDE

**Finding: The petition does not describe a proposal for transportation services. I.C. § 33-5208(4) clearly requires a petition to include a proposal for transportation services during the initial year of operation, along with an estimated cost. I.C. § 33-1501 requires public schools to provide bussing for students living more than 1 and ½ miles from school. I.C. § 33-5210 does not exempt charter schools from general education laws, only rules promulgated by the state board of education.**

**Recommendation: Contrary to the statements in the petition, there is no need to wait for a court ruling on application of the transportation requirements of public schools and whether they apply to public charter schools. The petition must include a proposal for transportation services including but not limited to students with disabilities during the initial year of operation, along with an estimated cost.**

Describe the school's plan for **termination of the charter** by the board of directors, to include:

Identification of who is responsible for dissolution of the charter school;

A description of how **payment to creditors** will be handled;  
A procedure for **transferring all records of students** with notice to parents of how to request a transfer of student records to a specific school; and  
A plan for the **disposal of** the public charter school's **assets**.

5205 (3) (u)

5206 (8)

Comments by SDE

**Finding:** The petition mentions the Commission as the authorizer. This is not yet the case.

**Recommendation:** Instead of a specific name for the authorizer, simply refer to them as the authorized chartering entity.

**Finding:** Does not say who is responsible for the dissolution of the charter school.

Required Elements of 33-5205

Idaho Code

Title 33

Chapter 52

**Recommendation:** This needs to be identified.

**Finding:** Does not detail how student records will be handled.

**Recommendation:** Include a plan that details the procedure for transferring student records with notice to parents as to how to request a transfer of student records to a specific school.

Describe the proposed operation and potential effects of the school, to include the following:

- a) facilities to be used by the school;
- b) the manner in which administrative services of the school are to be provided; and
- c) the potential civil liability effects upon the school and its chartering entity.

5205 (4)

Comments by SDE

**Finding:** The petition mentions the Commission as the authorizer. This is not yet the case.

**Recommendation:** Instead of a specific name for the authorizer, simply refer to them as the authorized chartering entity.

**Finding:** The petition fails to identify the facilities that the school intends to use.

**Recommendation:** If a site has not yet been decided upon, the petition must include the specific options that the charter school has investigated. For instance, a table that spells out each possible location, its square footage, its estimated costs, and any other details that are pertinent.

After a sufficiency review has been facilitated by the State Department of Education, the petition may be submitted to an authorized chartering entity for review.

**Upon approval by the authorized chartering entity**, complete and sign a **Tracking**

**Form**. Attach the Tracking Form to the approved charter and submit two copies:

1st copy - State Board of Education: 2nd copy - State Department of Education:

State **Board** of Education State **Department** of Education

**Karen Echeverria Stephanie Clark**

650 West State Street, **3<sup>rd</sup> Floor** 650 West State Street, **2<sup>nd</sup> Floor**

P.O. Box 83720 **P.O. Box 83720**

Boise, Idaho 83720-0037 **Boise, Idaho 83720-0027**

Forms available at [www.sde.state.id.us/instruct/docs/charter/06/pet.htm](http://www.sde.state.id.us/instruct/docs/charter/06/pet.htm),

"Forms Required in the Petitioning Process"

*Twin Fall School District Official Response to Xavier Charter Petition*



**T F S D**  
 Wiley J. Dobbs, Ph.D.  
 Superintendent of Schools

*Our Mission  
 To provide a quality education  
 necessary for students to be  
 successful in life.*

**DATE:** August 14, 2006  
**MEMO TO:** Twin Falls School District #411 Board of Trustees  
**FROM:** Dr. Wiley Dobbs, Superintendent  
**RE:** Xavier Charter School Petition Recommendation

After careful review of the Xavier Charter School Petition, research of other school districts, legal advice from our attorney and the Idaho Deputy Attorney General assigned to the State Board of Education and to the Public Charter School Commission, and thorough discussion among our District Office Team, we believe that it is in the best interest of the Xavier Charter School Founders and the Twin Falls School District to refer the charter school group to the State Charter School Commission. The District Office Team bases this decision on the following:

- The State Charter School Commission and their staff have greater resources to provide assistance and support for the Xavier Charter School Founders in setting the school up for success.
- There is a demand on the current district resources that would limit the ability to serve another entity in the school district. The district is providing limited resources in the areas of special education, Title I, Title II, migrant, and ELL from an already limited budget and personnel. The district has challenges meeting the needs for its existing students in specialized areas. In addition, it is becoming increasingly more difficult to generate NCLB-required highly qualified staff particularly in the area of special education.
- Time constraints – The Xavier Charter School Founders would like to work toward opening the school in the fall of 2007. It is the opinion of the District Office Team that a great deal of time and work would be necessary to provide the level of information in the petition necessary for a recommendation of taking the proposed school under the umbrella of the school district.
- Legal resources and costs could be incurred in the development of agreements, contracts, procedures, and documents to frame the arrangement in accordance to the laws and codes regulating public schools and public charter schools.
- With the recent passage of the \$49.7 school bond levy, the third largest in Idaho's history, the administrative staff will be challenged with enormous duties including potential rezoning, grade reconfiguration at the elementary, middle and high school levels, constructing a new high school, and building improvements at eight of the remaining nine school sites. Currently our district operates with 2.5 administrative positions less than is allotted by the state. The district supports additional teaching positions with that funding.

Twin Falls School District # 411  
 201 Main Avenue West  
 Twin Falls, Idaho 83301  
 208.733.6900 - Phone  
 208.733.6987 - FAX

- The administrative staff is fully engaged in current programs and services to meet the needs of students, teachers and staff. Implementation, oversight, supervision, and management of curriculum, programs, and ongoing staff development are considered priorities for our district and would leave little time to assist or ensure accountability for a charter school.
- The district has the potential for liability in the areas of policy and procedures relating to curriculum, fiscal affairs, special populations services and student behavior and discipline. There is a risk for the district in these areas that could consume financial resources and time already committed to other areas.
- The TFSD #411 Board of Trustees would have additional duties to ensure oversight and assurance that Xavier was satisfying all conditions of the agreement and the expectations placed on the school by Idaho Code and the Idaho Charter School Commission.

Based on our thorough analysis of this issue, it is our recommendation that the TFSD #411 Board of Trustees refer the Xavier Charter School Founders and Directors to seek consideration from the Idaho Charter School Commission for approval based on the power and authority granted to them as outlined in Idaho Code.

**Appendix D: Public Charter School Closure Protocol**



# **CLOSURE PROTOCOL**

**August 2013**

## Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at [www.charterschoolquality.org](http://www.charterschoolquality.org). The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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# Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.<sup>2</sup> Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”<sup>3</sup>

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

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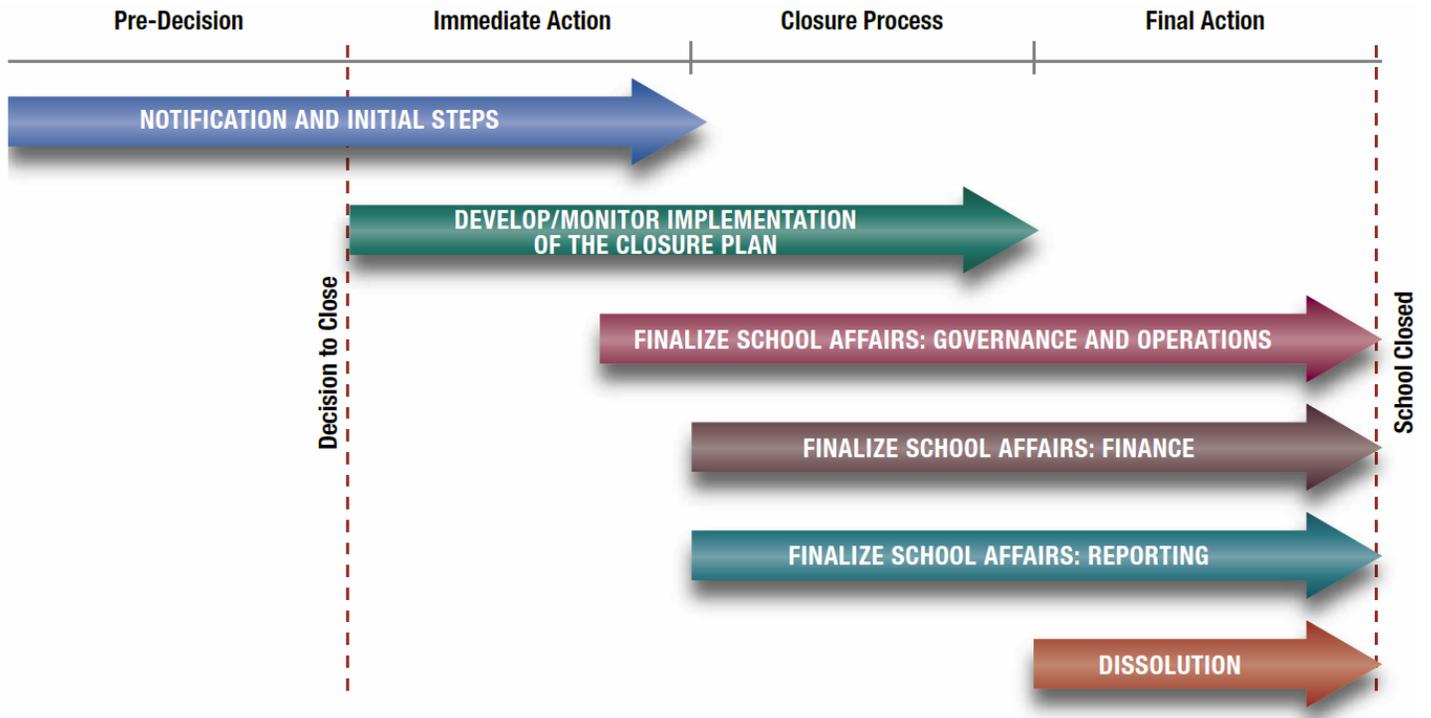
## Endnotes

<sup>1</sup> Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

<sup>2</sup> I.C. § 33-5212

<sup>3</sup> Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

# A Conceptual Timeline for Closure



## Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Meet with PCSC and SDE staff</b></p> <p>Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator and a representative of the school’s board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to:</p> <ol style="list-style-type: none"> <li>1. Review the remaining process for finalizing the closure decision as applicable</li> <li>2. Review the Closure Protocol and tasks and clarify critical deadlines</li> <li>3. Identify points of contact for media or community questions</li> <li>4. Draft communication to staff, families, and affected districts</li> </ol>	School, PCSC, SDE			
<p><b>Notify Parents / Guardians of Potential Closure</b></p> <ol style="list-style-type: none"> <li>1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease.</li> <li>• Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for parents/guardians with questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Notify School Districts Materially Impacted</b></p> <ol style="list-style-type: none"> <li>1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Copy of the letter sent to parents.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Meet with Charter School Faculty and Staff</b></p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> <li>1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision.</li> <li>2. Emphasize importance of maintaining continuity of instruction through the end of the school year.</li> <li>3. Emphasize need to limit expenditures to necessities.</li> <li>4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer.</li> <li>5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work.</li> <li>6. Describe assistance, if any, that will be provided to faculty and staff to find new positions.</li> </ol>	School			
<p><b>Review and Report on Finances</b></p> <ol style="list-style-type: none"> <li>1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps.</li> <li>2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved.</li> <li>3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.</li> </ol>	School, PCSC, SDE			

<p><b>Send Additional and Final Notifications</b></p> <ol style="list-style-type: none"> <li>1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final.</li> <li>2. The letters notifying staff, parents, and other districts of the final closure decision should include: <ul style="list-style-type: none"> <li>• The last day of instruction.</li> <li>• Any end-of-the-year activities that are planned to make the transition easier for parents and students.</li> <li>• Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families.</li> <li>• Basic information about the process for access and transfer of student and personnel records.</li> </ul> </li> </ol>	<p>School, PCSC</p>			
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## Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Establish Transition Team, Develop Closure Plan, and Assign Roles</b></p> <ol style="list-style-type: none"> <li>1. Contact appropriate entities to establish a transition team, including:               <ul style="list-style-type: none"> <li>• A member of the PCSC staff</li> <li>• A member of the SDE staff</li> <li>• Charter school board chair</li> <li>• Lead administrator from the charter school</li> <li>• Lead finance person from the charter school</li> <li>• Additional members as deemed appropriate</li> </ul> </li> <li>2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.</li> </ol>	School, PCSC, SDE			
<p><b>Establish a Schedule for Meetings and Interim Status Reports</b></p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> <li>1. Reassignment of students and transfer of student records.</li> <li>2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access.</li> <li>3. Notification to entities doing business with the school.</li> <li>4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors.</li> <li>5. Sale, dissolution, or return of assets.</li> <li>6. Submission of all required reports and data to the authorizer and/or state.</li> </ol>	School			
<p><b>Submit Final Closure Report</b></p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

## Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain Identifiable Location</b></p> <p>Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	School			
<p><b>Protect School Assets</b></p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> <li>1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan.</li> <li>2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc.</li> <li>3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.</li> </ol>	School			
<p><b>Notify Commercial Lenders / Bond Holders (if applicable)</b></p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p><b>Terminate EMO /CMO Agreement (if applicable)</b></p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> <li>1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds.</li> <li>2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction.</li> </ol> <p>The school and the management company agree when other services including business services will end.</p>	School			
<p><b>Notify Contractors and Terminate Contracts</b></p> <ol style="list-style-type: none"> <li>1. Notify all contractors, including food service and transportation, of school closure.</li> <li>2. Retain records of past contracts and payments.</li> <li>3. Terminate contracts for goods and services as of the last date such goods or services will be needed.</li> </ol>	School			
<p><b>Notify Employees and Benefit Providers</b></p> <ol style="list-style-type: none"> <li>1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. <a href="#">WARN</a> and <a href="#">COBRA</a>) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor.</li> <li>2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> <li>• Medical, dental, vision plans.</li> <li>• Life insurance.</li> <li>• PERSI, 403(b), or other retirement plans</li> </ul> </li> <li>3. Consult legal counsel as specific rules and regulations may apply to such programs.</li> </ol>	School			

## Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain and Organize Records</b></p> <ol style="list-style-type: none"> <li>Maintain all corporate records related to: <ul style="list-style-type: none"> <li>Loans, bonds, mortgages and other financing.</li> <li>Contracts.</li> <li>Leases.</li> <li>Assets and their sale, redistribution, etc.</li> <li>Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42.</li> <li>Governance (minutes, bylaws, policies).</li> <li>Accounting/audit, taxes and tax status, etc.</li> <li>Employees (background checks, personnel files).</li> <li>Employee benefit programs and benefits.</li> <li>Any other items listed in the closure plan.</li> </ul> </li> <li>Determine where records will be stored after dissolution.</li> </ol>	School			
<p><b>Transfer Student Records and Testing Material</b></p> <ol style="list-style-type: none"> <li>Ensure that all student records are organized and complete</li> <li>Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> <li>Individual Education Programs (IEPs) and all records regarding special education and supplemental services.</li> <li>Student health / immunization records.</li> <li>Attendance record.</li> <li>Any testing materials required to be maintained by the school.</li> <li>Student transcripts and report cards.</li> <li>All other student records.</li> </ul> </li> <li>Document the transfer of records to include: <ul style="list-style-type: none"> <li>Date of transfer (for each individual student file transferred).</li> <li>Signature and printed name of the charter school representative releasing the records.</li> <li>Name and contact information of the receiver's representative.</li> <li>The total number and percentage of general and special education records transferred.</li> </ul> </li> </ol>	School			
<p><b>Inventory Assets and Prepare Federal Items for Pick-up</b></p> <ol style="list-style-type: none"> <li>Inventory school assets, and identify items: <ul style="list-style-type: none"> <li>Loaned from other entities.</li> <li>Encumbered by the terms of a contingent gift, grant or donation, or a security interest.</li> <li>Belonging to the EMO/CMO, if applicable, or other contractors.</li> <li>Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> <li>Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed.</li> </ul> </li> </ul> </li> <li>Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned.</li> <li>Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> <li>Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory.</li> <li>PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day.</li> <li>At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items.</li> </ul> </li> </ol>	School, PCSC			

## Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Maintain IRS 501(c)(3) Status</b> Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
<b>Notify Funding Sources / Charitable Partners</b> Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
<b>Review and Revise School Budget</b> <ol style="list-style-type: none"> <li>Review the school's budget and overall financial condition.</li> <li>Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE.</li> <li>Identify acceptable use of reserve funds.</li> </ol>	School, PCSC, SDE			
<b>List all Creditors and Debtors</b> Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> <li>Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors.</li> <li>Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.</li> </ol>	School			
<b>Notify Debtors and Process Payments</b> Contact debtors to request payment. Process and document received payments.	School			
<b>Determine PERSI Obligations</b> Contact PERSI to determine remaining liabilities for employee retirement program.	School			
<b>Notify and Pay Creditors</b> <ol style="list-style-type: none"> <li>Notify all creditors of the school's closure and request final invoices.</li> <li>Sell appropriate assets.</li> <li>Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.</li> </ol>	School			
<b>Itemize Financials</b> Review, prepare and make available the following: <ol style="list-style-type: none"> <li>Fiscal year-end financial statements.</li> <li>Cash analysis.</li> <li>Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes.</li> <li>Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.</li> </ol>	School			
<b>Close Out All State and Federal Grants</b> Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
<b>Prepare Final Financial Statement</b> Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> <li>All assets and the value and location thereof.</li> <li>Each remaining creditor and amounts owed.</li> <li>Statement that all debts have been collected or that good faith efforts have been made to collect same.</li> <li>Each remaining debtor and the amounts owed.</li> </ol>	School			
<b>Complete Final Financial Audit</b> Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
<b>Reconcile with State</b> Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

## Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Prepare and Submit End-of-Year Reports</b> <ol style="list-style-type: none"> <li>1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines.</li> <li>2. Prepare and submit annual reports to the authorizer.</li> </ol>	School, PCSC			
<b>Prepare Final Report Cards and Student Records Notice</b> Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
<b>Prepare and Submit Final ISEE Report</b> Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
<b>Prepare and Submit Final Budget and Financial Reporting</b> Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
<b>Prepare and Submit All Other Required State and Federal Reports</b> <ol style="list-style-type: none"> <li>1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines.</li> <li>2. Prepare and submit reports to the SDE and/or federal government.</li> </ol>	School, SDE			
<b>Prepare and Submit Final Closure Report to the PCSC</b> Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> <li>1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed</li> <li>2. The school's final financial status, including the final independent audit</li> <li>3. The status of the transfer and storage of student records, including:               <ul style="list-style-type: none"> <li>• The school's total enrollment at the start of the final semester</li> <li>• The number and percentage of student records that have been transferred prior to closure</li> <li>• The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure</li> <li>• A copy of public communication to parents regarding how to access student records after closure</li> </ul> </li> <li>4. The status of the transfer and storage of personnel records, including:               <ul style="list-style-type: none"> <li>• The school's total number of staff at the beginning of the final semester</li> <li>• The number and percentage of personnel records that have been distributed to staff and/or new employers</li> <li>• If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure</li> <li>• A copy of communication to staff regarding how to access personnel records after closure</li> </ul> </li> <li>5. Additional documentation (inventories, operational info, etc.) may be included with the report</li> </ol>	School, PCSC			

## Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Dissolve the Charter School (I.C. § 30-3-110)</b></p> <ol style="list-style-type: none"> <li>1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation.</li> <li>2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9))</li> <li>3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112)</li> </ol>	School			
<p><b>Notify the Secretary of State (I.C. § 30-3-112)</b></p> <ol style="list-style-type: none"> <li>1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> <li>• The name of the non-profit corporation.</li> <li>• The date dissolution was authorized.</li> <li>• A statement that dissolution was approved by sufficient vote of the board.</li> <li>• If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators</li> <li>• Such additional information as the Secretary of State determines is necessary or appropriate.</li> </ul> </li> </ol>	School			
<p><b>Notify Known Claimants (I.C. § 30-3-114)</b></p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p><b>End Corporate Existence (I.C. § 30-3-113)</b></p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> <li>1. Preserving and protecting its assets and minimizing its liabilities.</li> <li>2. Discharging or making provision for discharging its liabilities.</li> <li>3. Disposing of its properties that will not be distributed in kind.</li> <li>4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition.</li> <li>5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws.</li> <li>6. Doing every other act necessary to wind up and liquidate its assets and affairs.</li> </ol>	School			
<p><b>Notify IRS</b></p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”<sup>1</sup>

**SUBJECT**

McCall Community School Proposed Performance Certificate

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. § 33-5205B

I.C. § 33-5209A

**BACKGROUND**

Idaho statute requires that all public charter schools and their authorizers execute performance certificates within 75 days of petition approval.

On April 11, 2019, the PCSC approved a charter petition for McCall Community School (MCS).

**DISCUSSION**

PCSC staff has collaborated with MCS to draft the individualized sections of the performance certificate and framework. In these materials, individualized sections of the certificate are highlighted in yellow.

**IMPACT**

If the PCSC moves to execute the performance certificate, the PCSC chairman and MCS board chair will sign the certificate, making it effective for the dates specified therein.

**STAFF COMMENTS AND RECOMMENDATIONS**

PCSC staff recommends that the McCall Community School performance certificate be executed as presented.

**COMMISSION ACTION**

A motion to execute the McCall Community School performance certificate as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried yes \_\_\_\_\_ or no \_\_\_\_\_

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13<sup>th</sup> day of June 2019, by and between the Idaho Public Charter School Commission (the “Authorizer”), and McCall Community School Inc., (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on October 8, 2018, Authorizer received a petition to request the creation of a new charter school referred to as McCall Community School; and

WHEREAS, on April 11, 2019, the Authorizer approved the charter petition (the “Charter”) subject to conditions outlined in Appendix A;

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Establishment of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the establishment of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix D.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2020. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.

**C. Term of Agreement.** This Certificate is effective as of **July 1, 2019**, and shall continue through **June 30, 2025**, unless earlier terminated as provided herein. In addition to the five-year term of operations, the performance certificate term includes a pre-opening period. The school will be open to students starting the **2020-2021** school year.

## **SECTION 2: SCHOOL GOVERNANCE**

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The School shall notify the Authorizer of any modification to the Articles or Bylaws within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

## **SECTION 3: EDUCATIONAL PROGRAM**

- A. School Mission.** The mission of the School is as follows: **The mission of the McCall Community School is to inspire curiosity, engagement, and leadership through transformative place-based education.**
- B. Grades Served.** The School may serve students in **K-8<sup>th</sup> grade.**
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- **Project Based learning**
  - **Personalized: literacy, math and technology pathways**
  - **Mastery: competency-based assessment**
  - **Habits of Success: Leadership and self-awareness**

- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

#### **SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES**

- A. Oversight Allowing Autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer’s Role will be to evaluate the School’s outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School’s academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School’s performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School’s Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School’s performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

- F. Authorizer’s Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

## SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 225 students, with per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix D
- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- D. School Facilities.** 426 E. Colorado St. McCall, ID 83638. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School’s primary attendance area is as follows: McCall-Donnelly School District

- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

## **SECTION 6: SCHOOL FINANCE**

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix B.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

## **SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION**

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix E.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the

Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix E.

- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix E.
- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

## **SECTION 8: MISCELLANEOUS**

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective **June 13, 2019.**

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**Alan Reed**  
**Chairman, Idaho Public Charter School Commission**



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**Bruce Schultz**  
**Chairman, McCall Community School Board**

**Appendix A: Conditions of Authorization/Renewal**

**Appendix B: Performance Framework.**

**Appendix C: Pre-Opening Requirements**

**Appendix D: Charter**

**Appendix E: Public Charter School Closure Protocol**

## **Appendix A: Conditions of Authorization / Renewal**

McCall Community School  
April 11, 2019

1. No later than April 1, 2020, MCS will submit to the PCSC a balanced budget that evidences the ability to remain fiscally stable for at least three years of operations based on appropriate financing.

**Appendix B: Performance Framework**

# McCall Community School

## [YEAR] ANNUAL PERFORMANCE REPORT

### INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

## PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

<b>Academic</b>	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
<b>Mission-Specific</b>	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
<b>Operational</b>	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
<b>Financial</b>	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

## ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

<b>Honor</b>	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
<b>Good Standing</b>	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
<b>Remediation</b>	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
<b>Critical</b>	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

**SCHOOL OVERVIEW**

<b>Mission Statement</b>	The mission of the McCall Community School is to inspire curiosity, engagement, and leadership through transformative place-based education.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Project Based learning</li> <li>• Personalized: literacy, math and technology pathways</li> <li>• Mastery: competency-based assessment</li> <li>• Habits of Success: Leadership and self-awareness</li> </ul>		
<b>School Location</b>	426 E. Colorado St. McCall, ID 83638	<b>School Phone</b>	TBD
<b>Surrounding District</b>	McCall-Donnelly School District		
<b>Opening Year</b>	2020		
<b>Current Term</b>	July 1, 2019- June 30, 2025		
<b>Grades Served</b>	K-8		
<b>Enrollment (Approved)</b>	225	<b>Enrollment (Actual)</b>	

**SCHOOL LEADERSHIP**


**STUDENT DEMOGRAPHICS**

	School	State	Surrounding District	Neighboring District
<b>Non-White</b>				
<b>Limited English Proficiency</b>				
<b>Special Needs</b>				
<b>Free and Reduced Lunch</b>				

**ISAT PROFICIENCY RATES**

Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	
------------------------------------------------------------------------------	--

ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	0	525	0	525	0	300	0
% of Academic Points			0%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			#DIV/0!

MCS has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	50	0
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0	Total Financial Points	2d	50	0
	3b	25	0		400	0	
	3c	25	0		% of Financial Points	0%	
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
Additional Obligations	4b	25	0				
Total Operational Points	5a	25	0				
% of Operational Points		400	0				
			0%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	0%	0%	55% - 74%	NA	80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-8

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. Measures based on ISAT outcomes exclude alternate ISAT data; as a result, the outcomes shown may differ slightly from those published on the State Department of Education's website.

INDICATOR 1: STATE PROFICIENCY COMPARISON																				
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>																			
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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	50	0																		
	30 - 45	0																		
	15 - 29	0																		
	0 - 14	0																		
		0																		
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.																			
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>																			
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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	30 - 45	0																		
	15 - 29	0																		
	0 - 14	0																		
		0																		
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.																			

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON					
<b>Measure 2a</b>	<b>Do math proficiency rates meet or exceed the district average?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned
Result	Points Possible	Points Earned			
<b>Math Proficiency Rate Comparison to District</b>	<b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.	<table border="1"> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> </tbody> </table>		50	0
	50	0			
	<b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.	<table border="1"> <tbody> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> </tbody> </table>		30 - 45	0
	30 - 45	0			
	<b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> </tbody> </table>		15 - 29	0
	15 - 29	0			
	<b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> </tbody> </table>		0 - 14	0
	0 - 14	0			
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. McCall-Donnelly School District will be used for comparison purposes.				
<b>Measure 2b</b>	<b>Do ELA proficiency rates meet or exceed the district average?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> </table>	Result	Points Possible	Points Earned
Result	Points Possible	Points Earned			
<b>ELA Proficiency Rate Comparison to District</b>	<b>Exceeds Standard:</b> The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.	<table border="1"> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> </tbody> </table>		50	0
	50	0			
	<b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.	<table border="1"> <tbody> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> </tbody> </table>		30 - 45	0
	30 - 45	0			
	<b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> </tbody> </table>		15 - 29	0
	15 - 29	0			
	<b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	<table border="1"> <tbody> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> </tbody> </table>		0 - 14	0
	0 - 14	0			
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. McCall-Donnelly School District will be used for comparison purposes.				

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																				
<b>Measure 3a</b> <b>Criterion-Referenced Growth</b> <b>Math</b> <b>Notes</b>	<b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
Result	Points Possible	Points Earned																		
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		0																		
<b>Measure 3b</b> <b>Criterion-Referenced Growth</b> <b>ELA</b> <b>Notes</b>	<b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>  <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
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OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p><b>Measure 1a</b> <b>Implementation of Educational Program</b></p>	<p><b>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</b></p> <p><b>Meets Standard:</b> The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p><b>Partially Meets Standard:</b> The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p><b>Does Not Meet Standard:</b> The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Notes</p>																	
<p><b>Measure 1b</b> <b>Educational Requirements</b></p>	<p><b>Is the school complying with applicable educational requirements?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p><b>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Notes</p>																	

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p><b>Partially Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT																	
<p>Measure 2a Financial Reporting and Compliance</p>	<p>Is the school meeting financial reporting and compliance requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
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<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>																	
<p>Notes</p>																	
<p>Measure 2b GAAP</p>	<p>Is the school following General Accepted Accounting Principles (GAAP)</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
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<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>																	
<p>Notes</p>																	
<p>Measure 2c Enrollment Variance</p>	<p>Is the school successfully enrolling the projected number of students?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
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<p><b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p><b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p><b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.</p>																	
<p>Notes</p> <p>Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.</p>																	

INDICATOR 3: GOVERNANCE AND REPORTING												
<p><b>Measure 3a</b>      <b>Is the school complying with governance requirements?</b></p> <p><b>Governance Requirements</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p><b>Result</b></p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
Points Possible	Points Earned											
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<p><b>Measure 3b</b>      <b>Is the board fulfilling its oversight obligations?</b></p> <p><b>Board Oversight</b></p> <p><b>Meets Standard:</b> The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p> <p><b>Partially Meets Standard:</b> Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p> <p><b>Does Not Meet Standard:</b> The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p> <p>Notes</p>	<p><b>Result</b></p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0			0
Points Possible	Points Earned											
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OPERATIONAL

<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>
<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>
<p>Measure 3e Credentialing &amp; Background Checks</p>	<p>Is the school meeting employee credentialing and background check requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>			<p>25</p>	
			<p>15</p>	
			<p>0</p>	
<p>Notes</p>				<hr/> <p>0</p>

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	<hr/> 0
Notes				
<b>INDICATOR 4: SCHOOL ENVIRONMENT</b>				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	<p><b>Meets Standard:</b> The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>		25	
			15	
			0	<hr/> 0
Notes				
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>		25	
			15	
			0	<hr/> 0
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.		25	
	<b>Partially Meets Standard:</b> The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
<b>Measure 1a</b> <b>Current Ratio</b>	<b>Current Ratio: Current Assets divided by Current Liabilities</b>  <b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i>  <b>Does Not Meet:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.  <b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.			50 10 0	0
Notes					
<b>Measure 1b</b> <b>Cash Ratio</b>	<b>Current Ratio: Cash divided by Current Liabilities</b>  <b>Meets Standard:</b> Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).  <b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.  <b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.			50 10 0	0
Notes					
<b>Measure 1c</b> <b>Unrestricted Days Cash</b>	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</b>  <b>Meets Standard:</b> 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i>  <b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.  <b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.			50 10 0	0
Notes					
<b>Measure 1d</b> <b>Default</b>	<b>Default</b>  <b>Meets Standard:</b> School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.  <b>Does Not Meet:</b> School is in default of financial obligations.			50 0	0
Notes					

FINANCIAL

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
<b>Measure 2a</b> <b>Total Margin and Aggregated</b> <b>3-Year Total Margin</b>	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b>  <b>Meets Standard:</b> Aggregated 3-yr Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>  <b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".  <b>Falls Far Below Standard:</b> Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		50 30 0	0
<b>Measure 2b</b> <b>Debt to Asset Ratio</b>	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>  <b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.  <b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0  <b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		50 30 0	0
<b>Measure 2c</b> <b>Cash Flow</b>	<b>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</b>  <b>Meets Standard:</b> Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>  <b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"  <b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		50 30 0	0
<b>Measure 2d</b> <b>Debt Service Coverage Ratio</b>	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>  <b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1  <b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		50 0	0

**Appendix C: Pre – Opening Requirements**



## **Appendix D: Charter**

# McCall Community School

Grade Level: K-8  
First Opening: Fall 2020  
School Location:  
McCall-Donnelly School District

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# **Introduction**

## **Mission Statement**

The mission of the McCall Community School is to inspire curiosity, engagement, and leadership through transformative place-based education.

## **Vision**

We envision the region as our classroom with students engaging in a unique combination of personalized learning and community impact projects through a deep commitment to addressing local, regional, and global challenges. Student outcome expectations include increased levels of community engagement, academic proficiency, creative problem solving, and leadership.

## **Executive Summary**

The McCall Community School is a public charter school with an emphasis on mastery-based education and personalized learning through the lens of place-based curriculum. In an effort to offer the families in the McCall area a choice in their education, the McCall Community School provides a unique approach to education by capitalizing on the rich opportunities beyond the school walls to provide the context of the curriculum while also focusing on meeting students at their learning levels with personalized learning plans to drive their educational progress. The use of mastery-based education will allow students to advance to the next level within a topic at their pace, creating a fluid structure to grade levels. Students will have the opportunity to become creative problem solvers and self-driven leaders as they become the drivers of their education. The McCall Community School aims to bring the community into the classroom and the students into the community, fostering bonds beyond the school and providing rich, real-world learning opportunities. McCall Community School will honor grade levels as learning cohorts, but will create a learning environment in which flexible grouping between grade levels allows students to work at their learning level for a subject or topic. The use of place-based curriculum also allows students to work on relevant, cross-curricula, content-rich projects that allow for deep learning opportunities to expand with a student's learning level for any given subject.

## **Organizational Structure**

The McCall Community School will be a public charter school governed by a board of 5-9 members. The school will be administered by a School Leader that reports to the school board. Teachers, support staff, office employees, and volunteers will report to the School Leader.

## Educational Program & Academic Outcomes

McCall Community School is a school within the Place Network, a collaboration of schools that share common practices, values, and approaches focused on place-based education and using the outdoors and local community to orient the curriculum. The Place Network provides training, curriculum, and collaboration among other place-based schools across the nation with guidance from Teton Science Schools. Place Network empowers McCall Community School to capitalize on best practices, research-based curriculum developed, and tested by fellow members within the Network. Utilizing other place-based curriculum provides strength and merit to the curriculum implemented at McCall Community School.

The partnership offered by sharing curriculum resources and research under the Place Network provides unique strength to the McCall Community School. Teaming up with other strong entities aligned by similar missions allows McCall Community School to accomplish more at a deeper level than if isolated as a sole entity. These partnerships are the beginning of many to further develop, bringing to fruition the concept of a stronger community within the school and beyond the school.

## Community Need

The McCall area lacks public school choice options. In a community of roughly 3,300 people there is one elementary school in McCall, a second elementary school in Donnelly - a small community south of town - one middle school, one traditional high school, and an alternative high school. Limited part-time, private schools are available; however, no public charter schools currently exist in the area.

Residents of McCall have sought out and chosen to reside in this mountain community for many reasons, some of which largely have to do with the beautiful surroundings. A connection to place, the outdoors, and a strong community are important to many families here. The choice to live in this small town needs not to limit parent choice in education. Within the past three years, the local elementary has increased in enrollment by 30%, indicating a trend in growth within the area. Programs involving outdoor elements, connections to communities, and innovative learning opportunities are becoming more and more popular. The need for a place-based focused public school is evident from many outlets. A positive response to the first public meeting regarding the McCall Community School helped validate the need for a school of choice and the strong likelihood of high enrollment numbers.

## Values

McCall Community School will share a common set of values which include **Stewardship**: Our actions and decisions thoughtfully consider both people and place; **Accountability**: We are accountable to our mission and each other; **Inclusivity**: Our actions and decisions create an inclusive community; **Innovation**: We are forward looking and creative

to expand learning opportunity and invest in the future; and **Collaboration:** Intentional, individual, and programmatic collaboration empowers us to be greater than the sum of our parts.

## Educational Program

### Educational Philosophy

McCall Community School is building a model for rural school innovation that is replicable across Idaho. McCall itself is an innovative community committed to the outdoor lifestyle, a direct result of its mountainous, rural location. People often seek out McCall due to the natural beauty of the area and the outdoor recreation opportunities available. A rural location should not limit choice in education. McCall is in need of choice in its schools and in need of a school that represents the values of a mountain town. Place-based education has a foothold in McCall through various push-in programs such as the McCall Outdoor Science School, Payette Children's Forest and from the outdoor based Roots Forest School (further explained in the Student Demand and Primary Attendance Area section). McCall Community School aims to center the learner as the driver of their education, working to foster innovative thinking and problem solving in the community and beyond.

Within the McCall region and the McCall-Donnelly School District, there is a strong interest in a next-generation learning model that capitalizes on the resources of the region for learning opportunities and promotes innovation within the county. One of the goals of McCall Community School is to help build a model that serves as an example of rural innovation for our region. Sharing, collaboration, and partnerships are important components to serve all students, not just those enrolled in the proposed school.

McCall Community School believes that every student is a highly capable learner and that a set of clear knowledge, skills, and dispositions exist for students to master in order to achieve personal and professional success. With this in mind, *our philosophy* is 1) constructivist, where learning is built off of prior-knowledge, experience and reflection ([Semerci and Batdi, 2015](#)), 2) personalized, where the learning experience can be modified to adjust to the interests and needs of the student ([Pane, 2017](#)), 3) competency-referenced, where students are assessed on progress towards competency and mastery rather than referenced against their peers ([Haynes, 2016](#)), 4) develops student self-efficacy, where learners believe they can be change agents in a community through/by influence with all components of a place ([Zimmerman, 2000](#)), and 5) experiential, where students learn best by applying learning to real-world challenges ([Burch, et. al, 2014](#)). This philosophy supports the rapidly changing demands of the world where complex problem solving, critical thinking, and creativity top the list of employer needs in 2020 compiled by the World Economic Forum ([Gray, 2016](#)).

McCall Community School believes that the learning model must be supported by research in the learning sciences, with a focus on evidence-based practices that support cognitive development, motivation, identity formation, and adaption to individual variability ([Transcend, 2018](#), [Deans for Impact, 2015](#)). Cognitive development is the processes by which students take in new learning from external stimuli, store in short-term memory, embed in

long-term memory, and then retrieve to apply to new situations. Motivation is directly linked to academic achievement and is comprised of value, self-efficacy, sense of control, and emotional state. Research suggests that motivation decreases linearly from Kindergarten through 12th grade (Gallup, 2016). Identity formation is the process through which learners build their understanding of how they might contribute and exist in the world. Finally, each learner has a unique learning profile. This variability, or neuro-diversity, must be recognized by the school in order for motivation to be high. The learning model at McCall Community School is supported by these four learning science principles.

Given the mission of McCall Community School - *to inspire curiosity, engagement, and leadership through transformative place-based education* - the school has partnered with the Place Network, a collaboration of schools that share common practices, values, and approaches focused on place-based education. The educational philosophy is grounded in a set of core values, a locally relevant curriculum, and a unifying model. McCall Community School partnered with Place Network due to a shared commitment to a place-based model supported by project-based learning, mastery-based assessment, personalized learning, and a focus on character development and the establishment of strong learning habits. **Place-based education** connects learning with communities to increase student engagement, student outcomes, and community impact. We look at communities through the lenses of culture, economy, and ecology. A Place-based Education Framework guides teaching and learning in all of our programs.

Place Network is a new group of small, public rural schools who share a commitment to innovative and high-impact learning. Teton Science Schools, a 50-year old 501(c)3 organization based in Wyoming and Idaho, serves as the hub for this network. For the last 15 years, Teton Science Schools has managed its own PK-12 school to define and refine the model. The network provides model curriculum (see Appendix E3), professional learning communities, technology support, research, and consulting services to accelerate the impact of the model. The network makes no requirement for particular curriculum selected by the school and thus allows each school to be locally relevant. Schools within the network share tools and curriculum liberally across other member schools.

McCall Community School will evaluate the Place Network Schools partnership on an annual basis through the analysis of network wide data, school specific data, and satisfaction surveys. Additionally, leadership at McCall Community School will be part of the advisory board of the network allowing for meaningful input as the network grows.

## Student Academic Achievement Standards

Each academic goal connects directly to the mission and learning model of the school. Because assessment of academic goals (and related standards) is mastery-based, each student will be expected to demonstrate proficiency according to the same set of equal and high expectations. McCall Community School achievement standards are built into its larger academic goals for the school as described below.

## Academic Goals

Students moving on from the school after 8th grade will have the knowledge, skills, and dispositions to achieve college and career success following high school; become agents of change within school, local, regional, and national communities; and have a strong sense of self-awareness and leadership capacity to support personal and professional growth. Learner expectations are driven by seven core learning domains.

- 1. Community and Culture:** Learners understand how culture impacts community through history, economics, geography, and place. As adults, they will be well-versed in concepts of finance, equity, conflict, and resolution.
- 2. Mathematics:** Core proficiency in both the content and skills involved in mathematics will be mastered by learners. These students will see how mathematics can be applied through real-world projects, act as a lens to understand the world, and transfer to other disciplines through a set of critical skills.
- 3. Language and Literacy:** Learners can articulate themselves through written and verbal communication, speak coherently in a non-native language, read a variety of complex genres, build solid arguments from evidence, and discern the difference between fact and opinion.
- 4. Science:** Learners understand that science is a process through which we can understand the complexity of the world. They will be well-versed in basic science principles and constructs so as to critically analyze and understand the world around them.
- 5. Health and Wellness:** Learners understand that healthy living includes diet and lifestyle choices, physical activity, and awareness of mental health. Through personal actions, leadership, and projects, graduates will support the health and wellness of themselves and the surrounding community. Smart and safe technology use is embedded through an understanding of neuroscience and mental health.
- 6. Creative Expression:** Learners are highly creative individuals who are well-versed in creation and presentation of artistic forms. These individuals can build and make as well as draw and perform. By design, skills learned through Creative Expression are applied across the community impact projects.
- 7. Leadership and Self-Awareness:** Learners demonstrate leadership and self-awareness habits to gain personal and professional skills and be able to positively impact the world. Learners are self-aware, life-long learners who can actively collaborate and communicate to effectively make an impact.

A set of **Competencies** are embedded in the seven learning domains. These competencies form the foundation of assessment at McCall Community School.

Competency Title	Competency Descriptor
Civics	Interprets and applies civic and political institutions, deliberations, processes, rules, and laws
Economics	Applies economic principles to personal, local, national, and

	global financial systems
Geography and environments	Predicts how geography and environments influence human patterns, movements, and cultures
Historical perspectives	Analyzes historical patterns, perspectives, and both primary and secondary pieces of evidence to interpret the past and to understand the present
Sense of place	Develops a strong sense of place that can be transferred to any community by clearly identifying and defining the relationships between the economy, culture, and ecology of a community
Artistic application	Connects artistic work to professional and personal experiences
Artistic creation	Generates/produces artistic works using appropriate techniques and materials
Artistic critique	Interprets, discusses, and responds to a wide variety of artistic works, representing multiple worldviews and perspectives from past and present
Artistic performance and presentation	Performs and/or presents artistic works to a variety of appropriate external audiences
Craft and maker skills	Uses building, making, and artistic skills in appropriate ways to create and innovate
Innovation and design	Demonstrates creative thinking and applies design/engineering processes to develop innovative, useful, and impactful solutions
Healthy living	Develops a holistic view of healthy living by understanding the connections between human growth and development, nutrition, disease, wellness practices, and social influences
Physical health and wellness	Builds a healthy lifelong commitment to physical health and wellness through fair play, individual and team games, and physical fitness and movement
Safe and smart technology use	Applies digital tools and demonstrates understanding of technology concepts, systems, and operations in a safe and appropriate manner
Social-emotional health and wellness	Builds a strong, resilient, and informed personal understanding and application of how mental health and neuroscience influence lifelong practices for health and well-being
Reading Literature and Informational Text	Reads, understands, interprets, and analyzes literary and informational texts for a variety of purposes
World language	Effectively communicates (interpretive, interpersonal, and presentational) in a non-native language
Language conventions	Understands structure, vocabulary, and conventions of language
Listening and speaking	Speaks and listens articulately, actively, and fairly
Reading foundations	Applies appropriate reading skills to interpret and understand written information
Writing	Researches, produces, and distributes writing for different

	audiences and purposes
Collaboration	Collaborates by bringing strengths that compensate for the gaps in skills and knowledge of others
Communication	Communicates with a focus on self-awareness, delivery, and precision of meaning and evidence, and ongoing adaptation
Creativity	Demonstrates creativity through the combination of skill, knowledge, intuition, insightful interpretation of observations in the world, and self-confidence to take risks and pursue new possibilities
Self-direction	Exhibits self-direction including planning, goal-setting, and initiative as well as self-awareness and the ability to monitor and adapt to discover aspirations and recognize new directions that learning can take
Geometry	Understands how geometry can represent two and three dimensional objects
Measurement, data, and statistics	Measures accurately to collect data using a variety of tools and interprets data, statistics, and probability to interpret a variety of real-world situations
Number systems	Applies understanding of the number system to solve real-world problems
Operations and algebra	Understands and uses/applies a variety of functions, operations, and algebraic thinking to interpret a variety of real-world situations
Mathematical practices	Demonstrates appropriate use of the practices of mathematics to solve real-world and applied problems
Earth and space sciences	Practices and applies the principles of Earth and space sciences to make sense of the natural and built world
Life science	Practices and applies the principles of the life sciences to make sense of the natural and built world
Physical science	Practices and applies principles of the physical sciences to make sense of the natural and built world
Science practices	Uses scientific practices to come to conclusions around hypotheses about a wide variety of real-world phenomena
Science crosscutting concepts	Appropriately applies scientific concepts across disciplinary boundaries

Each competency is aligned with specific **Performance Indicators**. For each performance indicator, a **Learning Continuum** exists that shows a student the necessary learning goals for each performance level. These specific skills, written in “I can...” language, are linked to grade levels or grade level bands.

**Mastery** is determined at the competency level by submitting artifacts (variable per competency) that score at the proficient level or above on all learning goals. At this point, the school makes a determination whether or not the competency is complete for that particular grade or grade band. Once a student is proficient on a learning goal, the student may move to the next grade or grade band for further challenge.

## Achievement Standards

**Learning Goals and associated** achievement standards are built to achieve Idaho Content Standards and are covered by linking content competencies and performance indicators to Common Core Language Arts, Common Core Math, C3 Framework, NGSS, ISTE, NAS, CDC, ACTFL standards as well as any Idaho standards not covered in these collections.

Links to these standards can be found in the table below.

Common Core	language arts	<a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a>
C3 Framework	social studies	<a href="http://www.socialstudies.org/c3">http://www.socialstudies.org/c3</a>
NGSS	science	<a href="http://www.nextgenscience.org/next-generation-science-standards">http://www.nextgenscience.org/next-generation-science-standards</a>
ISTE	technology	<a href="http://www.iste.org/standards/iste-standards">http://www.iste.org/standards/iste-standards</a>
NAS	arts	<a href="http://www.nationalartsstandards.org/">http://www.nationalartsstandards.org/</a>
ACTFL	World language	<a href="http://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf">http://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf</a>
Common Core	math	<a href="http://www.corestandards.org/Math/">http://www.corestandards.org/Math/</a>
CDC	Health and wellness	<a href="https://www.cdc.gov/healthyschools/sher/standards/index.htm">https://www.cdc.gov/healthyschools/sher/standards/index.htm</a>
EPIC	Leadership and self-awareness	<a href="https://www.inflexion.org/essential-skills-and-dispositions-development-frameworks/">https://www.inflexion.org/essential-skills-and-dispositions-development-frameworks/</a>
d.school	Design Thinking	<a href="http://www.davidleedtech.org/design-thinking-standards">http://www.davidleedtech.org/design-thinking-standards</a>

## Determining Proficiency

When students submit artifacts as evidence towards a learning goal, a teacher (and often the student through self-assessment) will assign an evaluation statement of: not meeting, approaching, meeting, or exceeding. Should the student receive a “not meeting” or “approaching” evaluation rating, they need to redo the assignment until it is proficient.

For every artifact, a rubric will exist that articulates the characteristics of the four different levels of proficiency.

## Social Emotional Learning and Character Education

McCall Community School students will routinely reflect on **nine** character Habits of Success. These habits guide advisory time and student growth in leadership and self-awareness. Students make and reflect on goals based on these dispositions. These dispositions are not assessed through academic work. *Communication, collaboration, creativity, and self-direction* are included in the Leadership and Self-Awareness competency and can be assessed in academic work through the continuum of learning targets.

The Habits of Success are informed by [CASEL](#), [Character Lab](#), and [EPIC](#) - three well-established groups that promote and support Social-emotional Learning and Habits of Learning.

## Programmatic Goals

Assessment of programmatic goals will include the following measures: academic (measurement around the competencies), engagement, community impact, culture and climate, and personalized learning. For each goal area, the school has articulated a benchmark to meet or exceed the grade band/level/school norm.

Goal	Measure
<p><b>Engagement:</b> McCall Community School students will be highly engaged in classes with an average score of 4 or higher (out of 5) on a nationally normed survey.</p>	<p>Surveys to measure student and family engagement will be conducted twice per year (<a href="#">Panorama Education, 2017</a>)</p>
<p><b>Academic Outcomes:</b> McCall Community School students will demonstrate academic growth using state-wide or district-wide standardized measures of assessment.</p>	<p>In addition to routine formative and summative assessments built by the school, the following external measures will be used: MAPS Testing (<a href="#">NWEA, 2017</a>), Idaho Reading Indicator, SBAC testing, competency-growth rates</p>
<p><b>Community Impact:</b> Each McCall Community School student will complete at least two community impact projects per year that are perceived as positive by community members.</p>	<p>Once per year, the school will report out on the number of projects completed by students and community perception around those projects.</p>
<p><b>Climate and Social-Emotional Learning:</b> McCall Community School students and teachers will rate the culture/climate and their own social-emotional learning with an average score of 4 or higher (out of 5) on a nationally normed survey.</p>	<p>Climate and Social Emotional Learning Surveys will be completed twice per year on both culture/climate as well as student Social Emotional Learning. (<a href="#">Panorama Education, 2017</a>)</p>
<p><b>Personalized Learning:</b> In aggregate, the school will meet or exceed the personalized learning targets in all four domains: learner-focused, learner-led, learner-demonstrated, and learner-connected.</p>	<p>At the end of each school year, students will report out via survey on the extent and quality of personalized learning at the school (<a href="#">LEAP, 2018</a>)</p>

Each of these data points will be combined with ongoing assessment results used by McCall Community School to determine specific action steps needed to address any identified negative trends.

## Key Educational Design Elements, Curricula, Tools, and Instructional Methods

The instructional practices at McCall Community School are informed by a set of Design Elements, a Learning Model, and Model Elements. The curriculum is constructed, implemented, and evaluated with these three components as a foundation.

### Design Elements

The following Design Elements of place-based education will guide the program at McCall Community School. School design elements serve as a link across all program areas and grades and inform instructional design to help maintain a cohesive language and approach.

**Local to global context:** Local learning serves as a model for understanding regional and global challenges, opportunities and connections. An understanding of self is a starting point to understanding place. Research suggests that building new knowledge on prior experience increases transfer from short-term to long-term memory ([Liu, Grady, and Moskovitch, 2017](#)). By using the local region as a starting point for learning, McCall Community School students will better understand more abstract and/or global concepts.

**Community as classroom:** Communities serve as learning ecosystems for schools where local and regional experts, experiences, and places are part of the expanded definition of a classroom ([Place-based Education Collaborative, 2016](#)). The research base for using the community as a classroom is well-described in the literature on service learning - connecting students to opportunities outside of the classroom or connecting learning to relevant community based challenges has benefits in both engagement and academic outcomes ([Cyllo, Durlak, Dymnicki, 2011](#)).

**Inquiry-based:** Learning is grounded in observing, asking relevant questions, making predictions, and collecting data to understand the world through economic, ecological, and cultural lenses. Research on inquiry-based approaches shows an increase in academic outcomes, narrowing of achievement gaps, and benefits for students with diverse learning needs ([Center for Inspired Teaching, 2008](#))

**Design thinking:** Design thinking provides a systematic approach for students to make meaningful impact in communities through the curriculum. Collaboration, creativity, innovation, and problem-solving are all increased through a design-thinking approach ([Luka, 2014](#)).

**Learner-centered:** Learning is personally relevant to students and enables student agency. The teacher serves as a guide or facilitator to learning. Literature suggests that students in learner-centered experiences achieve more, at higher levels, and with higher engagement ([Iowa Core, 2017](#)).

**Interdisciplinary approach:** The curriculum matches the real world where the traditional subject area content, skills, and dispositions are taught through an integrated and frequently project-based approach where all learners are accountable and challenged. Project-based learning is a core component of the learning model at McCall Community School and when done with high accountability and appropriate structure, leads to higher achievement. Students who participate in project-based learning approaches out-performed students in traditional instruction classrooms across multiple disciplines (Kimberly, 2015).

## Learning Model

The McCall Community School learning model puts both the learner and local place at the center of the experience through the six design elements discussed above. Supporting the model are (1) **personalized pathways** to build strong capacity in literacy, mathematics, and design/technology skills, (2) **Habits of Success** where leadership, social-emotional, and self-awareness competencies play an equal role to other knowledge and skills competencies - the whole child matters, (3) **project-based learning** as the core integrating methodology to support community impact, and (4) **mastery** as a competency-based assessment system where advancement is based on demonstration of mastery rather than time period.



Each of these components (articulated in detail below), support the others. Students learn core skills of math and literacy in **Personalized Pathways** and apply them during interdisciplinary **Project-based Learning** experiences. All assessment is **Mastery-based** so that students are given multiple opportunities to submit evidence of proficiency across different learning experiences but on the same continuum of learning goals (standards). Finally, **Habits of Success** build upon the significant evidence that social-emotional learning and other learning habits support positive academic outcomes.

1. **Personalized learning** is focused on developing ability appropriate skills in mathematics, language arts, second language, and design technology. Core skills are *personalized* (RAND, 2016) in terms of pace and connected to the continuum of learning goals. Research on personalized learning has only begun to emerge over the last 10 years as technology has increased access and ease of implementation. Data suggests that when implemented well, student achievement increases (Pane, et. al. 2017). All McCall Community School students will spend a portion of their day engaging in high quality personalized learning targeting core skills in mathematics, literacy and design technology. Personalized learning will be presented through the use of a variety of tools and approaches including, but not limited to, technology programs, rotation models, small group instruction, academic goal-setting, and goal-tracking.
2. **Habits of Success** serve to provide opportunities for students to develop leadership, self-awareness, and social-emotional skills to succeed in the professional and personal world (Dweck, Walton, Cohen, 2014). McCall Community School students will, in

partnership with teachers, create learner profiles, set goals, complete projects, and participate in weekly advisory to support the development of these habits. Students set goals related to the habits to help them measure progress on their own learning. Increasing mastery of these habits provides students with increased independence as a learner and increased capacity to understand their own social-emotional journey through childhood.

3. **Project-based learning through Community Impact Projects** are learner-centered and place-based. The projects are interdisciplinary in nature, integrating the competencies from the seven learning domains (see [Learning Goals](#)). Core skills developed during the personalized learning time are used to support success on the projects. Projects serve to impact local and regional places through cycles of inquiry and design. McCall Community School students will use a STE(A)M approach to inform projects. McCall Community School defines STEAM as Science as a process, Technology as a tool, Engineering as design, Art as creativity, and Math as a language to understand big data and model the real world. The STE(A)M informed projects are built on an interdisciplinary assignments connected into a **playlist** (see Appendix E).

Each playlist within the project is designed to create an *increasing level of student agency and ownership* during the learning experience. The level of student voice/choice is determined by the teacher. During initial implementation, teachers may drive more of the project direction while at later stages of implementation students may drive the project direction. This gradual release of responsibility must be thoughtfully implemented to ensure student success. Scale of impact will vary depending on the developmental stage of the student.

4. **Mastery-based (competency-based) assessment** ([Haynes, et. al., 2016](#)) puts the learner at the center of the program. McCall Community School students move through the program only by demonstrating proficiency on a learning goal. Mastery-based learning (also called proficiency-based or competency-based) has become prevalent in education policy in the United States ([Rudenstine, et. al, 2018](#)). Students at McCall Community School will know the learning goals that they have submitted as well as the evidence submitted to achieve the goals, their current location on the continuum, and their plan for moving forward. Students and teachers at McCall Community School will become adept at targeting specific competencies within personalized learning time or project experiences in order to create opportunities to submit proficient level evidence. Traditional report cards at McCall Community School will be replaced by growth-oriented report cards to describe 1) growth on percent proficiency around competencies and 2) performance on any current grading period. Grade translation will exist, but will not be front-facing, for those students who need to transfer to other schools.

## Curriculum

McCall Community School will select and articulate curriculum during the planning year. Key characteristics will include those resources that are research-based, have multiple access points (reteach, accelerate, etc.), and online support. Additionally, McCall Community School is committed to multiple sources of curriculum for any given competency area. Each student learns in different ways, thus multiple and varied resources should be available.

*Mathematics:* McCall Community School commits to strong skill building in mathematics linked to competencies (see competency descriptions below). Learning is personalized to ensure that all students demonstrate mastery of competencies in a variety of ways. In addition to core content, mathematical practices are critical components of every math experience. Students set daily/weekly goals on mastery, reflect on work as mathematicians, and understand strengths and weaknesses in math. McCall Community School has preliminarily selected [Math in Focus](#) as the core mathematics curriculum based on best available research. Supplementary technology support through the use of [ALEKS](#) and other online systems will be added as needed.

*Literacy:* Language and literacy competencies are taught through both core skills and place-based projects. When relevant and possible, literacy is interwoven within student driven projects with high levels of student voice/choice. Core sequences, especially around reading, are made relevant through book and topic choice as well as a personalized approach to pace the learning experience for students. World language is an embedded component of a 21st century literacy approach. McCall Community School has preliminarily selected the Reader's and Writer's workshop approach to literacy which will be used daily to increase literacy skills.

*Design Technology:* Technology is defined as both the use of digital and non-digital tools. Students should be able to make, build, code, design, and construct using the appropriate tools. McCall Community School will base the design technology sequence off of the Place Network Design/Technology sequence. Students will progress through a set of modules that teach discrete skills that are then implemented and applied in projects. Modules include *making/building, dissection and repair, circuitry, coding, 3D imaging and printing, and robotics.*

Science, Social Studies, Arts, Health, Physical Education: Required learning goals for these subject areas will be taught through integrated place-based projects (as described above). Using technology and careful planning, each student will cover the appropriate content and skills through enrollment at the school. The Place Network provides model curriculum examples for McCall Community School teachers to use or adapt. These curricular examples also provide a framework of place-based projects and how they are linked to competencies. An overview of the [middle school model curriculum](#), a [sample teacher guide for one of the units](#), and an [individual assignment](#) can provide perspective on the learning model in action.

*Music and other specialist areas: Separate classes for these areas will be built into the schedule and follow the same six core principles of place-based education.*

## Tools

### **Learning Management System**

Students in McCall Community School are supported by a common Learning Resource Management Solution ([www.novareedu.com](http://www.novareedu.com)) that allows for communication, tracking of progress, and goal-setting in a project-based and mastery-based technology system.

### **Technology**

McCall Community School will aim to be a 1:1 school where each student has access to their own technology to support learning within the school at developmentally appropriate levels.

## Instructional Methods

McCall Community School believes in a learner-centered model supported by a high impact, high-accountability competency-based learning continuum. With that mind, McCall Community School has grounded the Instructional Methods with a learner-centered approach written in “Instructional Look-for’s” for personalized learning ([Lindsay Unified School District, Summit Learning, and Transcend Education, 2018](#)).

1. **“Rigor:** *Students stretch themselves intellectually and personally by engaging with skills, habits, and content in challenging, developmentally appropriate ways.*
2. **Customization:** *Students engage in experiences tailored to their learning needs, preferences for how to learn, and specific developmental levels.*
3. **Purposefulness:** *Students work with effort and energy to accomplish goals that connect to a meaningful purpose, and they are aware of their progress toward achieving these goals at all times.*
4. **Relevance:** *Students recognize the significance that learning activities and objectives have to their interests and goals, prior knowledge, and real world, culturally relevant contexts.*
5. **Collaboration:** *Students work together to create a joint product, cooperatively solve a problem, or co-construct their understanding of a topic.*
6. **Community:** *Students are deeply known as individuals and are part of a school that is positive, secure, and open to all backgrounds and perspectives ([Lindsay Unified School District, Summit Learning, and Transcend Education, 2018](#)).*”

## Learning Environment

The Learning Environment, including the daily schedule, is a key component to student success. At McCall Community School, the student is at the center of their learning. The educational program is mirrored in the climate and the culture of the school in that the students are also at the center. Students input and opinions will be felt throughout the school, as this is their school. McCall Community School recognizes each individual as an important member of the school’s culture and recognizes each student as possessing important individual elements that contribute to their own challenges and triumphs. Addressing an individual first and caring for their personal needs and how they then fit within the fabric of the school is of high importance.

Restorative Practices will be used to reduce student conflict and negative behavior. Students and staff will address the needs of the school through discussions on conflict and student/staff behavior. In order for student engagement to increase, the learning environment must be a place that feels safe for all students and staff. Restorative steps will be put into place based on each individual and situation that occurs within the learning environment.

**Schedule:**

At McCall Community School the daily experience will include:

- **Planning:** Each day (or class) begins with a morning meeting to articulate learning goals for the day, identify any student needs, mindfulness, and/or community discussion. Each student sets specific and measurable goals for the day which are reviewed at the end of the day. Students also set up times to meet with teachers and other students. Schedule determination is a critical part of the day.
- **Personalized Core Skills:** Students are focused on individual work or group coaching in mathematics, second language, language arts, and design technology. The purpose of the development of these skills is to provide the skills and content to implement during projects. Teachers review status of each student every morning to help support individual progress in all areas.
- **Lunch/Outdoor:** Every student gets time for lunch and outdoor experience. This is a critical time for play, exercise, and rejuvenation.
- **Independent Learning Projects:** Students focus on their own projects during this time and/or physical education and music dependent on age. Once every other week, student committees meet during this time.
- **Community Impact Projects:** Students focus on projects inside the classroom, design and inquiry time outside the classroom, interviews, community excursions, and product creation.
- **Reflection and closings:** Students finish with evaluation of goals, homework determination, and plan for the next day. Each week, students reflect through the update of their portfolio. Each day, students spend at least five minutes organizing the school through the student-run Hands-to-Work program.

Example Daily Schedule (times are not exact):

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30	Planning				
8:30 - 10:30	Core 1	Core 1	Core 1	Core 1	Core 1
10:30 - 11:30	Core 2	ILP/Music	Core 2	ILP/PE	Committees
11:30 - 12:30	Lunch/Outdoor				
12:30 - 3:00	Projects				
3:00 - 3:30	Reflection	Reflection	Reflection	Reflection	Portfolio

## Strategies for Serving Special Populations

The McCall Community School model focuses on the student and their individual learning needs and interests as the center of the curriculum. The focus on the student empowers McCall Community School staff to quickly and repeatedly address student needs as

students both struggle and excel throughout their educational career. Daily meetings between the student and the teacher and regular meetings including parents will help everyone to understand where the learner's strengths and weaknesses lie. Daily meetings also enhance adjustments to learning objectives and support as needed.

The McCall Community School will meet all applicable state and federal laws in order to serve all students - including those with cognitive and physical disabilities. English Language Learners (ELL), students with intellectual and physical disabilities, and gifted and talented learners that meet the at-risk criteria as set forth by IDAPA code. By the nature of a learner-centered philosophy, the following elements will be included: Identification, Special Education and At-risk, English Language Learners, Gift and Talented.

Although the facility is still in the planning phase, the design will meet the needs of special populations per ADA regulations. Additionally, the program itself warrants various types of learning spaces to facilitate one on one intervention, small-group work, and larger community project work. Through the use of a technology platform, all students will have a Learner Profile that will contain internal and external assessments, goal-setting, completed impact projects, and a student portfolio.

The nature of a mastery-based approach is that every child has equal and high expectations. Individual personal growth is built directly into the program, the technology to support the program, and the systems to guide student to proficiency. Families as well as students will have a detailed real-time awareness of progress towards these expectations. During twice a year parent meetings (held after work hours), families will meet with advisors and teachers to discuss progress. The student will play a role in these meetings.

McCall Community School recognizes that not every student will have access to the internet. The school is considering a loaner "hot-spot" program to address this issue. The school has also selected a technology platform that is mobile enabled and easy to use in order to see student progress outside of normal wireless range.

## Staffing

The McCall Community School will hire a certified special education teacher to assist staff members and students in developing learning plans. In the initial opening of McCall Community School, the School Leader will be responsible for special education services and duties. The School Leader is a certified special education specialist. The special education specialist will provide appropriate accommodations, adaptations and modifications to all McCall Community School staff.

Services for OT, PT, ELL, and speech language will be outsourced to local agencies. A school psychologist will be utilized for evaluation assessments when referring students for

special education services. The expense for these services are budgeted for in Appendix A2, SPED Contract Services.

## Identification

McCall Community School will develop an appropriate system to identify and refer students to a Response to Intervention system to best serve the needs of each child. Identification, assessment, instructional modification, and evaluation will create a responsive environment to help each child succeed. The team (administration and staff) will work with the student and parent to develop accommodations and a plan for the student to be successful in the least restrictive environment. Data will be collected and evaluated to understand the overall effectiveness of strategies being implemented by staff. MAP testing will be conducted to progress monitor and collect data to determine progress.

McCall Community School will use evidence-based, restorative programming and curricula when working with students with disabilities who need supplemental or replacement curricula. McCall Community School will utilize research based Tier 2 and Tier 3 interventions for those students identified appropriately. Tier 2 students will be instructed with Read Naturally for fluency and SIPPS for students needing more work with phonological awareness and decoding. Tier 3 students will focus on Barton Program for Reading and spelling. This will include the consideration of a Functional Behavior Assessment and subsequent Behavior Intervention Plan when the special-education multi-disciplinary team identifies that the behavior of the student impacts his or her learning or the learning of others. When the Behavior Intervention Plan is required, it will be developed with Positive Behavior Interventions and Supports. If the IEP team determines that such services are needed, they must be included in the IEP and must be implemented.

McCall Community School will follow the three-step process as outlined in the Idaho Special Education Manual to determine whether a student requires special education services:

1. The school will locate students by establishing and implementing an ongoing Child Find system (Response to Intervention), which will include referrals by parents, school staff, etc. An individual will be appointed to coordinate the development, revision, implementation and documentation of the Child Find system.
2. McCall Community School's Child Find system will publicize and ensure that staff and constituents are informed of the availability of special education services through information included in staff orientation, on the school's website, and in registration materials.
3. McCall Community School will conduct a thorough and comprehensive evaluation for students referred to determine if the student qualifies for special education services under the Individuals with Disabilities Act. McCall Community School will adhere to the guidelines and timelines outlined in the Individuals with Disabilities Act and the Idaho Special Education Manual. As outlined in the Idaho Special Education Manual, an evaluation team, which includes (at a minimum) a special education teacher, a general education teacher, an administrative representative, the student when appropriate and the parent and/or adult student, will review the information from the comprehensive evaluation to determine the student's eligibility for special education. These sources

include, but are not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum, and will also include all referrals by parents and/or other adults including teachers, counselors, or other school professionals as outlined in the Idaho Special Education Manual.

## Special Education and At-risk

The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of Individualized Educational Plans (IEP) and Section 504 plans; operational compliance, including provisions of services in the Learning Restricted Environment and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.

With the focus on personalized learning and mastery based education, the student is at the center of the educational program, allowing teachers to meet students at their learning levels. Gifted and talented students will have the opportunity to flourish and progress at their learning rate without being held by traditional grade levels. Similarly, students struggling to master a concept will receive additional help to master the concept before moving on with their age-like peers to the next level.

McCall Community Schools' focus on personalized learning and mastery based education, allows the student to be at the center of their learning. Building projects through the lens of the students' interest and abilities allows teachers to help students through learning barriers. Specific plans will be created for students who do not meet their goals during a given period. Accommodations may involve students attending an extended school year program.

The learning environment for McCall Community School lends itself to more of an inclusive model. Students will work individually with staff when specific strategies are needed to master certain concepts and goals, while other students are working independently or in small student led groupings. When students require more services to master content McCall Community School will contract out speech language therapists, occupational therapists, school psychologists, and physical therapists.

Teachers, staff, and parents will work together to ensure each student is tasked with challenging tasks at their appropriate learning level with the development of rigorous IEP goals. McCall Community School is an inclusive environment that aims to meet all students at their level, regardless of any identified challenges, and to help push all students academically, socially, and emotionally in a positive and beneficial manner. Staff will implement research based special education curriculum and instruction to meet each child's needs.

## English Language Learners (ELL)

The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to:

Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.

The following is the ELL program eligibility criteria:

- Registration forms given to every student will include the mandatory questions to identify possible ELL students.
- Administration from McCall Community School will review the surveys and determine whether or not a student may be an ELL.
- If the survey comes back indicating that a student may be an ELL, the student will be given an English language proficiency screener test within 30 days of registration or within two weeks of entry into the school. This test will be administered by one of McCall Community School's staff members.
- If the student tests less than proficient on the English language proficiency test, then a letter will go home to the parents indicating that their child was identified as needing specific English language services. The parents will be given the opportunity to waive the services, if desired.
- If the parent does not waive the limited English proficiency services for their child, the student will be placed in a program of high-quality language instruction, including:
  - o Formative assessments of phonological processing, letter knowledge, and word and text reading.
  - o Focused, intensive small-group reading interventions for at-risk students that include phonological awareness, phonics, reading fluency, vocabulary, and comprehension.
  - o High-quality vocabulary instruction throughout the school day with essential content words taught in-depth.

An annual summative assessment for English Language Proficiency for all identified ELL students will take place during the spring of each school year. Based on the student score in the spring assessment, students will continue in the ELL program for the following year or exit (with monitoring).

## Section 504

Any student attending McCall Community School is entitled to a Section 504 Accommodation Plan if he or she has been identified and the evaluation shows that the individual has a mental or physical impairment that substantially limits one or more major life activities. This determination is made by a team of knowledgeable individuals, including the student's parents who are familiar with the student and his or her disability. Section 504 processes are not Special Education. The school counselor will be the coordinator of the 504 process at McCall Community School.

#### Section 504 responsibilities:

- Student and Parent/Guardian:
  - o Be involved in suggesting accommodations
  - o Participate in Section 504 meetings
  - o Benefit from the accommodations
  
- School Administrator, Counselor, Certified, and Classified Staff:
  - o Conduct non-discriminatory practices in classrooms
  - o Refer, identify, and evaluate students as appropriate
  - o Encourage parental involvement
  - o Develop and implement program modifications and accommodations
  - o Coordinate Section 504 processes and training
  - o Provide staff and parent training
  - o Manage Section 504 grievance procedures
  - o Help conduct the self-evaluation
  
- School Board of Directors
  - o Provide written notice to parents, students, school personnel, and community members of the name and contact information of the 504 Coordinator
  - o Have an understanding of all civil rights laws
  - o Develop grievance procedures
  - o Develop 504 hearing procedures

## Gifted and Talented

McCall Community School will identify students possessing high-performing capabilities in specific academic, intellectual, leadership, creativity and visual/performing arts talent areas pursuant to Idaho Code 33-2003. The identification in each area will be by a variety of assessments outlined in The Best Practices Manual for Idaho Gifted/Talented Programs. Once identified, McCall Community School will implement a modification of curriculum to provide a challenging and meaningful educational experience.

## Professional Development Plan

Professional Development is a core component of McCall Community School. Research suggests that effective professional development is applied, relevant, and sustained over time ([Darling-Hammond, 2016](#)). McCall Community School also recognizes that the unique learning model at the school warrants special attention in the hiring, orientation, and on-boarding process. Each teacher will receive specific training around place-based education, project-based learning, personalized approaches, competency-based assessment, and social-emotional learning (Habits of Success).

The goal is to build extensive time for teachers to plan and learn together. Teachers will spend 3-5 days prior to the school year and 3-5 days at the end of the school year collaboratively developing the school model and evaluating school progress. Additionally, one afternoon per week will be dedicated professional development time.

## General Staff Training

All administrative staff will have a specific orientation and on-boarding to general operations of the school - including risk management training. Skill-specific professional development will be available to all staff who need training around operations.

## New Teacher Orientation and On-boarding

Teacher on-boarding consists of the following steps:

1. **Learning** - Background resources immediately available after hire for literature review and model descriptions.
2. **Orientation** - Support and preparation days before the start of the school year will provide time for new teachers to develop curriculum as well as experience curriculum.
3. **Mentoring** - Each new teacher will be assigned a mentor to guide them through the first 1-2 years

## Teacher Professional Growth

1. **Collaboration:** All teachers and administrators at McCall Community School will have access to a technology platform made available to all Place Network Schools to share resources, tools, and curriculum ideas.
2. **Place Network Professional Development Pathways:** All teachers will participate in on-going experiences linked directly to the Place Network model. These experiences will be taught virtually through a micro-credentialing platform, taught on-site by expert providers from [Teton Science Schools](#), and eventually by expert facilitators who are teaching and/or leading the school. This train-the-trainer model will build independence and confidence over time to reduce the amount of required training.
3. **Common Competencies:** Place Network has an established set of adult learning competencies and performance indicators linked to the framework and learning model. McCall Community School teachers will be able to progress through these learning experiences to further their understanding of the model.
4. **Faculty Collaborative Planning Time:** Weekly or bi-weekly meetings will be held with a specific focus on 1) learner discussions - discussing each student and 2) program design - how projects and personalized learning are manifesting in actual practice.
5. **Goal-setting:** Administrators and staff will set personalized learning goals related to the learning model, educational approach, culture, or community leadership.
6. **School-generated Needs:** Other opportunities will be offered based on the annual goals of the school.

## Teacher Evaluation and Feedback

1. **Evaluation:** All faculty will be observed routinely using the [Danielson's Framework](#) per State Regulation. Using data from observations, teachers will reflect and make goals accordingly. The Danielson's Framework will be supplemented by the "look for's" described in the section on Instructional Approach.
2. **Student satisfaction surveys** (for students in grades 8). Students will provide teachers with anonymous surveys that focus on expectations and rapport. Teachers will be expected to respond to these surveys through the goal-setting process.

3. **Project design, engagement and community impact:** Teachers, through faculty collaboration time, will be expected to share and build community impact projects in partnership with students. Community impact (at classroom, school, region, or national scale) will be an important measure.
4. **Documented student progress on competency continuum.** With a competency-based system, all teachers in the school will be held accountable to the progress of all students. This collaborative approach, measured by weekly student discussions will ensure that all students make progress against the continuum.
5. **Learner-centered coaching approach.** This system is based on the student-centered coaching model created by Diane Sweeney. Observations and discussion are based on student conversation, student data, and student performance rather than teacher behavior. Teacher reflection guides goal-setting for the next observation cycle.
6. **Teachers as learners.** Teachers will, on an annual basis, conduct action research and/or continuous improvement research to assess the efficacy of their teaching approaches

## Financials and Facilities Plan

### Fiscal Philosophy and Spending Priorities

Our overall philosophy on school budget and finances is creating and monitoring an adopted annual budget that supports the mission, vision, and strategic academic goals of the school. This is achieved by a deep understanding on how charters are funded in the state of Idaho, how to allocate and adjust funds appropriately, board training and to regularly monitor the status of the annual running budget. The current Board has a conservative outlook on budgeting from past charter school experiences, but the Board also holds an optimistic mindset when budgeting for student success, teacher pay, and retention.

The founding Board and leadership has working knowledge of Idaho charter school funding. The Boards' experience in charter schools and state funding intricacies will support the schools initial budgeting process and long-term financial sustainability of the organization. The Boards' wide-ranging knowledge in school funding in salary/career ladder funding, facilities, special distributions and ADA will be especially beneficial when crafting the school budget and operations.

### Income Sources

The school will rely upon the following funding sources: (1) state allocation per pupil; (2) federal start-up grants (if competitively earned); and (3) private grants. The school has secured a \$40,000 private, anonymous start-up grant and a \$120,000 start-up (fellowship) grant from the J.A. and Kathryn Albertson Family Foundation ("JKAFF"). (See grant award letters as part of Appendix F3).

## Transportation & Food Service

Although McCall is a small community, many residents live miles outside of town and inclement weather is possible at any time of the year in the mountains. This adds a complexity layer for children traveling to school. McCall Community School aims to provide a busing service for students. Depending on need, proximity, and arrangements, McCall Community School will work to provide safe and adequate busing, potentially in partnership with the McCall-Donnelly School District, with a contract with Harlows, the local busing company, or with charter owned busing.

Nutritious meals and snacks are an important part of any day for all children, especially for those engaged in rigorous learning! Busy families and low-income families alike will benefit from food service options at McCall Community School. Current facility options for the McCall Community School have kitchen options for lunches to be prepared for students. During phase one of facility options meals will be outsourced with local restaurants to provide needed nutrition lunches until enrollment increases to allow for the building of phase two. Until initial numbers and budget are known, McCall Community School will investigate the means to enroll into National School Lunch Program. McCall Community School is committed to providing a full food service in accordance with federal food regulations.

## Fiscal Management and Monitoring Plan

Fiscal management will mainly involve the Board, Business Manager, and School Leader. The Business Manager and School Leader will be responsible for drafting the proposed annual school budget with input and direction from the Board of Directors for approval at the annual Board meeting. Additional input will be provided by the site leadership team. Monthly fiscal reports will be prepared by the Business Manager and School Leader and will include bank reconciliation, budget vs actual, and cash flow. The monthly fiscal reports will allow the Board to monitor and adjust the quarterly and annual school budget. In addition, McCall Community School will be contracting out accounting support to Bluum in the first four years of operation.

## Description of Facility Plan

With the logistical support from Bouma USA and financial support from Bluum and the J.A. Kathryn Albertson's Family Foundation we are in the process of exploring sites for the school. As of August, 2018 we have found two options in the area for an affordable rate that will accommodate our funding. Both sites are in the McCall-Donnelly School District and are connected to city water and sewer.

Bouma USA is a company specializing in design building services, focused on charter schools. With over 250 charter schools designed across the nation, we are ensured a high quality site plan tailored to our specific school.

Bouma USA intends to provide a “Design Build” contract, with a not-to-exceed contract price for the facility. A draft of the contract can be found as Appendix F2. Bouma USA has helped to develop a phased approach to building out the school that can include starting with only portable buildings in early years. This phased approach allows for the school to begin operations with a lower starting enrollment of 65 students. During phase one of the facility the modular buildings will allow for classroom space and small office space. Future building can progress during the next three phases based on appropriate growth (see Appendix A7).

Bouma provides full-scope services including:

- Feasibility Studies and Site Assessment
- Concept Designs and Budgets
- Qualification of Subcontractors and Vendors
- Design Team Selection and Management
- Due Diligence Research
- Contract Management
- Construction Administration
- Design Development
- Permits and Approvals
- Utility Coordination
- Estimating / Pricing
- Purchasing
- Project Scheduling
- Building Commissioning/ Systems Training

Building Hope, in partnership with Bluum and JKAF, will coordinate the lending to provide financing for the project. The structure of the lending will follow the typical structure used in Idaho, as follows:

- 1) 35% financing in the form of a five-year, 3% interest, subordinated loan. The funds for this loan are provided by JKAF to Building Hope.
- 2) 65% bank loan from a local, regional or national bank. Initial discussions have been held with Vectra Bank. Vectra bank has supported several school startups in Idaho and is interested in continuing to provide short-term financing (5 years, estimated at 7% interest for budgeting purposes, knowing that interest rates are rising).
- 3) After five years, the facility loans would be refinanced through the USDA. The school qualifies for rural lending support. If the USDA program changes, the school may refinance using traditional bank financing.

The school has submitted a loan application to Building Hope. In order to secure a commitment letter from Building Hope, the school will be required to submit complete plans, a building contract and timeline, and evidence of JKAF operating grant support.

In addition, McCall Community School has been in conversation with two different churches, Elk Creek Church and Mountain Life Church regarding possibly leasing space if enrollment numbers fall below the break-even budget number. Both churches are interested in the option of housing the school and have space available. Further information can be found in Appendix 6 Facility Options.

McCall Community School has an emphasis on being outside and using the surroundings in the curriculum. Therefore, current designs include several options for open floor

plans and flexible meeting spaces. Current designs also include large meeting areas for flexible groupings, both indoor and outdoor. There is space in the layout for future buildings to expand the school. Designs for each potential site include proper parking, student drop-off access, and delivery access. Designs for each site have three main buildings: classrooms office/meeting space, and a multipurpose room. Total square footage would be around 10,000 between the three buildings.

## Board Capacity and Governance Structure

### Description of Governance Structure

McCall Community School is a legally and operationally independent entity established by the non-profit corporation's Board of Directors. The Board of Directors will be legally accountable for operation of the charter school. McCall Community School commits to compliance with all federal and state laws and rules and acknowledges the responsibility for identifying essential laws and regulations and complying with them. The Board of Directors of McCall Community School will comply with Idaho's Open Meeting and Public Record laws.

The Board of Directors will serve as public agents that serve McCall Community School. There will be no less than 5 and no more than 9 members on the Board of Directors. Initially, the Board of Directors will remain the same as the organizing group. Upon successful establishment of the school and after one to two years of operation, transition to a long-term governing Board will be accomplished through the procedures set forth in the Bylaws.

Annual election and selection of the Board of Directors will be held according to the Bylaws of McCall Community School.

McCall Community School Board of Directors is the governing board over the McCall Community School. The Board of Directors has the ultimate control over the school and all employee and parent concerns. If a parent or employee has a concern, he or she will first attempt to resolve the issue with the School Leader. If the issue cannot be resolved with the School Leader, the parent or employee ~~with~~ will attempt a resolution by bringing it before the McCall Community School Board. Additionally, the Board of Directors is responsible for:

- Policy development and review
- Educational goals, short-term and long-term
- Financial well being of the school
- Operational oversight (not day to day)
- Legal affairs of McCall Community School
- Adopting, advocating for and overseeing a responsive school budget that meets the school goals and needs of all students
- Conducting a self-evaluation of it's own leadership, governance, and teamwork
- Communicating and interpreting the school's mission and vision as well as other matters to stakeholders and the general public
- Evaluation of School Leader

The School Leader will report directly to the Board, specifically the Board chair. The School Leader will be responsible for day to day operations of the school and all reporting to the state department of education and the Board of Directors. The School Leader will be responsible for overall instructional leadership, special education, testing and professional development. The School Leader shall have the responsibility of all personnel matters relating to hiring, disciplining, or terminating employees. Danielson’s Framework will be used to evaluate employees throughout each school year.

A high functioning board that understands its roles and responsibilities is essential to the success of any public charter school. Furthermore, a board needs to understand their relationship with the School Leader, by supporting and allowing the School Leader to do his/her job. The Board and the School Leader function as a governance team and collaborate on the conditions necessary for student and organizational success. A Board empowers its School Leader to accomplish school goals and create conditions for success. Our Board and School Leader need to understand each other’s unique roles and responsibilities, and share an unwavering vision for the school’s success. McCall Community School Founders know that Charter School Board membership requires us to be a learning board and to continually invest in our own development and that of new members. Close attention will be given to initial and ongoing board training and training protocols will be developed, implemented, and monitored by the Board Chair. Dedicated board training funds from the state will be used for ISBA board trainings and annual conference. Additional training will be provided at the annual National Charter School Conference each year.

<b>Board Responsibilities</b>	<b>School Leader Responsibilities</b>
To establish and regularly review all policies, ensuring they are lawful and designed to improve the quality of the school.	To implement policies approved by the Board and recommend changes, if appropriate, and to develop, implement and inform the Board of administrative procedures necessary to implement Board policy.
To hire, support, and work effectively with the School Leader.	To serve as the school Boards’ chief executive officer and educational leader.
To conduct an annual formal evaluation of the School Leader.	To participate, as appropriate, in his/her annual evaluation.
To refer administrative communications, to the School Leader, as appropriate, and to follow the Board-established chain of command.	To respond to communications, as appropriate, and ensure the adherence and appropriate responses through the chain of command, and to keep Board members informed about school issues in a timely manner.

To seek the School Leader's recommendations before taking action.	To provide the Board with good information for informed decision making, as appropriate.
To adopt, advocate for and oversee a school budget, which is responsive to the schools' goals and meets the needs of all students.	To prepare, advocate for, and implement an annual budget that addresses school goals and meets the needs of all students; and reports regularly to the Board on the status of the budget and any concerns or other issues about which the Board should be informed.
To delegate to the School Leader responsibility for all administrative functions, except those specifically reserved for the Board through Board policy.	To oversee the organization and management of the school's day-to-day operations.
To conduct an annual self-evaluation of its own leadership, governance, and teamwork.	To participate as appropriate, in the annual self-evaluation of the Board.
To support the professional development of the School Leader and membership in his/her professional organization.	To recommend appropriate resources to the Board chair to ensure he/she can carry out his/her responsibilities.
To ensure appropriate resources for the School Leader to carry out his/her responsibilities.	To work closely with the Board chair to develop meeting agendas.
To have the School Leader work with the Board chair to develop meeting agendas.	To, as pursuant to best practices and Board policy, recommend to the Board the hiring of personnel for the school and to ensure that each employee is properly supervised and evaluated; and to make recommendations for termination of employment.
To determine and include in charter policy, hiring procedures that clearly define Board and School Leader responsibilities to participate in termination procedures and decisions as prescribed by Idaho General Statutes.	To communicate community perspectives, research information, performance results and educational needs to the Board for possible Board action and to the school staff.
To communicate and interpret the charter's mission to the public and listen, and incorporate appropriate community perspective into Board action.	To serve as a key, effective member of the leadership team.
To ensure there is a supportive, smoothly, operating leadership team, which advocates for both children and the community.	To work collaboratively with school staff on an ongoing basis.

## Founding Board Qualifications

We believe that the McCall Community School founding Board members and advisors have valuable expertise in the academic landscape, as evidenced by their resumes and short introductions below.

- Bruce Schultz, Board Chair: Mr Schultz has over 47 years of experience in education in both K-12 and collegiate education. Mr. Schultz has also been a founder of a previous school and worked in non-traditional settings as well as traditional. He has worked intimately with adult students that require a different learning model and has seen first hand the benefits of rich, authentic hands-on learning. Mr. Schultz brings to the board a breadth of experience that is both refreshing and a well-seasoned approach to community building and school development.
- Jonas Bean, Treasurer: Mr. Bean has experience in outdoor education, school leadership, classroom education, business ownership, non-profit education board management and is also a structure fire fighter. His wide range of experience and connections within the community helps to unite the vision of the community school.
- Sandra Schultz, Secretary: Mrs. Schultz has over 35 years of of experience in education including elementary classroom, administration, professional development, and district coaching. Mrs. Schultz has served as a school administrator in Idaho, Montana, and Washington. She provided leadership at the district and state levels, rounding out an integrated career in education. Mrs. Schultz brings a balanced perspective to student needs and school development along with her valuable time in education.
- Patrick Berg: Mr. Berg is co-founder of McCall Community School. Mr. Berg has over 20 years in education including classroom, special education, alternative school, and school leadership. Mr. Berg is passionate about educating the whole child and working with teachers to help them transition to a mastery, personalized approach so a students can be successful in their chosen pathways. Mr. Berg brings strength to the Board with his drive and vision for providing students better learning opportunities as well as his experience leading schools through shifts in educational practices, including mastery and place-based.
- Jenny Schon: Dr. Schon is co-founder of McCall Community School. Dr. Schon has 12 years of experience in education in both a traditional classroom setting and in outdoor education. Dr. Schon has taught secondary science, graduate education courses, and a range of electives at the middle school and high school levels. She has also served as both a Technology Director and Gifted and Talented Director for a K-12 school. Along with experience on a non-profit board, research experience and curriculum development for the University of Idaho and a background in field research, Dr. Schon brings strength to the Board in her background in curriculum and student agency development as well her experience designing place-based education lessons and training educators on the implementation of place based education.
- Tessa Soutar: Ms. Soutar has years of experience in both traditional and non-traditional educational settings including both educational training and experience in place-based outdoor education. Ms. Soutar is a local business

owner of an outdoor retail and gear store in McCall and therefore has direct business related experience that will benefit the operation of a non-profit. Ms. Soutar also has experience working with educational boards and extensive experience with developing curriculum and school management.

- Jeremy Humphrey: Mr. Humphrey has a background in law as a previous lawyer in Colorado. Currently Mr. Humphrey owns his own business as a personal running coach, directs long-distance races, and is a sponsored distance trail runner. Mr. Humphrey brings a drive and dedication to the board from his background in law and his appreciation of the outdoor environment specific to McCall.

## Transition Plan

Upon authorization, we plan to expand our Board's education-related knowledge to include additional board members with expertise in law, business, and accounting. The founding team has an extensive network of potential Board candidates that it will be recruiting upon authorization. An anticipated school opening of Fall 2020 allows the founding team the time needed to groom potential new Board members and transition from a founding Board to a governance Board. The two founders will step off the Board to work in the school. Beginning conversations and meetings to recruit future Board members will continue upon approval.

## Board Recruitment and Training

McCall Community School will seek Board members who have training in accounting/finance, law, education, marketing, real estate, and community relations. New Board members will be provided with information regarding the expectations and responsibilities of McCall Community School Board Members. The Board will continue to pursue potential members through local networking with community members, parents, staff, and the local Rotary Club. Once potential Board candidates have been identified, their profile will be presented to the Board for further review, upon approval the recruitment process will begin.

Upon approval of McCall Community School's charter, the following, but not limited to, training opportunities will be offered:

- Open Meeting Law
- Strategic Planning
- Administration Evaluation
- Goal Setting
- Team Building
- Effective Communication

McCall Community School will seek leadership and training available through the Idaho School Boards Association or its equivalent for training based on Board needs. An annual assessment of training needs will take place to ensure the progression of the Board.

## Student Demand and Primary Attendance Area

The need for a place-based charter school in McCall is apparent from interviews conducted with various key educational leaders in the area, with families, and with interested parties. The population of McCall is around 3,000 and is a community dedicated to the outdoors, recreation, and conservation education. Currently McCall residents do not have any choice in their K-12 schools. The combination of a need for choice, a local interest in place-based education, and a growing population makes McCall a desirable place for a place-based charter school.

### Primary Attendance Area

The primary attendance area for the McCall Community School shares the same boundaries as the McCall-Donnelly School District. According to the [2010 census data](#) the demographics of the McCall area are 91.2% white, 6.9% hispanic and less than 1% Asian, Indian, Black or other. This information is a break down from a population of 3,006 residents that are considered 100% rural.

Currently there are two elementary schools within this district, one in Donnelly and one in McCall. Both of these schools feed into one middle school which then feeds into one primary high school and one alternative high school.

Prospective students residing outside of the McCall-Donnelly School District area may apply to attend the McCall Community School provided capacity of in-district students has not been met. Enrollment preference for children of full-time teachers will also be provided. The school is open to all students as long as space is available. No students are denied based on race, ethnicity, gender identify, social-economic status, disability, sexual orientation, or religion.

A letter regarding authorization was sent to the McCall-Donnelly School District on September 10th, 2018 and can be found in Appendix F1.

### Community Need, Demand, and Market Interest

The McCall-Donnelly School District houses two elementary schools divided by geographic regions; one in Donnelly and one in McCall. Both schools have grown in attendance in recent years. The principal at the elementary school in McCall, Barbara Morgan Elementary, has shared that enrollment has increased from 332 students in 2014 to 413 students in 2017. Donnelly Elementary current enrollment is 165. McCall-Donnelly School District currently has 38% of its students receiving free and reduced lunch rates.

A movement for place-based education in McCall has been unfolding throughout recent years. The University of Idaho's McCall Outdoor Science School (MOSS) set the precedent years ago with their outdoor science curriculum. The MOSS program largely serves visiting schools from around the state that stay there for the four to five day programs. Although MOSS does work with the local public schools it is usually only for one week out of the school year, or one hour a week for select grade levels. The activities and education taught at MOSS have both introduced and created an interest in place-based curriculum for educators and parents.

The owner of [Roots Forest School](#), a new private place-based preschool in McCall, has had a successful start. The enrollment at Roots Forest School has been at maximum capacity since opening in 2015. The rise in enrollment numbers for Roots Forest Preschool indicates an interest and need in the area for a place-based charter school. The class of 25 preschool students that will be ready for kindergarten in Fall 2020, as well as their siblings, could be a likely initial group for our place-based charter school. The 25 preschool students moving on to Kindergarten in the Fall 2020 is not a guaranteed population of the McCall Community School but could represent a significant portion of the initial Kindergarten class. Similarly, students in higher grades that had previously attended Roots in preschool and their older siblings would also be likely candidates for attending the McCall Community School. The quick success of the place-based preschool is a strong indicator of the interest and need for something similar for K-8 grades, as evidenced by the letter from a Roots Teacher (Appendix F5). Other populations within McCall, for example the homeschool networks, could also be likely sources of recruitments.

Currently there are no choices for families. For this reason several families have opted to homeschool their children. There are currently roughly 80 homeschool students that are identified between the two homeschool networks in McCall, and a third network in the Cascade area. Payette Lakes Christian Homeschool Co-Op enrolls 43 students from 17 different families according to their director. There are likely several more families unaffiliated with the three existing networks. Most of these students are in 2nd through 4th grade, according to Jennifer Whiteman, the lead organizer for another homeschool network of about 20 students, the McCall Donnelly Expeditionary Homeschool Co-Op. Currently the Co-Op hires an educator from MOSS to teach outdoor, place-based science lessons to their students. Mrs. Whiteman indicated that all families in the networks have chosen to homeschool their children since their educational needs were not being met in the district. Those needs range from wanting/needing more outside time, valuing smaller classrooms, to needing more one-on-one support. In addition there are two other home school networks in the valley (McCall and Cascade) area. See Appendix F6 for a letter from Mrs. Whiteman.

The most recent national report on homeschooling by the U.S. Department of Education was conducted in 2012. According to the report ("[Homeschooling Report.pdf](#)"), the percentage of home-schooled children has been rising, and was stated to be at 3.4% of the school-age population. Per public records, there are 678 students in grades K-6 in the area encompassing McCall and Donnelly. Using the 3.4% found in the U.S. Department of Education study that

would indicate that around 23 students in the area would be homeschooled, yet the the number is triple that - indicating a high number of families choosing a different choice for their children's education. Therefore, while this feels like a rough estimate, we do know from anecdotal evidence that there is an active and widespread homeschooling community in the area. We are working on actively engaging in this community—which is very likely to be aligned with our type of schooling as indicated from the network leaders.

Another element indicating interest in place-based education is the work done through the Payette Children's Forest, a non-profit organization led by a leadership team from the US Forest Service, local outdoor oriented business, including both ski hills, the local state park, and MOSS. Payette Children's Forest hosts several place-based outdoor education events throughout the year. These events are well attended, well funded, and grow in capacity every year. The Payette Children's Forest has been in operation since 2015. A letter of support from the Payette Children's Forest can be found in Appendix F4.

Within the McCall area are two ski areas, one of which is the Little Ski Hill. The Little Ski Hill is a small ski hill that focuses on teaching beginners, young and old to ski. They have a thriving after-school program and weekend program. Their success is largely due to the value the McCall community holds on outdoor-based activities and love for adventure. The Little Ski Hill is not only an indicator of interest in a place-based education model in the area but also a partner in learning as indicated by their letter of support in Appendix F7.

The McCall area has seen growth over the recent years with an increase in home construction and families moving the area. In 2016, population growth was 5.36% and 3.39% in 2017 ([World Population Review](#)). In addition, McCall is a hub for the greater area and serves as a place of employment for people commuting from New Meadows, Riggins, Council, Donnelly, and Cascade. According to the [2017 McCall Area Housing strategy](#) "daytime population is 5,127 persons, due to the large number of commuters into McCall for employment;" an increase of almost 2,000 people from the McCall residential population.

The McCall area is a unique community with a strong love of the outdoors, fitness, and a mountain-based lifestyle. Various small movements in the area, along with the sentiment of the general population, both indicate that McCall would be an ideal location for a place-based charter school.

## Student Population

The intended student population is for any student residing within the McCall-Donnelly School District boundaries or students residing within neighboring schools districts if space allows. The McCall Community School educational model is designed to meet any and all learners at their academic level and to meet their unique educational needs to help them master or move to the next stage. Both students struggling to keep up with their age-level peers and students exceeding grade-level expectations can flourish under this model.

Upon entering the school, students’ state testing data along with student interviews and informal testing will assist McCall Community School educators in assessing students’ academic levels. Frequent conversations between the student, parents, and teachers will assist in tracking student progress and placement. The place-based model of education meets the learner at their level to help develop their skills to move to the next academic milestone; this applies to any student at any level.

The current location options for the McCall Community School are within the McCall-Donnelly School District making location accessible to residents of the area and of surrounding areas. Students requiring special services are anticipated to 5% reflect that of the local school district. Our staffing plan and educational program are consistent with our intended demographic; as our school is focused on place and the outdoors the program specifically caters to the students that live here and the people that are passionate about our area.

### Enrollment Capacity

The targeted grade levels are Kindergarten through 8<sup>th</sup> grade. Total enrollment capacity is 225 students. With 25 students per grade. The initial year and following year will likely have below capacity enrollment numbers, especially for the middle school grades (grades 6-8).

Table 1: Max enrollment projected/ Lottery maximum

	Year 1	Year 2	Year 3	Year 4	Year 5
K	15	15	20	25	25
Grade 1	15	15	20	25	25
Grade 2	15	15	20	25	25
Grade 3	15	20	25	25	25
Grade 4	15	20	25	25	25
Grade 5	10	15	20	25	25
Grade 6	10	15	20	20	25
Grade 7	10	15	20	20	25
Grade 8	10	15	20	20	25
Total	115	145	190	210	225

## Community Partnership and Local Support

Many individuals, businesses, and families alike have expressed interest in supporting the McCall Community School. Many have expressed interest in helping with the school from spreading the word, to helping to build, to offering up specific skills. With the focus of the McCall Community School being a place-based school a partnership with local businesses is important. Local businesses can be meaningful partners in providing rich learning opportunities for students, volunteering time and related resources for learning, and providing rich, relevant research problems for students to explore.

The first community meeting regarding the potential of a public charter school in McCall proved to be a success in the eyes of the founders. Approximately 55-60 people attended with around a dozen more replying with interest. The meeting was held on March 5th, 2018 at the McCall Public Library in the evening. The agenda included an introduction of the founders, an overview of the curriculum model, and ample time for discussion and questions. Themes that emerged from questions and comments were: finance related (such as, how are they funded, how does it impact local schools, fundraising), concerns regarding strategies for enrolling underserved families, concerns regarding impact and division within local schools, as well as general questions and comments of support and need. Several parents shared stories relating to their interest and need for a public charter school, especially from the home school community.

Following the meeting an email was sent to participants sharing a survey to gather further information. This survey was also shared as a link on Facebook. Questions in the survey included the following:

- What grades should the public charter school serve?
- What schools do respondent's children currently attend?
- What interests you most about a place-based themed public charter school?
- What are concerns regarding a place-based themed public charter school?
- Are you interested in helping with the planning and start-up efforts?
- Please share your email if you're interested in receiving updates regarding McCall Community School.

Results were compiled from 55 participants, of which 51% requested a K-8 school, 15% requested a K-5 school, 6% requested a 4-8 school. Of 55 participants, 9 were not in support of a charter school citing concerns the school would divert money from the local schools.

Less than half, 41%, of the respondents have children that attend either Barbara Morgan or Donnelly Elementary, 6% attend the local middle school, 4% attend the high school, 29% attend the Roots outdoor preschool, and 10% are home schooled. The remaining percentage compiled from other preschool options in town, to no kids (8%), to online schools.

A summary of what interested respondents most about a place-based public charter school were (wording taken directly from survey):

- Your core values of self mastery, project based learning, and student leadership. I see these as critical skills for the future workforce.
- The place-based model seems well rounded and would benefit the community. I would hope students leave the school as educated, independent, kind, world changers.
- Smaller classes.
- The emphasis on local community issues, circumstances, and resources.
- Using nature as a classroom and teacher.
- Child directed learning, mastery based learning, interactive with the community and global learning in the classroom, outdoor time, not confined to a desk, hands on/project based learning.
- Interested in having an alternative learning environment from the traditional public school model. Also very interested in project based learning.
- Options for education.

A summary of what concerned respondents most about a place-based public charter school were (wording taken directly from survey):

- My biggest concern is fundraising.
- A charter will detract from the funding, staffing and vibrancy of our current schools where there are robust efforts toward innovation well underway.
- I'm concerned that this type of school could draw the highest caliber students, teachers, and parents away from our current public school.
- I also worry about what happens if its opened and can't survive and how that would affect the school system when those children would need to be absorbed by the district after we've had to cut teachers.
- I am concerned that the class sizes might not be as small as I hoped and that we might not get into the program through a lottery.
- That it will create a divide in the community.
- That it would lack academic structure and help children learn the concept they need to learn--especially if they are not a self-starter with learning new things.
- I am concerned that the presence of a place-based charter school will draw from the existing teaching positions and cater to teachers who are already implementing place-based and inquiry-based projects in their classrooms. I worry that if these teachers consolidate in a place-based focused school, the teachers who do not teach at the charter school will not have access to place-based resources, curriculum, or other teachers who are passionate about implementing place-based curriculum.

## Strategies for Enrolling Underserved Families

Considerable effort will be made to notify all families within the school district area. Notifications will be posted in the local paper, flyers, online postings, public service announcements, and radio ads. Efforts will be made to coordinate with Shepherd's Home (a local

women and children's shelter), the hospital, and other organizations that may represent communities often overlooked.

Several community meetings will be held to inform the community of our intention, school philosophy, enrollment procedures and to address general questions. Efforts will be made to provide materials in Spanish.

Currently seven percent of the local school district is hispanic. A [report](#) published by the Blumm Foundation indicates that most families rely on their information from other family members and friends. The study also reports that most hispanic families believe charter schools are private or "inaccessible to them" (p. 13-14). To overcome these challenges effort will be made to conduct face-to-face meetings, as suggested by the Bluum report, at local churches or places of employment.

## School Leadership and Management

### School Leadership

McCall Community School Board of Directors is the governing Board over the McCall Community School. The Board of Directors is responsible for:

- Policy development and review
- Educational goals, short-term and long-term
- Financial well being of the school
- Operational oversight (not day to day)
- Legal affairs of McCall Community School
- Adopting, advocating for and overseeing a responsive school budget that meets the school goals and needs of all students
- Conducting a self-evaluation of its own leadership, governance, and teamwork
- Communicating and interpreting the school's mission and vision as well as other matters to stakeholders and the general public
- Evaluation of School Leader

The School Leader will report directly to the Board, specifically the Board chair. The School Leader will be responsible for day to day operations of the school and all reporting to the state department of education and the Board of Directors. The School Leader will be responsible for overall instructional leadership, special education, testing, professional development, and compliance with professional codes and standards. The School Leader shall have the responsibility of all personnel matters relating to hiring, discipline or terminate employees. Danielson's Framework will be used to evaluate employees throughout each school year.

The School Leader will lead in promoting the mission and vision of the McCall Community School. This leader advocates in the development of academic engagement,

character development, and community connections. The School Leader will work to lead and develop their team, demonstrate a strong passion for place-based and project based learning, and serve as an engaged teacher leader connected to the student experience. This person promotes a positive engagement with all stakeholders, faculty, and students. The School Leader will work closely with the Director of Academics and Student Affairs to implement appropriate professional development, curriculum implementation, school culture, and coordinating community relations.

Applicants for the School Leader position will need to have extensive experience in the implementation of a mastery based learning model, as well as an understanding of place-based learning. The School Leader position requires qualified applicants to have a background in school leadership, place-based curriculum, and strong community development/relationship skills. Qualified applicants must have experience in working in a PK-12 educational setting and special education. McCall Community School's Leader will need to ensure that proper evaluation of staff and curriculum occurs during the school year.

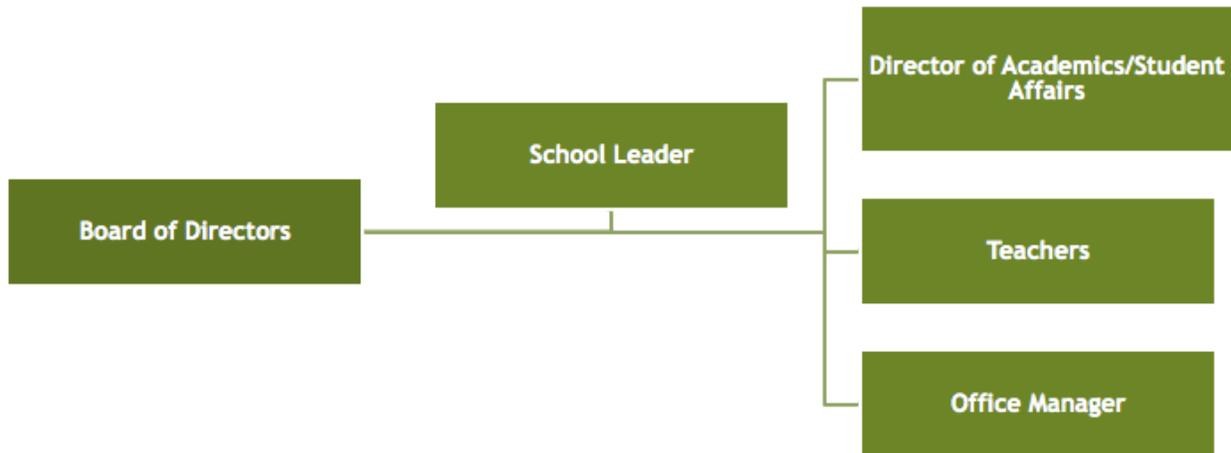
The Board of Directors will be responsible for evaluating the School Leader. The School Leader will be evaluated using the Idaho Principal Evaluation Framework. Evaluations will be conducted throughout the school year with the formal evaluation given at the end of each school year.

All school staff (certified and classified) and school volunteers report directly to the School Leader who then reports to the school Board. Certified staff will be responsible for working with students in multiple grade levels, as well as working with Director of Academics and Student Affairs and School Leader to implement appropriate lessons. Depending on students needs, certified and classified staff will utilize flexible learning by grouping students into small groups, individual work, and student led discussions. Differing in duties between school Board and School Leader are further explained in Description of Governance Structure section.

Under the School Leader and assisting all teachers is the Director of Academics and Student Affairs position. This person's role is to help coordinate logistics of community projects, community support, and personalization for individual students. For example, the Director of Academics and Student Affairs will reach out to local organizations or individuals to collect data, find volunteers, or coordinate a field trip for projects. This person will also help organize personalized projects for students through community outreach. This role also helps to serve as a liason amongst teachers and support by helping teachers coordinate vertically through grade levels so students are able to benefit from the expertise of all staff.

The Director of Academics and Student Affairs position requires qualified applicants to have several years experience teaching multiple different grade levels, multiple different subjects, to have leadership skills to help teachers coordinate with each other and to help outside community members to coordinate with staff. Applicants need to have strong organizational skills, strong people skills, strong creativity, and problem solving skills. Applicants

need to have experience in curriculum development and a background in place-based, mastery-based education.



## Educational Service Provider

Given the mission of McCall Community School, *to inspire curiosity, engagement, and leadership through transformative mastery-based education*, the school has partnered with the Place Network, a network of schools that share common practices, values, and approaches focused on place-based education. The educational philosophy is grounded in a set of core values, a locally relevant curriculum, and a unifying model. McCall Community School partnered with Place Network due to a shared commitment to unify into a single model the concepts of place-based education, project-based learning, mastery-based assessment, personalized learning, and a focus on character and learning habits. **Place-based education** connects learning with communities to increase student engagement, student outcomes, and community impact. We look at communities through the lenses of culture, economy, and ecology. A Place-Based Education Framework guides teaching and learning in all of Place Network programs.

Place Network is a network of small, public rural schools who share a commitment to innovative and high-impact place-based learning. Teton Science Schools, a 50-year old non-profit based in Wyoming and Idaho, serves as the hub for this network. For the last 15 years, Teton Science Schools has managed its own PK-12 school to define and refine the model. The network provides model curriculum (see Appendix E3), professional learning

communities, technology support, research, and consulting services to accelerate the impact of the model. The network makes no requirement on particular curriculum selected by the school and thus allows each school to be locally relevant. Schools within the network share tools and curriculum liberally across other member schools. The contact for Place Network is Nate McClennen ([nate.mcclennen@tetonscience.org](mailto:nate.mcclennen@tetonscience.org)), Director of Place Network programs. More information can be found at [www.placeschools.org](http://www.placeschools.org).

The Place Network currently has seven schools in Idaho, Wyoming, Vermont, North Carolina, Alabama, and Wisconsin. The 2017-18 school year was the pilot year for the network. By the 2019-20 school year, the network expects to have 14 schools with a total of 50-60 schools in five years. A partnership with the network is established through a Memorandum of Understanding (MOU) signed by both the school and the network (see Appendix E1). The MOU articulates the network partnership requirements and the commitment to pay the network fee of \$1000/year to support ongoing program development. Due to the emerging nature of the network, limited network wide data is available. However, the hub school (used as the model for the network) has annual performance data that routinely exceeds 70% nationally on norms.

Place Network serves as a paid consultant during the design and launch of a new school or the implementation in an existing school. Typical contracts are created on annual basis to articulate the extent of services. Services include on-site professional development, remote workshops, and leadership/project consulting.

The Place Network does not participate in the management and operation of McCall Community School in any way. McCall Community School will evaluate the Place Network Schools partnership on an annual basis through the analysis of network wide data, school specific data, and satisfaction surveys. Additionally, leadership at McCall Community School will be part of the advisory board of the network to help guide and adjust as the network grows.

# Appendices

## Appendix A: Budgets and Facilities Options

### A1. Financial Summary

<b>Financial Summary</b>					
Worksheet Instructions: This page will auto-populate as you complete the Pre-Operational and Operational Budget tabs.					
<b>Revenue</b>					
Anticipated Enrollment for Each Scenario:		65	115	160	185
	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Cash on Hand/ Other Revenue Sources					
Contributions/ Donations	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Loans	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Grants	\$250,000.00	\$0.00	\$0.00	\$0.00	\$0.00
Base Support	NA	\$118,718.00	\$181,100.00	\$269,747.00	\$295,330.00
Salary and Benefit Apportionment	NA	\$286,997.00	\$443,285.00	\$664,763.00	\$713,720.00
Transportation Allowance	NA	\$17,957.00	\$39,244.00	\$54,600.00	\$63,131.00
Federal Funds		\$57,223.00	\$93,788.00	\$126,400.00	\$218,030.00
Special Distributions	NA	\$88,069.00	\$137,135.00	\$176,142.00	\$193,567.00
<b>REVENUE TOTAL</b>	<b>250,000.00</b>	<b>\$568,964.00</b>	<b>\$894,552.00</b>	<b>\$1,291,652.00</b>	<b>\$1,483,778.00</b>
<b>Expenditures</b>					
	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Staff and Benefit Totals	\$135,429.00	\$286,473.00	\$491,757.00	\$636,440.00	\$675,610.00
Educational Program Totals	\$16,500.00	\$45,842.00	\$87,185.00	\$140,565.00	\$225,070.00
Technology Totals	\$12,000.00	\$30,430.00	\$57,125.00	\$63,400.00	\$74,775.00
Capital Outlay Totals	\$40,250.00	\$0.00	\$0.00	\$0.00	\$0.00
Board of Directors Totals	\$5,800.00	\$19,600.00	\$19,600.00	\$21,100.00	\$21,600.00
Facilities Totals	\$33,790.00	\$118,876.11	\$136,311.55	\$160,570.98	\$168,394.98
Transportation Totals	\$0.00	\$27,625.00	\$48,875.00	\$68,000.00	\$78,625.00
Nutrition Totals	\$0.00	\$22,750.00	\$40,250.00	\$56,000.00	\$64,750.00
Other	\$0.00	\$4,000.00	\$4,000.00	\$3,500.00	\$3,500.00
<b>EXPENSE TOTAL</b>	<b>243,769.00</b>	<b>\$555,596.11</b>	<b>\$885,103.55</b>	<b>\$1,149,575.98</b>	<b>\$1,312,324.98</b>
<b>OPERATING INCOME (LOSS)</b>	<b>6,231.00</b>	<b>\$13,367.89</b>	<b>\$9,448.45</b>	<b>\$142,076.02</b>	<b>\$171,453.02</b>
<b>PREVIOUS YEAR CARRYOVER</b>		<b>6,231.00</b>	<b>\$6,231.00</b>	<b>\$9,448.45</b>	<b>\$142,076.02</b>
<b>NET INCOME (LOSS)</b>	<b>6,231.00</b>	<b>\$13,367.89</b>	<b>\$9,448.45</b>	<b>\$142,076.02</b>	<b>\$171,453.02</b>

## A2. Pre-Opening Budget

### Idaho Public Charter School Commission Charter Petition: Pre-Operational Budget

**Worksheet Instructions:** list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary throughout the document. Include notes specific to start-up costs (details, sources, etc.) in the Assumptions column.

#### Pre-Operational Revenue

Line Item / Account	Budget	Assumptions / Details / Sources
Donations and Contributions	-	Only include secured funds. Sum all donations/contributions here. Provide documentation for each donation/contribution as appendices.
Loans	-	Include documentation that provides the lender, term, rate, and total principal.
Grants	250,000.00	We request that our petition be approved with one condition - the securing of grant support to fund our pre-opening year. It is clear that if we cannot secure grant support for the period of July 1, 2019 through June 30, 2020, the school will not have the resources to continue planning and implementation.
Other Revenue		Include details and documentation as necessary.
<b>REVENUE TOTAL</b>	<b>\$250,000.00</b>	

**Additional Notes or Details Regarding Revenues:**

Anonymous grant of \$40,000 received by Bluum, Inc. on behalf of McCall Community School. \$120,000 "Fellowship" grant received by Bluum, Inc. on behalf of McCall Community Charter School.

#### Pre-Operational Expenditures

#### Section 1: Staffing

1a: CERTIFIED STAFF	Budget		Assumptions / Details / Sources
Classroom Teachers	FTE	Amount	
Elementary Teachers			
Secondary Teachers			
Specialty Teachers	1.0	54,996.00	Curriculum Director, Jenny Schon, July 2019 through June 2020 @ \$4,583/mo
Classroom Teacher Subtotals	1.0	54,996.00	Average classroom size:
Special Education	FTE	Amount	
SPED Director / Coordinator			
Special Education Teacher			
Special Education Subtotals	0.0	-	Anticipated % Special Education Students:
Other Certified Staff	FTE	Amount	
Lead Administrator	1.0	69,996.00	Lead administrator Pat Berg, July 2019 through June 2020 @ \$5,833 / Mo
Assistant Administrator			
Other Certified Staff Subtotals	0.0	69,996.00	
<b>CERTIFIED STAFF TOTAL</b>	<b>1.0</b>	<b>124,992.00</b>	
1b: CLASSIFIED STAFF	Budget		Assumptions / Details / Sources
Position	FTE	Amount	
Paraprofessionals- General			
Paraprofessionals- SPED			
Admin / Front Office Staff			
<b>CLASSIFIED STAFF TOTAL</b>	<b>0.0</b>	<b>-</b>	
1c: BENEFITS	Budget		Assumptions / Details / Sources
Type	Rate	Amount	
Retirement			
Workers comp	0.70%	875.00	
FICA/Medicare	7.65%	9,562.00	
Group insurance			Not required, both EE's have insurance through spouses.
Paid time off (provide assumptions)			
<b>BENEFITS TOTAL</b>		<b>10,437.00</b>	
<b>CERTIFIED &amp; CLASSIFIED STAFF TOTAL</b>		<b>124,992.00</b>	
<b>TOTAL STAFF &amp; BENEFITS TOTAL</b>		<b>135,429.00</b>	

<b>Section 2: Educational Program</b>		
<b>2a: OVERALL EDUCATION PROGRAM COSTS</b>	<b>Budget</b>	<b>Assumptions / Details / Sources</b>
Professional Development	15,500.00	Work with TSS and Nate contract services. Travel.
SPED Contract Services		Types of anticipated SPED Contractors:
Other Contract Services (i.e. accounting, HR, management)	-	Bluum is providing back office support as part of fellowship grant.
Office Supplies	1,000.00	Misc Supplies
Membership Dues (if applicable)		
<b>OVERALL EDUCATION PROGRAM TOTAL</b>	<b>16,500.00</b>	

<b>2b: ELEMENTARY PROGRAM</b>	<b>Budget</b>	<b>Assumptions / Details / Sources</b>
Elementary Curriculum		
Elementary Instructional Supplies & Consumables		
Elementary Special Education Curricular Materials		
Elementary Contract Services (provide assumptions)		Types of anticipated Contractors:
<b>ELEMENTARY PROGRAM TOTAL</b>	<b>-</b>	

<b>2c: SECONDARY PROGRAM</b>	<b>Budget</b>	<b>Assumptions / Details / Sources</b>
Secondary Curriculum		
Secondary Instructional Supplies & Consumables		
Secondary Special Education Curricular Materials		
Secondary Contract Services (provide assumptions)		Types of anticipated Contractors:
<b>SECONDARY PROGRAM TOTAL</b>	<b>-</b>	
<b>EDUCATIONAL PROGRAM TOTAL</b>	<b>16,500.00</b>	

**Additional Notes or Details Regarding Educational Program Expenditures:** Two founders of the school, Patrick Berg and Jennifer Schon, will receive salaries from the start-up/ zero year budget of \$70,000 and \$55,000 respectively. Benefits are also included but insurance is not (provided by their spouses).

<b>Section 3: Technology</b>		
<b>Line Item / Account</b>	<b>Budget</b>	<b>Assumptions / Details / Sources</b>
Internet Access		All technology use will come from school leader and curriculum directors personal source.
Contract Services		
Technology Software & Licenses	12,000.00	Initial Student Information System licensing and training
Computers for Staff Use		
Computers for Student Use		
Other Technology Hardware (i.e. document cameras, projectors, etc.)		
<b>TECHNOLOGY TOTAL</b>	<b>12,000.00</b>	

**Additional Notes or Details Regarding Technology Expenditures:**

<b>Section 4: Non-Facilities Capital Outlay</b>		
<b>Line Item / Account</b>	<b>Budget</b>	<b>Assumptions / Details / Sources</b>
Furniture (school-wide)	40,250.00	School would purchase general furniture outside of facility lease, or facility cost/development. Assumption is approximately \$350 per pupil total, factoring in desks and chairs for staff. Figure cross checked with initial investment made by Alturas International Academy year 1.
Kitchen Equipment (warming oven, salad bar, etc.)		
Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.)		
<b>CAPITAL OUTLAY TOTAL</b>	<b>40,250.00</b>	

**Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures:**

<b>Section 5: Board of Directors</b>		
<b>Line Item / Account</b>	<b>Budget</b>	<b>Assumptions / Details / Sources</b>
Board Training	3,000.00	Travel and training for board members.
Legal		
Insurance (property, liability, E & O, etc.)	2,800.00	D&O and general liability for year zero, similar to TVCA cost of insurance.
Audit		
<b>BOARD OF DIRECTORS TOTAL</b>	<b>5,800.00</b>	

**Additional Notes or Details regarding Board of Directors Expenditures:**

**Section 6: Facilities Details (consistent with facilities template)**

Line Item / Account	Budget	Assumptions / Details / Sources
Mortgage or Lease		
Construction / Remodeling (if applicable)		
Repairs and Maintenance		
Facilities Maintenance Contracts (i.e. snow removal, lawn care, custodial, security, etc.)		
Utilities (i.e. gas, electric, water, etc.)		
Phone		
Other Facilities Related Costs (specify)	33,790.00	Phase 2 enviromental, traffic study, drawings for Conditional Use Permit
<b>FACILITIES TOTAL</b>	<b>33,790.00</b>	

Additional Notes or Details Regarding Facilities Expenditures:

**Section 7: Transportation**

Line Item / Account	Budget	Assumptions / Details / Sources
Daily Transportation		
Special Transportation (i.e. SPED, field trips, etc.)		
Other Transportation Costs (specify)		
<b>TRANSPORTATION TOTAL</b>	<b>\$0.00</b>	

Additional Notes or Details Regarding Transportation Expenditures:

**Section 8: Nutrition**

Line Item / Account	Budget	Assumptions / Details / Sources
Food Costs		
Non-Food Costs		
<b>OTHER TOTAL</b>	<b>-</b>	

Additional Notes or Details Regarding Transportation Expenditures:

**Section 9: Other Expenditures**

Line Item / Account	Budget	Assumptions / Details / Sources
<b>OTHER TOTAL</b>	<b>-</b>	

Additional Notes or Details Regarding Transportation Expenditures:

### A3. Three-Year Operating Budget and Break-Even Year 1 Scenario

Charter Petition: Operational Budgets					
Operational Revenue					
Anticipated Enrollment for Each Scenario:	65	115	160	185	
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Cash on Hand	\$6,231.00	\$6,231.00	NA	NA	
Entitlement	\$118,718.00	\$181,100.00	\$269,747.00	\$295,330.00	Attach the M & O Revenue Template
Salary and Benefit Apportionment	\$286,997.00	\$443,285.00	\$664,763.00	\$713,720.00	Attach the M & O Revenue Template
Transportation Allowance	\$17,957.00	\$39,244.00	\$54,600.00	\$63,131.00	
Special Distributions	NA	NA	NA	NA	From the SDE Special Distributions Doc.
Charter School Facilities	\$24,050.00	\$42,550.00	\$59,200.00	\$68,450.00	Using current SDE "FY2019 Special Distributions" guidance, no projected increases. (Conservative)
Content and Curriculum	\$1,216.00	\$1,329.00	\$1,477.00	\$1,507.00	
Continuous Improvement Plans and Training	\$6,600.00	\$6,600.00	\$6,600.00	\$6,600.00	
Gifted Talented	\$3,109.00	\$3,193.00	\$3,269.00	\$3,311.00	
Leadership Premiums	\$3,034.00	\$6,573.00	\$8,594.00	\$9,101.00	
IT Staffing	\$9,000.00	\$9,000.00	\$11,913.00	\$15,000.00	
Math and Science Requirement	\$0.00	\$0.00	\$0.00	\$0.00	
Professional Development	\$16,830.00	\$18,965.00	\$20,185.00	\$20,490.00	
Safe and Drug-Free Schools (limited to 2K Y1	\$2,000.00	\$2,000.00	\$3,976.00	\$4,285.00	
Technology (i.e. infrastructure)	\$22,230.00	\$46,925.00	\$51,200.00	\$53,575.00	
Advanced Opportunities	\$0.00	\$0.00	\$0.00	\$0.00	
College and Career Advisors/ Mentors	\$0.00	\$0.00	\$0.00	\$0.00	
Literacy Proficiency	NA	NA	\$0.00	\$0.00	
Limited English Proficient (LEP)	NA	NA	\$0.00	\$0.00	If LEP intervention needed, costs will equal revenues.
School Facilities (Lottery)	NA	NA	\$9,728.00	\$11,248.00	
Federal Support	NA	NA	NA	NA	
Title I	\$8,125.00	\$14,375.00	\$20,000.00	\$23,125.00	Assume \$125 per enrolled pupil. Part of cost of Pat Berg's salary will be covered by Title I funding, as he will assume Title I coordination role.
Title II	\$3,900.00	\$6,900.00	\$9,600.00	\$11,100.00	Based on awards received by other schools, used a naverage of \$60 per enrolled for bugeting purposes. Equivalent expense budget included below in professional development expenses.
Title IV	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	Based on current minimum awards. School will use for enrichment through curriculum, field trips.
IDEA Part B	\$6,500.00	\$11,500.00	\$16,000.00	\$19,055.00	Estimating based on low-end funding level of \$100 per enrolled child. This is lower than compared charters like Future, Alturas, Heritage, Connor.
Medicaid	\$9,360.00	\$16,800.00	\$23,200.00	\$90,000.00	SPED Contract Services Amount below, minus IDEA part B, then multiplied by 65%.
Food Service Support	\$19,338.00	\$34,213.00	\$47,600.00	\$64,750.00	
<b>REVENUE TOTAL</b>	<b>\$575,195.00</b>	<b>\$900,783.00</b>	<b>\$1,291,652.00</b>	<b>\$1,483,778.00</b>	

**Operational Expenditures**

**Section 1: Staffing**

1a: CERTIFIED STAFF	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
<b>Classroom Teachers</b>									
Elementary Teachers	2.5	104,929.00	6.00	245,825.00	8.00	351,920.00	8.50	379,347.00	Mix of career ladder levels used for budget. Pay will be equal to career ladder scale, with leadership premiums allocated for mentoring and other extra-duty expenses.
Secondary Teachers									
Specialty Teachers									
Classroom Teacher Subtotals	2.50	104,929.00	6.00	245,825.00	8.00	351,920.00	8.50	379,347.00	
<b>Special Education</b>									Average classroom size: Y1:16, Y2:18, Y3:21, Y4-Y6:17
SPED Director									See notes below.
Special Education Teacher	0.5	24,700.00	0.50	24,700.00	0.50	25,000.00	0.50	25,500.00	SPED to be covered by half time teacher and lead administrator.
Special Education Subtotals	0.50	24,700.00	0.50	24,700.00	1.00	25,000.00	0.50	25,500.00	Anticipated % Special Education Students: 10%
<b>Other Certified Staff</b>									
Lead Administrator	1.0	60,000.00	1.00	61,800.00	1.00	63,700.00	1.00	65,600.00	Pat Berg, 3% increases Y2, Y3
Assistant Administrator									
Other Certified Staff Subtotals	1.00	60,000.00	1.00	61,800.00	1.00	63,700.00	1.00	65,600.00	
<b>CERTIFIED STAFF TOTAL</b>	<b>4.00</b>	<b>189,629.00</b>	<b>7.50</b>	<b>#####</b>	<b>10.00</b>	<b>\$440,620.00</b>	<b>10.00</b>	<b>\$470,447.00</b>	

1b: CLASSIFIED STAFF	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
<b>Position</b>									
Paraprofessionals- General									
Paraprofessionals- SPED									
Admin / Front Office Staff	1.0	30,000.00	1.50	45,000.00	1.50	46,350.00	1.50	47,741.00	Expect 1.5 for Y1, with 3% increases Y2-3, if 65 students.
Other									
<b>CLASSIFIED STAFF TOTAL</b>	<b>1.00</b>	<b>30,000.00</b>	<b>1.50</b>	<b>45,000.00</b>	<b>1.50</b>	<b>46,350.00</b>	<b>1.50</b>	<b>47,741.00</b>	

1c: BENEFITS	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Type	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
Retirement	11.32%	24,862.00	11.32%	42,713.00	11.32%	55,125.00	11.32%	58,659.00	Rate to go up nxt year, but we assume benefit apportionment will be modified equally, so we used 11.32% for budget.
Workers comp/ FICA/ Medicare	7.67%	16,846.00	7.67%	28,941.00	7.67%	37,351.00	7.67%	39,745.00	
Group Insurance (Medical/Dental)	10.24%	22,500.00	10.14%	38,250.00	10.50%	51,150.00	10.19%	52,800.00	Start at \$4,700 per full time EE, add \$100 each year
Paid time off (provide assumptions)	1.20%	2,636.00	1.20%	4,528.00	1.20%	5,844.00	1.20%	6,218.00	10 sick days per year qualifying for 1.2% rate
<b>BENEFITS TOTAL</b>		<b>66,844.00</b>		<b>114,432.00</b>		<b>149,470.00</b>		<b>157,422.00</b>	
<b>CERTIFIED &amp; CLASSIFIED STAFF TOTAL</b>		<b>219,629.00</b>		<b>377,325.00</b>		<b>\$486,970.00</b>		<b>\$518,188.00</b>	
<b>TOTAL STAFF &amp; BENEFITS TOTAL</b>		<b>286,473.00</b>		<b>491,757.00</b>		<b>\$636,440.00</b>		<b>\$675,610.00</b>	

**Section 2: Educational Program**

2a: OVERALL EDUCATION PROGRAM COSTS	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Professional Development		\$20,730.00		\$25,865.00		\$29,785.00		\$31,590.00	Title II Funds & State Professional Dev Funds
SPED Contract Services		\$117.00		\$21,000.00		\$40,000.00		\$90,000.00	\$60 per day OT, \$60 per day for PT, Speech Pathologist \$25 hr, based on rates paid at local school district. To be covered by IDEA Part B, and assume rest 65% by medicaid, net of Dept of H&W and CSA fees.
Membership Dues		270.00		345.00		480.00		555.00	ICSN Dues
Authorizer Fee		5,000.00		6,000.00		8,500.00		10,000.00	Based on 2018-2019 list provided by PCSC
Back office support from Bluum		-		-		15,000.00		17,500.00	See Bluum contract - zero year and year 1 at \$0.00.
Office Supplies		1,200.00		1,200.00		1,200.00		1,200.00	
<b>OVERALL EDUCATION PROGRAM TOTAL</b>		<b>27,317.00</b>		<b>54,410.00</b>		<b>94,965.00</b>		<b>150,845.00</b>	

2b: ELEMENTARY PROGRAM	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Elementary Curriculum		6,500.00		11,500.00		16,000.00		40,000.00	Year 3 is high due to expectation of bolstering for the following school year; in other words, Year 4 Budget will not include any curriculum/textbooks fees. Assumption is \$100 per pupil per year.
Elementary Instructional Supplies & Consumables		4,550.00		8,050.00		11,200.00		12,950.00	Assume \$70/Student per year
Elementary Special Education Curricular Materials		325.00		575.00		800.00		925.00	Assume additional \$50 in curriculum/testing costs, x 10% of enrollment.
Elementary Contract Services (provide assumption)		7,150.00		12,650.00		17,600.00		20,350.00	Contract with Teton Science Schools - \$110 per
<b>ELEMENTARY PROGRAM TOTAL</b>		<b>18,525.00</b>		<b>32,775.00</b>		<b>45,600.00</b>		<b>74,225.00</b>	

2c: SECONDARY PROGRAM	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Secondary Curriculum									
Secondary Instructional Supplies & Consumables									
Secondary Special Education Curricular Materials									
Secondary Contract Services (provide assumption)									Types of anticipated Contractors:
<b>SECONDARY PROGRAM TOTAL</b>		<b>-</b>		<b>-</b>		<b>-</b>		<b>-</b>	
<b>EDUCATIONAL PROGRAM TOTAL</b>		<b>45,842.00</b>		<b>87,185.00</b>		<b>140,565.00</b>		<b>225,070.00</b>	

**Additional Notes or Details Regarding Educational Program Expenditures:**  
 The founder and school leader/Administrator Patrick Berg is also certified as a special education teacher and will be overseeing any SPED related duties the first several years. The other founder, Jennifer Schon, will serve the role of Curriculum Director and will assume teacher duties, therefore counting as one of the teacher FTEs. Contract services will include part time work for various services including school psychologist, speech pathologists, audiologists, and social worker. Pupil services, such as nurses, will be assumed and shared in responsibility by all staff, Admin and teacher alike. For expenditures such as transportation and nutrition we derived these numbers from the local school district, McCall-Donnelly, which has similar demographics so we can assume similar costs.

**Section 3: Technology**

Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Internet Access	1,200.00	1,200.00	1,200.00	1,200.00	
Contracted Services	2,000.00	4,000.00	6,000.00	15,000.00	IT consultant to set up systems, monitor, fix problems.
Technology Software & Licenses	5,000.00	5,000.00	5,000.00	5,000.00	Will use Google for most tools, email, google classroom. This budget is for unexpected additional licenses like Adobe, other usefull apps, SIS Licensing.
Computers for Staff Use	4,000.00	3,200.00	2,000.00	2,000.00	\$800 per new staff
Computers for Student Use	18,230.00	43,725.00	49,200.00	51,575.00	Equals Tech Funding
Other Technology Hardware (i.e. document cameras, projectors, etc.)					
<b>TECHNOLOGY TOTAL</b>	<b>30,430.00</b>	<b>57,125.00</b>	<b>63,400.00</b>	<b>74,775.00</b>	

Additional Notes or Details Regarding Technology Expenditures:

**Section 4: Non-Facilities Capital Outlay**

Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Furniture (school-wide)					Furniture and fixtures will be acquired year zero; additional expansion costs will be figured into the expansion budgets.
Kitchen Equipment (warming oven, salad bar, etc.)					
Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.)					
<b>CAPITAL OUTLAY TOTAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	

Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures:

**Section 5: Board of Directors**

Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Board Training	6,600.00	6,600.00	6,600.00	6,600.00	Continuous Plan / Improvement Training Funds
Legal	2,500.00	2,500.00	2,500.00	2,500.00	
Insurance (property, liability, E & O, etc.)	6,000.00	6,000.00	7,000.00	7,500.00	D&O, liability, property
Audit	4,500.00	4,500.00	5,000.00	5,000.00	Based on current rates from Quest CPAs
<b>BOARD OF DIRECTORS TOTALS</b>	<b>19,600.00</b>	<b>19,600.00</b>	<b>21,100.00</b>	<b>21,600.00</b>	

Additional Notes or Details Regarding Board of Directors Expenditures:

**Section 6: Facilities Details (consistent with facilities template)**

Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Mortgage or Lease	\$100,928.11	\$117,363.55	\$133,798.98	\$133,798.98	See note below
Construction / Remodeling (if applicable)					
Grounds Maintenance (Snow)	3,000.00	4,000.00	6,000.00	8,000.00	
Repairs and Maintenance	1,500.00	1,500.00	1,500.00	1,500.00	
Janitorial Supplies	1,800.00	1,800.00	1,800.00	1,800.00	
Gas	3,584.00	3,584.00	5,376.00	7,168.00	
Electric	5,376.00	5,376.00	8,064.00	10,752.00	
Other Utilities (provide assumptions)	2,688.00	2,688.00	4,032.00	5,376.00	Water, sewer, trash
<b>FACILITIES TOTAL</b>	<b>118,876.11</b>	<b>136,311.55</b>	<b>160,570.98</b>	<b>168,394.98</b>	

See Facility Plan Page/Tab

**Section 7: Transportation**

Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Daily Transportation	\$27,625.00	\$48,875.00	\$68,000.00	\$78,625.00	
Special Transportation (i.e. SPED, field trips, etc)					
Other Transportation Costs (specify)					
<b>TRANSPORTATION TOTAL</b>	<b>\$27,625.00</b>	<b>\$48,875.00</b>	<b>\$68,000.00</b>	<b>\$78,625.00</b>	

Additional Notes or Details Regarding Transportation Expenditures:

Assume \$425 average per enrolled, based on rates currently charged to McCall school district, based on reviewing their budget and discussing the costs with their business manager.

**Section 8: Nutrition Program**

Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Food Costs and Non-food costs	22,750.00	40,250.00	56,000.00	64,750.00	Assume \$350 per pupil per year average.
Non-Food Costs					
<b>NUTRITION TOTAL</b>	<b>22,750.00</b>	<b>40,250.00</b>	<b>56,000.00</b>	<b>64,750.00</b>	

Additional Notes or Details Regarding Other Expenditures:

**Section 9: Other Expenditures**

Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Advertising and postage	4,000.00	4,000.00	3,500.00	3,500.00	Cost of ads, radio ads, postage, newspaper postings.
<b>OTHER TOTAL</b>	<b>4,000.00</b>	<b>4,000.00</b>	<b>3,500.00</b>	<b>3,500.00</b>	

Additional Notes or Details Regarding Other Expenditures:

### A4. Cash Flow Projection for Initial Operation Year

Idaho Public Charter School Commission Cash Flow Operational Year 1														
	Year 1 Budgeted	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	Total
Student Enrollment Capacity	115													
<b>Revenue</b>														
Donations and Contributors	0													\$0.00
Leans	0													\$0.00
Grants	0													\$0.00
Entitlement	181,100		\$90,550.00			\$36,220.00			\$36,220.00			\$18,110.00		\$181,100.00
Salary and Benefit Apportionment	443,285		\$221,642.50			\$88,657.00			\$88,657.00			\$44,328.50		\$443,285.00
Transportation Allowance	39,244		\$19,622.00			\$7,848.80			\$7,848.80			\$3,924.40		\$39,244.00
Federal Funds	93,788			\$10,421.00	\$10,421.00	\$10,421.00	\$10,421.00	\$10,421.00	\$10,421.00	\$10,421.00	\$10,421.00	\$10,421.00	10,420.00	\$93,788.00
Special Distributions	137,135								\$34,283.75			\$102,851.25		\$137,135.00
<b>Total Revenue</b>	\$894,552.00	\$0.00	\$331,814.50	\$0.00	\$10,421.00	\$143,146.80	\$10,421.00	\$10,421.00	\$143,146.80	\$44,704.75	\$10,421.00	\$179,635.15	\$10,420.00	\$894,552.00
<b>Expenditures</b>														
Salaries and Benefits	491,757.00		40,980.00	40,980.00	40,980.00	40,980.00	40,980.00	40,980.00	40,980.00	40,980.00	40,980.00	40,980.00	81,957.00	\$491,757.00
Education Program	87,185.00		\$7,926.00	\$7,926.00	\$7,926.00	\$7,926.00	\$7,926.00	\$7,926.00	\$7,926.00	\$7,926.00	\$7,926.00	\$7,926.00	7,925.00	\$87,185.00
Technology Totals	57,125.00		\$57,125.00											\$57,125.00
Capital Outlay Totals														\$0.00
Board of Directors	19,600.00		\$1,782.00	\$1,782.00	\$1,782.00	\$1,782.00	\$1,782.00	\$1,782.00	\$1,782.00	\$1,782.00	\$1,782.00	\$1,782.00	1,780.00	\$19,600.00
Facilities	136,311.55		\$34,077.89			\$34,077.89			\$34,077.89			\$34,077.89		\$136,311.55
Transportation	\$48,875.00			\$5,431.00	\$5,431.00	\$5,431.00	\$5,431.00	\$5,431.00	\$5,431.00	\$5,431.00	\$5,431.00	\$5,431.00	5,427.00	\$48,875.00
Nutrition	40,250.00			\$4,472.00	\$4,472.00	\$4,472.00	\$4,472.00	\$4,472.00	\$4,472.00	\$4,472.00	\$4,472.00	\$4,472.00	4,474.00	\$40,250.00
Other	4,000.00				4,000.00									\$4,000.00
<b>Total Expenditures</b>	\$885,103.55	\$0.00	\$141,890.89	\$50,688.00	\$60,591.00	\$94,668.89	\$60,591.00	\$64,591.00	\$94,668.89	\$60,591.00	\$60,591.00	\$94,668.89	\$101,563.00	\$885,103.55
<b>Cash Flow</b>														
Operational Cash Flow		\$0.00	\$189,923.61	(\$50,688.00)	(\$50,170.00)	\$48,477.91	(\$50,170.00)	(\$54,170.00)	\$48,477.91	(\$15,886.25)	(\$50,170.00)	\$84,966.26	(\$91,143.00)	\$9,448.45
Cash on Hand	\$6,231.00	\$6,231.00	\$6,231.00	\$196,154.61	\$145,466.61	\$95,296.61	\$143,774.53	\$93,604.53	\$39,434.53	\$87,912.44	\$72,026.19	\$21,856.19	\$106,822.45	\$6,231.00
<b>Cash End of Period</b>		\$6,231.00	\$196,154.61	\$145,466.61	\$95,296.61	\$143,774.53	\$93,604.53	\$39,434.53	\$87,912.44	\$72,026.19	\$21,856.19	\$106,822.45	\$15,679.45	\$15,679.45

## A5. Facility Plan Phased Growth

### ***FACILITY PLAN - PHASED GROWTH***

The school has placed land under contract using \$5,000 of JKAFF funding to hold the land for 270 days for due diligence and underwriting. If extensions are required, the owner has agreed to accept a \$1,300 monthly fee for each month extension. The price of the land has been negotiated (see land contract).

We recognize that our enrollment plan is considered assertive and difficult to prove at this early stage. We have developed a facility plan that allows the school to start with as low as 65 students and be sustainable using only state and Federal (Title, IDEA, Medicaid) funds to operate. The plan is to start the school using the land under contract, a paved parking lot and two portable buildings (2 classrooms each, each classroom with an ADA-compliant bathroom and ADA compliant ramps). A quote for the portables is included; this quote includes all required upgrades to meet the snow-load requirements in McCall (120 lbs/sf).

The school has determined that for each 50 student enrollment increase, an additional portable building (2 classrooms) will need to be added. This plan provides the flexibility needed to deal with these scenarios:

- 1) Worst-case scenario - the school never grows, enrollment stays between 65 - 100 students - the school would operate out of the two portables indefinitely;
- 2) Slow-growth scenario - the school grows slower than shown in the three year plan - the school would add a portable when enrollment increases above 100, one portable per 50-student increment;
- 3) Planned-growth scenario - the school adds portables as needed through full enrollment, with the understanding that if the school secures sufficient enrollment growth, grant and lending support to justify permanent construction, the school can opt for this construction rather than continuing to add portables

The following table shows the detailed cost analysis, by enrollment range:

	<b>Break-Even Enrollment</b>	<b>Y1 Full Enrollment</b>	<b>Y2 Full Enrollment</b>	<b>Y3 Full Enrollment</b>
<b>Enrollment Target:</b>	<b>65</b>	<b>115</b>	<b>160</b>	<b>185</b>
<b>Portables/Classroom Count:</b>	<b>2/4</b>	<b>3/6</b>	<b>4/8</b>	<b>4/8</b>
<b>Classroom Capacity, Students:</b>	<b>65 to 100</b>	<b>101 to 150</b>	<b>151 to 200</b>	<b>151 to 200</b>
Portables **	\$ 420,200	\$ 630,300	\$ 840,400	\$ 840,400
Land Acquisition	\$ 375,000	\$ 375,000	\$ 375,000	\$ 375,000
Closing Costs	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Parking Lot	\$ 75,000	\$ 75,000	\$ 75,000	\$ 75,000
Street Improvements & Utilities	\$ 360,000	\$ 360,000	\$ 360,000	\$ 360,000
Furniture	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
Contingency	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
<b>Total Cost to Finance:</b>	<b>\$ 1,290,200</b>	<b>\$ 1,500,300</b>	<b>\$ 1,710,400</b>	<b>\$ 1,710,400</b>
Loan at 6% blended rate, 25 year amortization, annual cost:	\$ 100,928	\$ 117,364	\$ 133,799	\$ 133,799

<b>** Portables Specs</b> 28 x 64 (1,792 sq ft ea) \$185,500 installed + \$600 Blinds + \$15K ADA + \$9K Bathrooms = \$210,100 Each
-------------------------------------------------------------------------------------------------------------------------------------------

**2018 - 2019 BUDGET WORKSHEETS  
ESTIMATING M & O STATE SUPPORT REVENUE**

					Rev Code
1	Number of Support Units - 2020-2021 (Best 28 Weeks ADA - Units)			4.32	
2	State Distribution Factor - Per Unit - 2020-2021			\$ 27,481	
3	Entitlement (line 1 x line 2)			\$ 118,718	
4	Salary Apportionment: 1st Reporting Period Units (From SBA Template)	4.32			
		Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template
		1.20220	\$41,577	\$41,577	\$ 245,333
5	Estimated Base Support (line 3 + line 4)			\$ 364,051	431100
6	Add: Benefit Apportionment			\$ 41,664	431800
7	Add: Approved Border Contracts			\$ 0	431500
8	Add: Approved Exceptional Child Support			\$ 0	431400
9	Add: Approved Tuition Equivalency			\$ 0	431600
10	Add: Transportation Allowance			\$ 30,713	431200
11	Adjustments				
12	Total Estimated SDE State Support (lines 5 + 6 + 7 + 8 + 9 + 10 + 11)			\$ 436,428	
<b>Revenue in Lieu of Taxes:</b> (n/a for District Charters)					
13	Agricultural Equipment Tax Replacement Money from State Tax Commission		\$		
14	Personal Property Tax Replacement Money from State Tax Commission		\$		
	Total Revenue in Lieu of Taxes (line 13)			\$ 0	438000

Zoom Out

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School District Name: **McCall Community School** School District Number:

2018 - 2019 BUDGET WORKSHEETS

ESTIMATING M & O STATE SUPPORT REVENUE

					Rev Code
1	Number of Support Units - 2020-2021 (Best 28 Weeks ADA - Units)			6.59	
2	State Distribution Factor - Per Unit - 2020-2021			\$ 27,481	
3	Entitlement (line 1 x line 2)			\$ 181,100	
4	Salary Apportionment: 1st Reporting Period Units	6.59			
<i>(From SBA Template)</i>					
	Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template	
	1.20220	\$41,619	\$41,619	\$ 374,552	
5	Estimated Base Support (line 3 + line 4)			\$ 555,652	431100
6	Add: Benefit Apportionment			\$ 68,733	431800
7	Add: Approved Border Contracts			\$ 0	431500
8	Add: Approved Exceptional Child Support			\$ 0	431400
9	Add: Approved Tuition Equivalency			\$ 0	431600
10	Add: Transportation Allowance			\$ 39,244	431200
11	Adjustments			\$	
12	Total Estimated SDE State Support (lines 5 + 6 + 7 + 8 + 9 + 10 + 11)			\$ 663,629	
<b>Revenue in Lieu of Taxes:</b>					
<i>(n/a for District Charters)</i>					
13	Agricultural Equipment Tax Replacement Money from State Tax Commission	\$			
14	Personal Property Tax Replacement Money from State Tax Commission	\$			
	Total Revenue in Lieu of Taxes (line 13)			0	438000

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School District Name: **McCall Community School** School District Number:

**2018 - 2019 BUDGET WORKSHEETS**  
**ESTIMATING M & O STATE SUPPORT REVENUE**

				Rev Code							
1	Number of Support Units - 2020-2021 (Best 28 Weeks ADA - Units)		9.53								
2	State Distribution Factor - Per Unit - 2020-2021		\$ 28,305								
3	Entitlement (line 1 x line 2)		\$ 269,747								
4	Salary Apportionment: 1st Reporting Period Units (From SBA Template)	9.53									
		<table border="1"> <thead> <tr> <th>Administrative Index</th> <th>Average Instructional Salary</th> <th>Average Pupil Services Salary</th> <th>Total SBA plus Allowances from SBA Template</th> </tr> </thead> <tbody> <tr> <td align="right">1.24730</td> <td align="right">\$44,344</td> <td align="right">\$44,344</td> <td align="right">\$ 574,538</td> </tr> </tbody> </table>	Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template	1.24730	\$44,344	\$44,344	\$ 574,538	
Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template								
1.24730	\$44,344	\$44,344	\$ 574,538								
5	Estimated Base Support (line 3 + line 4)		\$ 844,285	431100							
6	Add: Benefit Apportionment		\$ 90,225	431800							
7	Add: Approved Border Contracts		\$ 0	431500							
8	Add: Approved Exceptional Child Support		\$ 0	431400							
9	Add: Approved Tuition Equivalency		\$ 0	431600							
10	Add: Transportation Allowance		\$ 39,244	431200							
11	Adjustments										
12	Total Estimated SDE State Support (lines 5 + 6 + 7 + 8 + 9 + 10 + 11)		\$ 973,754								
<hr/>											
Revenue in Lieu of Taxes: (n/a for District Charters)											
13	Agricultural Equipment Tax Replacement Money from State Tax Commission										
14	Personal Property Tax Replacement Money from State Tax Commission										
	Total Revenue in Lieu of Taxes (line 13)		0	438000							

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School District Name: **McCall Community School** School District Number:

**2018 - 2019 BUDGET WORKSHEETS**  
**ESTIMATING M & O STATE SUPPORT REVENUE**

					Rev Code
1	Number of Support Units - 2020-2021 (Best 28 Weeks ADA - Units)			10.13	
2	State Distribution Factor - Per Unit - 2020-2021			\$ 29,154	
3	Entitlement (line 1 x line 2)			\$ 295,330	
4	Salary Apportionment: 1st Reporting Period Units (From SBA Template)	10.13			
		Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template
		1.24730	\$44,983	\$44,983	\$ 617,837
5	Estimated Base Support (line 3 + line 4)			\$ 913,167	431100
6	Add: Benefit Apportionment			\$ 95,883	431800
7	Add: Approved Border Contracts			\$ 0	431500
8	Add: Approved Exceptional Child Support			\$ 0	431400
9	Add: Approved Tuition Equivalency			\$ 0	431600
10	Add: Transportation Allowance			\$ 63,131	431200
11	Adjustments				
12	Total Estimated SDE State Support (lines 5 + 6 + 7 + 8 + 9 + 10 + 11)			\$ 1,072,181	
<hr/>					
Revenue in Lieu of Taxes: (n/a for District Charters)					
13	Agricultural Equipment Tax Replacement Money from State Tax Commission				
14	Personal Property Tax Replacement Money from State Tax Commission				
	Total Revenue in Lieu of Taxes (line 13)			0	438000

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School District Name:	McCall Community School	School District Number:	
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## A5. Quote for Portables



Sale No.: \_\_\_\_\_

Date: 2/13/19

Customer #: \_\_\_\_\_

Customer PO #: \_\_\_\_\_

**4055 Eagleson Road  
Boise, ID 83642  
Ph: 208-362-7587  
Fax: 208-362-7588**

### PROPOSAL AND AGREEMENT OF SALE

DESIGN SPACE MODULAR BUILDINGS, INC. (DSMBI), hereinafter referred to as "Seller", hereby submits for acceptance by:

Customer Name:	McCall Charter School	Contact:	Patrick Berg
Address:	McCall ID	Phone:	208-697-3345 Patrickberg74@gmail.com

hereinafter referred to as Buyer, the following Proposal to furnish the materials and services described below for the prices indicated:

DESCRIPTION	PRICE
28x64 New Modular Classroom/office space with local snow load	\$170,000
Delivery to McCall ID	\$2,600
<u>Installation with</u> anchors and Painted wood skirting	\$12,900
Optional: Blinds \$600, ADA ramps \$15K, Split HVAC \$5K, 2 ADA restrooms \$9K Permits, utility connections, data/ fire alarm, and site prep on customer	
Sales Tax	
<b>Total</b>	<b>\$185,500</b>

<b>Payment Terms:</b>	50% down, balance upon delivery	
<b>Progress Invoices:</b> (If Applicable)		
	Balance Due Upon Completion	Balance Due

Above Pricing Based Upon:		Date	SHIPPING ADDRESS:
120 lb snow load	High grade carpet tiles		McCall
<b>Specification:</b>	Attached		

This Proposal by Seller must be accepted in its entirety by Buyer within fifteen (15) days from the date hereof and acceptance shall be defined for purposes of this Proposal and Agreement as receipt by Seller of the duly executed original hereof at its offices in Fontana, California or personal delivery thereof to a duly authorized agent or representative of Seller. Buyer's acceptance of this Proposal subsequent to fifteen (15) days from the date hereof shall be deemed to be a counterproposal, which shall be subject to renegotiation.

# A6. Land Agreement

	<h2 style="margin: 0;">RE-24 VACANT LAND</h2> <h3 style="margin: 0;">REAL ESTATE PURCHASE AND SALE AGREEMENT</h3>	<p style="font-size: small; margin: 0;">JULY 2018 EDITION</p>  <p style="font-size: x-small; margin: 0;">Page 1 of 7</p>
<p>THIS IS A LEGALLY BINDING CONTRACT. READ THE ENTIRE DOCUMENT, INCLUDING ANY ATTACHMENTS. IF YOU HAVE ANY QUESTIONS, CONSULT YOUR ATTORNEY AND/OR ACCOUNTANT BEFORE SIGNING.</p>		
<p><b>NO WARRANTIES, INCLUDING, WITHOUT LIMITATION, ANY WARRANTY OF HABITABILITY, AGREEMENTS OR REPRESENTATIONS NOT EXPRESSLY SET FORTH HERE IN SHALL BE BINDING UPON EITHER PARTY.</b></p>		

1 ID# BOUMA426428 DATE Sep 4, 2018

2

3 LISTING AGENCY Century 21 Whitewater Clark Office Phone # 208-634-1800 Fax # 208-634-1850

4 Listing Agent Mary Nuckols E-Mail Mary@IdahoLandOnTheWeb.com Phone # 208-630-4642

5 SELLING AGENCY Professional Realty Svcs ID Office Phone # (888) 302-5550 Fax # (509) 241-0336

6 Selling Agent Shaun Howell E-Mail astarprop@gmail.com Phone # (888) 302-5550

7 1. BUYER: Bouma USA Management, LLC

8 (Hereinafter called "BUYER") agrees to purchase, and the undersigned SELLER agrees to sell the following described real estate hereinafter referred to as "PROPERTY" **COMMONLY KNOWN AS 426**

9 City McCall County Valley Idaho, Zip 83628 legally described as: MCCALL ACREAGE TAX

10 **NO. 256-L & TAX NO. 256-B IN SW4 SE4 S9 T18N R3E**

11 OR Legal Description Attached as exhibit \_\_\_\_\_ (Exhibit must accompany original offer and be signed or initialed by BUYER and SELLER.)

12

13 2. \$ 375,000 PURCHASE PRICE: \*\*\*\*\*

14 payable upon the following **TERMS AND CONDITIONS** (not including closing costs):

15

16 This offer is contingent upon the sale, refinance, and/or closing of any other property  Yes  No

17 3. FINANCIAL TERMS: Note: A+C+D+E must add up to total purchase price.

18 (A). \$ 5000.00 EARNEST MONEY: Five Thousand Dollars And Zero Cents

19 BUYER hereby offers the above stated amount as Earnest Money which shall be credited to BUYER upon closing. Earnest Money is:

<b>Evidenced by:</b>	<b>Held By:</b>	<b>Delivered:</b>	<b>Deposited:</b>
<input type="checkbox"/> Cash	<input type="checkbox"/> Responsible Broker	<input type="checkbox"/> With Offer	<input checked="" type="checkbox"/> Upon Receipt and Acceptance
<input checked="" type="checkbox"/> Personal Check	<input checked="" type="checkbox"/> Closing Company	<input checked="" type="checkbox"/> Within <u>7</u> business days (three [3] if left blank) of acceptance.	<input type="checkbox"/> Upon Receipt Regardless of Acceptance
<input type="checkbox"/> Cashier's Check	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____
<input type="checkbox"/> Wire Transfer			
<input type="checkbox"/> Note			
<input type="checkbox"/> Other _____			

20

21 **THE RESPONSIBLE BROKER SHALL BE:** Bette Zerba

22

23 (B). ALL CASH OFFER:  NO  YES If this is an all cash offer do not complete Sections 3C and 3D, fill blanks with N/A (Not Applicable). IF CASH OFFER BUYER'S OBLIGATION TO CLOSE SHALL NOT BE SUBJECT TO ANY FINANCIAL CONTINGENCY. BUYER agrees to provide SELLER within 7 business days (five [5] if left blank) from the date of acceptance of this agreement by all parties written confirmation of sufficient funds and/or proceeds necessary to close transaction. Acceptable documentation includes, but is not limited to a copy of a recent bank or financial statement.

24

25

26

27

28 Cash proceeds from another sale:  Yes  No

29 (C). \$ \_\_\_\_\_ NEW LOAN PROCEEDS: This Agreement is contingent upon BUYER obtaining the following financing:

30 FIRST LOAN of \$ \_\_\_\_\_ not including mortgage insurance, through  FHA,  VA,  CONVENTIONAL,  IHFA,  RURAL DEVELOPMENT,  OTHER \_\_\_\_\_ with interest not to exceed \_\_\_\_\_% for a period of \_\_\_\_\_ year(s) at:

31  Fixed Rate  Other \_\_\_\_\_; In the event BUYER is unable, after exercising good faith efforts, to obtain the indicated financing, BUYER'S Earnest Money shall be returned to BUYER.

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33

34 SECOND LOAN of \$ \_\_\_\_\_ through  FHA,  VA,  CONVENTIONAL,  IHFA,  RURAL DEVELOPMENT,  OTHER \_\_\_\_\_ with interest not to exceed \_\_\_\_\_% for a period of \_\_\_\_\_ year(s) at:  Fixed Rate  Other \_\_\_\_\_

35

36 LOAN APPLICATION: BUYER  has applied OR  shall apply for such loan(s). Within \_\_\_\_\_ business days (ten [10] if left blank) of final acceptance of all parties, BUYER agrees to furnish SELLER with a written confirmation showing lender approval of credit report, income verification, debt ratios, and evidence of sufficient funds and/or proceeds necessary to close transaction in a manner acceptable to the SELLER(S) and subject only to satisfactory appraisal and final lender underwriting. If an appraisal is required by lender, the PROPERTY must appraise at not less than purchase price or BUYER'S Earnest Money shall be returned at BUYER'S request unless SELLER, at SELLER'S sole discretion, agrees to reduce the purchase price to meet the appraised value. SELLER shall be entitled to a copy of the appraisal and shall have 24 hours from receipt thereof to notify BUYER of any price reduction. BUYER may also apply for a loan with different conditions and costs and close transaction provided all other terms and conditions of this Agreement are fulfilled, and the new loan does not increase the costs or requirements to the SELLER.

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SELLER'S approval shall not be unreasonably withheld.

BUYER'S Initials (OS) Date 09/05/2018 SELLER'S Initials (\_\_\_\_\_) Date \_\_\_\_\_

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**JULY 2018 EDITION** RE-24 VACANT LAND PURCHASE AND SALE AGREEMENT Page 1 of 7

Serial#: 062793-600153-6089954  
Prepared by: Shaun Howell | Professional Realty Svcs ID | astarprop@gmail.com | 8883025550

Electronically Signed using eSignOnline™ | Session ID : 9ab455817e4b-423c-b82c-4bb26da6db3f

PROPERTY ADDRESS: 426 & 428 E Colorado, McCall, ID 83628

ID#: BOUMA426428

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(D). \$ \_\_\_\_\_ **ADDITIONAL FINANCIAL TERMS:**  
 Additional financial terms are specified under the heading "OTHER TERMS AND/OR CONDITIONS" (Section 4).  
 Additional financial terms are contained in a **FINANCING ADDENDUM** of same date, attached hereto, signed by both parties.

(E). \$ -5000 **APPROXIMATE FUNDS DUE AT CLOSING:** Cash at closing, not including closing costs, to be paid by BUYER at closing, in **GOOD FUNDS**, which includes: **cash, electronic transfer funds, certified check or cashier's check.**

**4. OTHER TERMS AND/OR CONDITIONS:** This Agreement is made subject to the following special terms, considerations and/or contingencies which must be satisfied prior to closing: **See addendum 1, Exhibit A and B**

\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_

**5. "NOT APPLICABLE" DEFINED:** The letters "n/a," "N/A," "n.a.," and "N.A." as used herein are abbreviations of the term "not applicable." Where this agreement uses the term "not applicable" or an abbreviation thereof, it shall be evidence that the parties have contemplated certain facts or conditions and have determined that such facts or conditions do not apply to the agreement or transaction herein.

**6. INSPECTION:**  
**(A). BUYER IS STRONGLY ADVISED TO INVESTIGATE THE CONDITION AND SUITABILITY OF ALL ASPECTS OF THE PROPERTY AND ALL MATTERS AFFECTING THE VALUE OR DESIRABILITY OF THE PROPERTY INCLUDING, BUT NOT LIMITED TO, THE FOLLOWING:**

- SIZE: Square footage and lot size. (Any numerical statements regarding these items are APPROXIMATION ONLY, and have not been and will not be verified and should not be relied upon by BUYER.)
- 1. **LINES AND BOUNDARIES:** Property lines and boundaries, septic, and leach lines (Fences, walls, hedges, and other natural or constructed barrier or markers do not necessarily identify true property boundaries. Property lines may be verified by surveys.)
- 2. **ZONING AND LAND USE:** Inquiries, investigations, studies or any other means concerning past, present or proposed laws, ordinances, referendums, initiatives, votes, applications and permits affecting the current use of the PROPERTY, BUYER's intended use of the PROPERTY, future development, zoning, building, size, governmental permits and inspections. Both parties are advised that Broker does not guarantee the status of permits, zoning or code compliance. The parties are to satisfy themselves concerning these issues.
- 3. **UTILITIES AND SERVICE:** Availability, costs, and restrictions of utilities and services, including but not limited to, sewage, sanitation, water, electricity, gas, telephone, cable TV, internet and drainage.
- 4. **UTILITIES, IMPROVEMENTS & OTHER RIGHTS:** SELLER represents that the PROPERTY does have the following utilities, improvements, services and other rights available (describe availability): \_\_\_\_\_
- 5. **HAZARDOUS MATERIALS:** The real estate broker(s) or their agents in this transaction have no expertise with respect to toxic waste, hazardous materials or undesirable substances. BUYERS who are concerned about the presence of such materials should have the PROPERTY inspected by qualified experts. BUYER acknowledges that he/she has not relied upon any representations by either the Broker or the SELLER with respect to the condition of the PROPERTY that are not contained in this Agreement or in any disclosure statements.
- 6. **TAX LIABILITY:** The BUYER and SELLER acknowledge that they have not received or relied upon any statements or representations by the Broker with respect to the effect of this transaction upon BUYER's or SELLER's tax liability.

**(B). BUYER chooses**  to conduct inspections;  not to conduct inspections. If BUYER chooses not to conduct inspections skip the remainder of Section 6. If indicated, BUYER shall have the right to conduct inspections, investigations, tests, surveys and other studies at **BUYER'S expense, hereafter referred to as the "Primary Inspection."** BUYER'S inspection of the PROPERTY includes all aspects of the PROPERTY, including but not limited to neighborhood, conditions, zoning and use allowances, environmental conditions, applicable school districts and/or any other aspect pertaining to the PROPERTY or related to the living environment at the PROPERTY. Unless otherwise addressed BUYER shall, within **120+2x90** calendar days (thirty [30] if left blank) from acceptance, complete these inspections and give to SELLER written notice of disapproved items/conditions or written notice of termination of this Agreement based on an unsatisfactory inspection. Once BUYER delivers written notice to SELLER it shall end BUYER's timeframe and is irrevocable regardless of if it was provided prior to the deadline stated above. BUYER is strongly advised to exercise these rights and to make BUYER'S own selection of professionals with appropriate qualifications to conduct inspections of the entire PROPERTY. SELLER shall make the PROPERTY available for all inspections. BUYER shall keep the PROPERTY free and clear of liens; indemnify and hold SELLER harmless from all liability, claims, demands, damages and costs; and repair any damages arising from the inspections. No inspections may be made by any governmental building or zoning inspector or government employee without the prior consent of SELLER unless required by local law. **No inspections may be made by any governmental building or zoning inspector or government employee without the prior consent of SELLER, unless required by local law.** BUYER'S acceptance of the condition of the PROPERTY is a contingency of this Agreement.

**(C). SATISFACTION/REMOVAL OF INSPECTION CONTINGENCIES:**  
1. If BUYER **does not** within the strict time period specified give to SELLER written notice of disapproved items/conditions or written notice of termination of this Agreement, BUYER shall conclusively be deemed to have: (a) completed all inspections, investigations, review of applicable documents and disclosures; (b) elected to proceed with the transaction and (c) assumed all liability, responsibility and expense for repairs or corrections.  
2. If BUYER **does** within the strict time period specified give to SELLER written notice of termination of this Agreement based on an unsatisfactory inspection, the parties will have no obligation to continue with the transaction and the Earnest Money shall be returned to BUYER.

BUYER'S Initials ( OB ) ( \_\_\_\_\_ ) Date 09/05/2018 SELLER'S Initials ( \_\_\_\_\_ ) ( \_\_\_\_\_ ) Date \_\_\_\_\_

PROPERTY ADDRESS: 426 & 428 E Colorado, McCall, ID 83628

ID#: BOUMA426428

123 3. If BUYER does within the strict time period specified give to SELLER written notice of disapproved items, it shall end BUYER's timeframe for
124 inspections and is irrevocable. BUYER shall provide to SELLER pertinent section(s) of written inspection reports upon request, if applicable. Upon
125 receipt of written notice SELLER shall have \_\_\_\_\_ business days (three [3] if left blank) in which to respond in writing. SELLER, at SELLER's option,
126 may agree to correct the items as requested by BUYER in the notice or may elect not to do so. If SELLER agrees in writing to correct items/conditions
127 requested by BUYER, then both parties agree that they will continue with the transaction and proceed to closing. Otherwise, immediately upon a written
128 response from SELLER that rejects BUYER's requests, in whole or in part, said response is irrevocable and BUYER may proceed under 6(C)(4)
129 below.
130

131 4. If SELLER does not agree to correct BUYER's disapproved items/conditions within the strict time period specified, or SELLER does not respond in
132 writing within the strict time period specified, then the BUYER has the option of either proceeding with the transaction without the SELLER being
133 responsible for correcting these deficiencies or giving the SELLER written notice within \_\_\_\_\_ business days (three [3] if left blank) that BUYER will not
134 continue with the transaction and will receive the Earnest Money back. If BUYER does not give written notice of cancellation within the strict time periods
135 specified, BUYER shall conclusively be deemed to have elected to proceed with the transaction without repairs or corrections.
136

137 7. TITLE CONVEYANCE: Title of SELLER is to be conveyed by warranty deed, unless otherwise provided, and is to be marketable and insurable except
138 for rights reserved in federal patents, state or railroad deeds, building or use restrictions, building and zoning regulations and ordinances of any
139 governmental unit, and rights of way and easements established or of record. Liens, encumbrances or defects to be discharged by SELLER may be paid out
140 of purchase money at date of closing. No liens, encumbrances or defects, which are to be discharged or assumed by BUYER or to which title is taken
141 subject to, exist unless otherwise specified in this Agreement.
142

143 8. TITLE INSURANCE: There may be types of title insurance coverages available other than those listed below and parties to this agreement
144 are advised to talk to a title company about any other coverages available that will give the buyer additional coverage.

145 (A). PRELIMINARY TITLE COMMITMENT: Within 7 \_\_\_\_\_ business days (six [6] if left blank) of final acceptance of all parties,  SELLER or  BUYER shall
146 furnish to BUYER a preliminary commitment of a title insurance policy showing the condition of the title to said PROPERTY. BUYER shall have \_\_\_\_\_
147 business days (two [2] if left blank) after receipt of the preliminary commitment, within which to object in writing to the condition of the title as set forth in
148 the preliminary commitment. If BUYER does not so object, BUYER shall be deemed to have accepted the conditions of the title. It is agreed that if the
149 title of said PROPERTY is not marketable and cannot be made so within 2 \_\_\_\_\_ business days (two [2] if left blank) after SELLER'S receipt of a written
150 objection and statement of defect from BUYER, then BUYER'S Earnest Money deposit shall be returned to BUYER and SELLER shall pay for the cost of
151 title insurance cancellation fee, escrow and legal fees, if any.

152 (B). TITLE COMPANY: The parties agree that Stewart (Rowena/Robyn) \_\_\_\_\_ Title Company located
153 at 1944 S Eagle Rd Meridian, ID. 83642 \_\_\_\_\_ shall provide the title policy and preliminary report of commitment.

154 (C). STANDARD COVERAGE OWNER'S POLICY: SELLER shall within a reasonable time after closing furnish to BUYER a title insurance policy in the
155 amount of the purchase price of the PROPERTY showing marketable and insurable title subject to the liens, encumbrances and defects elsewhere set
156 out in this Agreement to be discharged or assumed by BUYER unless otherwise provided herein. The risk assumed by the title company in the
157 standard coverage policy is limited to matters of public record. BUYER shall receive a ILTA/ALTA Owner's Policy of Title Insurance. A title
158 company, at BUYER'S request, can provide information about the availability, desirability, coverage and cost of various title insurance coverages and
159 endorsements. If BUYER desires title coverage other than that required by this paragraph, BUYER shall instruct Closing company in writing and pay any
160 increase in cost unless otherwise provided herein.

161 (D). EXTENDED COVERAGE LENDER'S POLICY (Mortgagee policy): The lender may require that BUYER (Borrower) furnish an Extended Coverage
162 Lender's Policy. This extended coverage lender's policy considers matters of public record and additionally insures against certain matters not shown in
163 the public record. This extended coverage lender's policy is solely for the benefit of the lender and only protects the lender.
164

165 9. COVENANTS, CONDITIONS AND RESTRICTIONS (CC&Rs): As part of the BUYER'S inspection of the PROPERTY as set forth in Section 6,
166 BUYER is responsible for obtaining and reviewing a copy of any CC&Rs which may affect the PROPERTY. BUYER shall have 120+2x90 business days (ten
167 [10] if left blank) (but in no event shall such time period exceed that time period set forth for inspections in Section 6) to review any CC&Rs that may affect
168 the PROPERTY. Unless BUYER delivers to SELLER a written and signed objection to the terms of any applicable CC&Rs with particularity describing
169 BUYER'S reasonable objections within such time period as set forth above, BUYER shall be deemed to have conclusively waived any objection to the terms
170 of any CC&Rs affecting the PROPERTY, nothing contained herein shall constitute a waiver of BUYER to challenge CC&Rs directly with a homeowners
171 association after closing. If BUYER timely and reasonably objects to a term of the CC&Rs, this Agreement shall terminate, and the Earnest Money shall be
172 returned to BUYER.
173

174 10. SUBDIVISION HOMEOWNER'S ASSOCIATION: BUYER is aware that membership in a Home Owner's Association may be required and
175 BUYER agrees to abide by the Articles of Incorporation, Bylaws and rules and regulations of the Association. BUYER is further aware that the PROPERTY
176 may be subject to assessments levied by the Association described in full in the Declaration of Covenants, Conditions and Restrictions. BUYER has
177 reviewed Homeowner's Association Documents:  Yes  No  N/A. Association fees/dues are \$ \_\_\_\_\_ per \_\_\_\_\_
178  BUYER  SELLER  Shared Equally  N/A to pay Association SET UP FEE of \$ \_\_\_\_\_ and/or \_\_\_\_\_
179  BUYER  SELLER  Shared Equally  N/A to pay Association PROPERTY TRANSFER FEES of \$ \_\_\_\_\_ and/or \_\_\_\_\_
180  BUYER  SELLER  Shared Equally  N/A to pay Association STATEMENT OF ACCOUNT FEE of \$ \_\_\_\_\_ at closing. Association Fees are
181 governed by Idaho Code 55-116 and 55-1507.
182

183 11. INTERSTATE LAND SALES FULL DISCLOSURE ACT: This Vacant Land Real Estate Purchase and Sale Agreement is NOT intended to
184 be used for situations in which Seller owns and is selling one hundred (100) or more lots. Properties containing one hundred (100) or more lots for
185 sale may be subject to the reporting and disclosure requirements of the Interstate Land Sales Full Disclosure Act ("Act"), 15 USC § 1701 et seq. If you have
186 questions regarding this Act, contact your attorney before signing. Any contract or agreement for the sale or lease of a lot subject to the Act may be revoked
187 at the option of the purchaser or lessee until midnight of the seventh day following the signing of such contract or agreement or until such later time as may
188 be required pursuant to applicable law. Any contract or agreement for the sale or lease of a lot for which a property report is required by the Act and the
189 property report has not been given to the purchaser or lessee in advance of his or her signing such contract or agreement, such contract or agreement may
190 be revoked at the option of the purchaser or lessee within two (2) years from the date of such signing.
191

BUYER'S Initials ( OB )( \_\_\_\_\_ ) Date 09/05/2018 SELLER'S Initials ( \_\_\_\_\_ )( \_\_\_\_\_ ) Date \_\_\_\_\_

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PROPERTY ADDRESS: 426 & 428 E Colorado, McCall, ID 83628

ID#: BOUMA426428

- 192 **12. FARM/CROPS/TIMBER RIGHTS:** SELLER, or any tenant of SELLER, shall be allowed to harvest, sell or assign any annual crops which have been  
 193 planted on the PROPERTY prior to the date of this Contract, even though said harvest time may occur subsequent to the date of the settlement of this  
 194 contract, unless otherwise agreed by attached addendum. If the crop consists of timber, then neither SELLER nor any tenant of SELLERS shall have any  
 195 right to harvest the timber unless the right to remove same shall be established by an attached addendum. Notwithstanding the provisions hereof, any tenant  
 196 who shall be leasing the PROPERTY shall be allowed to complete the harvest of any annual crops that have been planted prior to the date of Contract  
 197 Acceptance as previously agreed between SELLER and Tenant. **ANY AND ALL SUCH TENANT AGREEMENTS ARE TO BE ATTACHED.**  
 198
- 199 **13. NOXIOUS WEEDS:** BUYER of the PROPERTY in the State of Idaho should be aware that some properties contain noxious weeds. The laws of the  
 200 State of Idaho require owners of property within this state to control, and to the extent possible, eradicate noxious weeds. For more information concerning  
 201 noxious weeds and your obligations as an owner of property, contact your local county extension office.  
 202
- 203 **14. MINERAL RIGHTS:** Any and all mineral rights appurtenant to the PROPERTY, and owned by SELLER, are included in and are part of the sale of this  
 204 PROPERTY, and are not leased or encumbered, unless otherwise agreed to by the parties in writing.  
 205
- 206 **15. WATER RIGHTS:** Any and all water rights including but not limited to water systems, wells, springs, lakes, streams, ponds, rivers, ditches, ditch rights,  
 207 and the like, if any, appurtenant to the PROPERTY, and owned by SELLER, are included in and are a part of the sale of this PROPERTY, and are not  
 208 leased or encumbered, unless otherwise agreed to by the parties in writing.  
 209
- 210 **16. RISK OF LOSS OR NEGLIGENCE:** Prior to closing of this sale, all risk of loss shall remain with SELLER. In addition, should the PROPERTY be  
 211 materially damaged by fire, neglect, or other destructive cause prior to closing, this agreement shall be voidable at the option of the BUYER.  
 212
- 213 **17. BUSINESS DAYS:** A business day is herein defined as Monday through Friday, 8:00 A.M. to 5:00 P.M. in the local time zone where the subject real  
 214 PROPERTY is physically located. A business day shall not include any Saturday or Sunday, nor shall a business day include any legal holiday recognized  
 215 by the state of Idaho as found in Idaho Code §73-108. If the time in which any act required under this agreement is to be performed is based upon a  
 216 business day calculation, then it shall be computed by excluding the calendar day of execution and including the last business day. The first business day  
 217 shall be the first business day after the date of execution. If the last day is a legal holiday, then the time for performance shall be the next subsequent  
 218 business day.  
 219
- 220 **18. CALENDAR DAYS:** A calendar day is herein defined as Monday through Sunday, midnight to midnight, in the local time zone where the subject real  
 221 PROPERTY is physically located. A calendar day shall include any legal holiday. The time in which any act required under this agreement is to be performed  
 222 shall be computed by excluding the date of execution and including the last day, thus the first day shall be the day after the date of execution. Any reference  
 223 to "day" or "days" in this agreement means the same as calendar day, unless specifically enumerated as a "business day."  
 224
- 225 **19. SEVERABILITY:** In the case that any one or more of the provisions contained in this Agreement or any application thereof, shall be invalid, illegal or  
 226 unenforceable in any respect, the validity, legality or unenforceability of the remaining provisions shall not in any way be affected or impaired thereby.  
 227
- 228 **20. TRANSMISSION OF DOCUMENTS:** Facsimile or electronic transmission of any signed original document, and retransmission of any signed  
 229 facsimile or electronic transmission shall be the same as delivery of an original. At the request of either the BUYER or SELLER, or the LENDER, or the  
 230 Closing company, the BUYER and SELLER will confirm facsimile or electronic transmitted signatures by signing an original document.  
 231
- 232 **21. WIRE TRANSFER WARNING:** Electronic means of transferring money (i.e. ETF, wire transfer, electronic check, direct deposit, etc...) are subject  
 233 to sophisticated cyber fraud attacks. These attacks are even more prevalent in real estate transactions due to the large sums of money being exchanged.  
 234 BUYER is advised that Brokerage will not provide electronic transfer instructions by e-mail. Following money transfer instructions contained in an email from  
 235 any party is inherently dangerous and should be avoided. BUYER agree that if BUYER use, or authorize the use of, electronic transfer of funds in a  
 236 transaction they hereby hold the Brokerages, their agents, and the designated title and escrow company harmless from any and all claims arising out of  
 237 inaccurate transfer instructions, fraudulent interception of said funds and/or any other damage relating to the conduct of third parties influencing the transfer  
 238 process or stealing funds.  
 239
- 240 **22. COUNTERPARTS:** This Agreement may be executed in counterparts. Executing an agreement in counterparts shall mean the signature of two  
 241 identical copies of the same agreement. Each identical copy of an agreement signed in counterparts is deemed to be an original, and all identical copies  
 242 shall together constitute one and the same instrument.  
 243
- 244 **23. ENTIRE AGREEMENT:** This Agreement including any addendums or exhibits, constitutes the entire Agreement between the parties respecting the  
 245 matters set forth and supersedes all prior Agreements between the parties respecting such matters. This Agreement may be modified only by a written  
 246 agreement signed by each of the parties.  
 247
- 248 **24. SALES PRICE INFORMATION:** Pursuant to Idaho Code §54-2083(6)(d), a "sold" price of real property is not confidential client information.  
 249
- 250 **25. AUTHORITY OF SIGNATORY:** If BUYER or SELLER is a corporation, partnership, trust, estate, or other entity, the person executing this  
 251 agreement on its behalf warrants his or her authority to do so and to bind BUYER or SELLER.  
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BUYER'S Initials ( DS ) ( \_\_\_\_\_ ) Date 09/05/2018 SELLER'S Initials ( \_\_\_\_\_ ) ( \_\_\_\_\_ ) Date \_\_\_\_\_

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PROPERTY ADDRESS: 426 & 428 E Colorado, McCall, ID 83628

ID#: BOUMA426428

257 **26. ADDITIONAL CONTINGENCIES AND COSTS:** The closing of this transaction is contingent upon written satisfaction or waiver of the  
 258 contingencies listed in the "contingencies" column below. In addition, the parties shall satisfy all contingencies set forth in this section by close of business  
 259 (Date): \_\_\_\_\_ unless otherwise agreed to by the parties in writing. The parties agree to pay the following costs as indicated below. None of the costs  
 260 to be paid by the parties in this section creates an inspection or performance obligation other than strictly for the payment of costs unless otherwise stated  
 261 below. There may be other costs incurred in addition to those set forth below. Such costs may be required by the lender, by law, or by other such  
 262 circumstances. Requested tests/inspection reports as indicated below shall be provided to the other party within \_\_\_\_\_ business days (ten [10] if left blank)  
 263 prior to closing.  
 264 **Upon closing SELLER agrees to pay**  \_\_\_\_\_ % of the purchase price **OR**  \$ \_\_\_\_\_ (dollar amount) (N/A if left  
 265 blank) as a SELLER concession. This can be used toward lender-approved BUYER'S closing costs, lender fees, and prepaid  
 266 costs which include but are not limited to those items in BUYER columns marked below. This concession can also be used for  
 267 any other expense not related to financing at the BUYER'S discretion.

COSTS					CONTINGENCIES				
	BUYER	SELLER	Shared Equally	N/A		BUYER	SELLER	Shared Equally	N/A
Appraisal Fee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Environmental Inspection (Phase 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Long Term Escrow Fees	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Environmental Inspection (Phase 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closing Escrow Fee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Environmental Inspection (Phase 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Survey Shall be ordered by: <input checked="" type="checkbox"/> BUYER <input type="checkbox"/> SELLER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PERC Test	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flood Certification/Tracking Fee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Zoning Variance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Title Ins. Standard Coverage Owner's Policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Soil(s) Test(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Title Ins. Extended Coverage Lender's Policy - Mortgagee Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hazardous Waste Report(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Title Coverage	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Water Rights Transfer Fee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attorney Contract Preparation or Review Fee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

268  
 269 **27. DEFAULT:** If BUYER defaults in the performance of this Agreement, SELLER has the option of: (1) accepting the Earnest Money as liquidated  
 270 damages or (2) pursuing any other lawful right or remedy to which SELLER may be entitled. If SELLER elects to proceed under (1), SELLER shall make  
 271 demand upon the holder of the Earnest Money, upon which demand said holder shall pay from the Earnest Money the costs incurred by SELLER's Broker  
 272 on behalf of SELLER and BUYER related to the transaction, including, without limitation, the costs of title insurance, escrow fees, credit report fees,  
 273 inspection fees and attorney's fees; and said holder shall pay any balance of the Earnest Money, one-half to SELLER and one-half to SELLER's Broker,  
 274 provided that the amount to be paid to SELLER's Broker shall not exceed the Broker's agreed-to commission. SELLER and BUYER specifically  
 275 acknowledge and agree that if SELLER elects to accept the Earnest Money as liquidated damages, such shall be SELLER's sole and exclusive remedy, and  
 276 such shall not be considered a penalty or forfeiture. However, in the event the parties mutually agree in writing that the Earnest Money shall become non-  
 277 refundable, said agreement shall not be considered an election of remedies by SELLER and the non-refundable Earnest Money shall not constitute  
 278 liquidated damages; nor shall it act as a waiver of other remedies, all of which shall be available to SELLER; it may however be used to offset SELLER'S  
 279 damages. If SELLER elects to proceed under (2), the holder of the Earnest Money shall be entitled to pay the costs incurred by SELLER's Broker on behalf  
 280 of SELLER and BUYER related to the transaction, including, without limitation, the costs of brokerage fee, title insurance, escrow fees, credit report fees,  
 281 inspection fees and attorney's fees, with any balance of the Earnest Money to be held pending resolution of the matter. **If SELLER defaults,** having  
 282 approved said sale and fails to consummate the same as herein agreed, BUYER'S Earnest Money deposit shall be returned to him/her and SELLER shall  
 283 pay for the costs of title insurance, escrow fees, credit report fees, inspection fees, brokerage fees and attorney's fees, if any. This shall not be considered as  
 284 a waiver by BUYER of any other lawful right or remedy to which BUYER may be entitled.

285  
 286 **28. EARNEST MONEY DISPUTE / INTERPLEADER:** Notwithstanding any termination or breach of this Agreement, BUYER and SELLER agree that  
 287 in the event of any controversy regarding the Earnest Money and things of value held by Broker or closing company, Broker may reasonably rely on the  
 288 terms of this Agreement or other written documents signed by both parties to determine how to disburse the disputed money. However, Broker or closing  
 289 company shall not be required to take any action but may await any proceeding, or at Broker's or closing company's option and sole discretion, may  
 290 interplead all parties and deposit any moneys or things of value into a court of competent jurisdiction and shall recover all costs which were incurred as a  
 291 result of the dispute including, but not limited to, reasonable attorney's fees. If either parties' Broker incurs attorney's fees as a result of any Earnest Money  
 292 dispute, whether or not formal legal action is taken, said Broker is entitled to recover actual fees incurred from either BUYER or SELLER.

293  
 294 **29. ATTORNEY'S FEES:** If either party initiates or defends any arbitration or legal action or proceedings which are in any way connected with this  
 295 Agreement, the prevailing party shall be entitled to recover from the non-prevailing party reasonable costs and attorney's fees, including such costs and fees  
 296 on appeal.

297 **30. TIME IS OF THE ESSENCE IN THIS AGREEMENT.**

298 BUYER'S Initials ( BS ) ( \_\_\_\_\_ ) Date 09/05/2018 SELLER'S Initials ( \_\_\_\_\_ ) ( \_\_\_\_\_ ) Date \_\_\_\_\_

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PROPERTY ADDRESS: 426 & 428 E Colorado, McCall, ID 83628

ID#: BOUMA426428

300 31. CLOSING: On or before the closing date, BUYER and SELLER shall deposit with the closing company all funds and instruments necessary to
301 complete this transaction. Closing means the date on which all documents are either recorded or accepted by an escrow agent and the sale
302 proceeds are available to SELLER. The closing shall be no later than (Date) See addendum 1
303

304 The parties agree that the CLOSING COMPANY for this transaction shall be Stewart Title Company (Rowena/Robyn)
305 located at 1944 S Eagle Rd Meridian, ID, 83642
306 If a long-term escrow /collection is involved, then the long-term escrow holder
307 shall be

308 32. POSSESSION: BUYER shall be entitled to possession [x] upon closing or [ ] date \_\_\_\_\_ at \_\_\_\_\_ [ ] A.M. [ ] P.M.
309

310 33. PRORATIONS: Property taxes and water assessments (using the last available assessment as a basis), rents collected, interest and reserves, liens,
311 encumbrances or obligations assumed, and utilities shall be prorated [x] upon closing or as of [ ] date
312 BUYER to reimburse SELLER for fuel in tank [ ] Yes [ ] No [x] N/A. Dollar amount may be determined by SELLER's supplier.

313
314 34. REPRESENTATION CONFIRMATION: Check one (1) box in Section 1 and one (1) box in Section 2 below to confirm that in this transaction, the
315 brokerage(s) involved had the following relationship(s) with the BUYER(S) and SELLER(S).

Section 1:

- 317 [x] A. The brokerage working with the BUYER(S) is acting as an AGENT for the BUYER(S).
318 [ ] B. The brokerage working with the BUYER(S) is acting as a LIMITED DUAL AGENT for the BUYER(S), without an ASSIGNED AGENT.
319 [ ] C. The brokerage working with the BUYER(S) is acting as a LIMITED DUAL AGENT for the BUYER(S) and has an ASSIGNED AGENT
320 acting solely on behalf of the BUYER(S).
321 [ ] D. The brokerage working with the BUYER(S) is acting as a NONAGENT for the BUYER(S).

Section 2:

- 322 [x] A. The brokerage working with the SELLER(S) is acting as an AGENT for the SELLER(S).
323 [ ] B. The brokerage working with the SELLER(S) is acting as a LIMITED DUAL AGENT for the SELLER(S), without an ASSIGNED AGENT.
324 [ ] C. The brokerage working with the SELLER(S) is acting as a LIMITED DUAL AGENT for the SELLER(S) and has an ASSIGNED AGENT
325 acting solely on behalf of the SELLER(S).
326 [ ] D. The brokerage working with the SELLER(S) is acting as a NONAGENT for the SELLER(S).

327 Each party signing this document confirms that he has received, read and understood the Agency Disclosure Brochure adopted or approved by the Idaho
328 real estate commission and has consented to the relationship confirmed above. In addition, each party confirms that the brokerage's agency office policy
329 was made available for inspection and review. EACH PARTY UNDERSTANDS THAT HE IS A "CUSTOMER" AND IS NOT REPRESENTED BY A
330 BROKERAGE UNLESS THERE IS A SIGNED WRITTEN AGREEMENT FOR AGENCY REPRESENTATION.

331 35. ASSIGNMENT: This Agreement and any rights or interests created herein [x] may [ ] may not be sold, transferred, or otherwise assigned.
332

333 36. ACCEPTANCE: This offer may be revoked at any time prior to acceptance and is made subject to acceptance on or before
334 (Date) Sep 6, 2018 at (Local Time in which PROPERTY is located) 5:00 [ ] A.M. [x] P.M.
335

BUYER'S Initials ( BS ) Date 09/05/2018 SELLER'S Initials ( ) Date

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PROPERTY ADDRESS: 426 & 428 E Colorado, McCall, ID 83628

ID#: BOUMA426428

37. BUYER'S SIGNATURES:

[X] SEE ATTACHED BUYER'S ADDENDUM(S): 1 (Specify number of BUYER addendum(s) attached.)

[X] SEE ATTACHED BUYER'S EXHIBIT(S): A & B (Specify number of BUYER exhibit(s) attached.)

[ ] BUYER does currently hold an active Idaho real estate license. [ ] BUYER is related to agent.

BUYER Signature [Signature] BUYER (Print Name) Bouma USA Management, LLC
Date 09/05/2018 Time 12:16 PM EDT [ ] A.M. [X] P.M. Phone # Cell # 616-485-4434
Address 445 Pettis Ave SE E-Mail doug@boumausa.com
City Ada State MI Zip 49301 Fax #

[ ] BUYER does currently hold an active Idaho real estate license. [ ] BUYER is related to agent.

BUYER Signature BUYER (Print Name)
Date Time [ ] A.M. [ ] P.M. Phone # Cell #
Address E-Mail
City State Zip Fax #

38. SELLER'S SIGNATURES: On this date, I/We hereby approve and accept the transaction set forth in the above Agreement and agree to carry out all the terms thereof on the part of the SELLER.

[ ] SIGNATURE(S) SUBJECT TO ATTACHED COUNTER OFFER

[X] SIGNATURE(S) SUBJECT TO ATTACHED ADDENDUM(S) # 1

[X] SIGNATURE(S) SUBJECT TO ATTACHED EXHIBIT(S) # A & B

[ ] SELLER does currently hold an active Idaho real estate license. [ ] SELLER is related to agent.

SELLER Signature SELLER (Print Name) Kelly D Coles
Date Time [ ] A.M. [ ] P.M. Phone # Cell #
Address 894 S Gray Eagle way E-Mail
City Boise State ID Zip 83712 Fax #

[ ] SELLER does currently hold an active Idaho real estate license. [ ] SELLER is related to agent.

SELLER Signature SELLER (Print Name)
Date Time [ ] A.M. [ ] P.M. Phone # Cell #
Address E-Mail
City State Zip Fax #

LATE ACCEPTANCE

If acceptance of this offer is received after the time specified, it shall not be binding on the BUYER unless BUYER approves of said acceptance within calendar days (three [3] if left blank) by BUYER initialing HERE ( [Signature] ) ( ) Date 09/05/2018. If BUYER timely approves of SELLER's late acceptance, an initialed copy of this page shall be immediately delivered to SELLER.



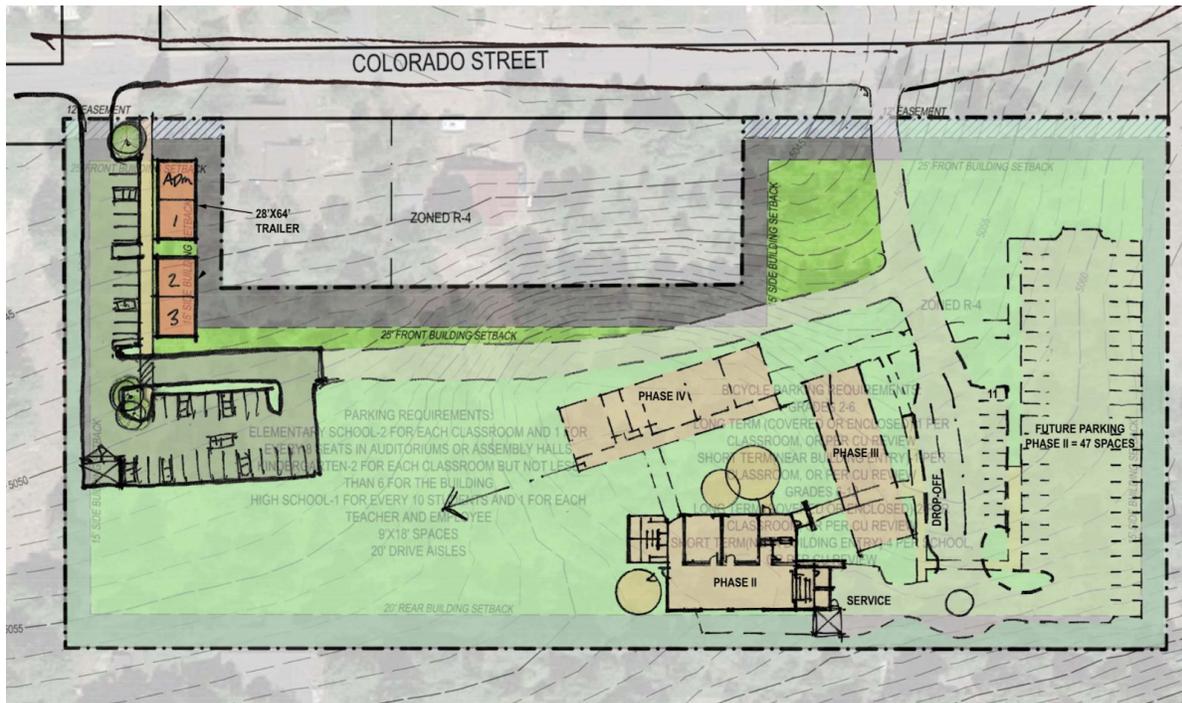
## A7.Facility Options

New Charter Petition Facility Option 1						
Location Address	426 & 428 Colorado Street E McCall, ID 83638					
Facility Information	Anticipate Move-In Date	Spring 2020	Facility Type	New Construction	Facility Status	Likely, board preferred site, actively pursuing
Budget Location	<p>Please indicate if this option is reflected as an expenditure in the budget template.</p> <p>Note: A facility option may be true for only your first year with a different option in subsequent years, or a scaled-down option may be presented in the break-even budget only. Sometimes a facility option is presented as evidence that the petitioners have explored multiple facilities, but only one plan is reflected in the budget.</p>				Year 1 Budget Only	
Vendor/ Developer/ Contractor Information (if applicable)	Company Name:	Bouma USA				
	Physical Address of Home Office:	Michigan Office 445 Pettis Ave SE Suite 201 Ada, MI 49301				
	Website Address:	<a href="http://boumausa.com/">http://boumausa.com/</a>				
	Company Contact:	Doug Bouma				
	Company Contact Phone Number:	616-682-6100				

## Additional Information – Facility Option 1

Please include any information pertinent to Facility Option 1 that is not already included in Section II (Finance and Facilities Plan) of the petition. Include attachments referenced here or throughout the petition in Attachment F. Links in the final PDF are appreciated.

Facility Option 1 would be purchased with help of Building Hope and the Bluum Foundation and designed and developed by Bouma USA.



The above image shows Phase 1 on the far left with modular classrooms for a break-even enrollment situation. Phase II, III, and then IV will follow as enrollment numbers and the budget increase as reflected in the budget, Appendix A1.



## McCall Charter School

428 Colorado Street, McCall, ID  
Project P18147

### 2019-02-12 Project Memorandum

#### OVERVIEW

**Property:** The subject property is "U" shaped, surrounding three residential parcels that front on Colorado Street. The west property line is approximately 450 feet east of Third Street. The overall property is approximately 311 feet north to south and 664 feet east to west. The road frontage for the subject parcel is comprised of two segments - 100 feet of frontage at the west property line and 254 feet at the east property line.

**Right-of-Way:** Colorado Street is classified as a minor collector street. Between Third Street and the west edge of the subject parcel, the right-of-way is 60 feet wide. At the west edge of the subject parcel, the south right of way line offsets 15 feet to the north, resulting in a 45 feet right-of-way across the front of the subject parcel and the residential properties it surrounds. There is a 12' easement across the frontage of the subject parcel, granted to the City of McCall for snow storage, drainage, and utilities.

The transportation master plan calls for a 70' right-of-way, to include travel lanes, paved shoulders, drainage swales on both sides of the road, and a single 10' to 12' multi-use path. The city has indicated that improvements per the master plan will be required, but they would be proportionate to the scope of the development. Initial improvements to Colorado would only be required across the western 100 feet of frontage.

The city will require dedication of 15 feet of right-of-way to match Colorado west of the site. At a future date, the city will require an additional 5' of right-of-way on each side to get to 70 feet of right-of-way. A 12 feet easement will still be required for snow storage, drainage, and utilities. However, this would not impact building or parking setbacks, required landscape greenbelts, etc.

Because of the utility and site work in Colorado associated with the initial phase of the project, it should be anticipated that 100 feet of Colorado will need to be built to the masterplan standards. The east frontage would need to be upgraded to the master plan standards when the school develops at that end of the site. Power and telecommunications can remain on the poles along the north side of Colorado but will need to be put underground to cross to the site.

**NOTE:** The right-of-way adjustments will necessitate a revision of building locations on the Henrickson Architecture site plan dated 01-22-2019. The alignment of the school drive and Ward Street will also need to be reviewed. Currently, opposing left turns will lock each other out.

**Municipal Utilities:** Water and sanitary sewers are existing in the road right of way. There is no storm water system in this part of McCall. Stormwater is to be managed and detained on site. The only point of discharge would be to an open swale in the right of way. Maintenance or upgrades to the downstream section of that swale are not anticipated.

**Private Utilities:** There is no natural gas utility in McCall. Individual properties contract with private vendors for propane.



Electric power is provided by Idaho Power and is on the poles along the north side of Colorado. A "service point" is shown about 300 feet west of the subject parcel. Idaho Power has initiated an engineering review to see if upgrades are required for the initial phase of the project.

Telecommunication is provided by Frontier or Cable 1. Cable 1 is on the poles along the north side of Colorado.

All utilities need to be brought underground to cross Colorado. Power and telecommunications can remain on the existing poles but will need to be underground to cross Colorado.

**ADDITIONAL DUE DILIGENCE**

The costs identified in this section are not included in the "Scope and Budget for Onsite Phase 1 Improvements" tabulated at the end of this document.

**Traffic study:** The city will probably require a traffic impact study. Our traffic consultant is confirming the city requirements for the study and updating his proposal. The cost would likely be \$17,000-\$20,000.

**Survey:** The field work for the survey was completed last year. The preparation of drawings, legal descriptions, etc., has not yet been authorized. The cost of that work is \$7000.

**Environmental:** A Phase I - Environmental Site Assessment was completed. One recognized environmental concern was identified – a possible vapor encroachment condition due to the presence of an old municipal landfill immediately east of the subject parcel. The cost of a Phase II study is estimated to be about \$6500-\$8000.

**Soils:** The geotechnical study was completed last year. Typical depth to proper bearing soils was generally 1.4 to 2.4 feet below ground surface. Conventional spread footings and continuous wall footings are recommended. The soils can be used as structural fill. Permeability was not tested, but infiltration appears to be a viable way to handle storm water. Ground water was not encountered in any of the test pits. A caution was raised about construction during wet weather since fine grained soils become unstable and will deform or rut with higher moisture content.

**PROBABILITY OF OFFSITE IMPROVEMENTS**

Risk or probability	Item
Low	Traffic signal at Third and Colorado
High	Transportation Master Plan road improvements across the Colorado frontage
Medium	Center turn lane for westbound Colorado at Third Street
Low	School crossing flasher on Colorado at school drive
Low	Westbound center turn lane at school drives
Medium	School crossing flasher(s) on Third Street
Low	Downstream stormwater improvements
High	Power and telecommunication - underground road crossing

**Risk Key:**

Low – Due diligence research indicates there is a low probability of this being required  
Medium – More due diligence required. Funding for these improvements should be anticipated  
High – These improvements will be required



**SCOPE OF WORK FOR HIGH AND MEDIUM PROBABILITY OFFSITE IMPROVEMENTS**

<b>Transportation Master Plan road improvements – units for Initial phase/Subsequent phases</b>	
100 lf / 240 lf	20' to 24' wide asphalt road
70 lf / 240 lf	1' to 6' wide paved shoulder – includes both sides
100 lf / 480 lf	Drainage swale – includes both sides
100lf / 240 lf	10' to 12' wide multi use path
<b>Center turn lane for westbound Colorado at Third Street</b>	
50 sy of asphalt and base	Pave shoulders and pavement markings for turn lane
<b>School crossing flasher(s) on Third Street</b>	
6 signs, 4 sign posts	4 “school crossing” signs and 2 “school crossing ahead” signs
<b>Power and Telecommunication Underground to Site</b>	
70 lf UG	Frontier or Cable One Telecom service from pole to site – anticipate coming down existing pole on north side of Colorado and through new conduit under road to site
70 lf UG	Overhead to underground power – anticipate staying on poles along north side of Colorado until across from site, down the pole, and through new conduit under road to site - \$15,000 to \$16,000

**SCOPE AND BUDGET FOR ONSITE PHASE 1 IMPROVEMENTS**

\$15,000	Mobilization
\$10,000	Soil Erosion and Sedimentation Control
\$55,000	Site Clearing and Earthwork
\$20,000	Asphalt
\$110,000	Underground Utilities – Water, Sanitary, Storm
\$15,000	Exterior Concrete, Sidewalks and Curb
<b>\$90,000</b>	Miscellaneous Site Items, including:
	Segmental Block Retaining Wall
	Landscape and Irrigation
	Building Pad Preparation
	Electrical Feed
	Telecommunication Feed
	Fencing and Screening
\$45,000	Contingency
<b>\$360,000</b>	<b>Total</b>

## Facility Option 1 - Details

Please describe the costs involved with this option and the structure of any arrangements the school has made (or intends to make) in order to secure and sustain this facility option. Adjust descriptions and add columns as necessary.

Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)
Land purchase (if applicable)	\$375,000	Bluum Foundation with JKAF Albertson's Family Foundation/Building Hope
Land development (include grading, utilities, etc.)		Bouma USA
Parking, curb, lighting (if applicable)		Bouma USA
Permits and applicable studies (as applicable)		Bouma USA
Delivery and set up of modular units (if applicable)		Bouma USA
Remodel estimate (if applicable)	NA	
Other	\$2.6-3,000,000.00	Loa from Building Hope and local lender (in conversation with local bank)
<b>Total One-Time Costs</b>	<b>3,375,000.00</b>	
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	

Annual Lease / Rent / Mortgage Payment		
Lease term		
Interest rate		
Rate escalator (if applicable, please describe)		
In which operating year does the school intend to purchase (if option to purchase is applicable)	Choose an item.	Zero year, 2019
Capitalization rate at purchase (if applicable)		
Other		
Please include any additional narrative here.		

## New Charter Petition Facility Option 2

Location Address	Elk Creek Church 14102 ID-55, McCall, ID 83638					
Facility Information	Anticipate Move-In Date	Summer 2020	Facility Type	Building remodel/ use existing facilities	Facility Status	Possible (research in progress)
Budget Location	Please indicate if this option is reflected in the Budget Template (Attachment A1-A4)			Not reflected in budget		
Vendor/ Developer/ Contractor Information (if applicable)	Company Name:	Elk Creek Church				
	Physical Address of Home Office:	14102 ID-55, McCall, ID 83638				
	Website Address:	<a href="http://www.elkcreekchurch.com/">http://www.elkcreekchurch.com/</a>				
	Company Contact:	Pastor Eric Ova				
	Company Contact Phone Number:	<b>208-634-1938</b>				

## Additional Information – Facility Option 2

Please include any information pertinent to Facility Option 2 that is not already included in Section II (Finance and Facilities Plan) of the petition. Include attachments referenced here or throughout the petition in Attachment F. Links in the final PDF are appreciated.

Elk Creek Church is currently (Fall 2018) building a new center, called the Celebration Center, a 21,000 square foot building in addition to the existing church building. The Celebration Center will include a commercial kitchen, meeting rooms, indoor basketball court, stage, and walking track. The church pastor and board are interested in the idea of housing the McCall Community School; a rental fee has not been discussed due to pending proposal at an upcoming board meeting.

More information about the Celebration Center and construction can be found here:  
<http://www.elkcreekchurch.com/building-expansion/>

## Facility Option 2 - Details

Please describe the costs involved with this option and the structure of any arrangements the school has made (or intends to make) in order to secure and sustain this facility option. Adjust descriptions and add columns as necessary.

Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)
Land purchase (if applicable)	NA	
Land development (include grading, utilities, etc.)	NA	
Parking, curb, lighting (if applicable)	NA	
Permits and applicable studies (as applicable)	NA	
Delivery and set up of modular units (if applicable)	NA	
Remodel estimate (if applicable)	NA	
Other		

Total One-Time Costs		
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	
Annual Lease / Rent / Mortgage Payment		
Lease term	Currently under negotiation	
Interest rate		
Rate escalator (if applicable, please describe)		
In which operating year does the school intend to purchase (if option to purchase is applicable)		
Capitalization rate at purchase (if applicable)		
Other		
Please include any additional narrative here.		

## New Charter Petition Facility Option 3

<b>Location Address</b>	Mountain Life Church 14180 Highway 55, McCall, ID 83638					
<b>Facility Information</b>	<b>Anticipate Move-In Date</b>	Summer 2020	<b>Facility Type</b>	<b>Building remodel/ use existing facilities</b>	<b>Facility Status</b>	<b>Possible (research in progress)</b>
<b>Budget Location</b>	Please indicate if this option is reflected in the Budget Template (Attachment A1-A4)			Not reflected in budget		
<b>Vendor/ Developer/ Contractor Information (if applicable)</b>	<b>Company Name:</b>	Mountain Life Church				
	<b>Physical Address of Home Office:</b>	14180 Highway 55, McCall, ID 83638				
	<b>Website Address:</b>	<a href="http://mymlc.org/">http://mymlc.org/</a>				
	<b>Company Contact:</b>	Joe Eisenbrandt				
	<b>Company Contact Phone Number:</b>	<b>208-634-3037</b>				

## Additional Information – Facility Option 3

Please include any information pertinent to Facility Option 2 that is not already included in Section II (Finance and Facilities Plan) of the petition. Include attachments referenced here or throughout the petition in Attachment F. Links in the final PDF are appreciated.

Mountain Life Church previously housed a private K-6 school that also included a daycare and preschool. Although the school is currently not in operation, the infrastructure and facility is still in existing including several classrooms, public restrooms, office space and shared church space. Mountain Life Church also has a playground and extensive outdoor area on their 33 acres of land that include streams, ponds, wooded and grassland areas, and trails. Initial conversations with the church staff are underway with plans to continue to develop this relationship and define the terms of a potential agreement for use.

## Facility Option 3 - Details

Please describe the costs involved with this option and the structure of any arrangements the school has made (or intends to make) in order to secure and sustain this facility option. Adjust descriptions and add columns as necessary.

Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)
Land purchase (if applicable)	NA	
Land development (include grading, utilities, etc.)	NA	
Parking, curb, lighting (if applicable)	NA	
Permits and applicable studies (as applicable)	NA	
Delivery and set up of modular units (if applicable)	NA	
Remodel estimate (if applicable)	NA	
Other		

Total One-Time Costs		
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	
Annual Lease / Rent / Mortgage Payment		
Lease term	Currently under negotiation	
Interest rate		
Rate escalator (if applicable, please describe)		
In which operating year does the school intend to purchase (if option to purchase is applicable)		
Capitalization rate at purchase (if applicable)		
Other		
Please include any additional narrative here.		

# Appendix B: Articles of Incorporation and Corporate Bylaws

## B1. Signed Copy of Articles of Incorporation

201



**ARTICLES OF INCORPORATION**  
(Non-Profit)  
Title 30, Chapters 21 and 30, Idaho Code  
Filing fee: \$30 typed, \$50 not typed  
Complete and submit the form in duplicate.

**FILED EFFECTIVE**  
**2018 JAN 16 AM 10:20**  
SECRETARY OF STATE  
STATE OF IDAHO

**Article 1:** The name of the corporation shall be:  
McCall Community School INC

**Article 2:** The purpose for which the corporation is organized is: public charter school

**Article 3:** Registered agent name and address:  
Patrick Berg 1315 Divot Ln McCall ID 83638

**Article 4:** The board of directors shall consist of no fewer than three (3) people. The names and addresses of the initial directors are:

Patrick Berg	PO Box 2811 McCall, ID 83638
Jenny Schon	PO Box 258 McCall, ID 83638
Bruce Shultz	1325 Greystone Dr. McCall, ID 83638

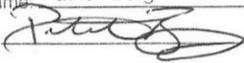
**Article 5:** Incorporator name(s) and address(es):  
Patrick Berg PO Box 2811 McCall, ID 83638

**Article 6:** The mailing address of the corporation shall be:  
PO Box 2811 McCall, ID 83638

**Article 7:** The corporation (  does  does not ) have voting members.

**Article 8:** Upon dissolution the assets shall be distributed: to board of directors or staff.

Signatures of all incorporators:

Printed Name: Patrick Berg	Signature: 
Printed Name: _____	Signature: _____
Printed Name: _____	Signature: _____

Secretary of State use only

IDAHO SECRETARY OF STATE  
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## B2. Bylaws of McCall Community School, Inc.

### **1 Name and offices**

#### **1.1 Name**

The name of the corporation shall be McCall Community School, Inc.

#### **1.2 Mission**

The mission of the McCall Community School is to inspire curiosity, engagement, and leadership through transformative mastery-based education. We imagine the region as our classroom with students engaging in a unique combination of personalized learning and community impact projects through a deep commitment to addressing local, regional, and global challenges. Expected student outcomes include increased engagement, increased academic outcomes, and increased community impact to empower and encourage creative problem solvers and strong leadership within the classroom and throughout the community.

#### **1.3 Principal office**

The principal office of the corporation shall be located in Valley County, Idaho. The Corporation may have such other offices, either within or without the State of Idaho, as the Board of Directors may designate or as the business of the corporation may require from time to time.

#### **1.4 Registered office**

The registered office of the corporation required by the Idaho Business Corporation Act to be maintained in the State of Idaho may be, but need not be, identical with the principal office in the State of Idaho, and the address of the registered office may be changed from time to time by the Board of directors.

#### **1.5 Purpose**

The corporation is organized and shall be operated exclusively for the specific purposes set forth in the corporation's Articles of Incorporation, namely educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

### **2 Board of Directors**

#### **2.1 General powers**

The business and affairs of the corporation shall be managed by its Board of Directors.

#### **2.2 Number, tenure and qualification**

The number of directors of the corporation shall consist of not less than 5 nor more than 9 persons and each directorship shall have a numerical designation as follows: Director 1, Director 2, Director 3 and so on. The number of directors serving on the Board of Directors may be increased or decreased from time to time by resolution adopted at a regular or special

meeting of the Board of Directors. During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other Directors elected by the then current Board or appointed in accordance with these bylaws.

The Directors stated in the Articles shall hold office until the 2021 annual meeting of the Board of Directors, or until they shall have appointed successors, whichever shall first occur, or until their earlier death, resignation, or removal. The Directors stated in the Articles may, at any time prior to the 2021 annual meeting of the Board of Directors, appoint successors and/or additional directors up to the maximum number of directors allowed under these Bylaws and such directors shall serve until the 2021 annual meeting of the corporation.

Thereafter, all directors shall serve until their term expires or they are otherwise removed pursuant to these Bylaws. The term of service between elections shall be a term of 3 years except that for Directors serving from the date of the 2021 annual meeting of the Board of Directors, whose seats shall be staggered to ensure staggered transitions going forward. After the initial term of each seat directors shall serve for a term of 3 years so that up to, but no more than, 3 directors may be replaced each year at the annual meeting of the Corporation as set forth in these Bylaws.

### **2.3 Appointment of Directors**

During the initial year of operations, the Board shall consist of those Directors appointed pursuant to the terms of these Bylaws. After the initial year of operations Directors will continue to be appointed by a majority vote of Directors at the Corporation's annual meeting as per Board-approved policy.

### **2.4 Vacancies**

Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining Directors even if less than a quorum of the Board of Directors. A Director elected to fill a vacancy shall be appointed for the unexpired term of his/her predecessor in office. Any directorship to be filled by reason of an increase in the amount of directors may be filled by election by the Board of Directors for a term of office continuing only until the next election of directors.

### **2.5 Compensation**

There shall be no salary or fixed sum paid to any director other than expenses of attending meetings or other authorized functions, as allowed by board resolution and state law.

### **2.6 Presumption of assent**

A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his/her dissent shall be entered in the minutes of the meeting or unless he/she shall file his/her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary

of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

### **2.7 Removal of Director**

Any Board member may be removed with or without cause by majority vote of the Board. A Director may be removed only at a meeting of the Board of Directors called for the purpose of removing one or more Director(s). Any vacancy in the Board of Directors caused by removal, death, resignation, or an increase in the number of Directors by reason of amendment of the Bylaws shall be filled as specified in Section 2.4 herein.

### **2.8 Meetings by telephone/Internet**

Members of the Board of Directors or any Committee may participate in a meeting of the Board or Committee by means of conference telephone, online video chat, or similar communications equipment by which all persons participating in the meeting can hear each other at the same time as allowed through the state open meetings laws. Such participation shall constitute presence in person at the meeting. As public must be able to attend phone meetings, at least one Board member must be present at the posted meeting location.

### **2.9 Committees**

The Board of Directors may create one or more committees and appoint members of the Board of Directors to chair or liaise with them. Members of the committees other than the chairperson need not be Directors. Each committee may have two or more members, who shall serve at the pleasure of the Board of Directors. The provisions of this Article which govern meetings, action without meetings, and quorum and voting requirements of the Board of Directors, shall apply to committees and their members as well.

## **3 Board Meetings**

### **3.1 Annual meeting**

The annual meeting of the Board of Directors shall be held at the time and date established by the Board of Directors. In the absence of a designation from the Board of Directors, the annual meeting shall be held on the 2nd Tuesday in June. The failure to hold the meeting at the time stated shall not affect the validity of any corporate action.

### **3.2 Regular meetings**

The Board of Directors may establish, by action at a meeting the time and place for holding subsequent regular meetings of the Board of Directors and they shall be held without the need of further notice.

### **3.3 Special meetings**

Special meetings of the Board of Directors may be called by or at the request of the president or at least 2 Directors. The person or persons authorized to call special meetings of the Board of Directors shall fix any place, either within or without the State of Idaho, as the place for holding any special meeting of the Board of Directors called by them.

### **3.4 Public Meetings**

Except as otherwise set forth in these Bylaws, all meetings shall be open to the public. Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provisions of Title 74, Chapter 2 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation.

### **3.5 Notice and Agendas**

Not less than 48 hours prior to any regular meeting, including the annual meeting of the Board of Directors, agenda notice shall be published in accordance with Idaho Code §74-204. Agenda items may be added subsequent to notice provided a good faith effort was made to include all known agenda items in the published notice at the time of its publication. Notice of any special meeting shall be given at least 24 hours and will comply with open meeting laws. Meeting notices may be amended by following the procedures set forth in Idaho Code §74-204(4).

### **3.6 Quorum**

A majority of the number of directors then in office shall constitute a quorum for the transaction of business at any meeting of the board of directors.

### **3.7 Manner of taking action**

The act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

### **3.8 Meeting**

Written minutes shall be maintained at all meetings of the Board of Directors. Neither a full transcript nor a recording of the meeting is required. Minutes shall be available to the public within a reasonable time after the meeting, including: (a) Members of the Directors present; (b) Motions, resolutions, orders, or ordinances proposed and their disposition; (c) Results of all votes. Minutes of any executive sessions held by the Directors of the Corporation under Title 74, Chapter 2 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 74-206, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting.

### **3.9 Executive Sessions**

Executives sessions, closed to any persons for deliberation on specified matters, may be held by the Board of Directors for those reasons outlined and specified in Section 74-206, of the Idaho Code. Unless otherwise allowed by law, no Director may disclose the content of an executive session to an outside source.

## **4 Officers**

### **4.1 Numbers**

In addition to the Board Chair and Board Vice Chair identified in Section 2, the officers of the corporation shall be a secretary, and a treasurer. In the discretion of the Board of Directors, a Vice-Chair (the number thereof to be determined by the Board of Directors) may be elected. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board of Directors. Any two or more offices may be held by the same person, except the offices of Board Chair and either Secretary or Treasurer.

### **4.2 Election and term of office**

The officers of the corporation shall be selected from the members of the Board of Directors and shall be elected annually by the Board of Directors. The initial Board of Directors shall select initial officers who shall serve until the first annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Each officer shall hold office for one year or until his/her successor shall have been duly elected and shall have qualified or until his/her death or until he/she shall resign or shall have been removed in the manner hereinafter provided.

### **4.3 Removal**

Any officer or agent may be removed by the Board of Directors whenever, in its judgment, the best interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officers being removed.

### **4.4 Vacancies**

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

### **4.5 Chair**

At its annual meeting, the Board of Directors shall elect from among its members a Board Chair who shall, when present, preside at all meetings of the Board of Directors and ensure the Board of Directors follows appropriate parliamentary procedures. The Chair shall be the principal executive officer of the corporation and, subject to the control of the Board of Directors, shall be responsible to establish the agenda for all meetings of the Board of Directors and ensure that all participants in such meetings have access to the materials necessary to their participation. The Chair shall serve as the chief liaison between the Board of Directors and the school administration and as the primary signing agent for all official Board documents. The Chair shall also be responsible to ensure compliance by the Board of Directors with the performance certificate, the Board manual, if any, and these corporate Bylaws.

#### **4.6 Vice Chair**

In the absence of the Chair or in the event of his/her death, inability or refusal to act, the Vice Chair, if any, or in the event there be more than one Vice Chair, the Vice Chairs in the order designated at the time of their election, (or in the absence of any designation, then in the order of their election) shall perform the duties of the Chair, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair.

#### **4.7 Secretary**

The Secretary shall: (a) keep the minutes of the proceedings of the members and of the Board of Directors in one (1) or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records, accepting the financial records; (d) keep a register of the post office address of each Board member which shall be furnished to the secretary by such Board member; and (e) in general perform all duties incident to the office of secretary.

#### **4.8 Treasurer**

The Treasurer shall: (a) serve as the chief liaison with the business manager for the school; and (b) in general perform all of the duties incident to the office of treasurer.

#### **4.9 Salaries**

Officers shall serve without compensation other than legally authorized reimbursement for expenses.

### **5 Contracts, loans, checks, and deposits**

#### **5.1 Contracts**

The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

#### **5.2 Loans**

No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be incurred without the express approval of the Board.

#### **5.3 Checks, drafts, etc.**

All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

#### **5.4 Deposits**

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation and in such banks, trust companies or other depositories as the Board of Directors may select.

## **6 Fiscal year**

The fiscal year of the Corporation shall begin on July 1 and shall end on June 30.

## **7 No private inurement**

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions, the corporation shall not carry on any other activities not permitted to be carried on

(a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, as amended; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, as amended.

## **8 Corporate seal**

The corporation shall not have a corporate seal.

## **9 Waiver of notice**

Whenever any notice is required to be given to any member of the Board of Directors of the corporation under the provisions of these Bylaws or under the provisions of the Act, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

## **10 Amendments**

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote of the Board of Directors at any regular or special meeting. Bylaw amendments will be provided to the Idaho Public Charter School Commission.

## **11 Indemnification**

The corporation shall indemnify its directors, officers, employees and agents to the fullest extent permitted under Idaho Code 30-3-88.

## 12 Dissolution

Upon dissolution, the assets of the school shall be distributed to employees first, the school will donate or redistribute the remaining assets to the Public-School Income Fund other non-profits, in accordance with the requirements of Idaho Code 33-5212(2). Any assets bought with federal funds will be returned to the Idaho Public Charter School Commission and will not be used to pay creditors.

## 13 Severability

The invalidity of any provision of these bylaws shall not affect the other provisions.

### Certificate

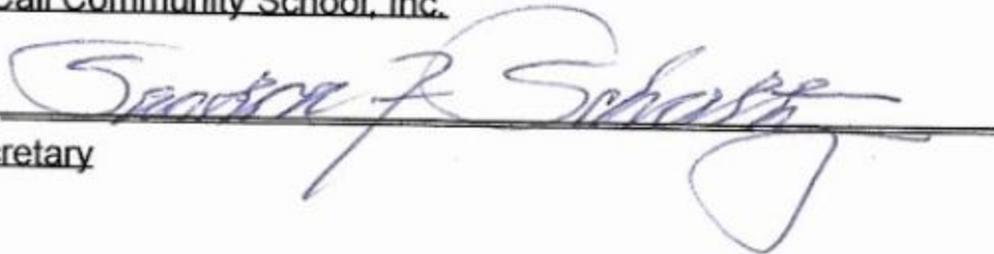
The undersigned certifies that (s)he is the Secretary, a Director, McCall Community School, Inc., an Idaho nonprofit corporation, and that (s)he is authorized to execute this certificate on behalf of the corporation, and further certifies that foregoing bylaws constitute the bylaws of the corporation as of this date, duly adopted by the directors of the corporation.

Date: 11/29/18

McCall Community School, Inc.

By: \_\_\_\_\_

Secretary

A handwritten signature in blue ink, appearing to read "Sandra J. Schuster", is written over a horizontal line. The signature is cursive and somewhat stylized.

## Appendix C: Board of Directors and Petitioning Group Resumes

### C1. List of Board of Directors & Roles

<b>Name</b>	<b>Pre-opening Role</b>	<b>Intended Role</b>
Patrick Berg	Original founder/ founding board	School Leader
Jennifer Schon	Co-founder/ founding board	Admin/teacher
Bruce Schultz	Consultant/ founding board	Board Member
Sandra Schultz	Consultant/ founding board	Board Member
Jonas Bean	Consultant/ founding board	Board Member
<u>Tessa Soutar</u>	<u>Consultant/ founding board</u>	<u>Board Member</u>
<u>Jeremy Humphrey</u>	<u>Consultant/ founding board</u>	<u>Board Member</u>



*Elementary PE Teacher; Greenhurst Elementary (2004-2006)*

- Taught all physical education classes in an elementary school (K-5)

*Special Education Teacher / Athletic Director; West Middle School (2003-2004)*

- Case managed for 30+ special needs students (grades 6-8)
- Carried out all duties of extracurricular events

*Special Education Teacher/Assistant Basketball & Baseball Coach; Nampa High (2001-2003)*

- Taught emotionally disturbed students in a self-contained classroom.
- Carried out all duties as stated by the Individual Education Plan and IDEA in a high school of more than 1,800 students.

AFFILIATIONS Member of Idaho Association of School Administrators

Certified Athletic Administrator (CAA) Member of Idaho Association of School Administrators Certified NICA Coach  
Commercial Drivers License

**REFERENCES AVAILABLE UPON REQUEST**

i. Jennifer Schon

**Jennifer A. Schon**

PO Box 258 McCall Idaho 83638 Phone: 406-250-6069 E-Mail: jennyschon@gmail.com

**Education**

**Ph.D. Education Curriculum and Instruction, spring 2015. Dissertation title: Science Identity in**

Informal Education. University of Idaho, Moscow, ID.

M.A. Teaching, 2001. Ashford University, Clinton, IA.

**B.S. Environmental Science, emphasis on Terrestrial Ecology, minor in Chemistry and**

Biology, 2001. Western Washington University, Bellingham, WA.

**Experience**

**Fall 2018 Bluum Fellow - to explore developing a school of choice in McCall, ID**

**Teacher/ Instructional Coach, Meadows Valley School, New Meadows, ID**

- Taught 2nd-12th grade.
  - Subjects taught include High School Biology, Fire Ecology, Yearbook, Lifestyle Fitness, Internship, Study Seminar; Middle School Exploratory, Middle School Earth Science, Middle School Computer Skills, 2nd-5th Gifted and Talented Math and Science
  - Instructional Coach for K-12th grade, assisting teachers in meeting performance standards and implementing new techniques; develop and plan weekly teacher professional development training
  - Leadership Team committee, Idaho Mastery Education Network committee, Summit Learning Platform coordinator
  - District wide Technology staff and website coordinator
  - Track coach for 5th, 6th, 7th and 8th graders.
- September 2015-June 2018

**Program Coordinator, McCall Outdoor Science School – University of Idaho, McCall, ID**

- Plan, coordinate and implement residential and outreach programs
  - Supervise and evaluate graduate students
  - Evaluate and implement updates to current programs and procedures
  - Instruct, train, and teach graduate students on best teaching practices
  - Create, conduct, evaluate, analyze research education
  - Member of USDA Northwest Advanced Renewable Alliance Education team 2011-2015, assisted in creating K-12 curriculum for Facing the Future
  - Plan, implement, and evaluate teacher professional development
  - Create site specific and grant specific curriculum for K-12 with teacher- facing and student-facing materials
  - Maintain open communication with staff, students, graduates and school personnel
- September 2010-May 2015

### **Science Teacher, Somers Middle School, Somers, MT**

- Teach 7th and 8th grade.
- Subjects taught include, life science, chemistry, physics and environmental science.
- Track and cross country coach for 6th, 7th and 8th graders.

September 2007-June 2010

### **Fire Effects Monitor, Crew Lead, Bandelier National Monument, Los Alamos, NM**

- Crew Lead of four to eight people both in the field and in the office setting. Monitoring the quality of work as well as the health and well being of the crew. Mitigated any problems or concerns. Worked with the program director directly to streamline and improve the program.
- Gathered data from prescribed burn sites by identifying and measuring various plant species, shrubs, seedlings, pole-sized and over-story trees, measured and determined duff and litter content of soil as well as downed burnable fuels.
- Measured burn severity of site and vegetation following burns.
- Entered data from field season, identified specimens collected throughout season using a flora key to genus and species, filed and organized hard copies and electronic copies of all data.
- A part of the New Mexico Incident Management Team as an Incident Information Officer. Assist in major wildland fires by informing the media, public and wildland fire fighters about the status of the fire and its effect on the local community.
- Worked on a Prescribed Fire Module as a fire fighter involving strenuous and long hours maintaining the fire line and assisting in igniting. Worked as an active Fire Effects Monitor on the fire collecting data on the size, growth and nature of the fire.

Seasonally 2001-2007

### **Publications**

Schon, J.A. (2015). Science identity in informal education. *Environmental Education Research*, in press.

Schon, J.A., Eitel, K.B., Hougham, R.J., Hendrickson, D. (2015). Creating a research to classroom pipeline: closing the gap between science research and educators. *Journal of Sustainability Education*. In press.

Eitel, K. B., Hougham, R. J., Laninga, T., Fizzell, G., Schon, J. & Hendrickson, D. (2015). Teacher Professional Development for Energy Literacy: A comparison of two approaches. *Journal of Sustainability Education*, in press.

Hendrickson, D., Corrigan, K., Keefe, A., Shaw, D., Jacob, S., Skelton, L., Schon, J., Eitel, K.B., Hougham, R.J. (2015). Global Sustainability: An Authentic Context for Energy Education. *Journal of Sustainability Education*, in press.

Schon, J., Eitel, K.B., Bingaman, D., Miller, B.G., Rittenburg, R. (2014). Big Project, Small Leaders: A creek restoration project led by fifth-grade students affects the whole community. *Science & Children*. 51(9), 48-54.

Schon, J., Hougham, R.J., Eitel, K., & Hollenhorst, S. (2014). The Value of a Tree: Comparing Carbon Sequestration to Forest Products. *Science Scope* 37(7), 27-35.

Eitel, K.B., Hougham, R.H., Miller, B.G., Schon, J., & LaPaglia, K. (2013). Upload/download:

- Empowering students through technology-enabled problem-based learning. *Science Scope*. 36(7).
- Magney, T., Eitel, K., Eitel, J., Jansen, V., Schon, J., Rittenburg, R., & Vierling, L. (2013). Keeping a (Digital) Eye on Nature's Clock: Students use cameras to monitor plant phenology. *The Science Teacher*, 80 (1) 37-43.
- Hougham, R.J., Schon, J.A., Eitel, K.B., & Hollenhorst, S.A. (2012). Education at the speed of research: communicating the science of biofuels. *Published Proceedings of the Sun Grant Initiative*. New Orleans, L.A.

ii. Bruce Schultz

**Bruce Schultz**

1325 Greystone Drive McCall, ID 83638  
Phone: (208) 447-6022 E-Mail: dbruceschultz@gmail.com

**Professional Goal**

To engage in educational programs that enhance student learning opportunity and success. In order to prepare today's learners with skills necessary for success in the 21<sup>st</sup> century, educational programs must build from a base of student-centered learning experiences that promote the desire and habits of life long learners.

**Education**

Masters Degree, Montana State University, 1984

B.S. Degree, Carroll College, 1971

**Professional Experience**

- Project Manager, J.A. & Kathryn Albertson Family Foundation 6 years of experience
- College faculty and administrator 11 years of experience
- Special education Director 5 years of experience
- Elementary Principal 10 years experience
- Teaching, Gr. K-12 10 years experience
- Non-profit organization board membership 9 years experience

**Philanthropic & Community Service**

- Founding board member for McCall Community School Present
- Volunteer consultant for Payette Lakes Ski Club Little Ski Hill 2 years of experience
- Volunteer at Barbara Morgan Elementary School 1 year of experience
- Volunteer in the Meals on Wheels Program 9 years experience
- Volunteer youth mentor 4 years experience

iii. Sandra Schultz

**Sandra Marsh Schultz**

1325 Greystone Drive McCall, ID 83638  
Phone: (208) 577-7287 E-Mail: sandrafschultz@gmail.com

**Mission**

Live my life fully and responsibly, knowing I am the beneficiary of many wonderful people who have contributed to my life's journey. I, in turn, have a genuine desire to do good so that others may also benefit.

**Education**

Ed. Specialist Degree, University of Idaho, 2002

Masters Degree, Idaho State University, 1982

B.A. Degree, Idaho State University, 1972

**Professional Experience**

- Response to Intervention consultant and trainer for Idaho State Dept. of Educ. 2 years experience
- Elementary School Principal in Idaho, Montana, and Washington 23 years of experience
- Administrator of Continuous Improvement & Beginning Teacher Programs for the West Ada School District 2 years of experience
- Professional coach for J.A. & Katherine Albertson Foundation 1 year of experience
- Teacher in 1<sup>st</sup> grade, 4<sup>th</sup> grade, and gifted/talented program 10 years experience

**Philanthropic & Community Service**

- Founding Board Member for McCall Community School Present
- Volunteer and consultant for Payette Lakes Little Ski Hill 2 years of experience
- Volunteer at Barbara Morgan Elementary School 1 year of experience
- Volunteer in the Meals on Wheels Program 9 years experience
- Volunteer for Red Cross 4 years experience

iv. Jonas Bean

Jonas E. Bean

P.O. Box 146 | 715 Bridle Path Way | McCall, ID 83638 | 208.271.6195 | jonasbean@gmail.com

OBJECTIVE To work in, live in, and serve my greater community through employment, education, volunteering, and enjoying the mountain lifestyle.

EDUCATION Seattle University (College of Education), Washington '05-'06

Prescott College, Arizona, B.A. Wilderness Leadership/Environmental Education '96-'99 Sterling College, Vermont, Resource Management '95-'96

EXPERIENCE Co-owner, Office Manager, Lab Technician, Bookkeeper (September 2006 – Present)

*Solace Natural Medicine, PLLC, McCall, ID*

Board Member – volunteer (March 2013 – Present) President (February 2016-Present) McCall Donnelly Education Foundation, McCall, ID

Guest Teacher (September 2006 – June 2007 & April 2017 - Present) McCall-Donnelly School District, McCall, ID

*EMT/Firefighter - volunteer Donnelly Fire Protection District, Donnelly, ID (July 2017 - Present) Meadows Valley EMS, New Meadows, ID (September 2016 - Present)*

Firefighter/Step-up Officer/AEMT/WEMT (February 2007 – August 2016) IAFF Local# 4564 McCall Professional Firefighters President (March 2013 – October 2016) McCall Fire Protection District, McCall, ID

District Board Member – volunteer (October 2010 – January 2013) St. Luke's McCall (McCall Memorial Hospital), McCall, ID

*Faculty (August 2002 – June 2006) Forest Ridge High School, Bellevue, WA*

- Outdoor Education Director/Trip Leader/Climbing Wall Manager
- Physical Education/Health/Senior Advisor/Golf Coach

*Search and Rescue - volunteer (December 2000 – September 2006) Seattle Mountain Rescue, King County Sheriff's Office, Seattle, WA*

- Board Member/Special Projects Coordinator/Education Chair

Substitute Teacher (December 2000 – June 2002) University Prep High School, Seattle, WA

- Assistant Athletic Director (March-June 2002)
- Sailing Captain for Zushi-Kaisei Summer Program ('02, '03)
- Winter Opportunities Wilderness Trip Leader (1999, 2002)

Trip Leader, Waterfront Instructor (Summers: '94, '95, '96, '00,'01, '04) Camp Nor'wester, Johns Island, WA

INTERESTS Traveling, Family, Teaching/Learning, Duel Sport Motorcycles, Skiing, Rock Climbing, Storytelling

SKILLS Fluent in Swedish, CDL, EMT, WEMT, WFR, CPR-BLS Provider, PHTLS, Blue Card,

Red Card, Idaho State EMT Instructor

AWARDS Golf Coach of the Year 2005 & 2006, Emerald City 1A League

“A Coach Who Makes a Difference” 2005, King 5 TV “SMRHWB”: Seattle Mountain Rescue Commitment Award, '04 & '05

v. Tessa Soutar

**Tessa M. Soutar**

**1742 Warren Wagon Rd., McCall, ID 83638 · (805) 708-2772· tmsoutar@gmail.com**

**ttmsoutar@gmail.com**

## **Experience**

### **Work**

- **Head Buyer and Event Coordinator** · Gravity Sports · McCall, ID · June 2018- Current.
  - Own and run a local mountain bike and ski business with Partner and Father-in-law.
  - Responsible for seasonal and daily ordering.
  - Work with local organizations and schools to sponsor events and provide equipment for events.
- **Substitute Teacher** · Roots Forest School · McCall, ID · September 2018- Current.
  - Provided outdoor exploration opportunities for both parents and toddlers in Parent Toddler class.
  - Support parents with early childhood communication techniques.
  - Work with children ages 3-5 in the Forest Preschool.
  - Support children with hands-on, student directed learning.
- **Gardener** · Soutar Garden and Landscaping · Montecito, CA · September 2016 - February 2017.
  - Responsible for care, maintenance, and the development of landscapes at multiple estates.
  - Knowledgeable about native plant life and drought tolerant landscapes.
  - Self-management of work time, task completion, and materials.
- **Teacher II** · Orfaea Children's Center at Santa Barbara Cottage Hospital · Santa-Barbara, CA · April 2013- August 2016.
  - Practiced a **Continuity of Care** program, where I stayed the primary teacher for nine students, and secondary teacher for eighteen students for three years. Children ages 2 ½ -5 ½.
  - Shared a classroom with two other primary teachers, and worked as a team with students and families to create a supportive learning environment.
  - Maintained supportive and communicative relationships with families.
  - Responsible for developing own curriculum, conducting bi-annual assessments (DRDP) and goals for children, and responsible for parent teacher conferences.
  - Created curriculum that practiced hands on learning, student-directed learning, risk based play, project based, incorporated multiple modality learning styles, and utilized the outdoor environment.

- Designated Outdoor Classroom Specialist for school. Developed the school's yard to increase outdoor curriculum potential and accessibility for children. Built (with the children) climbing walls, trapeze bars, animal spaces and enclosures, self-help art areas, butterfly gardens, and edible gardens. Worked with staff to increase education on ways to utilize the outdoor environment for their curriculum planning and risk management both for themselves and their students.
- Member of the Shared Governance Team, whose role was to work alongside teachers and administrators to create a supportive and happy work environment.
- **Event Staff** · Planet Granite Climbing Gym · San Francisco, CA · January 2011- May 2012.
  - Climbing Instructor and camp counselor for children ages 5-13.
  - Worked with children to discuss climbing techniques, healthy exercise, nutrition, and encouraged group support and social interaction.
  - Developed relationships with parents to encourage a supportive environment for the children's learning.

### **School**

- **Student Teacher** · Commodore Sloat Elementary School · San Francisco, CA January - May 2013.
  - Assistant teacher in a first grade classroom of nineteen children.
  - Created activities and group times that were hands-on and addressed CA Standards for groups of three to four children.
  - Completed 47 hours of Student Teaching.
- **Student Teacher** · Kinko's Early Learning Center · Santa Barbara, CA Fall 2009, Spring 2010.
  - Worked with children ages 3-5.
  - Educated on the foundations of group times, and facilitated group times for up to six children.
  - Planned and facilitated inviting activities that addressed and enhanced children's domains.
  - Educated in conflict resolution and communication with children.
  - Practiced and enhanced observation and assessment techniques.
  - Completed 270 Hours of Student Teaching.

### **Volunteer**

- **DPHS Mentor** · Dos Pueblos High School · Goleta, CA Fall 2006.
  - Worked with young adults ages 12-13.
  - Educated in mentor communication and concept skills.
  - Supported young adults that faced difficulties at school, at home, mentally or physically.
- **Camp Counselor** · Isla Vista Youth Projects Day Camp · Isla Vista, CA Summers 2003/ 2004.
  - Worked with children ages 6-11.

- Provided supervision for groups of ten to fifteen children out on playground.
- Facilitated activities and games to encourage developmental growth.

### **Education/Conferences**

- **The Outdoor Classroom Project** · La Cañada, CA    October 2014- November 2015.
  - **Outdoor Classroom Specialist Level I Training.**  
Certificate Date: December 2014                      Hours of training: 18
  - **The Benefit of Risk and Adventure in the Outdoor Classroom**  
Certificate Date: January 2015                      Hours of training: 7
- **Documenting Children’s Learning with Nature**  
Certificate Date: September 2015                      Hours of training: 3
- **Outdoor Classroom Specialist Level II Training.**  
Certificate Date: November 2015                      Hours of training: 18
- **Santa Barbara City College** · Santa Barbara, CA                      Fall 2006-Spring 2010/ Spring 2013-Fall 2015.
- **Associates in Science, Early Childhood Education**  
Degree Date: Dec 2015
- **Certificate of Achievement in Associate Child Care Teacher**  
Certificate Date: May 2014  
ECE units completed: 31  
President’s Honor Roll: Fall 2008 – Spring 2010, Fall 2015  
Graduated with a 3.8 GPA.
- Supporting coursework: BIO 120(Natural History), SPAN 103-104 (Intermediate Spanish), BMS 128 (Human Nutrition), PHSC 103 (The Physical Universe), BOT 121 (Plant Diversity), COMM 121 (Interpersonal communication), and Earth 101 (Introduction to Astronomy).
- **San Francisco State University** · San Francisco, CA    Fall 2010- May 2012.
  - **Bachelor of Arts in Liberal Arts, Emphasis in Elementary Education.**  
Degree Date: May 2012  
Dean’s List: Fall 2012 – Spring 2012.  
Graduated Magna Cum Laude with a 3.9 GPA.
- Supporting Coursework: GEOG 600 (Environmental Problems and Solutions), SS 460 (Childhood, Nature, Society), Kin 401 (Elementary School PE, K-5), GEOL 350 (Geology of National Parks), and LS 309 (Physical Science for Elementary Teachers).

## **Jeremy D. Humphrey**

492 Timbercrest Loop, P.O. Box 4665  
McCall, ID 83638  
(303) 386-5629

### **Mission**

To serve the McCall community youth by giving families a new and exciting choice in their education. As a professional mountain runner and adventurer, the mountains surrounding my home have given me so much knowledge and strength. I embrace the opportunity to share that experience and foster an understanding and appreciation of this amazing resource with the next generation.

### **Education**

- 1997-2001: B.S. Political Science, Summa Cum Laude, Kent State University, OH
- 2001-2004: Juris Doctorate, Cleveland-Marshall College of Law, OH

### **Professional**

- 2005-2010: Practicing attorney in Colorado, specializing in Medical Equipment and FDA Regulatory Law.
- 2010-15: Solo Law Practice (Colorado Bar).
- 2011-Present: Sponsored Ultra Distance Runner with many victories and course records in the 50 kilometer to 100 mile distances.
- 2012-Present. Ultramarathon Race Founder and Director of two races. The IMTUF 100, founded in 2012, is a destination race with an international reputation for quality.
- 2013-Present: Personal Running Coach with clients across the United States of all ages.
- 2013-Present: High School Cross Country day-camp Director.

### **Community Service**

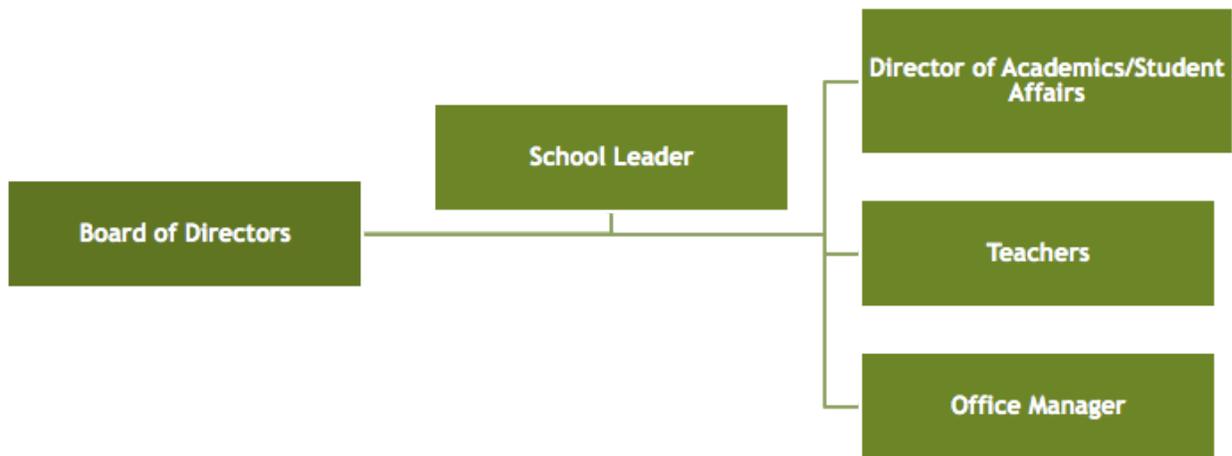
- Founding board member for McCall Community School
- McCall Donnelly High School senior project mentor
- Volunteer Payette Lakes Ski Club, Little Ski Hill youth programs

## Appendix D: School Administration

### D1. School Leader

Patrick Berg (resume in Appendix Ci)

### D2. School Organization Chart



All school staff (certified and classified) and school volunteers report directly to the School Leader whom then reports to the School Board.

# Appendix E: Education Service Provider

## E1. Term Sheet: Memorandum of Understanding

A draft planning year consulting contract can be found [here](#).



### Place Network Schools: Memorandum of Understanding (v.1 10.2017)

1. **Overview:** The Place Network is a collaborative network of rural K-12 schools that connect learning and communities to increase student engagement, academic outcomes, and community impact. Place Network Schools inspire curiosity, leadership, and engagement through transformative place-based education.
2. **Commitments of the Place Network:** The Place Network agrees to facilitate and support the following elements.
  - 2.1.1. Accelerated growth through the use of common co-constructed learning tools.
  - 2.1.2. Access to ongoing research and data-collection to inform school model
  - 2.1.3. Partners to collaboratively access philanthropy through the power of a larger network
  - 2.1.4. Collaborative platform to share ideas/resources around school model and school elements
  - 2.1.5. Premium access to virtual micro-credentials, on-site professional development, and remote faculty via Place Network Online and Place Network Virtual PD (fee-based)
  - 2.1.6. Access to model project plans and collaboration through common technology platform
  - 2.1.7. Risk management documents to support high quality off-campus programming
  - 2.1.8. Learning tools and resources including program guide template, project planning templates, and resources linked to the Place-based Education Framework.
3. **Commitments of Place Network Schools:** All schools that are part of the Place Network commit to the following learning model elements:
  - 3.1. Place-based education principles as a core philosophy (learner-centered, interdisciplinary, inquiry-based, design thinking, community as classroom, local to global).
  - 3.2. Implementation of four common learning model elements surrounding a place-based context:
    - 3.2.1. **Personalized core skill pathways** in ELA, math, and design/technology;
    - 3.2.2. **Project-based** learning with community impact;
    - 3.2.3. **Competency-based** assessment;
    - 3.2.4. **Habits of success** focused on leadership, character, and self-awareness
  - 3.3. Common set of competencies and performance indicators based on seven key domains and constructed from national standards
    - 3.3.1. Competencies and performance indicators can all be linked to local and state standards as required by the school, district, or state
  - 3.4. Use of common technology solution and dashboard to record mastery of competencies and to share place-based projects.
  - 3.5. School elements
    - 3.5.1. **Student committees:** Schools commit to having student committees that are invested in the real management of the school in appropriate ways.

700 Coyote Canyon Road | Jackson, Wyoming 83001 | Ph. 307.733.1313 | Fax 307.733.7650  
www.tetonscience.org | info@tetonscience.org

[www.placenetworkschools.org](http://www.placenetworkschools.org)



## Place Network Schools

Local Learning to Inspire Global Citizenship

- 3.5.2. **Community Partnership Program:** Schools commit to building a Community Partnership Program to ensure that the community sees the school and students as vital resources.
- 3.5.3. **Makerspace:** Schools commit space in classrooms/building where prototyping, building, and making can happen to support innovation and entrepreneurship in student projects.
- 3.6. **Network partnership:** Select staff member(s) commit to serve as lead for on-site implementation (stipend may be available from network)
- 3.7. **Collaboration:** Schools agree to collaborate on the following elements
  - 3.7.1. Sharing data on engagement, academic outcomes, and community impact to inform the model
  - 3.7.2. Sharing projects linked to competencies and performance indicators through a common platform
- 3.8. **Branding:** Schools commit to using the same branding for network logo and place-based principles/framework. Schools can use their own branding for all other materials.
- 4. **Advisory Council:** The school leader at each school belonging to the network is automatically part of the advisory council.
  - 4.1. **Meetings:** The advisory council meets twice per year in a virtual conference.
    - 4.1.1. Annual Conference for practitioners and leaders will be held to share ideas and build solutions that benefit all schools.
  - 4.2. **Authority:** The advisory council has the following authority.
    - 4.2.1. Vote to remove a school from the network should fidelity not be met.
    - 4.2.2. Reviews the annual report that measures the learning model against available research.
    - 4.2.3. Suggest changes and additions to the learning model based on data
- 5. **Fees:** An annual fee will be assessed to support the administrative operations of the Place Network. See school contract or Appendix A for details.

### Signatures:

McCall Community School \_\_\_\_\_ (school name) commits to be an active partner in the Place Network 6/1/19 (mm/dd/yyyy). Active partner is defined as meeting and/or exceeding the criteria listed above and full payment of annual fees (see Appendix A attached).

Teton Science Schools/Place Network		Place Network School Partner	
By:		By:	
Printed:	Nate McClennen	Printed:	Patrick Berg
Title:	VP Education Innovation	Title:	Co-Founder
Date:	11/29/18	Date:	11/30/18



## Place Network Schools

Local Learning to Inspire Global Citizenship

### Appendix A: Place Network School Fees

Place Network Fee	One Year	\$1,000 or 0.1% of total revenue (whichever is greater)
<b>Total</b>		<b>\$1,000</b>

700 Coyote Canyon Road | Jackson, Wyoming 83001 | Ph. 307.733.1313 | Fax 307.733.7650  
www.tetonscience.org | info@tetonscience.org

[www.placenetworkschools.org](http://www.placenetworkschools.org)

## E2. Recent Existing Contracts

Existing Memorandum of Understanding can be found [here](#).

## E3. Place Network Sample Curriculum

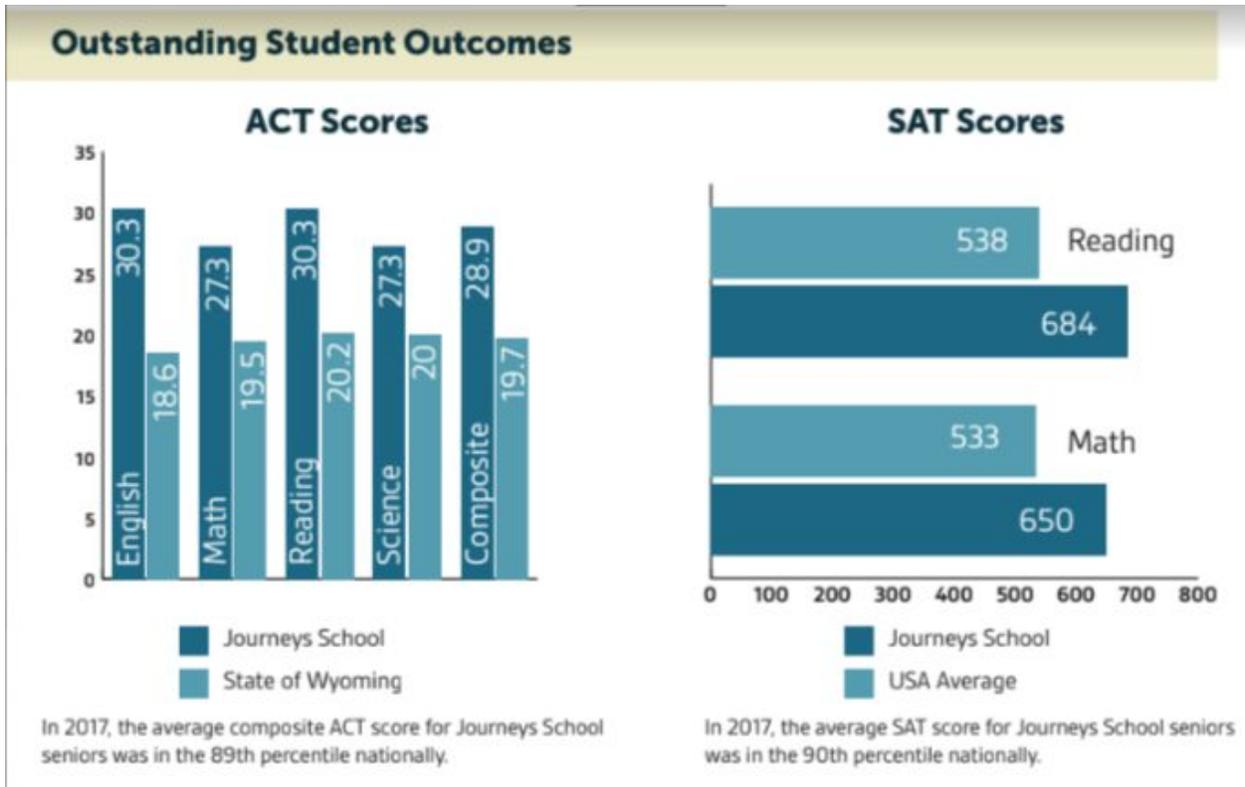
[Sample lesson](#)

[Sample unit](#)

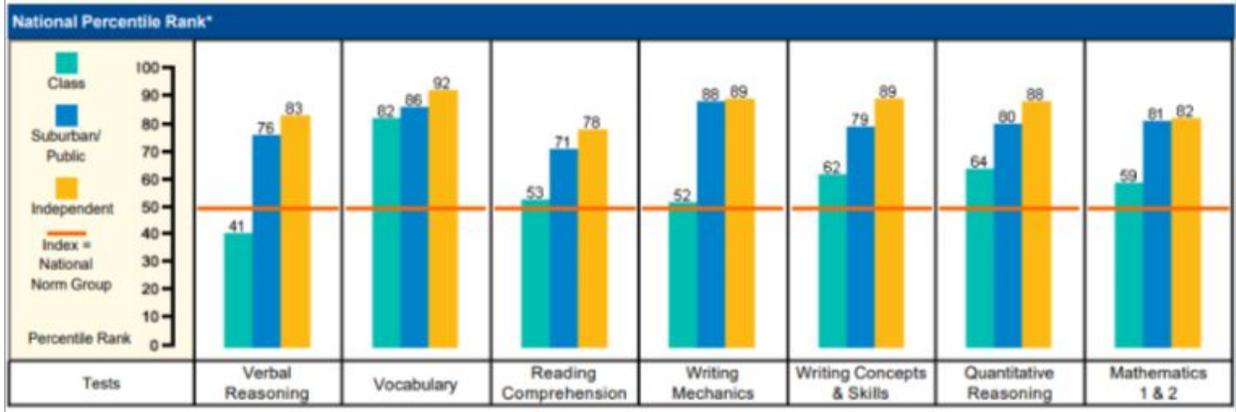
[Network Model Curriculum](#)

## E4. Service Provider Existing Data

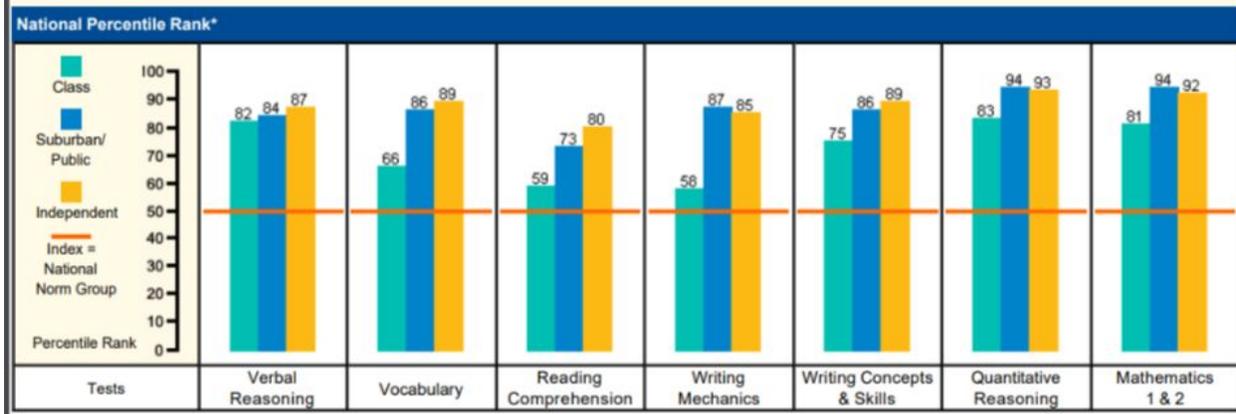
Existing data from hub schools of Service Provider is provided below for 2017-18 school year. Data on network is not yet available due to the fact that the network is in its early stages.



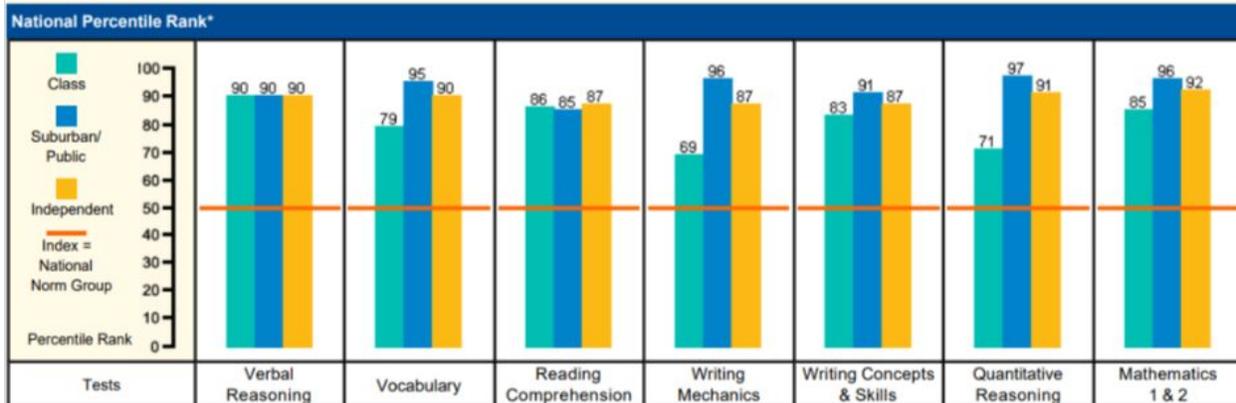
Class: JS 6th School: Journeys School of Teton Science Schools Students: 15 Grade: 6 Level: 6 Admin: Spring 2018



Class: JS 7th School: Journeys School of Teton Science Schools Students: 12 Grade: 7 Level: 7 Admin: Spring 2018



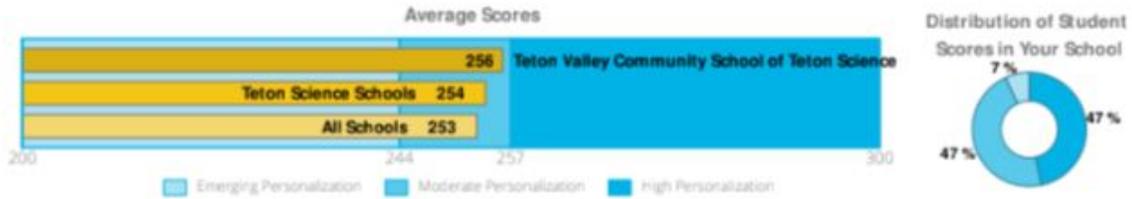
Class: JS 8th School: Journeys School of Teton Science Schools Students: 18 Grade: 8 Level: 8 Admin: Spring 2018





## LEARNER FOCUSED - Summary

Learners have experiences that are relevant, contextualized and designed for needs, strengths, interests and approaches to learning.



## LEARNER LED - Summary

Learners co-design their learning experiences; partner in setting learning goals and plans; articulate their interests, strengths and needs; assess and monitor their own progress; and advocate for needed support from teachers, peers, technology and other sources.



## LEARNER DEMONSTRATED - Summary

Learners begin at a level appropriate to their prior knowledge and learning needs; progress at a pace that fits their needs; demonstrate competency when ready; demonstrate evidence of learning in multiple ways; and receive recognition based on demonstrated competency (not seat time).



## Appendix F: Supporting Documentation

### F1. District Notification Letter

Sent via email

September 10th, 2018

Dear Mr. Foudy and McCall-Donnelly School District School Board,

Enclosed in the email are the attachments for our formal submission of our charter petition for the McCall Community School. We are seeking an authorizer from the state and are submitting our petition and documents to you prior to our submission to the state in four weeks time. We welcome the opportunity to discuss with you in person our vision, the school, and any questions or concerns you may have. We greatly appreciate your time.

Sincerely,

Patrick Berg and Jennifer Schon

## F2. Letter of Support/Commitment from Bouma USA



Re: **The McCall Community School** Project

To whom it may concern,

Greetings from Bouma USA Management. It has been an honor to have been introduced to the **McCall Community School** project by Terry Ryan and Marc Carignan of Bluum in July of 2018. We have really enjoyed working with Pat Berg, Jenny Schon, and the Board Members with creating a "Facilities Solution" for the **McCall Community School** project. Shortly after we began our process of creating the facilities solution it was determined with the assistance of Bluum that the **McCall Community School** project could afford up to an approximate 3 million dollar facilities budget that would need to include real estate, design, and construction. From there we were asked to create this solution for the proposed new school and then our Bouma USA Management development school process began. Since July we have been facilitating bi-weekly video conference meetings with the **McCall Community School** Team, the Bluum Team, and the Bouma USA Management real estate, design, and construction team members for planning purposes. Together we have accomplish the following to date:

1. Early in the process we created the overall conceptual solution that included real estate, design, and construction to be then utilized as our general solutions guide.
2. We had identified a variety of properties for consideration that were reviewed and vetted.
3. Bouma USA Management has placed a property under contract which is located at 426 & 428 Colorado Street in McCall, Idaho under contract in Bouma USA Management's name. Please note that Bluum was very generous in providing the necessary earnest deposit for the property.
4. We have created a preliminary site layout design with the potential for phasing.
5. We have created a preliminary facilities design with the potential for phasing.
6. We have prepared a preliminary project budget with options for phasing.
7. We have prepared a pre-construction cash flow projection.
8. We have coordinated and completed the Geotech work for the property under contract. Please note that Bluum was very generous in providing the necessary funding for this work.
9. We have coordinated and completed the necessary phase one environmental work for the property under contract. Please note that Bluum was very generous in providing the necessary funding for this work.
10. We have coordinated and completed the survey work for the property under contract. Please note that Bluum was very generous in providing the necessary funding for this work.
11. We have prepared a preliminary project schedule.

In closing we would also like to provide some back ground about our Bouma USA Management's experience with creating facility solutions for charter schools. The first Charter School that Doug Bouma had the privilege of creating a project solution for was in 1995. He was asked by National Heritage Academies, (Education Development Corporation at that time), to create a facilities solution (design & build) that when built would cost half as much as a typical public school in the area selected.

Ada, Michigan

Palmdale, California



That was accomplished! Since then the combined experience of our Bouma USA team has created solutions for over 150 Charter School projects in states from New York to California representing over 8,000,000 square feet of interior space, and over \$900,000,000 in contract value.

Each project brought new learned knowledge that helped us become proficient with creating the necessary project solutions including real estate, financing, budgeting, programing, design, construction, scheduling, furniture, furnishings, equipment, & technology. From an education standpoint you might say that we have earned our "Charter School Development Master's Degree!" With that being said we still look forward to growing our knowledge with every single new project!

We thoroughly understand that charter schools do not typically receive facilities funding, and that it takes very special talent, experience, and passion to create these affordable, and educational effective solutions. We have learned that there needs to be someone leading the overall project who understands that, and the development process for charter schools, in addition to just being a design-builder in order to create a successful project and to execute successfully. A benefit to **McCall Community School** for this approach is that we perform this additional development work beyond the design-build scope without charging a developer's fee (additional fee). Instead we utilize our design builder's fee and time as our basis. We do this in order to create successful design build projects, and to guide our clients early in the process, into the best possible solutions.

Sincerely,

The Bouma USA Management Team

### F3. Bluum Foundation and JKAF Support Letter



November 30, 2018

**To:** Idaho Public Charter School Commission  
Chairman Alan Reed  
Vice Chair Brian Scigliano

**Re:** Support for the McCall Community School Project

Dear Chairman Reed and members of the Idaho Public Charter School Commission,

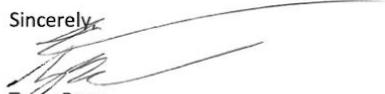
I am writing in support of the McCall Community School Project. My name is Terry Ryan and I am CEO of the non-profit charter school support organization Bluum. It is my pleasure to write this letter of support for the McCall Community School Project. The two educational leaders of this effort – Pat Berg and Jenny Schon – are Bluum Idaho New School Fellows. Their work to launch the McCall public charter school has been funded up to this point by a \$120,000 from the J.A. and Kathryn Albertson Family Foundation, and \$40,000 from an anonymous funding in McCall.

In recent months we attended a community meeting in McCall hosted by Pat and Jenny to listen to the comments and views of the local citizens and parents about the McCall Community School Project. We were impressed by the community engagement and the discussion that took place around the proposed school, whether it is in fact necessary and whether or not it can actually work for families and children in McCall and its surrounding communities. Listening to the people who want the school, and even those who don't want the school, is a very important part of the process. To their credit, Pat, Jenny and their partners have been very open and transparent throughout this process. As a result they have significant community support for their proposed school.

We have also worked with Pat, Jenny, their board members and the highly regarded Bauma USA to identify, and put money down, on a reasonably priced piece of land that could serve as the property for their school. We are also continuing to work with the J.A. and Kathryn Albertson Family Foundation and other funding partners to help the McCall Community School Project raise the resources necessary to launch a successful public charter school in Valley County. This is an ongoing process and a big hurdle to moving forward is the McCall Community School Project team garnering approval from the Idaho Public Charter School Commission to open in 2020.

I encourage the Idaho Public Charter School Commission to support this effort. Bluum has and we will continue to do so into the future.

Sincerely,



Terry Ryan  
Chief Executive Officer

## F4. Letter of Support: Payette Children's Forest



November 26, 2018

To Whom it May Concern,

The Payette Children's Forest is a partnership of 20 organizations that deliver meaningful and affordable outdoor recreation, education, work and stewardship programs in Valley, Adams and Washington counties in Idaho.

We value place based learning opportunities for students, particularly in outdoor settings. The McCall Community School's mission aligns with the Payette Children's Forest's mission, and we would welcome partnership opportunities with the McCall Community School.

Their educational approach, which emphasizes community engagement, would benefit students academically and socially while also providing tremendous benefit to the McCall community. The Payette Children's Forest is supportive of the McCall Community School's educational model.

Sincerely,

A handwritten signature in black ink, appearing to read "Leslie", is placed over a light gray rectangular background.

Leslie Freeman  
Leadership Team Member  
Payette Children's Forest  
PO Box 3174

## F5. Letter of Support: Roots Forest School

December 2, 2018

To Whom It May Concern:

I am writing to share with you my experience as a teacher at Roots Forest School, a nature-based preschool in McCall, Idaho. Our school is attended by local children aged 1½ to five years. This is my third year teaching at Roots so I can say that, though we have never struggled to fill classes, the community's enthusiasm for the school and its recognition as a positive educational experience for children has only increased.

We have received much positive feedback over the years from parents of students as well as volunteers and specialists who have worked with our program. Parents tell us that they are grateful for the comfort their children develop with the natural world and the different activities their child is exposed to beyond what is traditionally considered academic. Many families have chosen to live in McCall for its abundance of natural resources and outdoor opportunities and they feel like Roots recognizes and capitalizes on these features.

Our program provides three-hour classes for children and many of our families make an extra effort to send their children to Roots even when they need full-time childcare. This alone is a testament to the value that people attribute to our educational philosophy. We even have a student enrolled this year that is commuting from Nampa to attend Roots! We frequently have waiting lists for classes and have hosted visitors from Moscow, Boise, and beyond who are interested in starting forest preschools in their own communities.

I have many times heard local parents say, "I wish your school was around when my child was that age." These people would like their children to have an immersive experience in their community and the natural world. Currently, in McCall there are few school-sponsored opportunities to do this for children beyond the age of five. My only response to these parents is, "We hope that ideas from Roots will catch on in the elementary, middle, and high schools" but this is little consolation as progress has been slow. In the meantime, young people are moving in to high school and towards graduation without the opportunity to learn at a local level, which many educators here would be eager to provide.

Sincerely,  
Maura Goldstein

## F6. Letter of Support: Homeschool Network

NORTHWEST CULTURAL RESOURCE CONSULTANTS  
P.O. Box 3001  
McCall, ID 83638

RE: McCall Charter School

To Whom it May Concern,

I am writing in support of the proposed McCall Community School. I am currently the lead organizer of the Idaho Mountains Homeschool Co-op that serves approximately 20 children in Valley and Adams counties. Many of the children in our co-op would greatly benefit from this charter school, as the approach to education is similar to the approach we use in our homeschool curriculum. Several of the families have expressed interest and support to Jenny Schon and Patrick Berg as they have reached out to the community. We were impressed with their public meeting to share their vision, answer questions, and get input from the community.

The public school was no longer an option for my son after he was diagnosed with a rare autoimmune disorder. We have been using Oak Meadows Waldorf distance learning curriculum that has a focus on place based learning and environmental education. The McCall Community School would continue this focus while fostering his interests and allowing him to return to school with his peers.

As a professional Cultural Resource Consultant with experience teaching archaeology to school groups, I have offered my support and volunteer time to assist the team in seeing the charter school open.

Cheers,



Jenn

---

Jennifer Whiteman, M.A.  
Northwest Cultural Resource Consultants  
PO Box 3001  
McCall, ID 83638  
Cell: (208) 315-3110  
jwhiteman@northwestcrc.com

## F7. Letter of Support: Little Ski Hill



December 3, 2018

To Whom it May Concern,

As the director of programs for Little Ski Hill, I would like to express my support of the McCall Community School. I have a long history working with children of all ages in many different atmospheres, and I have come to strongly believe in experiential forms of education based on my experience. I support innovative and engaging approaches to education and I believe the McCall Community School can provide this for our growing community.

I currently direct the Payette Lakes Ski Club's After School Ski and Snowboard Program which services about 150 children from the local schools in our area. This unique program buses local youth to our small ski hill after schools for weekly lessons in a group setting, usually taught by older students from middle school and high school who have aged out of the lessons. Our program is innovative in the way it engages youth of all ages while teaching new skills in an outdoor setting. I have come across children with all sorts of unique needs over the years at Little Ski Hill and strongly believe that more options in our local education offerings are not only wanted but needed. Our community nestled in the West Central Mountains is very active, and a more active learning process would suit local families very well.

Many years ago, in college, I studied experiential education and outdoor studies. I learned early on what a difference an engaging atmosphere can have on a person's education process. Since those days I have spent summers working as a camp counselor taking children out into the world whether it be into the woods for interpretive hikes or for an adventure into town to learn something new. Based on my experience around youth, I whole-heartedly believe in making the education process as engaging as possible and I believe the McCall Community School can provide this. There is more than one way a child can learn, and I know our community is ready for more innovative approaches to education and learning. I see it first hand at Little Ski Hill every day. I realize there are many viable reasons including style preference, emotional needs, or social needs that a family would choose a school like McCall Community School for their children; I support the chance to give us the choice.

Sincerely,

Jennifer Dummar  
Payette Lakes Ski Club

## F8. Letter of Support: West Central Mountains Economic Development Council



WEST CENTRAL MOUNTAINS  
ECONOMIC DEVELOPMENT COUNCIL  
Valley County • Cascade • Donnelly • McCall • Meadows Valley

March 7, 2019

Jenny Schon & Patrick Berg  
McCall Community School

To whom it may concern,

The West Central Mountains Economic Development Council (WCMEDC) was recently engaged by the founders of the proposed McCall Community School, Pat Berg and Jenny Schon. We were glad to share significant market information, industry alliance opportunities and student and workforce data with them in their effort to establish a K-8 place-based charter school in McCall. WCMEDC typically doesn't endorse specific projects, but we are happy to support public, private and nonprofit innovators in their efforts to make their communities the best that they can be. We look forward to working alongside all educational providers in the region to ensure the highest quality education is available in the West Central Mountains and will gladly assist with establishing partnerships wherever possible. The link below contains the specific data we have made available:

<https://wcmedc.org/workforce-data/>

Sincerely,

A handwritten signature in black ink, appearing to read 'Andrew Mentzer', with a long horizontal stroke extending to the right.

Andrew Mentzer, on behalf of the West Central Mountains EDC board of directors  
Executive Director  
WCMEDC.org

**Appendix E: Public Charter School Closure Protocol**



# **CLOSURE PROTOCOL**

**August 2013**

## Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at [www.charterschoolquality.org](http://www.charterschoolquality.org). The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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# Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.<sup>2</sup> Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”<sup>3</sup>

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

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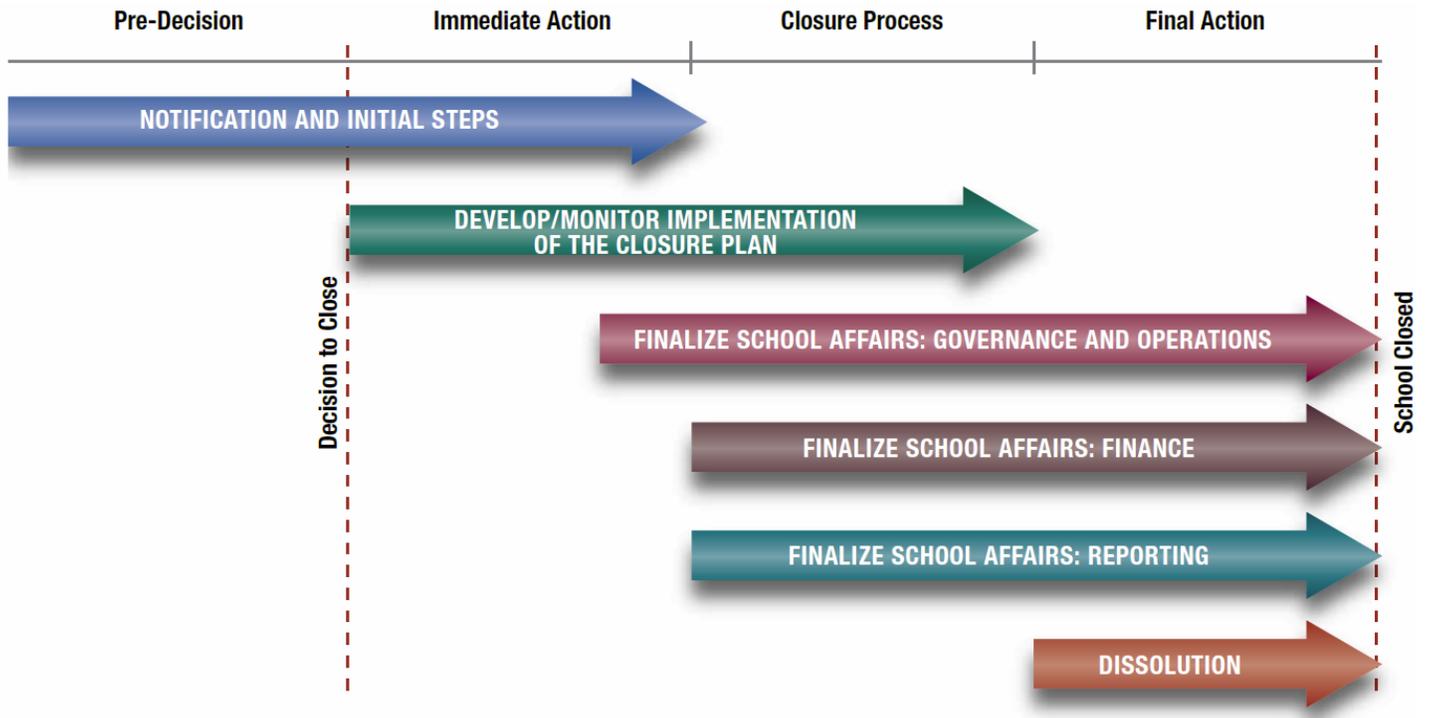
## Endnotes

<sup>1</sup> Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

<sup>2</sup> I.C. § 33-5212

<sup>3</sup> Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

# A Conceptual Timeline for Closure



## Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Meet with PCSC and SDE staff</b></p> <p>Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator and a representative of the school’s board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to:</p> <ol style="list-style-type: none"> <li>1. Review the remaining process for finalizing the closure decision as applicable</li> <li>2. Review the Closure Protocol and tasks and clarify critical deadlines</li> <li>3. Identify points of contact for media or community questions</li> <li>4. Draft communication to staff, families, and affected districts</li> </ol>	School, PCSC, SDE			
<p><b>Notify Parents / Guardians of Potential Closure</b></p> <ol style="list-style-type: none"> <li>1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease.</li> <li>• Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for parents/guardians with questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Notify School Districts Materially Impacted</b></p> <ol style="list-style-type: none"> <li>1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Copy of the letter sent to parents.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Meet with Charter School Faculty and Staff</b></p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> <li>1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision.</li> <li>2. Emphasize importance of maintaining continuity of instruction through the end of the school year.</li> <li>3. Emphasize need to limit expenditures to necessities.</li> <li>4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer.</li> <li>5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work.</li> <li>6. Describe assistance, if any, that will be provided to faculty and staff to find new positions.</li> </ol>	School			
<p><b>Review and Report on Finances</b></p> <ol style="list-style-type: none"> <li>1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps.</li> <li>2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved.</li> <li>3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.</li> </ol>	School, PCSC, SDE			

**Send Additional and Final Notifications**

1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final.
2. The letters notifying staff, parents, and other districts of the final closure decision should include:
  - The last day of instruction.
  - Any end-of-the-year activities that are planned to make the transition easier for parents and students.
  - Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families.
  - Basic information about the process for access and transfer of student and personnel records.

School,  
PCSC

## Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Establish Transition Team, Develop Closure Plan, and Assign Roles</b></p> <ol style="list-style-type: none"> <li>1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> <li>• A member of the PCSC staff</li> <li>• A member of the SDE staff</li> <li>• Charter school board chair</li> <li>• Lead administrator from the charter school</li> <li>• Lead finance person from the charter school</li> <li>• Additional members as deemed appropriate</li> </ul> </li> <li>2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.</li> </ol>	School, PCSC, SDE			
<p><b>Establish a Schedule for Meetings and Interim Status Reports</b></p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> <li>1. Reassignment of students and transfer of student records.</li> <li>2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access.</li> <li>3. Notification to entities doing business with the school.</li> <li>4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors.</li> <li>5. Sale, dissolution, or return of assets.</li> <li>6. Submission of all required reports and data to the authorizer and/or state.</li> </ol>	School			
<p><b>Submit Final Closure Report</b></p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

## Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain Identifiable Location</b></p> <p>Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	School			
<p><b>Protect School Assets</b></p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> <li>1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan.</li> <li>2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc.</li> <li>3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.</li> </ol>	School			
<p><b>Notify Commercial Lenders / Bond Holders (if applicable)</b></p> <p>If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p><b>Terminate EMO /CMO Agreement (if applicable)</b></p> <p>Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> <li>1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds.</li> <li>2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction.</li> </ol> <p>The school and the management company agree when other services including business services will end.</p>	School			
<p><b>Notify Contractors and Terminate Contracts</b></p> <ol style="list-style-type: none"> <li>1. Notify all contractors, including food service and transportation, of school closure.</li> <li>2. Retain records of past contracts and payments.</li> <li>3. Terminate contracts for goods and services as of the last date such goods or services will be needed.</li> </ol>	School			
<p><b>Notify Employees and Benefit Providers</b></p> <ol style="list-style-type: none"> <li>1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. <a href="#">WARN</a> and <a href="#">COBRA</a>) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor.</li> <li>2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> <li>• Medical, dental, vision plans.</li> <li>• Life insurance.</li> <li>• PERSI, 403(b), or other retirement plans</li> </ul> </li> <li>3. Consult legal counsel as specific rules and regulations may apply to such programs.</li> </ol>	School			

## Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain and Organize Records</b></p> <ol style="list-style-type: none"> <li>1. Maintain all corporate records related to: <ul style="list-style-type: none"> <li>• Loans, bonds, mortgages and other financing.</li> <li>• Contracts.</li> <li>• Leases.</li> <li>• Assets and their sale, redistribution, etc.</li> <li>• Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42.</li> <li>• Governance (minutes, bylaws, policies).</li> <li>• Accounting/audit, taxes and tax status, etc.</li> <li>• Employees (background checks, personnel files).</li> <li>• Employee benefit programs and benefits.</li> <li>• Any other items listed in the closure plan.</li> </ul> </li> <li>2. Determine where records will be stored after dissolution.</li> </ol>	School			
<p><b>Transfer Student Records and Testing Material</b></p> <ol style="list-style-type: none"> <li>1. Ensure that all student records are organized and complete</li> <li>2. Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> <li>• Individual Education Programs (IEPs) and all records regarding special education and supplemental services.</li> <li>• Student health / immunization records.</li> <li>• Attendance record.</li> <li>• Any testing materials required to be maintained by the school.</li> <li>• Student transcripts and report cards.</li> <li>• All other student records.</li> </ul> </li> <li>3. Document the transfer of records to include: <ul style="list-style-type: none"> <li>• Date of transfer (for each individual student file transferred).</li> <li>• Signature and printed name of the charter school representative releasing the records.</li> <li>• Name and contact information of the receiver's representative.</li> <li>• The total number and percentage of general and special education records transferred.</li> </ul> </li> </ol>	School			
<p><b>Inventory Assets and Prepare Federal Items for Pick-up</b></p> <ol style="list-style-type: none"> <li>1. Inventory school assets, and identify items: <ul style="list-style-type: none"> <li>• Loaned from other entities.</li> <li>• Encumbered by the terms of a contingent gift, grant or donation, or a security interest.</li> <li>• Belonging to the EMO/CMO, if applicable, or other contractors.</li> <li>• Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> <li>➢ Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed.</li> </ul> </li> </ul> </li> <li>2. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned.</li> <li>3. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> <li>➢ Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory.</li> <li>➢ PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day.</li> <li>➢ At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items.</li> </ul> </li> </ol>	School, PCSC			

## Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Maintain IRS 501(c)(3) Status</b> Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
<b>Notify Funding Sources / Charitable Partners</b> Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
<b>Review and Revise School Budget</b> <ol style="list-style-type: none"> <li>Review the school's budget and overall financial condition.</li> <li>Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE.</li> <li>Identify acceptable use of reserve funds.</li> </ol>	School, PCSC, SDE			
<b>List all Creditors and Debtors</b> Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> <li>Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors.</li> <li>Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.</li> </ol>	School			
<b>Notify Debtors and Process Payments</b> Contact debtors to request payment. Process and document received payments.	School			
<b>Determine PERSI Obligations</b> Contact PERSI to determine remaining liabilities for employee retirement program.	School			
<b>Notify and Pay Creditors</b> <ol style="list-style-type: none"> <li>Notify all creditors of the school's closure and request final invoices.</li> <li>Sell appropriate assets.</li> <li>Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.</li> </ol>	School			
<b>Itemize Financials</b> Review, prepare and make available the following: <ol style="list-style-type: none"> <li>Fiscal year-end financial statements.</li> <li>Cash analysis.</li> <li>Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes.</li> <li>Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.</li> </ol>	School			
<b>Close Out All State and Federal Grants</b> Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
<b>Prepare Final Financial Statement</b> Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> <li>All assets and the value and location thereof.</li> <li>Each remaining creditor and amounts owed.</li> <li>Statement that all debts have been collected or that good faith efforts have been made to collect same.</li> <li>Each remaining debtor and the amounts owed.</li> </ol>	School			
<b>Complete Final Financial Audit</b> Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
<b>Reconcile with State</b> Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

## Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Prepare and Submit End-of-Year Reports</b></p> <ol style="list-style-type: none"> <li>1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines.</li> <li>2. Prepare and submit annual reports to the authorizer.</li> </ol>	School, PCSC			
<p><b>Prepare Final Report Cards and Student Records Notice</b></p> <p>Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.</p>	School			
<p><b>Prepare and Submit Final ISEE Report</b></p> <p>Within 10 days of final closure, submit a final ISEE report to the SDE.</p>	School, SDE			
<p><b>Prepare and Submit Final Budget and Financial Reporting</b></p> <p>Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.</p>	School, SDE			
<p><b>Prepare and Submit All Other Required State and Federal Reports</b></p> <ol style="list-style-type: none"> <li>1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines.</li> <li>2. Prepare and submit reports to the SDE and/or federal government.</li> </ol>	School, SDE			
<p><b>Prepare and Submit Final Closure Report to the PCSC</b></p> <p>Submit the completed closure Protocol document and a narrative and/or attachments that outline the following:</p> <ol style="list-style-type: none"> <li>1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed</li> <li>2. The school's final financial status, including the final independent audit</li> <li>3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> <li>• The school's total enrollment at the start of the final semester</li> <li>• The number and percentage of student records that have been transferred prior to closure</li> <li>• The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure</li> <li>• A copy of public communication to parents regarding how to access student records after closure</li> </ul> </li> <li>4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> <li>• The school's total number of staff at the beginning of the final semester</li> <li>• The number and percentage of personnel records that have been distributed to staff and/or new employers</li> <li>• If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure</li> <li>• A copy of communication to staff regarding how to access personnel records after closure</li> </ul> </li> <li>5. Additional documentation (inventories, operational info, etc.) may be included with the report</li> </ol>	School, PCSC			

## Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Dissolve the Charter School (I.C. § 30-3-110)</b></p> <ol style="list-style-type: none"> <li>1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation.</li> <li>2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9))</li> <li>3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112)</li> </ol>	School			
<p><b>Notify the Secretary of State (I.C. § 30-3-112)</b></p> <ol style="list-style-type: none"> <li>1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> <li>• The name of the non-profit corporation.</li> <li>• The date dissolution was authorized.</li> <li>• A statement that dissolution was approved by sufficient vote of the board.</li> <li>• If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators</li> <li>• Such additional information as the Secretary of State determines is necessary or appropriate.</li> </ul> </li> </ol>	School			
<p><b>Notify Known Claimants (I.C. § 30-3-114)</b></p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p><b>End Corporate Existence (I.C. § 30-3-113)</b></p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> <li>1. Preserving and protecting its assets and minimizing its liabilities.</li> <li>2. Discharging or making provision for discharging its liabilities.</li> <li>3. Disposing of its properties that will not be distributed in kind.</li> <li>4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition.</li> <li>5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws.</li> <li>6. Doing every other act necessary to wind up and liquidate its assets and affairs.</li> </ol>	School			
<p><b>Notify IRS</b></p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”<sup>1</sup>