

SUBJECT

Thomas Jefferson Charter School Transfer Charter Petition

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-52 Public Charter Schools

IDAPA 08.02.04 Rules Governing Public Charter Schools

BACKGROUND

Thomas Jefferson Charter School (TJCS) is petitioning to transfer their charter from Vallivue School District to the PCSC.

TJCS uses the Harbor Method to deliver a highly challenging learning environment. TJCS offers grades K-12, has 372 students currently enrolled, and maintains a waiting list. Academic, operational, and financial outcomes have been consistently high since the school opened in 2004.

DISCUSSION

See the TJCS Public School Petition Evaluation Report for details.

PCSC staff has collaborated with TJCS to draft the individualized sections of the performance certificate and framework. In these materials, individualized sections of the certificate are highlighted in yellow.

The Vallivue School District has approved this transfer proposal, including associated charter and performance certificate amendments.

IMPACT

If the PCSC approves the transfer petition and the proposed performance certificate, the transfer will need to be made effective July 1, 2020. Immediate effectiveness is not possible due to funding streams that cannot be impacted mid-year.

If the PCSC denies the petition, the petitioners could appeal to the State Board of Education, or they could decide to not proceed further.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC approve the transfer charter petition for Thomas Jefferson Charter School and execute the performance certificate as presented in these materials, effective July 1, 2020.

COMMISSION ACTION

A motion to approve the transfer charter petition for Thomas Jefferson Charter School and execute the performance certificate as presented in these materials, effective July 1, 2020.

OR

December 12, 2019

A motion to deny the Thomas Jefferson Charter School transfer petition on the following grounds:_____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

PETITION EVALUATION REPORT & STANDARDS OF QUALITY



Idaho Public Charter School Commission
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Alan Reed, Chairman
Tamara Baysinger, Director

Updated 10/10/19

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PETITION EVALUATION REPORT

Thomas Jefferson Charter School



Petition Review Summary

Summary

Thank you for your submission of the Thomas Jefferson Charter School transfer petition to the Public Charter School Commission (PCSC). We appreciate the care that was taken to thoughtfully meet the Standards of Quality.

The transfer petition for Thomas Jefferson Charter School (TJCS) meets standard in all areas, with the financial and facilities plan standing out as exceptionally strong. However, there are a few areas that could use revision and/or additional explanation. Please see the full report below for staff feedback.

In speaking with the State Department of Education (SDE), it appears that while the transfer petition may be approved at the PCSC hearing, it could not be effective until July 1, 2020. This is because Thomas Jefferson Charter School is not currently operating as its own LEA. Because federal funds are passing through the Vallivue School District for the current fiscal year, transitioning the school to an independent LEA authorized by the PCSC will need to wait until the start of the next fiscal year (FY2021).

- [The Governance Capacity Interview Summary](#)

Summary of Section Ratings

Section 1: Educational Program ↓↓

MEETS STANDARD

Section 2: Financial & Facilities Plan ↓↓

EXCEEDS STANDARD

Section 3: Board Capacity and Governance Structure ↓↓

MEETS STANDARD

Section 4: Student Demand & Primary Attendance Area ↓↓

MEETS STANDARD

Section 5: School Leadership and Management ↓↓

MEETS STANDARD

Section 6: Virtual Schools ↓↓

NOT APPLICABLE

Section I: Educational Program

MEETS STANDARD

READ MORE: [Standards of Quality](#)

Comments

The Harbor Method is a well-established school model in Idaho. TJCS has maintained strong academic outcomes for many years and reflects an overall commitment to excellence.

Detail

Strengths:

- The school requires 16 additional credits beyond the 46 required for graduation in the state of Idaho. Considering this high expectation, it is commendable that the graduation rate for 2018 was 90%.
- The commitment to ensuring that student subgroups, each of which represent at least 3% of the total school population, reach mastery is commendable.

Concerns:

- No concerns.

Section II: Financial and Facilities Plan

EXCEEDS STANDARD

READ MORE: [Standards of Quality](#)

Comments

Thomas Jefferson Charter School has been in operation since 2004 and has employed the same business manager since 2006. The financial plan and budget presented are thorough, compliant, and well supported.

The school evidences strong internal controls and budget management that provides for both effective school operations and appropriate use of taxpayer dollars.

The school anticipates a decrease in funding as a result of possible legislation impacting the current funding formula. As the funding formula is not yet settled, the school has chosen to postpone building the planned additional facility until they are certain how this will impact their revenues.

Detail

Strengths:

- Enrollment at TJCS has been relatively stable, between 374 and 400, for the past 10 years.
- TJCS owns its current facility (36,000 square feet, built in 2006) as well as a second parcel of land where they would like to add an additional facility that would house science labs, classrooms, an auditorium, and a common area.
- TJCS has operated debt-free since 2016.
- TJCS has a building maintenance fund of approximately \$500K and enough additional cash on hand to cover all operating costs for 4 months in an emergency (approximately \$1.5M).
- TJCS provides transportation through Brown Bus for all students and arranges with families who live beyond the transportation boundaries to utilize the bus stops nearest their homes.
- TJCS runs a profitable school lunch program.

Concerns:

- No concerns.

Section III: Board Capacity and Governance Structure

MEETS STANDARD

READ MORE: [Standards of Quality](#)

Comments

TJCS maintains a board of 5-7 directors. The interview process for new board members offers a model from which other charter schools in Idaho could benefit.

TJCS's current charter and the student/family handbook may be removed from the appendices in the transfer petition; they are not necessary for PCSC review. However, please do include a signed copy of the bylaws in the final submission.

Detail

Strengths:

- The board has a detailed and high-quality process for vetting and onboarding new board directors.

Concerns:

- No concerns.

Section IV: Student Demand and Primary Attendance Area

MEETS STANDARD

READ MORE: [Standards of Quality](#)

Comments

TJCS has been in operation since 2004, and enrollment has been fairly stable. However, as a K-12 campus with no additional feeder school, the school has struggled to keep high school seats full.

Page 13 of the transfer petition notes that while a significant number of incoming high school students do not have the benefit of the Harbor Method in elementary and middle school, the school has still managed to keep academic outcomes above those of the state.

Detail

Strengths:

- The school has maintained stable enrollment in the primary attendance area for many years. No change to the attendance area is proposed.

Concerns:

- The school has a low special education rate (5%) compared to the district and the state (both 11%).

Section V: School Leadership and Management

MEETS STANDARD

READ MORE: [Standards of Quality](#)

Comments

Thomas Jefferson Charter School will maintain their current principal, Jodi Endicott, and board chair, Matt Dorsey. The school's organizational chart is simple, but effective. All certified and classified staff and the business manager report to the principal. The principal reports to the board and the business manager makes regular reports to the board.

It appears that the TJCS board currently evaluates the principal based on the Harbor Essentials and Job Description. The petitioners should keep in mind that state law requires that principal evaluations meet the Interstate School Leaders Licensure Consortium standards. See the link to the SDE educator effectiveness [website](#), which provides more information on the topic.

Detail

Strengths:

- A review of 2018 meeting minutes indicates that the board sufficiently reviews academic, operational, and financial data.

Concerns:

- No concerns.

Governance Capacity Interview Summary

Petitioning School	Thomas Jefferson Charter School
Date of Interview	November 12, 2019
PCSC Staff who Conducted Interview	Kirsten Pochop, Senior Accountability Program Manager
	Jenn Thompson, Finance and Resource Program Manager
Board Members Interviewed	Matt Dorsey, Chair
	Isaac Marler, Vice-Chair
	Mike Provost, Director
	Renee DeHass, Director (on phone)
	Doug Thompson, Director
	Julie Yamamoto, Director

PCSC staff interviewed the Thomas Jefferson Charter School Board of Directors. Since 2004, the school has been authorized by the Vallivue School District. The interview focused on the school's mission and academic program, challenges and successes that the school has faced over the years, the relationship with their current authorizer, and special education services.

TJCS has an experienced 6 person governing board. The chair of the board is one of the original founders and several of the directors have been on the board for many years. The board consists primarily of parents of children enrolled at the school. They have a broad range of professional skills including: farming, construction, health care, charter school administration, computer hard-ware, and banking.

The board has a thorough understanding of the Harbor Method and understands how to effectively oversee the operational and financial outcomes of the school. They understand the distinction between governance and management and put strong faith in their administrator, citing her strong relationship building skill and willingness to make changes to meet the needs of all students.

The school strives to serve all special needs students through the provision of special education services, providing push-in and pull-out services to ensure that the requirements of each IEP is met. The provision of special education services has been a point of contention between the school's current authorizer and the school. It appears that one of the major sticking points has been the timing of professional development opportunities for members of the special education staff. With a non-district authorizer, the school would have more autonomy over the training of these staff. It is unclear whether Vallivue SD has concerns about the provision of special education services at Thomas Jefferson. The SDE has not issued a corrective action plan.

In general, TJCS's relationship with Vallivue SD has been strong over the years. However, the board has become frustrated by a lack of autonomy. The school's board strives to meet their mission while simultaneously meeting all of their legal requirements. The board appeared to understand that if transferred to the PCSC, they would need to meet the PCSC's requirements and that they would be held accountable for their academic, operational, and financial outcomes.

Strengths of the board:

- Directors are experienced with governing a successful charter school.
- The board's composition includes a board range of professional expertise.

Areas of concern:

- None.

STANDARDS OF QUALITY



Introduction Checklist

1. Formatting

- ☒ All pages are legible in the final PDF (i.e. font size, quality of copy, etc.)
- ☒ Petition is continuously paginated
- ☒ Section headings and references to appendices are bookmarked and/or hyperlinked

2. Cover Page Requirements

- ☒ Name of the school
- ☒ Year the school intends to open
- ☒ General location of the school (such as school district, county, city, etc.)
- ☒ Contact information for the primary representative of the petitioning group (including name, address, phone number, and e-mail address)

3. Table of Contents

- ☒ Organized in alignment with the New Charter Petitioner Guidance document
- ☒ Page numbers are accurate
- ☒ Section titles are hyperlinked to the corresponding page of the petition

4. Executive Summary

- ☒ One page maximum
- ☒ Introduces the school's organizational structure
- ☒ Introduces the school's educational program
- ☒ Provides an overview of the community need for such a program
- ☒ Summarizes student outcome expectations

5. Mission Statement

- ☒ Succinctly relays the purpose and educational philosophy of the school

Section I: Educational Program

1. General Standards of Quality

- a. **Thorough and Compliant** - The petition provides a thorough explanation of the intended educational program.
- b. **Supported and Credible** - The petition includes references to relevant research and documentation of the success of the proposed model. Alternatively, if the model is new and research is unavailable, the petition describes the reasoning behind the approach.
- c. **Connected and Cohesive** - The petition presents an overall educational program that is aligned to the mission and vision and is cohesive with other sections of the petition.

2. Educational Philosophy (New Charter Petitioner Guidance, Pg.8)

- a. The educational philosophy clearly relates to the school's mission and instructional model.
- b. Research and widely accepted best practices support the educational philosophy.

3. Student Academic Achievement Standards (New Charter Petitioner Guidance, Pg.8-9)

- a. Academic and programmatic goals convey the educational program's anticipated achievement outcomes.
- b. Academic and programmatic goals reflect high standards for the target population.
- c. The goals are logically connected to the school's mission.

4. Key Educational Design Elements, Curricula, Tools, & Instructional Methods (New Charter Petitioner Guidance, Pg.9-10)

- a. Key design elements are thorough and directly relate to the educational program as well as the mission and vision of the proposed school.
- b. Explanations and examples of instructional practices, types of curricula, and tools are detailed, realistic, and consistent with the proposed educational program.

5. Strategies for Serving Special Populations (New Charter Petitioner Guidance, Pg. 10 - 11)

- a. The special services plan is complete and addresses the needs of special populations, including, but not limited to: special education, at-risk, gifted, and English Language Learners.

- c. The special populations plan appears feasible within the constraints of the proposed academic program.
- d. The plan demonstrates an understanding of the unique needs of the special populations in the proposed target market.

6. Professional Development Plan (New Charter Petitioner Guidance, Pg. 11)

- a. The professional development plan addresses new teacher orientation and onboarding.
- b. The professional development plan includes training specific to the proposed educational model as well as the systems and structures for efficient school operations.
- c. The plan aligns with the school calendar and provides learning opportunities for both groups and individuals as well as varied delivery formats such as guest professionals, off-site trainings, and professional learning communities.

Section 1: Related Appendices

Appendix F: Optional Supporting Documents

- a. No appendices are required for Section I. Optional appendices support the educational program's credibility.
- b. Each document is numbered within this section (i.e. F1, F2, F3, etc.).

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Section II: Financial and Facilities Plans

1. General Standards of Quality

- a. **Thorough and Compliant** - The financial plan and budget template evidence a thorough understanding of federal and state funding mechanisms and distributions as well as the costs associated with school operations. Revenue estimates include realistic variables and restricted funds are used appropriately.
- b. **Supported and Credible** - The petition includes sufficient documentation, assumptions, and details to demonstrate the validity of revenue and expenditure estimates.
- c. **Connected and Cohesive** - The petition's financial and facilities plan meets the stated needs of the academic program and the intended student body. The financial narrative and the budget template are aligned.

2. Fiscal Philosophy and Spending Priorities (New Charter Petitioner Guidance, Pg.12)

- a. The fiscal philosophy and spending priorities align to the mission and vision of the school.
- b. The spending priorities provide for effective school operations.
- c. The spending priorities present appropriate use of taxpayer dollars.

3. Transportation and Food Service Plans (New Charter Petitioner Guidance, Pg.12)

- a. The transportation plan (if provided) is compliant and meets the needs of the intended student population.
- b. The nutrition plan (if provided) is compliant and meets the needs of the intended student population.
- c. Cost estimates are credible and supported.
- d. The facility design and staffing plan appropriately support the stated plans for transportation and nutrition.

4. Financial Management and Monitoring Plan (New Charter Petitioner Guidance, Pg.12)
 - a. The financial management and monitoring plan identifies the board's fiscal governance role.
 - b. The organizational structure ensures appropriate accounting expertise either by including a business manager in the staffing plan or by contracting out services to an experienced organization. (If contracting out for services, the petition outlines the specific duties to be contracted and includes any contracts or MOUs executed to date.)
 - c. The plan evidences an understanding of financial policy including accounting practices, internal controls, and related internal procedures.
5. Facilities Plan (New Charter Petitioner Guidance, Pg.13)
 - a. The two facility options are detailed, realistic, and meet the school's programmatic needs.
 - b. The proposed school location(s) is easily accessible to the intended student population and lies within the primary attendance area.
 - c. The square footage, outdoor space, and specialty features meet the needs of the educational model.

Section II: Related Appendices

Appendix A1: Financial Summary

- a. See New Charter Petitioner Guidance, pg.20-21, for more information.
- b. The financial summary, which automatically populates, provides a one-page overview of the school's plan.

Appendix A2: Pre-Opening Budget

- a. See New Charter Petitioner Guidance, pg.20-21 for more information.
- b. The pre-opening budget is aligned to the school's start-up plan (as described throughout the narrative) through June 30th of the pre-operational year. Revenues and expenditures are supported and credible.

Appendix A3: Three-Year Operating Budget and Break-Even Year 1 Scenario

- a. See New Charter Petitioner Guidance, pg. 20-21, for more information.
- b. The three-year budget provides appropriate detail for the first few years of the school's operation based on realistic enrollment expectations.

- c. The budget includes a functional break-even, or “plan B” budget for the first year of operation that shows how the school can survive if it does not meet anticipated enrollment numbers. Revenues and expenditures are supported and credible.

Appendix A4: Cash Flow Projection for Initial Operating Year

- a. See New Charter Petitioner Guidance, pg. 20-21, for more information.
- b. The cash flow aligns to the “full enrollment year 1 budget” column on the Operational Budgets tab. The presented budget appropriately accounts for the staggered timing of state distributions of funds and the appropriate timing of various expenditures.

Appendix A5: Facility Options

- a. See New Charter Petitioner Guidance, pg. 20-21, for more information.
- b. The two or more facility options, outlined on the PCSC facilities template, are realistic.
- c. Cost estimates are realistic and consider soft and hard costs of the proposed facility.

Appendix F: Optional Supporting Documents

- a. Additional appendices to support the Financial and Facilities Plan Section may be included in Appendix F.
- b. Each document is numbered within this section (i.e. F2, F3, F4, etc.).

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Section III: Board Capacity and Governance Structure

1. General Standards of Quality

- a. **Thorough and Compliant** - The articles and of incorporation and bylaws are legally compliant and address all necessary content. The petition demonstrates an understanding of the charter school board's legal responsibilities. The narrative and attachments effectively communicate the board's capacity to govern.
- b. **Supported and Credible** - The petition includes documentation of executed bylaws and filed articles of incorporation.
- c. **Connected and Cohesive** - The board membership and structure match the needs of the educational program and the oversight of school operations.

2. Governance Structure (New Charter Petitioner Guidance, Pg.13)

- a. The governance structure includes detailed descriptions of the roles that officers and board committees will play.
- b. The division of duties between governance and management are clear and appropriate.
- c. The governance structure grants the board direct oversight over school leadership and the evaluation of school leaders.
- d. The articles of incorporation and bylaws are consistent with the petition narrative.

3. Board Member Qualifications (New Charter Petitioner Guidance, Pg.13)

- a. The board member qualifications section includes a list of directors currently serving, states each director's term of service, and establishes each director's capacity to govern (qualifications, experience, etc.).
- b. Board membership reflects diverse experience and skills (such as education, law, real estate, management, financial planning, and/or community outreach).

4. Transition Plan (New Charter Petitioner Guidance, Pg.13-14)

- a. The board's transition plan from founding to the work of governance is clear and likely to be effective.
- b. The transition plan addresses concrete ways to avoid the pitfalls of "founders' syndrome."
- c. The plan includes a list of the current board members who intend to resign in order to apply for a paid position, if the school is approved.
- d. The transition plan accounts for the consistent stewardship of the school's mission and vision.

5. Board Member Recruitment and Training (New Charter Petitioner Guidance, Pg.14)

- a. A comprehensive board training plan for sustaining high-quality governance includes an identification of the scope of skills the board desires to maintain, strategies for recruitment, and processes for grooming, selecting, and onboarding new directors.
- b. Board training is detailed, specific, and comprehensive, and addresses the needs of the initial board as well as future board members.
- c. The board training plan allows for self-reflection and opportunities for stakeholders to provide feedback.

Section III: Related Appendices

Appendix B: Articles of Incorporation and Corporate Bylaws (New Charter Petitioner Guidance, Pg.22-23)

- a. Articles of incorporation are filed with the secretary of state prior to submitting the petition for review by the PCSC. The petition includes a signed copy of the articles.
- b. Included bylaws outline a clear process for selection of members of the school's board of directors, including: number and designation of seats, board member terms, elections vs. appointments, nomination and voting procedures, eligible voters, applicable definitions, etc.

Appendix C: Board of Directors and Petitioning Group (New Charter Petitioner Guidance, Pg.23)

- a. Resumes establish each board member's credibility with regard to their service on the board.
- b. Includes a list of all persons in the petitioning group who are significantly involved in the development of the proposed school and their relevant skills.
- c. "Founders" are defined for the purposes of the enrollment lottery preference are listed.

Appendix F: Optional Supporting Documents

- a. Additional appendices to support the Board Capacity and Governance Structure Section may be included in Appendix F.
- b. Each document is numbered within this section (i.e. F2, F3, F4, etc.).

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Section IV: Student Demand and Primary Attendance Area

1. General Standards of Quality

- a. **Thorough and Compliant** - The petition's proposed educational program reflects the needs and demands of the local community.
- b. **Supported and Credible** - The petition includes evidence of research to document demographics and student demand.
- c. **Connected and Cohesive** - The information presented in this section aligns with the structure and intent of the educational program and facility plans.

2. Primary Attendance Area (New Charter Petitioner Guidance, Pg.15)

- a. The primary attendance area is clearly described and appears appropriate.

3. Student Demand (New Charter Petitioner Guidance, Pg.15-16)

- a. The student demand section describes and documents the need for the academic program in the identified area and provides evidence of student interest/demand for the school.
- b. The student demand section describes the demographics (documented with credible source data) of the intended neighborhood in which the school will be located.

4. Student Population (New Charter Petitioner Guidance, Pg.16)

- a. The intended student population is clear.
- b. The intended student population can be supported by community and district demographics.
- c. The estimate of the anticipated number of students the school expects to serve who will require special services is supported and credible.
- d. The staffing and educational plan is likely to support adequate special services, especially for FRL, special needs, and/or ELL students.

5. Enrollment Capacity (New Charter Petitioner Guidance, Pg.16-17)
 - a. Capacity estimates include whole school and grade-level.
 - b. The growth plan is clear and complete from year one through year five or to final expansion.
 - c. The enrollment goals for each year and for the school at capacity are reasonable and supported by credible data.
 - d. The detailed marketing and recruitment plan allocates adequate staff support and funds to the effort and the plan will likely result in the school meeting its enrollment goals.
6. Community Partnerships and Local Support (New Charter Petitioner Guidance, Pg.17)
 - a. The level of community engagement with the proposed model is appropriate and adequate.
 - b. Documented partnerships and local support align to the mission of the school.
7. Enrolling Underserved Families (New Charter Petitioner Guidance, Pg.17)
 - a. Strategies for reaching at-risk, diverse, and underserved families, as well as families that might not be aware of the school, are well developed.
 - b. Strategies for initial recruitment, as well as ongoing family and community engagement, appear reasonable and likely to be successful.

Section IV: Related Appendices

Appendix F1: District Notification Letter

- a. Appendix F1 includes a dated and signed letter to the district that meets the requirements outlined in I.C. §33-5205.

Appendix F: Optional Supporting Documents

- a. Additional appendices to support the Student Demand and Primary Attendance Area Section may be included in Appendix F.
- b. Each document is numbered within this section (i.e. F2, F3, F4, etc.).

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Section V: School Leadership and Management

1. General Standards of Quality

- a. **Thorough and Compliant** - The petition describes the leadership structure including a description of the experience, qualities, and/or management style of the “right” leader for this school and details regarding the division of duties if a co-director structure is proposed. The petition also evidences clear understanding of [the Idaho Standards for Effective Principals](#).
- b. **Supported and Credible** - The petition includes documentation to support the likely success of the proposed leadership and/or management plan.
- c. **Connected and Cohesive** - The leadership and management plan is aligned to other sections of the petition, including the educational program, organizational chart, and budget.

2. Leadership Team (New Charter Petitioner Guidance, Pg.17)

- a. The narrative describes the responsibilities of and relationships among school leadership, the governing board, instructional leaders, and staff.
- b. The petition includes a plan for evaluating school leader(s).

3. Educational Services Provider (if applicable) (New Charter Petitioner Guidance, Pg.17-18)

- a. If the school has chosen to work with an EMO, CMO, or ESP to provide leadership and/or management services:
 - This section includes the contact information for a representative from the organization or provider and other pertinent information such as other locations where the organization or provider operates, any available achievement, operational, and financial data, and any DBAs.
 - This section details the nature and extent of the entity’s participation in the management and operation of the school.
 - This section describes how the school’s board will regularly evaluate the performance of the EMO, CMO, or ESP.

Section V: Related Appendices

Appendix D: School Administration and Organization Chart (New Charter Petitioner Guidance, Pg.23)

- a. The organizational chart includes board of directors, administration, business management, contractors (including EMO/CMO, if applicable), and support staff.
- b. If the lead administrator has been identified, Appendix D includes his/her resume and additional pertinent information, including real or potential conflicts of interest.
- c. If the lead administrator has not been identified, Appendix D includes job descriptions and/or description of responsibilities for key leadership positions.

Appendix E: Education Service Provider (if applicable) (New Charter Petitioner Guidance, Pg.24)

- a. A thorough term sheet provides the term length and termination agreement.
- b. If applicable, Appendix E includes the two most recent contracts that the ESP has executed with operating charter schools.
- c. The detailed description of the ESP's relationship to the school's board includes any conflicts of interest.
- d. If applicable, the detailed description of how and why the management organization or educational service provider was selected provides evidence that the organization provides high-quality service to similar schools.

Appendix F: Optional Supporting Documents

- a. Additional appendices to support the School Leadership and Management Section may be included in Appendix F.
- b. Each document is numbered within this section (i.e. F2, F3, F4, etc.).

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Section VI: Virtual and Blended Schools

1. General Standards of Quality

- a. **Thorough and Compliant** - The petition provides a detailed description of the proposal, and establishes the need for such a program.
- b. **Supported and Credible** - The petition includes documentation to evidence the validity of the chosen Learning Management system (LMS), curriculum, and instructional structure.
- c. **Connected and Cohesive** - The design of the program is aligned to other sections of the petition including, but not limited to, the budget, staffing plan, and mission.

2. Learning Management System (New Charter Petitioner Guidance, Pg.18)

- a. The description of the chosen LMS addresses the technology platform, curriculum, and rationale for the structure of the program.
- b. The LMS appears adequate to fulfill the mission and meet identified goals.
- c. All students can be served via the identified LMS.

3. Educational Program-Virtual and Blended (New Charter Petitioner Guidance, Pg.19-20)

- a. There is a strong rationale for use of a virtual program, rather than a brick-and-mortar program, to fulfill the mission and meet stated goals.
- b. The plan to ensure all students have access to the virtual educational program is complete and demonstrates thoughtfulness and planning of petitioners to market to and address educational needs of all students.
- c. The expectations for online teachers include required availability and the role that he/she plays in individualizing and providing guidance on course material.
- d. The student work assessment plan includes the level of teacher involvement required in evaluating and responding to student performance.
- e. The described means by which student will interact with teachers includes timely and frequent feedback about student progress.
- f. The opportunities for student-to-student interaction are practical, diverse, and likely to cultivate school community.
- g. The educational program offers new opportunities for families.

4. Technology (New Charter Petitioner Guidance, Pg.20)

- a. A plan for ensuring equal access to all students includes the provision of necessary hardware, software, and internet connectivity required for participation in online coursework.
- b. The plan for provision of technical support relevant to the delivery of online courses is cost-effective, timely, and supported by adequate staff.
- c. The plan for training students and parents in the use of hardware and software is practicable.

5. Professional Development (New Charter Petitioner Guidance, Pg.20)

- a. The strategies for professional development specific to education in the virtual environment address both initial and ongoing training.
- b. The teacher evaluation plan includes strategies specific to virtual education.

6. Data Collection/Attendance and Course Credit (New Charter Petitioner Guidance, Pg.20)

- a. The means of verifying student attendance demonstrate that attendance will focus primarily on coursework and activities correlated to the thoroughness standards.
- b. The proposed means of awarding course credit are adequate.
- c. The strategies for administering standardized testing to all students are practicable and affordable.

Section VI: Related Appendices

Appendix F: Optional Supporting Documents

- a. No appendices are required to support Section VI. Optional appendices support the virtual educational program's credibility.
- b. Each document is numbered within this section (i.e. F2, F3, F4, etc.).

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Thomas Jefferson Charter School

Proposed Transfer Year: 2019-20

Location:

1209 Adam Smith Ave., Caldwell, ID 83605
Canyon County (Vallivue School District boundaries)

Jodi Endicott, Principal
Thomas Jefferson Charter School
1209 Adam Smith Ave. Caldwell, ID 83605
jendicott.tjcs@vallivue.org
(208)871-5662
Matt Dorsey, Board Chair
21753 Hoskins Rd., Caldwell, ID 83607
mdorsey.tjcs@vallivue.org
(208)573-2045

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Executive Summary

The mission of Thomas Jefferson Charter School is to develop virtuous citizen leaders. What distinguishes great leaders is their moral strength and intellectual qualities. Instilling and developing virtue is accomplished by examining the lives of noble and great people to ascertain the value of their virtues and then strive to emulate those virtues to serve the interests of family, community, professional vocation, and our nation.

Thomas Jefferson Charter School utilizes the Harbor Method to develop the intellectual capacity of our students by providing a solid foundation in reading, writing, and mathematical conceptual understanding. The philosophy of a Harbor School is grounded in the belief 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 if 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, the communication and problem solving habits to lead meaningful lives and contribute to our democratic republic. A liberal arts approach increases student appreciation for the arts, foreign languages, and a deeper understanding and respect for our own culture and our place within a worldwide context.

We serve kindergarten through twelfth grade (one class per grade), with class sizes ranging from 26 to 33 students. Current enrollment is 372 students with 600 on the waiting list (2/5/19). Vallivue School District approved our charter school on October 17, 2003 and the Idaho State Department of Education approved Thomas Jefferson Charter School (TJCS) on November 2, 2003. The primary attendance area is the Vallivue School District and this is reflected in the TJCS student population; however, we also serve students from Caldwell, Marsing, Middleton, Nampa, and Homedale School Districts. Enrollment and the waiting list support the need to continue offering a Harbor education to our community.

The current demographic population is 81% Caucasian, 16.4% Hispanic, .3% African American, .7% Asian, .7% Pacific Islander, and 1% Native American. Further, .8% are ELL, 42.1% free or reduced lunch, 3.5% Special Education, and 4.6% receive accommodations via Section 504. Daily attendance is paramount to learning in a Harbor School and the goal is 96%. The daily average student attendance for K-12 was 97.1% for 2016-17 and held steady at 97% K-12 for 2017-18 and 2018-19.

Thomas Jefferson Charter School students consistently score above the State academic targets. Data from 2018 (State Target): 4 year graduation rate 90.0% (84.8%), ISAT ELA 80.3% (58.2), ISAT Math 67% (48.1), IRI Fall 83.3% (58.4), IRI Spring 91.7% (73.1%). It is notable that TJCS IRI K-3 2019 spring scores averaged 93.6%. The goal is to continue to improve across all academic measures.

Six members of the TJCS Board of Trustees provide oversight and exhibit a strong commitment to retain the unique and innovative qualities of TJCS. Presently, one of the original founders remains on the TJCS Board of Trustees.

Educational Program

Educational Philosophy

Thomas Jefferson Charter School is a Harbor School. The educational philosophy is clearly stated in *The Harbor Method Essentials for Educators*:

“The Harbor School Method is a way of teaching, a way of learning and a way of schooling. It is an integrated model designed to educate children to be capable graduates ready to contribute to society. Harbor Schools create a setting focused on the development of knowledge and skills as well as the development of attitudes and dispositions of children. It is grounded in core beliefs about children, how they learn and the responsibilities of the adults who shape their development. The instructional strategies are not necessarily unique and innovative. What is unique and innovative is the way in which these elements have been brought together to form a way of being as a school.”

The philosophy of a Harbor School is grounded in the belief 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 if we but unlock their potential through high expectations, a rigorous, fast-paced curriculum, and dynamic character education. Children must learn not only the knowledge and skills necessary for the 21st century, but also the work habits, the communication and problem solving habits that contribute to a democratic republic. The Harbor School Method integrates elements in five key areas: student learning, Instructional Fidelity, School Culture, Parental Engagement, and School Leadership (Appendix A). Thomas Jefferson adheres to the Harbor School philosophy that daily attendance, consistently excellent instruction, a safe learning environment, and multiple opportunities to engage with concepts and skills will result in high achievement for all students.

Student Academic Achievement Standards

TJCS consistently meets or exceeds the academic benchmarks on all mandated State of Idaho assessments.

Description of Key Design Elements, Curricula, Tools, and Instructional Methods

The primary difference between K-8 and grades 9-12 is utilization of the strong skills-based foundation in K-8 to tackle relevant, personalized learning opportunities which encourage a learning to learn approach in grades 9-12. All grades include a discovery-based approach to learning; however, the K-8 ensures that students are proficient readers, writers, and have a firm number sense and grasp of basic math facts and skills. To this end, direct instruction is a critical component of instruction (Marzano, 2001; Jensen, 1998; Stahl and Fairbanks, 1986). The elementary and high school recognizes the importance of performance tasks, but also emphasizes the conceptual and skills-based framework that allows students to make real world application.

In addition to the 46 credits required by the State of Idaho, Thomas Jefferson High School students must successfully complete an additional 16 credits. The additional 16 credits and all high school academic content revolves around five basic pillars of learning: 1) Independent Study, 2) Team Discussion and Studies, 3) Industry Apprenticeship, 4) Community Service and Leadership, and 5) Family Unit Focus. Students are the “dynamic workers” within the classroom, who consistently are given the opportunity to excel at projects that most appropriately develop the breadth and depth of conceptual knowledge, refine skills and impart new ones (Graduation Progress Checklist, Appendix G)

Grades 9-12 provide opportunities for short and long-term study projects as well as team studies, hands-on industry internship, community service, leadership opportunities, and positive contribution to the family unit. Projects are inquiry based, require an essential question and guiding questions, and activities aligned to assist the student in answering the essential question (Wiggins, McTighe, 1998). Questioning sequences are key drivers in all disciplines and provide feedback to the teacher as to the depth of understanding for each student and serve to guide their thinking via a metacognitive approach. The modeling of thinking aloud about the thinking process allows students to understand there are various approaches to gain understanding or solve a problem, plus, provides a model for the self-questioning that must occur when the teacher or other teammates are not present to assist in learning (Fisher, Frey, Hattie, Thayer, 2016; Hattie, 2012; Good and Brophy, 2008).

For grades K-8, the skill and concept building methods (frequency, intensity, and interdisciplinary connections) are based on neuroscientific research (Arendal and Mann, 2000), memory research, specifically, explicit and implicit memory (Schacter, 1996), and utilization of high effect size instructional strategies (Marzano, Pickering, Pollock, 2001). The behavior model relies on pre-teaching school culture expectations through teacher-created stories (Elmore, 2004) and natural consequences (Jones, 2007) coupled with care and respect (Curwin, Mendler, 2018).

Care is taken to ensure vertical alignment between grades and the curriculum spirals so that students continually have opportunities to learn challenging concepts and are taught specific strategies to store conceptual and skills based knowledge into their long term memory (Jaeggi, Buschkuhl, Jonides, & Perrig, 2008).

From its inception to the present, TJCS meets and exceeds the averages on all State-mandated tests, IRI, ISAT, and SAT. Our goal is continued mastery for all students in every sub-group of 3% or more. To this end, teachers will study the results and determine instructional gaps and strategies to address weaknesses in the educational program. Since our overall mission is to develop virtuous citizen leaders, two of the five pillars specifically address community service and leadership and contributing positively to the family unit. These areas are assessed in terms of hours completed and the quality of short and long term projects, activities, and involvement.

The K-12 certified counselor, like the charter administrator, is visibly present throughout the school, and also teaches a required one credit course, College and Career Prep. All staff members encourage students to prepare for post-secondary education, whether college, professional technical, or job-related.

TJCS utilizes every space in the current facility. As funds are available, TJCS will build an additional facility on purchased ground across the street from the current building. At present, students have access to science, computer, and music labs, classrooms, gym, library, and the high school commons area.

Curricular materials are purchased as needed; however, the elementary curriculum is based on the Harbor School curricula (math concept boards, Shurley English, academic vocabulary) and teachers

develop curricula based on the State Standards. Consumable materials, technology, and textbooks are reviewed by the staff and administration, then approved by the Board prior to purchase. All instructional decisions are based on data and instructor expertise.

Given the increased use of technology and the short and long term consequences of individual technology footprints, TJCS will provide greater oversight as well as opportunities for discussion regarding ethical and safe use of technology, including cyberbullying and laws regarding the proper use of technology. Further, since many high school students transfer to TJCS after elementary and middle school, more attention will be given towards developing the safety, expectations, and responsibilities of participating in a Harbor School.

Strategies for Effectively Serving Special Populations

Thomas Jefferson Charter School adheres to the tenet that multiple and differentiated opportunities to engage with new concepts and skills will result in all students learning and applying those new concepts and skills. Providing challenging curriculum addresses the needs of those who grasp the material more quickly, while those who are less quick or who are struggling know that they will see the material again and will be given additional learning strategies.

Parental involvement is crucial to student achievement. Parents are welcome to volunteer in classrooms, assist with school projects, programs, and committees; this involvement is recorded and available for review. In addition to Parent/Teacher conferences in the fall and spring, parents are asked to complete a yearly survey addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of the learning environment and student achievement. A weekly newsletter is sent electronically and hard copy for those without access to technology. The charter administrator, counselor, and teachers contact parents to discuss concerns and to express appreciation for students for actions within and outside of the school.

In conjunction with Caldwell and Vallivue School Districts, TJCS advertises in the Idaho Press Tribune to address student identification programs (Child Find). TJCS follows a written Response to Intervention protocol.

TJCS employs two K-12 ELL Certified staff members. English Learning Plans (ELP) are developed by an ESL certificated teacher, the student and parent for qualifying students. Students are immersed in the general education program and are monitored for progress in achieving ELP goals. As with any student at TJCS, individualized help by a certificated and/or paraprofessional is provided as needed. Four staff members are fluent Spanish speakers and, at present, this satisfies translation needs.

TJCS employs a part-time Special Education Director, a full-time Special Education teacher, two part-time educational assistants, and contracts for Occupational Therapy services and Speech, Language Therapy services. There is a specified classroom for Special Education. TJCS develops Individualized Education Plans (IEP) or 504 Plans for qualifying students, with all stakeholders being represented throughout the process. Progress monitoring occurs regularly through various measures. All students are immersed in the general education program, but as with students on ELPs, students on IEPs or 504 Plans receive additional instruction and support as needed and as delineated by the individualized plan. TJCS is responsive to meeting student needs and will hire additional staff should progress monitoring indicate that additional time is necessary.

Professional Development

At present, teachers seek professional development opportunities that occur outside of the school day. While each teacher creates an Individual Growth Plan, all certified staff will participate in after school, on-site professional development in the Essentials of the Harbor Method for elementary, middle, and high school levels. Classroom video and coursework artifacts describing the Harbor Essentials in action will serve as training tools for onboarding future Harbor teachers. In addition to the training materials, new teachers will be paired with an on-site and off-site mentor. Other possible course offerings include Developing a Growth Mindset (Dweck, 2016 and Boaler, 2016), Developing Inquiry Units with Essential and Guiding Questions, subject-specific instructional strategies (Wilhelm, Wilhelm, and Boas (2009); Markham, T., Larmer, J., and Ravitz, J. 2003); and Making Learning Visible (Hattie, 2012).

Financial and Facilities Plan

Fiscal Philosophy and Spending Priorities

The goal of TJCS's fiscal, management, policy is to focus on devoting financial resources primarily to fund the education program. The TJCS Board is fiscally conservative and attains this goal through efficient use of funds, while ensuring teachers have the tools necessary to provide an accelerated curriculum and a high quality learning experience for every student. The annual budget is evidence of the Board's commitment to the objectives of the instruction programs. Strict adherence to annually, approved, budgets is critical in managing and maintaining the financial position of the school. Board members recognize the importance of budget details and oversight as well as maintaining revenue and associated spending practices that ensure necessary cash reserves to cover salaries, operating expenses, facility and other unexpected expenses. The board does not spend money that the school does not have.

- In 2005 \$2,600,000.00 in Idaho Housing and Finance Association, Nonprofit Facilities Revenue Bonds were issued with U.S. Bank serving as Trustee. The amortization period for the loan was estimated at 20 years. Proceeds were used to build a 36,000 square foot permanent facility. This loan was paid in full in 2016, approximately 10 years prior to the estimated maturity date.
- The school has been debt free since 2016.
- As a result of retiring the building debt and conservative budgeting, TJCS approved a salary schedule increase for all staff members. The average salary increase for certified staff was 9% and the average increase for hourly, classified staff was as much as 34% depending on years of service.
- Additionally, in 2014, the school purchased an adjacent section of land for potential, future, growth. That purchase was a cash transaction. Beginning in fiscal year 2016-2017, annual Charter School Facilities funding [33-5208 (5), I.C.] is held in a construction fund for potential growth on that section of land. Administration is closely monitoring the intention of the ID State Legislature in regard to school funding. If an enrollment based funding model is adopted, TJCS may see a significant reduction in funding. Even so, financial standing is solid and the most likely result of less funding will mean postponing an additional structure to house increased science opportunities, an auditorium, and commons area for middle school students.

Gale Martini has been employed by TJCS since 2006. Gale serves as Business Manager, Clerk, and Board Treasurer. She holds a CPA license in the state of Montana and works remotely from Billings Montana. Gale has 12 years of experience with:

- budgeting and the SDE reporting process
- financial statement and audit cycle
- payroll and associated reporting
- Board meeting packet preparation including monthly financial statements with budget comparison and cash flow projections.

Administration has many years of experience with preparing budgets and the ever-changing funding formulas approved by the legislature. Budgets are prepared under the premise of under-stating income and overstating expenses, however, budgets lose credibility if actual numbers are not consistently close to budgeted numbers. An analysis of the budgets for the 8-year period beginning 2010-2011 and ending 2017-2018 show the following:

1. Revenue budgeting:
 - a. The average change from original revenue projections compared to amended budget revenue projections is an under-estimate of revenue of 2.95%.
 - b. The average change from amended, revenue, projections compared to actual revenue received is an under-estimate of revenue of 1.77%.
2. Expense budgeting:
 - a. The average change from original, budgeted, expense projections compared to amended budget expense projections is an over-estimate of expense of 1.15%.
 - b. The average change from amended, expense, projections compared to actual expenses is an under-estimate of .38%.
 - i. Under-estimating expenses for the period 2010-2011 through 2014-2015 can be attributed to the Board approving additional, principal pay-down on the facility loan at year-end.

Adequate cash reserves are maintained to cover reductions in revenue or unbudgeted expenses. Cash flow projections estimate the balance in the LGIP account, at the end of 2018-2019 will be approximately \$1,900,000.00. Approximately \$550,000.00 are special distribution funds held in the Occupied School Building Maintenance fund and the Construction fund. The remaining unappropriated funds would cover expenses and payroll for approximately four months assuming no income at all. Successful implementation of our educational program is dependent on teachers and support staff.

The legislature has not voted to approve the proposed enrollment based funding model, however, it seems likely a similar funding model will be approved in future years. Administration has reviewed the proposed funding model and has prepared a preliminary budget projection based on those numbers. If the legislature votes to revert to the previous funding model, budgets have been prepared using that model for several years. Thus, we are well acquainted with its provisions and parameters.

Transportation and Food Service

Transportation is contracted through a local provider, currently, Brown Bus Company, and operates within the attendance boundaries of the Vallivue School District. Parents are allowed to transport students living outside of the district to the nearest bus location as space permits.

Food Service operates within the State guidelines and offers free and reduced lunch for qualifying students. We currently employ one full time employee and two part-time employees.

Financial Management and Monitoring Plan

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 Board Chair 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.

Once the annual budget has been adopted by the board, Administration and the Business Manager, who also serves as the Board Treasurer, are responsible for administering the budget.

Role or Position	Duties and Responsibilities
Board of Directors	Policy, oversight and approval
Administration	Expenditure approval, budget oversight
Business Manager	<p>Budget and amended budget preparation.</p> <p>All financial accounting cycle processes in accordance with Generally Accepted Accounting Principles and Governmental Accounting Standards.</p> <p>Transfer of funds between the general fund checking account and the LGIP account.</p> <p>The school uses 2M Budget, Payroll, and ABRPT software for financial tracking and reporting.</p> <p>ISEE reporting and review of data submitted to ensure accuracy. PowerSchool and 2M Payroll software are used to generate ISEE reports.</p> <p>Monthly financial reporting to Administration and the Board of Directors including income and expense by fund, budget comparison and potential amended budget numbers, cash flow and cash disbursements.</p>

Budget Process		
Role	Timeline	Responsibility
Business Manager	April	Develops budget timeline calendar to comply with Idaho code requirements regarding adoption, reporting, posting, publication of 4 year summary, notification and SDE submission deadlines.
Business Manager	April & May	Develops budget for the next fiscal year.
Business Manager	April & May	Amends budget for the current fiscal year.
Business Manager	June	Presents amended budget and proposed budget to Administration and the Board of Directors at the June Board meeting and budget hearing.
Board of Directors and Administration	July	Adopts current year amended budget and subsequent year's proposed budget
Business Manager	July	Submits approved budgets to SDE, posts budgets to the website

Internal Controls

Cash:

- The school maintains three checking accounts; general fund, café account and a student fund fiduciary account.
- Bank statements are received by the business manager electronically.
- The Business Manager reconciles the bank statements and files a paper copy and an electronic copy of the bank statements and reconciliations.
- Quarterly, the board reviews all bank statements at board meetings and signs and dates the statements. Examples of transactions the board may review:
 - confirm cash disbursements tie to approved cash disbursements
 - verify banking transfers between accounts
 - review outstanding checks
 - compare banking activity to banking activity included in monthly board packets
 - compare a random sample of cleared check images, provided on the bank statement, to accounting software check register presented at each board meeting

Revenue:

- State funding is directly deposited into the school's general fund checking account or the school's LGIP investment account.
- The Business Manager prepares and submits ISEE reports according to the ISEE timeline. Attendance counts are tracked by teachers in PowerSchool. Manual attendance is also taken by administration. The two counts are reconciled weekly and monthly. Staffing demographics are tracked in payroll software. 2M payroll and Powerschool software is used to compile reports for ISEE.
- Subsequent to each ISEE submission, the Business Manager reconciles reports generated from the SDE ISEE portal.
- All receipts received at the school are recorded into a ledger, i.e., excel spreadsheet.
- Card reader receipts are electronically deposited into applicable bank accounts.
- All cash and check receipts received at the school are deposited into the school's accounts at First Interstate Bank via courier. The total deposit is verified a second time by bank staff.
- Monthly, the receipt ledger received from the school is reconciled to bank statements by the Business Manager.
- Prepaid lunches balances are tracked online and in Nutri Kids software. Parents can make a deposit to student prepaid lunch accounts online or by cash/check/card in person at the school office. The majority of payments are made in person. Parents who use the online deposit system have access to the online accounts to see their child's balance.
- All cash payments must be paid at the front office and are receipted by administrative staff. No cash is accepted in the café.
- A list of cash payments received is forwarded to the café supervisor. Cash amounts received are recorded to students' accounts in Nutrikids software.
- Both the list of lunch receipts received from the front office and those receipts entered into Nutrikids software are reconciled monthly by the Business Manager. Deposits are also reconciled to the cafeteria bank statement.

Expenditures:

- A purchase order (P.O.) is generated by the secretary and approved by the Administrator.
- The invoice and P.O. is sent to the Business Manager for payment after being approved by administration.

- Staff in the following designated positions is authorized to certify invoices: Custodial Director, Technology Directory and the Café Director. Final approval from Administration is required.
- Utility payments, i.e. gas, water, electricity and telephone, are paid electronically. Administrative approval is not required as these payments are contractually obligated. The payments are included in the monthly list of disbursements approved by the board.
- If an additional P.O. is required, the business manager generates the P.O. and obtains administrative approval.
- Confirmation that merchandise has been received or services rendered is obtained by email or initials on shipping documents.
- Cash disbursement lists are first emailed to administration for final approval. After final administrative approval the list is emailed to the entire board. At least two members must provide final approval before the checks can be mailed.
- Total monthly cash disbursements are reviewed and reconciled and receive a third approval at monthly board meetings.
- Monthly, department directors are given YTD expenses as compared to the budget for that department. Comparisons to that information for the previous year are also included.
- The administrator is authorized to sign on behalf of the board, contracts, leases, and/or contracts for goods and services for amounts under \$10,000.00 without prior approval of the Board

Debt:

- New debt must be approved by the Board.
- Debt payments go through the same procedure as other expenses.
- Additional debt principal pay down is also approved by the board.

Payroll:

- The Board Chair and Administrator are authorized to sign personnel contracts and agreements of employment.
- Hourly employees fill out time cards, which are checked and approved by the Administrator.
- Approved time cards are sent to the Business Manager who prepares payroll. Paychecks and benefit payments are directly deposited or electronically paid.

Fixed Assets:

- Fixed asset additions go through the same process as other expenditures.
- The Business Manager reviews the fixed asset schedule annually for additions and disposals.
- No restrictions on the disposal of assets.

Fiscal Reports		
Report	Period	Description
Income and Expense	Monthly	Data provided for comparison include: <ul style="list-style-type: none"> • approved budget amounts • potential amended budget amounts – particularly state funded revenue amounts as those numbers are finalized • month to date income and expense • year-to-date income and expense • monthly and yearly percentage comparisons

Cafeteria Summary	Monthly	Café income and expense for each month to monitor the deficit to be covered by the general fund.
Bank Account Summary	Monthly	Summary of all bank account activity for the general fund account and the LGIP as well as cash flow projections.
Unappropriated Balance	Annually	Reconciles actual unappropriated general fund balance as per the audit to budgeted amounts.
Audit	Annually	Audit report presented by the auditing firm.

Board members are trained as they serve. The Board Chairman is a founder and has 16 years of experience with the budgeting process, fiscal oversight and vision. The Business Manager has 12 years of experience with these same processes and philosophies. The school uses multiple checks and balances to ensure proper fiscal oversight.

Facilities Plan

TJCS opened its doors in portable units in the fall of 2004. In the 2006-07 school year, TJCS moved into a newly constructed 36,000 foot building, designed to house K-12. The building debt was retired in the spring of 2016. The gym doubles as the all-school assembly area. There is a small commons area in the high school wing. Every room is utilized throughout the day.

TJCS acquired land with the intent to add a structure to house science labs, additional classrooms, an auditorium, and a common area for middle school students. As per §33-5208, subsection 5, TJCS receives approximately \$370 per students to set aside as building capitol. At 2018-2019 fiscal year end the school has an approximate balance of \$500,000.00 in the construction fund. These funds are comprised of three years of Charter School Facility Fund payments from the state. The timeline for this building project is dependent on the proposed funding model.

Board Capacity and Governance Structure

Description of Governance Structure:

The TJCS Charter allows for no less than five and no more than seven members. The Board follows open meeting laws, keeps accurate minutes, and makes the minutes available to the public. The initial formation of the Board consisted of founders; subsequent members are appointed by the current Board of Directors. The Board of Directors discuss potential candidates, develop a slate of possible candidates, and then contact candidates to assess interest. All board openings are posted on the school website and all interested candidates apply. The board interviews candidates out of the application pool and votes to confirm the selected candidate during a public Board meeting. The charter document and By-Laws delineate the role and responsibilities of the Board of Directors.

All six of the current TJCS Board of Directors have read and agreed to abide by the Board Code of Ethics document as well as the Board Protocol document. The current Board Chair is a TJCS founder and has served as Board Chair for 16 years. The previous charter administrator was also a founder and now serves as an adviser to the current charter administrator. A new board member was the first TJCS

administrator and oversaw the move from portable units to the current facility. TJCS Board of Directors contribute expertise from banking, hospital management, technology industry, agri-business, business ownership, and educational leadership. Five of the six Board of Directors have or had children attending TJCS. As members of the Idaho School Board Association, TJCS Board of Directors will receive Board Training, as well as assistance with reviewing and updating Board policies. <http://www.tjcs.org/board-of-directors>. The board of directors is working with the Idaho School Board Association to provide training specific to policy adoption. TJCS will continue to be under Vallivue District's Policies until the transfer to PSCS is approved.

The Board of Directors annually elects a Board Chair and Vice Chair. In addition to the Board of Directors, TJCS employs a Business Manager who also serves as the Board Treasurer. The Business Manager prepares and presents the monthly and yearly budget report and the Board of Directors and Charter Administrator provide budget oversight.

The TJCS Charter Administrator ensures adherence to the vision and mission of the school, state charter school requirements, recommendations to the Board regarding staffing, program and curriculum changes, as well as day-to-day operations (Appendix D).

Student Demand and Primary Attendance Area

Summary Attendance Area

Thomas Jefferson Charter School's target population is Kindergarten through Grade 12, primarily within the Vallivue School District, but is also open to students in surrounding school districts. TJCS provides a niche for students who thrive in a small school setting where excellence in academics and character are the primary focus. While all schools seek to provide a safe and orderly environment, a climate of high expectations, instructional leadership, clear and focused mission/vision, opportunity to learn and student time on task, frequent monitoring of student progress, and effective home-school relations, Lezotte (1999), these effective school correlates are more readily attained and maintained in a smaller sized school (Sadker and Zittleman. 2013). According to Sadker and Zittleman, smaller schools allow students to connect with each other and their teachers in ways that increase student achievement and the likelihood of attending college. TJCS achievement measures support the veracity of these claims, as do the student and parent survey results and the waiting list of 814 potential students.

TJCS has enjoyed a mutually beneficial and amicable relationship with the Vallivue School District (VSD) for 16 years. VSD has experienced significant growth resulting in new schools and added infrastructure demands. At the same time, the Idaho Charter School Commission (ICSC) has grown in their capacity to serve charter schools, thus, it is timely and prudent for TJCS to transfer to the ICSC. TJCS and VSD will continue to work together to serve the educational needs of our families.

Student Demand

Unlike Liberty and Victory Harbor Schools, TJCS does not have a feeder school (Legacy), thus, the high school often has more openings than the elementary and middle grades. Even though most of the high school students were not prepared through the Harbor Method, achievement measures indicate growth and averages that meet or exceed State targets. In addition to TJCS-specific courses focusing on innovation and family involvement, TJCS offers Advanced Placement and Advanced Opportunity coursework. For all grades, regular attendance and active participation in learning are paramount. The mission of developing virtuous citizen leaders does not appeal to everyone, but the waiting list suggests that it continues to fulfill a need in the Treasure Valley. including students with special needs. Currently, we do not market TJCS; however, should numbers warrant it, TJCS will provide academic achievement data that demonstrates the ability of the school to meet the needs of all students.

Student Population

The demographic information is as follows:

Total students=~~356~~ 369

Male=48%

Female=52%

White=~~80%~~ 72.9%

Black/African American=less than 1%

Asian=less than 1%

Native American=less than 1%

Hispanic/Latino=~~18%~~ 23.8%

Total Free and Reduced Lunch=38%

Students Special Ed/IEP=5.8%

Enrollment Capacity

TJCS is committed to providing one class for each grade, K-12. Kindergarten is capped at 26, grades 1-3 are capped at 28, grades 4-6 are capped at 32, and grades 7-12 are capped at 33. We will employ one teacher per class, K-6, with additional staff for Music, PE, Science, Technology, and Spanish. The projected enrollment, both now and for the next five years, is 402 students. At present, we are at capacity.

Community Partnership and Local Support

As part of the TJCS internship requirement, students are placed in local businesses, often within Skyranch Business Park, but also outside of the United States. TJCS partners with Wahooz for Fit for Fun. Students are involved in home district athletics (IHSAA), club sports, community musical/theater productions, perform at City of Caldwell functions, and participate in Mayor's Youth Advisory Council.

Students develop and implement charitable activities, providing coats, food, books, and money to meet local needs.

Enrolling Underserved Families

Sixteen years ago, TJCS advertised both in print and audio throughout the Nampa/Caldwell area. Today, we advertise the lottery and Child Find information in the local newspaper, and post information on our website. Largely, our advertisement is word of mouth and referrals from school counselors. Families are welcome to tour the facility and classrooms the first Thursday of the month. Four staff members are fluent Spanish speakers; they assist with enrollment, Parent/Teacher conferences, parent meetings, and translating written documents.

School Leadership and Management

Leadership Team

TJCS employs forty-five part or full time employees. The TJCS Board of Directors provides oversight of the facilities, academic, financial, and social climate of the school in attaining the goal of developing virtuous citizen leaders. The Charter Administrator provides oversight of the day-to-day operations, meeting state and federal expectations/guidelines, and specific Harbor School expectations. Harbor School principals ensure that:

- interruptions to the instructional day are kept to a minimum
- teachers and students develop a productive work ethic
- parents have the opportunity to meet with teachers prior to the first day of school and set the tone for continued interaction
- communication with parents is clear regarding the essentials of a Harbor School, including attendance, academic achievement, and other information regarding student wellbeing and growth
- there is a continued focus on the mission/vision of developing virtuous citizen leaders

The principal is evaluated annually by the Board of Directors based on the [Idaho Principal Evaluation Framework](#), Harbor Essentials and Job Description established in 2004.

The Business Manager/Board Treasurer is charged with developing and presenting the annual and monthly budget and ensuring that the Board reviews and approves the projected and actual revenue and expenditures. The Board of Directors reviews and evaluated the Business Manager/Board Treasurer annually.

Appendix

Appendix A - Budgets

Financial Summary			
Revenue			
Anticipated Enrollment for Each Scenario:	373	375	375
	2019-2020 Budget	2020-2021 Budget	2021-2020 Budget
Cash on Hand/ Other Revenue Sources	\$1,662,358.00	\$1,771,889.00	\$1,908,009.00
Contributions/ Donations/ Rent/ Interest	\$50,000.00	\$56,000.00	\$26,000.00
Loans	\$0.00	\$0.00	\$0.00
Grants	\$0.00	\$0.00	\$0.00
Base Support	\$664,000.00	\$677,000.00	\$690,000.00
Salary and Benefit Apportionment	\$1,967,000.00	\$2,006,000.00	\$2,046,000.00
Transportation Allowance	\$125,000.00	\$125,000.00	\$125,000.00
Title 1	\$30,000.00	\$30,600.00	\$31,200.00
IDEA Part B	\$28,000.00	\$28,500.00	\$29,000.00
Café	\$130,000.00	\$130,000.00	\$130,000.00
Special Distributions	\$349,800.00	\$356,800.00	\$364,100.00
REVENUE TOTAL	\$3,343,800.00	\$3,409,900.00	\$3,441,300.00
Expenditures			
	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Staff and Benefit Totals	\$2,590,000.00	\$2,642,080.00	\$2,695,404.00
Educational Program Totals	\$109,100.00	\$111,700.00	\$114,500.00
Technology Totals	\$48,769.00	\$49,900.00	\$51,200.00
Capital Outlay Totals	\$18,400.00	\$18,900.00	\$19,400.00
Board of Directors Totals	\$31,000.00	\$0.00	\$0.00
Facilities Totals	\$87,000.00	\$88,900.00	\$91,000.00
Transportation Totals	\$256,000.00	\$266,400.00	\$277,200.00
Nutrition Totals	\$94,000.00	\$95,900.00	\$98,000.00
Other	\$0.00	\$0.00	\$0.00
EXPENSE TOTAL	\$3,234,269.00	\$3,273,780.00	\$3,346,704.00
OPERATING INCOME (LOSS)	\$109,531.00	\$136,120.00	\$94,596.00
PREVIOUS YEAR CARRYOVER	\$1,662,358.00	\$109,531.00	\$136,120.00
NET INCOME (LOSS)	\$109,531.00	\$136,120.00	\$94,596.00

Idaho Public Charter School Commission Charter Petition: Operational Budgets				
Operational Revenue				
Anticipated Enrollment for Each Scenario:	373	375	375	
Line Item / Account	Full Enrollment 2019-2020 Budget	2020-2021 Budget	Year 3 Budget	Assumptions / Details / Sources
Cash on Hand	\$1,662,358.00	\$1,873,389.00		Unappropriated Balance All Funds
Donations and Contributions				
Loans				
Grants				
Facility Rent	10,000	\$11,000.00	\$11,000.00	
Interest Earned	40,000	\$45,000.00	\$15,000.00	
Entitlement	664,000	\$677,000.00	\$690,000.00	Attach the M & O Revenue Template
Salary and Benefit Apportionment	1,967,000	\$2,006,000.00	\$2,046,000.00	
Transportation Allowance	125,000	\$125,000.00	\$125,000.00	
Title 1	30,000	\$30,600.00	\$31,200.00	
IDEA Part B	28,000	\$28,500.00	\$29,000.00	
Food Service Sales and Federal School Lunch	130,000	130,000	130,000	
Special Distributions	NA	NA	NA	
Charter School Facilities	149,200	\$152,000.00	\$155,000.00	
Content and Curriculum	3,500	\$3,600.00	\$3,700.00	
Continuous Improvement Plans and Training				
Gifted Talented	3,000	\$3,100.00	\$3,200.00	
Leadership Premiums	22,300	\$22,700.00	\$23,200.00	
IT Staffing	15,000	\$15,300.00	\$15,600.00	
Math and Science Requirement	2,900	\$3,000.00	\$3,100.00	
Professional Development	33,000	\$33,700.00	\$34,400.00	
Safe and Drug-Free Schools	6,400	\$6,500.00	\$6,600.00	
Technology (i.e. infrastructure)	73,000	\$74,500.00	\$76,000.00	
Advanced Opportunities				secondary schools only
College and Career Advisors/ Mentors	18,000	\$18,400.00	\$18,800.00	secondary schools only
Literacy Proficiency	NA			
Limited English Proficient (LEP)	NA			
School Facilities (Lottery)	\$23,500.00	\$24,000.00	\$24,500.00	
REVENUE TOTAL	\$3,343,800.00	\$3,409,900.00	\$3,441,300.00	

Operational Expenditures

Section 1: Staffing

1a: CERTIFIED STAFF	Full Enrollment 2019-2020 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Classroom Teachers	FTE	Amount	FTE	Amount	FTE	Amount	
Elementary Teachers	9.08	525,000.00	9.50	535,500.00	9.50	546,210.00	
Secondary Teachers	12.52	834,000.00	13.00	850,680.00	13.00	867,694.00	
Specialty Teachers	0.20	20,000.00	0.20	20,400.00	0.20	20,900.00	
Classroom Teacher Subtotals	21.80	1,379,000.00	22.70	1,406,580.00	22.70	1,434,804.00	Average classroom size: 32
Special Education	FTE	Amount	FTE	Amount	FTE	Amount	
SPED Director	0.18	13,000.00	0.18	13,300.00	0.18	13,600.00	
Special Education Teacher	0.20	18,000.00	0.20	18,400.00	0.20	18,800.00	
Special Education Subtotals	0.38	31,000.00	0.38	31,700.00	0.38	32,400.00	
Other Certified Staff	FTE	Amount	FTE	Amount	FTE	Amount	
Lead Administrator	1.00	107,000.00	1.00	109,200.00	1.00	111,400.00	
Assistant Administrator							
Other Certified Staff Subtotals	1.00	107,000.00	1.00	109,200.00	1.00	111,400.00	
CERTIFIED STAFF TOTAL	23.18	\$1,517,000.00	24.08	\$1,547,480.00	24.08	\$1,578,604.00	

1b: CLASSIFIED STAFF	Full Enrollment 2019-2020 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Position	FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessionals- General	4.50	105,000.00	4.50	107,100.00	4.50	109,300.00	
Paraprofessionals- SPED							
Admin / Front Office Staff	3.00	135,000.00	3.00	137,700.00	3.00	140,500.00	
Other	4.10	163,500.00	4.10	166,800.00	4.10	170,200.00	
CLASSIFIED STAFF TOTAL	11.60	403,500.00	11.60	411,600.00	11.60	420,000.00	

1c: BENEFITS	Full Enrollment 2019-2020 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Type	Rate	Amount	Rate	Amount	Rate	Amount	
Retirement	13.10 %	231,300.00	13.10 %	236,000.00	13.10 %	240,800.00	
Workers comp/ FICA/ Medicare		164,300.00		167,600.00		171,000.00	
Group Insurance (Medical/Dental)		273,900.00		279,400.00		285,000.00	
Paid time off (provide assumptions)							
BENEFITS TOTAL		669,500.00		683,000.00		696,800.00	
CERTIFIED & CLASSIFIED STAFF TOTAL		1,920,500.00		\$1,959,080.00		\$1,998,604.00	
TOTAL STAFF & BENEFITS TOTAL		2,590,000.00		\$2,642,080.00		\$2,695,404.00	

Section 2: Educational Program				
2a: OVERALL EDUCATION PROGRAM COSTS	Full Enrollment 2019-2020 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Professional Development	3,000.00	3,100.00	3,200.00	
SPED Contract Services	28,000.00	28,600.00	29,200.00	Types of anticipated SPED Contractors:
Membership Dues		-	-	
Authorizer Fee	21,000.00	21,500.00	22,000.00	
Other Contract Services (i.e. accounting, HR, management)	8,100.00	8,300.00	8,500.00	Provide details
Office Supplies	5,000.00	5,100.00	5,300.00	
OVERALL EDUCATION PROGRAM TOTAL	65,100.00	66,600.00	68,200.00	

Section 2: Educational Program

2b: ELEMENTARY PROGRAM	Full Enrollment 2019-2020 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Elementary Curriculum	3,000.00	3,100.00	3,200.00	
Elementary Instructional Supplies & Consumables	8,000.00	8,200.00	8,400.00	
Elementary Special Education Curricular Materials				
Elementary Contract Services (provide assumptions)				
ELEMENTARY PROGRAM TOTAL	11,000.00	11,300.00	11,600.00	

2c: SECONDARY PROGRAM	Full Enrollment 2019-2020 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Secondary Curriculum	12,000.00	12,300.00	12,600.00	
Secondary Instructional Supplies & Consumables	10,000.00	10,200.00	10,500.00	
Secondary Special Education Curricular Materials		-	-	
Secondary Contract Services (provide assumptions)	11,000.00	11,300.00	11,600.00	Purchased Services, IDLA etc.
SECONDARY PROGRAM TOTAL	33,000.00	33,800.00	34,700.00	
EDUCATIONAL PROGRAM TOTAL	109,100.00	111,700.00	114,500.00	

Section 3: Technology				
Line Item / Account	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Internet Access	700.00	800.00	900.00	
Contracted Services		-	-	
Technology Software & Licenses	7,000.00	7,200.00	7,400.00	
Computers for Staff Use		-	-	
Computers for Student Use	30,000.00	30,600.00	31,300.00	
Other Technology Hardware (i.e. document cameras, projectors, etc.)	11,069.00	11,300.00	11,600.00	
TECHNOLOGY TOTAL	48,769.00	49,900.00	51,200.00	

Section 4: Non-Facilities Capital Outlay				
Line Item / Account	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Furniture (school-wide)	11,000.00	11,300.00	11,600.00	elementary, secondary & admin equip.
Kitchen Equipment (warming oven, salad bar, etc.)		-	-	
Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.)	7,400.00	7,600.00	7,800.00	library, SDFS
CAPITAL OUTLAY TOTAL	18,400.00	18,900.00	19,400.00	

Section 5: Board of Directors				
Line Item / Account	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Board Training	2,000.00			
Legal	2,000.00			
Insurance (property, liability, E & O, etc.)	20,500.00			
Audit	6,500.00			
BOARD OF DIRECTORS TOTALS	31,000.00	-	-	

Section 6: Facilities Details (consistent with facilities template)				
Line Item / Account	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Mortgage or Lease				
Construction / Remodeling (if applicable)				
Repairs and Maintenance	16,000.00	16,400.00	16,800.00	OSBM
Facilities Maintenance Contracts (i.e. snow removal; trash; lawn care, custodial, security, etc.)	35,000.00	35,700.00	36,500.00	
Utilities (i.e. gas, electric, water, etc.)	31,000.00	31,700.00	32,400.00	
Phone	5,000.00	5,100.00	5,300.00	
Other Facilities Related Costs (specify)				
FACILITIES TOTAL	87,000.00	88,900.00	91,000.00	

Section 7: Transportation				
Line Item / Account	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Daily Transportation	\$252,700.00	262,900.00	273,500.00	
Special Transportation (i.e. SPED, field trips, etc.)	\$2,500.00	2,600.00	2,700.00	
Other Transportation Costs (specify)	\$800.00	900.00	1,000.00	SDE Transportation Program Assmnt Fee
TRANSPORTATION TOTAL	\$256,000.00	\$266,400.00	\$277,200.00	

Section 8: Nutrition Program				
Line Item / Account	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Food Costs	89,000.00	90,800.00	92,700.00	
Non-Food Costs	5,000.00	5,100.00	5,300.00	
NUTRITION TOTAL	94,000.00	95,900.00	98,000.00	

Section 9: Other Expenditures				
Line Item / Account	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
OTHER TOTAL	-	-	-	

Idaho Public Charter School Commission
Cash Flow Operational 2019-2020

	Year 1 Budgeted	JUL	AUG	SEPT	OCT	NOV	DEC	JAN
Student Enrollment Capacity	373							
Revenue								
Donations and Contributions	0							
Loans	0							
Grants	0							
Facility Rent	10,000			\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
Interest Earned	40,000	\$3,000.00	\$3,000.00	\$2,000.00	\$4,000.00	\$4,000.00	\$3,000.00	\$4,000.00
Entitlement	664,000		\$318,700.00			\$127,000.00		
Salary and Benefit Apportionment	1,967,000		\$944,200.00			\$376,300.00		
Transportation Allowance	125,000		\$60,000.00			\$23,900.00		
Title 1	30,000							
IDEA Part B	28,000							
Food Service Sales and Federal School Lunch	130,000		\$10,400.00	\$14,300.00	\$10,400.00	\$13,000.00	\$11,700.00	\$14,300.00
Special Distributions	326,300						\$15,800.00	\$800.00
Total Revenue	\$3,320,300	\$3,000.00	\$1,336,300.00	\$17,300.00	\$15,400.00	\$545,200.00	\$31,500.00	\$20,100.00
Expenditures								
Salaries and Benefits	2,590,000	\$202,020.00	\$205,905.00	\$221,186.00	\$225,071.00	\$216,265.00	\$216,265.00	\$217,819.00
Education Program	109,100		\$8,700.00	\$12,000.00	\$8,700.00	\$10,900.00	\$9,800.00	\$12,000.00
Technology Totals	48,769		\$3,900.00	\$5,400.00	\$3,900.00	\$4,900.00	\$4,400.00	\$5,400.00
Capital Outlay Totals	18,400		\$1,500.00	\$2,000.00	\$1,500.00	\$1,800.00	\$1,700.00	\$2,000.00
Board of Directors	31,000	\$5,700.00	\$200.00	\$9,200.00	\$200.00	\$14,500.00	\$200.00	\$200.00
Facilities	87,000	\$3,500.00	\$5,000.00	\$7,600.00	\$6,000.00	\$7,700.00	\$7,800.00	\$9,600.00
Transportation	256,000		\$20,500.00	\$28,200.00	\$20,500.00	\$25,600.00	\$23,000.00	\$28,200.00
Nutrition	94,000		\$7,500.00	\$10,300.00	\$7,500.00	\$9,400.00	\$8,500.00	\$10,300.00
Other	-							

Total Expenditures	\$3,234,269	\$211,220.00	\$253,205.00	\$295,886.00	\$273,371.00	\$291,065.00	\$271,665.00	\$285,519.00
Cash Flow								
Operational Cash Flow	\$86,031.00	(\$208,220.00)	\$1,083,095.00	(\$278,586.00)	(\$257,971.00)	\$254,135.00	(\$240,165.00)	(\$265,419.00)
Cash on Hand	\$1,662,358.00	\$1,662,358.00	\$1,454,138.00	\$2,537,233.00	\$2,258,647.00	\$2,000,676.00	\$2,254,811.00	\$2,014,646.00
Cash End of Period		\$1,454,138.00	\$2,537,233.00	\$2,258,647.00	\$2,000,676.00	\$2,254,811.00	\$2,014,646.00	\$1,749,227.00

Idaho Public Charter School Commission Cash Flow Operational 2019-2020						
	FEB	MAR	APR	MAY	JUNE	Total
Revenue						
Donations and Contributions						\$0.00
Loans						\$0.00
Grants						\$0.00
Facility Rent	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$10,000.00
Interest Earned	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$5,000.00	\$40,000.00
Entitlement	\$128,200.00			\$66,700.00	\$23,400.00	\$664,000.00
Salary and Benefit Apportionment	\$379,800.00			\$197,500.00	\$69,200.00	\$1,967,000.00
Transportation Allowance	\$24,100.00			\$12,600.00	\$4,400.00	\$125,000.00
Title 1	\$30,000.00					\$30,000.00
IDEA Part B	\$28,000.00					\$28,000.00
Food Service Sales and Federal School Lunch	\$14,300.00	\$9,100.00	\$16,900.00	\$15,600.00		\$130,000.00
Special Distributions	\$60,500.00	\$54,500.00	\$21,600.00	\$173,100.00	\$0.00	\$326,300.00
Total Revenue	\$668,900.00	\$67,600.00	\$42,500.00	\$469,500.00	\$103,000.00	\$3,320,300.00
Expenditures						
Salaries and Benefits	\$221,704.00	\$221,704.00	\$217,560.00	\$222,999.00	\$201,502.00	\$2,590,000.00
Education Program	\$12,000.00	\$7,600.00	\$14,200.00	\$13,200.00		\$109,100.00
Technology Totals	\$5,400.00	\$3,400.00	\$6,300.00	\$5,769.00		\$48,769.00
Capital Outlay Totals	\$2,000.00	\$1,300.00	\$2,400.00	\$2,200.00		\$18,400.00
Board of Directors	\$200.00	\$200.00	\$200.00	\$200.00		\$31,000.00
Facilities	\$9,600.00	\$9,600.00	\$6,100.00	\$11,300.00	\$3,500.00	\$87,300.00
Transportation	\$28,200.00	\$28,200.00	\$17,900.00	\$35,700.00		\$256,000.00
Nutrition	\$10,300.00	\$6,600.00	\$12,200.00	\$11,400.00		\$94,000.00
Other						\$0.00
Total Expenditures	\$289,404.00	\$278,604.00	\$276,860.00	\$302,768.00	\$205,002.00	\$3,234,569.00
Cash Flow						
Operational Cash Flow	\$379,496.00	(\$211,004.00)	(\$234,360.00)	\$166,732.00	(\$102,002.00)	\$85,731.00
Cash on Hand	\$1,749,227.00	\$2,128,723.00	\$1,917,719.00	\$1,683,359.00	\$1,850,091.00	
Cash End of Period	\$2,128,723.00	\$1,917,719.00	\$1,683,359.00	\$1,850,091.00	\$1,748,089.00	\$85,731.00

ESTIMATING M & O STATE SUPPORT REVENUE

1	Number of Support Units - 2019 - 2020
	(Best 28 Weeks ADA - Units)

23.37

\$	\$	28,416
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\$	664,000
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23.37

**Total SBA plus
Allowances from SBA
Template**

1,645,000

\$	2,309,000
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431100

\$	322,000
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431800

\$	
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431500

\$	
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431 400

\$	
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431600

\$	125,000
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431200

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\$	2,756,000
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\$

\$

0

438000

School District Name: Thomas Jefferson Charter School

School District Number:

139.1

Appendix B

BYLAWS OF THOMAS JEFFERSON CHARTER SCHOOL, INC. An Idaho Nonprofit Corporation

ARTICLE 1 OFFICES

Section 1.1 Offices

The Corporation's principal office shall be fixed and located in the County of 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 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) a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code, or
- (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

ARTICLE 3 NO MEMBERS

Section 3.1 No Members

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

Section 3.2 Associates

Nothing in Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the Corporation

shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

ARTICLE 4 BOARD OF DIRECTORS

Section 4.1 Board of Directors

The Board shall consist of Directors appointed for a three (3) year term of office as set forth below. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Section 4.2 Powers of the Board of Directors

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

Section 4.3 Election of Directors

- (a) During the initial year of operation, the Board shall be comprised of the Directors nominated and appointed by the organizing members and founders of Thomas Jefferson Charter School.
- (b) After the initial year of operation, Directors shall be appointed in accordance with the provisions of Section 4.3 (c).
- (c) After the initial year of operation, Directors will be appointed to fill vacancies on the Board by then current Board of Directors.

Section 4.4 Term

- (a) Directors shall be appointed to a three (3) 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.
- (b) Each Director shall serve until the Board of Directors, at the annual meeting of the Corporation duly appoint his/her successor.

Section 4.5 Resignation and Removal

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

Section 4.6 Vacancies

- (a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- (b) The Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising under Article 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend four (4) or more meetings of the Board in any calendar year.
- (c) Removal of a Director for one or more of the reasons listed in Section 4.6(b) above may be initiated by any member of the Board. The Board shall hold a public meeting within ten (10) business days of receiving such a request or petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public.
- (d) A vacancy on the Board may be filled by a majority vote of the remaining Directors, although less than a quorum. Each Director so elected shall hold office until the next annual meeting of the Corporation.
- (e) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.7 Compensation of Directors

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

Section 4.8 Employees

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

Section 4.9 Voting

Voting by the Board shall be in person and no proxy voting on the Board may occur.

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 election of directors is to be held.

Section 5.2 Annual Meeting

The annual meeting of the Directors of the Corporation for the election of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held in accordance with Idaho Law, IC 33-510 as amended, 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 election of Directors and Officers may be held at any meeting called thereafter, pursuant to these Bylaws.

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will not be mandatory. The Board will determine the day of the monthly meeting at the annual meeting for each coming year.

Section 5.4 Notice of Meeting

Notice of meetings shall be in accordance of Idaho Open Meeting Law.

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. The Officers shall be elected each year at the annual meeting by the Board and serve a one (1) year term.

Section 6.2 Chairman of the Board

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

Section 6.3 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the

restrictions upon, the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6.4 Secretary

- (a) The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.
- (b) The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

Section 6.5 Treasurer

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

Section 6.6 Removal

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

Section 6.7 Vacancies

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

ARTICLE 7 FISCAL AFFAIRS

Section 7.1 Fiscal Year

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

ARTICLE 8 NOTICES

Section 8.1 Manner of Giving Notice

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

Section 8.2 Waiver

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

ARTICLE 9 DISSOLUTION

Section 9.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Section 33-5212 of the Idaho Code. After paying or adequately providing for the debts and obligations of the Corporation, the remaining assets shall be distributed to one or more nonprofit 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

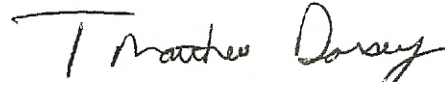
Section 10.1 Bylaws

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 Thomas Jefferson Charter School, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws, constitute the By-laws of such corporation. IN WITNESS WHEREOF, I have signed my name to this Certificate on:

03/12/2019
Date



T. Matthew Dorsey, Chairman

Articles of Incorporation FILED/EFFECTIVE

Thomas Jefferson Charter School, Inc. 02 OCT 28 PM 12: 07

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

Article 1

The name of the corporation is Thomas Jefferson Charter School, Inc.

Article 2

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

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

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

Article 3

The principal office of the corporation is located in Ada County, Idaho. The street address of the registered office is: 5713 N. Hill Haven Place, Star, Idaho 83669

The registered agent for the corporation at such address is: Gale L. Pooley.

Article 4

The initial mailing address of the corporation is:

Gale L. Pooley
5713 N. Hill Haven Place
star, ID 83669

STATE
10/29/2008 08:00
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Article 5

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

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

Article 6

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

Article 7

The corporation shall have no members.

Article 8

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

Article 9

The number of directors constituting the Board of Directors of the corporation shall be fixed by the Bylaws, but in no event shall there be less than three (3) nor more than seven (7) directors. The names and addresses of the initial directors are:

<u>Name</u>	<u>Address</u>
Gale L. Pooley	5713 N. Hill Haven Place, star, ID 83669
Dan Symms	13515 Chicken Dimer Road, Caldwell, ID 83607
John Hobson	1901 Dearborn, Caldwell, ID 83605

Article 10

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

Article 11

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

Article 12

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

Article 13

The names and address of the Incorporator is:

Gale L. Pooley
5713 N. Hill Haven Place
star, ID 83669

Article 14

Upon dissolution of the corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to a non-profit foundation which is organized and operated exclusively for educational purposes and which has established their tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or to a state or local government for public purpose as determined by the Board of Directors.

Signature of Incorporator:

Gale L. Pooley



Appendix C – Board of Directors

New Board Member Selection Documents

Process for Selecting a New TJCS Board Member

IDENTIFY ☐ **INTERVIEW** **CONFIRM** **CLOSE**

Identify

- Select Nomination Committee
- Notify Public of Board Vacancy
- Collect Candidate Names
- Pre-Screen Candidate List
- Verify Potential Candidates

Interview

- Schedule Board Meeting candidate discussion
- Schedule Nominating Committee interviews
- Evaluate Interview Results
- Select New Board Member

Confirm

- Formally announce New Board Member at board meeting
- Post in Board Minutes
- Post in any other applicable updates (Example: Monday Notes)

Close

- De-Interview Those Not Selected
- Start New Board Member On-Boarding Process

IDENTIFY		
Process Steps	Notes	√
Select Nomination Committee	Names:	
Notify Public of Board Vacancy	Date(s) Board Minutes: Monday Notes: Nomination Closure:	
Collect Candidate Names		
Initial Review of Candidate Names	Time/Date/Place:	
Verify Potential Candidates	Candidate Names/Email/Phone:	
Interview Candidate	Agenda: Introductions (All) Meeting Format (Albert) <ol style="list-style-type: none"> 1) General questions/observations she/he has about the school...where it has been, today and where would they like to see it go. (Chuck, Matt) 2) Competency questions (Albert) 3) Candidate question/answer 	

- Select Nomination Committee
 - Consists of the Administrator and two of the board members.
 - Two board members selected and confirmed by unanimous vote of the board (Executive or Open Session at monthly board meeting?)
- Notify Public of Board Vacancy
 - Post announcement in Board Minutes
 - Mention the nominating committee names, the board member being replaced, the Principal as point of contact for collecting names, and the last date and time for submissions.
 - Include in any general updates sent to Parents and teachers (TJSC Monday notes as an example)

Example from July 6th, 2010 Board Meeting Minutes:

A nominating committee consisting of Mr. Ward, Chairman Dorsey, and Director Davis will be formed to find a board member to replace former Director Flaming. If you would like to have someone considered for the open board position, please contact Mr. Ward by August 13th at 3:00 p.m. The process for the selection of a new member was discussed.

- Collect Candidate Names
 - Names will be provided to Administration via the public, school employees
 - Names can be provided by board members, but done in a one on one situation with the principal outside of any School Board executive or open sessions
 - Candidate names will not be mentioned in any open sessions without approval from the candidates
- Pre-Screen Candidate List
 - The nominating committee will meet and discuss the list of potential candidates provided by the Principal
- Verify Potential Candidates
 - The Principal will contact potential candidates and verify that they would like to be considered and if they would be okay coming to a School Board meeting open discussion session

TJCS Board of Directors Job/Responsibilities

1. No Director uses the office for personal profit, advancement or patronage.
2. Keeps the education and welfare of students as their primary concern.
3. Works to preserve the confidentiality of items discussed in executive session.
4. Represents the interests of the entire school rather than a special interest group(s).
5. Understands the need for compromise and is will to support the majority decision.
6. Encourages each other to work together as a team.
7. Realizes that independent decisions or commitments on the Board's behalf are improper.
8. During meetings is polite, listens carefully, and is respectful of each other, as well as school personnel.
9. Comes to meetings prepared to focus on discussion items and keeps comments relative and brief.
10. Is open and honest with each other, and with the administrator and is able to maintain an attitude of mutual trust and respect.
11. Is concerned about achieving results rather than giving a good appearance
12. Understands the nature of their duties and responsibilities.
13. Can explain the TJCS charter and the Essential Elements of a Harbor School.
14. Can delineate the difference in responsibilities between the Board and the Principal/Superintendent.
15. Understands and upholds charter legislation and Board of Education rules.
16. Will review the financial status of TJCS on a monthly and yearly basis.
17. Strives to retain the best teachers.

Thomas Jefferson Charter School
Board of Directors Application

Name of Candidate:

Date:

Home Address:

Phone number:

Email Address:

Please answer the following questions.

1. Have you ever been convicted or are charges pending for a misdemeanor or a felony? If yes, please explain. (Will not necessarily exclude you from consideration)

2. I have read the TJCS Charter Documents and Articles and By-Laws yes no

3. What talents or abilities would you bring to the TJCS Board of Directors?

4. What do you consider the most important aspects of being a TJCS Board Of Director?

5. How much time could you commit to the TJCS Board of Director position?

6. What parts of the Charter document do you like the most?

Job History – Where are you employed? Tell us about your job responsibilities, duties, etc.

Board of Directors Candidate Interview

Candidate:

Interviewer:

Date:

Price of Entry

- **Integrity And Trust**

Theme: Being asked to disclose information

Positive: Shows consistency; actions match words **Negative:** May hedge or not take a stand

Tell me about a time when whatever you said or did would anger people (example outside of your family if possible)

Theme: Admitting a mistake in public

Positive: Focuses on the part of the truth he/she can disclose **Negative:** Makes too many promises

Tell me about a time when you publicly admitted a mistake or failure.

Notes:

ACTIONS How did you approach it? How did you do it? (Listen for specific action steps.)

Explain your thinking - why you selected that approach. Why did you choose to do it that way? (Listen for rationale and consideration of alternatives.)

OUTCOME What was the result? What was the impact?

LEARNINGS What did you take away from that experience? (Listen for principles or rules of thumb.)

Describe a time when you used those lessons in different situations.

(circle one)

No Data Collected	Meets Requirements
Clearly Misses Requirements	Exceeds Requirements
Less Than Requirements	

Price of Entry (cont.)

- **Peer Relationships**

Theme: Resolving a conflict with a peer

Positive: Can keep personal feelings from getting in the way **Negative:** A loner

Tell me about a time when you worked with a group on a project/activity where someone else on the group disagreed with your ideas or approach.

Notes:

ACTIONS How did you approach it? How did you do it? (Listen for specific action steps.)

Explain your thinking - why you selected that approach. Why did you choose to do it that way? (Listen for rationale and consideration of alternatives.)

OUTCOME What was the result? What was the impact?

LEARNINGS What did you take away from that experience? (Listen for principles or rules of thumb.)

Describe a time when you used those lessons in different situations.

(circle one)

No Data Collected

Meets Requirements

Clearly Misses Requirements

Exceeds Requirements

Less Than Requirements

Job Essential

- **Problem Solving**

Theme: Developing a process to solve a problem

Positive: Clearly defines the problem first **Negative:** Doesn't involve others; relies too much on self

Tell me about a time you came up with a process or procedure to solve a problem.

Notes:

ACTIONS How did you approach it? How did you do it? (Listen for specific action steps.)

Explain your thinking - why you selected that approach. Why did you choose to do it that way? (Listen for rationale and consideration of alternatives.)

OUTCOME What was the result? What was the impact?

LEARNINGS What did you take away from that experience? (Listen for principles or rules of thumb.)

Describe a time when you used those lessons in different situations.

(circle one)

No Data Collected

Meets Requirements

Clearly Misses Requirements

Exceeds Requirements

Less Than Requirements

- **Ethics and Values**

Theme: Delivering messages you don't believe in

Positive: Ability to articulate values **Negative:** Unwilling to reshape old values

Tell me about a time when you had to deal with someone you didn't think was ethical.

Notes:

ACTIONS How did you approach it? How did you do it? (Listen for specific action steps.)

Explain your thinking - why you selected that approach. Why did you choose to do it that way? (Listen for rationale and consideration of alternatives.)

OUTCOME What was the result? What was the impact?

LEARNINGS What did you take away from that experience? (Listen for principles or rules of thumb.)

Describe a time when you used those lessons in different situations.

(circle one)

No Data Collected

Meets Requirements

Clearly Misses Requirements

Exceeds Requirements

Less Than Requirements

- **Conflict Management**

Theme: Disagreeing because you were irritated

Positive: Sizes up people well; understands what motivates or drives others **Negative:** Only sees one side of the issue; doesn't see any mutual benefit

Tell me about a time someone made you uncomfortable or irritated and it resulted in a disagreement.

Theme: Telling people things they may not like

Positive: Finds common ground **Negative:** Pushes his/her own, pre-conceived ideas or solution

Tell me about a time when something went from a harmonious to a conflict-ridden situation.

Notes:

ACTIONS How did you approach it? How did you do it? (Listen for specific action steps.)

Explain your thinking - why you selected that approach. Why did you choose to do it that way? (Listen for rationale and consideration of alternatives.)

OUTCOME What was the result? What was the impact?

LEARNINGS What did you take away from that experience? (Listen for principles or rules of thumb.)

Describe a time when you used those lessons in different situations.

(circle one)

No Data Collected

Meets Requirements

Clearly Misses Requirements

Exceeds Requirements

Less Than Requirements

Differentiators

- **Decision Quality**

Theme: Making decisions on people problems

Positive: Defines issues/problems clearly; sought out for advice by others **Negative:** Feelings play too large a role

Lead me through your decision-making process on a people problem you dealt with.

Theme: Making a major decision of high quality

Positive: Objectively gathers information **Negative:** Makes quick decisions without analysis

Describe a time when you made a major decision and were really pleased with the outcome.

Notes:

ACTIONS How did you approach it? How did you do it? (Listen for specific action steps.)

Explain your thinking - why you selected that approach. Why did you choose to do it that way? (Listen for rationale and consideration of alternatives.)

OUTCOME What was the result? What was the impact?

LEARNINGS What did you take away from that experience? (Listen for principles or rules of thumb.)

Describe a time when you used those lessons in different situations.

(circle one)

No Data Collected

Meets Requirements

Clearly Misses Requirements

Exceeds Requirements

Less Than Requirements

- **Negotiating**

Theme: Bringing together reluctant groups

Positive: Good listener **Negative:** Doesn't take tough stands

Tell me about a time when you brought two reluctant groups or individuals together.

Theme: Negotiating with outside groups

Positive: Diplomatic and tactful under pressure **Negative:** Doesn't look for common ground

Tell me about a time when you served as a mediator.

Notes:

ACTIONS How did you approach it? How did you do it? (Listen for specific action steps.)

Explain your thinking - why you selected that approach. Why did you choose to do it that way? (Listen for rationale and consideration of alternatives.)

OUTCOME What was the result? What was the impact?

LEARNINGS What did you take away from that experience? (Listen for principles or rules of thumb.)

Describe a time when you used those lessons in different situations.

(circle one)

No Data Collected

Meets Requirements

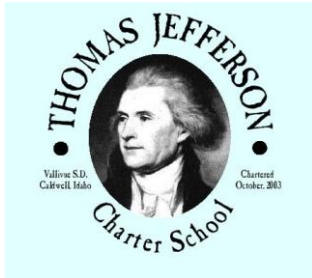
Clearly Misses Requirements

Exceeds Requirements

Less Than Requirements

Board Protocol Guidelines

1. The board will consider research, best practices and public input in its decision making process;
2. The administrator is the chief executive officer and should recommend/propose/suggest on most matters before the board;
3. Individual board members do not have authority. Only the board as a whole has authority. We agree that a board member will not take individual action;
4. Conduct of a board member is very important. We agree to avoid words and actions that create a negative impression of an individual, the board, or the district. We encourage debate and differing points of view, and we will do it with care and respect;
5. The last stop, not the first, will be the board. We agree to follow the chain of command and insist that others do so. While the board is eager to listen to its constituents and staff, each inquiry is to be referred to the person who can properly and expeditiously address the issue;
6. The board will not be a "ball carrier" for others; will encourage others to present their own issues, problems or proposals;
7. The board will conduct a yearly self-evaluation and will promptly address individual issues that hinder the board's effectiveness;
8. The board president or designee will be the official spokesperson for the board;
9. Communications between the administrator and the school board are encouraged. Board requests are to be directed to the administrator;
10. The board or its individual members agree to direct all personnel complaints and criticisms directly to the administrator;
11. Board meetings are where the board does its work in public. We agree to speak to the issues on the agenda and attend to our fellow board members. Facts and the information needed from the administration will be referred through the administrator;
12. Board meetings are for decision-making, actions, and votes. Board discussions should be concise and pertinent to the issue. If a board member needs more information or has questions, either the administrator or the board president is to be called before the meeting;
13. Executive sessions will be held only when specific needs arise. The board must be sensitive to the legal ramifications of these meetings;
14. Surprises to the board or the administrator will be the exception. There should be no surprises at a board meeting. We agree to ask the board chair or the administrator to place an item on the agenda instead of bringing it up unexpectedly at the meeting;
15. Reports to the board will focus primarily on accountability for student learning.



Thomas Jefferson Charter School
1209 Adam Smith Ave; Caldwell, ID 83605
<http://tjcs.org>
(208) 455-8772

Developing Virtuous Citizen Leaders

Board Member Code of Ethics

THOMAS JEFFERSON CHARTER SCHOOL

AS A MEMBER OF THE THOMAS JEFFERSON SCHOOL BOARD OF DIRECTORS, I WILL STRIVE TO IMPROVE PUBLIC EDUCATION, AND TO THAT END I WILL:

- Attend all regularly scheduled Board meetings insofar as possible, having read my packet ensuring that I am informed about the issues to be considered at the meeting.
- Recognize that the Board must comply with the Open Meeting Law and only has authority to make decisions at official Board meetings.
- Make all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups.
- Understand that the Board makes decisions as a team. Individual Board members may not commit the Board to any action unless so authorized by official Board action.
- Recognize that decisions are made by a majority vote and the outcome should be supported by all Board members.
- Acknowledge that policy decisions are a primary function of the Board and should be made after full discussion at publicly held Board meetings, recognizing that authority to administer policy rests with the Administrator.
- Be open, fair, and honest – no hidden agendas, and respect the right of other Board members to have opinions and ideas which differ from mine.
- Recognize that the Administrator is the Board's advisor and should be present at all meetings, except when the Board is considering the Administrator's evaluation, contract or salary.
- Understand the chain of command and refer problems or complaints to the proper administrative office while refraining from communications that may create conditions of bias should a concern ever rise to the attention of the Board as a hearings panel. (*Please see "Redirecting Patron Concern" at the end of this document.*)
- Keep abreast of important developments in educational trends, research, and practices by individual study and through participation in programs providing such information.
- Respect the right of the public to be informed about Charter School decisions and school operations.

Board Code of Ethics – cont.

- Understand that I will receive information that is confidential and cannot be shared.
- Give staff the respect and consideration due skilled, professional employees and support the employment of those best qualified to serve as Charter School staff, while insisting on regular and impartial evaluation of all staff.
- Present personal criticism of Charter School operations to the Administrator, not to Charter School staff or to a Board meeting.
- Refuse to use my Board position for personal or family gain or prestige. I will announce any conflicts of interest before Board action is taken.
- Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.

Director Signature: _____ Date: _____

Redirecting Patron Concern:

This sounds like it could be an issue that could possibly come before the board for consideration in the future. In order to preserve my ability to deliberate after, I would suggest you talk with the teacher or principal as they would be better able to help directly resolve the issue at this point.

Matthew Dorsey

21755 Hoskins Road

Caldwell, ID 83607

208-573-2045

Profile:

I have been involved in many projects from start to finish. With this knowledge I can carry the vision and produce the desired product. I have a diversified background in production agriculture, which includes, farming, ranching, feedlot, and the dairy business. I will use this diversified experience to obtain the desired results.

Experience and Abilities:

Business Owner	1990-present
Sunnyslope Land and Livestock Caldwell, ID Currently farming 400 acres of hay, corn, grain, mint, and grass seed which includes all ground work, buying and applying fertilizer and seed, set-up and maintenance of various irrigation systems, personal and custom harvesting, and supervising crew of 8 people during harvest. Oversees trucking operation that hauls various commodities and products including: livestock, equipment, compost, and feed. Operates feed lot with capacity of 1,000 head of cattle. Feed lots require custom feeding, doctoring, sorting, and procurement of cattle. Manages beef cattle operation and responsible for the feeding and calving of the mother cows, branding and doctoring of cows/calves, and the marketing and selling of the weaned calves. Holstein heifer operation including buying and selling of heifers for various clients. I grew up on a dairy that my father is currently operating. Oversees all financial status of business operations.	

Education:

Utah State University Logan, UT	Ricks College Rexburg, ID
Graduated: 1994	Graduated: 1992
Degree Earned: Bachelor of Science in Animal Science, Business Management Minor.	Degrees Earned: Associate in Arts and Science, Associate Degree in Farm Management, Associate in Specialized Disciplines

Professional Organizations:

Hold Leadership Position within Local Church
Board member Leadership Idaho Agriculture
Founder and Board Chair Thomas Jefferson Charter School
National milk producer federation young cooperator chair couple

MICHAEL PROVOST

21140 Notus Rd Greenleaf ID 83626 · 2089414153

mprovostfarms@gmail.com ·

Experience

1991-1993 served LDS Mission

Spanish Speaking

1993-present

Owner Provost Farms LLC

Managing Crop Production 3800-acre Farm.

1997-Present

owner operator Provost App.

Commercial application company, Service Custom Farming, Fertilizer Chemical Contracting with Land view Inc. Simplot Companies.

Education

1991

Melba HIGH, School

Graduate

1993-1997

Boise State,

Business, Accounting, Marketing

Skills

Managing, People

Problem Solving, Innovator

Accounting

Isaac Marler
16059 Westfield Lane, Caldwell, ID 83607
208 249 6927; isaac.marler@zionsbank.com

Employment

Zions First National Bank 2004 - Present

Commercial Portfolio Manager / Commercial Relationship Manager

- Due diligence, Underwriting, and Servicing of a Commercial Loan Portfolio
- Analysis of Corporate Financial Statements
- Analysis of Proforma Financial Information to project Capital Structure and Revenue / Profit results

CIT Group 2000-2003

Credit Analyst

- Financial Analysis

Education

Master of Business Administration 2003
Arizona State University, Tempe, Arizona

Bachelor of Science – Finance 1999
Brigham Young University, Provo, Utah

Affiliation

TJCS School Board

11838 **Renee** Pheasant Run Court • Caldwell, ID 83605

DeHaas

Phone: 208-724-0717 • E-Mail: reneedehaas2013@gmail.com

RD

Curriculum Vitae

My nursing career has afforded me opportunities to experience many sides of patient and provider experiences. I have seen the idea of patient safety grow from narrow and focused departmental processes to nationwide initiatives designed to provide patient and provider with the best outcomes. Mindful of these global pushes in patient safety, we have a responsibility to be responsive to the individual patient, their safety needs and their personal experiences. My goal is to be proactive and diligent in identifying the risks and opportunities for improvement in patient safety and risk reduction in healthcare. By doing so, we will provide our patients, staff and stakeholders with an experience that is progressive, safe, and mindful of the unique patient demographic we care for in our community.

Experience

West Valley Medical Center- A 150 bed, nationally accredited community medical center with ancillary services and outpatient network. In Caldwell, Idaho.

Director of Quality & Patient Safety

November 2017 - Current

Quality Improvement Coordinator/Risk Manager/Accreditation Leader November 2015 – November 2017

Management of national and corporate quality standards including ECQ measures, core measures, infection prevention data, risk data, safety performance and more. Leapfrog A in performance of safe practice for 6 straight quarters and top performer in HCA for 12 consecutive months.

Root Cause Analysis studies are incorporated in quality improvement measures, patient safety initiatives and include implementation of action plans to drive compliance, improvement in patient safety and patient outcomes.

Identification, assessment and reporting of quality improvement initiatives as well as risk stratification aligned with accreditation goals and compliance planning and implementation. By combining quality improvement, risk identification and

compliance initiatives the facility was able to improve patient safety measures while maintaining a culture of constant survey readiness.

Reduction of insurance premiums were achieved by earning discounts after successful completion of a clinical safety improvement project that reduced facility liability insurance by over 18% in 2016.

Team Lead for survey preparedness which included organization of department rounding, environment of care reporting, analysis of survey findings in nationwide survey reports compared to risk assessments and in-house FMEA's, and facilitation of monthly issue resolution meetings which identified areas of opportunity in specific departments that were directly tied to CMS and Joint Commission standards.

Piloting of staff-driven safety program driven by self-reporting and resolution through Learning from Defects tool. Effort focused on the encouragement of staff-focused solutions for implementation of safety measures from a clinical perspective.

Leadership and facilitation of the Quality Leadership Council, which oversaw reporting of QAPI projects facility wide in a lean format yielding meaningful data, analysis of risk data including falls, restraint data, grievance data and incident reporting.

Management of Serious Event Analysis process and action plan support through facilitation of analysis tool, educational support, tracking of outcomes and measurements of success. This includes reporting of specific measures of success to The Joint Commission when necessary under policy.

Idaho Surgery Center – An ambulatory surgery center owned by West Valley Medical Center

Perioperative Nurse Manager

March 2013 – November 2015

Provided leadership in areas of staffing, clinical competence, patient experience, physician satisfaction, quality initiatives, and performance-improvement and employee engagement. Managed daily workflow of staff including perioperative nurses, business office staff and operating suite staff while maintaining clinical competency, regulatory compliance and high levels of patient and provider satisfaction on the nursing floor.

Improved surgery volume resulting in increased revenue with onboarding of seven new providers in a three-year period, including one new service line. Regulatory compliance was critical for the new service line, which received positive review during the Joint Commission survey and validation survey in 2016.

Successful management of employee orientation, scheduling, annual reviews and educational compliance, competency assessment, survey readiness and facilitation of performance-improvement measures. Identification of areas of opportunities for improvement the ambulatory setting in terms of patient satisfaction, quality of care improvement, provider satisfaction and staff and patient safety.

Collaborative relationship building with providers, senior leadership, contracted services and clinical staff to ensure the best quality of care options to our patients delivered in the safest way possible while remaining vigilant of changes in areas of reimbursement focus and regulatory compliance.

Registered Nurse – Perioperative Services

March 2011 – March 2013

Working daily as a preoperative, circulator and recovery nurse in an ambulatory surgery center specializing in orthopedic, ENT, urology, ophthalmology, general surgery, endoscopy and pain procedures. Nursing duties included assessment and clinical care of patients in preoperative and recovery areas as well as circulating duties for ophthalmic, orthopedic and pain procedures. Eventually, positive reviews and a desire for more responsibility of education led to a Charge Nurse position where I managed daily scheduling and pharmacy orders as well as the flow and efficiency of the facility.

St. Luke's Regional Medical Center – A 245 bed acute care facility in Boise Idaho, part of a six-facility, non-profit hospital system based in Idaho.

Registered Telemetry Nurse

March 2008 – March 2011

Responsibilities included patient care for post-cardiac intervention patients including medication management, care planning, discharge planning and physician communication. Secondary responsibilities included orientation and education of new nursing employees as well as facilitation of staff education.

Education

Master of Business Administration – Northwest Nazarene University
2016

March,

Bachelor of Science in Nursing – Hawaii Pacific University

December, 2007

Bachelor of Liberal Arts – Loyola Marymount University

May, 2000

Skills/Certifications/Service

Technical Skills: Experienced with Kronos, Taleo, Lawson, Plus, PolicyTech, Meditech, Facility Scheduler, Microsoft Office (Outlook, Word, Excel, Publisher, PowerPoint) and Blackboard.

License:

RN – Idaho 38174

Certifications:

Basic Life Saving

Certified Professional in Patient Safety

Certified Professional in Healthcare Risk Management

Service:

Team Leader in Relay for Life Caldwell 2013-2016

Director, Thomas Jefferson Charter School Board (current)

Member, Northwest Nazarene University Nursing Advisory Council (current)

Doug Thompson

School Board Member

8548 Hwy. 20-26
Nampa, ID 83687
(208) 546-2351
doughnizt@gmail.com

SKILLS

I have worked with K-12 students over the years in various volunteer capacities, mostly through STEM training and career discussions. My children attend the local schools, and I have been involved with their educational experience.

EDUCATION

University of Idaho, Moscow, ID - *BS in Electrical Engineering*

1994

Minor in German.

Parma High School, Parma, ID

1968

Salutatorian; lettered in varsity basketball and football

Dr. Julie K. Yamamoto
2619 S Willow Brook Place
Caldwell, ID 83605
(208)989-4487

Professional Experience--32 years in education

2019-present-Board of Directors at Thomas Jefferson Charter School
2016-2018-Principal at Ridgevue High School (planning, building project, and opened school)
2007-2016-Assistant Principal at Vallivue High School
2004-2007-Principal/Superintendent of Thomas Jefferson Charter School (planning, building project and opened portables and new building)
2003-2004-District Director of Standards Implementation, Principal at Canyon Springs HS, Canyon County Juvenile Detention Center School, 6-12 Summer School
1997-2003-Principal at Caldwell High School (planning, building project, and opening new School
1995-1997-Academic Vice Principal at Caldwell High School
1992-1995-Principal at West Canyon Elementary School
1990-1992-Administrative Assistance between West and East Canyon Elementary schools and Vallivue School District K-12 Curriculum Coordinator
1988-1990-First Grade Teacher at West Canyon Elementary School
1986-1988-Seventh Grade English Language Arts/Science teacher at Wilson Elementary School

Professional Preparation/Education

2010-Doctor of Education, University of Idaho
2003-Education Specialist, University of Idaho
1990-Master of Education, College of Idaho
1986-Bachelor of Arts, College of Idaho, Summa Cum Laude

Building and District Level Leadership

NNU Dissertation Committee Member (five candidates)
RidgevueVallivue High School-School Improvement Team, AVID administrator and Site Coordinator, Math, English Language Arts, English As a Second Language, Advanced Opportunities
Vallivue School District-Community Relations, AVID District Site Team, Curriculum Committees
(Math, English Language Arts, English as a Second Language, Professional Development, STEAM
Accreditation Team Member (Meridian HS, Centennial, Boise High, Capital, Middleton, Legacy)
Caldwell Mayor's Youth Advisory Council
Idaho College Access Design Team (past)

Idaho Business Coalition for Educational Excellence (past)
Education Alliance of Idaho (past)
Idahoans for Choice in Education (past)
Third District Youth Court (past)

Community Involvement

West Valley Medical Center, Board Chair
Canyon County Branch of Assistance League of Boise, Chair
Bible Study Fellowship Group Leader
LOVE INC, Affirming Your Potential Facilitator
Warhawk Air Museum, Education Committee
Canyon County Republican Central Committee, Past Chair
Canyon County Blue Ribbon Animal Shelter, Past Chair

Awards and Honors

2012 Idaho Assistant Principal of the Year (Idaho Association of School Administrators)
2012 Canyon County Outstanding Republican
2010 Honorary Chapter FFA Degree

Publications/Presentations

Tenuto, P., Gardiner, M., and Yamamoto, J (2016) Leaders on the frontline-managing emotion and ethical decision making. Journal of Cases in Educational Leadership (JCEL), 19(3), 11-26.

Tenuto, P., Editor (2015). Renewed Accountability for Access and Excellence, Chapter 15, Leading for Student Belongingness in P-12 Schools: A teaching Case for School Administrators
And Teacher Leaders, Lexington Books, London.

Tenuto, P. L., Gardiner, M.E., and Yamamoto, J. K., (2015). Administrators in action--managing public funds, Journal of Cases in Educational Leadership (JCEL) 18(3), 253-263.

Yamamoto, J., Gardiner, M., and Tenuto, P. (2014). Emotion in Leadership: secondary school administrators' perceptions of critical incidents, Educational Management, Administration, and Leadership (EMAL), 42(3), 165-185.

2012 American Educational Research Association Annual Meeting, San Francisco, CA: Emotional Preparedness in School Leadership from Critical Incidents: A Case Study

2012 UCEA Convention presentation in Denver CO: Leaders Processing Emotion: A Model for Sustainable Leadership

2013 UCEA presentation in Indianapolis, IN: Applying a Model to Process Emotion in Leadership from Practice to Community in Leadership Preparation.

2013 NNER presentation in New Mexico (findings presented by colleagues)

2014 AERA presentation in Philadelphia PA: Preparing School Administrators Utilizing Case Study Application of Emotion in Leadership: Research to Practice Innovation

Appendix D – School Administration and Organizational Chart

Charter Administrator's Resume

6916 Map Rock Road
Caldwell, ID 83607
208-871-5662

Jodi Lyn Endicott

Education:	1992–1994	Blue Mountain Community College	Pendleton, OR
	1994-1998	Lewis Clark State College	Lewiston, ID
	1999-2003	Northwest Nazarene University	Nampa, ID
	2010-2012	Northwest Nazarene University	Nampa, ID

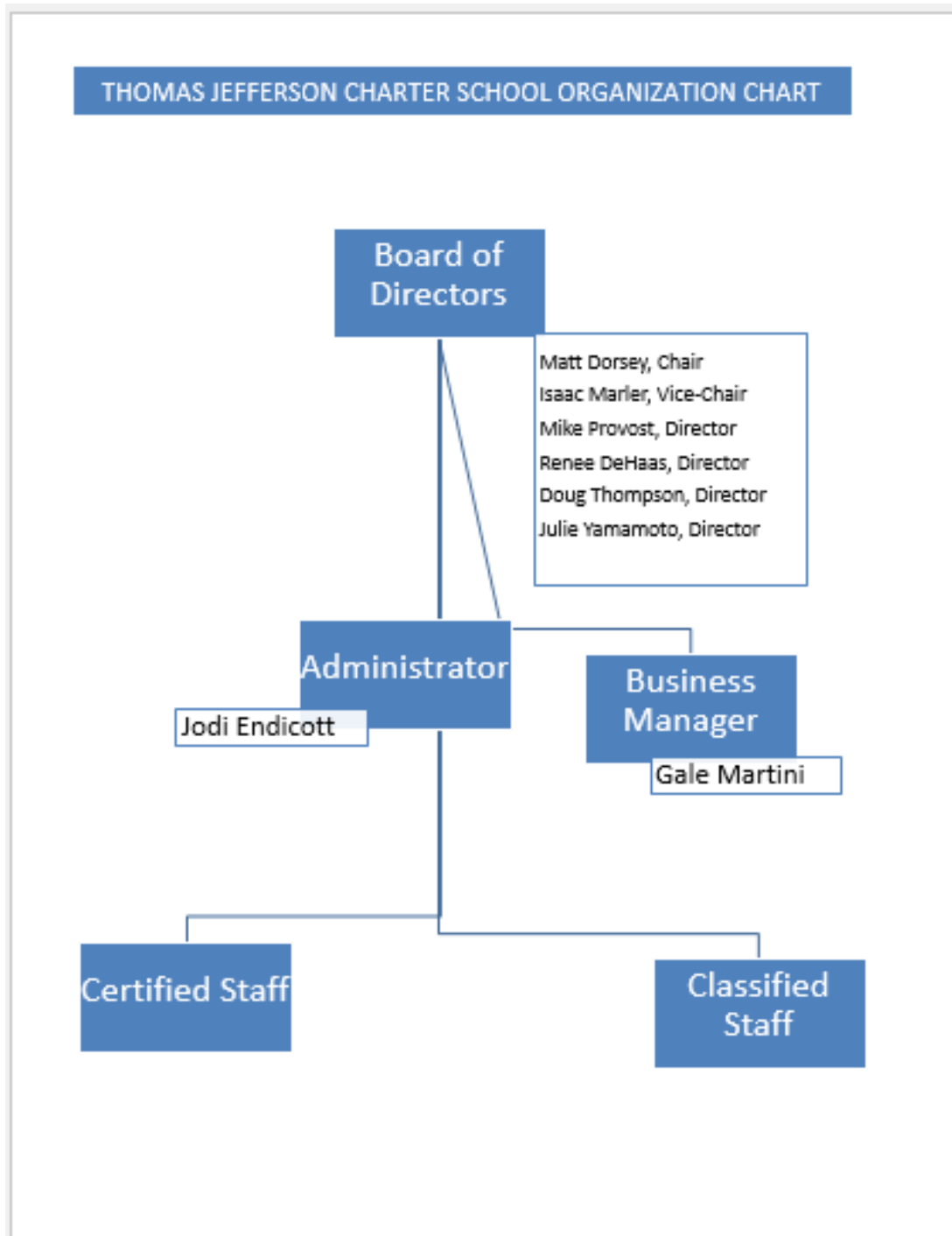
Degrees Held: Bachelor of Science in Kinesiology
Master of Education in School Counseling
Education Specialist in Building Administration
K-12 P.E. Teaching Certificate
6-12 Health Teaching Certificate
K-12 School Counseling Certificate
K-12 School Principal Certificate

Interests: Family, Horses, Traveling, Reading, Cooking, Fishing

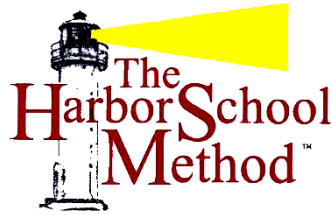
Work Experience:

2014-Present	Thomas Jefferson Charter School *Administrator	Caldwell, ID
2006–2014	Parkview High School *Counselor *P.E. / Health Teacher	Nampa, ID
2006-2010	Thomas Jefferson Charter School *Counselor	Caldwell, ID
2005-2006	Caldwell High School *Counselor	Caldwell, ID
1998-2005	Melba High/Middle School *P.E. Teacher/Counselor	Melba, ID

Organizational Chart



HARBOR EDUCATIONAL INSTITUTE



HARBOR ESSENTIALS FOR EDUCATORS

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Introduction

The Harbor Educational Institute has outlined the “ESSENTIALS” of the Harbor Method™. The Essentials are those philosophies, practices and teaching resources that are expected to be practiced by and evident in schools using the Harbor Method.

Each section is organized with a brief description and four components: What We Believe, What Students Do, What Teachers Do and What Principals Do.

Although the intent of this document is to provide as much clarity as possible, it needs to be accompanied with sound professional judgment within your unique setting. This judgment emerges from an unwavering commitment to both the Harbor Philosophy and being centered on a commitment to doing school differently to benefit students, teachers, families, and their communities as a whole.

Those areas of school and classroom management, as well as curriculum that are not outlined in this document are intended to be decided by the individual school.

The Harbor Educational Institute is primarily a training organization to assist schools in the creation of a school that uses the Harbor Method. We expect each school to create its own excellence as it implements these Essentials. We expect that as a professional community, Harbor Schools will network, share and support the development of excellence in all of our schools.

The Harbor Educational Institute wishes to thank the teachers of Liberty Charter School in Nampa, Idaho and the principals of Harbor Schools who have provided their expertise and wisdom in the preparation of this document.

WHAT IS THE HARBOR SCHOOL METHOD?

The Harbor School Method is a way of teaching, a way of learning and a way of schooling. It is an integrated model designed to educate children to be capable graduates ready to contribute to a democratic society. Harbor Schools create a

setting focused on the development of knowledge and as well as the development of attitudes and dispositions of children. It is grounded in core about children, how they learn responsibilities of the adults shape their development. The instructional strategies are not necessarily unique and innovative. What is unique and innovative is the manner in these elements have been together to create a culture – a way of being as a school.

The philosophy of a Harbor School is grounded in the belief 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 if we unlock their potential through high expectations, a rigorous, fast-paced curriculum, and dynamic character education.

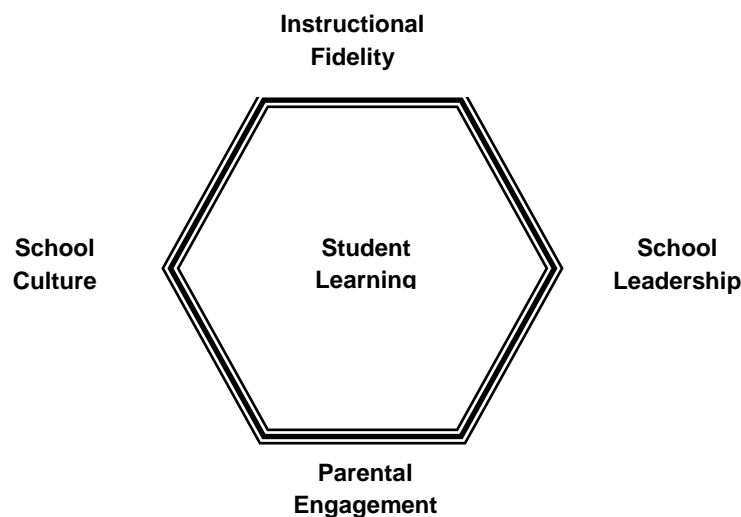
Children must attain not only the knowledge and skills necessary for the 21st century, but

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The Harbor School Method integrates elements from the five key areas illustrated below.



STUDENT LEARNING

Children learn in a social context of schools. They learn in and out of the classroom. They learn by what they see, what they hear and what they do. The Harbor School Method is built on the belief that all students should know that their teachers have high expectations for their academic accomplishments and for their conduct. Harbor educators intentionally design every aspect of school to provide clear and consistent expectations for students. This helps students know what is expected of them at school. The Harbor School Method is centered on student learning in and out of the classroom.

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.*

Work habits are established early in life and the Harbor Method intentionally develops work habits in students that will serve them throughout their lives. Nurturing the development of students' intellectual, social, interpersonal and character growth is expected to be evident throughout the programs of a Harbor School. An environment in which high academic achievement is an expectation for all students is foundational. The goal of a Harbor School is to help all students develop their capacity for knowledge, skills and

dispositions that equip them to be work and college ready.

What Students Do

- **Students are deeply engaged in their work.** We define 'engagement' as the extent to which a student is *connected* to their work. How they do in school

matters to them. The adults in the school continually help students develop a sense of personal accountability and responsibility for their performance.

- **Students are able to articulate their understanding of expectations** for their learning and their conduct in school.
- **Students demonstrate exemplary work habits**. Because students understand expectations early and expectations are consistent throughout the school, they are able to develop work habits that serve them.
- **Students communicate a of community and pride their school** and their ability succeed as a learner.
- **Students exceed state expectations for proficiency** as the minimum level of achievement.



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What Teachers Do

- **Student learning is at the center of all decisions** that a teacher makes. They continually reflect about their teaching and its effects on learning.
- **Teachers communicate high expectations** to all students. They use accelerated curriculum that go beyond state grade level standards. They expose students to concepts that are traditionally introduced in upper grades. This allows students to learn concepts earlier and more deeply through repetition and frequent exposure.
- **Teachers develop confident learners**. They tell students often, “If you do not get it the first time, you will get it the next time.” The methods of teaching essential concepts used result in *learning with roots*.
- **Teachers monitor student learning actively**. Every teacher can develop their own process for monitoring student learning. Feedback on student learning must first be helpful to the student so that they take responsibility for their own progress. Parents should know early and frequently how their children are doing.
- **Teachers problem-solve with the principal** and colleagues when students are not performing to expectations. Additional support or adjustments are made.
- **Teachers shape the dispositions and conduct** of their students. Teachers attend to the development of attitudes that affect how students engage in their work with deliberate action.
- **Teachers use student discipline as an opportunity to teach**. Teachers use natural consequences and utilize these moments to instruct students about choices and consequences. They publicly praise and recognize students for diligence, attitude and academic accomplishment.

What Principals Do

- **Principals create a culture that is centered on student learning.** Harbor Schools center on learning, not testing. Assessing student learning is continuous in classrooms. Harbor educators understand and respect the role of national and state testing, but do not center their teaching on it, nor do they create an environment filled with anxiety.
- **Principals regularly and systematically monitor student learning.** A Harbor principal monitors both what is formally tested and what is demonstrated by students, in and out of the classroom. They are familiar with students' academic progress and needs.
- **Principals shape the development of students' dispositions.** They know students and they seek opportunities to reinforce the work habits and attitudes that contribute to their success. They publicly praise when students succeed in and out of the classroom.
- **Principals admonish** students when they have not met the behavioral expectations. Principals use these circumstances to teach students the choices and consequences of their decisions. It is important for students to understand that their choices and decisions are important enough to impact others.
- **Principals facilitate the development of a useful reporting process** of student learning progress to parents that is informative, consistent, frequent and proactive.

SCHOOL CULTURE

School cultures teach. They teach through the expectations set for and by the people working in them, both children and adults. They teach through the visible and invisible ways that people work together. They teach through the ways in which people treat one another. Safe, supportive school cultures mitigate the potential effect that differences among students could have on their learning. Principals are accountable for the school culture and must intentionally create the conditions consistent with Harbor philosophy and practices.

Harbor schools intentionally create a culture that lives what it believes. School cultures teach children and adults directly and indirectly. Everything that occurs within a school culture shapes behavior of people. *We are intentional about shaping that behavior.*

What We Believe

- ***Kindness is fundamental to safety.***
- ***Leaders create the culture of a school.***
- ***Students learn to self-govern in order to contribute to and support a democratic society as adults.***

The practices and conduct of the adults in the school are expected to be a primary model for students as they learn the character traits and work habits that will be life-long assets to them.

Harbor Schools focus on safety by removing fear, threat and intimidation from the learning environment. A focus on kindness and a zero tolerance policy for teasing, taunting, bullying, and negative peer pressure creates a positive, supportive and constructive environment for children to learn and grow. Adult decisions are

made based on what is in the best interest of the students and the development of their knowledge, skills and dispositions. There is evidence of kindness between students and students, students and adults, and adults with adults. Adults demonstrate their respect and their responsibility to maintain a clean, orderly environment. They extend themselves to one another and to the students. Respect and personal responsibility is visible in all interactions.

What Students Do

- **Students are respectful to adults and to one another.** They are taught the expectations of conduct. From the playground, to the bus, to the cafeteria, students learn expectations for their behavior. They are trained to be polite to all adults in the school. They learn to say 'please' and 'thank you' to the staff in the cafeteria. They use napkins and quiet voices to visit with their friends in the cafe. They open doors for adults. When students are kind to and polite to one another, teaching and learning is not interrupted with reprimands.
- **Students learn early that their conduct in school creates the foundation** for their conduct after they leave school. They are taught expectations, hear examples and observe the modeling from adults.
- **Students are expected to walk, without talking, in lines** from kindergarten through eighth grade. This is another example of proactive expectations minimizing opportunities for misconduct and distractions in hallways.
- **Students do not talk in bathrooms.** The rationale for silence in the bathrooms is that it proactively prevents misconduct that can develop there. We want students to get in and get out quickly and return to their class.
- **Students know that there is zero tolerance for bullying.** and communicate a sense of security that they are taken care of at school.
- **Students understand that their choices bring consequences.** Consequences occur naturally and always with an explicit lesson.
- **Students know they will be recognized for their successes,** not only in what they know and can do academically, but also in their effort and attitude.
- **Students respect their school environment and property** by keeping it clean, orderly and through community service learning projects.

What Teachers Do

- **Teachers are proactive.** They try to prevent misconduct, inattentiveness, and disengagement from learning. Their motive is successful learning for all students in all settings at school.
- **Harbor teachers:**
 - **Teach clear expectations** through the use of the *Student Training Tape*. It is most effective to show the tape in individual classrooms on the first day of school, before students leave their room for recess, lunch, or another class such as music or P.E. Teachers need to attentively watch the video with students and make comments like "I love this" or "We can look better than that tape-let's practice." Watching passively or working on some other task will compromise the importance and the learning. Teachers know that modeling is the most powerful method of instruction. Teachers realize that their reactions will be closely observed and imitated by students. If a teacher is enthusiastic and obviously supportive of the behaviors on the tape, students will buy in. However, if the teacher thinks it is too much to expect students to walk quietly in straight lines, they will not take it seriously. Teachers discuss with students the reasons why the behaviors are important.
 - **Teach personal accountability.** All teachers develop ways to teach students a value for personal accountability. Teachers look for 'teachable moments' that naturally occur throughout the day.
 - **Walk behind students in lines.** Teachers continually watch students to observe conduct consistent with expectations as well as actively supervise opportunities to prevent misconduct.
 - **Remain alert** and 'have their antennas up', anticipating instances or circumstances in which students might be challenged, tempted or vulnerable.
 - **Teachers do not yell** when discipline is called for. The Harbor Method is proactive. If teachers are proactive regarding student conduct, they will not be prone to sudden anger. Discipline is natural and provided without negative emotion, but with clear and direct attention. The adults are calm and respond in a matter of fact manner.
- **Teachers send for the principal** to come to the classroom in cases of defiance or recurring infractions. Students are not sent to the office. Students learn quickly that issues are addressed and that consequences are immediate. The adults at school hold students accountable for the expectations set.
- **Teachers use humor** to create a safe and comfortable learning environment and to send messages that are important to students.
- **Teachers contribute to the positive, supportive culture** of the school through their deeds, words, and practices. Gossiping, destructive communication, and hurtful exchanges are not acceptable.

What Principals Do

- **Principals actively work to create the school culture** that exemplifies the Harbor philosophy: high expectations; kindness towards one another; safety physically and emotionally, respect and responsibility for the environment and every student. Positive and professional working relationships among the adults are essential and the principal actively fosters that.
- **Principals conduct an orientation for students** at the beginning of the year that outlines the expectations of the school. It is expected that the Student Training Video be used by each teacher in their classrooms to facilitate understanding and expectations close to home. The principal and staff however should preview the tape together before school starts to discuss how the teachers and all staff will be consistent on expectations.
- **Principals design school-wide schedules to minimize misconduct.** School lunches are scheduled by grade levels: grades 1-2; grades 3-4, etc. Class recess and playground time are scheduled with like ages to maximize safety and kindness.
- **Principals have the primary responsibility to supervise lunch, school arrival and school dismissal.** This is the principal's classroom in a Harbor School. This is the setting in which the principal gets to know the students in less formal contexts. Interactions are personalized, using these opportunities to acknowledge positive things about the students. School arrival and dismissal are opportunities to visit with parents. This is an ESSENTIAL responsibility of the principal to establish positive relationships with students and parents, be proactive and model the Harbor philosophy. If the principal has an emergency, they need to temporarily assign someone to that responsibility and orient them on consistent expectations.
- **Principals support teachers in the management of student behavior.** If misconduct of a student occurs, it is addressed in the environment in which it happened. If a student has defied a teacher, the principal takes care of it in the classroom so all students see that consequences happen to misbehaving students.
- **Principals are involved with student management.** Teachers inform the principals early and depend on them to intervene. For example, in the case of a student who is chronically misbehaving, they would check with the teacher first thing in the morning, saying, for example, "Mrs. Colbert, I just need to know how Johnny is doing?" This is done early enough where the student has not had time to do anything wrong yet. When the teacher indicates, "Mrs. Stallcop, he has been great!" the principal always follows up with a positive comment to the student.
- **Principals use time in hallways to acknowledge** the behaviors or accomplishments in more informal ways. It can be a time to connect with students in a more informal and discreet way. This also minimizes student misconduct.

- **Principals insure that all state regulations and board policies** regarding student discipline are followed.
- **Principals work with Boards to establish policies** that exemplify the work ethic that students see in adults and they themselves learn to develop. There is an expectation that the employees will be in attendance every day. Absence is an exception.
- **Principals remove students in extreme cases of misconduct.** Principal and teacher(s) decide together on an appropriate course of action. Federal regulations, state rules, school policy are followed. The safety of other students in a supportive learning environment is paramount.
- **Principals demonstrate a proactive approach to communication** to inform parents, teachers and students of key information for their success at school.
- **Principals continually monitor the use of Harbor ESSENTIALS** that contribute to the desired culture, including adult modeling, Rules and Reasons, 40 Cards, and Citizen of the Week.
- **Principals insure a safe and clean environment in and out of school.** Keeping a classroom and the school clean, orderly and maintained teaches respect and responsibility. Bathrooms are decorated as they might be in one's home. Students have a role in lunch room activities, such as serving and cleaning.
- **Principals insure that the Pledge of Allegiance is recited every day.** How and it is said is the discretion of each school.
- **Principals demonstrate a non-threatening mindset and approach.** They demonstrate model this to teachers. Discipline is an opportunity to lay out consequences and to
- **Principals use humor** to create a relaxed atmosphere in which both the adults and students enjoy teaching and learning.



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INSTRUCTIONAL FIDELITY

The quality of learning for students has everything to do with the quality of teaching. One can find examples of exceptional teaching in many schools. **Three key elements distinguish a Harbor school from other schools.**

What We Believe

- *High expectations with high quality instruction everywhere, everyday, by everyone.*
- *Students benefit from consistency, coherence and creativity of the adults.*
- *The foundation for critical thinking habits is challenging content, proficiency in skill and*

One - faculty and staff who decide to work in a Harbor School commit to adopting the beliefs that ground the schools' philosophy. Their teaching, leading and working habits emerge from those beliefs.

Two - 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.

Three - they understand the importance of instructional fidelity. Instructional fidelity is defined as being consistent with the Harbor philosophy and practices to achieve program coherence throughout their school. Program coherence matters for students. The consistency of structure, expectations and instruction accelerates learning. This is a key component for school wide high performance.

Program and instructional coherence is a signature feature of Harbor Schools. This feature brings benefits to student learning because they know what to expect from grade to grade, class to class, adult to adult. Students learn that they have multiple opportunities to learn information and to demonstrate their understanding and skill. Students learn the instructional routines in early grades which accelerate their ability to

focus on new information, skill development and thinking skills. The core instructional methodology is consistent across teachers yet implemented with the unique creativity and talents of each teacher. Pacing of accelerated objectives is coordinated between grade levels.

What Students Do

- **Students learn to persevere** towards mastery of learning. They are not afraid to try and understand mistakes are for learning.
- **Students articulate what they are learning.** They what they are expected to learn which contributes to active engagement and success.
- **Students demonstrate internal motivation to learn excel.** The adults create the school and class environment that fosters internal motivation and satisfaction.



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What Teachers Do

- **Teachers teach to the high.** Challenging students and expecting high levels of learning is visible in classrooms. Teachers create additional opportunities for the range of student learning needs.
- **Teachers adhere to the concept boards,** as disseminated, especially in their first year. As they acquire more comfort and familiarity with the methods, they adjust to meet the curriculum and learning needs of their students while maintaining the fidelity to the Concept Board approach.
- **Teachers use direct instruction.** Direct instruction is used during concept boards. Other instructional methods are used as teachers match the specific learning objectives to the best instructional approach.
- **Teachers design and engineer** the learning environment. They skillfully select the essential and accelerated curriculum objectives and coordinate them for alignment between and across grade levels. Teaching is the priority of every teacher. All activities of the day are opportunities for teachers to be intentional about what students can learn.
- **Teachers exercise individual creativity and talent.** Instructional fidelity and individual teacher creativity coexist. Teachers appreciate the consistency and utilize their talents and creativity on instruction strategies that are varied according to the learning objectives. They know where they need to be consistent in order to accelerate their learning.

- **Teachers instill values in students** for the character and work habits that are required to be successful and a contributing member of a democratic society.
- **Teachers are adaptive to the needs of students.** They see mistakes as a teaching opportunity and teach students to see mistakes as a learning opportunity. They are transparent about their own mistakes, modeling the learning opportunity.
- **Teachers manage student conduct consistently.** Classroom teachers select a student to carry the clip board that holds a “sign-off sheet” for special subject area teachers. The special subject area teacher uses this sheet to communicate the behavior of the class and/or specific students. Positive reports may earn students an extra Hall of Fame.
- **Teachers are problem solvers.** They monitor student learning and create ways to meet needs of students. They direct the role of the Educational Assistant and utilize resources to support student learning. They take leadership roles and creatively approach dilemmas with the principal and their colleagues.
- **Teachers encourage the quiet students.** They set all students up for success. They are intentional about engaging specific students and are expert in how and when.
- **Teachers prepare students for state wide testing.** Teachers want students to feel prepared. They do not overemphasize its importance or create anxiety about it. Rather, they help students to be familiar with the mechanics of the testing process and confident in their preparedness to do well.
- **Teachers use national and state assessments as one indicator** of the quality of teaching and learning. They also use Concept Board Assessments and student work to guide their daily interactions with students. They use assessments as sources of insight about student learning, instructional effectiveness and curricular needs.

What Principals Do

- **Principals know the Harbor curriculum, instructional practices and resources thoroughly.** They are able to expertly represent the Harbor Method to the community. They demonstrate effective teaching to new teachers.
- **Principals monitor the teaching and learning** on a daily basis. This is their most important responsibility. They are highly visible in classrooms, on the playground, in the cafeteria, and during arrival and dismissal. They provide continual feedback to teachers regarding what was effective and what they might consider. They encourage students and recognize the behaviors and achievement that they want to reinforce.
- **Principals monitor student and school performance.** They review data from state and school assessments. They monitor enrollment, attendance and proactively approach performance improvements.
- **Principals defend, protect and insure instructional fidelity** and program coherence. They understand that traditional education has often been

fragmented for students. They understand the influence of programmatic coherence and consistency on student learning.

- **Principals cover classes, provide assistance and support to a teacher.** Above all, principals believe that teaching is an honored profession and quality of instruction is the value that schools bring to students. They quickly cover instruction for teachers when appropriate.
- **Principals monitor grade to grade articulation and across grade consistency.** The curriculum is built for grade level mastery and acceleration. Teachers need to annually calibrate the content and grade level expectations to insure program instructional consistency and alignment to student learning expectations.

SCHOOL LEADERSHIP

The quality of a school, the quality of teaching and the confidence of parents rest on the competence of the school's leaders. Leadership comes from two functions of a Harbor School. One is the Board of Directors which is responsible for the governance, policies and strategic direction of the school, as well as the link to the parent community. The other is the school principal, who carries out the expectations of the Board and insures the quality of the school programs.

The ability of a Harbor School to carry out its mission depends heavily upon the strength of its governing board. An effective board provides strategic direction for the school,

What We Believe

- *Principals and school boards are accountable for the quality and performance of the school..*
- *Leaders create the conditions for adults and students to be successful..*
- *Leaders are explicit in their expectations of adults and hold them accountable to those expectations.*
- *The principal is responsible for*

chooses and nurtures strong school leaders, and ensures the school's financial and legal soundness. For a charter school to succeed, it must form a board that is committed to the school's mission, possess substantial leadership skills and expertise, set policy that guides the school's work, and evaluate both the school and itself with an eye toward continuous improvement.

Leadership has a profound effect on the conduct and achievement of students and the adults who contribute to their learning in the school setting. We believe that the principal has a direct accountability for the environment in which teachers teach and students learn.

The principal's primary responsibility in a Harbor School is to support teachers and protect teaching time. This is not merely a function of scheduling or other administrative activities, but of the principal's presence throughout all student contact areas during

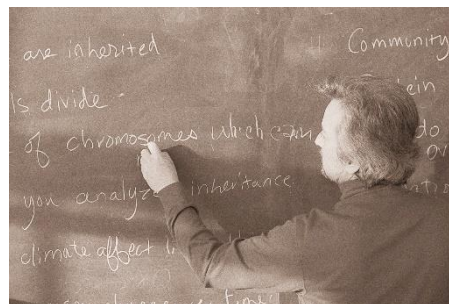
school hours. Principals in Harbor Schools are extremely visible to the student population in the classroom, in the hallways, in the lunchroom, and on the playground. They use all of these venues to teach practical aspects of living and how to interact positively with one's neighbors and community. The principal's presence in this manner provides daily supervision and support of teachers to ensure instructional fidelity.

What Students Do

- **Students demonstrate respect for authority.** They understand there are rules, there are choices and there are natural consequences.
- **Students know the principal.** Not only do they know the principal, they know that he or she is looking out for their best interests and what they expect.

What Teachers Do

- **Teachers are leaders of instruction.** They are hired as experts of teaching and learning. They sustain their professional commitment to deliver high quality instruction for extraordinary results in learning.
- **Teachers come with solutions** to presenting problems. They are in approaching any dilemma they and present options that the principal school might consider to respond, change any component that is interfering with their ability to teach effectively.
- **Teachers depend upon their principal to guard their instructional time.** Teachers know what they are expected to do and they know what principals are expected to do. Roles are clear and the differences in authorities are respected.



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What Principals Do

- **Principals act as stewards of the educational process.** They understand their responsibility as custodian of parent trust. They work to ensure that parents have confidence in their school to create the kind of school that will make their child successful.
- **Principals create the culture and conditions** for high expectations for learning, conduct and program coherence across grades. They create the conditions for

teachers to excel at teaching. They develop the capabilities of staff for instructional effectiveness and high student achievement.

- **Principals are present, visible and actively monitor the learning environments.** Since principals supervise lunch time, arrival and dismissal, they are visible and use this time to chat with parents and to interact with students. Paper work and other management responsibilities are performed before and after the instructional day.
- **Principals establish trust and confidence** with the Board of Directors. They implement the strategic direction and policies established by the Board.
- **Principals communicate their expectations to employees** in modeling the Harbor philosophy and practices. They communicate a sense of mutual responsibility for all adults to contribute to the kind of culture that supports their own effectiveness and the success of their students.
- **Principals act on those adult expectations.** They address issues and inconsistencies directly with staff. The adult as a model to students is highly regarded.
- **Principals promote positive working relationships.** They immediately address behaviors or practices that are threats to the Harbor culture. An example is gossiping among adults. The adults in a Harbor School are expected to provide constructive examples of high character and personal accountability for students. A good rule of thumb is to ask yourself how you would feel if the person you were discussing suddenly happened upon your conversation. Would you be embarrassed?
- **Principals establish proactive, transparent communication** with the Board, the staff and the parents. The principal anticipates questions and makes communication a management priority.
- **Principals create opportunities** for continuous professional development of staff. Principals model continuous learning and create opportunities for their staff to develop and contribute to professional learning.
- **Principals are self-directed learners.** As instructional leaders, they must remain knowledgeable and current in educational research. They create opportunities for teachers to develop professional skills, while guarding and protecting faculty from irrelevant distractions from their instruction.
- **Principals create a calm professional setting.** They do not create anxiety around testing, requirements and areas to improve. They create an adaptive, flexible, can do environment.

What School Boards Do

Public charter schools are formed under the non-profit laws of the state. Like most non-profit organizations, public charter schools are mission-driven. Public charter



school boards in Idaho follow nationally recognized models for governance, which require boards to serve the mission of the school.

Public charter schools, like all effective non-profit organizations, carry out their mission by selecting board members that share common goals and utilize the talents of various volunteer members of the community to enhance the school's operation. It would be irresponsible for public charter school founders not to protect the mission and stability of that school by ensuring that board members understand and support the central concepts upon which the school was founded.

One challenge that faces charter school boards is fulfilling the founder's mission of the school. Recruiting board members who are committed to the school and who possess the skills, knowledge and interests are foundational to develop their non-profit organization to succeed for students, families and teachers.

School Boards:

- **Identify and recruit board members** who are committed to the vision and mission of the founders. They need to possess the skills, knowledge and attitudes that are needed to effectively carry out its responsibilities. Board members need to help recruits determine if their needs, interests, values, and beliefs are aligned with that of the schools' mission.
- **Orient and train board members** to be effective leaders and decision-makers. They must be well-informed about all four areas: corporate law, internal policies, and procedures/contracts with third parties; local, state, and federal laws/regulations; the charter school's financial resources, facilities, and equipment; and risk management. Training for service on the board must include a thorough understanding of the Harbor Method, the challenges and requirements of board service, and their legal responsibilities.
- **Make effective decisions** consistent with the mission of the charter school. As the board of an independent public school and a separately incorporated non-profit organization, the charter school board must act as a guardian of public trust with legal governing obligations.
- **Plan for near-term and long-term success.** Strategic planning and thinking is paramount to the success of a school. The need to determine how the board can

organize itself in order to function as an effective, future-focused leadership team is a critical role of charter school boards.

- **Carry out legal and financial responsibilities.** Board members know how to monitor the organization's financial position, and understand their roles versus committee roles in the oversight responsibilities.
- **Develop effective board-staff relations** and maintain an effective, mutually supportive working relationship with the charter school administrators.
- **Develop fruitful board/community/parent relations** by forging strong relationships with parents and community members. The charter school board can play a critical role in developing partnerships and collaborations that tap the resources of the community, enhancing the school's capacity to meet the educational needs of its children.
- **Develop internal accountability** of the performance of the school and the people who work there. Boards know that quality is developed and maintained with competent professionals who implement the school's mission.
- **Create and maintain effective committee structures** to enhance the board's overall effectiveness by matching the needs and requirements of the committee with the skills, knowledge and interests of prospective committee members.
- **Foster fund-raising** with a standing committee whose purpose is to plan, organize, and build successful fund-raising campaigns.
- **Develop effective board self-assessment** on the effectiveness of the board in carrying out its roles and responsibilities. It is important that the board spends time looking at its own performance in order to improve it. Charter school boards need to institute a self-assessment process to continuously help the board enhance its effectiveness.

PARENT ENGAGEMENT

Harbor Schools depend on the support and engagement of parents. Most of our schools began with a small group of interested, committed and dedicated parents who wanted a Harbor education for their children. Harbor educators must always remember that and cultivate strong parental engagement. The school actively works to earn their trust and confidence to provide a safe and productive learning environment for their children.

What We Believe

- *Educators regard and engage parents as their children's first teachers.*
- *Parents contribute to the excellence of a school.*

It is essential that parents are well informed on the elements of the Harbor School Method. **All Harbor parents understand that they are their child's first teacher. They can identify their role in "What Teachers Do" sections of this document.** All parents should have sufficient understanding of the method upon enrolling their children, a thorough orientation before the first day of school, and ongoing opportunities to experience the method through classroom visits. Their understanding of Harbor

practices is essential for them to support their child's education. Harbor Schools encourage parents to volunteer in various ways to enhance the program's effectiveness.

What Students Do



- **Students contribute to their families** by modeling at home and in the community the same kind of behaviors and work ethic expected at school.
- **Students contribute to their families** through community service learning projects.

What Teachers Do

- **Teachers utilize parent volunteers** to support student learning. Teachers direct parents who are available to volunteer their skills and talents in their child's classroom.
- **Teachers communicate proactively** with parents, as a group and for individual students.

What Principals Do

- **Principals proactively communicate to parents.** Communication is frequent. Principals explain how their school does business. Communications include the following:
 - **Interruptions to the instructional day are kept to a minimum.** Emergencies are an exception. All other communication is done before or after school. Principals and teachers 'teach' parents that instructional time is the highest value.
 - **Teachers and principal want students to develop a productive work ethic early in their lives.** We encourage parents to support their children in their work and to encourage superior efforts to their work.
 - **Before school starts, invitations are extended to parents to meet with teachers at all grade levels** in the initial year of their child's attendance and then at kindergarten and first grade every year. First days of school and last days of school are instructionally full days.
 - **Principals prepare weekly notes** for parents that require their signature and return to their child's teacher. The notes report their child's attendance and other essentials that parents need to know.
 - **Principals communicate the importance of the school's expectation of student attendance** to parents. Parents need to plan family trips and

vacations around the school calendar. This communicates a sense of high value and respect for their time at school.

- **Principals create opportunities for parents** to understand the educational program and the Harbor method that their school is using.
- **Principals establish productive relationships** with parents. Because they are well informed regarding the progress and the conduct of students, they are able to talk with parents regarding concerns.

THE INSTRUCTIONAL PROGRAM ESSENTIALS

The Harbor Method™ is an instructional approach that provides students with a coherent system of learning from grade to grade. It is a synthesis of multiple instructional approaches that are well-documented for their effects on learning. Over the past several years, research on learning has established key attributes for effective teaching and effective learning. The Harbor Method incorporates these key elements into its pedagogy. Instruction of concepts and skills is *frequent* and *integrated* into multiple contexts. Concepts and skills are not taught in isolation, but incorporated throughout the day. Teachers *motivate* students through instructional design and through behavior expectation training. Students develop a learning-ready posture through intentional instruction on attention. The Harbor Method does not separate the development of character in children from the development of their academic skills.



Harbor Schools utilize the Harbor Curriculum for reading, language arts, and math which includes the Idaho State Standards as a foundation. It extends student learning through designation of objectives as either “essential,” which are expected to be mastered at that grade level or “accelerated,” which are expected to be introduced or repeated at that grade level. Teachers design instruction based on the level of cognitive

demand that they are helping students achieve.

Direct instruction is used to teach students information, facts and fundamental skills. The effects of direct instruction have been consistently documented. The Harbor Method focuses on building knowledge for students to develop their capability to apply, analyze, synthesize and evaluate. The Harbor Method incorporates both information and skill development as requirements for tasks of high cognitive demand. Teachers skillfully scaffold student learning, building on their success from year to year and increasing the cognitive demand. Instruction is fast-paced to develop not only the targeted knowledge or skill but the ability to focus and attend. They learn skills that need

to be automatic. Instruction emphasizes opportunities for students to develop thinking skills that:

- acquire and integrate knowledge
- extend and refine knowledge
- use knowledge meaningfully

As students progress through grades, teachers design learning to incorporate these areas and develop the ability of each of the students to be a critical thinker and a self-directed learner.

MATH INSTRUCTION

The hallmark instructional strategy of the Harbor Method is the *Concept Board*. It is used to teach both the essential and accelerated objectives of the Harbor Curriculum in a repetitive manner. Teachers use their white boards to display the daily concepts, implement it through direct instruction, and then scaffold to build on the skills which are repeated everyday. Students respond by engaging in oral recitation and joining in choral response. This provides a safe environment in which students can learn and teachers can monitor each child's progress. By modeling and reinforcing as a group, the students do not feel singled out, but rather know that if they do not get it today, they will get it tomorrow.

Teachers are provided CDs illustrating *Concept Boards* that should be used as outlined during the first year of the program. These “boards” have been created by skilled master teachers at every grade level and are artfully constructed to contain both the essential and accelerated curricular expectations for that grade level.

As teachers become more comfortable with the Harbor School Method™, they may alter the *content* in subsequent years, to meet students' needs and curricular expectations. The *Method*, however, does not change. Previous new teachers of Harbor Schools have said “trust the Method”! It works!

Examples of Concept Boards:

GRADE FIVE

Week of _____
WEEK 15 DAY 1

Numerals and Operations

Write in standard form:

eighteen million, seven hundred twelve thousand, ninety-nine

MMMXCDXXMXCIV

Figure the difference:

Round each to the greatest value:

Decimals

Fraction	Decimal	Percent
	1.5	
$\frac{3}{4}$		
		9%

Geometry

Plot the ordered pairs and connect the points to construct each quadrilateral. Then write rectangle, square, parallelogram, trapezoid, or rhombus to identify each quadrilateral.

(0,0) (2,4) (3,1) (4,3)

(2,0) (3,0) (3,4) (2,4)

Fractions

$$\begin{array}{r} 127\frac{5}{6} \\ 136\frac{1}{6} \\ + 159\frac{5}{6} \\ \hline \end{array}$$

$$\begin{array}{r} 315\frac{7}{15} \\ - 177\frac{6}{7} \\ \hline \end{array}$$

Convert: $8\frac{1}{12} = \frac{73}{11}$

$4\frac{20}{21} = \frac{56}{7}$

Estimate

We paid for 100 sundaes.

Grade 1 = 25 students

Grade 2 = 28 students

Grade 3 = 29 students

Are there enough sundaes? _____

Estimated number of students. _____

Arithmetic

$316 \times 4 =$

$2,104 + 3,612 + 969 =$

Graphs

A line graph can show changes over time. Line segments on the graph can move up, move down, or stay the same. This graph shows how many phone calls the (Name) family made in a week. Use the graph to answer each question.

Vocabulary

(Keep test vocab. on A-Z's)

Divisibility

1,004	2	3	4	5	6	9	10
-------	---	---	---	---	---	---	----

Measurement

Complete <, >, =

fortnight _____ 4 weeks

escape velocity _____ 24,800 mph

3 yards _____ 14 feet

1,000 pennies _____ 10 dollars

sides octagon _____ # sides hexagon

Fractions

$12 = \frac{44}{5}$

$5 = \frac{22}{6}$

$6 = \frac{GCF}{LCM}$

$\frac{5}{7} = \frac{\quad}{\quad} \%$

Solve

Radius = 5"

Diameter = _____

C ≈ _____

CONCEPT BOARDS

Concept Boards include:

- Real life concepts that are integrated, not isolated or segmented.
- Multiple opportunities to learn concepts every day.
- Opportunities for students to shift thinking, as they move from one problem to the next. This is more reflective of real life rather than isolated attention to one type of content.
- Fast-paced teaching with "thinking aloud" opportunities for students to check for comprehension.
- Daily Oral Language (DOL).
- Daily Oral Analogies (DOA).
- Daily Oral Vocabulary (DOV).
- Schools follow Idaho State Standards and the recommended resources for
 - Daily Oral Geography (DOG).
 - Daily Oral Social Studies (DOSS). - <http://www.sde.state.id.us/instruct/socialstudies>
 - Daily Oral Science (DOS). - <http://www.sde.state.id.us/instruct/Science/>
- A framework from which teachers can design homework, reviews and assessments.

Concept Boards and the accelerated curriculum are essential requirements of a Harbor School. The *Concept Boards*, taught through direct instruction, are an essential method for teaching math. Teachers use the "think aloud" method. They model for students ("my turn"), then students say it with teachers ("your turn"), taking turns reciting the math

concepts, functions and process. Teachers use repetition and check for student learning throughout the instruction, for example, “Back row only”, “boys only”, “girls only,” etc. This teaching strategy actively involves all students, increases time on task, and allows teachers to correct quickly.

Mad minutes are done daily in grades 1-8. All teachers do at least one mad minute. Grades 3-6 assess students’ skills in timed tests. Math manipulatives are also used to deepen students’ understanding. Teachers often incorporate these manipulatives in other instructional activities where it fits. Grade levels utilize Problem Solvers to strengthen the problem-solving component of Math. This series incorporates various strategies such as Guess & Check, Draw a Picture, Use Logical Thinking, Work Backwards, etc. to reinforce/practice solving mathematical situations. This connects to the *Concept Board* as well as real-life situations, which is important to Harbor philosophy.

Schools may select supplemental math programs at their discretion.

READING INSTRUCTION

The Harbor Method™ has not adopted one particular reading program. Each school is free to select its own reading program. The methods of direct instruction, which ensures quick pacing, repeated and spiraling concepts, and realistic application are used. There are ESSENTIAL elements in literacy instruction that have proven to be highly effective for student learning and can complement any reading program.

Essential School-wide Reading Instructional Practices

- **Reading program is balanced and novel/literature based.** Each grade level has selected novels from a variety of genre such as historical fiction, science fiction, and biography. Units are prepared for each novel, gathering ideas from a variety of sources and integrating subjects from social studies , science, or math when possible. These units cover the State Standard's critical attributes required for each grade level. High-quality novels are used to practice/reinforce comprehension. Teachers instill a value good books can be read over and over
- **Teachers do phonograms every day.** review of phonograms through seventh in reading and spelling provides repeated practice of the 60+ units of sounds, fundamental to reading fluency. Teachers determine the amount of time



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grade
spent.

Some teachers utilize transitions to do this. Teachers create ways to adjust to age and to levels of student learning.

- **Reading aloud is fundamental to literacy development.** Students utilize buddy reading for 15-20 minutes daily in kindergarten through 6th grades (3-4 times per week in 7th grade and 2-3 times per week in 8th grade), and gain confidence in their reading skills. Teachers often pair students with differing reading skills who can support one another and develop their ability to read with expression. Teachers move around the room, listening to students and documenting their observations for later instruction. Fluency practices include repeated readings of short stories and word lists, along with partner buddy reading. Oral reading gives an important check for accuracy. An assessment of words per minute is recorded daily and/or bimonthly.
- **Students do repeated readings for fluency.** This is particularly helpful for students requiring additional practice. Parent volunteers and educational assistants are often used to help students practice. The students have extensive reading practice in both narrative and expository texts.
- **Students use trackers (markers) to follow what the teacher reads aloud.** The tracking aids in student focus and reading expressively for enjoyment is modeled. Student and teacher engagement with words, passages, and ideas keeps interest intact. Subject integration with novels adds interest and relationship to concepts from other areas. Although it is possible for a student to pretend to track, tracking allows a teacher to easily spot who is on task and who is not. It helps all students pay attention. It also supports quick stops for questions and discussion allowing students to resume efficiently.
- **Students work on units designed at their level of mastery.** This provides students with an opportunity to interact with the text in a variety of ways.
- **Reading and language development are venues for character development.** The Book of Virtues by William J. Bennett is used. For example, fifth graders memorize "Can't" by Edgar Guest, and sixth graders memorize "If" by Rudyard Kipling. This is more than a mere memorization. The repetition, along with the mediation of the teacher, helps students understand what the key concepts in these pieces of poetry, such as courage, means. Once understanding takes place, there is a much greater likelihood that we will see examples of these character traits that will serve them well throughout their lives. With each grade level memorizing a poem from a section of The Book of Virtues, students will leave a Harbor School having studied each character area from perseverance to loyalty.
- **Comprehension instruction is emphasized in all grades.** McCall Crabbs resources are used for comprehension.
- **Thorough and on-going assessments are used** to determine individual needs. Classrooms have sufficient instructional support, early reading assistance, and interventions addressing a range of learning needs. Teachers engage parents to facilitate a home/school connection that benefits students.
- **Motivational incentives are used to encourage reading improvement.** Accelerated Reading Program may be used as a supplemental program coordinated through the school library.

It is a Harbor ESSENTIAL that educators be well-versed in research findings of reading. Scientifically based reading research has identified five essential components of effective reading instruction. To ensure that children learn to read well, explicit and systematic instruction must be provided in these five areas:

- **Phonemic awareness**—the ability to hear, identify, and play with individual sounds—or phonemes—in spoken words.
- **Phonics**—the relationship between the letters of written language and the sounds of spoken language.
- **Fluency**—the capacity to read text accurately and quickly, including oral reading skills.
- **Vocabulary**—the words students must know to communicate effectively.
- **Comprehension**—the ability to understand and gain meaning from what has been read.

What are the benefits of teaching phonemic awareness?

Phonemic awareness instruction is most suitable for beginning readers in kindergarten or first grade. However, older students can also benefit from this type of instruction if they are exhibiting problems in applying phonics skills and strategies. Phonemic awareness helps to improve children's word recognition, decoding, and fluency. It also helps in developing phonics skills that may improve spelling because students learn to connect letters to sounds. Phonics can be especially beneficial for students with disabilities, English language learners, and many other struggling readers.

What are the benefits of teaching phonics?

Research shows that children who are taught phonics are more proficient at reading and writing than those who are not taught phonics. They learn to spell more quickly because they concentrate on the relationship between sounds and letters—when they hear a word spoken, they are more likely to translate these sounds into letters than children who not taught phonics. They also learn word recognition more quickly because they learn keys for decoding new words. Developing skills in decoding new words accelerates reading abilities and leads to greater comprehension of texts.

What is fluency?

Fluency is the ability to read a text quickly and accurately, instead of stumbling word by word. When readers don't have to slow down to decode every word, they're able to concentrate more on understanding the content. Fluency is characterized by the ability to read with expression as the reader begins to recognize not just single words but grammatical units such as phrases, clauses, and punctuation that give the text its tone and cadence.

Naturally, fluency varies depending on the reader's familiarity with the words in the text. Even a proficient reader may encounter texts, such as highly technical documents, with which he or she lacks fluency. Still, students should be fluent at reading any texts appropriate to their grade levels.

How can fluency be taught?

Teaching fluency begins with the teacher modeling fluent reading. Teachers and other adults should read texts aloud to children so that the children can hear how their voices change with the text.

Components of fluency include:

- **Expression**—the mood of the text, such as sadness or happiness.
- **Intonation**—the rise and fall of the voice, usually indicated by sentence structure or punctuation.
- **Flow**—the smoothness of the voice as it quickly moves through the words of a sentence.

After the text has been modeled, students should reread the text aloud, with the teacher providing guidance or feedback on the students' performance. In fact, research shows that repeated oral reading is a highly effective means of teaching fluency. Repeated oral reading means the students read aloud the same text several times, receiving feedback each time, until they are fluent with the text.

Repeated oral reading does not have to mean one child reading independently to the teacher. Repeated oral reading can take several forms, and teachers should employ a variety of strategies for fluency practice. Children can read together from books as a chorus, or the teacher can provide a text in large print and point out the words as everyone says them together. Students can also be paired with the more-fluent students who provide modeling and feedback. Regardless of the method used for repeated oral reading, the key points are modeling, feedback, and repetition.

In modeling fluency or providing feedback to students, teachers should be direct about when the voice changes. For example, they can point out clues in the text, such as words that suggest mood, or they can point out punctuation, such as exclamation marks, that suggest a voice rising with excitement. While different children might read with variations in expression, there are still clues in texts for how they should be read, and teachers should explicitly point these out.

To develop fluency, what should children read?

Success breeds success, so children should read texts that are appropriate to their reading levels. This method allows them to experience success and build fluency. Using short texts— 200 or fewer words—helps develop fluency. Furthermore, teachers should use different kinds of texts; poetry is often a good choice because of the rhythm and rhyme employed.

Does silent, independent reading build fluency?

The research on silent, independent reading as a strategy to increase fluency is inconclusive. However, given daily time pressures, silent, independent reading is probably more appropriate to an individual student's spare time during the day or after school. During class time, students are better served when teachers can provide explicit, systematic fluency instruction.

How can teachers measure fluency?

Teachers observing oral reading, using their experience, can make judgments about a student's fluency, but more formal methods should be used as well. Students can be evaluated based on reading speed, degree of expression, and level of comprehension.

One common method for measuring fluency is to time students as they read samples aloud. The teacher counts the number of errors made and compares that to the number of words read. This ratio can then be compared to published norms, and can also be used to monitor individual growth by comparing it against the students' previous words per minute.

Why is vocabulary important?

Vocabulary is important because students use their personal vocabularies to help them understand the words they see in a text. In most cases, students sound out the letters they see in a written word and then compare those sounds to their personal vocabularies to find a match. Of course, the larger the student's personal vocabulary, the more matches he or she finds in print and the greater the word recognition.

There are four types of vocabulary:

- Listening vocabulary—the words needed to understand what is heard
- Speaking vocabulary—the words used when speaking
- Reading vocabulary—the words needed to understand what is read
- Writing vocabulary—the words used in writing

How do students expand their vocabularies?

Children learn most of their vocabularies from everyday conversation, adults reading to them, and reading to themselves. On the other hand, in the classroom, students best learn vocabulary through explicit and systematic instruction from their teachers. Teachers can supply strategies that help children learn vocabulary that they would not otherwise learn outside the classroom.

How should teachers teach vocabulary?

There are two primary ways to teach vocabulary. The first way is to directly instruct children in the meanings of specific words. For example, before starting a lesson, teachers can familiarize students with keywords they will encounter in their reading material. The instruction should include using the words often and in several contexts.

The second way to teach vocabulary is to provide strategies for learning new words as they are encountered in texts. Such strategies include:

- Use of secondary materials, such as dictionaries
- Using word parts, such as prefixes, suffixes, and root words

- Using context clues
- Use of dramatics / acting out definitions of words

In both cases, vocabulary instruction should be explicit and systematic.

Which words should teachers teach directly?

Because there are too many words in a text to teach all of them directly, teachers need to choose wisely which words they will teach. Here is some advice on which words to teach:

- Important words—words that are critical to understanding a text
- Useful words—words that students will see often
- Difficult words—words that have multiple meanings or are easily confused with other words

What is comprehension?

Comprehension is the goal of reading instruction. It is the ability to create meaning from text. However, not everyone is aware that comprehension can be taught. By using certain proven comprehension strategies, teachers can improve students' abilities to understand what they read.

What comprehension strategies are most effective?

Research has revealed several effective comprehension strategies:

- Teaching children to pinpoint hard-to-understand sections of text and then seeking solutions such as rereading, restating, and looking forward to other sections for clues.
- Using graphic organizers—such as maps, charts, and diagrams help students focus on important points the author is trying to convey. They help students organize information to increase learning and retention.
- Answering questions—among several benefits, answering teachers' questions helps students focus on important points in a text and read actively.
- Generating questions—students who are taught to ask their own questions become more active, involved readers.
- Recognizing story structure—students who can analyze a text in terms of its plot, characters, and other content categories are more likely to remember the story. They must also recognize text features in both fiction and nonfiction texts.
- Summarizing—encourages students to focus on the most important elements in a text and then reprocess them through using their own words.

How can comprehension strategies be taught?

Based on the findings of recent research, the best means of teaching comprehension strategies are explicit and systematic and include:

- **Direct explanation by the teacher**—the teacher describes comprehension strategies such as the ones listed in the preceding section.
- **Modeling by the teacher**—the teacher applies a comprehension strategy to a sample text. For example, the teacher might generate questions regarding the content of a book all the children have read. The questions would relate to characters and events within the book. The teacher verbalizes the thought process he or she is using to gather meaning from the text.
- **Guided practice by the teacher**—the teacher steps through the application of a selected strategy with the help of students. For example, the teacher could help students generate questions about the characters and events in a book they all have read.
- **Application by the student with help from the teacher**—the teacher directs the students to apply a selected strategy, and the teacher moves among the students, supplying feedback appropriate to the strategy. For example, the teacher could ask students to read the first chapter of a chapter book and write down any questions they have about the characters or events. Working individually with the students, the teacher confirms that the children have asked questions that stem directly from the content.

These are the major strategies that can help children develop their comprehension skills and grow as readers.

Complementary strategies include:

- **Cooperative learning**—working in small groups allows students to help each other and learn and apply comprehension strategies.
- **Using comprehension strategies flexibly and in combination**—in this type of instruction, teachers work with students to apply multiple comprehension strategies in response to different types of comprehension problems. The specific strategies used are:
 - Asking questions
 - Summarizing
 - Clarifying words or sentences they don't understand
 - Predicting what might come next in the text

VOCABULARY DEVELOPMENT

- **Vocabulary development is a key component of a Harbor School.** Students learn words through 'whole body learning'- a total immersion of multi-sensory strategies: oral recitation, dramatizations, choral speaking. Not all students may master these words, but the repetition will insure that they will recognize them and be familiar with their meaning.
- **Vocabulary development is embedded daily.** Vocabulary sources include the literature used at each grade level and the book, ***110 Words to Pass the SAT and ACT*** for grades 3-8 and above. For Kindergarten through grade 2, words can be taken from Dolch lists, ISAT vocabulary list and literature.
- **Teachers integrate the development of vocabulary** in content areas for their students. They recognize that students may have different life experiences, so they often bring in specific vocabulary words to build on or extend those life experiences that relate to the content and context of their instruction.
- **Teachers communicate the vocabulary selections to the next grade level.** Student portfolios might include a running record of vocabulary words to which students have been exposed. Subsequent grades can then repeat and extend. Vocabulary words can be reinforced through computer lab and other special area subjects as appropriate.
- **The ISAT has designated key words that are used in the tests.** These words are imbedded into daily teaching and are not recommended to be used for vocabulary skits. The goal of vocabulary development is to enrich and extend.

LANGUAGE ARTS



There are essential features of the Harbor School Method™ that contribute to the development of competent speakers and writers. These essentials are a foundation upon which schools and teachers can adopt additional instructional methodologies, such as the Northwest Regional Educational Laboratory's (NWREL) Six Traits of Writing

(<http://www.nwrel.org/assessment/departments>). The essential components of the teaching approach to language arts are outlined below.

The Shurley Method:

Students need to understand the mechanics and the linguistic characteristics of their language. The Harbor Method utilizes the Shurley Method because the results of this method have been well-documented. This prepares students to be excellent writers

and users of their language as well as more astute learners of foreign languages. The Harbor Method incorporates one to two Shurley sentences every day. Depending upon the grade level, teachers may decide to expand this minimal requirement depending upon the curriculum and student need. Teachers need to develop their skill and comfort with strategies specified in the method. Practice, practice and more practice will result in skillful use. Students are very involved in the instruction. The understanding of the parts of speech is integrated into reading, writing and not practiced in isolation.

SCIENCE INSTRUCTION

At this time, the choice of science curriculum and instruction is at the discretion of each school. Science instruction is delivered as a separate class and lab provided by a qualified science teacher and consistent with the Idaho State Standards.

SOCIAL STUDIES

The Harbor Method does not prescribe a specific program for Social Studies. Schools should follow the Idaho State Standards for Social Studies as a minimum. Selection of teaching materials is at the discretion of the school. Fourth grade emphasizes Idaho history. Fifth and eighth grades emphasize U.S. history. It is suggested that novels be carefully selected to represent specific periods and curricular emphasis. Concepts should be included on the *Concept Board* for review.

SPECIAL EDUCATION SERVICES

Special Education Services are provided to any student whose needs can not be fully met, as outlined in the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. The Harbor School Method™ when implemented as outlined minimizes student misconduct and maximizes student learning.

Students on Individual Education Plans 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.

SPECIAL SUBJECT AREAS

Harbor Schools provide instruction in technology, music, art, physical education and foreign language. Harbor Schools design these special area programs to meet their unique scheduling needs. The only requirement is that faculty and instructional programs are consistent with the Harbor philosophy.

ASSESSMENT OF STUDENT LEARNING

Statewide Testing



Harbor Schools follow all Idaho State requirements including the state wide testing program. The Idaho State Standards and the State tests are the minimum expectations for Harbor schools. They are the floor, not the ceiling. Harbor schools make sure that what the State tests, is taught and that students are prepared. However, the learning and working environment is not test-centered. Principals are expected to minimize anxiety to prevent undue stress on students, teachers and families. Harbor educators respect the value of state wide tests and prepare their students to take it seriously, to do their best and to excel. Harbor teachers are confident that the State tested areas are well integrated into their instruction throughout the year.

Concept Board assessments are used to monitor students' progress frequently. Student work is closely monitored by teachers. Portfolios are created for each student with samples of their work from each grade level.

SUPPORTIVE SCHOOL ACTIVITIES

- **Citizen of the Week and Citizen of the Month:** Each week, Harbor schools provide the opportunity to recognize a student who exhibits the values that are important to the Harbor Philosophy and Beliefs. Teachers select a student who exhibits kindness, responsibility and helpfulness during the week. Teachers make this personal to the child receiving it, recognizing their unique traits and special qualities publicly. This is considered a tribute.

Citizen of the Week and Citizen of the Month is never done in Kindergarten. In first grade, every effort is made to give each child the award. This means that toward the end of the year, the first grade teacher ensures that each child understands what this award feels like when they truly earn it. From second grade on, *Citizen of the Week* is truly earned and is not considered an entitlement. The award can be given to the same child more than once, but only after that particular child has received Citizen of the Month. If no one stands out for recognition, the award is not given for that week and the teacher encourages more effort the following week. This award has nothing to do with being the “smartest in the class.” It has to do with responsibility, getting all work done on time, getting to school on time, diligence, persistence even when the subject is not easy for the student, and kindness toward students and adults.

It is important to walk the fine line between recognizing and encouraging outstanding behavior and creating a sense of jealousy and resentment toward the students who receive recognition for their positive behavior. Heartfelt tributes given to *Citizens of the Week* are visible at brief Friday assemblies or sometimes within the classrooms (depending on whether or not a facility is available at a school). The tributes are personalized, meaningful and brief. The assembly is fast paced.

- **Assemblies:** School wide assemblies are intentionally kept to a minimum, limiting distractions to instruction. They are held for special events and to build school-wide community, and have students as the center. Citizen of the Month and music programs are examples of assemblies where students perform and parents are invited to listen.
- **Community service:** Community service learning is an essential component of the Harbor School Method™. We believe that giving to the community promotes the values of civic responsibility, kindness, caring and compassion. It teaches children their responsibility as a contributing member of a democratic society. Children naturally develop through stages in which they are centered on themselves and their immediate perceived needs. Community service teaches students early to be concerned and attentive to the needs of others. For grades 7-8, the Harbor Institute recommends a combined 30 hours of community service

arranged by teachers, parent volunteers or community service coordinators, if a school decides to employ them. We recommend 50 hours per year at the high school level. For grades 4-8, Harbor recommends that students participate and contribute to the care of their school. Service to family and school can be incorporated. Cleaning rooms, participating in cafeteria operations, cleaning the grounds of the building, maintaining cleanliness and order are all activities that teach children that they have a responsibility for their environment. They learn early to respect physical property. Schools purchase appropriate cleaning supplies that protect students and facilitate their tasks (sanitary gloves, vacuums, washing supplies, etc.).

- **Field trips:** The Harbor Method uses field trips judiciously as a vehicle for instruction. It is recommended that field trips be carefully planned to teach essential objectives that cannot be effectively taught in any other way. Examples of useful field trips might be in fourth grade to reinforce what they have learned about Idaho history.
- **Dress codes:** These are established by the school board of directors. It is generally recommended that dress be consistent with young men and women who exemplify respect, responsibility, and safety in their lives. When students give presentations, they are encouraged to dress professionally, consistent with expectations for today's work environment.

GRADE LEVEL STRUCTURE

The Harbor School Method™ has experienced success using a self-contained classroom model for 6th, 7th, and 8th grades. The Harbor Educational Institute recommends (but does not mandate) that its partner schools follow the same structure for these grade levels. If a middle school model is considered, it is recommended that teachers be experts within their subject areas and have middle school experience. In order to maintain the integrity of the Harbor School Method™, it is imperative that those schools be consistent with the social, behavior, and academic expectations of a Harbor School. If student conduct and/or student learning become noticeably different from the other grade levels, the structure could be a contributing factor. The goal is to maintain the same expectations for conduct and learning that exist in K-6.

PARENT CONFERENCES

Harbor Schools incorporate the following elements for effective parent-teacher conferences:

- **Provide sufficient notice and invitations to parents**

- **Consider engaging the student in the conference** as an opportunity to develop their personal accountability for their school performance. Teacher-led conferences are encouraged.
- **Plan the environment**. The conference experience should be an enjoyable one for everyone. Consider the elements of the environment. This is an opportunity to illustrate Harbor values.
- **Provide relevant meaningful information**. Consider the artifacts that you share and the utility of them to parents and students.
- **Anticipate and come prepared to make suggestions**. If increasing parent engagement and support is an objective, then provide suggestions specifically for parents.
- **Honor the confidentiality of the conference**. Teachers do not discuss other children in the class or school by name.

References

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CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 12th day of December, 2019, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Thomas Jefferson 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 17, 2003, Vallivue School District approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2004.

WHEREAS, on September 10, 2019, Vallivue School District and the School agreed to a transfer of the School’s performance certificate and charter to the Authorizer effective July 1, 2020.

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 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 2004. 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.

- A. Term of Agreement.** This Certificate is effective as of July 1, 2020, and shall continue through June 30, 2023, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The School shall notify the Authorizer of any modification to the Articles or Bylaws within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: To develop virtuous citizen leaders. Instilling and developing virtue is accomplished by examining lives of noble and great people to ascertain the value of their virtues and then strive to emulate those virtues to serve the interests of family, community, professional vocation, and our nation.
- 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:
- Students, teachers, and administrators achieve high rates of attendance: students 96%, teachers 97%, and administrators 98%.

- Harbor Method evaluations indicate 99% compliance in program implementation and the Harbor Method is implemented consistently throughout the school day, including during academic time, transition time, recess, and lunch.
- Character development lessons occur regularly as opportunities present themselves.
- The academic program maintains a high-degree of rigor, evidenced by practices such as concept boards and Shurley English taught daily in elementary classrooms, the completion of 16 additional credits beyond the state's 46 required for graduation, Industry Internships, and foreign language instruction.
- Thomas Jefferson students maintain high graduation rates: Students who begin attending TJCS in the elementary grades will achieve a 100% graduation rate in four years. Students who transfer to TJCS from another school will achieve an 85% graduation rate.
- All students in grades 9-12 engage in 60 hours of family teamwork and community service each year.

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 402.
- 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.** 1209 Adam Smith Ave., Caldwell, ID. 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: Vallivue School District boundaries.
- 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 July 1, 2020.

Chairman, Idaho Public Charter School Commission

Chairman, Thomas Jefferson Charter 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

No conditions of authorization or renewal are applicable.

Appendix B: Performance Framework

Thomas Jefferson 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.

Academic	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 publicly 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.
Mission-Specific	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.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	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.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	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.
Remediation	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.
Critical	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			
Mission Statement	The mission of TJCS is to develop virtuous citizen leaders. Instilling and developing virtue is accomplished by examining the lives of noble and great people to ascertain the value of their virtues and then strive to emulate those virtues to serve the interests of family, community, professional vocation, and our nation.		
Key Design Elements	<ul style="list-style-type: none"> Students, teachers, and administrators achieve high rates of attendance: students 96%, teachers 97%, and administrators 98%. Harbor Method evaluations indicate 99% compliance in program implementation and the Harbor Method is implemented consistently throughout the school day, including during academic time, transition time, recess, and lunch. Character development lessons occur regularly as opportunities present themselves. The academic program maintains a high-degree of rigor, evidenced by practices such as concept boards and Shurley English taught daily in elementary classrooms, the completion of 16 additional credits beyond the state's 46 required for graduation, Industry Internships, and foreign language instruction. Thomas Jefferson students maintain high graduation rates: Students who begin attending TJCS in the elementary grades will achieve a 100% graduation rate in four years. Students who transfer to TJCS from another school will achieve an 85% graduation rate. All students in grades 9-12 engage in 60 hours of family teamwork and community service each year. 		
School Location	1209 Adam Smith Ave. Caldwell, ID 83605	School Phone	208-871-5662
Surrounding District	Vallivue School District		
Opening Year	2004		
Current Term			
Grades Served	K-12		
Enrollment (Approved)	402	Enrollment (Actual)	

SCHOOL LEADERSHIP	

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
Non-White				
Limited English Proficiency				
Special Needs				
Free and Reduced Lunch				

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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MISSION-SPECIFIC	Measure	Points Possible	Points Earned
Total Mission-Specific Points % of Mission-Specific Points	1		TJCS has chosen not to include mission-specific measures.
	2		
	3		
	4		
	5		
	6		
		0	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.			
	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%	0%	0%	75% - 100%	NA	90% - 100%	0%	85% - 100%	0%
Good Standing	55% - 74%			55% - 74%		80% - 89%		65% - 84%	
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.

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			
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result	Points Possible Points Earned
Math Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more. Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points. Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average. Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.		50 30 - 45 15 - 29 0 - 14 <hr/> 0
Notes	The state average will be determined using the same grade set as is served by the public charter school.		
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result	Points Possible Points Earned
ELA Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more. Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points. Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average. Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.		50 30 - 45 15 - 29 0 - 14 <hr/> 0
Notes	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?	Result	Points Possible Points Earned
Math Proficiency Rate			
Comparison to District	<p>Exceeds Standard: 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>Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school.</p>		50 0 30 - 45 0 15 - 29 0 0 - 14 0 <hr/> 0
Notes	Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual or alternative schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment. Vallivue School District will be used for comparison purposes.		
Measure 2b	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?	Result	Points Possible Points Earned
ELA Proficiency Rate			
Comparison to District	<p>Exceeds Standard: 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>Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school.</p>		50 0 30 - 45 0 15 - 29 0 0 - 14 0 <hr/> 0
Notes	Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual or alternative schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment. Valivue School District will be used for comparison purposes.		

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Result	Points PossiblePoints Earned
Criterion-Referenced Growth			
Math	Exceeds Standard: At least 85% of students are making adequate academic growth in math. Meets Standard: Between 70% and 84% of students are making adequate academic growth in math. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.		39-500 26-380 13-250 0-120
Notes			
Measure 3b	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?	Result	Points PossiblePoints Earned
Criterion-Referenced Growth			
ELA	Exceeds Standard: At least 85% of students are making adequate academic growth in ELA. Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.		39-500 26-380 13-250 0-120
Notes			

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)			
Measure 4a	Are students making expected academic growth in math compared to their academic peers?	Result	Points PossiblePoints Earned
Norm-Referenced Growth			
Math	Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile. Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile. Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile. Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.		39-500 26-380 13-250 0-1200
Notes	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.		
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	Result	Points PossiblePoints Earned
Norm-Referenced Growth			
ELA	Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile. Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile. Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile. Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.		39-500 26-380 13-250 0-1200
Notes	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?	Result	Points Possible	Points Earned
Four-Year Adjusted Cohort Graduation Rate	Exceeds Standard: The school's four-year ACGR was at least 90%.		125	
	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.		100	
	Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.		75	
	Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.		0-65	0
				0
	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.			

INDICATOR 1: EDUCATIONAL PROGRAM			
Measure 1a	Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?	Result	Points Possible
Implementation of Educational Program	<p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>Partially Meets Standard: 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>Does Not Meet Standard: 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>		Points Earned
			25
			15
			0
Notes			0
Measure 1b	Is the school complying with applicable educational requirements?	Result	Points Possible
Educational Requirements	<p>Meets Standard: 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>Partially Meets Standard: 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>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		Points Earned
			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	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including 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.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant 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.		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	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.		25	
	Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: 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.		0	
	Notes			0

OPERATIONAL

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible
Financial Reporting and Compliance	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by 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>Partially Meets Standard: 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>Does Not Meet Standard: 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>		25
			15
			0
Notes			0
Measure 2b	Is the school following General Accepted Accounting Principles (GAAP)	Result	Points Possible
GAAP	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit 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>Partially Meets Standard: 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>Does Not Meet Standard: 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>		25
			15
			0
Notes			0
Measure 2c	Is the school successfully enrolling the projected number of students?	Result	Points Possible
Enrollment Variance	<p>Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p>Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p>Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.</p>		25
			15
			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.		0

INDICATOR 3: GOVERNANCE AND REPORTING			
Measure 3a	Is the school complying with governance requirements?	Result	Points Possible
Governance Requirements	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p>Partially Meets Standard: 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>Does Not Meet Standard: 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>		
			25
			15
			0
Notes			0
Measure 3b	Is the board fulfilling its oversight obligations?	Result	Points Possible
Board Oversight	<p>Meets Standard: 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>Partially Meets Standard: 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>Does Not Meet Standard: 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>		
			25
			15
			0
Notes			0

OPERATIONAL

<p>Measure 3c</p> <p>Reporting Requirements</p> <p>Is the school complying with reporting requirements?</p> <p>Meets Standard: 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>Partially Meets Standard: 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>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to 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>Notes</p>	<p>Result</p> <p>Points Possible</p> <p>25</p> <p>15</p> <p>0</p> <hr/> <p>0</p>
<p>Measure 3d</p> <p>Public Transparency</p> <p>Is the school complying with public transparency requirements?</p> <p>Meets Standard: 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>Partially Meets Standard: 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>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p>Result</p> <p>Points Possible</p> <p>25</p> <p>15</p> <p>0</p> <hr/> <p>0</p>
<p>Measure 3e</p> <p>Credentialing & Background Checks</p> <p>Is the school meeting employee credentialing and background check requirements?</p> <p>Meets Standard: 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>Partially Meets Standard: 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>Does Not Meet Standard: 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>Notes</p>	<p>Result</p> <p>Points Possible</p> <p>25</p> <p>15</p> <p>0</p> <hr/> <p>0</p>

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of 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>Partially Meets Standard: 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>Does Not Meet Standard: 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
Transportation	<p>Meets Standard: 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>Partially Meets Standard: 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>Does Not Meet Standard: 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
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Facilities	<p>Meets Standard: 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>Partially Meets Standard: 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>Does Not Meet Standard: 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

INDICATOR 5: ADDITIONAL OBLIGATIONS			
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible
Additional Obligations			Points Earned
	Meets Standard: 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
	Partially Meets Standard: 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
	Does Not Meet Standard: 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			
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible Points Earned
Current Ratio	<p>Meets Standard: 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>Does Not Meet: 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>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	50 10 0	0
Notes			
Measure 1b	Current Ratio: Cash divided by Current Liabilities	Result	Points Possible Points Earned
Cash Ratio	<p>Meets Standard: 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>Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p>Falls Far Below Standard: Cash ratio is equal to or less than 0.9.</p>	50 10 0	0
Notes			
Measure 1c	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)	Result	Points Possible Points Earned
Unrestricted Days Cash	<p>Meets Standard: 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>Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>	50 10 0	0
Notes			
Measure 1d	Default	Result	Points Possible Points Earned
Default	<p>Meets Standard: 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>Does Not Meet: School is in default of financial obligations.</p>	50 0	0
Notes			

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

Thomas Jefferson Charter School

Proposed Transfer Year: 2019-20

Location:

1209 Adam Smith Ave., Caldwell, ID 83605
Canyon County (Vallivue School District boundaries)

Jodi Endicott, Principal
Thomas Jefferson Charter School
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(208)871-5662
Matt Dorsey, Board Chair
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Executive Summary

The mission of Thomas Jefferson Charter School is to develop virtuous citizen leaders. What distinguishes great leaders is their moral strength and intellectual qualities. Instilling and developing virtue is accomplished by examining the lives of noble and great people to ascertain the value of their virtues and then strive to emulate those virtues to serve the interests of family, community, professional vocation, and our nation.

Thomas Jefferson Charter School utilizes the Harbor Method to develop the intellectual capacity of our students by providing a solid foundation in reading, writing, and mathematical conceptual understanding. The philosophy of a Harbor School is grounded in the belief 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 if 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, the communication and problem solving habits to lead meaningful lives and contribute to our democratic republic. A liberal arts approach increases student appreciation for the arts, foreign languages, and a deeper understanding and respect for our own culture and our place within a worldwide context.

We serve kindergarten through twelfth grade (one class per grade), with class sizes ranging from 26 to 33 students. Current enrollment is 372 students with 600 on the waiting list (2/5/19). Vallivue School District approved our charter school on October 17, 2003 and the Idaho State Department of Education approved Thomas Jefferson Charter School (TJCS) on November 2, 2003. The primary attendance area is the Vallivue School District and this is reflected in the TJCS student population; however, we also serve students from Caldwell, Marsing, Middleton, Nampa, and Homedale School Districts. Enrollment and the waiting list support the need to continue offering a Harbor education to our community.

The current demographic population is 81% Caucasian, 16.4% Hispanic, .3% African American, .7% Asian, .7% Pacific Islander, and 1% Native American. Further, .8% are ELL, 42.1% free or reduced lunch, 3.5% Special Education, and 4.6% receive accommodations via Section 504. Daily attendance is paramount to learning in a Harbor School and the goal is 96%. The daily average student attendance for K-12 was 97.1% for 2016-17 and held steady at 97% K-12 for 2017-18 and 2018-19.

Thomas Jefferson Charter School students consistently score above the State academic targets. Data from 2018 (State Target): 4 year graduation rate 90.0% (84.8%), ISAT ELA 80.3% (58.2), ISAT Math 67% (48.1), IRI Fall 83.3% (58.4), IRI Spring 91.7% (73.1%). It is notable that TJCS IRI K-3 2019 spring scores averaged 93.6%. The goal is to continue to improve across all academic measures.

Six members of the TJCS Board of Trustees provide oversight and exhibit a strong commitment to retain the unique and innovative qualities of TJCS. Presently, one of the original founders remains on the TJCS Board of Trustees.

Educational Program

Educational Philosophy

Thomas Jefferson Charter School is a Harbor School. The educational philosophy is clearly stated in *The Harbor Method Essentials for Educators*:

"The Harbor School Method is a way of teaching, a way of learning and a way of schooling. It is an integrated model designed to educate children to be capable graduates ready to contribute to society. Harbor Schools create a setting focused on the development of knowledge and skills as well as the development of attitudes and dispositions of children. It is grounded in core beliefs about children, how they learn and the responsibilities of the adults who shape their development. The instructional strategies are not necessarily unique and innovative. What is unique and innovative is the way in which these elements have been brought together to form a way of being as a school."

The philosophy of a Harbor School is grounded in the belief 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 if we but unlock their potential through high expectations, a rigorous, fast-paced curriculum, and dynamic character education. Children must learn not only the knowledge and skills necessary for the 21st century, but also the work habits, the communication and problem solving habits that contribute to a democratic republic. The Harbor School Method integrates elements in five key areas: student learning, Instructional Fidelity, School Culture, Parental Engagement, and School Leadership (Appendix A). Thomas Jefferson adheres to the Harbor School philosophy that daily attendance, consistently excellent instruction, a safe learning environment, and multiple opportunities to engage with concepts and skills will result in high achievement for all students.

Student Academic Achievement Standards

TJCS consistently meets or exceeds the academic benchmarks on all mandated State of Idaho assessments.

Description of Key Design Elements, Curricula, Tools, and Instructional Methods

The primary difference between K-8 and grades 9-12 is utilization of the strong skills-based foundation in K-8 to tackle relevant, personalized learning opportunities which encourage a learning to learn approach in grades 9-12. All grades include a discovery-based approach to learning; however, the K-8 ensures that students are proficient readers, writers, and have a firm number sense and grasp of basic math facts and skills. To this end, direct instruction is a critical component of instruction (Marzano, 2001; Jensen, 1998; Stahl and Fairbanks, 1986). The elementary and high school recognizes the importance of performance tasks, but also emphasizes the conceptual and skills-based framework that allows students to make real world application.

In addition to the 46 credits required by the State of Idaho, Thomas Jefferson High School students must successfully complete an additional 16 credits. The additional 16 credits and all high school academic content revolves around five basic pillars of learning: 1) Independent Study, 2) Team Discussion and Studies, 3) Industry Apprenticeship, 4) Community Service and Leadership, and 5) Family Unit Focus. Students are the “dynamic workers” within the classroom, who consistently are given the opportunity to excel at projects that most appropriately develop the breadth and depth of conceptual knowledge, refine skills and impart new ones (Graduation Progress Checklist, Appendix G)

Grades 9-12 provide opportunities for short and long-term study projects as well as team studies, hands-on industry internship, community service, leadership opportunities, and positive contribution to the family unit. Projects are inquiry based, require an essential question and guiding questions, and activities aligned to assist the student in answering the essential question (Wiggins, McTighe, 1998). Questioning sequences are key drivers in all disciplines and provide feedback to the teacher as to the depth of understanding for each student and serve to guide their thinking via a metacognitive approach. The modeling of thinking aloud about the thinking process allows students to understand there are various approaches to gain understanding or solve a problem, plus, provides a model for the self-questioning that must occur when the teacher or other teammates are not present to assist in learning (Fisher, Frey, Hattie, Thayne, 2016; Hattie, 2012; Good and Brophy, 2008).

For grades K-8, the skill and concept building methods (frequency, intensity, and interdisciplinary connections) are based on neuroscientific research (Arendal and Mann, 2000), memory research, specifically, explicit and implicit memory (Schacter, 1996), and utilization of high effect size instructional strategies (Marzano, Pickering, Pollock, 2001). The behavior model relies on pre-teaching school culture expectations through teacher-created stories (Elmore, 2004) and natural consequences (Jones, 2007) coupled with care and respect (Curwin, Mendler, 2018).

Care is taken to ensure vertical alignment between grades and the curriculum spirals so that students continually have opportunities to learn challenging concepts and are taught specific strategies to store conceptual and skills based knowledge into their long term memory (Jaeggi, Buschkuhl, Jonides, & Perrig, 2008).

From its inception to the present, TJCS meets and exceeds the averages on all State-mandated tests, IRI, ISAT, and SAT. Our goal is continued mastery for all students in every sub-group of 3% or more. To this end, teachers will study the results and determine instructional gaps and strategies to address weaknesses in the educational program. Since our overall mission is to develop virtuous citizen leaders, two of the five pillars specifically address community service and leadership and contributing positively to the family unit. These areas are assessed in terms of hours completed and the quality of short and long term projects, activities, and involvement.

The K-12 certified counselor, like the charter administrator, is visibly present throughout the school, and also teaches a required one credit course, College and Career Prep. All staff members encourage students to prepare for post-secondary education, whether college, professional technical, or job-related.

TJCS utilizes every space in the current facility. As funds are available, TJCS will build an additional facility on purchased ground across the street from the current building. At present, students have access to science, computer, and music labs, classrooms, gym, library, and the high school commons area.

Curricular materials are purchased as needed; however, the elementary curriculum is based on the Harbor School curricula (math concept boards, Shurley English, academic vocabulary) and teachers

develop curricula based on the State Standards. Consumable materials, technology, and textbooks are reviewed by the staff and administration, then approved by the Board prior to purchase. All instructional decisions are based on data and instructor expertise.

Given the increased use of technology and the short and long term consequences of individual technology footprints, TJCS will provide greater oversight as well as opportunities for discussion regarding ethical and safe use of technology, including cyberbullying and laws regarding the proper use of technology. Further, since many high school students transfer to TJCS after elementary and middle school, more attention will be given towards developing the safety, expectations, and responsibilities of participating in a Harbor School.

Strategies for Effectively Serving Special Populations

Thomas Jefferson Charter School adheres to the tenet that multiple and differentiated opportunities to engage with new concepts and skills will result in all students learning and applying those new concepts and skills. Providing challenging curriculum addresses the needs of those who grasp the material more quickly, while those who are less quick or who are struggling know that they will see the material again and will be given additional learning strategies.

Parental involvement is crucial to student achievement. Parents are welcome to volunteer in classrooms, assist with school projects, programs, and committees; this involvement is recorded and available for review. In addition to Parent/Teacher conferences in the fall and spring, parents are asked to complete a yearly survey addressing the following issues: safety of students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parents' perception of the learning environment and student achievement. A weekly newsletter is sent electronically and hard copy for those without access to technology. The charter administrator, counselor, and teachers contact parents to discuss concerns and to express appreciation for students for actions within and outside of the school.

In conjunction with Caldwell and Vallivue School Districts, TJCS advertises in the Idaho Press Tribune to address student identification programs (Child Find). TJCS follows a written Response to Intervention protocol.

TJCS employs two K-12 ELL Certified staff members. English Learning Plans (ELP) are developed by an ESL certificated teacher, the student and parent for qualifying students. Students are immersed in the general education program and are monitored for progress in achieving ELP goals. As with any student at TJCS, individualized help by a certificated and/or paraprofessional is provided as needed. Four staff members are fluent Spanish speakers and, at present, this satisfies translation needs.

TJCS employs a part-time Special Education Director, a full-time Special Education teacher, two part-time educational assistants, and contracts for Occupational Therapy services and Speech, Language Therapy services. There is a specified classroom for Special Education. TJCS develops Individualized Education Plans (IEP) or 504 Plans for qualifying students, with all stakeholders being represented throughout the process. Progress monitoring occurs regularly through various measures. All students are immersed in the general education program, but as with students on ELPs, students on IEPs or 504 Plans receive additional instruction and support as needed and as delineated by the individualized plan. TJCS is responsive to meeting student needs and will hire additional staff should progress monitoring indicate that additional time is necessary.

Professional Development

At present, teachers seek professional development opportunities that occur outside of the school day. While each teacher creates an Individual Growth Plan, all certified staff will participate in after school, on-site professional development in the Essentials of the Harbor Method for elementary, middle, and high school levels. Classroom video and coursework artifacts describing the Harbor Essentials in action will serve as training tools for onboarding future Harbor teachers. In addition to the training materials, new teachers will be paired with an on-site and off-site mentor. Other possible course offerings include Developing a Growth Mindset (Dweck, 2016 and Boaler, 2016), Developing Inquiry Units with Essential and Guiding Questions, subject-specific instructional strategies (Wilhelm, Wilhelm, and Boas (2009); Markham, T., Larmer, J., and Ravitz, J. 2003); and Making Learning Visible (Hattie, 2012).

Financial and Facilities Plan

Fiscal Philosophy and Spending Priorities

The goal of TJCS's fiscal, management, policy is to focus on devoting financial resources primarily to fund the education program. The TJCS Board is fiscally conservative and attains this goal through efficient use of funds, while ensuring teachers have the tools necessary to provide an accelerated curriculum and a high quality learning experience for every student. The annual budget is evidence of the Board's commitment to the objectives of the instruction programs. Strict adherence to annually, approved, budgets is critical in managing and maintaining the financial position of the school. Board members recognize the importance of budget details and oversight as well as maintaining revenue and associated spending practices that ensure necessary cash reserves to cover salaries, operating expenses, facility and other unexpected expenses. The board does not spend money that the school does not have.

- In 2005 \$2,600,000.00 in Idaho Housing and Finance Association, Nonprofit Facilities Revenue Bonds were issued with U.S. Bank serving as Trustee. The amortization period for the loan was estimated at 20 years. Proceeds were used to build a 36,000 square foot permanent facility. This loan was paid in full in 2016, approximately 10 years prior to the estimated maturity date.
- The school has been debt free since 2016.
- As a result of retiring the building debt and conservative budgeting, TJCS approved a salary schedule increase for all staff members. The average salary increase for certified staff was 9% and the average increase for hourly, classified staff was as much as 34% depending on years of service.
- Additionally, in 2014, the school purchased an adjacent section of land for potential, future, growth. That purchase was a cash transaction. Beginning in fiscal year 2016-2017, annual Charter School Facilities funding [33-5208 (5), I.C.] is held in a construction fund for potential growth on that section of land. Administration is closely monitoring the intention of the ID State Legislature in regard to school funding. If an enrollment based funding model is adopted, TJCS may see a significant reduction in funding. Even so, financial standing is solid and the most likely result of less funding will mean postponing an additional structure to house increased science opportunities, an auditorium, and commons area for middle school students.

Gale Martini has been employed by TJCS since 2006. Gale serves as Business Manager, Clerk, and Board Treasurer. She holds a CPA license in the state of Montana and works remotely from Billings Montana. Gale has 12 years of experience with:

- budgeting and the SDE reporting process
- financial statement and audit cycle
- payroll and associated reporting
- Board meeting packet preparation including monthly financial statements with budget comparison and cash flow projections.

Administration has many years of experience with preparing budgets and the ever-changing funding formulas approved by the legislature. Budgets are prepared under the premise of under-stating income and overstating expenses, however, budgets lose credibility if actual numbers are not consistently close to budgeted numbers. An analysis of the budgets for the 8-year period beginning 2010-2011 and ending 2017-2018 show the following:

1. Revenue budgeting:
 - a. The average change from original revenue projections compared to amended budget revenue projections is an under-estimate of revenue of 2.95%.
 - b. The average change from amended, revenue, projections compared to actual revenue received is an under-estimate of revenue of 1.77%.
2. Expense budgeting:
 - a. The average change from original, budgeted, expense projections compared to amended budget expense projections is an over-estimate of expense of 1.15%.
 - b. The average change from amended, expense, projections compared to actual expenses is an under-estimate of .38%.
 - i. Under-estimating expenses for the period 2010-2011 through 2014-2015 can be attributed to the Board approving additional, principal pay-down on the facility loan at year-end.

Adequate cash reserves are maintained to cover reductions in revenue or unbudgeted expenses. Cash flow projections estimate the balance in the LGIP account, at the end of 2018-2019 will be approximately \$1,900,000.00. Approximately \$550,000.00 are special distribution funds held in the Occupied School Building Maintenance fund and the Construction fund. The remaining unappropriated funds would cover expenses and payroll for approximately four months assuming no income at all. Successful implementation of our educational program is dependent on teachers and support staff.

The legislature has not voted to approve the proposed enrollment based funding model, however, it seems likely a similar funding model will be approved in future years. Administration has reviewed the proposed funding model and has prepared a preliminary budget projection based on those numbers. If the legislature votes to revert to the previous funding model, budgets have been prepared using that model for several years. Thus, we are well acquainted with its provisions and parameters.

Transportation and Food Service

Transportation is contracted through a local provider, currently, Brown Bus Company, and operates within the attendance boundaries of the Vallivue School District. Parents are allowed to transport students living outside of the district to the nearest bus location as space permits.

Food Service operates within the State guidelines and offers free and reduced lunch for qualifying students. We currently employ one full time employee and two part-time employees.

Financial Management and Monitoring Plan

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 Board Chair 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.

Once the annual budget has been adopted by the board, Administration and the Business Manager, who also serves as the Board Treasurer, are responsible for administering the budget.

Role or Position	Duties and Responsibilities
Board of Directors	Policy, oversight and approval
Administration	Expenditure approval, budget oversight
Business Manager	<p>Budget and amended budget preparation.</p> <p>All financial accounting cycle processes in accordance with Generally Accepted Accounting Principles and Governmental Accounting Standards.</p> <p>Transfer of funds between the general fund checking account and the LGIP account.</p> <p>The school uses 2M Budget, Payroll, and ABRPT software for financial tracking and reporting.</p> <p>ISEE reporting and review of data submitted to ensure accuracy. PowerSchool and 2M Payroll software are used to generate ISEE reports.</p> <p>Monthly financial reporting to Administration and the Board of Directors including income and expense by fund, budget comparison and potential amended budget numbers, cash flow and cash disbursements.</p>

Budget Process		
Role	Timeline	Responsibility
Business Manager	April	Develops budget timeline calendar to comply with Idaho code requirements regarding adoption, reporting, posting, publication of 4 year summary, notification and SDE submission deadlines.
Business Manager	April & May	Develops budget for the next fiscal year.
Business Manager	April & May	Amends budget for the current fiscal year.
Business Manager	June	Presents amended budget and proposed budget to Administration and the Board of Directors at the June Board meeting and budget hearing.
Board of Directors and Administration	July	Adopts current year amended budget and subsequent year's proposed budget
Business Manager	July	Submits approved budgets to SDE, posts budgets to the website

Internal Controls

Cash:

- The school maintains three checking accounts; general fund, café account and a student fund fiduciary account.
- Bank statements are received by the business manager electronically.
- The Business Manager reconciles the bank statements and files a paper copy and an electronic copy of the bank statements and reconciliations.
- Quarterly, the board reviews all bank statements at board meetings and signs and dates the statements. Examples of transactions the board may review:
 - confirm cash disbursements tie to approved cash disbursements
 - verify banking transfers between accounts
 - review outstanding checks
 - compare banking activity to banking activity included in monthly board packets
 - compare a random sample of cleared check images, provided on the bank statement, to accounting software check register presented at each board meeting

Revenue:

- State funding is directly deposited into the school's general fund checking account or the school's LGIP investment account.
- The Business Manager prepares and submits ISEE reports according to the ISEE timeline. Attendance counts are tracked by teachers in PowerSchool. Manual attendance is also taken by administration. The two counts are reconciled weekly and monthly. Staffing demographics are tracked in payroll software. 2M payroll and Powerschool software is used to compile reports for ISEE.
- Subsequent to each ISEE submission, the Business Manager reconciles reports generated from the SDE ISEE portal.
- All receipts received at the school are recorded into a ledger, i.e., excel spreadsheet.
- Card reader receipts are electronically deposited into applicable bank accounts.
- All cash and check receipts received at the school are deposited into the school's accounts at First Interstate Bank via courier. The total deposit is verified a second time by bank staff.
- Monthly, the receipt ledger received from the school is reconciled to bank statements by the Business Manager.
- Prepaid lunches balances are tracked online and in Nutri Kids software. Parents can make a deposit to student prepaid lunch accounts online or by cash/check/card in person at the school office. The majority of payments are made in person. Parents who use the online deposit system have access to the online accounts to see their child's balance.
- All cash payments must be paid at the front office and are receipted by administrative staff. No cash is accepted in the café.
- A list of cash payments received is forwarded to the café supervisor. Cash amounts received are recorded to students' accounts in Nutrikids software.
- Both the list of lunch receipts received from the front office and those receipts entered into Nutrikids software are reconciled monthly by the Business Manager. Deposits are also reconciled to the cafeteria bank statement.

Expenditures:

- A purchase order (P.O.) is generated by the secretary and approved by the Administrator.
- The invoice and P.O. is sent to the Business Manager for payment after being approved by administration.

- Staff in the following designated positions is authorized to certify invoices: Custodial Director, Technology Directory and the Café Director. Final approval from Administration is required.
- Utility payments, i.e. gas, water, electricity and telephone, are paid electronically. Administrative approval is not required as these payments are contractually obligated. The payments are included in the monthly list of disbursements approved by the board.
- If an additional P.O. is required, the business manager generates the P.O. and obtains administrative approval.
- Confirmation that merchandise has been received or services rendered is obtained by email or initials on shipping documents.
- Cash disbursement lists are first emailed to administration for final approval. After final administrative approval the list is emailed to the entire board. At least two members must provide final approval before the checks can be mailed.
- Total monthly cash disbursements are reviewed and reconciled and receive a third approval at monthly board meetings.
- Monthly, department directors are given YTD expenses as compared to the budget for that department. Comparisons to that information for the previous year are also included.
- The administrator is authorized to sign on behalf of the board, contracts, leases, and/or contracts for goods and services for amounts under \$10,000.00 without prior approval of the Board

Debt:

- New debt must be approved by the Board.
- Debt payments go through the same procedure as other expenses.
- Additional debt principal pay down is also approved by the board.

Payroll:

- The Board Chair and Administrator are authorized to sign personnel contracts and agreements of employment.
- Hourly employees fill out time cards, which are checked and approved by the Administrator.
- Approved time cards are sent to the Business Manager who prepares payroll. Paychecks and benefit payments are directly deposited or electronically paid.

Fixed Assets:

- Fixed asset additions go through the same process as other expenditures.
- The Business Manager reviews the fixed asset schedule annually for additions and disposals.
- No restrictions on the disposal of assets.

Fiscal Reports		
Report	Period	Description
Income and Expense	Monthly	<p>Data provided for comparison include:</p> <ul style="list-style-type: none"> • approved budget amounts • potential amended budget amounts – particularly state funded revenue amounts as those numbers are finalized • month to date income and expense • year-to-date income and expense • monthly and yearly percentage comparisons

Cafeteria Summary	Monthly	Café income and expense for each month to monitor the deficit to be covered by the general fund.
Bank Account Summary	Monthly	Summary of all bank account activity for the general fund account and the LGIP as well as cash flow projections.
Unappropriated Balance	Annually	Reconciles actual unappropriated general fund balance as per the audit to budgeted amounts.
Audit	Annually	Audit report presented by the auditing firm.

Board members are trained as they serve. The Board Chairman is a founder and has 16 years of experience with the budgeting process, fiscal oversight and vision. The Business Manager has 12 years of experience with these same processes and philosophies. The school uses multiple checks and balances to ensure proper fiscal oversight.

Facilities Plan

TJCS opened its doors in portable units in the fall of 2004. In the 2006-07 school year, TJCS moved into a newly constructed 36,000 foot building, designed to house K-12. The building debt was retired in the spring of 2016. The gym doubles as the all-school assembly area. There is a small commons area in the high school wing. Every room is utilized throughout the day.

TJCS acquired land with the intent to add a structure to house science labs, additional classrooms, an auditorium, and a common area for middle school students. As per §33-5208, subsection 5, TJCS receives approximately \$370 per students to set aside as building capitol. At 2018-2019 fiscal year end the school has an approximate balance of \$500,000.00 in the construction fund. These funds are comprised of three years of Charter School Facility Fund payments from the state. The timeline for this building project is dependent on the proposed funding model.

Board Capacity and Governance Structure

Description of Governance Structure:

The TJCS Charter allows for no less than five and no more than seven members. The Board follows open meeting laws, keeps accurate minutes, and makes the minutes available to the public. The initial formation of the Board consisted of founders; subsequent members are appointed by the current Board of Directors. The Board of Directors discuss potential candidates, develop a slate of possible candidates, and then contact candidates to assess interest. All board openings are posted on the school website and all interested candidates apply. The board interviews candidates out of the application pool and votes to confirm the selected candidate during a public Board meeting. The charter document and By-Laws delineate the role and responsibilities of the Board of Directors.

All six of the current TJCS Board of Directors have read and agreed to abide by the Board Code of Ethics document as well as the Board Protocol document. The current Board Chair is a TJCS founder and has served as Board Chair for 16 years. The previous charter administrator was also a founder and now serves as an adviser to the current charter administrator. A new board member was the first TJCS

administrator and oversaw the move from portable units to the current facility. TJCS Board of Directors contribute expertise from banking, hospital management, technology industry, agri-business, business ownership, and educational leadership. Five of the six Board of Directors have or had children attending TJCS. As members of the Idaho School Board Association, TJCS Board of Directors will receive Board Training, as well as assistance with reviewing and updating Board policies. <http://www.tjcs.org/board-of-directors>. The board of directors is working with the Idaho School Board Association to provide training specific to policy adoption. TJCS will continue to be under Vallivue District's Policies until the transfer to PSCS is approved.

The Board of Directors annually elects a Board Chair and Vice Chair. In addition to the Board of Directors, TJCS employs a Business Manager who also serves as the Board Treasurer. The Business Manager prepares and presents the monthly and yearly budget report and the Board of Directors and Charter Administrator provide budget oversight.

The TJCS Charter Administrator ensures adherence to the vision and mission of the school, state charter school requirements, recommendations to the Board regarding staffing, program and curriculum changes, as well as day-to-day operations (Appendix D).

Student Demand and Primary Attendance Area

Summary Attendance Area

Thomas Jefferson Charter School's target population is Kindergarten through Grade 12, primarily within the Vallivue School District, but is also open to students in surrounding school districts. TJCS provides a niche for students who thrive in a small school setting where excellence in academics and character are the primary focus. While all schools seek to provide a safe and orderly environment, a climate of high expectations, instructional leadership, clear and focused mission/vision, opportunity to learn and student time on task, frequent monitoring of student progress, and effective home-school relations, Lezotte (1999), these effective school correlates are more readily attained and maintained in a smaller sized school (Sadker and Zittleman. 2013). According to Sadker and Zittleman, smaller schools allow students to connect with each other and their teachers in ways that increase student achievement and the likelihood of attending college. TJCS achievement measures support the veracity of these claims, as do the student and parent survey results and the waiting list of 814 potential students.

TJCS has enjoyed a mutually beneficial and amicable relationship with the Vallivue School District (VSD) for 16 years. VSD has experienced significant growth resulting in new schools and added infrastructure demands. At the same time, the Idaho Charter School Commission (ICSC) has grown in their capacity to serve charter schools, thus, it is timely and prudent for TJCS to transfer to the ICSC. TJCS and VSD will continue to work together to serve the educational needs of our families.

Student Demand

Unlike Liberty and Victory Harbor Schools, TJCS does not have a feeder school (Legacy), thus, the high school often has more openings than the elementary and middle grades. Even though most of the high school students were not prepared through the Harbor Method, achievement measures indicate growth and averages that meet or exceed State targets. In addition to TJCS-specific courses focusing on innovation and family involvement, TJCS offers Advanced Placement and Advanced Opportunity coursework. For all grades, regular attendance and active participation in learning are paramount. The mission of developing virtuous citizen leaders does not appeal to everyone, but the waiting list suggests that it continues to fulfill a need in the Treasure Valley. including students with special needs. Currently, we do not market TJCS; however, should numbers warrant it, TJCS will provide academic achievement data that demonstrates the ability of the school to meet the needs of all students.

Student Population

The demographic information is as follows:

Total students=~~356~~ 369

Male=48%

Female=52%

White=~~80%~~ 72.9%

Black/African American=less than 1%

Asian=less than 1%

Native American=less than 1%

Hispanic/Latino=~~18%~~ 23.8%

Total Free and Reduced Lunch=38%

Students Special Ed/IEP=5.8%

Enrollment Capacity

TJCS is committed to providing one class for each grade, K-12. Kindergarten is capped at 26, grades 1-3 are capped at 28, grades 4-6 are capped at 32, and grades 7-12 are capped at 33. We will employ one teacher per class, K-6, with additional staff for Music, PE, Science, Technology, and Spanish. The projected enrollment, both now and for the next five years, is 402 students. At present, we are at capacity.

Community Partnership and Local Support

As part of the TJCS internship requirement, students are placed in local businesses, often within Skyranch Business Park, but also outside of the United States. TJCS partners with Wahooz for Fit for Fun. Students are involved in home district athletics (IHSA), club sports, community musical/theater productions, perform at City of Caldwell functions, and participate in Mayor's Youth Advisory Council.

Students develop and implement charitable activities, providing coats, food, books, and money to meet local needs.

Enrolling Underserved Families

Sixteen years ago, TJCS advertised both in print and audio throughout the Nampa/Caldwell area. Today, we advertise the lottery and Child Find information in the local newspaper, and post information on our website. Largely, our advertisement is word of mouth and referrals from school counselors. Families are welcome to tour the facility and classrooms the first Thursday of the month. Four staff members are fluent Spanish speakers; they assist with enrollment, Parent/Teacher conferences, parent meetings, and translating written documents.

School Leadership and Management

Leadership Team

TJCS employs forty-five part or full time employees. The TJCS Board of Directors provides oversight of the facilities, academic, financial, and social climate of the school in attaining the goal of developing virtuous citizen leaders. The Charter Administrator provides oversight of the day-to-day operations, meeting state and federal expectations/guidelines, and specific Harbor School expectations. Harbor School principals ensure that:

- interruptions to the instructional day are kept to a minimum
- teachers and students develop a productive work ethic
- parents have the opportunity to meet with teachers prior to the first day of school and set the tone for continued interaction
- communication with parents is clear regarding the essentials of a Harbor School, including attendance, academic achievement, and other information regarding student wellbeing and growth
- there is a continued focus on the mission/vision of developing virtuous citizen leaders

The principal is evaluated annually by the Board of Directors based on the [Idaho Principal Evaluation Framework](#), Harbor Essentials and Job Description established in 2004.

The Business Manager/Board Treasurer is charged with developing and presenting the annual and monthly budget and ensuring that the Board reviews and approves the projected and actual revenue and expenditures. The Board of Directors reviews and evaluated the Business Manager/Board Treasurer annually.

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

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

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

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

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

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Introduction

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

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

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

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

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

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

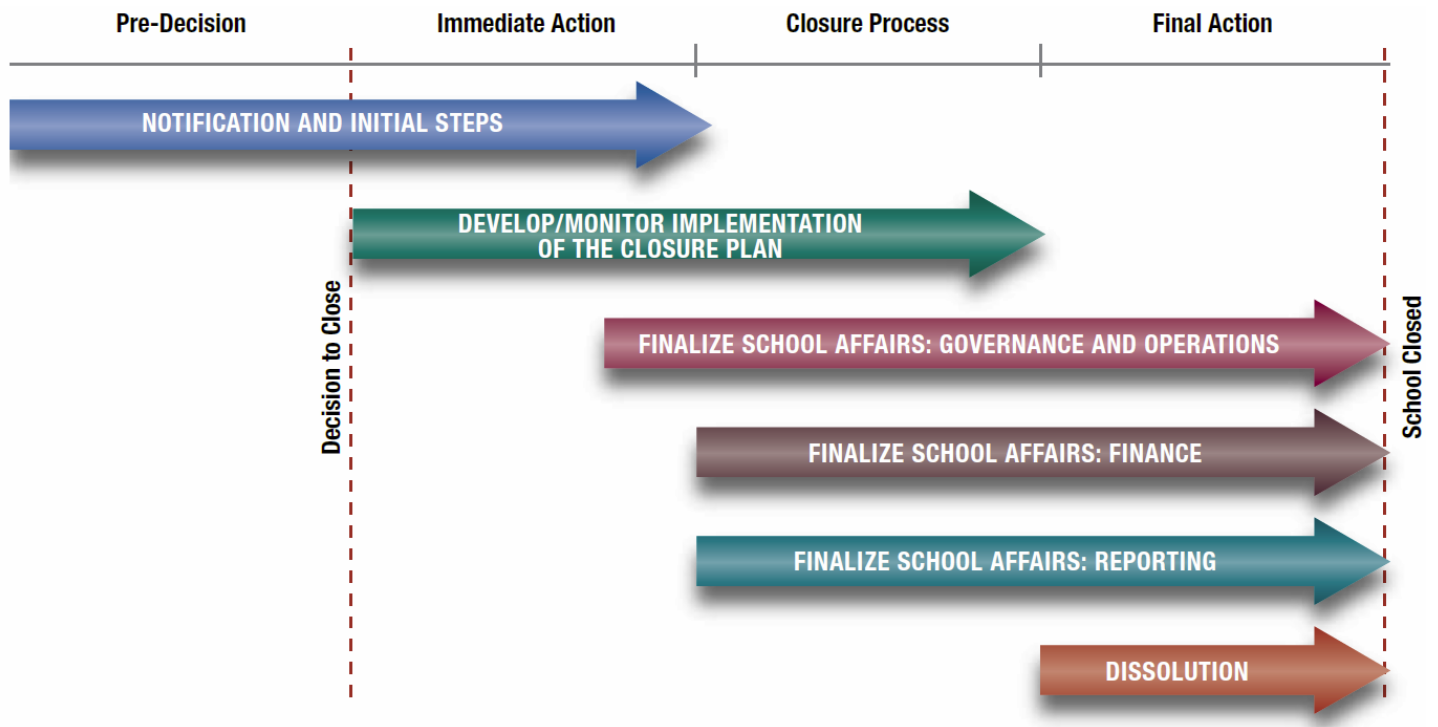
Endnotes

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

² I.C. § 33-5212

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

A Conceptual Timeline for Closure



Notification and Initial Steps

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

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

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Establish Transition Team, Develop Closure Plan, and Assign Roles <ol style="list-style-type: none"> Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> A member of the PCSC staff A member of the SDE staff Charter school board chair Lead administrator from the charter school Lead finance person from the charter school Additional members as deemed appropriate Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information. 	School, PCSC, SDE			
Establish a Schedule for Meetings and Interim Status Reports <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> Reassignment of students and transfer of student records. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. Notification to entities doing business with the school. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. Sale, dissolution, or return of assets. Submission of all required reports and data to the authorizer and/or state. 	School			
Submit Final Closure Report <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
Maintain Identifiable Location 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.	School			
Protect School Assets Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration. <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. 	School			
Notify Commercial Lenders / Bond Holders (if applicable) 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.	School			
Terminate EMO /CMO Agreement (if applicable) 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. <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. The school and the management company agree when other services including business services will end.	School			
Notify Contractors and Terminate Contracts <ol style="list-style-type: none"> 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed. 	School			
Notify Employees and Benefit Providers <ol style="list-style-type: none"> 1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans 3. Consult legal counsel as specific rules and regulations may apply to such programs. 	School			

Finalize School Affairs: Governance and Operations (continued)

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

Finalize School Affairs: Finance

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

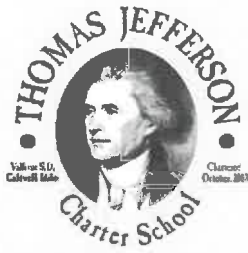
Dissolution

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

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

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

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



Thomas Jefferson Charter School

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Developing Virtuous Citizen Leaders

RE: Thomas Jefferson Charter School Transfer Petition

Regarding the transfer of authorization for Thomas Jefferson Charter School from the Vallivue School District (VSD) to Idaho Public Charter School Commission, VSD approves the following:

--TJCS revised charter

--submission of TJCS petition to PCSC to transfer authorization from Vallivue School District to PCSC by the end of the 2019-20 school year

--agreement to submit TJCS petition to PCSC before the 4 week timeframe if VSD is satisfied with the revised charter and petition (VSD has 4 weeks to review the charter and petition from the date of submission to the district)

--continued allowance of TJCS student athletes residing within the VSD to participate in VSD athletics/extracurricular activities

--time to smoothly transition the Federal Programs component, to be completed no later than end of 2019-20 school year.

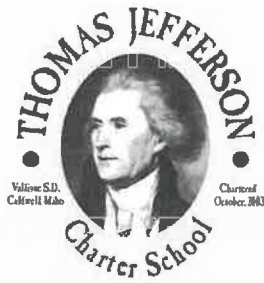
Dated on September 10, 2019

Pat Charlton

VSD Superintendent or designee

[Signature]

VSD Board Chair or designee



Thomas Jefferson Charter School

1209 Adam Smith Ave; Caldwell, ID 83605

<http://tjcs.org>

(208) 455-8772

Developing Virtuous Citizen Leaders

November 22, 2019

To: Idaho Public Charter School Commission

From: Vallivue School District

RE: Thomas Jefferson Charter School Performance Certificate

Vallivue School District has reviewed and agrees with the Thomas Jefferson Charter School Performance Certificate.



VSD Board Chair or designee

12-2-19

Date

SUBJECT

Hayden Canyon Charter School Transfer Petition

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-52 Public Charter Schools

IDAPA 08.02.04 Rules Governing Public Charter Schools

BACKGROUND

Hayden Canyon Charter School (HCCS) is petitioning to transfer their charter from Lakeland School District to the PCSC. The school intends to serve 668 students in grades K-8 using an educational model inspired by Expeditionary Learning.

The school was approved to open fall of 2019, and though they were able to achieve full enrollment and a waitlist, their opening was delayed due to facilities issues. While this is a transfer petition, the school is not yet operational.

DISCUSSION

See the HCCS Petition Evaluation Report for details.

PCSC staff has collaborated with HCCS to draft the individualized sections of the performance certificate and framework. In these materials, individualized sections of the certificate are highlighted in yellow.

The Lakeland School District has approved this transfer proposal, including associated charter and performance certificate amendments. Additionally, the petitioners have notified the Coeur d'Alene School District of their request to expand the primary attendance area into parts of both districts.

IMPACT

If the PCSC approves the transfer petition and the proposed performance certificate, the transfer will be effective immediately.

If the PCSC denies the petition, the petitioners could appeal to the State Board of Education, or they could decide to not proceed further.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC approve the transfer charter petition for Hayden Canyon Charter School and execute the performance certificate as presented in these materials.

COMMISSION ACTION

A motion to approve the transfer petition and execute the performance certificate for Hayden Canyon Charter School.

December 12, 2019

OR

A motion to deny the Hayden Canyon Charter School transfer petition on the following grounds:_____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

PETITION EVALUATION REPORT & STANDARDS OF QUALITY



Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Tamara Baysinger, Director

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PETITION EVALUATION REPORT

Hayden Canyon Charter



Petition Review Summary

Summary

The Hayden Canyon Charter transfer petition includes a solid academic program and petitioners are passionate about expeditionary learning. Families in the local community appear excited about the model and it is likely that the school could fill to capacity.

Hayden Canyon Charter School proposes to open a model inspired by Expeditionary Learning, serving 668 students in grades K-8. The school is currently authorized by the Lakeland School District, though is not yet operational. The district and the school have agreed that petitioning the PCSC for a transfer of authorization is the best course going forward. The school expects to open in August 2020, regardless of whether or not the transfer petition is approved.

In addition to an evaluation of the petition, this report also includes:

- [The Governance Capacity Interview Summary](#)

Summary of Section Ratings

Section 1: Educational Program ↓

MEETS STANDARD

Section 2: Financial & Facilities Plan ↓

MEETS STANDARD

Section 3: Board Capacity and Governance Structure ↓

MEETS STANDARD

Section 4: Student Demand & Primary Attendance Area ↓

DOES NOT MEET STANDARD

Section 5: School Leadership and Management ↓

MEETS STANDARD

Section 6: Virtual Schools ↓

NOT APPLICABLE

Section I: Educational Program

MEETS STANDARD

READ MORE: [Standards of Quality](#)

Comments

Hayden Canyon Charter is inspired by the Expeditionary Learning (EL) model and aims to capitalize on its rural location to provide students with nature-focused expeditions. Petitioners appear to have an understanding of the EL methodology.

Detail

Strengths:

- The transfer petition demonstrates an understanding of Idaho State Standards and the importance of ensuring the academic model meets these standards.
- The academic section is well written and thorough.

Concerns:

- No significant concerns.

Section II: Financial and Facilities Plan

MEETS STANDARD

READ MORE: [Standards of Quality](#)

Comments

The school has fundraised \$100,000 at gala events and was awarded \$800,000 in CSP grant funds on 11/18/19. This grant is slated to support, among other things, the purchase of a bus. Additionally, the school is currently in negotiations with several banks to fund a line of credit between \$150 and \$200K to cover other start-up costs. While there is no documentation for the loan provided, the petitioners believe they will be able to close on the loan if the transfer petition is approved.

HCC was able to secure full enrollment and a waitlist for the 2019-2020 school year. It appears that there is sufficient community demand to support the budget as presented in the petition.

The school was originally approved by the Lakeland School District to open in 2019. However, opening was delayed until fall 2020 due to facility issues. Documentation in this petition indicates that those issues have been resolved.

Hayden Canyon Charter proposes to operate out of portables for at least the next three years, and will work with a developer to construct a permanent facility when enrollment and budgets can sustain the purchase.

Detail

Strengths:

- The petition includes documentation from Hayden City Council amending the existing PUD allowing Hayden Canyon Land, LLC to transfer the identified land to Hayden Canyon Charter prior to development of the residential area. This document also confirms the grant of land to the city for use as a park.
- Hayden Canyon Land, LLC has agreed to provide the land to the school at a cost of \$1.00 per year. The city council and mayor are supportive.
- The facility template (page 88-89) clearly details which entities are responsible for which costs. The developer is assuming the land development and improvements as part of their larger development project. Hayden Canyon will

pay for portables, permits, and engineering fees. These costs are reflected in the budget.

Concerns:

- The bank loan is not yet documented. [II.1.b](#)
- The pre-operational budget includes a \$7,000 grant that is not documented. The source, timeline for the award, and guarantee of this grant is not provided. [II.1.b](#)
- While the successful fundraising to date is commendable, reliance on donations is not a sustainable practice. Anticipated fundraising in future years should not be included as revenue. [II.1.b](#)

Section III: Board Capacity and Governance Structure

MEETS STANDARD

READ MORE: [Standards of Quality](#)

Comments

The Hayden Canyon Charter transfer petition describes both a governing board and an advisory board. Several members of the advisory board are former members of the charter/founding board.

See [Governance Capacity Interview](#) for more information.

Detail

Strengths:

- All board directors have signed a code of ethics statement.
- Petitioners demonstrate an understanding of the difference between governance and management.

Concerns:

- Over five years of attempted start-up, HCC has struggled to maintain positive working relationships with proposed authorizers (the PCSC and Lakeland SD). Concerns have included failure to respond to authorizer guidance and lack of transparency. It should be noted that most of the current directors are different individuals from those who served on the original HCC board. The board reports that its relationship with Lakeland SD has improved in recent months.

Section IV: Student Demand and Primary Attendance Area

DOES NOT MEET STANDARD

READ MORE: [Standards of Quality](#)

Comments

Hayden Canyon Charter will be located in an undeveloped area in Hayden, in which developers hope to build a subdivision. The Coeur d'Alene and Hayden areas are growing and the school has significant enrollment interest.

While the school is located within the Lakeland School District boundaries, the location is near the Coeur d'Alene School District boundary and the school expects to draw students from both districts.

The school was approved to operate with Lakeland SD as its primary attendance area. However, the transfer petition proposes a wider primary attendance area that includes both the Lakeland and Coeur d'Alene districts.

As the school's approval stands, the yield rate from Lakeland SD alone is quite high. However, the yield rate from the proposed broader area remains within state and national averages. See the chart below.

Charter School Yield Rate*	% Yield Lakeland	% Yield CDA	% Yield Combined Districts
Most Recent Year Yield (2018-2019)	10.6%	6%	7.4%
Anticipated Yield 2020-21	16%	8.6%	9.2%
Potential Yield Rate (if all operating charters enrolled to capacity)	27.8%	13.6%	14.11%
Idaho Average	11%		
National Average	10-15%		

*Yield rate is the percentage of students served by public schools located in a district's boundaries who choose to attend a charter school.

This section does not meet standard because of technical issues regarding enrollment capacity and because the transfer petition does not adequately address strategies for enrolling underserved families. However, with the probable inclusion of nutrition services and transportation in year 1, petitioners appear to be addressing some of these concerns.

Detail

Strengths:

- Because HCC intended to open in the fall of 2019, the school held a lottery last spring. The school reports a post-lottery enrollment of 276 students and a waitlist of 114.

Concerns:

- The student enrollment chart is incomplete and not consistent with statute. The petitioners need to provide a grade level cap for grades K-8 and an overall cap by year. See the [Guidance: New Charter Petitions](#) for more information.

Section V: School Leadership and Management

MEETS STANDARD

READ MORE: [Standards of Quality](#)

Comments

The school has a single-administrator leadership structure and has designated a principal with administrative experience. The school intends to employ a business manager to handle its finances.

Detail

Strengths:

- The school has hired a principal who is certified and has worked as a principal in a rural community in California.
- While the school is not formally partnering with Expeditionary Learning Schools, they do intend to utilize EL open resources to scaffold their schools through start-up. Due to changes in the EL structure, HCC is not eligible to formally partner with the organization.

Concerns:

- No significant concerns.

Governance Capacity Interview Summary

Petitioning School	Hayden Canyon Charter School
Date of Interview	October 30, 2019
PCSC Staff who Conducted Interview	Tamara Baysinger, PCSC Director
	Jenn Thompson, Finance and Resource Program Manager
Board Members Interviewed	Joshua Dahlstrom
	Josh Fletcher
	Jason Ball
	Ryan Crandall
	Tyson Schroeder
	Amy Thompson
Absent	Carmen Woolman
	Jennifer Vest

PCSC staff interviewed the Hayden Canyon Charter School Board of Directors. As the school is approved by Lakeland School District, but not yet operational, the interview addressed what directors learned through the authorization process, the obstacles they have overcome, and some they still face. Additionally, the school's finance and facility plans were discussed.

Hayden Canyon Charter School has an 8 person governing board. Individuals bring expertise in marketing, business start-up, law, construction management, and accounting to the school. The board has experienced some turn-over since the PCSC last reviewed this petition. In addition to the governing board, the school has developed an advisory board. While there appears to be a clear understanding of the role of each board, the advisory board includes former board directors as well as the facility developer which may prove to be a source of "founder's syndrome" as the school begins operations.

Directors expressed that while they have experienced setbacks in opening their school, delaying opening by several years has provided opportunity to overcome significant obstacles. Specifically, directors noted that the loan commitment letter received in October along with the July amendment to the Planned Unit Development (allowing the school's portion of the development project to begin immediately) resolved the largest hurdles to opening.

The board has a thorough understanding of the school's academic model and are confident about enrollment projections. They shared that the school did not engage in costly or wide-spread recruitment efforts last year and were able to fully enroll the school, building a waitlist of over 100 students. They believe that they have kept families engaged and with some targeted recruitment, can produce similar results again.

Directors are actively engaged in the work of school founding, but are aware of the transition to governance. Directors spoke about delegating work to their newly hired school principal, but were also able to speak to their budget, contracts, and the progress made on operational logistics of the school. For example, directors were able to confidently discuss the commitment letter regarding a start-up loan, a grant received from Blue Cross Blue Shield, and the status of their CSP grant application. When queried about staff hiring, several directors quickly noted that this was work their principal would do.

Importantly, directors expressed that the relationship with their current authorizer has improved significantly in the past few months, and noted their interest in continuing to grow that relationship through sharing successes and instructional strategies in the future. Directors noted that if the PCSC chooses to deny the transfer petition, the school is prepared to open in the fall under their current authorization. However, both the Hayden board and the Lakeland district express a preference for the school to be authorized by the PCSC. Directors explained that because the intended location of the school is near the boundary of the Lakeland and Coeur d'Alene districts, that PCSC authorization would help them to have positive relationships with both districts.

Board directors expressed a commitment to the Expeditionary Learning model and spoke about their view that the primary role of the board is one of promoting the culture and values of the school. They were also able to describe their duty to provide academic and financial oversight with a goal of building "something that will live beyond themselves."

Strengths of the board:

- Directors are experienced with charter school start-up work.
- The board includes committed directors well into a first or second term of service.
- The board's composition represents a strategically recruited breadth of professional experience.

Areas of concern:

- The board as a whole has not yet engaged in significant governance training.

STANDARDS OF QUALITY



Introduction Checklist

1. Formatting

- ☒ All pages are legible in the final PDF (i.e. font size, quality of copy, etc.)
- ☒ Petition is continuously paginated
- ☒ Section headings and references to appendices are bookmarked and/or hyperlinked

2. Cover Page Requirements

- ☒ Name of the school
- ☒ Year the school intends to open
- ☒ General location of the school (such as school district, county, city, etc.)
- ☒ Contact information for the primary representative of the petitioning group (including name, address, phone number, and e-mail address)

3. Table of Contents

- ☒ Organized in alignment with the New Charter Petitioner Guidance document
- ☒ Page numbers are accurate
- ☒ Section titles are hyperlinked to the corresponding page of the petition

4. Executive Summary

- ☒ One page maximum
- ☒ Introduces the school's organizational structure
- ☒ Introduces the school's educational program
- ☒ Provides an overview of the community need for such a program
- ☒ Summarizes student outcome expectations

5. Mission Statement

- ☒ Succinctly relays the purpose and educational philosophy of the school

Section I: Educational Program

1. General Standards of Quality

- a. **Thorough and Compliant** - The petition provides a thorough explanation of the intended educational program.
- b. **Supported and Credible** - The petition includes references to relevant research and documentation of the success of the proposed model. Alternatively, if the model is new and research is unavailable, the petition describes the reasoning behind the approach.
- c. **Connected and Cohesive** - The petition presents an overall educational program that is aligned to the mission and vision and is cohesive with other sections of the petition.

2. Educational Philosophy (New Charter Petitioner Guidance, Pg.8)

- a. The educational philosophy clearly relates to the school's mission and instructional model.
- b. Research and widely accepted best practices support the educational philosophy.

3. Student Academic Achievement Standards (New Charter Petitioner Guidance, Pg.8-9)

- a. Academic and programmatic goals convey the educational program's anticipated achievement outcomes.
- b. Academic and programmatic goals reflect high standards for the target population.
- c. The goals are logically connected to the school's mission.

4. Key Educational Design Elements, Curricula, Tools, & Instructional Methods (New Charter Petitioner Guidance, Pg.9-10)

- a. Key design elements are thorough and directly relate to the educational program as well as the mission and vision of the proposed school.
- b. Explanations and examples of instructional practices, types of curricula, and tools are detailed, realistic, and consistent with the proposed educational program.

5. Strategies for Serving Special Populations (New Charter Petitioner Guidance, Pg. 10 - 11)

- a. The special services plan is complete and addresses the needs of special populations, including, but not limited to: special education, at-risk, gifted, and English Language Learners.

- c. The special populations plan appears feasible within the constraints of the proposed academic program.
- d. The plan demonstrates an understanding of the unique needs of the special populations in the proposed target market.

6. Professional Development Plan (New Charter Petitioner Guidance, Pg. 11)

- a. The professional development plan addresses new teacher orientation and onboarding.
- b. The professional development plan includes training specific to the proposed educational model as well as the systems and structures for efficient school operations.
- c. The plan aligns with the school calendar and provides learning opportunities for both groups and individuals as well as varied delivery formats such as guest professionals, off-site trainings, and professional learning communities.

Section 1: Related Appendices

Appendix F: Optional Supporting Documents

- a. No appendices are required for Section I. Optional appendices support the educational program's credibility.
- b. Each document is numbered within this section (i.e. F1, F2, F3, etc.).

[Back to petition evaluation report](#)

Section II: Financial and Facilities Plans

1. General Standards of Quality

- a. **Thorough and Compliant** - The financial plan and budget template evidence a thorough understanding of federal and state funding mechanisms and distributions as well as the costs associated with school operations. Revenue estimates include realistic variables and restricted funds are used appropriately.
- b. **Supported and Credible** - The petition includes sufficient documentation, assumptions, and details to demonstrate the validity of revenue and expenditure estimates.
- c. **Connected and Cohesive** - The petition's financial and facilities plan meets the stated needs of the academic program and the intended student body. The financial narrative and the budget template are aligned.

2. Fiscal Philosophy and Spending Priorities (New Charter Petitioner Guidance, Pg.12)

- a. The fiscal philosophy and spending priorities align to the mission and vision of the school.
- b. The spending priorities provide for effective school operations.
- c. The spending priorities present appropriate use of taxpayer dollars.

3. Transportation and Food Service Plans (New Charter Petitioner Guidance, Pg.12)

- a. The transportation plan (if provided) is compliant and meets the needs of the intended student population.
- b. The nutrition plan (if provided) is compliant and meets the needs of the intended student population.
- c. Cost estimates are credible and supported.
- d. The facility design and staffing plan appropriately support the stated plans for transportation and nutrition.

4. Financial Management and Monitoring Plan (New Charter Petitioner Guidance, Pg.12)
 - a. The financial management and monitoring plan identifies the board's fiscal governance role.
 - b. The organizational structure ensures appropriate accounting expertise either by including a business manager in the staffing plan or by contracting out services to an experienced organization. (If contracting out for services, the petition outlines the specific duties to be contracted and includes any contracts or MOUs executed to date.)
 - c. The plan evidences an understanding of financial policy including accounting practices, internal controls, and related internal procedures.
5. Facilities Plan (New Charter Petitioner Guidance, Pg.13)
 - a. The two facility options are detailed, realistic, and meet the school's programmatic needs.
 - b. The proposed school location(s) is easily accessible to the intended student population and lies within the primary attendance area.
 - c. The square footage, outdoor space, and specialty features meet the needs of the educational model.

Section II: Related Appendices

Appendix A1: Financial Summary

- a. See New Charter Petitioner Guidance, pg.20-21, for more information.
- b. The financial summary, which automatically populates, provides a one-page overview of the school's plan.

Appendix A2: Pre-Opening Budget

- a. See New Charter Petitioner Guidance, pg.20-21 for more information.
- b. The pre-opening budget is aligned to the school's start-up plan (as described throughout the narrative) through June 30th of the pre-operational year. Revenues and expenditures are supported and credible.

Appendix A3: Three-Year Operating Budget and Break-Even Year 1 Scenario

- a. See New Charter Petitioner Guidance, pg. 20-21, for more information.
- b. The three-year budget provides appropriate detail for the first few years of the school's operation based on realistic enrollment expectations.

- c. The budget includes a functional break-even, or “plan B” budget for the first year of operation that shows how the school can survive if it does not meet anticipated enrollment numbers. Revenues and expenditures are supported and credible.

Appendix A4: Cash Flow Projection for Initial Operating Year

- a. See New Charter Petitioner Guidance, pg. 20-21, for more information.
- b. The cash flow aligns to the “full enrollment year 1 budget” column on the Operational Budgets tab. The presented budget appropriately accounts for the staggered timing of state distributions of funds and the appropriate timing of various expenditures.

Appendix A5: Facility Options

- a. See New Charter Petitioner Guidance, pg. 20-21, for more information.
- b. The two or more facility options, outlined on the PCSC facilities template, are realistic.
- c. Cost estimates are realistic and consider soft and hard costs of the proposed facility.

Appendix F: Optional Supporting Documents

- a. Additional appendices to support the Financial and Facilities Plan Section may be included in Appendix F.
- b. Each document is numbered within this section (i.e. F2, F3, F4, etc.).

[Back to petition evaluation report](#)

Section III: Board Capacity and Governance Structure

1. General Standards of Quality

- a. **Thorough and Compliant** - The articles and of incorporation and bylaws are legally compliant and address all necessary content. The petition demonstrates an understanding of the charter school board's legal responsibilities. The narrative and attachments effectively communicate the board's capacity to govern.
- b. **Supported and Credible** - The petition includes documentation of executed bylaws and filed articles of incorporation.
- c. **Connected and Cohesive** - The board membership and structure match the needs of the educational program and the oversight of school operations.

2. Governance Structure (New Charter Petitioner Guidance, Pg.13)

- a. The governance structure includes detailed descriptions of the roles that officers and board committees will play.
- b. The division of duties between governance and management are clear and appropriate.
- c. The governance structure grants the board direct oversight over school leadership and the evaluation of school leaders.
- d. The articles of incorporation and bylaws are consistent with the petition narrative.

3. Board Member Qualifications (New Charter Petitioner Guidance, Pg.13)

- a. The board member qualifications section includes a list of directors currently serving, states each director's term of service, and establishes each director's capacity to govern (qualifications, experience, etc.).
- b. Board membership reflects diverse experience and skills (such as education, law, real estate, management, financial planning, and/or community outreach).

4. Transition Plan (New Charter Petitioner Guidance, Pg.13-14)

- a. The board's transition plan from founding to the work of governance is clear and likely to be effective.
- b. The transition plan addresses concrete ways to avoid the pitfalls of "founders' syndrome."
- c. The plan includes a list of the current board members who intend to resign in order to apply for a paid position, if the school is approved.
- d. The transition plan accounts for the consistent stewardship of the school's mission and vision.

5. Board Member Recruitment and Training (New Charter Petitioner Guidance, Pg.14)

- a. A comprehensive board training plan for sustaining high-quality governance includes an identification of the scope of skills the board desires to maintain, strategies for recruitment, and processes for grooming, selecting, and onboarding new directors.
- b. Board training is detailed, specific, and comprehensive, and addresses the needs of the initial board as well as future board members.
- c. The board training plan allows for self-reflection and opportunities for stakeholders to provide feedback.

Section III: Related Appendices

Appendix B: Articles of Incorporation and Corporate Bylaws (New Charter Petitioner Guidance, Pg.22-23)

- a. Articles of incorporation are filed with the secretary of state prior to submitting the petition for review by the PCSC. The petition includes a signed copy of the articles.
- b. Included bylaws outline a clear process for selection of members of the school's board of directors, including: number and designation of seats, board member terms, elections vs. appointments, nomination and voting procedures, eligible voters, applicable definitions, etc.

Appendix C: Board of Directors and Petitioning Group (New Charter Petitioner Guidance, Pg.23)

- a. Resumes establish each board member's credibility with regard to their service on the board.
- b. Includes a list of all persons in the petitioning group who are significantly involved in the development of the proposed school and their relevant skills.
- c. "Founders" are defined for the purposes of the enrollment lottery preference are listed.

Appendix F: Optional Supporting Documents

- a. Additional appendices to support the Board Capacity and Governance Structure Section may be included in Appendix F.
- b. Each document is numbered within this section (i.e. F2, F3, F4, etc.).

[Back to petition evaluation report](#)

Section IV: Student Demand and Primary Attendance Area

1. General Standards of Quality

- a. **Thorough and Compliant** - The petition's proposed educational program reflects the needs and demands of the local community.
- b. **Supported and Credible** - The petition includes evidence of research to document demographics and student demand.
- c. **Connected and Cohesive** - The information presented in this section aligns with the structure and intent of the educational program and facility plans.

2. Primary Attendance Area (New Charter Petitioner Guidance, Pg.15)

- a. The primary attendance area is clearly described and appears appropriate.

3. Student Demand (New Charter Petitioner Guidance, Pg.15-16)

- a. The student demand section describes and documents the need for the academic program in the identified area and provides evidence of student interest/demand for the school.
- b. The student demand section describes the demographics (documented with credible source data) of the intended neighborhood in which the school will be located.

4. Student Population (New Charter Petitioner Guidance, Pg.16)

- a. The intended student population is clear.
- b. The intended student population can be supported by community and district demographics.
- c. The estimate of the anticipated number of students the school expects to serve who will require special services is supported and credible.
- d. The staffing and educational plan is likely to support adequate special services, especially for FRL, special needs, and/or ELL students.

5. Enrollment Capacity (New Charter Petitioner Guidance, Pg.16-17)
 - a. Capacity estimates include whole school and grade-level.
 - b. The growth plan is clear and complete from year one through year five or to final expansion.
 - c. The enrollment goals for each year and for the school at capacity are reasonable and supported by credible data.
 - d. The detailed marketing and recruitment plan allocates adequate staff support and funds to the effort and the plan will likely result in the school meeting its enrollment goals.
6. Community Partnerships and Local Support (New Charter Petitioner Guidance, Pg.17)
 - a. The level of community engagement with the proposed model is appropriate and adequate.
 - b. Documented partnerships and local support align to the mission of the school.
7. Enrolling Underserved Families (New Charter Petitioner Guidance, Pg.17)
 - a. Strategies for reaching at-risk, diverse, and underserved families, as well as families that might not be aware of the school, are well developed.
 - b. Strategies for initial recruitment, as well as ongoing family and community engagement, appear reasonable and likely to be successful.

Section IV: Related Appendices

Appendix F1: District Notification Letter

- a. Appendix F1 includes a dated and signed letter to the district that meets the requirements outlined in I.C. §33-5205.

Appendix F: Optional Supporting Documents

- a. Additional appendices to support the Student Demand and Primary Attendance Area Section may be included in Appendix F.
- b. Each document is numbered within this section (i.e. F2, F3, F4, etc.).

[Back to petition evaluation report](#)

Section V: School Leadership and Management

1. General Standards of Quality

- a. **Thorough and Compliant** - The petition describes the leadership structure including a description of the experience, qualities, and/or management style of the “right” leader for this school and details regarding the division of duties if a co-director structure is proposed. The petition also evidences clear understanding of [the Idaho Standards for Effective Principals](#).
- b. **Supported and Credible** - The petition includes documentation to support the likely success of the proposed leadership and/or management plan.
- c. **Connected and Cohesive** - The leadership and management plan is aligned to other sections of the petition, including the educational program, organizational chart, and budget.

2. Leadership Team (New Charter Petitioner Guidance, Pg.17)

- a. The narrative describes the responsibilities of and relationships among school leadership, the governing board, instructional leaders, and staff.
- b. The petition includes a plan for evaluating school leader(s).

3. Educational Services Provider (if applicable) (New Charter Petitioner Guidance, Pg.17-18)

- a. If the school has chosen to work with an EMO, CMO, or ESP to provide leadership and/or management services:
 - This section includes the contact information for a representative from the organization or provider and other pertinent information such as other locations where the organization or provider operates, any available achievement, operational, and financial data, and any DBAs.
 - This section details the nature and extent of the entity’s participation in the management and operation of the school.
 - This section describes how the school’s board will regularly evaluate the performance of the EMO, CMO, or ESP.

Section V: Related Appendices

Appendix D: School Administration and Organization Chart (New Charter Petitioner Guidance, Pg.23)

- a. The organizational chart includes board of directors, administration, business management, contractors (including EMO/CMO, if applicable), and support staff.
- b. If the lead administrator has been identified, Appendix D includes his/her resume and additional pertinent information, including real or potential conflicts of interest.
- c. If the lead administrator has not been identified, Appendix D includes job descriptions and/or description of responsibilities for key leadership positions.

Appendix E: Education Service Provider (if applicable) (New Charter Petitioner Guidance, Pg.24)

- a. A thorough term sheet provides the term length and termination agreement.
- b. If applicable, Appendix E includes the two most recent contracts that the ESP has executed with operating charter schools.
- c. The detailed description of the ESP's relationship to the school's board includes any conflicts of interest.
- d. If applicable, the detailed description of how and why the management organization or educational service provider was selected provides evidence that the organization provides high-quality service to similar schools.

Appendix F: Optional Supporting Documents

- a. Additional appendices to support the School Leadership and Management Section may be included in Appendix F.
- b. Each document is numbered within this section (i.e. F2, F3, F4, etc.).

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Section VI: Virtual and Blended Schools

1. General Standards of Quality

- a. **Thorough and Compliant** - The petition provides a detailed description of the proposal, and establishes the need for such a program.
- b. **Supported and Credible** - The petition includes documentation to evidence the validity of the chosen Learning Management system (LMS), curriculum, and instructional structure.
- c. **Connected and Cohesive** - The design of the program is aligned to other sections of the petition including, but not limited to, the budget, staffing plan, and mission.

2. Learning Management System (New Charter Petitioner Guidance, Pg.18)

- a. The description of the chosen LMS addresses the technology platform, curriculum, and rationale for the structure of the program.
- b. The LMS appears adequate to fulfill the mission and meet identified goals.
- c. All students can be served via the identified LMS.

3. Educational Program-Virtual and Blended (New Charter Petitioner Guidance, Pg.19-20)

- a. There is a strong rationale for use of a virtual program, rather than a brick-and-mortar program, to fulfill the mission and meet stated goals.
- b. The plan to ensure all students have access to the virtual educational program is complete and demonstrates thoughtfulness and planning of petitioners to market to and address educational needs of all students.
- c. The expectations for online teachers include required availability and the role that he/she plays in individualizing and providing guidance on course material.
- d. The student work assessment plan includes the level of teacher involvement required in evaluating and responding to student performance.
- e. The described means by which student will interact with teachers includes timely and frequent feedback about student progress.
- f. The opportunities for student-to-student interaction are practical, diverse, and likely to cultivate school community.
- g. The educational program offers new opportunities for families.

4. Technology (New Charter Petitioner Guidance, Pg.20)

- a. A plan for ensuring equal access to all students includes the provision of necessary hardware, software, and internet connectivity required for participation in online coursework.
- b. The plan for provision of technical support relevant to the delivery of online courses is cost-effective, timely, and supported by adequate staff.
- c. The plan for training students and parents in the use of hardware and software is practicable.

5. Professional Development (New Charter Petitioner Guidance, Pg.20)

- a. The strategies for professional development specific to education in the virtual environment address both initial and ongoing training.
- b. The teacher evaluation plan includes strategies specific to virtual education.

6. Data Collection/Attendance and Course Credit (New Charter Petitioner Guidance, Pg.20)

- a. The means of verifying student attendance demonstrate that attendance will focus primarily on coursework and activities correlated to the thoroughness standards.
- b. The proposed means of awarding course credit are adequate.
- c. The strategies for administering standardized testing to all students are practicable and affordable.

Section VI: Related Appendices

Appendix F: Optional Supporting Documents

- a. No appendices are required to support Section VI. Optional appendices support the virtual educational program's credibility.
- b. Each document is numbered within this section (i.e. F2, F3, F4, etc.).

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HAYDEN CANYON CHARTER

Grade Levels: K-8

Year Opening: 2020

School Location: City of Hayden, Lakeland School District 272

Additional Impacted School District: Coeur d'Alene School District 271

Submission Date: September 1, 2019

Contact Person: Joshua Dahlstrom, Board President
2467 W Palais Dr Coeur d'Alene, ID 83815, 208.770.0242
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Non-Discrimination Statement:

Hayden Canyon Charter 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

Mission Statement: *Hayden Canyon Charter is dedicated to achieving breakthroughs in academic excellence and character development by inspiring passion for inquiry and life-long learning utilizing hands-on discovery, real world application, collaboration, and community; preparing each student for engagement in productive, thoughtful citizenship.*

HCC embraces a holistic approach to learning, harnessing creative catalysts within the arts and humanities, while also capturing discovery in the sciences, igniting the spark that fuels student engagement and investment in lifelong learning. Additionally, HCC will engage students in authentic research and applied learning in a manner congruent with the work being done at professional levels in all disciplines. Inspired, equipped, and empowered, students build a cadre of skills for success, characteristics for achievement and fulfillment in life and work, and an ethic of excellence in the quality of work they create.

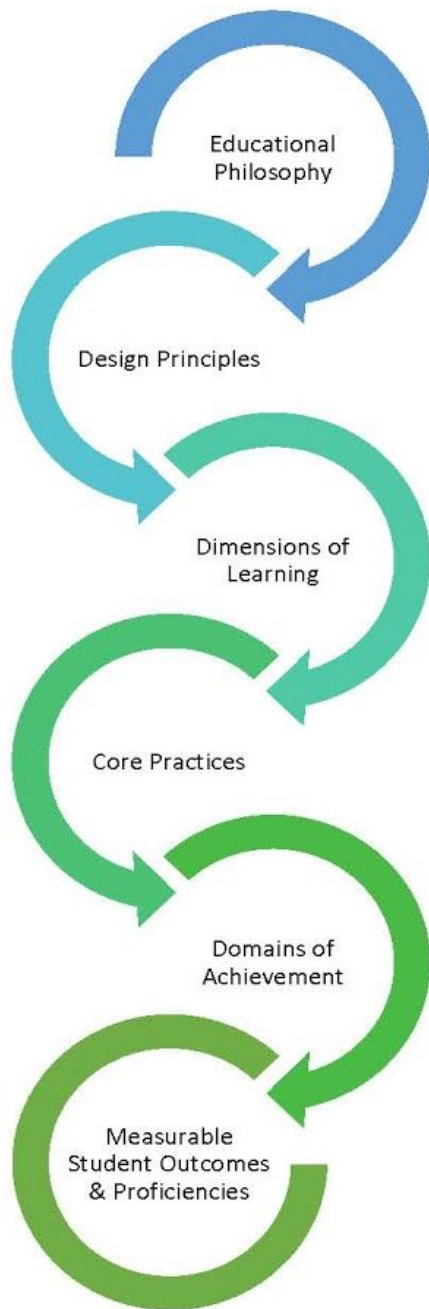
EL Education principles form the basis for HCC's learning model centered around Design Principles reflecting Core Beliefs regarding how children learn best. These beliefs frame the Core Practices which in turn support the learning within each of three Domains of Achievement: Mastery of Core Conceptual Understanding and Skills, Scholarly Habits and Character, and High-Quality Work. Student achievement will be measured primarily through mastery-based rubrics, among a cadre of assessment tools. Based on the documented success of the expeditionary model, Hayden Canyon Charter expects student outcomes to reflect measurable growth and attainment of proficiency and mastery in standards-based targets within these Domains of Achievement.

The community response to the availability of such a model has been exceptional, with over 400 applicants and 276 lotteried and enrolled students for fall of 2019. HCC has a growing waitlist of 114 students. This indicates a strong desire for more choice in the Northern Idaho region. Over 80% of interested parents cite the project based, hands-on learning model tied to real-world applications as the most important reason for enrolling their student. Also strongly cited was the emphasis on individually tailored learning designed to elevate equity by equipping all students with the necessary skills and abilities for success in life, work, and civic responsibility.

Organized with a Board of Directors ensuring the overall alignment of decisions with the school's core values and mission, as well as fiscal responsibility, Hayden Canyon Charter has hired an Education Director whom will model the Core Practices and values HCC is built upon, and facilitate them within the school. As part of the leadership team, HCC plans to hire a Business Manager/Director, a Curriculum & Instruction Coordinator, and a Special Education Coordinator. Certified staff will include mentor leaders, adept in expeditionary learning methodologies. **(Appendix D)**

The school will run on a four-day academic schedule, emphasizing block scheduling for project work and exploratory foci, as well as providing staff with six hours of professional learning and collaboration time on Fridays. Classes will be structured with mixed-age grouping of two grade levels, encouraging collaborative learning and community building within the school. Focused student mentorship will be facilitated by staff during "crew" time to ensure healthy school climate, mediation, problem solving, and preparation for student-led conferences.

Educational Program



Educational Philosophy

The 21st century is a period of unprecedented and rapid change; schools are not only supporting today's students in preparation for first jobs, but also for careers that do not yet exist, and for societal challenges we do not yet know.

Traditionally, we have built our education models around literacy and numeracy sufficient to prepare a workforce in an industrial age. However, we are now living in an age where the past expectation of citizen engagement in society no longer applies, as technology opens up engagement and productivity in a global society. Change occurs at the speed of imagination and the gap is widening in our nation between those who drive innovation, those who work to actualize it, and those whose work is more connected with supporting the daily activity of society and less connected with the driving forces of change.

The difference in this modern workforce is that all productive citizens are increasingly required to utilize habits of mind such as higher-order thinking and problem solving. These higher-order thinking requirements are underpinned by foundational understandings in the areas of effective communication, mathematics, the sciences, and social studies. In addition, creative and innovative thinking, developed through experiences in areas such as artistic and engineering process, drives culture,

technological advancement, and solution making. Combined, these deep conceptual understandings and skills can be used to address world challenges from the simplest to the most pressing. The character to see the work through--grit, tenacity and perseverance--are tied with these essential components of knowledge and skills.

Hayden Canyon Charter will strive to build the foundational components of an educated person into each of our students: a) one whose commitment to lifelong learning produces a capacity for adaptive expertise and holistic problem solving, b) one who is grounded in foundational understandings and skills, c) one who is highly developed in both habits of mind and character, and d) one who is driven by an ethic of excellence for producing work of the highest caliber. Adaptive expertise is the ability to continue developing within oneself the depth of knowledge and skills to keep up with changing technologies, methodologies and expectations in life and career, thereby remaining vital and productive (Bransford, et al, 2005). Holistic problem solving assesses all sides of a challenge and seeks balance in outcomes among stakeholders, such as the balance between social justice, ecological wisdom and economic feasibility when evaluating solutions to environmental challenges. These, among many more competencies, conceptual understandings, and skills, contribute to academic excellence and achievement..

Scholarly habits of mind and character involve the commitment to lifelong learning, commitment to excellence in high-quality work, responsibility, perseverance, ethical practices, empathy, and compassion. They also include higher order thinking, drawing evidence-based conclusions, productive collaboration, leadership, service, and stewardship. These elements of character, along with academic deeper learning, lead to the ability to produce high quality work. Furthermore, developing this ethic of excellence leads to productive and fulfilling citizenship. Cultivating these traits in our students is the most responsible action educators can take, equipping them to pursue the highest levels of success in life and work, to establish better equity among all citizens, and to further the productivity of our communities and nation.

This **Educational Philosophy** of Hayden Canyon Charter is reflected in the following beliefs:

- **All students can learn at high-levels**—Equity begins with meeting every student where they are and building within them the tools they need to succeed in each area of their learning.
- **Learning is active**—Hands-on, active, exploratory learning environments foster engagement and collaboration. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions.
- **Learning is challenging**—Students at all levels are pushed and supported to do more than they think they can, achieving proficiency and mastery in all areas of achievement. Excellence is expected in the quality of their work and thinking.
- **Learning is meaningful**—Students apply their skills and knowledge to real-world issues and problems and make positive change in their communities. They see the relevance of their learning and are motivated by understanding that learning has purpose.
- **Learning is collaborative**—School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior. Trust, respect, responsibility, and positive attitudes toward learning permeate the culture. Learning

the value of others' perspectives, ideas, and ways of problem solving promotes working together toward understanding, solution-making, and creating impactful, resonant culminating work

- **Learning is public**—Through formal structures of presentation, exhibition, critique and data analysis, students and teachers build a shared vision of pathways to achievement (EL Education: Core Practices, retrieved January, 2016).

Key Educational Design Elements, Instructional Model, and Curricula

The vision of HCC stems from the regional call for an education model that meets the needs of diverse students through a holistic and inclusive project-based learning approach. Hayden Canyon Charter's education model responds to this call and is unique among the educational opportunities and choices available for families in North Idaho. Building from HCC's [Educational Philosophy](#) and the [Design Principals](#) of EL Education schools, HCC has tailored these principles to fit the area and demographic the school serves.

The [Dimensions of Learning](#), informed by these Design Principles, form the framework for implementing the EL Education model through [Core Practices](#). These Core Practices are the foundation for school-wide facilitation of student-driven learning and assessment resulting in student success within the three [Domains of Achievement](#):

- Mastery of Conceptual Understanding and Skills
- Scholarly Habits and Character
- High Quality Work

These Domains of Achievement are assessed using a multi-dimensional cadre of tools. The [Measurable Student Outcomes and Proficiencies](#) are standards-based and evaluated primarily through Mastery Based Learning rubrics. Students are held accountable to state testing protocols in every grade.

Students will be taught the foundational elements of these traits as they build the depth of understanding, character/scholarly habits, skills, and abilities of an educated person in accordance with their cognitive capacity. Student engagement in real-world issues and challenges, as a lens through which depth of understanding is constructed across all disciplines, naturally stretches students. Growth occurs when students apply depth of knowledge from math and English language into effective research, investigation, data collection, and communication of findings in science, social studies, literature, and in engineering solutions. Allowing students the freedom to explore and investigate, from math to science and the arts, creates a sense of ownership and empowerment, persevering through challenges on a mastery-based continuum.

Integrated curriculum exposes students to a wide variety of multi-disciplinary ideas related to the real-world challenges they investigate. This increases student capacity for holistic

problem solving as these ideas and concepts are discussed, debated, and considered throughout the process of discovery and constructing understanding. Integrating the arts using a variety of platforms and media increases student aptitude for creative and critical thinking, which in turn expands student innovative thinking and problem solving. Students are then assessed using mastery-based learning criteria and a variety of tools in the Student Growth and Learning Portfolio (Student GLP).

Not only is the learning model designed to meet the needs of students as individuals, but by embracing partnerships with the local Universities, community college, agencies, businesses, and corporations, bridging the gap between K-12 and these stakeholders, it also prepares students to meet the needs of the community. Capitalizing on these partnerships, as well as the unique pedagogies that promote equity through differentiation, collaboration, exploratory, and mastery-based learning, Hayden Canyon Charter's educational program is designed to foster well-rounded, motivated and involved citizens to meet the challenges of the future.

Key Educational Design Elements

Design Principles

The **Design Principles**, informed by EL Education, provide a foundation upon which HCC's Education Model is solidly built. They center around creating environments where engaged students become self-motivated learners, equipped to achieve proficiency or mastery in all academic targets. Students are also equipped with the characteristics and habits of mind that foster continued growth, innovative thinking, and holistic problem solving, with an ethic of excellence that prepares them for future success in life and work.

The success of Hayden Canyon Charter's mission will be directly correlated with students who exit the school with this profile, manifested in their measurable growth in all Domains of Achievement. These core values are reflected in HCC's **Design Principles**:

1. Student driven learning and construction of understanding
2. Learning environments that result in impactful ideas
3. Responsibility for learning as both a personal process of discovery and a collaborative activity
4. Opportunities to learn from challenges and persevere to successful outcomes
5. Collaboration and growth—students compete against their own personal best, not each other, growing through the collaborative process and feedback from others
6. Empathy and caring
7. Diversity and inclusion, as an overarching school focus--emphasized in heterogeneous and multi-age classroom groupings
8. A direct and respectful relationship with the natural world

9. Higher order thinking and reflection—cultivating creative and critical thinking, taking time to explore one’s own thoughts and consider ideas with other students and adults
10. Service and compassion to others

Dimensions of Learning, Core Practices, & Domains of Achievement

Hayden Canyon Charter Design Principals are carried out through the five **Dimensions of Learning**:

- *Instruction*
- *Curriculum*
- *Assessment*
- *Culture and Character*
- *Leadership*

Each Dimension is outlined and supported in EL Education’s open source Core Practices resources. These dimensions work in tandem to drive the learning process and actualize the Design Principles in daily practice within the Domains of Achievement. These **Domains of Achievement** focus on learning and assessment resulting in academic excellence using Mastery Based Learning practices and assessments. The Domains of Achievement provide a framework for cultivating learning and assessing the mastery of:

- *Core Conceptual Understanding and Skills,*
- *Scholarly Habits and Character, and*
- *Producing High Quality Work.*

EL Education has created open source resources outlining the **Core Practices** and protocols, detailing the implementation of the Dimensions of Learning, as well as practical supports for professional development addressing each of the dimensions. Within each Dimension of Learning, there are five to ten Core Practices that represent what the expeditionary learning approach to education ideally looks like in a school and in a classroom. The Core Practices have been proven to measurably increase student outcomes in the Domains of Student Achievement by fostering student inquiry, critical thinking, and craftsmanship.

Students engage in original research and create high-quality academic products to share with outside audiences. Learning Expeditions—deep, interdisciplinary investigations of rich academic topics—are the perfect vehicle to reach proficiency and mastery of all Learning Targets. Additionally, HCC emphasizes positive school culture and community building through multi-age classrooms, service learning, crew, and the value and impact of positive relationship building.

To facilitate this vision, HCC is dedicated to maximizing the best practices outlined by the Idaho State Department of Education Mastery Education office, EL Education, The Buck

Institute (project-based learning protocols), the Smithsonian Office of Science Education, Harvard Graduate School of Education—Project Zero (promoting excellence in education and EL schools' student exemplars), Tripod, YouCubed (mathematics), and SRI International (professional learning) among others, to actualize student achievement. Guided by ongoing research in early childhood learning, best practices, and the EL Education model, HCC learning environments are structured around the belief that:

Dimensions of Learning: Instruction

HCC believes learning best occurs in a school culture of safety, kindness, and respect with a sense of responsibility for learning. We believe active instructional practices build academic skills and student motivation as well as ownership. We believe rigorous projects must be connected to real-world needs.

Overarching Practices:

- Classrooms are respectful, nurturing environments where students feel safe to take risks and also accept that the ideas of others may be different from their own (Berger, 2003; EL Education, 2016; Grotzer, 1998; Alberta Learning, 2004; Hand, et al, 2009).
- The teacher's role in the learning process is as facilitator and guide (Bybee, 1989; Berger, 2003; Banchi & Bell, 2008; Berliner, 2001; Minstrell & vanZee, 2000; EL Education, 2016; Grotzer, 1998).
- Most daily classroom activities include limited but focused direct or guided instruction with a combination of integrated project-based student work, hands-on investigative inquiry, and group discussion with self-directed research (National Research Council, 2004; NRC, 2012; EL Education, 2016; National Science Foundation, 2011; Penuel, et al, 2008; President's Council of Advisors on Science and Technology (PCAST), 2010).
- The teacher organizes the pacing and classroom environment to foster both individual and group work with emphasis on problem-solving, taking initiative for one's own learning, and collaboration with others, to meet or exceed standards-based targets and benchmarks (Bransford et al, 2005; Fullan, 2011; Banks et al, 2007; Berliner, 2001; Wiggins & McTighe, 2005; Shear, et al, 2011).
- Feedback, critique, revision, and presentations of final products elevate the quality and emphasize the significance of student work. Excellence is expected, and students are encouraged and supported to go beyond what they originally believed they were capable of achieving (Berger, 2003; EL Education, January 2016).

Instructional Practices Specific to the Domains of Achievement

Based on the above framework, HCC's expeditionary educational programming is thereby grounded in the following instructional practices in each area of growth:

Mastery of Core Conceptual Understanding and Skills

- Active learning through hands-on, inquiry-driven, investigations and expeditions, co-created by students and teachers, are the vehicle by which core understandings are applied in real-world context to authentic challenges and problems.
- Place-based expeditions are emphasized at every opportunity to increase student investment and ownership in the investigative, solution-seeking, research and design processes.
- Academic goals are clearly presented, discussed and “unpacked” with students to ensure focus, accountability, responsibility, and achievement.
- Integrated curriculum ensures all standards and targets are met at proficiency levels or higher, while students engage in applied math and ELA across the disciplines—science, engineering, social studies, and use of technology.
- Outdoor field work and exploration are valued as essential to the educative experience.
- Art, music, and creativity are integrated into daily work and expedition as much as any other core discipline to foster and heighten innovative and creative thinking, as well as provide opportunities for learning a variety of techniques and use of different media for creative expression.
- Tiered learning and assessment strategies foster success for students at every level, allowing for growth and enrichment.
- Lesson and work-period structure are framed within the 5E Model and guided by EL Education protocols to ensure learning is student-driven. The 5E Model guides learning through active Engagement, Exploration, Explanation led by students and guided by teachers, Evaluation and Enrichment/Elaboration.

Scholarly Habits and Character

- Self-evaluation according to rubric-based guidance for character growth in areas such as integrity, tenacity, perseverance, honesty, empathy, courage, and leadership, provides opportunity for reflection and goal setting, while teacher mentorship and conferencing holds students accountable to their goals as well as grade-level expectations for growth.
- Purpose is underscored as students end the day with time in crew for discussion and reflection on the day’s goals and activities.
- Class meetings ensure that everyone’s voice is valued and issues are discussed with an aim to resolving them positively.
- Crew means we work together to encourage and support each member’s success, ensuring we all succeed.

Quality Work

- Academic rigor is aligned with state standards, with many opportunities to exceed grade-level expectations as higher-order learning leads to higher-level student outcomes.

- Work periods are lively, active and productive. Students honor each other's participation and their own achievements. Through collaborative efforts, students are supported and encouraged to do more than they think they can, and improve upon their last best effort.
- Students habitually use clear success criteria to self-assess and evaluate their own work and progress toward target proficiency, as well as peer-assess others' work.
- Students are coached in the practice of providing feedback that is clear, positive and useful, and receiving feedback with an open, reflective mind and positive attitude.
- Student-led conferences increase student ownership in outcomes and in the quality of their work, amplifying their ability to communicate clearly by sharing what has been achieved; reflecting on what they would do differently; and establishing new goals for improvement in areas of challenge, as well as goals for exceeding expectations in areas of strength.
- Students are coached and mentored in the process of leading their own conferences in order to build these communication skills, to increase student reflection, as well as encourage commitment to future growth and achievement.

Dimensions of Learning: Curriculum

HCC encompasses a holistic and integrated approach to learning in all disciplines. Curriculum is anchored in real world challenges, authentic problem-solving, and themes that will resonate with students because they are either place-based, or offer opportunities for lasting impact. While the curricular offerings at each educational level are rigorous and engaging, meeting the requirements of the State Board of Education in alignment with state and national standards, they are also designed to be enjoyable, exciting, and fun for students. Curriculum development will be an ongoing process led by the Education Director/Instructional Leader and teachers, with the approval of the Board of Directors. Much of the initial Professional Learning time, before the school year begins and during the Friday dedicated time will be devoted to increasing teacher capacity in the areas of curriculum development and implementation.

English Language Arts

EL Education's ELA Curriculum will be used to fidelity in grades K-2. The same curriculum designed for grades 3-6 will be used either to fidelity within some units, or as a template from which teachers can select alternate reading material yet still follow the learning targets. This complete ELA curriculum comes pre-designed with expeditionary foci that are science and social studies standards driven. Tiered trade books, reference books, and literary works will be available for students to engage with collectively, as with a novel study or a group research investigation into a topic, or individually, for enjoyment and discovery.

Mathematics

Much like the ELA curriculum, math curriculum will be evaluated based on its alignment with HCC's core values, mission and vision. For example, Singapore Math, and its companion curriculum, Dimensions Mathematics Grades K-5, as well as Open Up Resources math for grades 6-8, offer logical, standards-based sequencing of the learning targets, with an inquiry approach toward building understandings from the concrete to the abstract, using all dimensions of learning—affffective, cognitive and psychomotor. Alternatively, Eureka Math provides exemplary standards-based material with online videos and interactive curriculum. To increase deeper conceptual understanding, math will be applied and dovetailed as a part of interdisciplinary learning.

Science

Hayden Canyon Charter leaders and staff will evaluate a number of possible curricula and/or combinations of books, supplies and online materials to support standards-based expeditions at each grade level. However, EL Education's ELA curriculum includes life science units for grades K-5. Other examples of resources are theme specific trade books offered through NSTA, the Smithsonian's LASER resources, Kids Discover interactive books for iPad, and online use, Brain-Pop, National Geographic, and many others.

Social Studies

Outside of the social studies units created by EL Education, staff and the leadership team will evaluate trade books, historical fiction, nonfiction, and primary sources that meet the need of each class' expeditionary foci for the year. The staff will determine the broad thematic arcs for each multi-grade level in a two-year rotating schedule. For example, year one in the 3rd/4th grade level may focus on pioneer life in the developing nation and the move West, while year two may focus on Idaho State History as tied to the prior learning.

Arts

The arts in all forms are celebrated as a foundation of culture and a central aspect of learning and life at HCC. Artistic skills are understood as intelligences, and artistic achievement is valued as academic achievement. The arts build school culture and student character by emphasizing artistic thinking, authentic performance, craftsmanship, risk-taking, creativity, and a quest for beauty and meaning. The heritage of critique in the arts forms the basis for a whole-school culture of critique in all disciplines.

Arts are often used as a window into disciplinary content in other academic subjects (e.g., Ancient Greek architecture as an entry point to Ancient Greek civilization, protest songs as a case study when learning about the civil rights movement). The arts are also used as a window into diverse cultures and regions of the world.

Fitness and Wellness

Experiences in the natural world, working in and appreciating nature, are a priority for students in EL schools. Physical challenges push students to pursue excellence and assume responsibility for their own learning. Teachers help students understand the connections between physical challenge and academic challenge. Crews emphasize the importance of wellness and are stewards of a climate of social and emotional safety for students. Crew meetings and school staff explicitly support the students in understanding and monitoring dangers to wellness posed by alcohol, drugs, and tobacco, as well as unhealthy relationships.

School staff will model healthy lifestyles and a healthy school culture. HCC will have priority use of the adjacent 18-acre park and playfields during school hours as well as during specified times before and after school as needed. There will be joint programs arranged between HCC and the adjacent proposed YMCA Community Center for use of the gymnasium, aquatic center, and other areas.

Technology

Teachers at Hayden Canyon Charter will weave technology literacy throughout all subject areas and grade levels whenever it genuinely supports effective teaching and learning. Technology integration supports the use of hardware and software to increase computational thinking and learning, communication skills, research and evidence-based thinking, numeracy, creativity and innovation, as well as all forms of higher order thinking.

Students will become proficient in the cadre of Information and Communication Technologies (ICT) tools, resources and skill sets needed for success in life and work in the 21st Century. These ICT resources include utilizing and collaborating within Microsoft Office suite, Google apps, Prezi, Padlet, Code.org and Scratch.MIT.edu, Arduino C++, Java Script, Python, Tinkercad and 3D printing, iPad education apps, Moviemaker, and Screencasting, among others. The ideas students will actualize through the use of technology in relation to their research, innovations, creation of products and project presentations will be as varied as our students themselves.

Curricular Materials

Hayden Canyon Charter School will select and employ instructional materials according to their quality and applicability to 21st century learning for all subjects and in accordance with Idaho State Law, and their alignment with the vision, mission and education model at HCC. Instructional materials will be coordinated with learning expeditions and prioritized for accuracy and appropriateness of information. Instruction will be coordinated between developmental levels as appropriate. Literature based resources will be emphasized as students explore a wide array of resources including periodicals, primary source material, chapter books, articles, excerpts, interactive software databases, and the publications of other education organizations. HCC staff will locate and adapt instructional resources. Guest

speakers from organizations, businesses, universities, as well as parents and legal guardians, and other school community members will play important roles in the authentic learning component of the education program.

Middle School

The 7th and 8th grade students will be mixed in one to two classes in the first few years, depending on enrollment numbers. After the phase two building expansion, the middle school classes can also expand. Tiered learning will ensure that all students are equitably supported and challenged according to their ability levels, within each expeditionary project. Given that students may qualify for high school level courses, HCC plans to offer accelerated math opportunities, such as Algebra 1 and/or Geometry, and humanities offerings to accommodate highly capable students in each of these areas. These courses will be offered during focused math/ELA blocks that either support expeditionary learning, or enrich student experiences for growth in higher order thinking. The daily schedule will be collaboratively planned out with the staff, and employ a structure that ensures flexibility during project times and times out in field work.

Student Academic Achievement Standards

Dimensions of Learning: Assessment

Standards-based Measurable Student Outcomes & Proficiencies

Broad Education Program Goals

The overarching goal for the education program is to cultivate within students a holistic approach to learning and achievement that employs all the elements of academic excellence, scholarly habits and character, as well as an ethic of excellence in the work they produce to be effective, useful, productive, and engaged citizens in life and work. The goals for student learning and achievement then stem from how we define an educated person, and how that manifests in student achievement in the three domains at each grade level and by the end of each grade band. By the time each student exists Hayden Canyon Charter, they should express proficiency or mastery within each Domain of Achievement as articulated for their grade level or higher.

There is a flexibility and fluidity of student performance and growth in all areas of achievement based on where each student is starting from once they enter HCC, and the measurable growth they achieve within three years of working within this model and beyond. All students are expected to reach grade-level proficiency and/or mastery levels, however the timing of these achievements may be different based on each student's needs. Grade band expectations, the goals of student learning, are clearly articulated through standards-based learning targets, and teachers work to differentiate both instruction and

assessment to scaffold students toward mastery level in every learning target by the end of each grade level or grade band.

Every element within the different Domains of Achievement is broken down into success criteria on a continuum from Beginning and Emerging, to Proficient and Mastery level expectations for each grade level/grade band. Students move through the benchmarks with the scaffolding they need to reach Mastery levels, which is the goal for every student. Students with special needs are given more time and support to meet Proficiency and Mastery levels, while students who excel overall or in certain areas are provided with higher level rubrics and objectives that meet and challenge their capacity.

Goals, Target Benchmarks, and Outcomes in the Domains of Achievement

Hayden Canyon Charter's staff and faculty guide student learning in three **Domains of Achievement** designed to lead each student in their growth as an educated person: ***Mastery of Core Conceptual Understanding and Skills, Scholarly Habits and Character,*** and ***High Quality Student Work.*** These **Domains of Achievement** form the core of HCC's State/District Proficiency and Growth Comparison targets and Mission Specific Educational Program Goals, assessed school-wide at each grade level. These areas of achievement include the following targets for students, as well as how teachers and leaders will facilitate environments where these targets are measured and met.

Mission Specific Educational Program Goals:

Goal 1—Mastery of Core Conceptual Understanding and Skills

- **Target 1:** Students will demonstrate proficiency and deeper understanding by showing mastery in a body of knowledge and skills within and across disciplines.
- **Target 2:** Students will apply their learnings by transferring depth of knowledge, understandings and skills to novel, meaningful tasks, investigations, field work, and projects.
- **Target 3:** Students will think critically by analyzing, evaluating, synthesizing complex ideas, considering multiple perspectives, and employing creativity as a catalyst to innovation.
- **Target 4:** Students will communicate clearly by writing, speaking, and presenting ideas effectively in a variety of media within and across disciplines.

Ties to Vision and Mission: The *Mastery of Knowledge and Skills* targets hold students accountable to achieve not only depth of knowledge, but elevate their achievement by focusing on transferability of learning, and applied understandings.

Teachers and Leaders will facilitate and measure by:

- Creating authentic learning experiences and expeditions that challenge students to go beyond knowledge level, to applied understanding; synthesizing understandings from multiple core disciplines to effectively problem solve, innovate, investigate, draw conclusions, and design solutions.
- Ensuring curriculum, instruction, and assessments are rigorous, meaningful, and aligned with standards.
- Engaging all students in daily lessons that require critical thinking about complex, worthy ideas, texts, and problems.
- Using assessment practices that position students as leaders of their own learning.
- Holding students accountable to proficiency targets, scaffolding and coaching students in strategies for reaching proficiency, mastery, and exceptional levels of performance.
- Using meaningful data for teachers and students to track progress toward learning goals.
- Analyzing data collected from multiple areas such as demographic, perceptions, student learning, and school processes, allowing for the formation of responses, actions, and programs that meet the needs of all students.
- Ensuring data collected for student learning is reflective of student achievement through a cadre of authentic assessments, teacher observations of student abilities, normed/criterion-based assessments, formative, summative, and standardized tests, as well as value added measures of growth.

Goal 2—Scholarly Habits and Character

- ***Target 1:*** Students will work to become effective learners by developing the mindsets and skills for success in college, career, and life, including initiative, responsibility, perseverance, work ethic, organization and time management strategies, and effective and productive collaboration.
- ***Target 2:*** Students will work to become ethical people by treating others well and standing up for what is right. These characteristics include empathy, integrity, honesty, respect, and compassion.
- ***Target 3:*** Students will contribute to a better world by putting their learning to use to improve their communities with a heart for service and responsible citizenship.

Ties to Vision and Mission: Through the ongoing cultivation of scholarly habits, self-directed learning in meaningful and holistic curriculum, and growth in traits of well-developed character, students at Hayden Canyon Charter will be better prepared as effective, engaged citizens and servant-leaders with elevated purpose, in their communities and throughout their civic life.

Teachers and Leaders will facilitate and measure by:

- Elevating student voice and leadership in classrooms and across the school.
- Making habits of scholarship visible across the school and in daily instruction.

- Modeling and expecting a school-wide culture of respect and compassion, holding students accountable to rise up to these expectations, and guiding the process through which conflicts can be resolved with healthy communication.
- Prioritizing social and emotional learning, along with academic learning, across the school.
- Evaluating student growth according to qualitative success criteria co-created by students and teachers, and utilized in student self-assessment, crew time, leader-student conferencing, and student-led conferences.

Goal 3—High Quality Student Work

- ***Target 1:*** Students will create complex work, demonstrating higher order thinking, multiple perspectives and transfer of understanding.
- ***Target 2:*** Students will demonstrate craftsmanship by creating work that is accurate and excellent in conception and execution.
- ***Target 3:*** Students will create authentic work by demonstrating original thinking and voice, connecting to real-world issues and formats, and when possible, creating work that is meaningful to the community beyond the school.

Ties to Vision and Mission: To develop in students an ethic of excellence, pride in work, and the perseverance to produce work of the highest quality which elevates their achievement and character, as well as their purpose. Additionally, the realization that they are capable of such work instills new expectations for further accomplishments, engagement in productive citizenship, and success in life and future work.

Teachers and Leaders will facilitate and measure by:

- Designing tasks that challenge students to apply, analyze, evaluate, and create as part of their work.
- Using models of excellence, productive feedback and critique, and multiple draft opportunities to support all students in producing work of exceptional quality.
- Connecting students to the world beyond school through meaningful fieldwork, expert collaborators, research, investigation, and service learning.
- Evaluating draft and final work according to clear success criteria and encouraging students to commit to changes that will elevate the quality of the work to the next level of achievement.

Expected Student Outcomes

Measurable Student Education Standards

In the following tables, Hayden Canyon Charter has quantified the expected and measurable outcomes the State/District Performance and Growth Comparison targets and Domains of Achievement goals. HCC will always reach to exceed these goals. The highest priority is in elevating equity such that through individualized learning and assessment, each student is able to achieve to their highest capacity and attain their best success.

MSES

Goal 1: Evidence of Achievement in Increasing Core Conceptual Understanding, and Skills:

Target 1: *Students will demonstrate proficiency and deeper understanding by showing mastery in a body of knowledge and skills within and across disciplines.*

Year 1:

- 70% of students with 90% attendance for the year will gain at least one year of academic growth and attain grade level proficiency or higher in Math and ELA state assessed benchmarks.
- ☐ Students with academic accommodations or ELL status, and 90% attendance, will attain significant academic growth toward proficiency in 70% or more of all **grade level math and ELA targets**.

Year 2:

- 75% of students with 90% attendance for the year, and two consecutive years of enrollment, will gain one year of academic growth and attain grade level proficiency or higher in Math and ELA state assessed benchmarks.
- First year students with 90% attendance will meet year one benchmarks.
- Students with academic accommodations or ELL status, with two consecutive years of enrollment and 90% attendance will reach proficiency in 75% or greater of grade level math and ELA targets.
- First year students with academic accommodations or ELL status will meet year one benchmarks.

Year 3 and beyond:

- 80% or more of students with 90% attendance for the year, and three years consecutive enrollment, will gain one year of academic growth and attain grade level proficiency or higher in Math and ELA state assessed benchmarks.
- Second year students with 90% attendance their second year will meet year two benchmarks
- ☐ Students with academic accommodations and three years consecutive enrollment will show gains in growth toward grade level proficiency/mastery within 1.5 academic years, with a plan for meeting a year's growth consistently in one year and grade level proficiency in 85% of ELA and Math targets, no later than the student's 8th grade year.

Measurement Tools

- iSTATION K-2
- ISAT ELA/Alternative ISAT grades 3-8
- ISAT math/Alternative ISAT grades 3-8
- Pre-Post Assessments
- Mastery Based Rubric Assessments
 - Student Growth and Learning Portfolio
 - Formative and Summative Assessments
 - Expeditionary projects/products

MSES

Goal 1: Evidence of Achievement in Increasing Core Conceptual Understanding, and Skills:

Target 2: *Students will apply learning by transferring depth of knowledge, understandings, and skills to novel, meaningful tasks, investigations, field work and project culminating assessments.*

Year 1:

- 65% of students with 90% attendance for the year will show they can relate prior understanding to new learning and applications
- Students with academic accommodations or ELL status, and 90% attendance, will attain significant academic growth toward proficiency and mastery building foundational understanding and applying depth of knowledge and skills to novel learning and applied problem solving.

Year 2:

- 70% of students with 90% attendance for the year, and two consecutive years of enrollment year will show they can relate prior understanding to new learning and applications
- First year students with 90% attendance will meet year one benchmarks.
- Students with academic accommodations or ELL status, with two consecutive years of enrollment and 90% attendance will reach proficiency and mastery building foundational understanding and applying depth of knowledge and skills to novel learning and applied problem solving.
- First year students with academic accommodations or ELL status will meet year one benchmarks.

Year 3 and beyond:

- 75% of students with 90% attendance for the year, and three years consecutive enrollment will show they can relate prior understanding to new learning and applications
- Second year students with 90% attendance their second year will meet year two benchmarks
- Students with academic accommodations and three years consecutive enrollment will show grade level proficiency in 80% of Target 2 benchmarks by year 3 and proficiency or mastery in 90% of Target 2 benchmarks by the end of their 4th year.

Measurement Tools

- Pre-Post Assessments
- Mastery Based Rubric Assessments
 - Student Growth and Learning Portfolio
 - Formative and Summative Assessments
 - Expeditionary projects/products

MSES

Goal 1: Evidence of Achievement in Increasing Core Conceptual Understanding, and Skills:

Target 3: *Students will think critically by analyzing, evaluating, synthesizing complex ideas, considering multiple perspectives, and employing creativity as a catalyst to innovation.*

Year 1:

- 65% of students with 90% attendance for the year will show growth on a Mastery Based learning continuum in cognitively appropriate higher order thinking, as demonstrative though both qualitative and quantitative evidence.
- ☐ Students with academic accommodations or ELL status, and 90% attendance, will attain significant academic growth toward proficiency and mastery of higher order thinking within cognitively appropriate benchmarks.

Year 2:

- 70% of students with 90% attendance for the year, and two consecutive years of enrollment year will show growth on a Mastery Based learning continuum in cognitively appropriate higher order thinking, as demonstrative though both qualitative and quantitative evidence.
- First year students with 90% attendance will meet year one benchmarks.
- ☐ Students with academic accommodations or ELL status, with two consecutive years of enrollment and 90% attendance will show growth reaching proficiency and mastery in cognitively appropriate benchmarks.
- ☐ First year students with academic accommodations or ELL status will meet year one benchmarks.

Year 3 and beyond:

- 75% of students with 90% attendance for the year, and three years consecutive enrollment will demonstrate growth on a Mastery Based learning continuum in cognitively appropriate higher order thinking, as demonstrative though both qualitative and quantitative evidence.
- Second year students with 90% attendance their second year will meet year two benchmarks.
- ☐ Students with academic accommodations and three years consecutive enrollment will show grade level proficiency in 70% of Target 2 benchmarks by year 3 and proficiency or mastery in 80% of Target 3 benchmarks by the end of their 4th year.

Measurement Tools

- Pre-Post Assessments
- Discussion and Debate
- Public presentations
- Mastery Based Rubric Assessments
 - Student Growth and Learning Portfolio
 - Formative and Summative Assessments
 - Expeditionary projects/products

MSES

Goal 1: Evidence of Achievement in Increasing Core Conceptual Understanding, and Skills:

Target 4: *Students will communicate clearly by writing, speaking, and presenting ideas effectively in a variety of media within and across disciplines.*

Year 1:

- 70% of students with 90% attendance for the year will show growth on a Mastery Based Learning continuum and reach proficiency or higher in within grade-level English Language Arts standards for writing, speaking, and presenting across the disciplines, using a variety of media to showcase their ideas.
- ☐ Students with academic accommodations or ELL status, and 90% attendance, will attain significant academic growth toward proficiency and mastery of communication across the disciplines in alignment with grade-level ELA standards and appropriate cognitive expectations

Year 2:

- 75% of students with 90% attendance for the year, and two consecutive years of enrollment year will demonstrate growth on a Mastery Based Learning continuum and reach proficiency or higher in within grade-level English Language Arts standards for writing, speaking, and presenting across the disciplines, using a variety of media to showcase their ideas.
- First year students with 90% attendance will meet year one benchmarks.
- ☐ Students with academic accommodations or ELL status, with two consecutive years of enrollment and 90% attendance will show growth reaching proficiency and mastery in cognitively appropriate benchmarks for communication across the disciplines.
- ☐ First year students with academic accommodations or ELL status will meet year one benchmarks.

Year 3 and beyond:

- 80% of students with 90% attendance for the year, and three years consecutive enrollment will show growth on a Mastery Based learning continuum and reach proficiency or higher in within grade-level English Language Arts standards for writing, speaking, and presenting across the disciplines, using a variety of media to showcase their ideas.
- Second year students with 90% attendance their second year will meet year two benchmarks.
- ☐ Students with academic accommodations and three years consecutive enrollment will show grade level proficiency in 70% of Target 4 benchmarks by year 3 and proficiency or mastery in 80% of Target 3 benchmarks by the end of their 4th year.

Measurement Tools

- ISAT grades 3-8
- Grade level writing assessment(s)
- Pre-Post Assessments
- Discussion and Debate
- Public presentations
- Mastery Based Rubric Assessments
 - Student Growth and Learning Portfolio
 - Formative and Summative Assessments
 - Expeditionary projects/products

MSES

Goal 2: Evidence of Achievement in Scholarly Habits and Character:

Target 1: *Students will work to become effective learners by developing the mindsets and skills for success in college, career, and life, including initiative, responsibility, perseverance, work ethic, organization, time management strategies, and effective and productive collaboration.*

Year 1:

- 65% of students with 90% attendance for the year will show growth on a Mastery Based Learning continuum and reach proficiency or higher within grade-band targets for designated traits of scholarly habits of mind and character.
- ☐ Students with academic accommodations or ELL status, and 90% attendance, will attain significant academic growth toward proficiency and mastery for designated traits of scholarly habits of mind and character within appropriate cognitive expectations.

Year 2:

- 70% of students with 90% attendance for the year, and two consecutive years of enrollment year will demonstrate growth on a Mastery Based Learning continuum and reach proficiency or higher in within grade-band designated traits of scholarly habits of mind and character.
- First year students with 90% attendance will meet year one benchmarks.
- ☐ Students with academic accommodations or ELL status, with two consecutive years of enrollment and 90% attendance will show growth reaching proficiency and mastery in designated traits of scholarly habits of mind and character appropriate for individual cognitive expectations.
- ☐ First year students with academic accommodations or ELL status will meet year one benchmarks.

Year 3 and beyond:

- 75% of students with 90% attendance for the year, and three years consecutive enrollment will show growth on a Mastery Based learning continuum and reach proficiency or higher in within grade-band designated traits of scholarly habits of mind and character.
- 75% of second year students with 90% attendance their second year will meet year two benchmarks.
- ☐ Students with academic accommodations and three years consecutive enrollment will show grade level proficiency in 70% of Target 1 benchmarks by year 3 and proficiency or mastery in 80% of Target 3 benchmarks by the end of their 4th year.

Measurement Tools

- Washington State OSPI Rubric for Growth in 21st Century Competencies (modified)
- Tripod Surveys (or similar)
- Public presentations
- Mastery Based Rubric Assessments
 - Student Growth and Learning Portfolio
 - Formative and Summative Assessments
 - Expeditionary projects/products

MSES

Goal 2: Evidence of Achievement in Scholarly Habits and Character:

Target 2: *Students will work to become ethical people by treating others well and standing up for what is right. These characteristics include empathy, integrity, honesty, respect, and compassion.*

Year 1:

- 80% of students with 90% attendance for the year will demonstrate traits of ethical character and growth in target characteristics.
- ☐ Students with academic accommodations or ELL status, and 90% attendance, will attain significant academic growth toward proficiency and mastery for designated traits of scholarly habits of mind and character within appropriate cognitive expectations.

Year 2:

- 85% of students with 90% attendance for the year, and two consecutive years of enrollment year will demonstrate growth on a Mastery Based Learning continuum and reach proficiency or higher within grade-band designated traits of scholarly habits of mind and character.
- First year students with 90% attendance will meet year one benchmarks.
- ☐ Students with academic accommodations or ELL status, with two consecutive years of enrollment and 90% attendance will show growth reaching proficiency and mastery in designated traits of scholarly habits of mind and character appropriate for individual cognitive expectations.
- ☐ First year students with academic accommodations or ELL status will meet year one benchmarks.

Year 3 and beyond:

- 90% or more of students with 90% attendance for the year, and three years consecutive enrollment will show growth on a Mastery Based learning continuum and reach proficiency or higher in within grade-band designated traits of scholarly habits of mind and character.
- Second year students with 90% attendance their second year will meet year two benchmarks.
- ☐ Students with academic accommodations and three years consecutive enrollment will show grade level proficiency in 75% of Target 1 benchmarks by year 3 and proficiency or mastery in 85% of Target 3 benchmarks by the end of their 4th year.

Measurement Tools

- Teacher observation and feedback during class and crew time, field experiences, and passing/recess. (checklist and rubric based with some open-ended responses)
- Peer feedback (checklist and rubric based during collaborative work, with some open-ended responses)
- Student self-reflection
- Tripod Surveys (or similar)

MSES

Goal 2: Evidence of Achievement in Scholarly Habits and Character:

Target 3: *Students will contribute to a better world by putting their learning to use to improve their communities with a heart for service and responsible citizenship.*

Year 1:

- 75% of students with 90% attendance for the year will demonstrate connections with the community in tangible ways, to improve and/or heighten such societal components as social awareness and justice, ecological wisdom, economic feasibility/benefit, historical insights and applications, and innovation, among others.
- ☐ Students with academic accommodations or ELL status, and 90% attendance, will attain cognitively and/or behaviorally appropriate growth in connecting with the community in tangible ways both individually and within peer groups as part of the collaborative learning process.

Year 2:

- 85% of students with 90% attendance for the year, and two consecutive years of enrollment year will demonstrate connections with the community in tangible ways,
- First year students with 90% attendance will meet year one benchmarks.
- ☐ Students with academic accommodations or ELL status, with two consecutive years of enrollment and 90% attendance will attain cognitively and/or behaviorally appropriate growth in connecting with the community in tangible ways both individually and within peer groups as part of the collaborative learning process.

Year 3 and beyond:

- 90% of students with 90% attendance for the year, and three years consecutive enrollment will demonstrate connections with the community in tangible ways,
- Second year students with 90% attendance their second year will meet year two benchmarks.
- ☐ Students with academic accommodations and three years consecutive enrollment will attain cognitively appropriate growth in connecting with the community in tangible ways both individually and within peer groups as part of the collaborative learning process.

Measurement Tools

- Teacher observation and feedback during class and crew time, field experiences, and passing/recess. (checklist and rubric based with some open-ended responses)
- Student self-reflection
- Tripod Surveys (or similar)
- Community surveys
- Parent Surveys and reflection regarding their student's growth (includes some open-ended responses)

MSES

Goal 3: Evidence of Achievement in Producing High Quality Student Work:

Target 1: *Students will establish and hone the capacity to create complex work, demonstrating higher order thinking, multiple perspectives, and transfer of understanding:*

Year 1:

- 65% of students with 90% attendance for the year will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work, reflecting developmentally appropriate complexity, higher order thinking, and showing cross-cutting connections indicating deeper conceptual understanding within and between disciplines.

Year 2:

- 70% of students with 90% attendance for the year, and two consecutive years of enrollment year will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work, reflecting developmentally appropriate complexity, higher order thinking, and showing cross-cutting connections indicating deeper conceptual understanding within and between disciplines.
- First year students with 90% attendance will meet year one benchmarks.

Year 3 and beyond:

- 75% of students with 90% attendance for the year, and three years consecutive enrollment will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work, reflecting developmentally appropriate complexity, higher order thinking, and showing cross-cutting connections indicating deeper conceptual understanding within and between disciplines.
- Second year students with 90% attendance their second year will meet year two benchmarks.

Measurement Tools

- Grade-level Rubric for High Quality Work
- Grade-Level/Band Descriptive Checklist for Blooms Taxonomy and Webb's Depth of Knowledge
- Discipline Specific Heuristics with Mastery Based Rubrics
- Student Growth and Learning Portfolio
- Teacher observation and feedback during class and crew time, field experiences, and passing/recess. (checklist and rubric based with some open-ended responses)
- Student self-reflection

MSES

Goal 3: Evidence of Achievement in Producing High Quality Student Work:

Target 2: *Students will demonstrate craftsmanship by creating work that is accurate and excellent in conception and execution:*

Year 1:

- 75% of students with 90% attendance for the year will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work in giving and receiving concise, useful, and specific feedback and critique, revising work to reflect improvement at each iteration, and showcasing proficiency in craftsmanship by the final draft or version of work in accordance with cognitive/language expectations.

Year 2:

- 80% of students with 90% attendance for the year, and two consecutive years of enrollment year will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work in giving and receiving concise, useful, and specific feedback and critique, revising work to reflect improvement at each iteration, and showcasing proficiency in craftsmanship by the final draft or version of work in accordance with cognitive/language expectations.
- First year students with 90% attendance will meet year one benchmarks.

Year 3 and beyond:

- 85% or more of students with 90% attendance for the year, and three years consecutive enrollment will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work in giving and receiving concise, useful, and specific feedback and critique, revising work to reflect improvement at each iteration, and showcasing proficiency in craftsmanship by the final draft or version of work in accordance with cognitive/language expectations.
- Second year students with 90% attendance their second year will meet year two benchmarks.

Measurement Tools

- Grade-level Rubric for High Quality Work
- Grade-Level/Band Descriptive Checklist for Blooms Taxonomy and Webb's Depth of Knowledge
- Discipline Specific Heuristics with Mastery Based Rubrics
- Student Growth and Learning Portfolio
- Teacher observation and feedback during class and crew time, field experiences, and passing/recess. (checklist and rubric based with some open-ended responses)
- Student self-reflection

MSES

Goal 3: Evidence of Achievement in Producing High Quality Student Work:

Target 3: *Students will create authentic work by demonstrating original thinking and voice, connecting to real-world issues and formats, and when possible, creating work that is meaningful to the community beyond the school:*

Year 1:

- 75% of students with 90% attendance for the year will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work by creating authentic work demonstrating original thinking and voice, with cognitively appropriate growth in applied creative and critical thinking.

Year 2:

- 80% of students with 90% attendance for the year, and two consecutive years of enrollment year will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work by creating authentic work demonstrating original thinking and voice, with cognitively appropriate growth in applied creative and critical thinking.
- First year students with 90% attendance will meet year one benchmarks.

Year 3 and beyond:

- 85% or more of students with 90% attendance for the year, and three years consecutive enrollment will attain proficiency or higher on the Mastery Based Learning rubric for High Quality Work by creating authentic work demonstrating original thinking and voice, with cognitively appropriate growth in applied creative and critical thinking.
- Second year students with 90% attendance their second year will meet year two benchmarks.

Measurement Tools

- Grade-level Rubric for High Quality Work
- Grade-Level/Band Descriptive Checklist for Blooms Taxonomy and Webb's Depth of Knowledge
- Discipline Specific Heuristics with Mastery Based Rubrics
- Student Growth and Learning Portfolio
- Teacher observation and feedback during class and crew time, field experiences, and passing/recess. (checklist and rubric based with some open-ended responses)
- Student self-reflection

Methods of Measurement and Assessment

HCC will use a cadre of measurement tools, including but not limited to formative, summative, and performance assessments, rubrics, standardized assessment of achievement and value-added assessment to measure student growth in relation to teaching and learning. Value-added assessment identifies the progress made by individual students, against their last performance, and the extent to which individual teachers and our school have contributed to that progress. Predictions are made about the amount of growth students are likely to make in a given year based on reviewing test score gains from previous grades. ISAT scores from the year prior will be used along with formative assessments including pre-tests, open-ended questions with written and discussion components, to establish baselines for student growth.

Rubrics will be the predominant evaluation tool for projects, investigations, field work, presentations and overall expedition scoring as well as for Core Targets as they are excellent tools for measuring both growth and achievement. Understandably, rubric creation is a time-consuming approach to creating assessments, but one that has proven to be a best practice in authentic assessment and in effectiveness for increasing student achievement (Wiggins & McTighe, 2002; Hattie, 2010).

Harvard Graduate School of Education and EL Education have released a number of open source materials as practical guides for creating effective rubrics with students and evaluating student work through the lens of the rubric. These resources will guide and inform staff development of grade level, discipline specific content knowledge and skills targets, success criteria for scholarly habits and character, as well as criteria for generating high quality work. These forms of assessment and evaluation support the actualization of HCC's Educational Goals and MSES. Resources include, but are not limited to: Models of Excellence (Harvard curated exemplars), "Creating Rubrics" guidelines, "Quality Work Protocol," "Authentic Products Aligned to CCS ELA Writing," "Protocols for Using Student Exemplars to Improve Teaching and Learning," and the EQUIP Student Work Protocol.

Students who reach proficiency levels before submitting final products will always be encouraged to evaluate their work and form a plan for increasing their achievement by one level or more. Mastery level and beyond (i.e., exemplary) extend the learning and offer enrichment to students who are ready for more challenge, are seeking to grow more, or are capable of learning at higher levels in one or more areas of achievement. In this way, students who are confirmed as gifted and talented, and/or demonstrate strengths in an area are afforded the opportunity to learn at the pace and level of their highest capacity in any given subject. These higher categories of achievement may include a variety of options in any given category to increase the likelihood of engagement and invigorating, but not overwhelming, challenge.

Students will work to reach proficiency by the final draft or iteration of all work, in order to move to the next higher grade level target. With multiple opportunities for feedback and revision, staff supports, and scaffolding, students will have every resource to ensure

grade-level success in all targets. Staff will decide grading norms for upper elementary and beyond, based on rubric levels. It is likely that students achieving proficiency will earn grades along the B continuum, while students earning mastery level achievement or higher will equate to A level or A+ grades. Grading scales and expectations will be decided upon by the leadership and staff at HCC and outlined in the Student Handbook.

Expedition Projects

Students participate in project-based investigations within each grade level. Since expeditions may vary in length, a timeline for assessment depends upon the completion of each expedition project. The final product includes multiple measures in order to give a more complete and accurate picture of student achievement over time, and is evaluated using a rubric created by the teacher and students that is specific to each expedition. Most expedition rubrics include multidisciplinary knowledge and skills targets, along with growth targets in scholarly habits, character, and evaluation of good work. Other target areas will typically include accuracy of content, quality of presentation, completeness, conventions of language, and other expedition specific criteria. Students will have opportunities to receive feedback and critique from peers and their teacher, self-assess, and draft multiple iterations throughout the production process until final submission.

Students should be able to predict their rubric level of achievement and overall grade by the time they submit their final product. If proficiency levels are not being reached through the normal feedback and coaching process in class, Response to Intervention (RTI) will assess and implement other strategies for supporting an individual student to success in the expedition.

Student-engaged assessment practices have the power to build student ownership of learning, focus students on reaching standards-based learning targets, and drive achievement. This approach to assessment is key to ensuring that HCC will achieve educational equity. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts.

Portfolios

Throughout the course of the school year, all students at HCC will develop and maintain a portfolio of their own work. Portfolios display work that is created over the course of the year and that illustrates achievement of Idaho Core and Content Standards, learning targets, and character growth. Portfolio pieces may include, but not be limited to grade appropriate, visual, written and multimedia pieces derived from expeditionary projects, schoolwork and college/career investigations. Select formative and summative assessments showcase student growth in each discipline. Students write reflections on how their work shows evidence of their learning, and progress over time. They also prepare for formal presentations of their portfolios. Development of the portfolio is directed by a teacher and reviewed by the parents in student-led conferences.

Student work is evaluated against specific rubrics to ensure students are building skills and knowledge that indicate they are meeting or exceeding state standards in core subject areas and progression toward becoming an educated person.

Student portfolios are archives of evidence that students have met Idaho Core and Content Standards. Unlike a yearly test, which is divorced from student ownership and reflection, the portfolio provides a clear, ongoing picture for students of what the standards look like when embodied in their own work. Portfolios compel students to unpack and analyze the standards, along with their classmates and teachers, and make sense of them as related to their own learning. The passage presentation provides a synthesis of this thinking, and also directly address Idaho Core speaking and listening standards at all grade levels.

In keeping with the school's integrated curricular goals, high-quality student work will be regularly displayed in public ways within the community and open for community assessment of the means by which students have acquired, integrated, extended, refined and meaningfully used knowledge and skills measured by Idaho's required assessments (assessment of the school, not of individual students).

Benchmark Assessments

Benchmark assessments will be used to monitor progress toward long term learning targets and inform instruction. Regular formative and summative assessments will be utilized to assist teachers as they help students achieve the measurable standards of achievement for HCC as well as Idaho State Core Standards. These assessments may include regular classroom Math benchmark exams, classroom Spelling exams, and Subject Area pre-and post-assessments.

Tiered assessments target student strengths in communicating understandings so that the depth of understanding can be measured independent of the skill they may currently struggle with, such as grade level reading or writing proficiency.

Teachers at HCC will conduct assessments that may include:

- Benchmark assessments used to monitor progress toward long term learning targets and inform instruction such as Observational Survey of Early Literacy (K-1)—if developmentally appropriate,
- Running Records (K-5)—Reading fluency, accuracy and comprehension,
- Core Phonics assessments, Phonological Awareness Literacy Screening (PALS) assessments, (University of Virginia)
- Math assessments—grade-level curriculum based,
- Writing Assessment based on the Northwest Regional Labs rubric for Traits of Writing,
- Content-specific unit assessments in the areas of Science and Social Studies, and Surveys.

Standardized Testing

HCC School will participate in all state mandated testing, including the ISAT, ISAT Alt, iSTATION, WIDA-Access assessment, Science End of Course exams, SAT, and NAEP. The school will have a certified test coordinator who will oversee the testing programs and insure the testing process is followed with fidelity for all tests.

The administration and staff will coordinate testing of students during the mandated testing window by utilizing school technology resources including PC lab, mobile laptops and computer-based classrooms. The Education Director will take the lead as the testing coordinator with the help of classified and certified staff to manage the test proctoring and scheduling. All personnel involved in state testing will be trained prior to the testing window to ensure strict test proctoring.

Families and students will be educated as to the importance of measuring growth and proficiency in numerous ways. HCC believes in a robust cadre of assessment measures to show the full picture of student capacity and achievement. Students will be prepared for each type of assessment, and ownership in showcasing excellence in achievement will be embedded in school culture and cultivated on a daily basis. For state testing, students will practice sample questions in the state allowed time frame, and staff will coach students on test taking strategies, taking breaks, staying hydrated, eating a solid breakfast, lunch and snacks throughout the day. Healthy snacks and sack lunch for students who would benefit from that support will likely be provided by the PTO.

Student Accountability and Support for Meeting Achievement Targets

HCC will support students and hold them accountable for meeting growth and achievement goals with the following procedures:

- Working with colleagues, teachers will identify students who are not proficient in habits of work and academic targets. They will identify the plan for immediately increasing support for each student. A student support checklist (which identifies the issues and the plan) will be completed.
- Teachers will offer students regular opportunities for self-assessment on habits of work targets and academic targets.
- If, at any time during a term, a student continues to struggle, s/he will engage in a Student Intervention Team process.
- An intervention team, which may include school leaders, teachers, and special education staff, if appropriate, will provide intensive remediation to give each student more support and time as needed for reaching targets.

Dimensions of Learning: School Culture

Although there are many details describing protocols for ensuring an inclusive and equitable school culture in the Core Practices resources, for the sake of brevity they will be summarized in this document, and made available for the HCC community on the school's website.

The core of success in implementing HCC's Education Model is cultivating a school community built on respect, tolerance, understanding, compassion, and empathy. Students and parents will be clear on the expectations for behavior in and outside class that reflect the values and mission of the school, along with protocols when these expectations are not met. Taking ownership and responsibility for one's actions is paramount, finding healthy ways toward resolution and relationship building, as well as valuing a learning environment where equity and inclusion lead to a more rich experience are ideas staff and administration will model and implement daily.

Crew is a time for students to work out differences, reflect on the highs and lows of the day, build relationships, talk out concerns, and focus on areas for growth as well as achievements in preparation for student led conferences. It is a cornerstone for building equity and inclusivity within the school. The concept for crew evolved out of the idea that in school and life, "we are all crew, not passengers." Crew is led by grade level teachers as well as administrative leadership and other staff, in order to provide a smaller mentoring environment. These adult mentors are known as Crew Leaders, and they work with students to ensure every class and the whole school environment feels safe, secure, and is a place where all students can thrive.

Dimensions of Learning: Leadership

Leadership at Hayden Canyon Charter is everyone's responsibility and is modeled at the highest level by the Education Director. The Education Director will be involved at every level of the school day from greeting students in the parking lot, to involvement at the classroom level, and mentorship as a Crew Leader. This modeling of excellence in leadership involves all certified and classified staff, as the entire HCC community works to develop these attributes in each student.

From a relational standpoint, the leadership team will cultivate trusting and respectful relationships with the staff to ensure everyone feels safe, valued, and trusted as a professional. The best leaders are able to give and receive constructive feedback in the process of mentoring others, facilitating growth in others while also embracing their own personal growth.

The structure of the leadership team may include a Business Director to head up the financial management of the school, when increased enrollment opens up more Administrative FTE. In order to provide the best support to staff, a Mentor Specialist, adept in expeditionary learning practices, will provide "along-side" yearlong sustained supports in

curriculum and instruction, as well as during professional learning days. The Special Education Coordinator will provide inclusion and differentiated instruction leadership, supporting the schools “push-in” model. A gifted and talented educator will liaise with the school to ensure students are challenged and supported in a myriad of ways to meet their cognitive capacities.

The leadership team will work together to create meaningful and relevant professional learning experiences during the weekly dedicated time. The team will also process and interpret data with staff, to ensure progress toward measurable student outcomes in all Dimensions of Achievement. Together with the staff, the leadership team will determine accountability measures, and classroom management protocols, based on recommendations from EL Education’s *Management in the Active Classroom* resource. Additionally, staff and leadership will co-create expeditions that fit the vision and mission of the school.

Strategies for Effectively Serving All Students

Special Education Services

Practices and Protocols for Accommodation

Hayden Canyon Charter is a public school and therefore provides a free and appropriate education to all students, including students with disabilities, and will adopt The Idaho Special Education Manual from the State Department of Education. HCC recognizes the unique needs of all children and their potential for significant educational development and will provide educational opportunities designed to meet each child’s needs. HCC will adopt Idaho State Code 33-5205(3)(r), Federal Public laws, and the Individuals with Disabilities Education Act (IDEA) guidelines regarding provisions for students with disabilities. A highly utilized learning construct within each blended classroom will be collaborative group work. This complements a “push-in” methodology of support for students with special needs. Teachers will work closely with the Special Education Coordinator to establish supports and scaffolds for students during guided, independent, and collaborative learning times.

HCC will ensure facilities are appropriately accessible for students with adaptive needs and/or disabilities, as well as all visitors to the school. The building will be equipped with one or more elevators, ramps where appropriate, and accessible bathrooms, all compliant with ADA specifications for students and adults. HCC does not discriminate on the basis of race, color, religion, national origin, sex, age, sexual identity or disability.

HCC plans to hire a Special Education Coordinator as well as a 1.0 FTE Special Education instructor for grades K-8 at projected initial enrollment of 235-241 students in year one, and increase SPED educational and classified staff FTE in accordance with increased enrollment. HCC has a SPED contingency budget for hiring one or more part-time specialists to meet the accommodation needs outlined in a student’s IEP, such as an occupational therapist or speech and language specialist, SPED transportation, and potential adaptive equipment.

The Idaho Special Education Manual will be used for identifying, evaluating, establishing programming, developing Individualized Education Program (IEP), planning for and providing an appropriate continuum of services, developing our discipline policy, budgeting, and providing transportation for special needs students, as appropriate. That HCC will meet the needs of all students will be posted publicly on the school's website under the Parent Information tab as well as the Student Handbook. HCC will disclose 1) the availability of special education services, 2) the students' right to a Free and Appropriate Education, 3) confidentiality protections, and 4) the referral process.

Special Education and related services will be provided free of charge to any student who qualifies for Special Education services per Idaho Code. Such students will be identified based on criteria established by the State of Idaho. HCC will ensure that a free appropriate public education (FAPE) is available to students who attend HCC and are eligible for special education. FAPE is determined for each individual student with a disability. FAPE will include special education in the least restrictive environment (LRE) and will include related services, supplementary aids and services, transportation, and/or assistive technology devices and services required to help the student benefit from his or her education program.

Screening of all students at HCC may include review of performance on statewide assessments, curriculum-based measures, performance on daily work in the classroom, teacher observations, hearing and vision screeners, kindergarten readiness measures and developmental milestones. Once screening has highlighted students of concern, the process of preliminary evaluation and intervention will begin as outlined within the Child Find Procedures.

English Language Learners

Hayden Canyon Charter School is committed to ensure that English Language (EL) students quickly and effectively identified upon admission to the school. Hayden Canyon Charter will apply the federal definition of EL as defined by Title III and IX of the ESEA. Registration materials for all enrolled students will include a Home Language Survey (HLS) form that identifies first language spoken by the student in the home. The HLS will be reviewed upon return, prior to the first day of school, by an administrator who will then determine students meeting the state criteria for ELP screening. Students who meet the criteria as potential candidates for language services will then be assessed using the W-APT or current Idaho ELL assessment, for potential placement into a language program. The test assesses the student's proficiency in the domains of Speaking/Listening, Reading, and Writing. Placement decisions for new English Language students will be based on W-APT standards.

Identification and assessment of English Language students will be completed within 30 days of the opening of school. Once this process is complete, EL students will be placed with appropriate supports within two weeks.

HCC will primarily consider the "Push in" model as well as Co-teaching for providing services to ELs, and other models that would still fit within the vision of the school, if more extensive services are required. Based upon the needs of identified EL students, HCC will determine the best instructional approach likely blending the Natural Approach and Whole Language Approach, using Project GLAD strategies as these approaches and strategies fit best with the philosophical and integrated curriculum models used at HCC.

Based on our student EL population, the Board, administration and teachers will select curriculum and resources from the cadre that are standards-based and proven successful, which will best meet the needs of our EL students within the scope of the school's expeditionary focus. HCC will follow the WIDA ELD standards in relation to content area instruction, and provide yearly Professional Development training in these standards as well as in the instructional approach, curriculum, and resources chosen for EL support. HCC will provide, as appropriate, certified teachers to facilitate and oversee the EL program, who will also work with teachers in incorporating the WIDA ELD standards in instruction.

As with all programming at HCC, certified administrators and teachers will evaluate the efficacy of EL programming and each EL student's ELP with quantitative and qualitative data to determine that we are meeting each student's needs. Measurements such as performance assessments, formative and summative assessments, standardized tests, WIDA assessments, teacher observation and parent and student feedback will inform and drive EL program and student ELP adjustments and changes as needed.

At-risk students

Protocols listed in the section above, ***Student Accountability and Support for Meeting Achievement Targets***, will provide the framework for meeting at risk students' needs. In the first year, Prior year ISAT scores, and early formative assessments will provide insight into students at risk for not meeting grade level benchmarks. Protocols will be in place for differentiating both learning and assessment to ensure students are able to show what they know and can do in content areas, regardless of challenges in areas such as written or oral communication. Teachers and staff will simultaneously work with students to strengthen these challenge areas, focusing on growth and building student confidence. Student engagement is primary in overcoming challenges academically. Student driven learning and assessment, with varying degrees of teacher support in both executive function and deep learning, ensure that students have the tools they need to feel in control and empowered in their learning process.

Blended ability grouping, with well-defined protocols for group interaction, places students in situations where each is a contributor and is expected to add value to the group work. Students realize that everyone has strengths and challenges, and everyone has unique ideas or diverse ways of approaching a problem that can lead to growth and understanding among their group members. This validates and increases students' sense of self-worth,

their ability to be a contributor, and willingness to give and receive input, ideas, feedback and coaching to/from others.

Gifted and Talented Students

Based on the guiding principle that all students are capable of learning at high levels, students will be involved in multi-ability grouping many times during the school week. It is a vital civic understanding that every individual brings strengths to the community of learners; that listening to others' ideas, viewpoints, and methods can enrich everyone as well as catalyze solution-making; and the community succeeds when everyone succeeds.

During time in projects, content area learning, and exploratory classes, students with an accelerated or increased cognitive capacity in an area will be given opportunities to lean into more challenging ideas, content, or explore deeper details in expeditionary projects, within the context of their group and as individual endeavors. As well, the schedule at HCC is structured in such a way that Math and ELA occur in blocks across the grade bands, giving students opportunities to learn content at higher grade level academic standards, given they have shown completion to mastery of their own grade level benchmarks.

Procedure for Identification

HCC will work with a certified Gifted and Talented educator from a surrounding district until student enrollment expands the capacity to hire a fulltime GT specialist. During the first year and subsequent years, all students previously identified through their school districts' protocols will remain supported with appropriate GT enrichment opportunities per their need. Prior year State ISAT scores and formative assessments given at the beginning of the year will also inform decisions to recommend students for further testing. Teachers, the GT specialist, and the school Education Director will conference with parents regarding test results and implications for learning and enrichment within HCC's education model. The Mentor Specialist will then liaise with the GT specialist and work with teachers to ensure students are provided with challenging curriculum, hands-on activities, and projects that push their highest cognitive capacities.

Professional Development Plan

EL Education Core Practices, while inherently logical in applicability for many teachers, must still be unpacked and put into practice within the learning community of the school. Alongside internalizing the EL Core Practices (used with permission) and mastering the Protocols, remains the need for continued strengthening of content depth of knowledge (DOK) in the core disciplines of ELA, STEM, Social Studies and Health, as well as increasing confidence in discipline specific pedagogies, integration and facilitating powerful expeditionary experiences. EL education brings a holistic learning approach to the student experience in-class and in the field, encouraging and guiding a hands-on investigative inquiry approach to each expedition, as well as building essential 21st Century competencies within each student. Each of these areas must be fully developed in each educator to

maximize the effectiveness and impact of the EL model for students at Hayden Canyon Charter.

Effective and efficient professional learning is developed through creative and immersive experiences. EL Education professional learning and coaching protocols, along with support from higher learning institutions, efficiently and effectively utilize the professional learning community to create immersive experiences for teachers. The practices, protocols, content areas, and pedagogies are explored through learner-driven investigation, facilitated by leadership, and designed to simulate the experiences of the students.

A 4-day school week and Friday Professional Learning and Collaboration days allow for the time needed to work toward mastery of these protocols, as well as best practice in the classroom, lab, research and field contexts. In years one and two, to achieve proficiency in expeditionary learning practices and protocols, core discipline content and pedagogy, the following will be actualized:

- Leadership will attend one or more Professional Development opportunities for leaders between June 2018 and October 2019.
- Teachers hired in spring of 2019 will attend a 4 -5 day immersive summit covering the essentials of the Core Practices and determining the areas of focus for an August week-long professional learning opportunity, based on the Schoology.com modules.
- Applying a blended learning model, Schoology.com is the platform utilized by Idaho State Department of Education and scores of other educators as an online resource for learning through interactive modules. Hayden Canyon Charter School's leadership has created a course addressing each of the EL Core Practices, encompassing EL protocols, and grade level content as well as best practices for each discipline.
 - Each of the Core Practices is explored within a module containing video, supporting documents, online resources, questions for reflection and discussion during collaborative times, and assignments congruent with expectations for fulfilling the Idaho Master Teacher requirements
 - Content for Core Disciplines including ELA, STEM, Social Studies and Health are contained in the Instruction Core Practice module and will be unpacked throughout the year as content is also integrated into thematic arcs and expeditions
 - Pedagogical strategies in constructivist learning for each discipline are outlined, and opportunities to practice among peers are designed into each PL day.
- Module pacing determined by leaders and staff
- Each 6 hour Professional Learning day will encompass four learning focuses, interwoven throughout the day with intentionality and specificity of practices and protocols targeted. These learning focus will be chosen from:
 - Field work/Hands-on investigative inquiry with professional experts
 - EL Education Core Practices

- o Discipline specific Depth of Knowledge and best practices support
 - o Pedagogical strategies support
 - o Analysis of student work to establish norms of excellence and select exemplars
 - o Data analysis for formative and summative evaluation
- Job embedded professional learning will occur on a weekly basis with staff collaboration times, team teaching, and the Instructional Leader (Mentor Specialist) working along-side teachers in the classroom, modeling, team teaching, videoing, providing specific feedback and mentorship.
- Teachers may choose to increase their job-embedded practice during after-school enrichment opportunities provided to students by the staff of HCC and/or the community center staff, where they can hone their skills in guiding hands-on investigative inquiry with fewer students, capitalizing on the informal learning environment.

School leaders and teachers in expeditionary schools ensure that curriculum, instruction, and assessment are tightly aligned to high standards for student achievement, including the Idaho Core and Next Gen Science Standards, and informed by Mastery Based Learning protocols developed by the state. School leaders facilitate a collaborative process for curriculum mapping that includes a comprehensive review of current practices, careful sequencing and prioritization of content, vertical alignment across grade levels, and opportunities for interdisciplinary connections. Leaders support the creation of assessment plans for all curriculum units that identify formative and summative assessments associated with standards-based learning targets. School leaders carefully monitor implementation of agreed-upon curriculum, instruction, and assessment through frequent classroom visits and feedback to teachers.

Teachers and school leaders in expeditionary schools collect and analyze data to understand student achievement, assess teaching practices, and make informed decisions about instruction. Data inquiry teams analyze and disaggregate various data to determine patterns of performance. These teams emphasize collaborative inquiry as the keystone for productive data use. They use multiple sources of data, including and going beyond test scores (e.g., classroom assessments, student work, student engagement indicators). Hayden Canyon Charter will invest in the capacity of every teacher to access, understand, and use data effectively.

Expeditionary school leaders encourage school staff, families, and community members to assume leadership roles in their areas of expertise. Supported by a leadership team, they maintain focus on teaching and learning even as they manage other responsibilities. All stakeholders engage in data-based conversations linked to school improvement, and the school uses a clear process for making, communicating, and implementing decisions.

Evaluation of Teachers

The Education Director will be responsible for the evaluation of HCC staff. The Education Director and staff will be using the Charlotte Danielson Model for staff and peer evaluation, among other tools, dovetailed with EL practices and protocols. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. If a teacher is deemed to be underperforming, support will be given to him/her by a team composed of the Education Director, Instructional Leader, and a . In all cases, teacher performance shall be linked to continued employment at HCC.

Evaluation of Education Director

The Board shall delineate the duties of the Instructional Director and shall use them as the basis for evaluating the Instructional Director's performance. IDAPA 08.02.02.120, or current state code.

The Board will annually evaluate the performance of the Instructional Director, using standards and objectives developed by the HCCSEL Board supported by EL philosophy and principles. The evaluation criteria will be consistent with HCCSEL's mission and goal statements and guided by leadership rubrics such as Marzano Research Laboratory: Marzano Principal Evaluation System. The Marzano School Leader Evaluation Model provides principals and administrators with strategies and tools to empower their teachers, so leaders and teachers can focus together on the ultimate objective: improving student learning.

Financial and Facilities Plan

Legal Status

Hayden Canyon Charter School, Inc. (HCC), a nonprofit corporation, dba Hayden Canyon Charter, is registered in the State of Idaho, Department of State, organized exclusively for educational purposes under 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, the Charter School is the petitioning entity and is referred to as HCC. HCC has been granted status as its own LEA by the Idaho State Department of Education, and as such, will be responsible for all programs, finances, reporting, and monitoring. Hayden Canyon Charter's School Organization number is 508, and the School Number is 1411, effective July 1 of the opening year, 2020.

The Hayden Canyon Charter Articles of Incorporation and By-laws are included in this document in **Appendix B**.

Operations

HCC's planned location is at 13782 N. Government Way, Hayden, Idaho 83835, see **Appendix F**.

HCC's initial enrollment will be approximately 276 students in grades K-8. The school will utilize modular double classroom portables in years 1-3. Plans are in place to continue expanding the school's capacity through a permanent brick and mortar facility, building two phases simultaneously, and adding a third phase later, to accommodate approximately 730 students as growth permits. There is a fourth phase option to expand the facility if needed and practicable, increasing the capacity to 840. These options accommodate for growth in the surrounding areas already designated for residential development over the next ten years. These students will primarily reside within (but not limited to) the city limits of Hayden, Hayden Lake, Rathdrum, and the surrounding Garwood and Chilco neighborhoods. HCC will be situated on land in the Hayden Canyon Community that has been donated to the nonprofit Hayden Canyon Institute for Community. It will have a primary attendance area that is approximately sixteen square miles surrounding the school. The map is included in **Appendix F**.

The proposed facility for Hayden Canyon Charter will be located within Hayden Canyon Development's 33-acre Community Campus along with a proposed Community Center which will be shared with other community agencies (such as the YMCA), an 18.5-acre Community Park, and a Sheriff Department Sub- Station. The Community Campus site is in addition to more than 250 acres of permanent open space to which HCC students will

have access. Information on the temporary and permanent facility options are included in Appendix A6.

The initial temporary facility option described in **Appendix A** is to utilize modular buildings on this site for three years. This is to ensure doors can open on-time for a September 2020 start date. Upon approved underwriting, during years two and three, construction will begin on the permanent brick and mortar facility, Phases 1 and 2 will be the primary facility for HCC in year four. Included in **Appendices A and F** is a proposal from Design Space Modular Buildings, which has an extensive history of constructing, leasing and selling modular school buildings. The proposal is for used portables as a preferred option.

The HCC brick and mortar facilities will be financed, constructed and managed by a 501(c)(3) organization which has been specifically formed for this purpose and is called The Institute for Community at Hayden Canyon (IFC). It is affiliated with the National Institute for Community which was established about 20 years ago and has extensive experience in owning and managing shared-use community facilities. HCC will be the primary user of the school building based on a long-term lease/shared-use agreement. Secondary users would be able to lease portions of the building when not in use by HCC to help reduce costs for the school. These users may include organizations such as Head Start, Take Flight Early Education Pre-school, and various faith-based organizations.

HCC's responsibility to the IFC will consist of a long term-lease/shared-use agreement for its prorated share of the building mortgage and operating expenses. There is no other compensation paid by HCC to the IFC.

Fiscal Philosophy and Spending Priorities

Hayden Canyon Charter is committed to financial solvency and responsible spending. As seen in **Appendix A**, the school prioritizes ensuring payroll, lease payments, and debt repayment are met each month with a concrete cash flow plan. Funding the education model and ensuring the funding actualizes the mission and vision of the school begins with highly qualified staff. Of equal priority, safe and appropriate facilities are essential. Third, materials to facilitate the highest levels of learning are the next spending priority within the education model. Debt retirement must be a primary focus as well, to build community credibility and ensure financial strength and health. The school is continually working to secure \$200,000 or more community and philanthropic pre-opening funding, providing liquid assets necessary to cover the placement of portables, and unforeseen costs in year one.

Financial Management and Monitoring Plan

Financial Management

Financial management at HCC will include a broad approach encompassing accounting, economics, and marketing, utilizing quantitative methods of measuring each. The objective of financial management is to maximize profit, even for non-profit organizations, with planning and implementation of short and long-term revenue generation and cost containment while obtaining a consistent cash flow with minimum liabilities. The Board and staff of HCC are committed to the educational success of our students, and also recognize that a successful school must also be maintained as a successful business. In this light, HCC will recruit those individuals well experienced in financial management, specifically of non-profit and educational organizations, as well as a Business Manager trained in school finance.

To ensure separation of duties, appropriate chain of command, transparency, and consistent financial management the current Business Manager and future Business Director will collaborate closely with the Board, Education Director, and staff. The Business Manager/Director will present financial statements and related reports to the Board at each meeting, and as frequently as necessary in coordination with the Education Director and staff. Until the Business Director can be staffed at full-time per the state administrative allowance and the HCC budget, the Business Manager and Education Director will coordinate and facilitate these duties.

The Board will determine revenue and expense mechanisms and maintain oversight, with implementation by the Education Director, Business Manager, and staff. Variances from Board approved revenue and expense or other budgetary benchmarks will be reviewed at each Board meeting or in a special meeting if required. Further, an annual audit by an external reporting firm will be conducted. Exceptions and discrepancies will be immediately addressed to ensure long term financial success.

Income and Expenditures

HCC will obtain income through state apportionment, grant funds, private and public financial support, and school fundraising. Please see more detailed discussion of fundraising below. Additional income may be obtained through investment of excess cash when possible, utilizing risk averse, cash, liquid short and long-term instruments at the discretion of the HCC Board and as directed by a licensed advisor. Financial oversight of revenue source identification, fund management, and reporting will be maintained by the HCC Board with implementation and daily management by the Business Manager/Director in coordination with the Education Director and staff.

Expenditures will be maintained in the same manner with oversight by the Board, and implementation via the Education Director, Business Manager/Director, and staff.

Record keeping of income and expense transactions will be the responsibility of the Business Manager/Director, in compliance with Idaho State Code through SDE and IFARMS, as well as IRS for the Board 501(c)(3) reporting, following all necessary and appropriate guidelines. Reporting will also be made to grant authorizers, local, state, and federal educational authorities, submitted in required format and timely manner. Financial statements will be made public via paper, electronic, and other means affording full disclosure to appropriate parties.

Assets and Liabilities (Debt)

Management of assets and liabilities is a critical aspect of overall financial success. While often cash is held as the main focus, liquid and fixed assets and the ability to purchase and manage related short and long-term debt is critical for stability and growth. HCC has prepared a Pre-Opening Budget to correspond with the Pre-Opening Timeline assuring that capital and other financial needs are addressed. In particular, cash and liquid assets have been reviewed, as well as fixed assets such as furniture, fixtures, and equipment. Although HCC will apply for all appropriate funding assistance, identification of fixed asset need and cost is critical and will be an ongoing process as enrollment increases, staff and buildings are expanded, and programs are added.

Typically, cash basis accounting would be applied to these transactions unless circumstances at HCC require change to accrual method per GAAP and IRS requirements. Cost basis valuation will be utilized unless market valuation is stipulated by related code. As with income and expense management, the BD will prepare Balance Sheet, Capital Asset Utilization, and other necessary reports for Board review. HCC will maintain a conservative approach with long term maintenance of secure assets and minimal debt.

Cash Flow

Cash flow has been allocated per month to cover ongoing expenses such as payroll and anticipated operating costs, educational program costs, etc. These expenses are budgeted and accounted for from Pre-opening months July and August, through the month of August in year one. This is due to the fact that many staff opt in for twelve month salary disbursement, and the lease of the protables is on a twelve month cycle.

Materials requisitions and expense reports will be required of all staff members and program chairs, with cash expenditures approved in advance per budgetary stipulations and HCC Board policies. Cash flow shortfalls will be addressed immediately with the BD and ED, with Board involvement as appropriate. Cash excess will be maintained in short-term, insured cash accounts with future use at Board discretion. It is the goal of the HCC Board to maintain a minimum three-month cash reserve for operating expenses, with a six month reserve the preferred goal, and to consistently meet all payroll, vendor, and other overhead obligations in a current manner.

See **Appendix A** for all Financial and Budget Worksheets.

Fundraising

The HCC Board of Directors, Business Manager/Director, Education Director, staff, and PTO will be proactive in researching financial opportunities including local, state, and federal grant offerings, private solicitations, public support, and events within and on behalf of the school. Board members and staff will be encouraged to forward information about all possible funding opportunities and suggestions in support of ongoing fundraising, and to encourage school-wide support and facilitation.

To date, HCC has held a successful inaugural Gala Auction, generating over \$75,000 in revenue. The Founding Board has scheduled and is planning a second annual Gala Auction for August 21, 2019, and will continue holding Gala Auctions annually. Other annual events such as student culminating project community nights and STEAM carnivals will be used to generate revenue with sponsorship opportunities, dining, and carnival tickets, among other revenue sources.

Grant Writing Plan

Grant writing, application, and implementation is an on-going, year-round process. The Board and school leadership team will establish a grant committee, including parents, to research and manage the application process. The HCC grant plan will include identification of current and possible local, state, national, and federal grant opportunities. Within this process the Board, Education Director, and Business Manager/Director, and committee will establish a working database documenting grant type, application deadlines, scope of work requirements, implementation requirements, fund draw-down timing and amounts, tracking of in-kind requirements if any, and supplementary reporting requirements and deadlines to reflect use of funds. Grants will be chosen based upon best use for the students and continuing financial stability of HCC. Of particular focus and priority, the Founding Board and Education Director will also prepare a proposal for the BLUUM Foundation during the spring grant cycle in 2020.

National and federal level grants will be researched online and via www.grantwatch.com, as well as the federal grant repository found at www.grants.gov. This site lists thousands of federal level grants, covering many industries, scope of work, application and funding requirements. State grant opportunities will be sought through the Department of Education, Idaho Department of Lands, Idaho Parks and Recreation, and other applicable sources based upon our unique location and specific mission.

Teachers will be encouraged to access funding opportunities for educators such as Donors Choose, to bolster their in-class supplies for expeditions.

Private and Public Support

Financial support will be solicited via local businesses and private individuals. We respect that many worthy organizations ask for financial support, and that private/public funds are at times limited. However, there is also great support for education in north Idaho, particularly for alternative or charter schools. As a result, we feel that a well-planned, reasonable fundraising campaign would be both appropriate and successful without over-reaching our supporters.

Currently, donations for sponsoring a classroom are being solicited and have been accepted from community members, families, businesses, and organizations. Companies including Costco, Wal-Mart, Best Buy, Kootenai County Literacy Program, Kootenai County Library System, and Microsoft Products Donation Program among others have been contacted to begin the donation process.

Annual Audit Plan

Each year, HCC will hire an independent certified public accountant, adept in school finance, to conduct an independent audit that complies with state mandated requirements. Upon completion of the audit, the Board will review the audit report and findings. A copy of the audit report will be submitted to the authorizing entity and the State Department of Education. Annual audit and financial compliance will be completed pursuant to all relevant Idaho State code sections.

Financial Reporting

HCC will comply with the financial reporting requirements of relevant Idaho Code sections including timely, web-based listings of expenditures. Within one-hundred twenty (120) days from the last day of each fiscal year, the Board will prepare and publish 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. Such annual statements 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 shall place copies of all teacher contracts and vendor contracts on the school website. In addition, the school will develop and maintain an expenditures website as required by Idaho Code.

Annually, HCC will file with the State Department of Education such financial and statistical reports as the SOPI may require pursuant to Idaho Code. HCC will destroy all claims or vouchers paid five years from the date the claim or voucher was canceled and paid pursuant to Idaho Code.

HCC will review the school budget frequently and, if necessary, make appropriate budget adjustments. Amended budgets shall be submitted to the State Department of Education pursuant to Idaho Code.

HCC will invest any idle monies as permitted by Section 67-1210 of the Idaho Code.

Liability Insurance

Civil Liability

Hayden Canyon Charter will have the same responsibilities as any other public school in matters of civil liability. The Idaho Public Charter School Commission, Idaho State Department of Education, and Lakeland School District, shall have no liability for the acts, omissions, debts or other obligations of HCC.

HCC will procure and maintain a policy of general liability insurance and errors and omissions insurance adequate to meet the requirements of state law. A copy of proof of insurance will be provided to the authorizer. HCC shall be responsible for maintaining its own insurance for liability and property loss as required by Idaho State Law. HCC 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 HCC and/or arising out of the acts or omissions of the agents, employees, invitees or contractors of HCC.

Insurance may be provided by Moreton & Company, through their ISBA Insurance Plan. Moreton is an endorsed insurance provider to the member districts and LEAs of the Idaho School Boards Association. HCC may request other competitive insurance proposals. Upon approval, HCC will include mandating the continued maintenance of insurance policies such as Liability, Property Loss, Workers Compensation, Health, Unemployment, Officers and Directors Insurance, and Error and Omissions coverage. This insurance will provide protection from damage to HCC school properties and liability as required by law. Building and grounds insurance will be provided by the lessor. In total for staff, HCC will provide for health insurance, unemployment insurance, workers compensation insurance, and PERSI.

Employee and Staff Qualifications and Provisions

HCC's full time and part time staff will meet or exceed qualifications required by state law. All instructional staff shall be appropriately certified teachers as required by Idaho Code. Administrators will be appropriately certified as administrators. Classified Staff will meet all federal screening requirements and meet qualifications as described, with relevant experience and training.

Transportation and Food Service Plan

HCC plans to make transportation available to as many students as possible when practicable. HCC will adhere to all appropriate laws, rules, regulations, and policies regarding student transportation including ID Codes 33- 5205 & 33-5208. HCC has determined that initial school-funded transportation of students is not economically feasible. Discussions with transportation companies in Spokane, Boise and Montana provide estimates approaching \$10.00 per mile, substantially above the state reimbursement rate. A copy of Harlow's written cost estimate is provided in **Appendix F3**. HCC will continue to explore cost effective transportation options that are practicable, including the grant supported purchase of a school bus and the funding of a classified staff bus driver. To that end, HCC is pursuing grant funding from the BLUUM foundation in the current 2019 fall cycle, as well as other regional and national funding opportunities.

At this time, local school districts have not been willing to cost-share or commit their resources to transport HCC students.

Student Travel for Extracurricular Activities, Field Trips, Etc.

Unless other travel arrangements are authorized, students will board a contracted 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.

Food Service Plan

HCC will obtain free and reduced lunch (FRL) information during the registration process beginning in March, once students have been offered admission. Appropriate documentation will be gathered annually and will meet the program requirements. As a participant in the National School Lunch Program (NSLP), HCC will adopt all policies required for the operation of the program, such as a wellness policy, and follow all guidelines, Code of Ethics standards, and Procurement Policies (2 CFR 200, Allowable and Unallowable Cost Guidance in Federal Programs) regarding meals and snacks served at the school or school events.

HCC food service options will be limited until the construction of the proposed kitchen in Phase II. For the portable facilities, or Phase I of the brick and mortar, HCC has initiated discussions with Chartwell, Inc., to provide nutrition services. HCC will pursue its food service program with the option of providing nutrition to students in the first year, and will apply for the Free and Reduced Lunch reimbursement based on data collected during registration. HCC may choose one or more of the following lunch options: 1) Provide sack lunches for students who qualify for free and reduced lunch; 2) partner with

a local school district that is willing to provide food to HCC students in exchange for a fee; 3) contract with local restaurants on a rotating basis, that can offer meals according to NSLP regulations; 4) serve food appropriate for preparation in a warming-style kitchen environment.

Based upon data collected from the Free and Reduced Lunch surveys, HCC will also consider/apply to the Cold Milk and the Fresh Fruit and Veggies (FF&V) programs through the State of Idaho. The school will then make milk and FF&V available to encourage healthy eating and to provide continued energy. HCC will seek local, organic options as well as items from the HCC gardens when available.

Board Capacity & Governance Structure

Description of Governance Structure

HCC's organizational structure will consist of a governing Board of Directors, one to two key executive employees (Education Director and Business Director) who will serve as school leaders, as well as certified and classified staff. Additionally, influences in decision making will come from the school's Parent-Teacher Organization, Board of Advisors, and several community partnerships from higher education institutions and agencies, as well as the commercial sector. Best practices of EL Education will provide a basis for how this organizational structure will operate. See Hayden Canyon Organizational Chart in **Appendix D**.

A governing Board of Directors will provide fiduciary oversight and educational vision. The governing Board will hire staff in accordance with school needs and growth. Among the hired staff of HCC, the Business Manager/Director will ensure the financial solvency of the school, along with maintaining reporting compliance.

HCC has employed an Education Director and will employ in the future, a Business Director. HCC will initially operate with one administrator (based on state staffing allocations) and a highly qualified Curriculum and Instruction Coordinator from instructional staffing. The Education Director and C&I Coordinator will ensure the educational success of HCC students and the professional development of teachers. HCC's Education Director and C&I Coordinator will successfully develop a program combining project-based learning, teacher collaboration, and social-emotional education, as well as innovative professional learning opportunities that ensure successful leader and teacher implementation of the education program.

The Business Manager/Director is responsible for managing facilities, finances and required reporting for the school. HCC will employ administrative support staff according to needs related to reporting and information management. These responsibilities may be delegated as appropriate. The administrative, instructional and support staff will be expanded as the school's enrollment increases. An independent audit will be performed each year by an independent auditor.

The administrative team of Education Director and future Business Director shall assume broad responsibilities concerning, but not limited to:

- Curriculum, instruction, and assessment
- Instructional materials and supplies
- Resource allocation
- State charter school requirements
- Special services

- Contracted services
- Disciplinary support
- Public and media relations
- School-wide community building
- Business and community partnerships
- Professional development
- Employment and personnel issues
- Enrollment and attendance
- Staff evaluations
- Facility conditions
- School climate
- District/Board liaison
- Fiduciary responsibilities for the school

Board Governance

HCC will be a legally and operationally independent entity, established by the nonprofit corporation's Board of Directors. The elected and appointed Board Directors will be legally accountable for the operation of the charter school. HCC commits to adhering to all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations and complying with them. This includes Idaho's Open Meeting and Public Records laws. The policies and procedures of the Board will be directed to the administration for implementation. See By-Laws in **Appendix B**.

The governance of HCC is vested exclusively in the BOD and not with the originators of the charter. The BOD has successfully recruited new members and expanded its numbers ensuring that 'founders syndrome' will not occur. To date, only one member of the original BOD remains on the Board. Many of the past BOD remain on the BOA and provide information and insight while allowing the BOD full authority to provide changes needed or desired.

The BOD will serve as the public agents who govern the Charter. There will be not less than 5 nor more than 9 members on the Board of Directors. A list of the Board members is listed in **Appendix C**.

The HCC By-Laws have been adopted to promote and retain long-term commitment to the mission of the Charter by staggering the transition of board members so that no more than two-fifths of the BOD is replaced at any one time. While stabilizing the BOD, the annual election of a portion of its members, as stated in the By-Laws, promotes and encourages fresh perspectives and allows for changes in talents as needs change on the Board.

The BOD will make every attempt to include a balance of skills and vocations on the Board as new members are determined with the procedures set forth in the By-Laws. 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. From the Board membership and Board of Advisors, the BOD will organize a committee to evaluate current Board needs and recruit individuals with talents in those areas to apply to fill vacancies on the BOD. Communications of Board needs will also be provided to the parent-teacher organization (PTO) who will be encouraged to provide the BOD changes that the PTO believes will be in the best interests of HCC.

Upon the resignation, removal or term expiration of a board member, the BOD will assess the needs of the Board and will recruit new candidates through a nominating committee to balance the Board to the benefit of HCC and will hold elections as per the procedures stated in the By-laws.

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 (ISBA) or its equivalent including but not limited to training on school finance, ethics, school governance and strategic planning. Upon approval of the Charter's transfer, the Board will evaluate its need relative to training available through ISBA and will select and enroll in the training programs 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. The BOD will identify areas of special needs and provide training as necessary to ensure the viability of HCC's compliance in operations and Open Meetings and Record Keeping statutes.

- Securing adequate and appropriate academic program training by utilizing monthly programs for the initial years to provide project based learning and implementation concepts.
- 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 chapter 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 sessions procedures, board meeting frequency, etc.
- Maintaining entity records in accordance with Idaho public records 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.

Founding Board Qualifications

Below is a list of original Founders who have made material contributions to the establishment of the HCC 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: Glen Lanker, Jason Ball, Cynthia Reyburn, Bonnie Russel- Hunt, Char Beach, Patrick Jones, Chris Noland, Sarah Halsted, Terry Trainer-Wright, Briana DuRocher, Joshua Dahlstrom, Jennifer Vest, Rachel Wheeler, Ryan Crandall, Vern Newby, Josh Fletcher, Amy Thompson, Conrad Underdahl, Tyson Schroeder, Dr. Amy Spoelstra, and Dave Miller.

The current Founding Board Directors include President, Joshua Dahlstrom, Vice President, Josh Fletcher, Treasurer, Jennifer Vest, Jason Ball, Ryan Crandall, Tyson Schroeder, and Amy Thompson. 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.

Board of Directors Qualifications

Board Director qualities include alignment with the code of ethics in personal, professional and community work. Board Directors should add value to the overall skills needed on the board in one or more categories of business management, marketing, legal expertise, school financial management, education, leadership, entrepreneurship, and community networking. Board Directors should be committed to attending all regular and special meetings and trainings, including but not limited to the ISBA conference and any relevant SDE and EL Education continued professional learning opportunities. All Directors must be adept in compliance with open meeting laws.

The Board of Directors (BOD) encourages open dialog between the individual board members and the staff at HCC, within the open meeting law requirements. It is paramount, however, that the BOD's primary line of communication is with the Education Director and/or Business Director. In this relationship, the BOD and the administration team perform separate, yet complementary tasks to ensure the smooth operation of the school and the effective learning of the students.

Board Oversight Responsibilities

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.

- o Training will include, but not limited to, training on school finance, ethics, school governance and strategic planning.
- o Upon approval of the HCC'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.
- o A similar assessment and enrollment will take place annually to ensure the Board has continuous training and stays abreast of relevant new developments.
- o Should the Board identify areas of deficiency that cannot be addressed through training provided by ISBA or other qualified organizations, the Board of Directors will 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 HCC's business.
- Securing adequate and appropriate Academic Program training by participating in training provided by the leadership team 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.

In addition to the BOD, HCC's Board of Advisors (BOA) will provide invaluable strategic expertise and support. Its members are available to provide important input in many vital areas including: special education; facility design & construction; public relations & community support; fundraising; performing and fine arts; athletic and other extracurricular activities; helping to facilitate learning expeditions; community service opportunities; technology; business and entrepreneurship; and collaboration with secondary education providers, just to name a few. An example of the latter is the relationship with the University of Idaho as described in their letter in **Appendix F3**. The BOA will also be an important resource for developing community education partnerships and sharing potential career opportunities with HCC students as visiting mentors.

Transition Plan

The Founding Board will transition to the Operating Board of between five and nine (5-9) Directors.. The number of directors may be changed according to the by-laws and following representation shall be adjusted to comport with the number of directors. This transition shall occur at the first annual meeting following the opening of the school.

The By-Laws have been adopted to promote and retain long-term commitment to the mission of HCC. This includes staggering the terms of election so that less than a majority of directors is elected in any one year. This process still provides for the promotion of fresh ideas and energies to the BOD.

By a vote of the Board, the four (4) directors with the highest number of votes will be designated as Board Appointed Directors A, B, C, and D with the directors receiving the highest two vote counts filling Positions A and D, the director with the third highest vote count filling Position B, and the directors with the fourth highest vote count filling Position C. The remaining directors shall be designated as Parent Representative Directors E, F, G, H, and I and will be determined by lot.

Initial terms will be as follows:

Position A - three years

Position B - two years

Position C - one year

Position D - three years

Position E - two years

Position F - one year

Position G - three years

Position H - two years

Position I - one year

Subsequent terms will be for three (3) years each. As terms of the Board Appointed Directors expire (A -D) the full BOD will renew, fill, or replace directors with persons having strengths that will be most beneficial to the needs of the Board. Two-thirds (2/3) majority of the Board is required for selection. As terms of the Parent Representative Directors expire (E - I), ballots by parents of the students shall select the persons which will provide the best representation of HCC. The BOD shall fill vacancies of the board with a two-thirds (2/3) affirmative vote. Those directors shall complete the remainder of the term and shall stand for election or approval as above. A Board Appointed Director vacancy may be filled with a Parent Representative Director.

In such instances, the new vacancy may be filled by the BOD, however, the new BOD member will be validated by ballot at the next election to fill the remainder of the term.

Board Training and Recruitment

The Board of Directors will annually assess the strengths of the Directors and train to the needs of the Board for expertise in education, finance, operations, and public relations. The Board of Directors will require and assist each member to complete certification training regarding proper Board functions and operations. The Business Manager/Director will allocate appropriate funds to provide adequate Board training including necessary travel expenses.

Assessment and training will be provided by ISBA or comparable programs. These programs will be directed, facilitated, or self-assessed programs. The programs will provide training for board leadership, open meetings laws, business operations and school finance, funding and fundraising, records keeping, and instructional program pedagogy.

In anticipation of the need for new Directors of the Board, Hayden Canyon Charter will solicit a list of interested individuals from the community, volunteers, and collaborators in HCC education. In a collaborative effort with the HCC Parent Teacher Organization, the Hayden Chamber of Commerce, and other non-profit organizations in Kootenai County, HCC BOD will identify individuals who will help balance the skill sets needed for a strong Board of Directors. Once interested individuals have been identified, an election/selection process shall be followed as defined above.

Ethical Standards

The authority of the Board of Directors (BOD) lies within the policies and directions provided in open public dialog and the individual members of the Board shall support the policies and directions affirmed by the Board.

The Board of Directors for HCC shall maintain a high level of integrity, perseverance and openness regarding individual actions concerning the business and operations of HCC as well as privileged information. The BOD is also expected to maintain a high level of trust and collaboration with the HCC staff, parents of HCC students, and the community at large. Upon affirmative vote of two-thirds of the BOD, an individual director may be removed from the board for failing to meet reasonable standards.

A signed copy of HCC's ethical standards for board members is included in **Appendix B**. All new directors shall agree to and sign the oath of HCC's Ethical Standards.

Student Demand & Primary Attendance Area

Primary Attendance Area

The Hayden Canyon Charter building site will be near 13782 N. Government Way, Hayden, ID. The primary attendance area for HCC as shown on the map in **Appendix F** will include portions of Lakeland Joint SD 272 and CDA SD 271. It encompasses existing and proposed neighborhoods in the area. A copy of the draft lease agreement is attached in **Appendix F**.

Specifically:

Starting at Boekel Road and Government Way, including Rookery Road, go east along the section line to Dodd Road and continue east including both sides of Dodd Road to Rimrock Road. Continue south to Lancaster Road, then west to Strahorn Rd, then south again to Lacey, then west to Highway 95, then north to Lancaster Road and then west to the center of section 1 (between Highway 41 and Greensferry) and then north to the BNSF right-of-way. Continue northeast to Highway 53, then east to Meyer Road, then south to the center of section 31 (between Highway 53 and Boekel Road), then east to Atlas road, then south to Boekel Road and then east to the point of beginning.

A strong tenant of HCC is the emphasis for non-motorized transportation to and from school, where possible. This objective supports lowered cost education, less overall traffic volume and increased student mobility enhancing positive health and life-style for the students, parents and community. Many parents in the region, however, already personally transport their students each day to local magnet schools, charter schools, and across the two neighboring school districts, so motorized transportation is common.

The proposed site is the best option for the type of educational plan Hayden Canyon Charter has developed. The existing donated site is also particularly cost-effective in a severely limited land market. The HCC site is located in an area of rapid growth where the closest elementary schools (Northwest Expeditionary Academy, Atlas, and Hayden Meadows) are over 2.5 miles away and have reached or surpassed capacity enrollments.

The primary attendance area includes multiple mobile home parks, established developments as well as original rural agricultural housing, resulting in a full range of socio-economic student populations. Including the new developments on record, HCC's student demographics are predicted to mirror the general student demographics of the area.

Student Population

Current demographics available from the Coeur d'Alene School District 271 indicate their student population consists of 88% white, 1% Hispanic/Latino, 1% American Indian/Alaska Native, 1% Black/African American and 1% Asian. An average of 44% of these students qualify for free/reduced lunch and 8% of the students receive Special Education support. Lakeland Joint School District 272 reflects much the same demographic, with 92.8% white, 3.3% Hispanic or Latino, 0.4% Asian, 0.3% Black/African American, 0.3% Native American, and 0.1% Pacific Islander. As of May 2017, over 41% of students in Lakeland qualified for free/reduced lunch with at least two elementary schools exceeding 65%. Approximately 10% of students in Kootenai County receive special education services.

Community Need, Demand, and Market Interest

Overall Need

Hayden Canyon Charter conducted the official lottery for the 2019-2020 school year and enrolled 276 students in grades K-8, with a wait list of 114 students. Parents and students have responded to the education model HCC offers, confident that the school will fill needs in school choice, pedagogy, school environment, regional initiatives, and capacity.

Meeting the Needs of Families Seeking School Choice, Progressive Pedagogy, and Improved School Environment

Over 80% of parents surveyed in the HCC Family interest survey would choose Hayden Canyon Charter because of the project based, hands-on, investigative approach to learning versus traditional classroom models currently used in most North Idaho classrooms. Over 70% of parents would choose HCC based on the holistic learning approach focusing on real-world problem solving using applied math, communication, literacy skills, and science. In addition, parents frequently ask to ensure that history and social studies will be learned, and upon hearing it will be part of all grade level expeditions and curriculum, respond enthusiastically and consistently with affirmation.

Based upon parent demand, seen throughout the region, the Coeur d'Alene School District has moved toward more innovative approaches in some of the magnet elementary schools. However, schools in the district are at or over capacity and parents are seeking alternatives. Parents in the North Idaho region are seeking choices for a more tailored and whole-child approach to learning, which HCC will offer through the expeditionary model.

Through the Family Interest Survey, HCC has documented parent comments such as:

“THANK YOU for opening this school! It sounds like everything I want for my kids!!! Please let me know if there is anything we can do to help you get started!!!”

“We came to your planning meeting at the church by Hayden canyon two years ago or so. I was blown away and have been waiting anxiously to see this become a reality!!!!”

“I am excited about an opportunity for my daughter to grow in areas that aren't often viewed as valuable in the traditional school system.”

“Very interested in this school. Nice to have school choice.”

“My son's learning environment is stagnant and does not consistently engage and challenge him. We are very excited that this type of learning environment may become available to him!”

Meeting the Need of Regional Initiatives

The community of Kootenai County has voiced a need for an alternative educational approach as evidenced by participation in the 2030 regional planning initiative, HCC expeditionary education workshops, public statements, and written feedback. The regional planning effort, entitled **CDA 2030 Implementation Plan**, articulates a community desire for alternative educational choices, as described in the foci below. Hayden Canyon Charter is fully committed to supporting the CDA 2030 vision for fulfilling these needs and increasing:

- **Diversified Schools**—The continuing development and choice of diverse educational opportunities.
- **Experiential Learning Programs**—Explore opportunities to develop an experiential learning curriculum for PreK -12 students.
- **Service Learning Programs**—Develop and promote service learning programs to link school curriculum and classes to real-world life experiences.
- **School Citizenship and Service Opportunities**—Encourage youth citizenship and service opportunities starting in the elementary schools.
- **Career Education**—Promote career education, including goal setting, entrepreneur skills, and career pathways starting from the elementary level.
- **K-16 Career Technical Education**—Create programs, projects, and curriculum that supports career technical education in K-16 education.
- **Career Professional Skills**—Teach and foster professional skills such as problem solving, public speaking, collaboration, timeliness, etiquette, professionalism, etc., for K-12 students and for those in the workforce.

Hayden Canyon Charter is designed to holistically educate students in the arts and sciences, focusing on innovative and creative thinking in design and solution making. Thereby, HCC is also committed to partnering with community stakeholders in supporting the CDA 2030 vision for education in innovation and technologies:

- **High Tech Industry Awareness, Education and Training**—Support community-wide programs in schools to increase awareness, education, and training opportunities for the development of high tech industries in Coeur d’Alene.
- **Promote Robotics & Engineering**—Promote Coeur d’Alene as a center for robotics excellence, encourage efforts to include robotics in curricula, develop expertise in this area, support robotics technology in local businesses, and promote community awareness of robotics and software engineering (CDA 2030, 2015).

Meeting the Need to Reduce Overcrowding and Increase Capacity

The primary zone boundary of HCC extends into both Lakeland and Coeur d’Alene School districts where development is skyrocketing and schools are exceeding capacities. Hayden Canyon Charter provides a public school of choice within one to two miles of these neighborhoods and existing schools, and a capacity for over 800 students within a 10-15 year growth plan. Even though the site is within the Lakeland School District, most of the closest schools are in the Coeur d’Alene District and their enrollment is currently at or beyond capacity.

The Coeur d’Alene district has chosen to develop a magnet school model in many of its schools, requiring families who cross elementary attendance areas to provide transportation for their students to the desired magnet school. Despite this, interest is so high that most of the magnet schools have wait lists for each grade. Currently the district is seeking other possible solutions to overcrowding, because population growth is outpacing the district’s capacity to build new schools.

At the time of this application, the over-capacity of the four northern elementary schools in District 271 is greater than HCC’s expected enrollment for the first five years of operation of HCC. District 271 predicts that the capacity of all elementary portable classrooms will be filled this year. At this time, District 271 is exploring ways to offset enrollment in the northern portion of the district. According to District 271 facilities assessments, a new 600 student elementary school will cost taxpayers almost \$12,500,000. This school only serves to alleviate current overcrowding. It is projected that the K-8 student population will increase by approximately 400 students in the next six years in keeping with a student growth of 340 students during the past six years. **Table 1** is a recent enrollment summary taken from District 271’s website:

Table 1: 2016 Coeur d'Alene School District Example Elementary Enrollment

Elementary School	Building Capacity	With Portables	Enrollment
Atlas	494	558	609
Dalton	300	N/A	408
Hayden Meadows	543	607	644
Skyway	543	735	694
Total north schools	1,880	2,220	2,355

According to an article run in the Coeur d'Alene Press March 26, 2016: "Trustee Dave Eubanks told The Press that although it would have been 'nice' if the subdivision builders contributing to the jump in the student population were required to build a school during construction, he is open to suggestions from the community on how to address the district's growth. 'As you know, some of our schools are stuffed to the rafters with kids, and we have to do something,' Eubanks said."

Bill Rutherford, a principal in the Coeur d'Alene School District, expanded on this challenge for the district in an article run April 21st, 2016, by the Coeur d'Alene Press, stating, "We're so crowded up North. The schools are just packed and we've got portable classrooms at every school. And those schools were built for 550 kids, and some of them have over 700." Additionally, on June 8th, 2016, the CDA Press documented the difficulty for the district purchasing 5 to 10-acre parcels within its boundaries, making it challenging to locate a new site for an elementary school to ease overcrowding.

The Lakeland Joint SD 272 has approximately one-half the K-12 student population as the CDA SD 271, for total combined student population of approximately 15,000 children. HCC plans to open with approximately 241 students, or 1.6% of the combined Districts' population.

The Lakeland Joint SD 272 has recently re-zoned its elementary schools to accommodate the growth that has both occurred and is expected along the south side of Rathdrum.

As shown on the map of Surrounding Public School Locations in **Appendix F**, the proposed location for HCC is at the center of a five mile diameter circle in an area where significant growth is occurring. Due to the anticipated growth in the area, the opening of HCC will not likely result in significant loss of total student enrollment in either school district.

In contrast, in an effort to offset the impact of growth from within the community and to ease the pressure of growth from other communities, the Hayden Canyon development donated over 20 acres of land, through the Hayden Canyon Institute for Community, for a school and community center. In addition, over 200 acres of green space are available for student use during school hours.

Demand and Market Interest

The unfulfilled demand for alternative educational options is significant in the region. The North Idaho STEM Charter Academy in Rathdrum is only a few years old and already has a wait list of over 300 students. The middle school at Coeur d'Alene Charter Academy also has a significant wait list. Additionally, The Summit School in the Spokane Valley is an EL Education school which historically has a yearly waiting list of more than 300 students. This clearly indicates community and regional support for a variety of education models. HCC is positioned to provide a desired alternative educational program.

Prior to the 2019 lottery and enrollment process, Hayden Canyon Charter's student interest survey, identified over 350 families with 565 interested students, and directly indicates that parents are seeking models of proven excellence and innovative practice to prepare their students for success in an ever-changing world. The March 2019 enrollment of 276 students, with a wait list of over 114 students confirms both the need and demand for alternative education models. This is well over the anticipated application of 50% of the interested students. These parents and students primarily learned of the school through community events and word of mouth. A fully implemented marketing plan would increase those numbers significantly.

HCC is the second proposed charter with a project-based model in the area; this indicates the demand is still high in the region for such an educative approach. Parents of wait-listed students for the other regional charters may see the value of enrolling their student(s) at Hayden Canyon Charter. With over 400 students waiting for regional charter admission, even a fraction of those already vested in an alternative education model, applying for enrollment at HCC, would place an increased demand on the seats available.

In addition, over 30 qualified teachers submitted applications for K-8 positions for the fall of 2019. These teachers either specifically sought out the expeditionary model, have filled in the teacher interest survey online, or have indicated their interest as a part of the family interest survey, without any formal marketing or advertising on the part of HCC. The Education Director interviewed and selected 15 highly qualified candidates for anticipated 2020 positions. Teachers informed they were on the final list of candidates were enthusiastic about participating in professional development during the 2019-20 school year, in preparation for the fall 2020 opening.

Enrollment Capacity

2019 Enrollment

Based upon the 2019 Lottery, HCC is projected to enroll between 276 and 439 students in years one through three. The initial facility plan, using modular classrooms accommodates this growth, and the future brick and mortar building, Phases 1 and 2 continues with the pattern of growth.

Table 2 shows the ideal and maximum number of students per class. Grades 1-2, 3-4, and 7-8 are planned to be mixed grade classes.

Table 2: Classroom Capacity

Grade	K and/or K-1	1 or 1-2	2	3 or 3-4	4	5 or 5-6	6	7 or 7-8	8
Max. No. of Students per Classroom	26	27	27	28	28	29	29	29	29
Target number of students per classroom	21	23	24	25	25	26	26	26	26

HCC's facility, budgeting, and staffing have been planned to expand incrementally as needed to accommodate growth as it occurs, while remaining fiscally and operationally sustainable at each stage (see the table with Projected Enrollment & Building Phasing in **Appendix F** for details).

The U.S. Census Bureau estimated Kootenai County's population at 147,300 in 2014 and about 157,000 by 2020 (source: the Fall 2015 edition of *The Real Estate Report* by the

Spokane-Kootenai Real Estate Research Committee). As shown in the Population Map in Appendix I, the estimated population within a five-mile radius of the proposed HCC site was 46,000 as of 2015 and 126,000 within a 10-mile radius, which represents about 85% of the total population in the county (JP Stravens & Associates).

In addition, the City of Hayden's population has grown at an average annual rate of 3.6% over the last 15 years, and its future growth rate is estimated to be at least 2.5% per year over the next 20 years. This is higher than Kootenai County's average of 1.6% per year since 2010 and equates to an estimated need for approximately 2,000 new housing units in Hayden alone over the next 20 years (Valbridge Property Advisors, Oct., 2014).

The surrounding Hayden Canyon neighborhood will add an average of 90-120 housing units per year over its 15 to 20 year buildout, for a total of 1,820 units. At an estimated ratio of 0.4 elementary and middle school students per household, that equates to a total of over 700 students. Due to the significant growth rate in the area apart from Hayden Canyon, as stated in the Need section,, there is sufficient demand to fill the school upon opening, and for several years after, independent of enrollment from the Hayden Canyon community. However, the facilities plan meets the anticipated growth in enrollment from within the primary attendance zone so that students within the community have access to the school.

Strategies for Enrolling Underserved Families

To increase the likelihood that a diverse demographic of students can be served at HCC, every effort is being made to reach out to areas of lower-income and underserved populations. Many of the cities within the two districts have significant percentages of students who qualify for Free and Reduced Lunch, with John Brown Elementary of Lakeland Joint SD 272 school at over 80%. Therefore, it is in HCC's strategic plan to help reduce strain on families desiring such an education for their student, but who may be challenged by transportation, providing meals, or having a safe place for their student before and after school. HCC has drafted several options for busing as soon as it is practicable. HCC has several options outlined for providing sack lunches for students who qualify for free and reduced lunch prior to the completion of the warming kitchen in Phase II of the building plan.

In preparation for a four-day school week, parents were asked through an online survey to select options that would serve their families best "before and after school," as well as Friday childcare opportunities on-site. The program, known as Before and After School Enrichment (BASE), was piloted successfully by the Lakeland School District. BASE is both self-funded and federally funded. Trained professionals provide care and academic enrichment opportunities at school from 6 am to the start of school, after school until 6 pm, and all day from 6 am-6 pm on non-school days, such as Fridays at HCC, and some holidays.

Sack meals and snacks are provided by a government funded program facilitated through Chartwells. Cost for BASE is minimal compared to comparable childcare at private facilities. According to HCC's online survey, at least 75 families have shown interest in using a BASE program on Fridays, with 30 families in need of before and/or after school care during the school week. HCC will strive to institute these support systems in order to increase equitable access.

Community Partnerships and Local Support

Hayden Canyon Charter recognizes that collaboration with other organizations will make an invaluable contribution to its ongoing success and will actively seek business arrangements and strategic partnerships with other schools, educational programs, businesses, and non-profit organizations. Refer to Appendix E for letters of interest, and other information. HCC will seek to establish relationships with multiple supportive organizations, including but not limited to:

- **The Institute for Community at Hayden Canyon**—The 501(c)(3) that will construct, own and manage the school and community center buildings.
- **EL Education, Inc.**—Although HCC will not be a contracted member of their network per their letter, they have offered to make resources available and provide as much support as possible otherwise.
- **Idaho School Board Association**—HCC has joined as a member.
- **Idaho Charter School Network**—HCC will join as a member.
- **University of Idaho**—Per UI's letter, UI is committed to working closely with and supporting HCC and making available many resources, including learning expedition opportunities and professional development.
- **The Smithsonian Environmental Research Center**—The education office at SERC has graciously offered to promote classroom connectivity with senior scientists via web-conferencing and blogging.
- **Department of Environmental Quality, IdaH2O, Bureau of Reclamation and other agencies**—Board members have established relationships with faculty and staff tasked for outreach, who are committed to engaging with students and teachers in field work.
- These charter schools have generously offered advice and support: **Anser, Palouse Prairie, Coeur d'Alene Charter, Sandpoint Charter, Sage International**, and also **Summit EL School** in the Spokane Valley.
- **The YMCA**—will work closely with HCC on many programs which will be beneficial for the students, especially in fitness and recreation. The YMCA will also be a great option for families at times when school is not in session.
- **Head Start**—will work with HCC in leasing available classroom space in the facility and be a potential source of new HCC students.

- **Take Flight Early Learning Preschool**—Their program is similar to expeditionary learning and they will also look into leasing classrooms in the brick and mortar building. .
- **Enable, Inc.**—An equestrian therapeutic riding center, serving at risk and special needs children which will utilize the existing equestrian center in Hayden Canyon.
- **Champions College**—A private performing arts college that is interested in locating a branch campus in Hayden Canyon’s Village Center. They also operate an after school performing arts program for elementary students called Championeers, which teaches valuable lessons regarding leadership, character development, bullying, and suicide prevention, etc.
- **Gem Community Citizens Project Group/Hayden Senior Center/Jumping Beans Mobile Food Bank**—The center’s food bank can benefit from produce contributed from the school’s community garden. For several years, a fun run to raise funds for the food bank has been held at Hayden Canyon. Seniors have volunteered to mentor students in academics.
- **Shared Roots Community Garden**—A successful non-profit community garden in downtown Coeur d’Alene will advise and assist HCC with its garden program.
- **Second Harvest**—A local food bank that will provide free seeds for the HCC community garden.
- **Running Shoes for Kids**—This is a local non-profit that also has staged family fun runs at Hayden Canyon for fundraising and increasing awareness.
- **Northwest Academy of Music**—A highly respected local music school that is supportive of HCC and interested in collaborating to provide music enrichment programs for the students.
- **Various local businesses**—There is growing support for HCC from various local business owners and community stakeholders, with examples being HCC’s Board of Advisors. HCC will continue to seek out these relationships; it has been encouraging to see the strong support for children’s and educational initiatives in this community.
- **Coeur d’Alene and Lakeland School Districts**—HCC will seek ways to collaborate with the existing local school districts where possible. An example is that the CDA District has held its high school and junior high cross-country meets at Hayden Canyon at no charge for the past few years and will continue to do so.
- **Hayden Historic Commission**—Discussions are underway with the Hayden Historic Commission to consider the feasibility of relocating the historically significant Steel Log Cabin from nearby to the Hayden Canyon open space where the Commission would then operate a history interpretive center. This would give HCC students the opportunity to learn about history in the region first-hand, especially in the 4th grade when Idaho State history is emphasized.

Educational Leadership & Management

General Standards of Quality

HCC has hired an Education Director with experience in strong leadership, proven success with students of all backgrounds in high growth and academic achievement, positive character development, cultivating scholarly habits of mind, and developing and implementing an ethic of excellence in high quality work. The Education Director for Hayden Canyon Charter will fill the role of principal for the entire K-8 school, with the ability to lead as the school expands to high school. The Education Director is expected to model and promote a school culture of respect, understanding, and encouragement among all ages, from all backgrounds. HCC is situated in an area of vast socio-economic differences, and a primary focus of the school is increasing equity among all learners.

The Education Director will model the Core Practices and values HCC is built upon, and facilitate them within the school, based upon the work plan designed cooperatively by the leadership team and approved by the HCC Board. Relationship building is paramount in any school, and is a primary focus for leadership at HCC with students, staff, parents, the Board, and the community. It is vital the Education Director establishes trust, and a relationship that is welcoming of feedback from staff and parents. Given that project based learning lends itself to community based culminating events, where student work is showcased, the Education Director should be adept and comfortable organizing and running such events, reaching out to community stakeholders, and promoting collaboration with school staff, students, and community experts. Additionally, the Education Director will work directly with the HCC Board of Directors to drive fiscal decision-making, spearhead fundraising, build cooperative community stakeholder relationships, hire and develop staff, and ensure the safety and well-being of staff and students.

Leadership Team

HCC's leadership team is overseen by the Board of Directors ensuring the overall alignment of decisions with the school's core values and mission, as well as fiscal responsibility are upheld. Hayden Canyon Charter has hired an Education Director with over 12 years of experience as a school principal and superintendent of a small school district. She also has 20 years experience teaching in a low socio-economic school providing HCC with a leader whom will ensure equity among all learners, model the Core Practices and values HCC is built upon, and facilitate them within the school.

As part of the leadership team, HCC plans to hire a Business Manager/Director to ensure fiscal solvency, maintain accurate record keeping, prepare all required budget reports, and communicate with the Board of Directors. Other members of the leadership team will be a Curriculum & Instruction Coordinator, whom will mentor and support teaching staff and

provide professional development to the staff on Fridays, as well as a Special Education Coordinator to oversee our Special Education department. This leadership team will work closely with the Board of Directors and the school's Certified staff, which will include mentor leaders, adept in expeditionary learning methodologies. (**Appendix D**).

Evaluation of Education Director

The Board will delineate the duties of the Instructional Director and shall use them as the basis for evaluating the Instructional Director's performance. IDAPA 08.02.02.120, or current state code.

The Board will annually evaluate the performance of the Education Director, using standards and objectives developed by the HCC Board supported by EL philosophy and principles. The evaluation criteria will be consistent with HCCS's mission and goal statements and guided by leadership rubrics such as Marzano Research Laboratory: Marzano Principal Evaluation System. The Marzano School Leader Evaluation Model provides principals and administrators with strategies and tools to empower their teachers, so leaders and teachers can focus together on the ultimate objective: improving student learning.

Appendix A

Finances

IDAHO PUBLIC CHARTER SCHOOL COMMISSION
APPENDIX A: BUDGET TEMPLATE
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Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Tamara Baysinger, Director

Financial Summary							
Worksheet Instructions: This page will auto-populate as you complete the Pre-Operational and Operational Budget tabs.							
Revenue							
Anticipated Enrollment for Each Scenario:		250	276	363	439		
	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		\$0.00		NA	\$0.00		
Contributions/ Donations	\$25,000.00	\$0.00	\$0.00	\$0.00	\$0.00		
Loans	\$110,000.00	\$0.00	\$0.00	\$0.00	\$0.00		
Grants	\$7,000.00	\$0.00	\$0.00	\$0.00	\$0.00		
Fees		\$51,750.00	\$51,750.00	\$51,750.00	\$51,750.00		
Base Support	\$345,067.66	\$260,646.00	\$277,482.00	\$514,330.00	\$653,000.00		\$369,976.00
Salary and Benefit Apportionment	NA	\$679,449.77	\$757,720.97	\$1,314,381.26	\$1,657,189.80		\$996,223.00
Transportation Allowance	NA	\$0.00	\$0.00	\$0.00	\$0.00		\$1,366,199.00
Special Distributions	NA	\$244,214.40	\$260,839.60	\$335,001.18	\$397,639.54		\$1,697,975.62
REVENUE TOTAL	487,067.66	\$1,236,060.17	\$1,347,792.57	\$2,215,462.44	\$2,759,579.34		\$1,692,860.22
Expenditures							
	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget		
Staff and Benefit Totals	\$29,163.80	\$1,064,685.06	\$1,148,003.34	\$1,655,177.21	\$2,072,627.17		
Educational Program Totals	\$37,750.00	\$59,454.74	\$63,000.00	\$97,000.00	\$106,000.00		
Technology Totals	\$64,350.00	\$13,600.00	\$13,600.00	\$77,200.00	\$79,600.00		
Capital Outlay Totals	\$35,000.00	\$0.00	\$0.00	\$14,500.00	\$11,500.00		
Board of Directors Totals	\$5,500.00	\$24,600.00	\$24,600.00	\$24,604.00	\$24,608.00		
Facilities Totals	\$153,100.00	\$161,000.00	\$170,125.00	\$253,100.00	\$308,500.00		
Transportation Totals	\$0.00	\$2,500.00	\$5,000.00	\$7,000.00	\$9,000.00		
Nutrition Totals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
Other	\$4,990.48	\$39,250.00	\$39,742.94	\$56,528.47	\$61,454.07		
EXPENSE TOTAL	329,854.28	\$1,365,089.80	\$1,464,071.28	\$2,185,109.68	\$2,673,289.24		
OPERATING INCOME (LOSS)	157,213.38	(\$129,029.63)	(\$116,278.72)	\$30,352.76	\$86,290.10		
PREVIOUS YEAR CARRYOVER		129,029.63	\$157,213.38	\$40,934.66	\$71,287.41		
NET INCOME (LOSS)	157,213.38	(\$0.00)	\$40,934.66	\$71,287.41	\$157,577.52		

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	25,000.00	See comments below.	
Line of Credit	110,000.00	See comments below.	
Grants	7,000.00	Only include secured grants. Provide documentation of grantor, total amount, and any applicable restrictions or requirements.	
Other Revenue	345,067.66	25% early disbursement for July 25-August 1--taken from Salaries+Benefits+Entitlement	
REVENUE TOTAL		487,067.66	
Additional Notes or Details Regarding Revenues: The August Fundraising Gala earned \$25,000 with about 100 guests and Board members. Our prior Gala in October 2018 earned \$76,000 with close to 300 guests. The ratio indicates that in our future fall Gala events, with between 200 and 300 guests, the school will generate between \$50,000 and \$100,000 dollars per year. This is based upon the incredible community support with the donation of highly sought after high ticket live auction items and silent auction items. The professional opinion of our seasoned auctioneer confirms this reasoning. School leadership and the Founding Board are also actively seeking corporate contributions to sponsor a classroom, or other aspects of the school.			
The \$110,000 line of credit is in the process of being secured through competing local banks and credit unions. There is high confidence one of these banks will fund between \$150-200,000 at a reasonable rate due to their involvement with the Community Reinvestment Act. The banks are preparing proposals for their boards and will inform us of their progress over the coming weeks. The collateralization of state funding and the potential for any funding approved of by the BLUUM foundation has greatly strengthened our request for consideration. The intent for the line of credit is to use it for purchases reimbursable by the BLUUM Foundation grant, if approved, and/or purchases reimbursable by state funding as budgeted. The documentation for qualified funding will be sent to the PCSC as soon as it is secured.			
Pre-Operational Expenditures			
Section 1: Staffing			
1a: CERTIFIED STAFF	Budget		Assumptions / Details / Sources
Classroom Teachers	FTE	Amount	
Elementary Teachers			
Secondary Teachers			
Specialty Teachers	0.05	2,100.00	Mentor Specialist June-August, Curriculum and PD Prep, full weeks of June 24 and August
Classroom Teacher Subtotals	0.05	2,100.00	Average classroom size: 25
Special Education	FTE	Amount	
SPED Director / Coordinator	0.10	5,100.00	Student data acquisition, IEP reviews, Parent meetings, SIS setup
Special Education Teacher			
Special Education Subtotals	0.10	5,100.00	Anticipated % Special Education Students: 6% Special needs students assumed based on surrounding district statistics

(Salaries & Benefits) \$252,574
Entitlement \$92,494

Other Certified Staff		FTE	Amount	
Lead Administrator		0.15	12,000.00	Set up of SDE systems, reports, SIS, ordering of curriculum & FFE, Admin duties as described
Pupil Services--Counselor				
Other Certified Staff Subtotals		0.15	12,000.00	
CERTIFIED STAFF TOTAL		0.30	19,200.00	

1b: CLASSIFIED STAFF		Budget		Assumptions / Details / Sources
Position		FTE	Amount	
Paraprofessionals- General				
Paraprofessionals- SPED				
Admin / Front Office Staff		0.10	2,800.00	Set up of all office systems, student information system (SIS), submission of state reports, IFARMS
CLASSIFIED STAFF TOTAL		0.10	2,800.00	

1c: BENEFITS		Budget		Assumptions / Details / Sources
Type		Rate	Amount	
Retirement		11.00%	2,420.00	
Workers comp		16.79%	3,693.80	
FICA/Medicare				
Group Insurance		\$7,000	1,050.00	HCC will support the admin with insurance during pre-opening
Paid time off (provide assumptions)				
BENEFITS TOTAL			7,163.80	

CERTIFIED & CLASSIFIED STAFF TOTAL		22,000.00	
TOTAL STAFF & BENEFITS TOTAL		29,163.80	
Section 2: Educational Program			
2a: OVERALL EDUCATION PROGRAM COSTS		Budget	Assumptions / Details / Sources
Professional Development			week per teacher based on similar credit offerings at state-wide iSTEM weeklong immersive trainings.
SPED Contract Services			Types of anticipated SPED Contractors:
Other Contract Services (i.e. accounting, HR, management)		1,000.00	set up payroll
Office Supplies		1,000.00	Misc start up items, communication folders, paper, secure storage cabinet for student files, Y1 budget
Membership Dues (if applicable)			
OVERALL EDUCATION PROGRAM TOTAL		2,000.00	

2b: ELEMENTARY PROGRAM		Budget	Assumptions / Details / Sources
Elementary Curriculum		8,500.00	\$5000 for Curriculum guide copies for K-5 ELA, \$100 per 3-5 class for Singapore Dimensions Math Teacher guides, student text and workbook = \$4-500, K-2 = \$500 /class for Singapore Math books for semester 1, iReady or Freckle Math and ELA license for K-4 @ \$2500. With grant funding, the additional purchase of licenses for Kids Discover Online K-5 \$1500, BrainPOP per team @\$10/mo x 12 x 4=\$480, or similar.
Elementary Instructional Supplies & Consumables		9,000.00	\$1000 per grade

Expeditionary supplies	2,000.00	\$200 per grade/blended grade to start the year
Elementary Special Education Curricular Material	1,000.00	Per SPED Director recommendation
Elementary Contract Services (provide assumption)		Types of anticipated Contractors:
Playground Equipment & substrate	10,000.00	\$7000 from grant funding, balls, hoops, frisbee golf, jump ropes, hoola hoops, games, climbing wall,
ELEMENTARY PROGRAM TOTAL	30,500.00	

2c: SECONDARY PROGRAM	Budget	Assumptions / Details / Sources
Secondary Curriculum	2,750.00	\$1250 EL Ed ELA Grades 6-8 school printed (school copier) versions from online open source,
Secondary Instructional Supplies & Consumables	1,500.00	Open Up Resources (OUR). \$1000 OUR Grades 6-8 Math Teachers & student guides, Microscopes and science/makerspace/art/technology education supplies
Expeditionary Supplies	500.00	
Secondary Special Education Curricular Materials	500.00	Per SPED Director recommendation.
Secondary Contract Services (provide assumption)		Types of anticipated Contractors:
SECONDARY PROGRAM TOTAL	5,250.00	
EDUCATIONAL PROGRAM TOTAL	37,750.00	

Additional Notes or Details Regarding Educational Program Expenditures:

Section 3: Technology		
Line Item / Account	Budget	Assumptions / Details / Sources
Internet Access	3,000.00	Estimated set-up of satellite or cable-based wifi and school routers.
Contract Services	5,000.00	IT to set up our network, connectivity between desktop monitor and projector, doc cam etc..)
Technology Software & Licenses	18,550.00	Power school, Jump rope (mastery based assessment), Microsoft for front office
Computers for Staff Use	7,000.00	One desktop/Laptop, extra screen (total of two screens)
Computers for Student Use	22,000.00	Chromebooks, Laptops, iPads,
Other Technology Hardware (i.e. document cameras, projectors, etc.)	8,800.00	One projector, doc cam per classroom, and a shared printer between two classes.
TECHNOLOGY TOTAL	64,350.00	56,350
Additional Notes or Details Regarding Technology Expenditures:		

Section 4: Non-Facilities Capital Outlay		
Line Item / Account	Budget	Assumptions / Details / Sources
Furniture (school-wide)	32,500.00	Include only items not covered via FFE, if applicable. \$3800-4000 per Room \$5000-6000 for office
Kitchen Equipment (warming oven, salad bar, etc)	2,500.00	Industrial fridge per estimated cost found online at multiple sites.
Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.)		
CAPITAL OUTLAY TOTAL	35,000.00	
Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures:		
Section 5: Board of Directors		
Line Item / Account	Budget	Assumptions / Details / Sources
Board Training	2,000.00	School Administrator and three board members in attendance. ISBA conference is to be held in
Legal	2,500.00	Fees associated with Lakeland School District action, creation of employee contracts.
Insurance (property, liability, E & O, etc.)	1,000.00	
Audit		
BOARD OF DIRECTORS TOTAL	5,500.00	
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	24,000.00	Two months of lease payments--July & August, 2020.
Construction / Remodeling (if applicable)	28,000.00	Site engineering plans, fees, etc..
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)	101,100.00	Transport and placement of portables
FACILITIES TOTAL	153,100.00	
Additional Notes or Details Regarding Facilities Expenditures:		

Section 7: Transportation		
Line Item / Account	Budget	Assumptions / Details / Sources
Daily Transportation		HCC is looking into the purchase of a full size school bus using grant funding. See below

Special Transportation (i.e. SPED, field trips, etc)		Local transportation for people with special needs will be contracted if necessary, once registration is complete and student needs are assessed
Other Transportation Costs (specify)		
TRANSPORTATION TOTAL	-	
Additional Notes or Details Regarding Transportation Expenditures: Once a vehicle is acquired, HCC will calculate reimbursable and non-reimbursable fees for transportation and update/revise the budget accordingly.		

Section 8: Nutrition		
Line Item / Account	Budget	Assumptions / Details / Sources
Food Costs		
Non-Food Costs		
OTHER TOTAL	-	
Additional Notes or Details Regarding Transportation Expenditures:		

Section 9: Other Expenditures		
Line Item / Account	Budget	Assumptions / Details / Sources
Cost of annual gala fundraiser	4,990.48	paid by funds generated at gala
OTHER TOTAL	4,990.48	
Additional Notes or Details Regarding Transportation Expenditures:		

Idaho Public Charter School Commission Charter Petition: Operational Budgets						
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.						
Operational Revenue						
Anticipated Enrollment for Each Scenario:		250	276	363	439	
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				NA	NA	Additional staff student estimate. Secured funds only; include documentation
Donations and Contributions						Secured funds only; include documentation
Loans						Include documentation for lender, term, rate, and total principal and interest.
Grants						Provide documentation and details.
Fees	\$51,750.00		\$51,750.00	\$51,750.00	\$51,750.00	23 Full time Kindergarten students, fee of \$250/ mo. X 9 mo.
Entitlement	\$260,646.00		\$277,482.00	\$514,330.00	\$653,000.00	Y1: \$371,681Attach the M & O Revenue Template
Salary and Benefit Apportionment	\$679,449.77		\$757,720.97	\$1,314,381.26	\$1,657,189.80	
Transportation Allowance						
Special Distributions	NA		NA	NA	NA	See SDE Special Distrib. Appendix A
Charter School Facilities	\$100,000.00		\$110,400.00	\$134,400.00	\$175,600.00	Virtual schools include SDE worksheet
College and Career Advisors/ Mentors	\$9,000.00		\$9,000.00	\$9,000.00	\$9,000.00	
Content and Curriculum	\$2,678.40		\$2,761.60	\$3,148.00	\$3,538.40	
Continuous Improvement Plans and Training	\$6,000.00		\$6,000.00	\$6,000.00	\$6,000.00	
Gifted Talented	\$3,000.00		\$3,000.00	\$3,000.00	\$3,000.00	
Leadership Premiums	\$15,000.00		\$15,748.00	\$21,336.00	\$25,400.00	
IT Staffing	\$13,716.00		\$15,000.00	\$15,000.00	\$15,000.00	
Math and Science Requirement						
Professional Development	\$26,070.00		\$27,710.00	\$32,220.00	\$35,500.00	
Safe and Drug-Free Schools				\$5,080.16	\$6,051.08	
Technology (i.e. infrastructure)	\$59,750.00		\$62,220.00	\$70,485.00	\$77,705.00	
Advanced Opportunities						secondary schools only
College and Career Advisors/ Mentors	\$9,000.00		\$9,000.00	\$9,000.00	\$9,000.00	secondary schools only. Hiring HS certified math/science teachers.
Literacy Proficiency	NA		NA			
Limited English Proficient (LEP)	NA		NA			
School Facilities (Lottery)	NA		NA	\$26,332.02	\$31,845.06	
REVENUE TOTAL	\$1,236,060.17		\$1,347,792.57	\$2,215,462.44	\$2,759,579.34	
Operational Expenditures						

Base support \$1,010,295

(BENEFITS) \$163,745.09
 (Entitlement) \$369,976.0
 \$ 260,839.60

Total \$1,271,134

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	
Classroom Teachers	FTE Amount	FTE Amount	FTE Amount	FTE Amount		

Elementary Teachers	8.0	349,600.00	9.00	408,879.00	11.00	499,741.00	13.00	590,603.00	BE: 1/2 K, full K, 1-2,1-2,3-4, 5, 6, 6, Y1: 9 full time teachers grades 1/2 K, full K, 1-2, 1-2, 3-4, 3-4, 5, 6 (Science 1.0 FTE), 6 (Generalist)
Secondary Teachers	2.0	87,400.00	1.50	68,146.50	3.00	136,293.00	4.00	181,724.00	Y1: 1.5 FTE--1 HS math, 0.5 SS/ELA/Scie,
Specialty Teachers	2.0	87,400.00	2.00	90,862.00	4.00	181,724.00	4.00	181,724.00	BE & Y1 0.5 drama/Make and/or 0.5-1.0
Classroom Teacher Subtotals	12.00	524,400.00	12.50	567,887.50	18.00	817,758.00	21.00	954,051.00	Average classroom size:
Special Education	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
SPED Director	0.5	25,000.00	0.50	22,715.50	1.00	56,788.75	1.00	61,331.85	
Special Education Teacher			0.50	22,715.50	1.00	45,431.00	2.00	90,862.00	Secondary SPED Educator
Special Education Subtotals	0.50	25,000.00	1.00	45,431.00	1.00	102,219.75	3.00	152,193.85	Anticipated % Special Education Students: 6%
Other Certified Staff	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Lead Administrator	1.0	80,000.00	1.00	80,000.00	1.00	85,000.00	1.00	90,000.00	
Pupil Services-Counselor	0.5	22,500.00	0.50	26,672.58	1.00	56,788.75	1.50	78,368.48	Y1--Certified SPED Director and Counselor are one person, splitting both positions to 0.5 FTE.
Other Certified Staff Subtotals	1.50	102,500.00	1.50	106,672.58	2.00	141,788.75	2.50	168,368.48	
CERTIFIED STAFF TOTAL	14.00	651,900	##	\$719,991	21.00	##	26.50	##	

1b: CLASSIFIED STAFF		Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources	
Position		FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount		
Paraprofessionals- General				0.50	14,000.00	0.50	15,000.00	2.00	46,000.00		
Paraprofessionals- SPED		0.75	21,000.00			0.50	15,000.00	1.00	30,000.00		
Admin / Front Office Staff		1.5	54,500.00	1.50	54,500.00	1.50	57,000.00	2.00	80,000.00	0.5 Business office mgr. ,1.0 Admin Assist/ school admin assist.	
Other-Custodian		0.5	14,000.00	0.50	14,000.00	0.50	15,000.00	0.50	16,000.00		
CLASSIFIED STAFF TOTAL		2.75	89,500.00	2.50	82,500.00	3.00	102,000	5.50	172,000		

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	
Retirement	11.00%	81,554.00	11.00%	88,274.02	
Workers comp/ FICA/ Medicare	16.79%	124,481.06	16.79%	134,738.25	
Group Insurance (Medical/Dental)	\$7,000	117,250.00	\$7,000	122,500.00	All employees at 0.5 FTE and above receive
Paid time off (provide assumptions)					Note to Board: HCC pays \$200,000-400K more for benefits than funded by the state
BENEFITS TOTAL	323,285.06	345,512.27	491,410.71	626,013.84	
CERTIFIED & CLASSIFIED STAFF TOTAL	741,400.00	802,491.08	\$1,163,766.50	\$1,446,613.33	
TOTAL STAFF & BENEFITS TOTAL	1,064,685.06	1,148,003.34	\$1,655,177.21	\$2,072,627.17	

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	12,000.00	12,000.00	18,000.00	24,000.00	College credits for PD and payment for out of
SPED Contract Services	25,000.00	25,000.00	25,000.00	25,000.00	Types of anticipated SPED Contractors: OT, VT, PT, Speech Path.
Membership Dues	500.00	500.00	1,000.00	1,000.00	
Authorizer Fee	9,000.00	9,000.00	9,000.00	9,000.00	
Other contract services (i.e. accounting, HR, management)	1,000.00	1,000.00	1,000.00	1,000.00	Gifted and Talented Education testing
Office Supplies	5,000.00	5,000.00	7,000.00	10,000.00	Paper & misc. Photocopying will be limited per class.
OVERALL EDUCATION PROGRAM TOTAL	52,500.00	52,500.00	61,000.00	70,000.00	

2b: ELEMENTARY PROGRAM	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Elementary Curriculum	1,250.00	2,500.00	10,000.00	10,000.00	Y1 and BE, funds remaining from pre-opening
Elementary Instructional Supplies & Consumables	1,500.00	2,000.00	8,000.00	8,000.00	Same as above
Expeditionary Supplies	1,445.03	2,000.00	5,000.00	5,000.00	Same as above
Elementary Special Education Curricular Material	250.00	250.00	2,000.00	2,000.00	General and SPED Curriculum and materials ordered in pre-opening timeline
Elementary Contract Services (provide assumption)					(Music sectional instruction potential)
ELEMENTARY PROGRAM TOTAL	4,445.03	6,750.00	25,000.00	25,000.00	

2c: SECONDARY PROGRAM	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Secondary Curriculum	1,000.00	1,250.00	5,000.00	5,000.00	Y1 and BE, funds remaining from pre-opening
Secondary Instructional Supplies & Consumables	1,009.71	2,000.00	5,000.00	5,000.00	Same as above
Secondary Special Education Curricular Materials	500.00	500.00	1,000.00	1,000.00	Same as above
Secondary Contract Services (provide assumption)					Types of anticipated Contractors:
SECONDARY PROGRAM TOTAL	2,509.71	3,750.00	11,000.00	11,000.00	
EDUCATIONAL PROGRAM TOTAL	59,454.74	63,000.00	97,000.00	106,000.00	

Additional Notes or Details Regarding Educational Program Expenditures:

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	3,600.00	3,600.00	4,600.00	5,600.00	\$300/mo assumed
Contracted Services	8,000.00	8,000.00	10,000.00	10,000.00	IT troubleshoot and repair
Technology Software & Licenses			15,000.00	18,000.00	Student information systems etc...(Freckle, iReady, iStation, Brain Pop, Microsoft Suite (staff and admin), Adobe
Computers for Staff Use			3,600.00	2,000.00	
Computers for Student Use			40,000.00	40,000.00	
Other Technology Hardware (i.e. document cameras, projectors, etc.)	1,500.00	2,000.00	4,000.00	4,000.00	Phones and security cameras for safety.
TECHNOLOGY TOTAL	13,100.00	13,600.00	77,200.00	79,600.00	
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)				14,000.00	10,500.00	Y2 : addition of 4 classroomsY3: Addition of 3 classrooms
Kitchen Equipment (warming oven, salad bar, etc)					1,000.00	Warming oven for F&R hot lunch
Other Capital Outlay (i.e. library, kitchen small washer/dryer				500.00		

CAPITAL OUTLAY TOTAL	-	-	-	14,500.00	11,500.00	
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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	3,000.00	3,000.00	3,001.00	3,002.00	
Legal	1,000.00	1,000.00	1,001.00	1,002.00	
Insurance (property, liability, E & O, etc.)	12,000.00	12,000.00	12,001.00	12,002.00	
Audit	8,600.00	8,600.00	8,601.00	8,602.00	
BOARD OF DIRECTORS TOTALS	24,600.00	24,600.00	24,604.00	24,608.00	

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	126,000.00	126,000.00	201,600.00	252,000.00	See notes below.
Construction / Remodeling (if applicable)					
Repairs and Maintenance	4,000.00	4,500.00	4,500.00	4,500.00	
Facilities Maintenance Contracts (i.e. snow removal; trash; lawn care, custodial, security, etc.)	8,000.00	10,000.00	10,000.00	10,000.00	Snow removal, lawn/ landscape maintenance.
Utilities (i.e. gas, electric, water, etc.)	15,000.00	17,625.00	22,000.00	25,000.00	
Phone/Security	8,000.00	12,000.00	15,000.00	17,000.00	Equivalent of land line system, security cameras
Other Facilities Related Costs (specify)					
FACILITIES TOTAL	161,000.00	170,125.00	253,100.00	308,500.00	

Additional Notes or Details Regarding Facilities Expenditures: BE & Y1 pay 2 mo lease up front in July/Aug. Pre-opening for 5 mods + office in BE or 6Mods + office Y1. Y2 adds 2 modules @ \$2100 each/mo. Y3 adds 2 more mods, but only needs 3 classroom furnished at \$3500 rate--other room is maker space using existing school tables, etc..

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					
Special Transportation (i.e. SPED, field trips, etc)	\$2,500.00	\$5,000.00	\$7,000.00	\$9,000.00	See note below
Other Transportation Costs (specify)					
TRANSPORTATION TOTAL	\$2,500.00	\$5,000.00	\$7,000.00	\$9,000.00	

Additional Notes or Details Regarding Transportation Expenditures: Once a vehicle is acquired, HCC will calculate reimbursable and non-reimbursable fees for transportation and update/revise the budget accordingly.

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					
Non-Food Costs					
NUTRITION TOTAL	-	-	-	-	
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
ISAT/iSTATION Testing	8,250.00	8,742.94	10,528.47	15,454.07	Based on student enrollment.
Line of Credit repayment	25,000.00	25,000.00	25,000.00	25,000.00	
Continuous improvement	6,000.00	6,000.00	6,000.00	6,000.00	\$110-200,000 borrowed against a line of credit, and repaid over the term of 5-10 years.
Travel for Leadership team and Professional			13,000.00	13,000.00	and ISBA conference for Leadership conference @ \$1000 per person, EL
Accreditation fee			2,000.00	2,000.00	Fee and travel expenses
OTHER TOTAL	39,250.00	39,742.94	56,528.47	61,454.07	
Additional Notes or Details Regarding Other Expenditures:					

Note: The total, less the 27,700 account for, in the comments above, leaves an average of \$41,051.09, which is an approximate \$116 difference from the \$40,934.66 average calculated for Year One in the Financial Summary sheet.

Special Distribution	Break Even Year	Break Even
Enrolled students	241	250
Mid-term SU	10.98	12.23
Best 28 SU	10.91	11.97
Midterm ADA	192.37	237.5
Best 28 ADA	188.05	232.5
FTE Instructional and Pupil Services	12.5	13.5
Charter School Facilities: \$400 * # enrolled students	96,400.00	100,000.00
Content and Curriculum: \$1700 + \$50 * Mid-term S.U.	2,578.40	2,678.40
College and career Advisors and Mentors: \$180 * # students grades 8-12 or	9,000.00	9,000.00
Continuous Improvement Plans & training: Reimbursement up to \$6600K	6,600.00	6,600.00
Gifted and Talented: \$3000 per school + \$28/ ID'ed GTE up to 6% of pop	3,000.00	3,000.00
IT Staffing: Greater of \$460 per Mid-t. S.U. or \$15,000 if SU > 10	15,000.00	15,000.00
Leadership Premiums: \$1,016 * FTE Instructional and Pupil serv.	12,700.00	13,716.00
Professional Development: \$15,000 per charter + \$820 * FTE instruc. & pupil	25,250.00	26,070.00
School Facilities (Lottery): \$78 * best 28 weeks ADA after year 1		
Safe and Drug Free Schools: \$2000 per charter + \$12 * Full term ADA		
Tech (Classroom, Classr Infrastruct., Inst. Mgmt. Syst) \$36,000 + \$100 * mid-term :	55,237.00	59,750.00
Total	225,765.40	

LEP: based on spring 2017 testing...

Literacy Proficiency: \$350 * ave # students scoring below basic (last 3 yrs)

Natl. Board--extra \$ for eligible staff

remediation: \$28/student/section not passed on ISAT based on spring testing

YEAR 1	YEAR 2	YEAR 3
276	336	439
13.27	18.1	22.98
13.02	17.73	22.51
262.2	344.85	417.05
256.68	337.59	408.27
15.5	21	25
110,400.00	134,400.00	175,600.00
2,761.60	3,148.00	3,538.40
9,000.00	9,000.00	9,000.00
6,600.00	6,600.00	6,600.00
3,000.00	3,000.00	3,000.00
15,000.00	15,000.00	15,000.00
15,748.00	21,336.00	25,400.00
27,710.00	32,220.00	35,500.00
	26,332.02	31,845.06
	5,080.16	6,051.08
62,220.00	70,485.00	77,705.00
252,439.60	326,601.18	389,239.54

Charter Schools UNY

Input Estimated Information

	Estimated Fall Enrollment	Estimated ADA Midterm Reporting (95% of enrollment)	Estimated ADA Best 28 Weeks (93% of enrollment)
<u>Kindergarten Administrative</u>	62	58.90	57.66
<u>Elementary Administrative</u>			
Grades 1-3	76	72.20	70.68
Grades 4-6	108	102.60	100.44
<u>Secondary Administrative</u>	30	28.50	27.90
Optional programs you may or may not have			
ALTERNATIVE SCHOOL*			
Summer Alternative School**			
EXCEPTIONAL PRESCHOOL			
Students			
service per student per week			
Exceptional students eligible for tuition equivalency allowance			
Elementary			
Secondary			

* Alternative School ADA is based on the following calculation:

Aggregated attendance hours / days in session / 4 or 5 day program = Aggregated ADA (use)
(5 day program use 5, 4 day or less program use 6.25)

** Summer Alt School ADA is based on the following calculation:

Aggregated attendance hours / 225 = Adjusted ADA (use)

**Current Year Support Unit Calculation
Through Midterm Reporting period**

ADMINISTRATIVE UNITS

<u>Kindergarten Administrative</u>	<u>A.D.A</u>	<u>Special Education</u>	<u>Adjusted A.D.A</u>	<u>Unit Divisor</u>	<u>Support Units</u>
	58.90		58.90	40	1.47
<u>Elementary Administrative</u>					
equals 300 or more:					
Grades 1-3	-	=	0.00	0	0.00
Grades 4-6	-	=	0.00	0	0.00
<u>Elementary Administrative</u>					
less than 300:					
Grades 1-6	174.80	=	160.04	20	8.40
<u>Secondary Administrative</u>	28.50	=	26.85	12	2.24
<u>Exceptional Education</u>					
Exceptional Preschool					
Exceptional Elementary			14.76		
Exceptional Secondary			1.65		
<u>Exceptional Education Total</u>			16.41	14.5	1.13

ALTERNATIVE SCHOOL UNITS

			0.00	0	0.00
			0.00	0	0.00
TOTAL Estimated Support Units (Round to nearest hundredth)				=	13.24

**Current Year Support Unit Calculation
Through Midterm Reporting period
Second copy for district without Secondary Special Education Approvals**

ADMINISTRATIVE UNITS

<u>A.D.A</u>	<u>Special Education</u>	<u>Adjusted A.D.A</u>	<u>Unit Divisor</u>	<u>Support Units</u>
Kindergarten Administrative 58.90		58.90	40	1.47
Elementary Administrative equals 300 or more:				
Grades 1-3	-	0.00	0	0
Grades 4-6	-	0.00	0	0
Elementary Administrative less than 300:				
Grades 1-6	-	160.04	20	8.40
Secondary Administrative	-	28.50	12	2.38
Exceptional Education				
Exceptional Preschool				
Exceptional Elementary		14.76		
Exceptional Secondary		0.00		
Exceptional Education Total		14.76	14.5	1.02

ALTERNATIVE SCHOOL UNITS

		0.00	0	0.00
		0.00	0	0.00

TOTAL Estimated Support Units (Round to nearest hundredth)

= 13.27
[You May Use this Calculation](#)

Current Year Support Unit Calculation BEST 28 WEEKS

ADMINISTRATIVE UNITS

<u>A.D.A</u>	<u>Special Education</u>	<u>Adjusted A.D.A</u>	<u>Unit Divisor</u>	<u>Support Units</u>
<u>Kindergarten Administrative</u> 57.66		57.66	40	1.44
<u>Elementary Administrative</u> equals 300 or more: Grades 1-3	-	0.00	0	0.00
Grades 4-6	-	0.00	0	0.00
<u>Elementary Administrative</u> less than 300: Grades 1-6	-	14.76	19	8.23
<u>Secondary Administrative</u> 27.90	-	1.65	12	2.19

EXCEPTIONAL CHILD UNITS

Preschool Approvals				
Elementary Approvals		14.76		
Secondary Approvals		1.65		
Total Exceptional A.D.A		16.41	14.5	1.13

ALTERNATIVE SCHOOL UNITS

		0.00	0	0.00
		0.00	0	0.00
TOTAL Estimated Support Units (Round to nearest hundredth)				12.99

**Current Year Support Unit Calculation
BEST 28 WEEKS
Without Secondary Special Education Approvals**

ADMINISTRATIVE UNITS				
<u>A.D.A</u>	<u>Special Education</u>	<u>Adjusted A.D.A</u>	<u>Unit Divisor</u>	<u>Support Units</u>
Kindergarten Administrative		57.66	40	1.44
Elementary Administrative equals 300 or more:				
Grades 1-3	=	0.00	0	0.00
Grades 4-6	=	0.00	0	0.00
Elementary Administrative less than 300:				
Grades 1-6	=	156.36	19	8.23
Secondary Administrative	=	27.90	12	2.33
EXCEPTIONAL CHILD UNITS				
Preschool Approvals				
Elementary Approvals		14.76		
Secondary Approvals		0.00		
Total Exceptional A.D.A		14.76	14.5	1.02
ALTERNATIVE SCHOOL UNITS				
		0.00	0	0.00
		0.00	0	0.00
TOTAL Estimated Support Units (Round to nearest hundredth)				13.02
You May Use this Calculation				

BUDGET WORKSHEETS

ESTIMATING EXCEPTIONAL CHILD UNIT APPROVALS

% of
Total

ELEMENTARY

1.	Fall Enrollment, grades K-3	=	<u>138.00</u>	<u>56.10%</u>
2.	Fall Enrollment, grades 4-6 (Do not include border students)	=	<u>108.00</u>	<u>43.90%</u>
3.	Elementary exceptional students eligible for tuition equivalency allowance	=	<u>0.00</u>	
4.	Line 1 + Line 2 - Line 3	=	<u>246.00</u>	
5.	Line 4 x 6%	=	<u>14.76</u>	
6.	Line 3 + Line 5 = the number of elementary students approved for special education unit funding	=	<u>14.76</u>	
6.a	56.10% X 14.76 grades 1-3 Portion	=	<u>8.28</u>	
6.b	43.90% X 14.76 grades 4-6 Portion	=	<u>6.48</u>	

SECONDARY

7.	Fall enrollment for regular secondary students, grades 7-12 (Do not include alternative school, detention center, or border students)	=	<u>30.00</u>	
8.	Secondary <u>expectional</u> students eligible for tuition equivalency allowance (other than juvenile detention center students)	=	<u>0.00</u>	
9.	Line 7 - line 8	=	<u>30.00</u>	
10.	Line 9 x 5.5%	=	<u>1.65</u>	
11.	Line 8 + line 10 = the number of secondary students approved for special education unit funding.	=	<u>1.65</u>	

PRESCHOOL

12.	Preschool Student Approvals			
a.	For <u>each</u> exceptional preschool student, total the number of hours and minutes <u>per week</u> of direct service; then divide by 16 hours. No student will be approved for more than 1 FTE			
b.	Total all Preschool FTE approvals Line 12(b) equals the number of preschool exceptional students approved for unit funding.	=	<u>0.00</u>	

Basic Education Data System
Salary Based Apportionment and Benefit Apportionment
Computation

School Year: 2020-21

District [Hayden Canyon Charter](#)

Statewide Information:
Administrative Staff Index
Administrative Staff Index Cap
PERSI plus FICA Employer Rate

1.84399
1.86643
19.59%

100.00%

District Information:

Administrative Staff Index
Administrative Staff Index (adjusted for cap)
Mid-Term Support Units:

1.73710
1.73710
13.27

Staff Allowance Ratio	Staff Allowance FTE (Units x a)	Small District Staff Allowance		Adjusted Staff Allowance FTE (b + c + d + e)	Actual FTE	Staff Allowance FTE	Staff Index	Base Salary	Average Salary (i x j) k	Certified Preliminary Salary Based Apportionment (h x k) l
		< 40 units then + 0.5 FTE	< 20 units then + 0.5 FTE							
a	b	c	d	e	g	col (f) h	i	j	(i x j) k	(h x k) l
Administration	0.0750			0.99525	1.00000	0.99525	1.73710	37,272.00	64,745.19	64,437.65
Instructional	1.0210			13.54867	15.00000	13.54867			45,431.03	615,530.09
Pupil Service	0.0790			1.04833	0.50000	1.04833			51,625.00	54,120.04
Noncertified	0.3750			4.97625	2.50000	4.97625		22,315.00		
TOTAL				20.56850	19.00000	20.56850				

Noncertified Preliminary Salary Based Apportionment (h x j) m	Preliminary Salary Based Apportionment (l + m) n	Actual Salary o	Salary Based Apportionment Eligible for Benefits Smaller: n or o p	Benefit Apportionment p x 19.59% q	Virtual Allowance (Max 15%) r	Ancillary Allowance s	Salary Based Apportionment Plus Allowances t	Maximum Salary Apportionment u	Salary Based Apportionment col (n) v
Administration		80,000.00							64,437.65
Instructional		681,465.52							615,530.09
Pupil Service		27,060.02							54,120.04
Noncertified	111,045.02	83,500.00		165,561.52					111,045.02
TOTAL		872,025.54	845,132.80						845,132.80

2019 - 2020 BUDGET WORKSHEETS
ESTIMATING M & O STATE SUPPORT REVENUE

			<u>Rev Code</u>								
1	Number of Support Units - 2019 - 2020 (Best 28 Weeks ADA - Units)	13.02									
2.	State Distribution Factor - Per Unit - 2019-2020	\$ 28,416									
3.	Entitlement (line 1 x line 2)	\$ 369,976									
4.	Salary Apportionment: 1st Reporting Period Units 825110 (From SBA Template)										
	<table><thead><tr><th>Administrative Index</th><th>Salary</th><th>Salary</th><th>Allowances from SBA</th></tr></thead><tbody><tr><td>2.01260</td><td>\$44,889</td><td>\$51,625</td><td>\$ 825,110</td></tr></tbody></table>	Administrative Index	Salary	Salary	Allowances from SBA	2.01260	\$44,889	\$51,625	\$ 825,110		
Administrative Index	Salary	Salary	Allowances from SBA								
2.01260	\$44,889	\$51,625	\$ 825,110								
5.	Estimated Base Support (line 3 + line 4)	\$ 1,195,086	431100								
6.	Add: Benefit Apportionment		431800								
7.	Add: Approved Border Contracts		431500								
8.	Add: Approved Exceptional Child Support		431400								
9.	Add: Approved Tuition Equivalency		431600								
10.	Add: Transportation Allowance		431200								
11.	Adjustments										
12.	Total Estimated SDE State Support (lines 5 + 6 + 7 + 8 + 9 + 10 + 11)	\$ 1,195,086									

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

* * * RETURN THIS PAGE TO THE STATE DEPARTMENT OF EDUCATION * * *

School District Name:		School District Number:	
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Charter Schools Only

Input Estimated Information

	Estimated Fall Enrollment	Estimated ADA Midterm Reporting (95% of enrollment)	Estimated ADA Best 28 Weeks (93% of enrollment)
<u>Kindergarten Administrative</u>	67	63.65	62.31
<u>Elementary Administrative</u>			
Grades 1-3	125	118.75	116.25
Grades 4-6	104	98.80	96.72
<u>Secondary Administrative</u>	67	63.65	62.31
Optional programs you may or may not have			
ALTERNATIVE SCHOOL*			
Summer Alternative School**			
EXCEPTIONAL PRESCHOOL			
Students			
service per student per week			
Exceptional students eligible for tuition equivalency allowance			
Elementary			
Secondary			

- * Alternative School ADA is based on the following calculation:
 Aggregated attendance hours / days in session / 4 or 5 day program = Aggregated ADA (use)
 (5 day program use 5, 4 day or less program use 6.25)
- ** Summer Alt School ADA is based on the following calculation:
 Aggregated attendance hours / 225 = Adjusted ADA (use)

**Current Year Support Unit Calculation
Through Midterm Reporting period**

ADMINISTRATIVE UNITS

<u>Kindergarten Administrative</u>	<u>A.D.A</u>	<u>Special Education</u>	<u>Adjusted A.D.A</u>	<u>Unit Divisor</u>	<u>Support Units</u>
	63.65		63.65	40	1.59
<u>Elementary Administrative</u>					
equals 300 or more:					
Grades 1-3	-	=	0.00	0	0.00
Grades 4-6	-	=	0.00	0	0.00
<u>Elementary Administrative</u>					
less than 300:					
Grades 1-6	217.55	- 17.76	199.79	20	9.99
<u>Secondary Administrative</u>	63.65	- 3.69	59.96	12	5.00
Exceptional Education					
Exceptional Preschool					
Exceptional Elementary			17.76		
Exceptional Secondary			3.69		
Exceptional Education Total			21.45	14.5	1.48

ALTERNATIVE SCHOOL UNITS

			0.00	0	0.00
			0.00	0	0.00
TOTAL Estimated Support Units (Round to nearest hundredth)				=	18.06

**Current Year Support Unit Calculation
Through Midterm Reporting period
Second copy for district without Secondary Special Education Approvals**

ADMINISTRATIVE UNITS

<u>Kindergarten Administrative</u>	<u>A.D.A</u>	<u>Special Education</u>	<u>Adjusted A.D.A</u>	<u>Unit Divisor</u>	<u>Support Units</u>
	63.65		63.65	40	= 1.59
<u>Elementary Administrative</u> equals 300 or more:					
Grades 1-3	-	=	0.00	0	= 0
Grades 4-6	-	=	0.00	0	= 0
<u>Elementary Administrative</u> less than 300:					
Grades 1-6	217.55	- 17.76	= 199.79	20	= 9.99
<u>Secondary Administrative</u>	63.65	-	= 63.65	12	= 5.3

Exceptional Education

Exceptional Preschool	
Exceptional Elementary	17.76
Exceptional Secondary	0.00
Exceptional Education Total	17.76
	14.5
	= 1.22

ALTERNATIVE SCHOOL UNITS

			0.00	0	= 0.00
			0.00	0	= 0.00

TOTAL Estimated Support Units (Round to nearest hundredth)

= 18.10
[You May Use this Calculation](#)

**Current Year Support Unit Calculation
BEST 28 WEEKS**

ADMINISTRATIVE UNITS

<u>A.D.A</u>	<u>Special Education</u>	<u>Adjusted A.D.A</u>	<u>Unit Divisor</u>	<u>Support Units</u>
Kindergarten Administrative 62.31		62.31	40	1.56
<u>Elementary Administrative</u> equals 300 or more: Grades 1-3	-	0.00	0	0.00
Grades 4-6 <u>Elementary Administrative</u> less than 300: Grades 1-6	-	0.00	0	0.00
Secondary Administrative 212.97	17.76	195.21	20	9.76
62.31	3.69	58.62	12	4.89

EXCEPTIONAL CHILD UNITS

Preschool Approvals				
Elementary Approvals		17.76		
Secondary Approvals		3.69		
Total Exceptional A.D.A		21.45	14.5	1.48

ALTERNATIVE SCHOOL UNITS

		0.00	0	0.00
		0.00	0	0.00
TOTAL Estimated Support Units (Round to nearest hundredth)				17.69

**Current Year Support Unit Calculation
BEST 28 WEEKS
Without Secondary Special Education Approvals**

ADMINISTRATIVE UNITS				
<u>A.D.A</u>	<u>Special Education</u>	<u>Adjusted A.D.A</u>	<u>Unit Divisor</u>	<u>Support Units</u>
Kindergarten Administrative 62.31		62.31	40	1.56
<u>Elementary Administrative</u>				
equals 300 or more:				
Grades 1-3	-	0.00	0	0.00
Grades 4-6	-	0.00	0	0.00
<u>Elementary Administrative</u>				
less than 300:				
Grades 1-6	-	17.76	20	9.76
Secondary Administrative 62.31	-	62.31	12	5.19
EXCEPTIONAL CHILD UNITS				
Preschool Approvals				
Elementary Approvals		17.76		
Secondary Approvals		0.00		
Total Exceptional A.D.A		17.76	14.5	1.22
ALTERNATIVE SCHOOL UNITS				
		0.00	0	0.00
		0.00	0	0.00
TOTAL Estimated Support Units (Round to nearest hundredth)				17.73
				You May Use this Calculation

BUDGET WORKSHEETS

ESTIMATING EXCEPTIONAL CHILD UNIT APPROVALS

% of
Total

ELEMENTARY

1.	Fall Enrollment, grades K-3	=	<u>192.00</u>	<u>64.86%</u>
2.	Fall Enrollment, grades 4-6 (Do not include border students)	=	<u>104.00</u>	<u>35.14%</u>
3.	Elementary exceptional students eligible for tuition equivalency allowance	=	<u>0.00</u>	
4.	Line 1 + Line 2 - Line 3	=	<u>296.00</u>	
5.	Line 4 x 6%	=	<u>17.76</u>	
6.	Line 3 + Line 5 = the number of elementary students approved for special education unit funding	=	<u>17.76</u>	
6.a	64.86% X 17.76 grades 1-3 Portion	=	<u>11.52</u>	
6.b	35.14% X 17.76 grades 4-6 Portion	=	<u>6.24</u>	

SECONDARY

7.	Fall enrollment for regular secondary students, grades 7-12 (Do not include alternative school, detention center, or border students)	=	<u>67.00</u>	
8.	Secondary <u>exceptional</u> students eligible for tuition equivalency allowance (other than juvenile detention center students)	=	<u>0.00</u>	
9.	Line 7 - line 8	=	<u>67.00</u>	
10.	Line 9 x 5.5%	=	<u>3.69</u>	
11.	Line 8 + line 10 = the number of secondary students approved for special education unit funding.	=	<u>3.69</u>	

PRESCHOOL

12.	Preschool Student Approvals			
a.	For <u>each</u> exceptional preschool student, total the number of hours and minutes <u>per week</u> of direct service; then divide by 16 hours. No student will be approved for more than 1 FTE			
b.	Total all Preschool FTE approvals Line 12(b) equals the number of preschool exceptional students approved for unit funding.	=	<u>0.00</u>	

Basic Education Data System
Salary Based Apportionment and Benefit Apportionment
Computation

School Year: 2021-2022

District

Statewide Information:
Administrative Staff Index
Administrative Staff Index Cap
PERSI plus FICA Employer Rate

1.84399
1.86643
19.59%

Administrative Staff Index (adjusted for cap)
Mid-Term Support Units:

1.73710
1.73710
18.10

Staff Allowance Ratio	Staff Allowance FTE (Units x a)	Small District Staff Allowance < 40 units then + 0.5 FTE	Small District Staff Allowance < 20 units then + 0.5 FTE	Separate Sec. School Allowance FTE	Adjusted Staff Allowance FTE (b + c + d + e)	Actual FTE	Staff Allowance FTE	Staff Index	Base Salary	Average Salary (i x j) k	Certified Preliminary Salary Based Apportionment (h x k) l
a	b	c	d	e	f	g	h	i	j	k	l
Administration	0.0750				1.35750	1.00000	1.35750	1.73710	37,272.00	64,745.19	87,891.60
Instructional	1.0210				18.48010	20.00000	18.48010			42,962.50	793,951.30
Pupil Service	0.0790				1.42990	1.00000	1.42990			48,125.00	68,813.94
Noncertified	0.3750				6.78750	4.00000	6.78750		22,315.00		
TOTAL					28.05500	26.00000	28.05500				

Noncertified Preliminary Salary Based Apportionment (h x j) m	Preliminary Salary Based Apportionment (l + m) n	Actual Salary o	Salary Based Apportionment Eligible for Benefits Smaller: n or o p	Benefit Apportionment p x 19.59% q	Virtual Allowance (Max 15%) r	Ancillary Allowance s	Salary Based Apportionment Plus Allowances t	Maximum Salary Apportionment u	Salary Based Apportionment col (n) v
Administration		87,891.60	87,891.60						87,891.60
Instructional		859,250.00	859,250.00						793,951.30
Pupil Service		55,000.00	55,000.00						68,813.94
Noncertified	151,463.06	100,575.00	100,575.00						151,463.06
TOTAL		1,102,716.60	1,102,716.60	215,905.29					1,102,119.89

2019 - 2020 BUDGET WORKSHEETS
ESTIMATING M & O STATE SUPPORT REVENUE

			<u>Rev Code</u>						
1	Number of Support Units - 2019 - 2020 (Best 28 Weeks ADA - Units)	18.10							
2.	State Distribution Factor - Per Unit - 2019-2020	\$ 28,416							
3.	Entitlement (line 1 x line 2)	\$ 514,330							
4.	Salary Apportionment: 1st Reporting Period Units (From SBA Template)								
	<table><thead><tr><th>Administrative Index</th><th>Salary</th><th>Salary</th></tr></thead><tbody><tr><td></td><td></td><td></td></tr></tbody></table>	Administrative Index	Salary	Salary				\$	Allowances from SBA
Administrative Index	Salary	Salary							
5.	Estimated Base Support (line 3 + line 4)	\$ 514,330	431100						
6.	Add: Benefit Apportionment	\$	431800						
7.	Add: Approved Border Contracts	\$	431500						
8.	Add: Approved Exceptional Child Support	\$	431400						
9.	Add: Approved Tuition Equivalency	\$	431600						
10.	Add: Transportation Allowance	\$	431200						
11.	Adjustments	\$							
12.	Total Estimated SDE State Support (lines 5 + 6 + 7 + 8 + 9 + 10 + 11)	\$ 514,330							

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

* * * RETURN THIS PAGE TO THE STATE DEPARTMENT OF EDUCATION * * *

School District Name:		School District Number:	
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Charter Schools Only

Input Estimated Information

	Estimated Fall Enrollment	Estimated ADA Midterm Reporting (95% of enrollment)	Estimated ADA Best 28 Weeks (93% of enrollment)
<u>Kindergarten Administrative</u>	65	61.75	60.45
<u>Elementary Administrative</u>			
Grades 1-3	151	143.45	140.43
Grades 4-6	119	113.05	110.67
<u>Secondary Administrative</u>	104	98.80	96.72
Optional programs you may or may not have			
ALTERNATIVE SCHOOL*			
Summer Alternative School**			
EXCEPTIONAL PRESCHOOL			
Students			
service per student per week			
Exceptional students eligible for tuition equivalency allowance			
Elementary			
Secondary			

- * Alternative School ADA is based on the following calculation:
 Aggregated attendance hours / days in session / 4 or 5 day program = Aggregated ADA (use)
 (5 day program use 5, 4 day or less program use 6.25)
- ** Summer Alt School ADA is based on the following calculation:
 Aggregated attendance hours / 225 = Adjusted ADA (use)

**Current Year Support Unit Calculation
Through Midterm Reporting period**

ADMINISTRATIVE UNITS

<u>Kindergarten Administrative</u>	<u>A.D.A</u>	<u>Special Education</u>	<u>Adjusted A.D.A</u>	<u>Unit Divisor</u>	<u>Support Units</u>
	61.75		61.75	40	1.54
<u>Elementary Administrative</u>					
equals 300 or more:					
Grades 1-3	-	=	0.00	0	0.00
Grades 4-6	-	=	0.00	0	0.00
<u>Elementary Administrative</u>					
less than 300:					
Grades 1-6	256.50	- 20.10	236.40	20	11.82
<u>Secondary Administrative</u>	98.80	- 5.72	93.08	12	7.76
Exceptional Education					
Exceptional Preschool					
Exceptional Elementary			20.10		
Exceptional Secondary			5.72		
Exceptional Education Total			<u>25.82</u>	14.5	1.78

ALTERNATIVE SCHOOL UNITS

			0.00	0	0.00
			0.00	0	0.00
TOTAL Estimated Support Units (Round to nearest hundredth)				=	<u>22.90</u>

**Current Year Support Unit Calculation
Through Midterm Reporting period
Second copy for district without Secondary Special Education Approvals**

ADMINISTRATIVE UNITS

<u>Kindergarten Administrative</u>	<u>A.D.A</u>	<u>Special Education</u>	<u>Adjusted A.D.A</u>	<u>Unit Divisor</u>	<u>Support Units</u>
	61.75		61.75	40	= 1.54
<u>Elementary Administrative</u> equals 300 or more:					
Grades 1-3	-	=	0.00	0	= 0
Grades 4-6	-	=	0.00	0	= 0
<u>Elementary Administrative</u> less than 300:					
Grades 1-6	256.50	- 20.10	= 236.40	20	= 11.82
<u>Secondary Administrative</u>	98.80	-	= 98.80	12	= 8.23

Exceptional Education

Exceptional Preschool					
Exceptional Elementary			20.10		
Exceptional Secondary			0.00		
Exceptional Education Total			20.10	14.5	= 1.39

ALTERNATIVE SCHOOL UNITS

			0.00	0	= 0.00
			0.00	0	= 0.00

TOTAL Estimated Support Units (Round to nearest hundredth)

= 22.98
[You May Use this Calculation](#)

**Current Year Support Unit Calculation
BEST 28 WEEKS**

ADMINISTRATIVE UNITS

<u>A.D.A</u>	<u>Special Education</u>	<u>Adjusted A.D.A</u>	<u>Unit Divisor</u>	<u>Support Units</u>
Kindergarten Administrative 60.45		60.45	40	1.51
<u>Elementary Administrative</u> equals 300 or more: Grades 1-3	-	0.00	0	0.00
Grades 4-6 <u>Elementary Administrative</u> less than 300: Grades 1-6	-	0.00	0	0.00
251.10	20.10	231.00	20	11.55
96.72	5.72	91.00	12	7.58

EXCEPTIONAL CHILD UNITS

Preschool Approvals				
Elementary Approvals		20.10		
Secondary Approvals		5.72		
Total Exceptional A.D.A		25.82	14.5	1.78

ALTERNATIVE SCHOOL UNITS

		0.00	0	0.00
		0.00	0	0.00
TOTAL Estimated Support Units (Round to nearest hundredth)				22.42

**Current Year Support Unit Calculation
BEST 28 WEEKS
Without Secondary Special Education Approvals**

ADMINISTRATIVE UNITS				
<u>A.D.A</u>	<u>Special Education</u>	<u>Adjusted A.D.A</u>	<u>Unit Divisor</u>	<u>Support Units</u>
Kindergarten Administrative 60.45		60.45	40	1.51
<u>Elementary Administrative</u>				
equals 300 or more:				
Grades 1-3	-	0.00	0	0.00
Grades 4-6	-	0.00	0	0.00
<u>Elementary Administrative</u>				
less than 300:				
Grades 1-6	-	231.00	20	11.55
Secondary Administrative 96.72	-	96.72	12	8.06
EXCEPTIONAL CHILD UNITS				
Preschool Approvals				
Elementary Approvals		20.10		
Secondary Approvals		0.00		
Total Exceptional A.D.A		20.10	14.5	1.39
ALTERNATIVE SCHOOL UNITS				
		0.00	0	0.00
		0.00	0	0.00
TOTAL Estimated Support Units (Round to nearest hundredth)				22.51
You May Use this Calculation				

BUDGET WORKSHEETS

ESTIMATING EXCEPTIONAL CHILD UNIT APPROVALS

% of
Total

ELEMENTARY

1.	Fall Enrollment, grades K-3	=	<u>216.00</u>	<u>64.48%</u>
2.	Fall Enrollment, grades 4-6 (Do not include border students)	=	<u>119.00</u>	<u>35.52%</u>
3.	Elementary exceptional students eligible for tuition equivalency allowance	=	<u>0.00</u>	
4.	Line 1 + Line 2 - Line 3	=	<u>335.00</u>	
5.	Line 4 x 6%	=	<u>20.10</u>	
6.	Line 3 + Line 5 = the number of elementary students approved for special education unit funding	=	<u>20.10</u>	
6.a	64.48% X 20.10 grades 1-3 Portion	=	<u>12.96</u>	
6.b	35.52% X 20.10 grades 4-6 Portion	=	<u>7.14</u>	

SECONDARY

7.	Fall enrollment for regular secondary students, grades 7-12 (Do not include alternative school, detention center, or border students)	=	<u>104.00</u>	
8.	Secondary <u>expectional</u> students eligible for tuition equivalency allowance (other than juvenile detention center students)	=	<u>0.00</u>	
9.	Line 7 - line 8	=	<u>104.00</u>	
10.	Line 9 x 5.5%	=	<u>5.72</u>	
11.	Line 8 + line 10 = the number of secondary students approved for special education unit funding.	=	<u>5.72</u>	

PRESCHOOL

12.	Preschool Student Approvals			
a.	For <u>each</u> exceptional preschool student, total the number of hours and minutes <u>per week</u> of direct service; then divide by 16 hours. No student will be approved for more than 1 FTE			
b.	Total all Preschool FTE approvals Line 12(b) equals the number of preschool exceptional students approved for unit funding.	=	<u>0.00</u>	

Basic Education Data System
Salary Based Apportionment and Benefit Apportionment
Computation

School Year: 2020-2021

Hayden (

Statewide Information:
Administrative Staff Index
Administrative Staff Index Cap
PERSI plus FICA Employer Rate

1.84399
1.86643
19.59%

Administrative Staff Index
Administrative Staff Index (adjusted for cap)
Mid-Term Support Units:

1.73710
1.73710
22.98

Staff Allowance Ratio	Staff Allowance FTE	Small District Staff Allowance < 40 units then + 0.5 FTE	Small District Staff Allowance < 20 units then + 0.5 FTE	Separate Sec. School Allowance FTE	Adjusted Staff Allowance FTE (b + c + d + e)	Actual FTE	Staff Allowance FTE	Staff Index	Base Salary	Average Salary (i x j) k	Certified Preliminary Salary Based Apportionment (h x k) l
a	b	c	d	e	f	g	h	i	j	k	l
Administration	0.0750				1.72350	1.00000	1.72350	1.73710	37,272.00	64,745.19	111,588.34
Instructional	1.0210				23.46258	25.00000	23.46258			42,797.62	1,004,142.56
Pupil Service	0.0790				1.81542	1.50000	1.81542			42,797.62	77,695.65
Noncertified	0.3750				8.61750	5.00000	8.61750		22,315.00		
TOTAL					35.61900	32.50000	35.61900				

Noncertified Preliminary Salary Based Apportionment (h x j) m	Preliminary Salary Based Apportionment (l + m) n	Actual Salary o	Salary Based Apportionment Eligible for Benefits Smaller: n or o p	Benefit Apportionment p x 19.59% q	Virtual Allowance (Max 15%) r	Ancillary Allowance s	Salary Based Apportionment Plus Allowances t	Maximum Salary Apportionment u	Salary Based Apportionment col (n) v
Administration		90,000.00							111,588.34
Instructional		1,151,675.00							1,004,142.56
Pupil Service		78,368.00							77,695.65
Noncertified	192,299.51	180,000.00							192,299.51
TOTAL		1,500,043.00	1,385,726.06	271,463.74					1,385,726.06

2019 - 2020 BUDGET WORKSHEETS
ESTIMATING M & O STATE SUPPORT REVENUE

			<u>Rev Code</u>						
1	Number of Support Units - 2019 - 2020 (Best 28 Weeks ADA - Units)	22.98							
2.	State Distribution Factor - Per Unit - 2019-2020	\$ 28,416							
3.	Entitlement (line 1 x line 2)	\$ 653,000							
4.	Salary Apportionment: 1st Reporting Period Units (From SBA Template)								
	<table><thead><tr><th>Administrative Index</th><th>Salary</th><th>Salary</th></tr></thead><tbody><tr><td></td><td></td><td></td></tr></tbody></table>	Administrative Index	Salary	Salary				\$	Allowances from SBA
Administrative Index	Salary	Salary							
5.	Estimated Base Support (line 3 + line 4)	\$ 653,000	431100						
6.	Add: Benefit Apportionment	\$	431800						
7.	Add: Approved Border Contracts	\$	431500						
8.	Add: Approved Exceptional Child Support	\$	431400						
9.	Add: Approved Tuition Equivalency	\$	431600						
10.	Add: Transportation Allowance	\$	431200						
11.	Adjustments	\$							
12.	Total Estimated SDE State Support (lines 5 + 6 + 7 + 8 + 9 + 10 + 11)	\$ 653,000							

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

* * * RETURN THIS PAGE TO THE STATE DEPARTMENT OF EDUCATION * * *

School District Name:		School District Number:	
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Charter Schools Only

Input Estimated Information

		State Wide Avrg 95%	State Wide Avrg 93%
	Estimated Fall Enrollment	Estimated ADA First Period	Estimated ADA Best 28 Weeks
<u>Kindergarten Administrative</u>	53	50.35	49.29
<u>Elementary Administrative</u>			
Grades 1-3	94	89.30	87.42
Grades 4-6	75	71.25	69.75
<u>Secondary Administrative</u>	28	26.60	26.04
		247.95	242.73
Optional programs you may or may not have			
ALTERNATIVE SCHOOL			
Summer Alternative School			
EXCEPTIONAL PRESCHOOL			
Number of Pre-school Students			
Hours and minutes of service per student per week			
Exceptional students eligible for tuition equivalency allowance			
Elementary			
Secondary			

**Current Year Support Unit Calculation
Through reporting Period 1**

ADMINISTRATIVE UNITS

<u>Kindergarten Administrative</u>	<u>A.D.A</u>	<u>Special Education</u>	<u>Adjusted A.D.A</u>	<u>Unit Divisor</u>	<u>Support Units</u>
	50.35		50.35	40	1.26
<u>Elementary Administrative</u> equals 300 or more:					
Grades 1-3	-	=	0.00	0	0.00
Grades 4-6	-	=	0.00	0	0.00
<u>Elementary Administrative</u> less than 300:					
Grades 1-6	160.55	- 13.32	= 147.23	19	7.75
<u>Secondary Administrative</u>	26.60	- 1.54	= 25.06	12	2.09

Exceptional Education

Exceptional Preschool					
Exceptional Elementary			13.32		
Exceptional Secondary			1.54		
Exceptional Education Total			14.86	14.5	1.02

ALTERNATIVE SCHOOL UNITS

			0.00	0	0.00
			0.00	0	0.00

TOTAL Estimated Support Units (Round to nearest hundredth)

= 12.12

**Current Year Support Unit Calculation
Through reporting Period 1
Second copy for district without Secondary Special Education Approvals**

ADMINISTRATIVE UNITS				
<u>A.D.A</u>	<u>Special Education</u>	<u>Adjusted A.D.A</u>	<u>Unit Divisor</u>	<u>Support Units</u>
Kindergarten Administrative 50.35		50.35	40	1.26
Elementary Administrative equals 300 or more:				
Grades 1-3	-	0.00	0	0
Grades 4-6	-	0.00	0	0
Elementary Administrative less than 300:				
Grades 1-6 160.55	- 13.32	147.23	19	7.75
Secondary Administrative 26.60	-	26.60	12	2.22
Exceptional Education				
Exceptional Preschool				
Exceptional Elementary		13.32		
Exceptional Secondary		0.00		
Exceptional Education Total		13.32	0	1 Minimum
ALTERNATIVE SCHOOL UNITS				
		0.00	0	0.00
		0.00	0	0.00
TOTAL Estimated Support Units (Round to nearest hundredth)				= 12.23
				You May Use this Calculation

**Current Year Support Unit Calculation
BEST 28 WEEKS**

ADMINISTRATIVE UNITS

<u>A.D.A</u>	<u>Special Education</u>	<u>Adjusted A.D.A</u>	<u>Unit Divisor</u>	<u>Support Units</u>
<u>Kindergarten Administrative</u> 49.29		49.29	40	1.23
<u>Elementary Administrative</u> equals 300 or more:				
Grades 1-3	-	0.00	0	0.00
Grades 4-6	-	0.00	0	0.00
<u>Elementary Administrative</u> less than 300:				
Grades 1-6	-	13.32	19	7.57
<u>Secondary Administrative</u> 26.04	-	1.54	12	2.04

EXCEPTIONAL CHILD UNITS

Preschool Approvals				
Elementary Approvals		13.32		
Secondary Approvals		1.54		
Total Exceptional A.D.A		14.86	14.5	1.02

ALTERNATIVE SCHOOL UNITS

		0.00	0	0.00
		0.00	0	0.00
TOTAL Estimated Support Units (Round to nearest hundredth)				11.86

Current Year Support Unit Calculation
BEST 28 WEEKS
Without Secondary Special Education Approvals

ADMINISTRATIVE UNITS	<u>A.D.A</u>	<u>Special Education</u>	<u>Adjusted A.D.A</u>	<u>Unit Divisor</u>	<u>Support Units</u>
<u>Kindergarten Administrative</u>	49.29		49.29	40	1.23
<u>Elementary Administrative</u> equals 300 or more:					
Grades 1-3		=	0.00	0	0.00
Grades 4-6		=	0.00	0	0.00
<u>Elementary Administrative</u> less than 300:					
Grades 1-6	157.17	=	143.85	19	7.57
<u>Secondary Administrative</u>	26.04	=	26.04	12	2.17
EXCEPTIONAL CHILD UNITS					
Preschool Approvals					
Elementary Approvals			13.32		
Secondary Approvals			0.00		
Total Exceptional A.D.A			13.32	0	1.00
ALTERNATIVE SCHOOL UNITS					
			0.00	0	0.00
			0.00	0	0.00
TOTAL Estimated Support Units (Round to nearest hundredth)					11.97

[You May Use this Calculation](#)

BUDGET WORKSHEETS

ESTIMATING EXCEPTIONAL CHILD UNIT APPROVALS

% of
Total

ELEMENTARY

1.	Fall Enrollment, grades K-3	=	<u>147.00</u>	<u>66.22%</u>
2.	Fall Enrollment, grades 4-6 (Do not include border students)	=	<u>75.00</u>	<u>33.78%</u>
3.	Elementary exceptional students eligible for tuition equivalency allowance	=	<u>0.00</u>	
4.	Line 1 + Line 2 - Line 3	=	<u>222.00</u>	
5.	Line 4 x 6%	=	<u>13.32</u>	
6.	Line 3 + Line 5 = the number of elementary students approved for special education unit funding	=	<u>13.32</u>	
6.a	##### X 13.32 grades 1-3 Portion	=	<u>8.82</u>	
6.b	##### X 13.32 grades 4-6 Portion	=	<u>4.50</u>	

SECONDARY

7.	Fall enrollment for regular secondary students, grades 7-12 (Do not include alternative school, detention center, or border students)	=	<u>28.00</u>	
8.	Secondary <u>expectional</u> students eligible for tuition equivalency allowance (other than juvenile detention center students)	=	<u>0.00</u>	
9.	Line 7 - line 8	=	<u>28.00</u>	
10.	Line 9 x 5.5%	=	<u>1.54</u>	
11.	Line 8 + line 10 = the number of secondary students approved for special education unit funding.	=	<u>1.54</u>	

PRESCHOOL

12.	Preschool Student Approvals			
a.	For <u>each</u> exceptional preschool student, total the number of hours and minutes <u>per week</u> of direct service; then divide by 16 hours. No student will be approved for more than 1 FTE			
b.	Total all Preschool FTE approvals Line 12(b) equals the number of preschool exceptional students approved for unit funding.	=	<u>0.00</u>	

Basic Education Data System
Salary Based Apportionment and Benefit Apportionment
Computation

School Year: 2020-21

District [Hayden Canyon Charter](#)

Statewide Information:
Administrative Staff Index
Administrative Staff Index Cap
PERSI plus FICA Employer Rate

1.84399
1.86643
19.59%

100.00%

District Information:

Administrative Staff Index
Administrative Staff Index (adjusted for cap)
Mid-Term Support Units:=12.23

1.73710
1.73710
12.23

Staff Allowance Ratio	Staff Allowance FTE (Units x a)	Small District Staff Allowance		Adjusted Staff Allowance FTE (b + c + d + e)	Actual FTE	Staff Allowance FTE	Staff Index	Base Salary	Average Salary	Certified Preliminary Salary Based Apportionment (h x k)
		< 40 units then + 0.5 FTE	< 20 units then + 0.5 FTE							
a	b	c	d	e	g	col (f) h	i	j	(i x j) k	l
Administration	0.0750				1.00000	0.91725	1.73710	37,272.00	64,745.19	59,387.53
Instructional	1.0210				12.50000	12.48683			43,720.00	545,924.21
Pupil Service	0.0790				0.50000	0.96617			51,625.00	49,878.53
Noncertified	0.3750				2.50000	4.58625		22,315.00		
TOTAL				18.95650	16.50000	18.95650				

Noncertified Preliminary Salary Based Apportionment (h x j) m	Preliminary Salary Based Apportionment (l + m) n	Actual Salary	Salary Based Apportionment Eligible for Benefits Smaller: n or o p	Benefit Apportionment p x 19.59% q	Virtual Allowance (Max 15%) r	Ancillary Allowance s	Salary Based Apportionment Plus Allowances t	Maximum Salary Apportionment u	Salary Based Apportionment col (n) v
Administration		80,000.00							59,387.53
Instructional		546,500.00							545,924.21
Pupil Service		24,939.26							49,878.53
Noncertified	102,342.17	106,094.00		148,400.60					102,342.17
TOTAL		757,533.26	757,532.43						757,532.43

2019 - 2020 BUDGET WORKSHEETS
ESTIMATING M & O STATE SUPPORT REVENUE

			<u>Rev Code</u>								
1	Number of Support Units - 2019 - 2020 (Best 28 Weeks ADA - Units)	12.23									
2.	State Distribution Factor - Per Unit - 2019-2020	\$ 28,416									
3.	Entitlement (line 1 x line 2)	\$ 347,528									
4.	Salary Apportionment: 1st Reporting Period Units 825110 (From SBA Template)										
	<table><thead><tr><th>Administrative Index</th><th>Salary</th><th>Salary</th><th>Allowances from SBA</th></tr></thead><tbody><tr><td>2.01260</td><td>\$44,889</td><td>\$51,625</td><td>825,110</td></tr></tbody></table>	Administrative Index	Salary	Salary	Allowances from SBA	2.01260	\$44,889	\$51,625	825,110		
Administrative Index	Salary	Salary	Allowances from SBA								
2.01260	\$44,889	\$51,625	825,110								
5.	Estimated Base Support (line 3 + line 4)	\$ 1,172,638	431100								
6.	Add: Benefit Apportionment		431800								
7.	Add: Approved Border Contracts		431500								
8.	Add: Approved Exceptional Child Support		431400								
9.	Add: Approved Tuition Equivalency		431600								
10.	Add: Transportation Allowance		431200								
11.	Adjustments										
12.	Total Estimated SDE State Support (lines 5 + 6 + 7 + 8 + 9 + 10 + 11)	\$ 1,172,638									

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

* * * RETURN THIS PAGE TO THE STATE DEPARTMENT OF EDUCATION * * *

School District Name:		School District Number:	
-----------------------	--	-------------------------	--

Appendix B

HCC Board of Directors

Legal Documents

ARTICLES OF INCORPORATION

BY-LAWS

OF

Hayden Canyon Charter School, Inc.

DBA

Hayden Canyon Charter

A non-profit corporation

I.

DIRECTORS

The Board of Directors of this Organization shall consist of five (5), seven (7) persons or nine (9) Directors and the Directors shall Manage and run the corporation. The term of the Directors shall be initially staggered one (1), two (2) and three (3) years, and after an initial term, Each term shall be three (3) years.

II.

BOARD MEETINGS

Unless changed by a majority vote of the Board of Directors at the annual meeting in July, regular meetings of the Board of Directors shall be held on the second Wednesday of every month at such time and place as may be fixed by the Board of Directors. Special meetings of the Board of Directors may be noticed by or at the request of the President or not less than two (2) Directors. The person or persons authorized to notice special meetings of Directors may fix the time thereof, and notice of such special meetings shall be given by email or regular mail with at least five (5) days' notice. The commencement of the five (5) day notice period shall occur at the time the email is sent or at the time the notice is mailed, via U.S. Mail, postage prepaid. Emergency meetings may be called by the President or Vice President with five (5) hours' notice via email. Meetings of the Board of Directors may be held either within or

outside the State of Idaho. Meetings outside of Kootenai County must be noticed at the last regularly scheduled meeting unless such meeting is for emergency purposes.

III.

QUORUM AND MANNER OF ACTING

A majority of the Board of Directors, of which one (1) such Director must be an Officer, shall constitute a quorum at any meeting. Decisions shall be made by majority vote for any vote, unless otherwise provided in these Bylaws or the Articles of Incorporation. In the absence of a quorum, the meeting shall be adjourned, and no business may be transacted.

IV.

VACANCIES

Vacancies on the Board of Directors, whether by resignation, death, or removal may be filled by a 2/3rds majority vote of the Directors at a regular or special meeting. Additional Directors may also be added by a 2/3rds majority vote of the Directors at a regular or special meeting. Additional Directors representing parents shall subject to election at the next regular election and their terms will be determined by the staggering of rotations. If more than one Director is up for election a toss of a coin will determine term rotations.

V.

ELECTION OF DIRECTORS

A) Board Appointed Directors: following the initial year of operation, Director openings (at the end of their staggered term, death, or resignation) or when adding additional Director positions, shall proceed through an application process, where potential directors are nominated by a member of a nominating committee, and confirmed by a 2/3rds majority vote by the Board of Directors. The nominating committee will be appointed by the Board of Directors. Board appointed Directors shall serve three (3) years terms, staggered, and may be reappointed for additional terms.

B) Patron Elected Directors: following the initial year of operation two, three or four Directors will be elected by the parents representing the students at HCC. The number of parent elected Directors will be in regards to 5, 7, or 9 member Board of Directors. The initial size of the Board of Directors will be voted on by the founding Directors prior to the election as required by law. The initial election of Directors shall be a staggered rotation of not more than three (3) years.

VI.

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 Director may be selected before such time to take office when the resignation becomes

effective. A Director may be removed with or without cause by a 2/3rds majority of the Directors then in office.

VII.

OFFICERS

The Board of Directors shall elect or appoint the Officers who shall serve at the pleasure of the Board. All Officers shall be subject to removal with or without cause. Officers shall have the authority and perform the duties prescribed by the Board of Directors from time to time and as may be prescribed by these Bylaws. New offices may be created by the Board of Directors. Election of Officers shall take place at each July meeting, and the first Board of Directors shall serve from the initial meeting to the following July.

SECTION 1. OFFICERS. The Officers of the corporation shall be a President, Vice President, Secretary, and Treasurer, who shall be elected by the Board.

SECTION 2. TERM OF OFFICE. The Officers of the corporation shall be elected or appointed annually by the Board of Directors at the July annual meeting or thereafter as soon as practical. Each officer shall hold office until his successor shall have been duly elected or appointed and shall have qualified.

SECTION 3. REMOVAL. Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the corporation would be served thereby.

SECTION 4. VACANCIES. A vacancy in any office because of death, resignation, removal, is qualification or otherwise, may be filled by the Board of Directors of the unexpired portion of the term.

SECTION 5. PRESIDENT. The president shall be the principal executive officer of the corporation and shall in general supervise and direct all of the business and affairs of the corporation. He/she shall preside at all meetings. He/she may sign, with the secretary, treasure or any other proper officer of the corporation authorized by the Board of Directors, deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or these By-laws or by statute to some other officer or agent of the corporation; and in general he/she shall perform all duties incident to the office of president and such other duties as may be prescribed by the Board of Directors from time to time.

SECTION 6. VICE PRESIDENT. In the absence of the president or in event of his inability to act, the vice president shall perform the duties of the president, and when so acting, shall have all the powers of and be subject to all the restrictions upon the president. The vice president shall perform such other duties as from time to time may be assigned to him/her by the president or by the Board of Directors.

SECTION 7. SECRETARY. The secretary shall: a) keep the minutes of all meetings; 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 organization's records; d) and in general perform all duties as may be assigned by the President or the Board.

SECTION 8. TREASURER. The Treasurer shall have charge and custody of and be responsible for all funds and securities of the corporation; review and give receipts for monies due and payable to the corporation from any source whatsoever, and deposit all such monies in the name of the corporation in such banks, trust companies or other depositories as shall be selected; and in general perform all duties incident to the office of treasurer and such other duties as from time to time may be assigned to him/her by the president or by the Board of Directors.

VIII.

COMMITTEES

SECTION 1. COMMITTEES. The Board of Directors by resolution may designate and appoint one or more committees, each of which shall consist of two or more Directors, to exercise authority as deemed necessary by the resolution, for a time frame set forth in the resolution.

SECTION 2. CHAIRPERSON. One member of each committee shall be appointed chairperson by the person or persons authorized to appoint the members thereof.

SECTION 3. VACANCIES. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments

SECTION 4. QUORUM. Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

SECTION 5. RULES. Each committee may adopt rules for its own government not inconsistent with these By-laws or with rules adopted by the Board of Directors.

IX.

COMPENSATION

Directors or committee persons shall not receive any compensation for their services, however they may be reimbursed for expenses with prior approval of the Board.

X.

SEAL

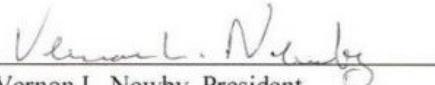
The seal of the corporation shall be circular in form and shall bear the name of the corporation and the word "corporate seal, State of Idaho."


XI.


AMENDMENTS

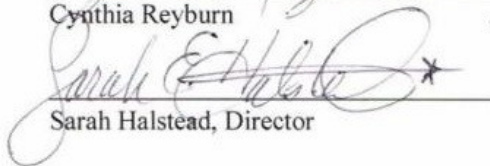
The By-laws may be altered, amended or repealed and new Bylaws may be adopted by a majority of the Board of Directors at any regular meeting or any special meeting.

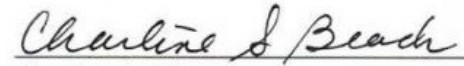
DATED this 26 day of APRIL, 2016.


Vernon L. Newby, President


Jason Ball, Vice-President & Secretary


Cynthia Reyburn, Treasurer


Sarah Halstead, Director


Char Beach, Director


Patrick Jones, Director


Chris Noland, Director

2013 MAY -6 AM 10: 59

SECRETARY OF STATE
STATE OF IDAHO

**ARTICLES OF INCORPORATION
OF
HAYDEN CANYON CHARTER SCHOOL, INC.**

The undersigned, acting as incorporator of a corporation under the Idaho Nonprofit Corporation Act, adopts the following Articles of Incorporation for such corporation.

ARTICLE I.

NAME

The name of the corporation is Hayden Canyon Charter School, Inc.

ARTICLE II.

PERIOD OF DURATION

The period of its duration shall be perpetual.

ARTICLE III.

PURPOSE

The corporation is organized exclusively for charitable, scientific, literary or educational purposes within the meaning of and pursuant to section 501(c)(3) of the Internal Revenue Code of 1986 (or under the corresponding provision of any future United States Internal Revenue law), including but not limited to maintain and operate a Charter School pursuant to Idaho Code Title 33, Chapter 52. References in these Articles of Incorporation to the "Code" shall be to the Internal Revenue Code of 1986, as amended from time to time.

IDAHO SECRETARY OF STATE
05/06/2013 05:00
CK: 6410 CT: 246462 DH: 1372479
1 @ 30.00 = 30.00 INC MOND # 2
1 @ 20.00 = 20.00 NON EXPEDI # 3

ARTICLE IV.

POWERS

The corporation shall have all powers provided for nonprofit corporations under the Idaho Nonprofit Corporation Act.

ARTICLE V.

INDEMNIFICATION OF CORPORATE AGENT

The corporation shall, in accordance with the Idaho Public Charter Schools Act, indemnify any Board Member, officer, or employee of the Corporation against expenses actually and reasonably incurred in connection with the defense of any action, suit or proceeding, whether civil, criminal, administrative or investigative, in which such person is made a party, or is threatened to be made a party, by reason of being or having been an officer, except in relation to matters as to which such person is judged to be liable for willful misconduct in the performance of such person's duties to the Corporation.

All officers and directors of the corporation shall comply with the general standards of conduct contained in Idaho Code 30-3-80.

ARTICLE VI.

LIMITATIONS

A. No part of the income or net earnings of the corporation shall inure to the benefit of, or be distributable to, any director or officer of the corporation or any other private individual (except that reasonable compensation may be paid for services rendered to or for the corporation affecting one or more of its purposes, and reimbursement may be made for any

expenses incurred for the corporation by any officer, director, agent or employee, or any other person or corporation, pursuant to and upon authorization of the Board of Directors); and provided further that no director or officer of the corporation, or any other private individual shall be entitled to share in any distribution of any of the corporate assets on dissolution of the corporation or otherwise. No substantial part of the activities of the corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation, except as otherwise provided in section 501(h) of the Code. The corporation shall not participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of, or in opposition to, any candidate for public office.

B. No part of the assets of the corporation shall inure to the benefit of or be distributable to any organization whose income or net earnings or any part thereof inure to the benefit of any private shareholder or other individual or any substantial part of the activities of which consists of carrying on propaganda or otherwise attempting to influence legislation.

C. Upon dissolution of the corporation, all of its assets shall be paid over to organizations organized and operated exclusively for charitable or educational purposes and recognized by the Internal Revenue Service as exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as the Board of Directors shall determine. Any assets not so disposed shall be disposed of by a court of general jurisdiction in Kootenai County.

D. Notwithstanding any other provision hereof, this corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization which is tax-exempt under the provisions of section 501(c)(3) of the Code.

ARTICLES OF INCORPORATION - 3

E. Notwithstanding any other provision of these Articles during any period that the corporation is a "private foundation" within the meaning of section 509 of the Code, the corporation shall be required to distribute its income for each taxable year of the corporation at such time and in such manner as not to subject the corporation to tax under section 4942 of the Code; and the corporation shall be prohibited from engaging in any act of self-dealing as defined in section 4941(d) of the Code, from retaining any excess business holdings in violation of the provisions of section 4943(c) of the Code, from making any investments in such manner as to subject the corporation to tax under section 4944 of the Code, and from making any taxable expenditures as defined in section 4945(d) of the Code.

ARTICLE VII.

NO MEMBERS

The corporation shall have no voting members.

ARTICLE VIII.

BOARD OF DIRECTORS

All business affairs of the corporation shall be conducted by its Board of Directors; provided, however, that pursuant to Idaho Code Section 30-3-63(3), the following shall apply: The number of directors serving on the Board of Directors shall be fixed in accordance with the corporation's Bylaws, which number shall be no less than five (5) nor more than nine (9). The Directors shall be elected in the manner and for the term provided in the Bylaws of the Corporation. The names and addresses of the persons who are to serve as the initial directors are:

Daniel Taylor,	Chair	9892 Lamson Lane Hayden, Idaho 83835
Glen Lanker,	Vice Chair	1029 E. Shadow Wood Lane Coeur d'Alene, Idaho 83815
Jason Ball,	Secretary	305 Summerfield Loop Hayden, Idaho 83835
Cynthia Reyburn,	Treasurer	1660 E. Club Lane Hayden Lake, Idaho 83835
Terry Wright,	Member	10217 Cedar Court Hayden, Idaho 83835

ARTICLE IX.

REGISTERED OFFICE

The address of the initial registered office of the corporation is 1029 Shadow Wood Lane, Coeur d'Alene, Idaho 83815. and the name of its initial registered agent at such address is Glen Lanker.

ARTICLE X.
PRINCIPAL OFFICE

The address of the principal office of the corporation is 1029 Shadow Wood Lane,
Coeur d'Alene, Idaho 83715.

ARTICLE XI.
AMENDMENT

These Articles of Incorporation may only be amended by the majority vote of the
corporation's Directors.

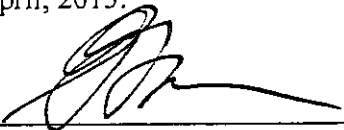
ARTICLE XII.
TAXABLE YEAR

The taxable year of the corporation shall be determined by the corporation's
Directors.

ARTICLE XIII.
BYLAWS

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

In witness whereof, I have subscribed these Articles of Incorporation this 29th day
of April, 2013.



Glen Lanker, Incorporator



CERTIFICATE OF ASSUMED BUSINESS NAME

Pursuant to Section 53-504, Idaho Code, the undersigned submits for filing a certificate of Assumed Business Name.

FILED EFFECTIVE

2014 OCT 27 AM 9:06

SECRETARY OF STATE
STATE OF IDAHO

Please type or print legibly.

Instructions are included on back of application.

1. The assumed business name which the undersigned use(s) in the transaction of business is:

Hayden Canyon Charter School of Expeditionary Learning

2. The true name(s) and business address(es) of the entity or individual(s) doing business under the assumed business name:

Name

Complete Address

Hayden Canyon Charter

1029 Shadow Wood Lane

School, Inc.

Coeur d'Alene, ID 83814

C198347

3. The general type of business transacted under the assumed business name is:

- | | |
|--|--|
| <input type="checkbox"/> Retail Trade | <input type="checkbox"/> Transportation and Public Utilities |
| <input type="checkbox"/> Wholesale Trade | <input type="checkbox"/> Construction |
| <input checked="" type="checkbox"/> Services | <input type="checkbox"/> Agriculture |
| <input type="checkbox"/> Manufacturing | <input type="checkbox"/> Mining |
| <input type="checkbox"/> Finance, Insurance, and Real Estate | |

Submit Certificate of
Assumed Business
Name and \$25.00 fee to:

Secretary of State
450 North 4th Street
PO Box 83720
Boise ID 83720-0080
208 334-2301

4. The name and address to which future correspondence should be addressed:

1029 Shadow Wood Lane

Coeur d'Alene, ID 83814

5. Name and address for this acknowledgment copy is (if other than # 4 above):

Same as #4

Signature: [Signature]

Printed Name: OLEN LANKER

Capacity/Title: BOARD CHAIRMAN

Signature: [Signature]

Printed Name: Jason Ball

Capacity/Title: Secretary

Secretary of State use only

IDAHO SECRETARY OF STATE

10/27/2014 05:00

CK:6741 CT:246462 BH:1446823
1@ 25.00 = 25.00 ASSUM NAME #2

DTH536



CANCELLATION OR AMENDMENT OF CERTIFICATE OF ASSUMED BUSINESS NAME

FILED EFFECTIVE

PAGE 297
2016 APR 25 AM 9:55

SECRETARY OF STATE
STATE OF IDAHO

1. The assumed business name is: Hayden Canyon Charter School of Expeditionary Learning
2. The assumed business name was filed with the Secretary of State's Office on 10-27-2014 as file number D-174536.
3. ☐ Cancellation. The persons who filed the certificate no longer claim an interest in the above assumed business name and cancel the certificate in its entirety.
4. ☒ The assumed business name is amended to: Hayden Canyon Charter
5. ☐ The true names and business addresses of the entity or individuals doing business under the assumed business name are amended as follows:

Add: ☐ Delete: ☐ _____
(Name) (Address)

Add: ☐ Delete: ☐ _____
(Name) (Address)

Add: ☐ Delete: ☐ _____
(Name) (Address)

6. ☐ The type of business is amended to:
- | | | |
|--|--|--|
| <input type="checkbox"/> Retail Trade | <input type="checkbox"/> Manufacturing | <input type="checkbox"/> Transportation and Public Utilities |
| <input type="checkbox"/> Wholesale Trade | <input type="checkbox"/> Agriculture | <input type="checkbox"/> Mining |
| <input checked="" type="checkbox"/> Services | <input type="checkbox"/> Construction | <input type="checkbox"/> Finance, Insurance, and Real Estate |
7. ☐ Amend mailing address for future correspondence to:

(Name)

(Address)

(City) (State) (Zipcode)

8. Name and address for this acknowledgment copy is:

Vernon L. Newby
(Name)

12,022 Forest Road
(Address)

Hayden Lake, ID 83835
(City) (State) (Zipcode)

Printed Name: Vernon L. Newby

Signature: Vernon L. Newby

Printed Name: _____

Signature: _____

Printed Name: _____

Signature: _____

Secretary of State use only

IDAHO SECRETARY OF STATE

04/26/2016 05:00

CK:10402 CT:158010 BH:1525262
1@ 10.00 = 10.00 ASSUM AMEN #2

D174536

INSTRUCTIONS

Optional: If the document requires a correction, please list contact information where we can reach you.

208-929-1140

Phone Number

cvdwgn7@msn.com

Email address

- Line 1. Enter the name of the assumed business name as it currently is filed with the Office of the Secretary of State.
- Line 2. Enter the date the assumed business name was file with this office and under what file number (your file number will start with "D")
- Line 3. Mark this box if you wish to cancel the entire filing of the assumed business name.
- Line 4. If this amendment is to change name of the business you may indicate the new business name here. It is advised that you contact the Office of the Secretary of State to check to see if someone has already filed for the name you would like to use.
- Line 5. If this amendment is to add or delete an owner of the assumed business name you do so in this area.
Note: This is **NOT** where you change the business name.
- Line 6. Mark this box if this amendment is to change the type of business being transacted
- Line 7. If you would like to change the mailing address for future correspondence sent from this office, you do so in this area. (If the amendment ONLY changes the mailing address, the filing is free-of-charge.)
- Line 8. Enter the address for the acknowledgement copy of this filing to be returned to.

Signature. The certificate must be signed by each person included on the certificate or by an agent acting on behalf of all persons included on the certificate. Print the person's name, and then sign below.

The fee for filing an amendment is \$10.00. Make checks payable to Idaho Secretary of State.

There is no fee for filing a mailing address change (Line 7) or a cancellation (Line 3).

Pursuant to Idaho Code § 67-910(6), the Secretary of State's Office may delete a business entity filing from our database if payment for the filing is not completed.

Mail or deliver to:

Office of the Secretary of State
450 N 4th Street
PO Box 83720
Boise ID 83720-0080

If you have questions or need help, call the Secretary of State's office at (208) 334-2301.

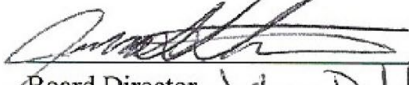
Hayden Canyon Charter Founding Board Code of Ethics

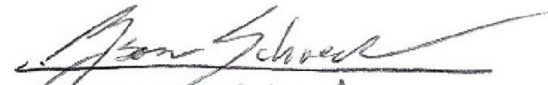
I acknowledge that the following motives, behaviors and actions are unethical, and I shall refrain from such actions:

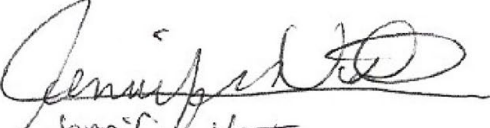
1. Seeking personal advantage from my position on the Board of HCC;
2. Making disparaging remarks about other Board Members, Staff, Parents/Guardians, or Volunteers;
3. Discussing confidential matters with those not privy to such information;
4. Conducting unauthorized or subversive activity; and
5. Placing the interests of individuals, groups, or organizations ahead of the interests of HCC and its students,

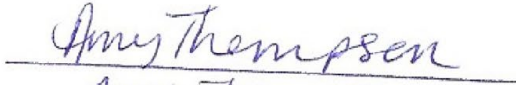
Adopted by the Board of Directors of Hayden Canyon Charter, An Expeditionary School of Arts and Sciences: (to be updated prior to submission to chartering entity)

DATED this _____ 29th _____, _____ day of July, 2019


Board Director Joshua Dahlstrom


Tyson Schroeder


Jennifer Vest


Amy Thompson


Jason Ball


Ryan Crandall


Josh Fletcher


Carmen R Woolman

Appendix C

HCC Board of Directors Resumes

Appendix C1

The members of Hayden Canyon Charter’s Board of Directors are listed below along with the Board of Advisors. Their respective resumes are attached. Also attached is the Code of Ethics Agreement signed by the Board of Directors. All the Board of Directors are significantly involved with the development of the petition, along with input from several members of the Board of Advisors.

Name	Position	Background	Role in Developing Petition	Will Remain Involved?
Joshua Dahlstrom	Board Chair	Marketing Executive, CEO of My Site Marketing	Significant: marketing, web design, outreach, Fundraising, etc.	Yes
Josh Fletcher	Board Vice-Chair	Molecular Sales Specialist: experience in sales, marketing, training and customer service.	Board Governance, outreach	Yes
Jason Ball	Board Director and Secretary	Marketing Manager for an Assisted Living Facility, Youth Sports Coach, Board Chairman of Hayden Senior Center and Jumping Beans Mobile Food Bank	business & marketing, community partnerships, tech., attended Charter Start!, etc.	Yes
Jennifer Vest	Board Director and Treasurer	Technical Writer, Administrative Assistant,	Editing, Appendices, Fundraising	Yes
Ryan Crandall	Board Director	Crandall Law Group Partner	Editing, board governance, etc.	Yes
Carmen Woolman	Board Director	Co-Owner of Woolman Designs, Wellness Educator, Accountant, Chemical Dependency Professional for Catholic Community Services of Western WA	Reviewing petition	Yes
Tyson Schroeder	Board Director	Community Development Inspector for the City of Spokane	Facilities, appendices	Yes
Amy Thompson	Board Director	Business Owner, Nurse Practitioner	Outreach, fundraising	Yes
Bridgette Dahlstrom	Volunteer Clerk	COO/CFO and Senior Project Manager for My Site Marketing	Edit petition	Yes
Cynthia Lamb	School Administrator	Educator, Ma. Ed. Administration	Significant: administration, budget, educational, etc.	Yes
Sarah Halsted	Board Advisor	Educator, WSU MESA Middle School Coordinator, Program Director, STEM Mentor, College Crew Coach, Ma. Ed.	Significant: expeditionary learning, educational, budget, outreach, etc.	Yes, as an advisor
Vern Newby	Board Advisor	Retired from Avista Corp., Former Long-term Coeur d’ Alene School District Board Member, Past President of the Idaho School Board Association	Board governance, admin, transportation, Charter Start Up	Yes, as an advisor

Glen Lanker	Board Advisor	Architect	Significant: facilities, fundraising, etc.	Yes, as an advisor
Ron Nilson	Board Advisor	CEO, Ground Force Worldwide, Inc., Board Member of: North Idaho College Trustees; Kootenai County Technical Campus; Boys & Girls Club, Greene Idaho Foundation	Fundraising	Yes, as an advisor
Chris Noland	Board Advisor	Mortgage Banker, former youth counselor, Music teacher	Financial, outreach	Yes, as an advisor
John Young	Board Advisor	President, Young Construction	Facilities construction	Yes, as an advisor
Jen Fries	Advisor	Special Education Director at Coeur d'Alene Charter Academy	Special Education	Yes, as an advisor
Amanda Walsh	Advisor	Writer, editor	Editing Petition	Yes as a parent

Summary

Results-oriented Marketing Executive with demonstrated success in driving highly successful rep development, customer support, process improvement and quality initiatives to increase revenue, profitability and competitive advantage in US Markets.

Notable Achievements

- Achieved Presidents Club, Circle of Excellence, and prestigious Gauntlet Award for Top National Sales Performance 177% of quota
- Completion of Propel Leadership Course from 2logical and utilization of learning for team growth
- Developed sales teams, quotas, and contests, and developed company top producers who have gone on to very successful sales careers
- Coordinated service accounts for several national corporations (Panda, Pomeroy IT, Xerox, IBM, etc.)
- Past BSA Snake River Council Vice President and Executive Board Member
- Successfully coordinated and directed combined National Youth Leadership Course and Family Camps
- Maintained active participating membership in Twin Falls Chamber of Commerce for 8+ years, including 3+ years in the Ambassador program, and Boise Metro Chamber of Commerce for 3+ years
- BSA District Award of Merit recipient
- Woodbadge leadership training graduate
- Magic Valley Leadership graduate
- Certified and proficient mediator with a proven track record of successful conflict resolution
- Successfully started and developed several businesses to successful operations and profitability

Career Experience:

January 2015 – Present

My Site Marketing

CEO and Director of Business Development

- Development of business processes for longevity and growth
- Strategic partner alliances for continued referral sourcing
- Management and training of Virtual Assistants and domestic employees
- Process and position implementation of Project Manager who handles customer projects and task assignments
- Compile monthly project status reviews and meet with customers to discuss ongoing project expectations, expand offerings in their business, and identify additional revenue opportunities for expansion and business development
- Perform quarterly customer reviews with major accounts to increase customer satisfaction and obtain feedback key to enhancing the performance of the Production and Sales organizations
- Conduct weekly reviews with production team to ensure all projects are progressing according to client specifications and will be completed within the expected time frame

April 2014 – December 2014

Hagadone Corporation

Director of Digital Business Development – **Hagadone Digital**

- Designed processes for a scalable model of sales to fulfillment implementation
- Rehabilitated Sales operations focusing on activity and increasing sales production systematically
- Produced sales exceeding 400% previous year production
- Serve as senior-level contact for customers and resolve escalated customer relationship issues
- Perform quarterly customer reviews with major accounts to increase customer satisfaction and obtain feedback key to enhancing the performance of the Production and Sales organizations
- Encourage and foster effective collaboration between departments and amongst the leadership team to ensure an integrated approach to fulfilling the company's goals and objectives
- Coordinated sales process from order document submission to solution delivery and customer training
- Managed strong relationship with production department to ensure customer satisfaction throughout

fulfillment

- Maintained strong relationship with local and remote employees through structured schedule of weekly success meetings, conference calls and in-person monthly business planning and quarterly reviews
- Instituted intense sales training program for proficiency in PPC, SEO, content, and social strategy implementation for customer marketing.

September 2010 – April 2014

Konica Minolta Business Solutions

Regional Sales Manager (Boise, ID and Spokane, WA Branch Offices)

- Rescued failing Branch operations by identifying talented individuals for retention and hiring new talent for success development
- Developed sales team into top producers including having #1 rep in the U.S. for multiple years
- Exceeded assigned team quota by 177% achieving Presidents Club, Circle of Excellence, and the prestigious Gauntlet award for being #1 Sales Manager in the U.S. in my first year
- Maintained highest software solutions sales, by cumulative and per rep measurements, in the Pacific Northwest group of KM Branches continually outpacing even the largest Seattle Branch office
- Facilitated year over year growth in Revenue, Gross Profit and Operating Income each of the 3 years managing the PNW Region
- Serve as senior-level contact for customers and resolve escalated customer relationship issues
- Performed quarterly customer reviews with major accounts to increase customer satisfaction and obtain feedback key to enhancing the performance of the Service and Sales organization
- Encourage and foster effective collaboration between departments and amongst the leadership team to ensure an integrated approach to fulfilling the company's goals and objectives
- Coordinated sales process from document submission to equipment delivery and customer training
- Managed strong relationship with service department to ensure high rate of sales leads submitted from technicians
- Maintained strong relationship with local teams and remote management through structured schedule of weekly conference calls and in-person quarterly reviews
- Extensive travel for training, reviews, and Branch management
- Proficient use of all employee hiring, time and attendance, payroll, order entry and tracking, and CRM systems

August 2009 – June 2010

Magic Valley Business Systems

Document Management / Equipment Specialist

- Analysis of business print, copy, and scan systems
- Proposal generation based on findings of business systems analysis
- Coordinate deliveries and installations of hardware business systems
- Backup network installations and provide troubleshooting support to service department
- Installation of software analysis and cost reduction tools and customer training on software

November 2008 – Present

The Retention Group, Inc

President

- Contract Marketing based on contracted business' needs as Independent Sales Contractor
- Acquisition of business consulting opportunities
- Consult businesses and individuals on business best practices
- Contract business IT work including server and workstation procurement, installation and training
- Coordinate Independent Contractors to fulfill client needs

October 2007 – November 2008**Boise Office Equipment**

Territory Account Executive

- Handled all aspects of the assigned territories including marketing and sales of copiers, printers, and Fiery graphics computer systems
- Coordinated deliveries and installation of business equipment
- Installed and networked various business equipment devices
- Provided phone support to service personnel in field

June 2006 – September 2007 (*company closed*)**Devco Xerox**

Business Development Manager

- Handled all aspects of the assigned territories including marketing and sales of copiers, printers, and Fiery graphics computer systems
- Coordinated deliveries and installations
- Installed and networked various business equipment devices

November 1996 – June 2006**Laser Xpress of Idaho**

Sales Manager

- Manage sales division coordinating territories, compensations, quotas, and sales projections
- Service business equipment while on sales routes in various cities in the company territories
- Handled contract service for IBM, Panda, Pyxis (Cardinal Health Systems), Xerox, and others providing on-site server, workstation, POS, and banking systems troubleshooting and repair support coordinating dispatching, phone support, and parts replacement and systems initializations when needed
- Hired trained and developed team of 5 reps
- Mentored individual reps to quotas of 70K each in revenue
- Maintained high rep retention
- Conducted daily, weekly and monthly trainings

Education:

2013, AA in Liberal Arts with Business and Marketing concentration, College of Southern Idaho, Twin Falls, Idaho

Qualifications:

Proficient in use of various Customer Relationship Management programs

15+ years of experience networking care center and hospital administrators and doctors

15+ years of experience networking community organizations including Chambers of Commerce, tradeshow, trainings, special events, and Leads Groups

Windows Operating Systems use and maintenance and Microsoft Office suite proficiency

HIPAA Compliance

Client Centered Selling Course Graduate

Mediation Training Certifications

Commercial Printing Experience (design and implementation)

P&L Management

Change Management

Propel Leadership Training Certification

Professional References:

Suzanne Schmidt

President, Associated Builders and Contractors Inland Pacific Chapter

1760 E. Trent Ave

Spokane, WA 99202

[\(509\) 252-9207](tel:(509)252-9207)

sschmidt@ipcabc.org

Dr. Ryan Bones

Owner, Beyond Bones Chiropractic

2632 N Old Mill Loop

Coeur d'Alene, ID 83814

[\(208\) 209-5551](tel:(208)209-5551)

drbones@gobeyondbones.com

Jeff Odland

Vice President of Sales, Protelligent, Inc

721 S Lochsa St, Suite 307

Post Falls, ID 83854

[\(208\) 691-0818](tel:(208)691-0818)

jeff@perfution.com

Personal References:

Phillip Chapman

[\(509\) 999-9187](tel:(509)999-9187)

phillip@solutionsautomation.com

Justin Godbehere

[\(208\) 640-6813](tel:(208)640-6813)

justingodbehere@hotmail.com

Kathy Gildersleeve-Jensen

[\(509\) 998-2303](tel:(509)998-2303)

kathy@golfresultsnow.com

Josh D. Fletcher

12561 North Sherwood CT
Hayden, ID 83835

(208) 659-5224
joshfletcher75@gmail.com

SUMMARY

- Over 19 years of professional experience in sales, marketing, training and customer service.
- Excellent presentation, project management, problem solving and communication skills.
- Strong ability to understand and effectively communicate technical/clinical information.
- Successful track record interfacing with all levels of management and developing customer relationships.
- Strong leader, strategic thinker and team motivator.

EXPERIENCE

Becton Dickinson- Diagnostic Systems

April 2018-Present

Global leader in medical diagnostic analyzers used for early detection/determining treatment paths for Women's Health, Enterics and Hospital Acquired Infections.

Molecular Sales Specialist

- Identify and target the emerging needs of molecular testing in clinical settings for overall improved patient care and satisfaction
- Plan, organize, and implement selling strategies to achieve yearly sales goal for \$4.5 million territory
- Contract management and negotiation with individual hospitals and Integrated Delivery Networks (IDN)

Abbott Laboratories- Point of Care Division

Clinical leader in Point of Care testing through the implementation of the i-STAT System: advanced, handheld blood analyzers that provide real-time, lab-quality results within minutes to accelerate the patient care decision making process

Point of Care Specialist-iSTAT, Large Hospital (Abbott Point of Care)/Area Commercial Educator

January 2013-April 2018

- Consultative selling of POC testing across multiple hospital settings: Laboratory, Emergency Department, Intensive Care Unit, Cath Lab, Neonatal Intensive Care, Radiology and C-Suite
- Plan, organize, and implement selling strategies to achieve yearly sales goal for \$3.2 million territory
- Contract management and negotiation with individual hospitals and Integrated Delivery Networks (IDN)
- Area Commercial Educator- Enhance the growth and effectiveness of field sales by mentoring new hires, further developing tenured reps, and building strategy around marketing campaign launches.

Significant Accomplishments:

- Promoted to Area Commercial Educator, December 2017
- Top i-STAT capital producer in NW Region 2017
- Promoted to Senior Sales Representative 2016.
- Recognized as top sales representative for BhCG (Whole Blood Pregnancy Assay) 2016.
- 2015 President's Club recipient (awarded to top 10% of sales force), Platinum Goal Achiever 2015 (126% of quota)
- Recognized as top sales representative for cardiac growth 2015.
- Successfully advanced territory ranking from #86 to #8 in 3 years.
- Additional Responsibilities: Team Lead/Trainer on Sales Advancement Technology-SAVO, New Hire Mentor/Trainer, Lead for Employee Giving Campaign

Cengage Learning

Leading provider of innovative teaching, learning and research solutions for a worldwide market

Western Regional Editor, Higher Ed- CA, OR, WA, AK, ID, UT, MT, AZ, NV, HI

January 2012-December 2012

- Manage all editorial activity of 52 sales representatives in the Western Region.
- Organize market innovations by targeting potential authors to work in an advisory capacity to identify new market potential.
- Train sales force on identifying and training potential authors/thought-leaders in specific areas of expertise.

Significant Accomplishments:

- Over 250 projects submitted by Western Region (compared to 40 the prior year)
- 30 projects signed and in development, potentially impacting the company with more than \$20 million of new revenue over the next three years
- Developed and launched editorial training program for all Higher Education Sales Representatives

Executive Sales Representative, Hardside Discipline, Higher Ed – Spokane, WA

- Plan, organize, and implement selling strategies to achieve yearly sales goal for \$2.4 million territory.
- Consultative selling, partnering with key publishers/publishing contacts to provide market trends and competitive developments.
- Specialized Science and Math expertise, presenting innovative new technologies to large academic groups, as well as one-on-one with key decision makers.

Significant Accomplishments:

- Demonstrated consistent yearly sales goal achievement: 2011 (103%), 2010 (107%), 2008 (110%), 2007 (102%), 2006 (103%), 2004 (107%), 2003 (138%), 2002 (103%)
- Promoted to Executive Sales Representative 2009.
- Promoted to Senior Sales Representative 2004.
- President's Club recipient: 2010, 2008, 2006, 2004
- Top sales representative in the company in 2003, surpassing the average rep by more than 40%.
- One of 12 sales reps to be selected to participate in "Publisher College" in 2007 for advancement opportunities.
- Increased key account sales by 70% since September 2001, resulting in more than \$12 million of revenue.
- Dramatically increased discipline sales: Statistics 109%, Chemistry 81%, Biology 52%, Math 51%.
- Additional Responsibilities: Discipline Editorial Boards, NSM Technology Certifier, New Hire Mentor and Trainer, key presenter for Turning Technologies in Northwest Region.

Leadercore

May 1999- July 2006

Motivational Leadership Company specializing in leadership and diversity training, as well as team building and communications

Sales Manager/Account Executive**Significant Accomplishments:**

- Designed and delivered detailed sales presentations, landing over 50 seminars and workshops.
- Trained and mentored four successful territory sales representatives.
- Organized speaker programs, leadership seminars, and team building workshops.
- Created and led breakout sessions on a variety of leadership, diversity, and communication topics.
- Invited to be a keynote speaker for various seminars and leadership development programs.
- Gained sponsorship through marketing and advertising to well-recognized companies.

TeachStream/The Video Journal of Education

June 2000-August 2001

A continuing education provider for teachers and administrators in the K-12 and Higher Education Markets.

National Online Sales Administrator, Salt Lake City, UT

- Managed all sales in United States and Canada for online training program.
- Conducted presentations for Executive level administrators.
- Coordinated all post sales service and support.

Significant Accomplishments:

- Spearheaded national launch of streaming media services.
- Generated 25% of company sales in 2001.
- Established and implemented partnership program with key educational service centers.

Lanier Worldwide, Inc

1999-2000

A document management solutions provider, specializing in products and services that help customers improve productivity and reduce costs of document creation, distribution, replication and retention.

Document Management Sales Representative, Salt Lake City, UT

- Delivered sales presentations and landed new business.
- Established and maintained relationships with key accounts.
- Created and implemented business plan for aggressive growth of territory.

Significant Accomplishments:

- Awarded Top Sales Representative for the months of November, January and March.
- Received top ranking for *Solutions Selling* training course.

University of Utah, Salt Lake City, UT, 1999

Bachelor of Science in Parks, Recreation and Tourism - Emphasis in Resort Management

Minor in Spanish

INTERNATIONAL EXPERIENCE

Study Abroad, Cuernavaca, Mexico March- July 1997

Study Abroad, Guadalajara, Mexico June- August 1996

Church Volunteer Representative, Mexico City, Mexico 1994-1996

Bio
Jason Ball
305 Summerfield Loop, Hayden ID 83835
208-819-9220

With over 20 years of experience in business development, marketing, and public relations, Jason Ball has had an integral role in the success of start-up companies, and companies seeking fresh ideas and new direction. Mr. Ball's consultative approach spans everything from product development to employee benefits. Companies such as WD-40, Samsung, and the San Diego County School District have utilized his services. Jason is an innovator and visionary leader who injects a culture of collaboration and service within organizations. Organizations for which he has been employed, or to which he has provided consulting have become leaders in their respective fields. Mr. Ball's native tongue is English, but he is also fluent in Spanish. His background in Business Communications has served well for marketing content, as well as drafting legal documents prior to final review by legal counsel.

Jason has a penchant for mentoring and coaching youth. He understands that stability and prosperity in this world is a magnificent responsibility resting upon youth who can apply skills and knowledge passed along to them. As such, Mr. Ball's positive influence can be found in his service as a Boy Scout leader, a coach of youth sports such as soccer, basketball, and running, and as a spiritual advisor.

Jason and Heather Ball are the parents of five children who benefit from their parents' examples of service to others. Jason serves his community through involvement with the Healthcare Coalition - Panhandle Health (Panelist), Hayden Chamber of Commerce (Board of Directors), CareNet Kootenai (formerly elected President), the Hayden Senior Center (formerly elected Board President), Gem Community Citizen's Project Group (Chairman), Jumpin' Beans Mobile Food Bank (Founder), the Alzheimer's Association (Instructor, Support Group Facilitator, and Chair of the 2013 Walk to End Alzheimer's), the City of Hayden (events committee and co-creator of Hayden's Got Talent), Helping Hands Day of Service (former Chairman), OnSite for Seniors (Volunteer for Marketing and Fundraising), Cure Idaho (Treasurer), North Idaho Violence Prevention Center (Engaging Men Instructor), Dirne Community Health Center (Volunteer Advisory Committee), Keeping Children Safe (KCS) Citizen's Panel for the Idaho Department of Health & Welfare (Panelist), BSA (District Trainer), and San Diego State University (former instructor for vocational retraining program for engineers).

In his spare time, Mr. Ball enjoys training and racing in triathlon events, as well as inventing and fabricating prototypes of composite kayaks, carbon fiber bicycle parts, and running shoes. He designed the first play-boat kayaks under eight feet in 1998, and pioneered the use of proprietary flexible resin suitable for whitewater use. Mr. Ball has developed conceptual models of an expanding hypodermic needle, designed to aid phlebotomists when inserting needles into collapsed or dehydrated veins. Mr. Ball also enjoys writing wildly imaginative children's literature that breathes life into lessons about character development.

References:

Ronald McIntire, Mayor, City of Hayden, Idaho (208) 772-4411
Patricia Christo, RN, Coordinating Director, Alzheimer's Association, N. Idaho (208) 666-2996
Chris Petersen, District Executive, Boy Scouts of America, Old Missions District (208) 772-2455
Dirk Baird, PhD, Owner of Hayden Lake Physical Therapy (208) 667-6264
Wade Larson, PhD, President, LMM Leadership Group (former Dean at SEL Univ) (208) 819-2521

Jennifer R. Vest

6148 La Rochelle Dr., Coeur d'Alene, ID 83815

(518) 468-2000

email: jenvest4@gmail.com

Skills

Excellent at organizing information.
Skillful at keeping others on task.
Accomplished customer service representative.
Experienced in leading groups and delegating responsibilities.
Quick at adapting to new software.

Experience

My Site Marketing

Administrative Assistant November 2018-Present

- Maintain Schedule for CEO.
- Organize and conduct weekly staff meetings.
- Remind CEO of upcoming deadlines and tasks.
- Write blogs for company and customer sites.
- Review websites for content and usability and make suggestions to improve user experience.
- Create and edit videos for posting on websites.
- Maintain company Facebook page.
- Maintain Google My Business pages for clients.
- Fulfill tasks for CEO as needed.

Boy Scouts of America Inland Northwest Council

Hayden, ID

Service Center Manager February 2015-November 2018

- Resolve concerns and direct questions from volunteers and scouts about the BSA programs.
- Conceived and implemented the use of social media to advertise product, and inform customers about our products and services.
- Advertise merchandise by producing flyers to inform volunteers about products and scout programs.
- Streamlined the ordering system to be more efficient and accurate.
- Reduced inventory by 40%, nearly eliminating wastage and excess inventory.
- Maintain inventory through order processing and inventory checks.
- Prepare deposits and process money from store purchases and scouting events as well as process Friends of Scouting donations.

Scout Troop/Team/Crew 296

Coeur d'Alene, ID

Scout Committee Chair/Member May 2014-Present

- Maintain, approve and delegate a \$2,800 budget for three scouting units, coming in under budget three years running.
- Work with Committee Members and Scoutmasters to improve and provide an excellent program for the boys resulting in a Gold Journey to Excellence award three years in a row.
- Recruited and scheduled volunteers and organized the class schedule for a summer camp for over 100 boys.
- Track and prepare awards for award ceremonies three times a year.

Hayden Canyon Charter

Founding Board Member and Treasurer April 2017-Present

- Successfully solicited \$7,000 in grant money for the Charter school.
- Directed a committee to plan a fundraising event, raising over \$70,000.

- Maintain accounting records for income and outgo of all moneys to the organization.
- Create documents and letters necessary for the opening of the school.
- Prepare financial reports for board meetings.

Seneca Lake Camp

Seneca Lake, NY

Camp Program Director October 2007-August 2009

- Planned theme, activities and schedule for week-long camp for over 100 girls ages 12-18.
- Submitted appropriate New York State required permits and documents.
- Oversaw and coordinated with volunteer area directors who planned and provided food, transportation, crafts, water activities, and music for camp within allowed budget.
- Directed camp activities and events during camp, settling emergencies and unexpected challenges promptly.

Brixton Properties

Latham, NY

Researcher/Author September 2004-December 2009

- Researched and authored a book about the lives of famous people who hold patents.
- Designed a layout for the book using InDesign.

Shield International

Provo, UT

Technical Writer October 1999-March 2001

- Conducted interviews and completed research to organize and produce week-long seminar presentations for the training of FBI Agents and law enforcement officers.

LexisNexis Group

Provo, UT

Automation Technician October 1999-October 2000

- Automated Files in Word and WordPerfect using HotDocs Software.
- Envisioned and developed a strategy to streamline automation styles.
- Trained Automation Technicians in the new automation styles.

Education

Brigham Young University

Bachelor of Arts in English April 1999

- Emphasis in Technical Writing and Information Design.
- Major GPA 3.4.

Tools

Microsoft Office Suite, InDesign, Scoutnet, Blackbaud, Auctria, Robly, Black Pug, Doublknot and Photoshop.

Ryan Crandall

5960 St. Croix
Coeur d'Alene, Idaho 83815
ryan@CrandallLawGroup.com
(208) 310-0225

Education

University of Idaho College of Law

Juris Doctorate, June 2011.

- **Managing Editor** *Idaho Law Review* (2010 - 2011)
- **Teaching Assistant** Legal Research and Writing, Prof. Deborah McIntosh (2009 – 2011)
- **Top Student:** Intellectual Property

Brigham Young University

Bachelor of Arts in Music, June 2008

- *Honors:* Clyn D. Barrus award for jazz bass
-

Experience

Crandall Law Group, PLLC, Hayden, ID

2018-

Partner

Boutique law firm specializing in estate planning, business, and business succession planning.

Crandall Law Group, PLLC, Hayden, ID

2015-
2018

Associate Attorney

Owens & Crandall, PLLC, Hayden, ID

2011-
2015

Associate Attorney

Licensing

Admitted to practice law in Idaho (Oct. 2011) and Washington (Dec. 2018).

Memberships and Organizations

Coeur d'Alene Estate Planning Council

President – 2018-2019. Member since 2014.

Kootenai County Bar Association

Member since 2011

— ASPIRING HAYDEN CANYON CHARTER BOARD OF DIRECTORS MEMBER —

Highly motivated, task oriented, and organized offering years of experience providing exceptional leadership, case management services, coordination of treatments, clinical assessments, providing services to individuals/families. Strong knowledge of inter-agency workings and team communication. An effective motivator, communicator, and advocate with inherent ability to manage all types of personalities, diffuse stressful situations, proactively resolve issues, and meet/achieve challenging goals and objectives. Contains an innate ability to establish rapport quickly, build trust, interact with and relate to individuals on all levels.

EDUCATION

Mater's of Arts in Criminal Justice; Arizona State University

Mater's of Arts Certificate in Corrections Management; Arizona State University

Corrections Management Graduate Certificate; Arizona State University

Bachelor's of Science in Human and Family Development; Arizona State University

Associates of Arts Degree; Edmonds Community College

Associate of Arts Certificate in Alcohol and Chemical Dependency Counseling; Edmonds Community College

CORE COMPETENCIES

Counseling Skills: Proven ability to provide guidance, support, and rehabilitation services to youth.

Human Services: Possess a great understanding of the nature of human systems; individual, group, organization, community and society, and their major interactions.

Communication: Possess skills in identifying and selecting interventions that promote growth and goal attainment.

Multi-Agency: Offers an in-depth knowledge of cross-agency operations, and related statutes & codes. Also possess expertise on the principles of juvenile probation and rehabilitation.

Psychology Skills: Knowledge of mental processes, human behavior and performance; individual differences in ability, personality and interests, learning and motivation; and psychological research methods.

CAREER SNAPSHOT

Employer	Role
<i>Woolman Designs</i> Coeur d'Alene, ID (2016-Present)	Accounting/Co-Owner: Responsible for creating brand awareness through online and face-to-face interactions. Creates relationships with local sellers regarding information about products and services available to consumers, prepares and examines financial records, maintains accurate financial accounts, performs duties of taxes being paid properly and on-time.
<i>Young Living Essential Oils</i> Coeur d'Alene, ID (2015-Present)	Wellness Educator: Performs leadership, support, training, and education on individual and family wellness as well as business, personal, and communication development.
<i>Woolman Performance</i> Coeur d'Alene, ID (2014-Present)	Accounting/Co-Owner: Responsible for creating brand awareness though online and face-to-face interactions. Creates relationships with sellers regarding information about products and services available, prepares and examines financial records, maintains accurate financial accounts, and performs duties of taxes being paid properly and on-time.
<i>Catholic Community Services of Western WA</i> Everett WA (2010 –2014)	Chemical Dependency Professional: Conduct individual sessions with youth offering various interventions; provide chemical dependency assessments and diagnosis; provide therapeutic interventions, including group and family therapy; JODTC treatment liaison, utilize the Drug Court Case Management Information System (DCCM); participate in diverse community outreach programs; provide case management in liaison with school, probation officers, mental health providers, social workers, families and other referral sources; file timely documentation of interventions; formulate, implement and revise individualized treatment plans using motivational interviewing and the stages of change.
<i>Valley General Hospital</i> (2010)	Chemical Dependency Professional Trainee: Internship with the adult inpatient program. Observed clinical assessments, individual session, family sessions and group sessions.
<i>Professional Training</i>	GAIN Training (2011) / Motivational Interviewing (2011) / Reclaiming Futures and Drug Court Conference (2011 & 2013) / Seven Challenges (2012 & 2013) / Psychopharmacology (2013) / Art Therapy (2013)

TYSON SCHROEDER

16954 North Wilkinson Road, Rathdrum, ID 83858 · (208) 659-9019

Tysonhcc@gmail.com

I am looking to hold a position on the Hayden Canyon Charter School board.

EXPERIENCE

NOVEMBER 2018 – TO PRESENT

COMMUNITY DEVELOPMENT INSPECTOR, THE CITY OF SPOKANE VALLEY, WA

Oversee and assist third party inspectors and engineers in the construction of public right-of-way and drainage facilities for private developments; which include residential subdivisions, commercial buildings, public institutions which include schools. Duties include; communication with applicants and contractors to set up pre-construction meetings, review specific city requirements with applicants, oversee third party inspectors and materials testing during construction, review inspections reports and final documentation, inspect and approve completed right-of-way work for final acceptance.

MARCH 2011 – TO OCTOBER 2018

MATERIALS TESTING MANAGER, ALLWEST TESTING & ENGINEERING, INC

Manage field supervisors, administrative staff, engineering technicians and special inspectors. Supervised inspections of both vertical and horizontal construction. Inspection and preparation of civil projects in the City of Spokane Valley and Spokane County. Prepared Civil Certification paperwork for City of Spokane Valley and Spokane County.

JANUARY 1997 – NOVEMBER 2010

OWNER, THE SOIL GUYS, CA

Owner and General Manager for a Geotechnical Engineering Firm.

SKILLS

- Knowledge of WSDOT Specifications
- Knowledge of City of Spokane Valley Street Standards
- Knowledge of International Building Code
- ACI Concrete Certification (10 years)
- 30 years' experience in soil mechanics
- 20 years' experience in asphalt testing
- Sewer pipe inspection
- Past President of HOA Board*
- Past Vice President of Neighborhood Watch*
*for Sycamore Creek Development with approximately 5000 residence
- Civil and Structural Plan Reading
- Excellent Communication Skills
- Self-Motivated
- Well Organized
- ICC Inspector
- WAQTC Certifications
- MUTCD Flagger Certification
- CESCL Sediment/Erosion Certification
- President of YMCA Teen Leadership Board**
**in high school

CYNTHIA LAMB

Address · 768 Melinda Ave.
Porterville, CA 92357 (559) 359-1437
2of5lambs@gmail.com

My name is Cynthia Lamb, I am currently employed by Saucelito Elementary School District, a single school site school district, as the superintendent/principal. I also teach Transitional Kindergarten and Kindergarten full time. Our district is located in Central California in a rural farming community. Our student population is 72% socioeconomic disadvantaged, 37% English learners. Four generations of my family has attended Saucelito School and I have been honored to have had the opportunity to uphold the values and educational standards that this school was built on. Being based in a small farming community with socioeconomic challenges, I am well versed in forming trusting relationships with parents, improving parent involvement, and addressing the academic challenges these students face. I have worked for Saucelito School District for 19 years in various capacities; first working as an instructional and then continuing my education to become a teacher, then administrator. Working in a small district presents many challenges, such as “wearing many hats” and being flexible. My husband and I are wishing to relocate to Idaho and I desire to continue my career in the education field. I have 19 years of education experience including 12 years administrative experience. I would love to join your education team and become a part of your community.

EXPERIENCE

2000-2001

INSTRUCTIONAL AIDE

2001-2007

4TH/5TH GRADE COMBO CLASS TEACHER FOR SAUCELITO SCHOOL DISTRICT

2007-PRESENT

TEACHER/ PRINCIPAL/SUPERINTENDENT FOR SAUCELITO SCHOOL DISTRICT

2007-2015 Grades 6th-8th & Principal/Superintendent

2015-2016 Grades Tk-1st & Principal/Superintendent

2016-Present Grades TK-K & Principal/Superintendent

During these years I have served as a full-time teacher as well as a full-time Principal/Superintendent.

EDUCATION

- **JUNE 2002 BACHELOR OF ARTS, UNIVERSITY OF LA VERNE, LA VERNE, CA**
- **CALIFORNIA MULTIPLE SUBJECTS CREDENTIAL- AUGUST 2003-PRESENT**
- **OCTOBER 2007 MASTERS IN EDUCATION/ADMINISTRATION, UNIVERSITY OF PHOENIX, PHOENIX, AZ**
- **CA ADMINISTRATIVE CREDENTIAL-JULY 2007-PRESENT**



SKILLS

- Knowledge of Common Core Standards for grades k-8
- STEM
- Knowledge of EL strategies
- Knowledge of Google Classroom and Google Docs.
- Ability to teach a combination grade classroom
- Testing coordinator for CAASPP testing
- Curriculum planning for school district
- Experience working with Special Education Students and Tulare County Special Services Department.
- Setting IEP goals and overseeing those goals at the site level
- Administrator over Lexia, Freckle, Accelerated Reader, and Accelerated Math Programs, as well as using these programs in my own classroom
- Creating school budget and state funding reports
- Creating Local Control Accountability Plan (LCAP)
- Applying for grants
- Making school schedules
- Coaching Volleyball, Soccer, Basketball, and Baseball (as the 6-8 teacher I was responsible for coaching our sports teams)
- Leading Staff meetings and providing trainings to staff
- Enforcing discipline measures
- Implementation of after-school tutoring program
- Providing Parent Education Nights to help parents play an active role in their child's education
- Field Trip planning
- Working closely with our Parents' Club to provide community events and fundraising opportunities
- Working with the community to provide career month with weekly community guest speakers.

ACTIVITIES

Member of Tulare County Small School Association

Member of CA Small School District Association

Parent Club Activities: Back to School Night Ice Cream Social, Community Harvest Carnival, Christmas Program, Doughnuts with Dad, Muffins with Mom, Spring Dinner/Open House, Community Pancake Breakfast.

Community Service Activities: fleece blankets made by students and presented to local Sheriff's Office, caroling at senior care facilities, and Christmas in a Box for military serving abroad.

STRENGTHS

I feel that one of my greatest strength is my commitment to my students and their parents. I have an open line of communication with all of the parents at our school and work hard to build a rapport with them to form a partnership in their child's education. I am extremely organized and strive to my best; often putting in more hours than required and working during vacations. This strength is essential in my current role as an administrator and teacher. I am extremely flexible and can adapt to change easily. I also strive to be a team player and provide support to my teaching staff by modeling instructional strategies, and collaboration. I have a positive attitude and work to instill this attitude in both the students and staff. I am a very hands-on leader and encourage positive reinforcement by all of my staff. I have found that a staff that is positive and enthusiastic can create an atmosphere which builds students up and helps them reach their full potential with fewer disciplinary issues. I feel that I would be a positive addition to your school and district and look forward to the possibility of becoming part of your team.

RESUME

Bridgette Dahlstrom

2467 W Palais Dr
Coeur d'Alene, ID 83815
(208) 954-0943
bridahlco03@gmail.com

Summary

Self-motivated, results-oriented project manager with a dedication to seeing projects through from beginning to end.

Notable Achievements

- Successfully coordinated and directed Family Camp for 5 years
- Woodbadge leadership training graduate
- Served as staff for Woodbadge leadership training
- Certified and proficient mediator with a proven track record of successful conflict resolution

Career Experience

January 2015 - Present

My Site Marketing

CFO/COO and Senior Project Manager

- Review project specifications to gain full understanding of project scope and desired outcome
- Prepare proposals that adequately portray scope of task as well as associated costs
- Create detailed task outline for project completion and enter into project management software
- Supervise team of designers/developers to ensure positive client experiences and top quality products
- Review completed projects to ensure they meet client expectations and company standards

January 2005 – April 2008

H&R Block

Tax Preparer

- Meet with individual and business clients to review tax information
- Record provided forms and documents into tax preparation software
- Explain tax return information to client
- Ensure client's understand importance of proper tax withholdings
- Assist with planning for the upcoming tax year as needed

Education

2010, Technical Certificate in Baking and Pastry, College of Southern Idaho, Twin Falls, Idaho
2000, AA in Business Management, Stevens-Henager College, Salt Lake City, Utah

Qualifications

15+ years of experience ensuring optimal customer experience and satisfaction
Excellent time management skills
Ability to prioritize tasks to ensure deadlines are met
Proficient in Windows Operating Systems
Proficient in Microsoft Office
Mediation Training Certifications

Professional References

Stephen Heulton
Manager, ABC SoCal
1400 N Kellogg Dr. Suite A
Anaheim, CA 92807
(714) 408-7191
sheulton@abcsocal.net

Marcee Hartzell
Director of Marketing/Communications, Intermax Networks
7400 Mineral Drive, Ste 300
Coeur d'Alene, ID 83815
(208) 215-2036
mhartzell@intermaxteam.com

Stephanie Hash
Owner, Polished
413 E Sherman Ave
Coeur d'Alene, ID 83814
(208) 704-8830
stephanie@polishedcda.com

Personal References

Asia Chapman
(503) 547-7551
mrs.asiachapman@gmail.com

Kathy Gildersleeve-Jensen
(509) 998-2303
kathy@golfresultsnow.com

Appendix C2

Advisory Board Resumes

Sarah E. Washington-Halsted

22689 N. Ranch View Dr., Rathdrum, ID 83858 253.380.9025 shalsted@haydencanyoncharter.org

Target:

Creating curriculum and lessons for K-12 students and teachers that successfully expands hands on learning experiences, content confidence, and 21st Century competencies essential for STEM education and development of well rounded, informed citizenry. Developing strategic, immersive and job-embedded professional learning experiences that increase teacher capacities in content confidence, guiding hands-on investigative STEM experiences, facilitating project-based learning, and student-driven learning and assessment strategies.

Education:

Pacific Lutheran University Education, Initial Certification M.A.Ed., 1998

The George Washington University Environmental Science B.S., 1995

Idaho Endorsements: K-8, Earth Science, Natural Science (Pending)

Summary of Current Responsibilities:

MESA is a Washington state funded program centered on Math Engineering Science Achievement for underrepresented populations in STEM fields. As the MESA Middle School Coordinator for Eastern Washington, I work with teachers in the greater Spokane/Cheney area to implement MESA curriculum, facilitate MESA projects and participate in regional challenges. This involves leading teacher professional development opportunities outside of school and supporting teachers strategically in-class. Additionally, I plan, arrange, and facilitate campus visits for students in 7th and 8th grade to Washington State University campuses in Pullman and Spokane, as well as Eastern Washington University. Students participate in faculty guided hands-on labs and investigations, field work, faculty led demos, tours of campus STEM facilities, and general tours of campus. I also arrange and routinely co-lead field trips to facilities such as the Grand Coulee Dam. Partnering teachers with key STEM experts in the region, such as scientists from the Spokane Water Resource Center, creates opportunities for students to see the myriad of professional pathways in STEM disciplines while conducting authentic research, investigation, and/or field work. Grant writing is also a responsibility I have taken on for MESA and recently submitted an NSF proposal for research involving the integration of computational learning and thinking with STEM learning.

Experience:

2016-present MESA Middle School Coordinator, Washington State University, Spokane

2013-2015 Program Director, iSTEM from Excellence, Lakeland Joint School District 272

2014-present Professional Development Instructor, Northwest Nazarene University

2004-2005 Teacher, Gig Harbor High School, Peninsula School District, Gig Harbor, WA--
Physics, Concept Chemistry, Earth Science

1998-2003 Teacher, Spanaway Junior High, Bethel School District, Spanaway, WA--
Physical, Earth and Life Science

1999-2002 Head Coach, Men's and Women's Rowing, Pacific Lutheran University, Parkland, WA

Relevant Activities:

Developed current pilot program, iSTEM from Excellence, in coordination with Dr. Mary Ann Ranells, former Lakeland School District Superintendent. Working with current administration to further the project and STEM integrated curriculum development. May 2013-present.

Taught as a Strand Provider at the 2013 and 2014 iSTEM Summer Institute, a professional development opportunity for teachers state-wide, sponsored by Idaho National Lab at North Idaho College and other two -year institutions in Idaho. Strand taught was a place-based thematic curriculum focused on Watershed education and laid the foundation for the curriculum development for the Lakeland School District pilot program 4th grade curricular arc, "A Walk in the Watershed."

Taught staff at Lakeland School District through Northwest Nazarene University professional development program, content and pedagogy related to 4th-6th grade integrated science curriculum. August, 2014.

Taught mentor teachers involved in the pilot program, iSTEM from Excellence, in a week long professional development opportunity at Lakeland School District in preparation for the pilot program. The curricular focus was watershed education as related to the NextGen Science standards and Core Disciplinary Ideas for 3rd-5th grade band, and best practices in science pedagogy. August, 2013

Worked in coordination with faculty and staff at the University of Idaho Water Resource Center, IdaH₂O, to provide Master Water Certification for all mentor teachers involved in the Lakeland School District Pilot Program.

Fluent in the NextGen Science Standards and the grade band benchmarks K-8 from the Framework for K-12 Science Education, as well as the Earth Science benchmarks for High School.

Experience integrating Common Core Math and English Language Arts standards into science lessons for grades 3-8.

Fluent in screen casting technologies associated with speaking over Prezi, Power Point, or Keynote presentations.

Other curriculum development experience: Gig Harbor High School--created the Earth Science Curriculum and co-developed the Concept Chemistry curriculum, 2004-2005.

Co-wrote and submitted grant proposals for the National Science Foundation Discovery Research K-12 and Advancing Informal STEM Learning grants, 2013-2014 and 2014-2015 academic years.

Education Intern for the Smithsonian Environmental Research Center, Edgewater, MD, 1993. Tasked with producing curriculum, interfacing with the public to explain the ongoing scientific research at SERC, and guiding school groups from elementary through community college on the many interpretive trails at the center.

Vernon L. Newby

12,022 Forest Road
Hayden Lake, Idaho 83835
208-929-1140
cvdwgn7@msn.com

PROFILE

Native Idahoan and resident for all but 5 years (in neighboring Spokane, WA). I have been married to Kristine for 38 years and have 5 children and 9 grandchildren. I enjoy many outdoor activities including hiking/camping, swimming, canoeing, biking, running, horseback riding, and photography. I also enjoy reading and home remodel projects.

EXPERIENCE

4-H Horsemanship leader - 1970
Allied Glass Customer Service Representative/Installer - 1978-1979
Avista Utilities Energy Conservation Representative - 1980-1985
Avista Utilities Marketing Representative - 1985-1987
Avista Utilities Customer Projects Coordinator - 1987-2014
Junior Achievement Advisor - 1982-1985
Coeur d'Alene School District #271 Board of Trustees - 1989-2010
Coeur d'Alene 4th of July Grand Marshall - 2010
Idaho School Boards Association President - 1996-1997
National School Boards Association, Pacific Region President - 1997
Coeur d'Alene City Pedestrian/Bicycle Committee - 2003-2006
Salvation Army Kroc Center Outreach committee - 2014-present
Salvation Army Kroc Center Advisory Board - 2015-present
Elder Help Volunteer - 2014-present
Hayden Canyon Charter School Advisory Board - 2015-present

EDUCATION

University of Idaho, B.S. Veterinary Science, 1974
University of Idaho, M.S. Veterinary Science, 1977

A R T I O S
ARCHITECTURE
COMMUNITY DESIGN
DEVELOPMENT

PRINCIPAL BIO



Glen Lanker is the President and Principal Architect of **A R T I O S, Inc., Architecture, Community Design, and Development** in Coeur d'Alene, Idaho. "Artios" is a Greek word from the New Testament which means "complete and fitted together". It reflects the company's mission of designing and developing mixed-use environments and extensive experience in a wide range of project types. It also is consistent with our multi-disciplinary approach of integrating design with real estate development for a more efficient and integrated process and better end result.

Glen has over 36 years of experience in the design and management of many different projects including planning and urban design, single and multi-family residential, retail, office, and community facilities such as churches and schools. ARTIOS has been the lead planner and architect for Hayden Canyon, a 610 acre Traditional Neighborhood Development recently approved in Hayden, Idaho.

PROFESSIONAL REGISTRATIONS

Licensed architect in Idaho, Washington and Arizona. Washington real estate sales license – inactive

EDUCATION

Arizona State University, Bachelor of Architecture Degree from College of Architecture "cum laude" in 1981 with elective course emphasis in business, primarily real estate development.

North Idaho College / Idaho Small Business Development Center, Entrepreneurial Leadership Training Course in 2010, and other business related courses.

PROFESSIONAL AFFILIATIONS

(Past and present) **American Institute of Architects, Congress for the New Urbanism, National Association of Town Builders, Idaho Smart Growth**

PERSONAL

Wife, Linda, with 3 grown children and 45 grandchildren. Non-profit board affiliations: Real Life Ministries; Men's Ministry Catalyst; Hayden Canyon Charter School of Expeditionary Learning; and Institute for Community at Hayden Canyon.

REFERENCES

Karl Croft , Blews Construction & Valley Real Life Board, Spokane Valley, WA	509.979.9879
Jim Putman , Senior Pastor, Real Life Ministries, Post Falls, ID	208.777.7325
Jeremy Tripp , Big Sky Development Hayden, ID	208.772.9646



Ron Nilson, President and CEO of Ground Force Worldwide and his wife of (44) years, Pamela Nilson have lived in Kootenai County for (15) years. Ron and Pam are originally from the Seattle area and are blessed with (5) children and (13) grandchildren (all living in the Spokane area). Ron has over (44) years in the manufacturing industry, owning several companies over the years. GFWW builds mine support equipment for both open pit and underground mines and currently exports 75% of their products, employees (165) people in the USA and is the leading manufacturer in the industry. Currently, he has (2) factories in the USA and two overseas; (1) in Europe (1) in Peru. The goal for 2017 is to open another factory in Australia. Ron has spent over (35) years working directly with CATERPILLAR® and their dealers worldwide and has built a reputation for quality and commitment to his customers. Ron serves on several boards across North Idaho including; Kootenai Technical Education Campus (KTEC), Boys and Girls Club of Kootenai County, North Idaho Manufacturing Consortium, and is has served as President at PF Chamber. Ron also serves on the NIC College Board of Trustees and was appointed by Governor Otter to the PNWER (Pacific N.W. Economic Region) Board. In 2007, Ron was awarded “Citizen of the Year” and also The United States Commerce - “Export Achievement Award” ; 2008, Ron was awarded the Inland Northwest Partners “Hall of Fame” award; 2009, GFWW was awarded “Company of the Year” by the Chamber of Commerce and also received the Governors Choice Award – “Lifetime Achievement Award”. In 2013, Ron was awarded the **“Idaho Businessman of the Year”** Award.

Ron enjoys traveling, golf and spending time with his family. He continually strives to make the United States of America and Kootenai County a better place to work and live.

Additional: Ron sits on several boards and is active in the following:

1. NIC (North Idaho College) Board of Trustees – Vice Chair - Elected by the people
2. Pacific NW Economic Region (PNWER) - Appointed by Governor Otter
3. KTEC (Kootenai County Tech. Campus) – Vice Chair, Executive Board – Founding Board Member
4. Boys & Girls Club – Executive Board Member
5. North Idaho Manufacturing Consortium – Founder / Board Chairman
6. Project Freedom – Board Member
7. Member of the (NAM) National Association of Manufacturers
8. Greene Idaho Foundation – Board Member
9. Post Falls Chamber of Commerce – Past Chairman of the Board
10. 4-H, STEM Charter & U. District Foundation - Annual fund raisers and Auctioneer
11. NITRO (North Idaho Training and Rehab Org.) / HARC– Founding Board Member
12. Star Gold Corp. – Board member – Share Holder

Introduction: “I want you to meet an ordinary guy that has been blessed beyond his own capabilities. Only in America could a guy like this make it to where he is in life, with God’s help”

Christopher M. Noland, MBA

PO Box 2773, Hayden, ID 83835
Cell: (208) 262-1999 Email: c.noland@me.com

EDUCATION

Master's in Business Administration, University of Idaho, Graduated May 2014

Overall GPA 3.98

Bachelor of Arts in Psychology, Whitworth University, Spokane, WA, Graduated December 2002

Overall GPA 3.44

Sales Essentials Training, Wells Fargo Home Mortgage, 2007

Core Sales Skills Training, Wells Fargo Home Mortgage, 2007

High Performance Sales Training, Wells Fargo Home Mortgage, 2010

Essentials of Successful Management, Course in HR laws, Idaho Independent Bank, 2014

Omega Performance, Online Courses in Banking Essentials, 2014

SKILLS & ASSETS

Business to Consumer Sales

Interpersonal Communication

Relationship Building

Account Management

Closing

Customer Service

Finance and Financial

Analysis

Strong Listening Skills

Written Communication

Public Speaking

Initial Benefit Statements

Managing Objections

Teaching

New Account Sales

Product Knowledge

Leadership

Time Management

Negotiation

Game Theory

Decision Analysis

Microsoft Word

Microsoft Excel

Microsoft PowerPoint

Lean/TQM/Kaizen

Risk Management

Non-Financial Metrics

Strategic Planning

Capital Structuring

Conflict/Crisis Management

WORK HISTORY

Mortgage Loan Officer, *Mountain West Bank, Coeur d'Alene, ID April 2015 – Present*. Originate Mortgage loans for regional top producing real estate branch. Prepare detailed financial analysis and credit recommendations for portfolio loans as well as prepare and package loans for approval in the secondary mortgage market. Assist customers to find the right fit mortgage solution for their needs. Also tasked with training a new loan officer a helping him learn the complicated mortgage industry and build his own book of business. Top three in the bank in total mortgage production in 2015 despite coming on nearly 4 months into the year.

Branch Manager / Residential & Commercial Loan Officer, *Idaho Independent Bank, Ketchum, ID September 2014 – April 2015*. Managed day to day operation of bank branch with three direct reports. Managed expectations of employee performance and coached underperforming employees. Managed branch P&L and set branch annual budget. In addition to management duties, actively maintained and grew the branch's commercial and consumer loan portfolios and continued to write residential real estate loans. Worked to build a network of referral sources for the branch. Analyzed customer financial statements to determine cash flow demands and their ability to service those demands. Underwrote credit

requests and made recommendations on loan approvals and declines to the bank's credit committee. Wrote extensive loan presentations detailing the loan applicant's financial strengths and weaknesses.

Residential Loan Officer, Idaho Independent Bank, Coeur d'Alene/Hayden, Idaho, August 2012 – Present.

Originated mortgage loans for a local independent bank. Analyzed financial documentation to determine buyer qualifications. Continued to grow a referral base and grow business reach in the community. Extensively networked with real estate professionals to develop longstanding relationships. Marketed builder business in response to the boom in new construction beginning in 2013. Since starting at IIB, gained a preferred lender designation for a 64 unit development scheduled to break ground in May 2014 and acquired accounts with three custom home builders with expected 2014 projects in excess of 150 homes.

Home Mortgage Consultant, Wells Fargo Home Mortgage, Coeur d'Alene, ID, October 2006 – August 2012. Originated retail mortgage loans for the nation's leading mortgage lender. Produced \$7 million in volume over the first year and doubling that amount by the end of year two. In 2009 closed \$17 million and completed over 100 transactions. Established strong referral relationships with real estate agents and local banks. Maintained a 100% customer satisfaction rating throughout 2008. Led the company to become the number one retail lender in the Shoshone County after only one year in the market.

Loan Officer, Nevada Home Funding Group, Las Vegas, NV, June 2005 – October 2006. Built a book of business using networking, cold calling and developing referral relationships with real estate agents. Attended trade shows and presented educational seminars for first time buyers.

OTHER EXPERIENCE

Summer Consulting Intern, Itron, Inc. June 2013 – August 2013

Through intensive research, made recommendations to corporate executives on the strategic direction of the company. Proposed new strategic markets which the company could enter based on existing core competencies.

Vice Chairman/Treasurer, Board of Directors, Idaho Drug Free Youth, April 2010 – September 2014

Led Finance and Special Events Committees, reviewed financials and assisted in budget development for a statewide non-profit focused on empowering Idaho's youth the lead happy and healthy lives. Event Planning.

Teaching Assistant, Dr. Leonard Oakland, Western Civilization II, Whitworth University, 2001

While an undergraduate, assisted college professor with a course on Rationalism in Western Civilization. Duties included grading student papers and leading small group discussions and study groups.

Assistant Director/Marching and Visual Caption Head, Rogers High School Marching Band, 1998 – 2001

Taught marching technique and oversaw the visual elements of an award-winning high school marching band. Led summer camp and after school rehearsals in the director's absence. Led brass sectional musical rehearsals.

Marketing Intern, Genesis Marketing, 2002

Helped develop advertising campaigns, organized business fairs and assisted clients with telemarketing. Assisted in developing new marketing concepts for new and prospective clients.

MEMBERSHIPS

Ketchum/Sun Valley Rotary, 2014 – 2015

Blaine County Association of Realtors, 2014 – 2015

Sun Valley Economic Development, 2014 - 2015

Idaho 360 – 2013 – Present

Coeur d'Alene Association of Realtors, 2006 – 2015

Coeur d'Alene Chamber of Commerce, 2006 – 2015

Post Falls Rotary, 2006 – 2008

Intercultural Interdisciplinary Seminar, Co-founder, 1999 – 2002



K. John Young
President, Construction
Manager

John has been involved in the construction industry for over 30 years and has been responsible for the majority of the pre-construction services provided to clients in the 20 plus years at Young Construction Group. Licensed as an Idaho State Public Works Construction Manager since 2001, John has provided constructability and construction assembly cost analysis, conceptual, design development and progress drawing budget estimates and detailed schedule projections for a wide variety of public works and private sector projects. John's project experience includes numerous motor vehicle and recreational vehicle service and repair facilities, manufacturing and industrial facilities, public works projects ranging to \$30 million and 100's of thousands of square feet of tilt, masonry pre-engineered and structural steel framed buildings.

Project Role:

John will work with the owner's project team and the Design Team to develop the most cost effective construction systems to meet the HC Charter School's life cycle goals and provide detailed analysis of construction assembly system costs, conceptual, design development and progress drawing budget estimates and schedule projections during the pre-construction timeframe of the project development. During construction, John will work with the selected contractor's to insure quality assurance, construction schedule review and progress analysis and construction progress reporting.

Registration:

Idaho State Public Works Construction Manager License No. 168

Activities & Recognition:

- Associated Builders and Contractors, Inland Pacific Chapter, Board of Directors and Past-President, 1988 – 1997
- Concerned Businesses of North Idaho, Board of Directors and Past-President, 1998 – 2010
- FirstBank Northwest, Board of Directors and Audit committee, 1999 – 2007
- Kootenai County United Way, Board of Directors, 2001 – 2004
- EXCEL Foundation, Board of Directors and Past-President, 2003 – 2010
- North Idaho College Foundation, Board of Directors and Past-President, 2005 – present
- Hayden Lake Country Club, Board of Directors and Past-President, 2010 – 2014
- Kootenai Health Foundation Board, Board of Directors, 2011 - 2015
- Hayden Urban Renewal Agency Board of Directors, 2010 – present
- Idaho State Workforce Development Council, 2012 – present

Relevant Project List:

- North Idaho College Career Technical Education Building, Coeur d'Alene, Idaho
- Lakeland High School Addition and Remodel, Rathdrum Idaho
- Kootenai Health: Health Resource Center, Heart Center Addition, Central Plant Expansion, McGrane Center, ICU/CCU Remodel, EP Lab Renovation and Expansion, Operating Rooms Phase One Expansion and Remodel, Adult Behavioral Health Renovations, Coeur d'Alene, Idaho
- Knudtsen Chevrolet, Post Falls, Idaho
- Lake City Ford, Coeur d'Alene, Idaho
- Coeur d'Alene Honda, Coeur d'Alene, Idaho
- Lone Wolf Harley Davidson, Coeur d'Alene, Idaho and Spokane, Washington
- Taylor & Son's Chevrolet, Ponderay, Idaho
- LCF Enterprises, Post Falls, Idaho
- Benewah Community Hospital Addition and Expansion, St. Maries, Idaho
- Ground Force Manufacturing, Post Falls, Idaho
- Outotec Manufacturing, Coeur d'Alene, Idaho
- Bay Shore Manufacturing, Rathdrum, Idaho
- Big R Stores Expansion and Renovation, Coeur d'Alene, Idaho

EDUCATION

UNIVERSITY OF IDAHO, *Idaho*: **Master of Education: Counseling & Human Services, May 2012;**
Special Education Certificate, August 2012; Literacy Endorsement, May 2010

FLORIDA INSTITUTE OF TECHNOLOGY, *Florida*: **Applied Behavior Analysis Coursework, April 2011**

AZUSA PACIFIC UNIVERSITY, *California*: **Elementary Education Credential, January 2006;**
Bachelor of Arts in Liberal Studies, Spanish Concentration, High Honors, December 2004

CERTIFICATIONS & LICENSES

EDUCATION CREDENTIAL, *Idaho*, *Expires September 2022*: **Pupil Personnel Services: Counselor,**
Standard Exceptional Child, Literacy K-12, Standard Elementary All Subjects K-8,

PRAXIS SERIES TESTS, *Idaho*: **Reading Specialist, English Language Arts: Content Knowledge,**
Special Education: Content Knowledge & Mild to Moderate Applications

CERTIFICATION TESTS, *Recognized in Idaho*: **National Counselor Exam, CSET: Multiple Subject**

LICENSED PROFESSIONAL COUNSELOR-INACTIVE, *Idaho*, *Expires July 2019*

DIALECTICAL BEHAVIOR THERAPY, *Completed July 2015*

FUNCTIONAL FAMILY THERAPY, *Certified December 2013*

TEACHING EXPERIENCE

SPECIAL EDUCATION & 504 COORDINATOR:

Coeur d'Alene Charter Academy 6-12, *Idaho*, 2015-Current

- Structure special education program. Develop IEPs and 504s; advocate for student engagement and achievement. Recruit and hire school psychologist, occupational therapist, speech language pathologist; communicate with and involve these professionals, as well as teachers, administrators, and parents. Encourage students' self-advocacy and social development.

LONG-TERM SUBSTITUTE, STUDENT TEACHER:

Canfield Middle School-Special Education 6-12 (Summer), Spanish 6-8, *Idaho*, 2012

Baldy Mesa Elementary School- 1st, 2nd, 5th Grades, *California*, 2005-2006

- Develop lessons and interventions in relation to general education content standards, IEPs and 504s, collaborate with teacher, assess student learning needs.

SUBSTITUTE TEACHER:

Calvary Chapel Christian School, *Washington*, 2011

Idaho Virtual Academy, *Idaho*, 2010-2011

Coeur d' Alene, Lakeland, & Post Falls School Districts, *Idaho*, 2006-2007, 2008-2009
Snowline School District, *California*, 2005-2006

- Teach lessons provided by teacher, manage classroom.

TUTOR, SMALL GROUP & INDIVIDUAL:

Sylvan Learning Center, *Idaho*, 2007-2010

- Teach all grades & subjects, assess student learning needs, help students obtain academic goals.

PRE-KINDERGARTEN TEACHER:

Little Folks, *Idaho*, 2008

Creative Kids, *Idaho*, 2007-2008

- Teach basic reading, writing, math skills, manage classroom, prepare students for kindergarten.

COUNSELING & BEHAVIOR THERAPY EXPERIENCE

BEHAVIOR SUPPORT VOLUNTEER:

Lake City Church, Foster Kids Camp, *Idaho*, 2015-2018

- Support children with behavioral, social, and emotional challenges. Support leaders, directors, and parents in addressing needs of these children. Help children gain self-regulation and social skills.

CLINICIAN II, YOUTH SPECIALIST:

Idaho Youth Ranch-Family Services & Anchor House, *Idaho*, 2012-2015

- Develop service plans for adolescents and families. Address personal, academic, and career goals, as well as social skills. Counsel chemically dependent adolescent boys individually and in groups. Assess and respond to client needs. Provide preventive services through implementation of functional family therapy and dialectical behavior therapy. Provide individual, couple, and group counseling. Advocate for clients when reintegrating them back into the home, school, and community. Collaborate with team members and community partners. Help train staff and interns.

PSYCHOSOCIAL REHABILITATION SPECIALIST, DEVELOPMENTAL THERAPIST:

Alliance Family Services, *Idaho*, 2011-2012

- Help children with disorders (Bipolar, Pervasive Developmental, Mental Retardation, Attention Deficit Hyperactivity, Oppositional Defiance) obtain social and educational goals in home and community by developing and implementing treatment plans, collaborating with staff and families, assessing children's progress, and providing case management.

SCHOOL COUNSELING INTERN:

Canfield, Lakes Magnet Middle, & Skyway Elementary, *Idaho*, 2011-2012

- Collaborate with school counselor and staff, respond to and identify needs of both teachers and students. Advocate for students. Help students identify personal, social, academic, and career goals.

GRADUATE ASSISTANT, CONFERENCE SPEAKER:

University of Idaho, *India*, 2011

- Speak about applied behavior analysis at college conferences. Collaborate with professionals.

APPLIED BEHAVIOR ANALYST:

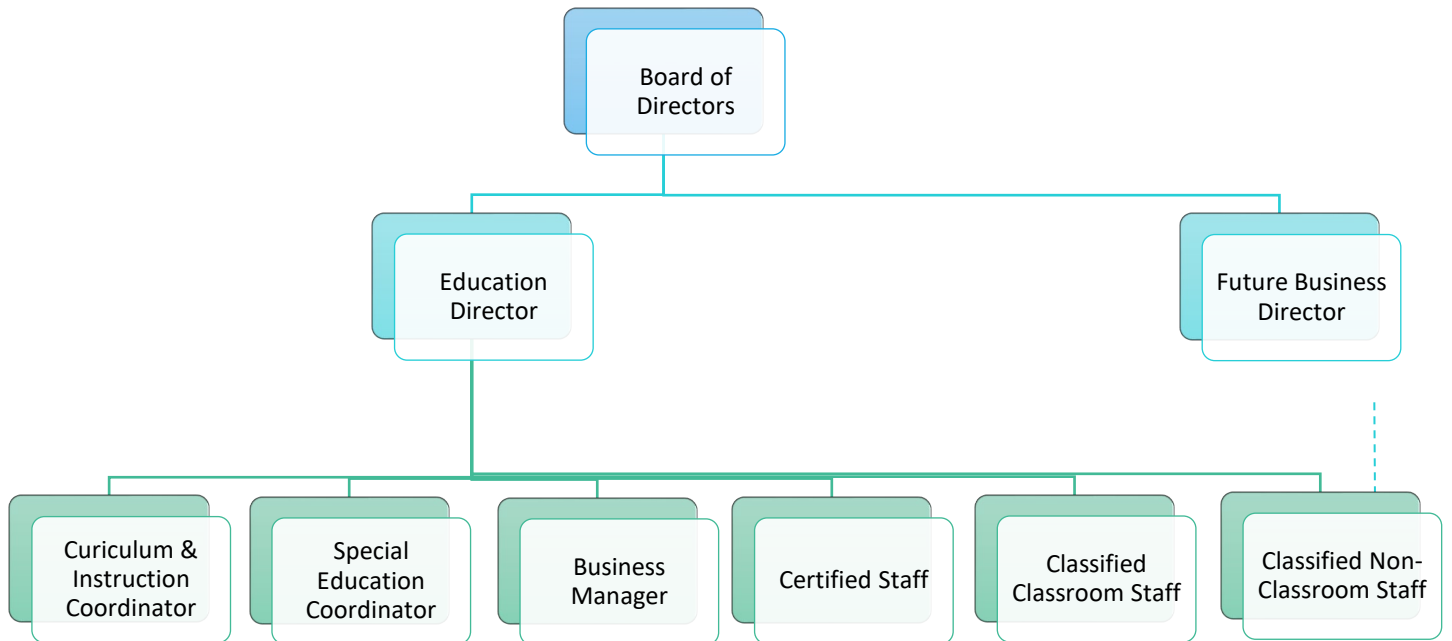
Maxim Healthcare Services, *Washington*, 2009-2011

- Help children with autism obtain behavioral, social, and academic goals at home and in community by developing and implementing treatment plans, collaborating with parents, teachers, and supervisors, assessing children's progress, and providing case management.

Appendix D

Leadership

Hayden Canyon Charter Hierarchy



CYNTHIA LAMB

768 Melinda Ave. Porterville, CA 92357 (559) 359-1437 2of5lamb@gmail.com

My name is Cynthia Lamb, I am currently employed by Saucelito Elementary School District, a single school site school district, as the superintendent/principal. I also teach Transitional Kindergarten and Kindergarten full time. Our district is located in Central California in a rural farming community. Our student population is 72% socioeconomic disadvantaged, 37% English learners. Four generations of my family has attended Saucelito School and I have been honored to have had the opportunity to uphold the values and educational standards that this school was built on. Being based in a small farming community with socioeconomic challenges, I am well versed in forming trusting relationships with parents, improving parent involvement, and addressing the academic challenges these students face. I have worked for Saucelito School District for 19 years in various capacities; first working as an instructional and then continuing my education to become a teacher, then administrator. Working in a small district presents many challenges, such as “wearing many hats” and being flexible. My husband and I are wishing to relocate to Idaho and I desire to continue my career in the education field. I have 19 years of education experience including 12 years administrative experience. I would love to join your education team and become a part of your community.

EXPERIENCE

**2000-2001
INSTRUCTIONAL
AIDE**

**2001-2007 4TH/5TH GRADE COMBO CLASS TEACHER FOR
SAUCELITO SCHOOL DISTRICT**

**2007-PRESENT TEACHER/ PRINCIPAL/SUPERINTENDENT FOR
SAUCELITO SCHOOL DISTRICT** 2007-2015 Grades 6th-8th &
Principal/Superintendent 2015-2016 Grades Tk-1st &
Principal/Superintendent 2016-Present Grades TK-K &
Principal/Superintendent During these years I have served as a full-time teacher as well as a full-time Principal/Superintendent.

EDUCATION

- JUNE 2002 BACHELOR OF ARTS, UNIVERSITY OF LA VERNE, LA VERNE, CA
- CALIFORNIA MULTIPLE SUBJECTS CREDENTIAL- AUGUST 2003-PRESENT
- OCTOBER 2007 MASTERS IN EDUCATION/ADMINISTRATION, UNIVERSITY OF PHOENIX, PHOENIX, AZ
- CA ADMINISTRATIVE CREDENTIAL-JULY 2007-PRESENT

SKILLS

- Knowledge of Common Core Standards for grades k-8
- STEM
- Knowledge of EL strategies
- Knowledge of Google Classroom and Google Docs.
- Ability to teach a combination grade classroom
- Testing coordinator for CAASPP testing
- Curriculum planning for school district
- Experience working with Special Education Students and Tulare County Special Services Department.
- Setting IEP goals and overseeing those goals at the site level
- Administrator over Lexia, Freckle, Accelerated Reader, and Accelerated Math Programs, as well as using these programs in my own classroom
- Creating school budget and state funding reports
- Creating Local Control Accountability Plan (LCAP)
- Applying for grants
- Making school schedules

- Coaching Volleyball, Soccer, Basketball, and Baseball (as the 6-8 teacher I was responsible for coaching our sports teams)
- Leading Staff meetings and providing trainings to staff
- Enforcing discipline measures
- Implementation of after-school tutoring program
- Providing Parent Education Nights to help parents play an active role in their child's education
- Field Trip planning
- Working closely with our Parents' Club to provide community events and fundraising opportunities
- Working with the community to provide career month with weekly community guest speakers.

2

ACTIVITIES

Member of Tulare County Small School Association Member of CA Small School District Association Parent Club Activities: Back to School Night Ice Cream Social, Community Harvest Carnival, Christmas Program, Doughnuts with Dad, Muffins with Mom, Spring Dinner/Open House, Community Pancake Breakfast. Community Service Activities: fleece blankets made by students and presented to local Sheriff's Office, caroling at senior care facilities, and Christmas in a Box for military serving abroad.

STRENGTHS I feel that one of my greatest strength is my commitment to my students and their parents. I have an open line of communication with all of the parents at our school and work hard to build a rapport with them to form a partnership in their child's education. I am extremely organized and strive to my best; often putting in more hours than required and working during vacations. This strength is essential in my current role as an administrator and teacher. I am extremely flexible and can adapt to change easily. I also strive to be a team player and provide support to my teaching staff by modeling instructional strategies, and collaboration. I have a positive attitude and work to instill this attitude in both the students and staff. I am a very hands-on leader and encourage positive reinforcement by all of my staff. I have found that a staff that is positive and enthusiastic can create an atmosphere which builds

students up and helps them reach their full potential with fewer disciplinary issues. I feel that I would be a positive addition to your school and district and look forward to the possibility of becoming part of your team.

Appendix F

Miscellaneous Documentation

Appendix F1

Performance Certificate & Related Additional Documentation

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 14th day of November, 2017 by and between **LAKELAND JOINT SCHOOL DISTRICT 272** (the “**Authorizer**”), and **HAYDEN CANYON CHARTER** (the “**School**”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “**Charter Schools Law**.”)

RECITALS

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all approved public charter schools to execute performance certificates with their authorizers;

WHEREAS, on August 1, 2017 Authorizer received a petition to request the creation of a new charter school referred to as Hayden Canyon Charter, and

WHEREAS, on September 12, 2017 the Authorizer approved the charter petition (the “Charter”) subject to conditions outlined in **Appendix F1-c**;

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 [or Continued Operation] 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.
- 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 F1-d**. 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 on September 4, 2018. 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 November 14, 2017, and shall continue through August 31, 2023, unless terminated earlier as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “**Charter Board**”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as **Appendix B** (the “**Articles and Bylaws**”). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as **Appendix C** (the “**Board Roster**”). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows:

Achieving breakthroughs in academic excellence and character development by inspiring passion for inquiry and lifelong learning—utilizing hands-on discovery in the arts and sciences, real world application, collaboration and community; preparing each student for engagement in productive, thoughtful citizenship.

B. Grades Served. The School may serve students in Kindergarten through Grade 8.

C. Design Elements. The School shall implement and maintain the following essential design elements of its educational program:

- 1) **Learning is active** - Students are scientists, urban planners, historians, and activists investigating real community problems and collaborating with peers to develop creative, actionable solutions. Active learning is hands-on and participatory. Active learning is also engaged with the outdoor environment, involves healthy living practices and exercise, and instills a value for environmental stewardship.
- 2) **Learning is challenging** - Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking.
- 3) **Learning is meaningful** - Students apply their skills and knowledge to real-world issues and problems and make positive change in their communities. They see the relevance of their learning and are motivated by understanding that learning has purpose.
- 4) **Learning is public** - Through formal structures of presentation, exhibition, critique and data analysis, students and teachers build a shared vision of pathways to achievement.
- 5) **Learning is collaborative** - School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior. Trust, respect, responsibility, and joy in learning permeate the culture, and working together toward solution-making is the rule not the exception. (EL Education: Core Practices, retrieved January 2016.)
- 6) **Student achievement** focuses on *Academic Success*, building *Scholarly Habits* and developing *Excellence in Character*, as well as generating *High Quality Work* to develop lifelong learning habits and capacity for impactful citizenship. Assessment will be multi-faceted and will stem from student-teacher measurable targets and clear success criteria; formative, summative, and standardized testing; and final project products and portfolios.
- 7) **Teachers guide** student-driven learning in hands-on, inquiry based investigative expeditions that integrate and apply multiple disciplines, thereby creating meaningful and authentic learning experiences.

- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as all other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the Idaho 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 included in **Appendix F1-e**. 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. **See Appendix F1-e.**

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

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached, if applicable, in **Appendix F1**.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 840 students. The maximum number of students who may be enrolled

per class/grade level shall be as follows: *See page 63 of Narrative.*

- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability, or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as **Appendix F1-f.**
- D. School Facilities.** Location: The School shall identify the location of its facilities pursuant to the terms of the Pre-Opening Requirements. 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: *See map in Appendix F1-b.* The primary attendance area shall be adjusted as necessary to ensure that the maximum number of students enrolled from within the primary attendance area is less than or equal to 80% of total enrollment. If enrollment within the primary attendance area exceeds 80%, the boundaries shall be readjusted to decrease the size of the primary attendance area.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework. *See Appendix F1-e.*
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate

governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

C. Financial Audit. The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.

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 F1-g**.

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 F1-g**.

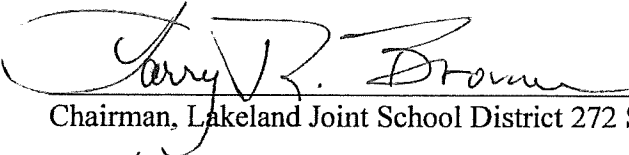
C. Revocation. The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, in **Appendix F1** for necessary improvements established pursuant to Idaho Code §33-5209B(1) by the dates specified. Revocation 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 in **Appendix F1-g**.

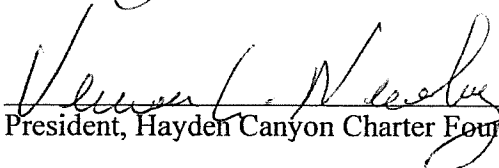
- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer 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. *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 November 14, 2017.

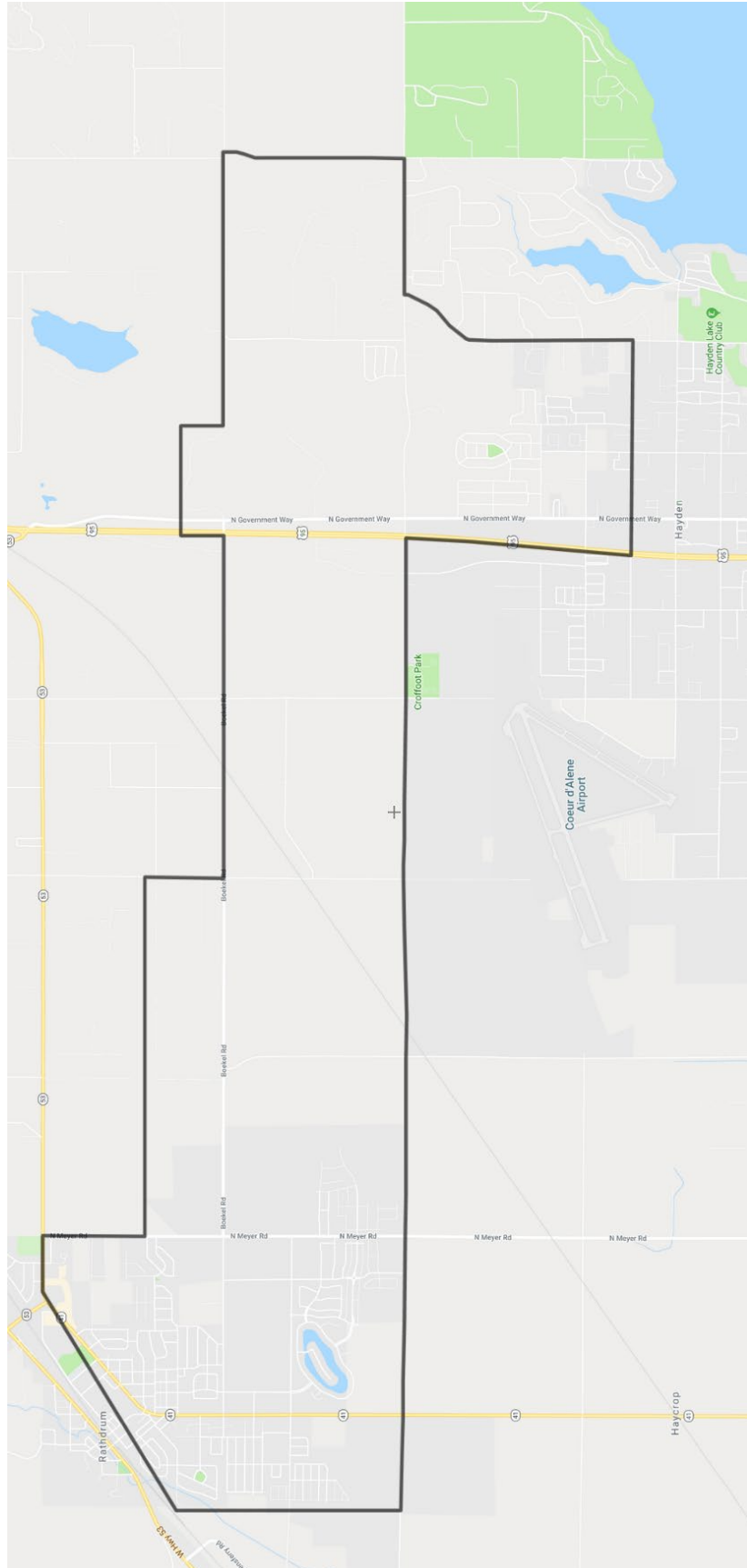

Chairman, Lakeland Joint School District 272 School Board


President, Hayden Canyon Charter Founding Board

Appendix F1–b

Primary Attendance Zone Map

HCC Current Primary Zone Map



Appendix F1 – c

District Approval Letter

Lakeland Joint School District #272

Dr. Becky W. Meyer, Superintendent of Schools

P.O. Box 39, Rathdrum, Idaho 83858

208/687-0431, ext. 1107

becky.meyer@lakeland272.org ~ web.lakeland272.org



LJSD Vision: A community committed to academic excellence ... dedicated to student success.

1/11/2018

APPROVAL LETTER FROM AUTHORIZER

This letter is to inform you of the actions of the Lakeland School District 272 Board of Trustees to authorize Hayden Canyon Charter, an expeditionary school of the arts and sciences, within our district boundaries. On September 12, 2017 the Board completed its review of the proposal by Hayden Canyon Charter and approved its opening for instruction in the fall of 2018. This approval is contingent upon the final procurement of facilities and startup capital.

Hayden Canyon Charter is to be an LEA separate from that of the Lakeland School District. This authorization is for the instruction of students in grades K-8.

Sincerely,

A handwritten signature in black ink, appearing to read 'B. Meyer', with a long horizontal stroke extending to the right.

Dr. Becky Meyer, Superintendent

Appendix F1 – d

Pre-opening Assurances

Lakeland Joint School District 272 Pre-Opening Assurances

Academic Year: 2018-2019		
Name of Charter School: Hayden Canyon Charter		
	Initial	Copy to LSD 272
Performance Certificate has been signed and is on file.		
Current enrollment figures are based on completed enrollment forms submitted and can be documented.		
Break-even or better enrollment has been achieved.		
Copy of facility lease or mortgage is available.		
Necessary facility inspections have been initiated and a timeline for all required improvements established.		
School calendar is in place for the upcoming school year.		
Curriculum scope and sequence for the grades to be serviced in the first year are complete.		
Textbooks/Curriculum are available or have been ordered, as evidenced by invoices.		
Internal control policies have been reviewed in risk analysis and developed as appropriate.		
All required and appropriate insurance policies have been obtained.		
A staffing plan has been developed for the upcoming school year.		
Contracts and position descriptions have been established for administration, directors, teachers, and support staff.		
Annual budget has been approved by the board and submitted to the SDE and LSD 272.		
Policies and procedures for identifying and servicing ELL and SPED students are appropriate and in place.		
Student/Parent handbook has been developed and is available.		
Staff policies and/or handbook has been developed and is available.		
School's Board handbook has been developed and is available.		
A system has been developed and is in place for gathering and reporting student data needed for federal entitlement programs.		
Policies and procedures for student record receipt and review are appropriate and in place.		
Fire Inspection has been conducted, passed, and is on file.		
Certificate of Occupancy specifying maximum occupancy awarded and on file.		
Custodial/Maintenance services have been hired or contracted for.		
An independent auditor has been contracted for year-end audit services.		
Forms have been acquired for tracking of purchase orders, checks, reimbursements, leave requests, etc.		

A temporary site has been selected and improved, with modular classrooms and offices in place and inspected in a timely fashion to ensure school opening.		
The school shall have \$100,000 available by July 20, 2018.		
All teachers are properly licensed and documentation is on file.		
A Special Education Director has been identified and hired.		
Special Education record keeping procedures have been developed and the responsible staff identified.		
A staff professional development plan is in place and available.		
All staff listing with titles and positions, along with any vacancies, is submitted to LSD 272		
Board conflict of interest policies and code of ethics have been signed and are on file.		
Job descriptions for board officers and members have been developed.		
A board training plan has been outlined.		
School's Board meeting calendar has been established and is available on website		
School has developed a website with links to board information and expenditure postings.		
Updated list of governing board members, listing position and contact information, is submitted to the PCSC.		

CERTIFICATION IS HEREBY GIVEN THAT ALL FACTS AND REPRESENTATIONS MADE ON THIS ASSURANCE DOCUMENT ARE TRUE AND CORRECT.

Printed Name and Title of Authorized Charter School Representative

Signature of Authorized Representative

Date Signed

Appendix F1–e

Performance Framework

[SCHOOL NAME]

[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 [DATE].

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.

Academic	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.
Mission-Specific	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.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	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.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	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.
Remediation	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.
Critical	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			
Mission Statement			
Key Design Elements			
School Location		School Phone	
Surrounding District			
Opening Year			
Current Term			
Grades Served			
Enrollment (Approved)		Enrollment (Actual)	

SCHOOL LEADERSHIP	

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
Non-White				
Limited English Proficiency				
Special Needs				
Free and Reduced Lunch				

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

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	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		2d	50	0
	3b	25	0	Total Financial Points		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.

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.

INDICATOR 1: STATE PROFICIENCY COMPARISON			
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result	Points Possible Points Earned
Math Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.		50 0
	Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45 0
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.		15 - 29 0
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.		0 - 14 0
			0
Notes	The state average will be determined using the same grade set as is served by the public charter school.		
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result	Points Possible Points Earned
ELA Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.		50 0
	Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45 0
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.		15 - 29 0
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.		0 - 14 0
			0
Notes	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 proficiency rates meet or exceed the district average?	Result
Math Proficiency Rate		Points Possible
Comparison to District	Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.	Points Earned
	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.	
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.	
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.	
	The district average will be determined using the same grade set as is served by the public charter school.	
Notes	Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.	
Measure 2b	Do ELA proficiency rates meet or exceed the district average?	Result
ELA Proficiency Rate		Points Possible
Comparison to District	Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.	Points Earned
	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.	
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.	
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	
	The district average will be determined using the same grade set as is served by the public charter school.	
Notes	Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.	

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

MISSION-SPECIFIC

Mission-specific measures are optional, unless required as a condition of the performance certificate. These measures may be academic or non-academic in nature, but must be objective, data-driven, and based on a valid measurement tool. Measures must be based on data that is processed by a third party, such as an assessment vendor or the State Department of Education, rather than by the school or authorizer. Care should be taken to ensure that rating categories correlate with the format in which the third party provides data to the school. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer. The mission-specific data reporting deadline is August 1; exceptions may be made by mutual agreement in cases where data is unavailable by that date. Unless otherwise specified, schools are responsible for accurate and timely submission of mission-specific data; failure to provide substantiated results in a meaningful format by the established deadline will negatively impact scoring. Mission-specific measures may be amended mid-term, by mutual agreement, after baseline data has been collected.

MISSION-SPECIFIC INDICATOR				
Measure 1	Is the school...	Result	Points Possible	Points Earned
	Exceeds Standard:			
	Meets Standard:			
	Does Not Meet Standard:			
	Falls Far Below Standard:			
Notes				<hr/> 0
Measure 2	Is the school...	Result	Points Possible	Points Earned
	Exceeds Standard:			
	Meets Standard:			
	Does Not Meet Standard:			
	Falls Far Below Standard:			
Notes				<hr/> 0
Measure 3	Is the school...	Result	Points Possible	Points Earned
	Exceeds Standard:			
	Meets Standard:			
	Does Not Meet Standard:			
	Falls Far Below Standard:			
Notes				<hr/> 0

INDICATOR 1: EDUCATIONAL PROGRAM				
Measure 1a	Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?	Result	Points Possible	Points Earned
Implementation of Educational Program	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.		25	
	Partially Meets Standard: 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.		15	
	Does Not Meet Standard: 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.		0	
				0
Notes				
Measure 1b	Is the school complying with applicable educational requirements?	Result	Points Possible	Points Earned
Educational Requirements	Meets Standard: 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.		25	
	Partially Meets Standard: 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.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

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

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible
Financial Reporting and Compliance	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by 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>Partially Meets Standard: 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>Does Not Meet Standard: 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>		25
			15
			0
Notes			0
Measure 2b	Is the school following General Accepted Accounting Principles (GAAP)	Result	Points Possible
GAAP	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit 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>Partially Meets Standard: 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>Does Not Meet Standard: 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>		25
			15
			0
Notes			0
Measure 2c	Is the school successfully enrolling the projected number of students?	Result	Points Possible
Enrollment Variance	<p>Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p>Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p>Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.</p>		25
			15
			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.		0

INDICATOR 3: GOVERNANCE AND REPORTING			
Measure 3a	Is the school complying with governance requirements?	Result	Points Possible Points Earned
Governance Requirements			
Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.			25
Partially Meets Standard: 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.			15
Does Not Meet Standard: 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.			0
Notes			0
Measure 3b	Is the board fulfilling its oversight obligations?	Result	Points Possible Points Earned
Board Oversight			
Meets Standard: 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.			25
Partially Meets Standard: 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.			15
Does Not Meet Standard: 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.			0
Notes			0

Measure 3c Reporting Requirements <p>Is the school complying with reporting requirements?</p> <p>Meets Standard: 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>Partially Meets Standard: 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>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to 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>Notes</p>	<p>Result</p> <p>Points Possible</p> <p>25</p> <p>15</p> <p>0</p> <hr/> <p>0</p>	<p>Points Earned</p>
Measure 3d Public Transparency <p>Is the school complying with public transparency requirements?</p> <p>Meets Standard: 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>Partially Meets Standard: 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>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p>Result</p> <p>Points Possible</p> <p>25</p> <p>15</p> <p>0</p> <hr/> <p>0</p>	<p>Points Earned</p>
Measure 3e Credentialing & Background Checks <p>Is the school meeting employee credentialing and background check requirements?</p> <p>Meets Standard: 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>Partially Meets Standard: 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>Does Not Meet Standard: 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>Notes</p>	<p>Result</p> <p>Points Possible</p> <p>25</p> <p>15</p> <p>0</p> <hr/> <p>0</p>	<p>Points Earned</p>

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling			25	
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of 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>Partially Meets Standard: 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>Does Not Meet Standard: 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>			15	
			0	
Notes				0
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation			25	
<p>Meets Standard: 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>Partially Meets Standard: 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>Does Not Meet Standard: 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>			15	
			0	
Notes				0
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency			25	
<p>Meets Standard: 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>Partially Meets Standard: 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>Does Not Meet Standard: 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>			15	
			0	
Notes				0

INDICATOR 5: ADDITIONAL OBLIGATIONS			
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible
Additional Obligations			Points Earned
	Meets Standard: 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
	Partially Meets Standard: 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
	Does Not Meet Standard: 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

INDICATOR 1: NEAR-TERM																	
Measure 1a Current Ratio Current Ratio Meets Standard: 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> Does Not Meet: 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. Falls Far Below Standard: Current ratio is less than or equal to 0.9. Notes		<table> <tr> <th>Result</th><th>Points Possible</th><th>Points Earned</th></tr> <tr> <td></td><td>50</td><td></td></tr> <tr> <td></td><td>10</td><td></td></tr> <tr> <td></td><td>0</td><td></td></tr> <tr> <td></td><td></td><td>0</td></tr> </table>	Result	Points Possible	Points Earned		50			10			0				0
Result	Points Possible	Points Earned															
	50																
	10																
	0																
		0															
Measure 1b Cash Ratio Cash Ratio Meets Standard: 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). Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative. Falls Far Below Standard: Cash ratio is equal to or less than 0.9. Notes		<table> <tr> <th>Result</th><th>Points Possible</th><th>Points Earned</th></tr> <tr> <td></td><td>50</td><td></td></tr> <tr> <td></td><td>10</td><td></td></tr> <tr> <td></td><td>0</td><td></td></tr> <tr> <td></td><td></td><td>0</td></tr> </table>	Result	Points Possible	Points Earned		50			10			0				0
Result	Points Possible	Points Earned															
	50																
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	0																
		0															
Measure 1c Unrestricted Days Cash Unrestricted Days Cash Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365) Meets Standard: 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> Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash. Notes		<table> <tr> <th>Result</th><th>Points Possible</th><th>Points Earned</th></tr> <tr> <td></td><td>50</td><td></td></tr> <tr> <td></td><td>10</td><td></td></tr> <tr> <td></td><td>0</td><td></td></tr> <tr> <td></td><td></td><td>0</td></tr> </table>	Result	Points Possible	Points Earned		50			10			0				0
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	0																
		0															
Measure 1d Unrestricted Days Cash Unrestricted Days Cash Default Meets Standard: 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. Does Not Meet: School is in default of financial obligations. Notes		<table> <tr> <th>Result</th><th>Points Possible</th><th>Points Earned</th></tr> <tr> <td></td><td>50</td><td></td></tr> <tr> <td></td><td>0</td><td></td></tr> <tr> <td></td><td></td><td>0</td></tr> </table>	Result	Points Possible	Points Earned		50			0				0			
Result	Points Possible	Points Earned															
	50																
	0																
		0															

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

Appendix F1-f

Enrollment Protocols

Enrollment and Admissions Procedures

HCC will be open to all students on a space-available basis. No student will be denied admission based on ethnicity, creed, gender, disability, or place of residence. In-state students will not be assessed tuition rates. Out-of-state students will be assessed tuition rates based on the cost of education at HCC, minus funding (if any) available to offset the cost of education for out-of-state students.

HCC will follow the equitable selection process that is outlined in the most current Idaho State Code, or another method that is approved by the authorizer. The admission preference groups include:

First year selection process:

1. Children of founders and full-time employees, provided that this admission preference shall be limited to not more than ten percent (10%) of the school's capacity;
2. Siblings of pupils already enrolled and admitted to HCC;
3. Prospective students residing in the primary attendance area of the school; and
4. All other students.

Subsequent years selection process:

1. Pupils returning to HCC;
2. Children of founders and full-time employees, provided that this admission preference shall be limited to not more than ten percent (10%) of the school's capacity;
3. Siblings of pupils already enrolled and admitted to HCC;
4. Prospective students residing in the primary attendance area of the school; and
5. All other students.

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

The primary attendance area may change to accommodate students within 1.5 miles of HCC should student demand exceed enrollment capacity of the school and it is authorized by the PCSC as an amendment to this petition.

Admission preference groups are subject to change if required by revisions to Idaho Code 33-5205 and/or IDAPA 08.02.04.203.07.

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 their respective priority group. Those lists will be used to fill available spots until the next equitable selection process is conducted. If a student or the student's parent or guardian does not accept an offer of enrollment by the date designated, the student's name will be removed from the list and the next eligible student will be offered the seat. Wait-lists will not carry over from one year to the next.

Public School Attendance Alternative

Not Applicable.

Notification of Enrollment Opportunities

In accordance with Idaho State Code, HCC will ensure that the public notification process of enrollment opportunities will include the dissemination of enrollment information, taking into consideration the language demographics of the attendance area, at least three months in advance of the enrollment deadline established by HCC each year. The information will be posted in highly visible and prominent locations within the attendance area of the school, as well as, on the school's website.

In addition, HCC will ensure that this process shall include the dissemination of press release or public service announcements to media outlets such as television, radio, and newspapers that broadcast within, or disseminate printed publications within, the area of attendance of the school. HCC will ensure that such announcements are broadcast or published by such media outlets on at least three occasions, beginning no later than fourteen days prior to the enrollment deadline each year. Enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs

Appendix F1-g

Dissolution Protocols

Termination of the Charter

Termination / Closure Plan

In case of termination, or non-renewal, the Board of Directors is responsible for the dissolution of the business and affairs of the school and will follow all applicable Idaho State Codes in the transfer and/or disposal of the assets of HCC. HCC will fully cooperate with the commission for the dissolution process. If dissolution is needed then the Board of Directors of HCC will perform the following:

Notification of Parents

Parents or legal guardians of any student will be notified in writing of the school's closing. The notice will include HCC's plans to help students identify and transition into a new school. The notice shall advise the recipient to contact the school where the student intends to enroll and to have the student's new school contact HCC to have the student's educational records transferred. The notice shall advise the recipient of the name and contact information of a staff person or, if funds are insufficient, a director at HCC who is prepared to assist students during the transition.

Records

HCC will assign a staff person or, if funds are insufficient, a director who is responsible for the transition of student records. All student families will receive written notice of how to request a transfer of student records to another school. A list of students whose records have not been requested for transfer will be submitted to the State Department of Education and the authorizing entity. Personnel records will be kept by the Board of Directors for a period of four years after the closing of the school. Former employees of the school may request, with a representative of the Board, a copy of their records at any time within the four years.

Notification of Local Public Schools

All Idaho school districts and charter schools that offer the same grades shall be notified, in writing, of the school's closure and the potential for transfer of students.

Follow-up Transfer

A follow up procedure will be established to determine where each student enrolled at the time of closing will continue his or her education. HCC will submit a report with this information to the State Department of Education and the authorizing entity.

Governance and Operations

Resolution Appointing Liaison

HCC's Board of Directors will adopt a resolution appointing Board members, as liaisons, under the direct supervision of the Board to coordinate the management of the dissolution of HCC.

Base of Operation

If necessary, a temporary base of operation will be established to complete the termination of HCC's affairs. HCC will publish notice of the location of the office and hours of operation and have operational telephone service with voice message stating hours of operation. This will assist in acting as custodian of and maintaining and dispensing student files and records, performing day-to-day closure duties, and maintaining custody of business records until all business and transactions are completed.

Insurance Policy

HCC will continue to have insurance coverage for a period following dissolution.

Finances: Audits, Assets, Liabilities State board of Accounts Audit

HCC will request an immediate and complete financial audit by Idaho State Board of Accountancy.

Financial Statements and Fixed Asset Schedule

Within thirty (30) days after the effective date of revocation, relinquishment of the charter or nonrenewal, the organization will have prepared a comprehensive fixed asset schedule and financial statements. HCC will update this fixed asset schedule and financial statements quarterly thereafter until dissolution is complete.

Resolution of Dissolution and Plan of Distribution of Assets

HCC's Board will adopt a resolution that the corporation be dissolved and that a plan of distribution of assets be implemented. Assets obtained with federal, state or private funds will be distributed according to guidelines established. All assets will be distributed pursuant to the terms of the Charter Agreement.

Asset Inventory and Creditor Determination

HCC's assets will be inventoried and determination of any secured creditors made. All assets obtained through federal funds will be transferred to the ACE for distribution to any other federally funded schools for use of their own desire.

Protection of Assets

HCC's assets must be protected against theft, misappropriation and deterioration. This may mean moving the assets from HCC to a safe storage facility. Insurance will be maintained on the assets until they are disposed of according to the plan of distribution.

Liquidation and Final Distribution of Assets

Assets will be liquidated in a manner to ensure the highest possible price is obtained. This may include, but is not limited to, selling assets at auction. If an asset is subject to a security interest, the secured party will be contacted. (Note: no asset may be given away, except as authorized by law. Furthermore, Board members of HCC and their relatives as well as employees and students of HCC will not purchase any asset unless the purchase is disclosed to HCC's Board and the disclosure is made a matter of record in the Board's official proceedings and approved by a majority of the non-interested directors.) Creditors will be paid according to current Idaho State Code as follows:

Federal, State, local, payroll, sales, use and property taxes; employees; first position lien holders; subsequent petition lien holders; contractors; sub-contractors; and others holding accounts payable interest.

All liabilities and obligations of the school must be paid and discharged (or adequate provision must be made therefore) to the extent of HCC's assets. Any assets held subject to written conditions or limitations must be disposed of in accordance with those conditions or limitations. Non-federally purchased items will all be sold or donated. Federally-purchased items will be returned to the authorizer for redistribution. Per statute (33-5212 or relevant current statute), any remaining assets (funds) will be returned to the State to be distributed to the Public School Income Fund.

Final Audit

HCC will obtain a final audit of HCC's financial affairs once closure out and dissolution are complete.

Taxes, Withholdings and Other Payments

Final Tax Payments

HCC will determine taxes due and make final federal and state tax payments (every employer, including the school, which pays wages to employees is responsible for withholding, depositing, paying, and reporting federal income tax, social security taxes, and federal unemployment tax for such wage payments).

Withholding Tax Return

HCC will file the final withholding tax return.

Final IRS Return

HCC will file the final return with the IRS. (Form 990 and Schedule A).

Notify Employees and Benefit Providers

HCC will formally notify all employees of termination of employment at least 60 days before closure to include date of termination of all benefits. Notify benefit providers of pending termination of all employees.

Contracts and Creditors

Termination of Agreement

To the extent possible, all present leases, service agreements, and other contracts not necessary for the dissolution of HCC will be terminated.

Notification of Creditors and Debtors

Directors of the Board, with assistance from the business manager if applicable, will formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to each creditor and debtor. Notify all creditors of the school's closure and request a final bill.

Contact all debtors and request payment.

State and Federal Reporting

HCC will prepare and submit in a timely manner all required state and federal reports required. These reports may apply to educational programs or financial matters.

Dissolution Form and Reporting

HCC will prepare to complete the Secretary of State's dissolution form. When completing the form, HCC's Board must be prepared to bring all business reporting up to date with the Secretary of State's Office.

Coordination with Idaho Department of Education

HCC will coordinate with the Idaho Department of Education's Charter School Liaison regarding procedural issues as well as satisfaction of financial issues related to state and

federal funding. The full plan for the dissolution of the school will be shared with the Department.

Closeout State and Federal Grants

HCC will compile a list of federal, state, and other grants which will be forwarded to the State Board of Accountancy.

Dept. of Education Filings

HCC will file Federal form 269 or 269a if the school was receiving funds directly from the United States Department of Education 34 CFR 80.41.

Notice of Discontinuance

HCC will file the Federal Notice of Discontinuance Treasury Form 63 with the Department of Treasury.

Special Education

If applicable, HCC will contact the Special Education director regarding accounting for, and closing out, federal and state special education funds.

Deposit of Records

HCC will negotiate with appropriate legal entities to determine the disposition and final repository of HCC's records. Such entities might include the traditional public school district in which the charter school is located. Long term storage of records will occur at a secure location designated by the Board of Directors. 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 federal funds will be turned over to the authorized chartering entity, per Idaho State Statute, 33-5212, or current relevant statute.

HCC will fund and complete a final fiscal audit. The audit will be submitted to the school's authorizer, Idaho Public Charter School Commission, and the State Department of Education.

Appendix F2

Land and Facilities

Note 1: Bids for facilities, such as used portables, were requested and received by the Hayden Canyon Institute for Community on behalf of HCC.

Note 2: Lease for land is Draft format.



~~December 21, 2018~~

JULY 31, 2019

Mike Vickery, Executive Director
Institute for Community
mrvickery@highpointcommunity.com

Joshua Dahlstrom, Board President
Hayden Canyon Charter
joshua@mysitemarketing.com

Re: Site Work for Hayden Canyon Charter

Gentlemen,

We appreciate all the hard work and effort by your respective non-profits in obtaining the required approvals and establishing the Hayden Canyon Charter School, which will be a welcome and much needed addition to our community. This is to confirm our commitment to construct the site improvements required for the proposed school facilities to be located at 13782 N. Government Way in Hayden, Idaho and defer reimbursement until financing is in place at the commencement of construction of the permanent building. These facilities initially will consist of up to ten 24' x 60' modular buildings (9 classroom and 1 office) followed by the phased construction of the permanent building as shown on the attached site plan.

1. The required site improvements are to consist of the following, subject to final civil engineering construction drawings an approved and accepted bid proposal and all required approvals:
 - a. 20' wide paved private driveway for access from and to Government Way and the initial portion of the permanent parking lot with 58 paved parking spaces.
 - b. A water main from the existing point of connection at the northeast corner of the intersection of Lancaster and Government Way to the school site to serve the portables initially and then Phase 1 of the permanent building based on approved and accepted civil drawings provided by Storhaug Engineering. Our scope includes installing and disinfecting the mainline to the school site only. ALL distribution necessary to provide the site with an adequate water supply will be the responsibility of others. All surveying, any and all fees are excluded from Big Sky ID, Corp's commitment.
 - c. A sanitary sewer system consisting of either a private lateral to the Phase 1A lift station (not to include any form of construction in regards to the lift station by Big Sky ID, Corp) if available when needed, or an on-site septic system as a backup if the lift station is not yet in place. We reserve the right to accept or deny the install based on the final cost of the proposed Sewer

system by Hayden Canyon Charter and/or Storhaug Engineering once the design is final and Big Sky ID, Corp has had a chance to review and comment on such.

- d. Trenching as needed for dry utilities. Any dry utility fees payable to any and all utility providers, etc. are to be paid for by others.

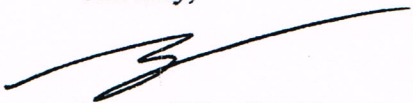
2. It is imperative that we commence the work early in the year of ~~2019~~²⁰²⁰ in March or April subject to all required approvals being in place. It will take approximately 60 days for completion. In the event all permits and approvals are not yet in place so we may commence construction prior to May 15, Big Sky ID, Corp reserves the right to either forgo the commitment set forth or it may have a cost impact associated with the project start date due to scheduling constrains from already committed projects in the summer months of ~~2019~~²⁰²⁰. This would need to be discussed or negotiated prior to our acceptance of the subcontract.

3. Costs for the site work shall be reimbursed from construction loan proceeds upon commencement of the construction of Phase I of the permanent building, which is anticipated to occur in the fall of ~~2020~~^{2021 OR 2022}. Interest will begin to accrue 18 months after completion of the site improvements if not reimbursed before then at a rate of 8 % per annum. But in no event will interest charge commence any later than 12/31/2020. In the event construction of the permanent building commences and reimbursement does not occur until after the fall of ~~2020~~²⁰²¹, the costs shall be converted to a loan to be repaid under the following terms:

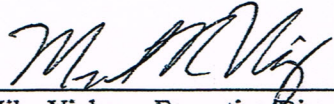
- a. Monthly payments to consist of principal and interest amortized over five (5) years.
b. Interest rate to be 8 % per annum.
c. Collateral to consist of security interest in 14.21 acre property. It is understood this will be subordinated to the loan for the permanent building from Idaho Independent Credit Union or whoever is the final lender.

Upon final review of plans and specs provided by Hayden Canyon Charter and their design team, approval and agreed-upon price, subcontract and payment agreement, Big Sky ID, Corp will commence scheduling and completing the site work as stated above.

Sincerely,


Jeremy Tripp, President

Accepted by:


Mike Vickery, Executive Director
Institute for Community
Date: 1-19-19

Joshua Dahlstrom, Board President
Hayden Canyon Charter
Date: _____

CUSTOMER: _____	JOB NAME: <u>Hayden Canyon Charter School Utilities</u>	DATE: <u>3/28/2019</u>
ADDRESS: _____	JOB ADDRESS: _____	CONTACT: <u>Glen Lanker</u>
CITY, ST, ZIP: _____	CITY, ST, ZIP: _____	PHONE/FAX: _____

Description	Unit	Qty	Unit Price	Total Amount
On-Site Water	LF	935.00	\$ 22.00	\$ 20,570.00
Off-Site Water	LF	2,633.00	\$ 38.00	\$ 100,054.00
Off-Site Water - Fire Hydrant	EA	1.00	\$ 6,500.00	\$ 6,500.00
Off-Site Curb and Gutter	LF	2,234.00	\$ 30.00	\$ 67,020.00
Off-Site Pressure Sewer	LF	4,111.00	\$ 17.00	\$ 69,887.00
Off-Site Pressure Sewer 48" Manhole Epoxy Coated	EA	2.00	\$ 4,000.00	\$ 8,000.00
Sewer Manholes - 48"	EA	2.00	\$ 2,700.00	\$ 5,400.00
On-Site Pressure Sewer Main, 4"	LF	920.00	\$ 17.00	\$ 15,640.00
On-Site Pressure Sewer Main, 8"	LF	422.00	\$ 22.00	\$ 9,284.00
Storm - Sidewalks (assumed SY)	SY	4,966.00	\$ 5.30	\$ 26,319.80
Storm - Road Asphalt (assumed SF)	SF	14,209.00	\$ 2.00	\$ 28,418.00
Storm - Parking Asphalt (assumed SF)	SF	50,602.00	\$ 1.50	\$ 75,903.00
Lift Station - Budget Only	LS	1.00	\$ 50,000.00	\$ 50,000.00
Mobilization	LS	1.00	\$ 20,000.00	\$ 20,000.00
Days requested to complete this work:				
INCLUDES:				
All labor, material, and equipment necessary to complete the work described above.				
EXCLUDES:				
Anything not explicitly listed as included.				
TOTAL BID PROPOSAL			\$	502,995.80

WE PROPOSE to furnish labor, materials and equipment to complete the work detailed above, for the sum of:	
Five Hundred Two Thousand Nine Hundred Ninety Five Dollars and Eight	\$ 502,995.80
(in words)	(in figures)
All material is guaranteed to be as specified. All work to be completed in a substantial workmanlike manner according to specifications submitted, per standard practices subject to changes necessitated by physical condition or acts of god. Any alteration or deviation from the above specifications involving extra costs will be executed upon written orders, and will become an extra charge over and above the estimate. The quote provided can only be guaranteed for 15 days. Should this proposal not be accepted within 15 days the price is subject to change.	
Authorized Signature: _____ Jermiah Tripp, President	Date: <u>3/28/2019</u>

ACCEPTANCE OF PROPOSAL: The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above. Cancellation policy: 10% charge after any costs incurred.	
Signature: _____	Date: _____
Printed Name/Title: _____	

Client Name:

Hayden Canyon Charter School
 c/o Joshua Dahlstrom
 jdahlstrom@haydencanyoncharter.org

Billing Contact #

208-477-1812

Billing Address

13782 N. Government Way
 Hayden, ID 83835

**PROPOSAL**

Date March 8, 2019

SE Project # S18-324

Hayden Canyon Charter School - Civil Construction Drawings

This estimate is for professional services for the topographic, civil and planning scope required for the civil engineering site construction drawings as provided for the Hayden Canyon Charter School in Hayden ID. Some of the items as illustrated below may not be necessary, e.g., client requested design meetings. This estimate includes providing the following services or preparing the documents noted below associated with the project.

- | | |
|--|----------|
| 1. Boundary / survey | |
| a. Topography survey | \$5,450 |
| (future school area, Agathos Ave, Government Way) | |
| 2. Lift Station site construction drawings | \$1,300 |
| a. Lift Station package design by RC Worst | |
| i. Electrical design to be contracted separately | |
| 3. Forcemain | |
| a. Lancaster Road | \$640 |
| b. Government Way and Agathos Ave | \$5,600 |
| 4. Civil engineering site design | \$10,000 |
| a. Site construction drawing concept – by Architect | |
| b. Erosion and sediment control construction drawings | |
| c. Grading construction drawings | |
| i. Site concept (interim and future) | |
| ii. Current proposed site | |
| d. Utility design construction drawings (water, sewer, storm) | |
| e. Detail sheets | |
| f. Stormwater and drainage report | |
| 5. Agathos Ave street design (1,200 feet) | \$4,400 |
| a. Concept full section improvement | |
| b. Completed plan and profile design for interim improvements | |
| 6. Geotechnical report – (under separate contract with Hayden Canyon Charter School) | |
| a. Recommended pavement section provided to Storhaug | |
| b. Recommended infiltration rate provided to Storhaug | |
| 7. Landscape architecture plan – not included | |
| a. Can be provided at Client request | |

Please sign
and return.

Signature: _____

Date: _____

Client Name:

Hayden Canyon Charter School
c/o Joshua Dahlstrom
jdahlstrom@haydencanyoncharter.org

Billing Contact #

208-477-1812

Billing Address

13782 N. Government Way
Hayden, ID 83835



PROPOSAL

Date **March 8, 2019**

SE Project # **S18-324**

8. Client requested design meetings - T & E (Budget)	\$300
9. Jurisdictional meetings – T & E (Budget)	\$300
Construction drawing preparation and design budget	<u>\$27,990</u>

See notes and assumptions – next page

Please sign
and return.

Signature: _____ **Date:** _____

Client Name:

Hayden Canyon Charter School
c/o Joshua Dahlstrom
jdahlstrom@haydencanyoncharter.org

Billing Contact #

208-477-1812

Billing Address

13782 N. Government Way
Hayden, ID 83835

**PROPOSAL**

Date March 8, 2019

SE Project # S18-324

Notes & Assumptions:

~ Civil: Storhaug Engineering assumes that no frontage improvements are required. Storhaug Engineering assumes that the drainage system will utilize drainage disposal via. infiltration with swales.

~ Survey: Location and elevation of existing features will be determined by field measurements with a resulting topographic map of requested area using an NAVD88 elevation datum, or assumed elevation. A local benchmark will be established on or near the site. Trees will not be located. Utilities will also be shown, based on above ground locations and/or information provided by the Client and/or utility companies. The possibility exists that insufficient space exists in Government Way right-of-way for the proposed water and sewer utility. Property lines will be shown from record information or information received from client. A record of survey is a separate scope than a design topographic survey and is not typically required for construction drawing development but is recommended.

~Any legal assistance will be provided by Client, e.g., easements, franchise rights, etc.

~ Planning Submittals: The local jurisdiction may require a trip generation letter with this development. Please ask for pricing and scope, if not already provided.

~ This proposal does NOT include site lighting or site electrical services (including field illumination, power, phone, and communications), natural gas service, design of structures (including retaining walls and enclosures), traffic studies, any construction services, or any other scope not listed above.

~ Services of a geotechnical engineer for soils investigations for design is recommended

~ Client is responsible for all inspection and permit fees

~ Client will be responsible for all reprographic fees. See next page for reimbursable expenses.

~ Work requested beyond the scope of work defined above will be considered "Extra Work" and will NOT be performed without your prior authorization and agreement to the additional fees.

~ During the course of our work, we may uncover / disclose facts that change the scope of our work. If this becomes the case with this project, we will notify you immediately of these facts, and provide an estimation of any additional fees, if necessary, required to complete this project.

Project to be billed on a "Percent Complete" basis.

CONTRACT SUBJECT TO STANDARD CONDITIONS OF CONTRACT AS ATTACHED.

Please sign
and return.

Signature: _____

Date: _____

Client Name:
Hayden Canyon Charter School
c/o Joshua Dahlstrom
jdahlstrom@haydencanyoncharter.org
Billing Contact #
208-477-1812
Billing Address
13782 N. Government Way
Hayden, ID 83835



PROPOSAL

Date **March 8, 2019**
SE Project # **S18-324**

STANDARD CONDITIONS of CONTRACT

STANDARD OF CARE: Services provided by Storhaug Engineering (SE) will be performed in a manner consistent with that degree of care and skill ordinarily exercised by members of the same profession currently practicing under similar circumstances. Storhaug Engineering makes no warranties, express or implied, under this Agreement or otherwise in connection with Storhaug Engineering's services.

TIMES OF PAYMENT: The unbilled portion of services will be invoiced on or about the 1st of the month following the month of which services are provided. Any payment not received by SE within said 30 days shall be considered delinquent. **CLIENT agrees to pay 1/3 of billing as invoiced at time of construction drawing submittal. Full payment shall be made prior to October 1st, 2019.** CLIENT agrees to pay monthly late charges on any delinquent payments at a rate of 1.5% per month for each month from the date of invoice. CLIENT agrees to pay for any and all attorney fees necessary to collect delinquent payments.

ADVERTISEMENTS, PERMITS, ACCESS, AND CONSENTS: CLIENT will pay, obtain, arrange for, furnish, and pay for advertisements for bid, permits and licenses required, review fees by regulatory agencies, land easements, and such approvals and consents from others necessary for SE services and/or project construction.

HEALTH AND SAFETY: SE shall not be responsible for the means, methods, techniques, sequences, precautions, or procedures used by CLIENT, contractors, sub consultants, or others to ensure the health and safety of CLIENT, contractors, sub consultants, or others.

OWNERSHIP OF DOCUMENTS: SE shall retain ownership of all instruments of professional services, whether in electronic media form or otherwise. CLIENT shall hold SE harmless for any claims, damages, losses and expenses including attorney's fees arising out of any unauthorized use of any instruments of service.

CHANGES IN SCOPE OF SERVICES: In the event changes in the Scope of Services are needed, CLIENT and SE shall, upon mutual agreement, execute a written amendment to this agreement.

REPROGRAPHICS: Any reproductions of documents which are requested by CLIENT or which are necessary for submittal to regulatory agencies shall be billed to CLIENT at cost plus 10%.

MILEAGE: Mileage expense for project related travel will be charged at the current IRS rate.

SUBCONSULTANTS: SE may use sub consultants (i.e. Professional Land Surveyor, Professional Biologist, Professional Landscape Architect etc.) to provide accessory services which Storhaug Engineering is not licensed to provide and as necessary for contract agreement.

ENTIRE AGREEMENT: This agreement, including its attachments and schedule, constitutes the entire agreement between CLIENT and SE. This agreement shall not be modified except by written documents signed by both parties.

Please sign
and return.

Signature: _____

Date: _____

**WRITTEN DECISION OF THE HAYDEN CITY COUNCIL
REGARDING FINAL PLANNED UNIT DEVELOPMENT #PUD 0007
A REQUEST BY
HAYDEN CANYON LAND, LLC TO AMEND THE FINAL PLANNED UNIT
DEVELOPMENT PLAN & CONDITIONS OF APPROVAL**

Application of Hayden Canyon Land, LLC, 1001 Chestnut Street, Suite 101, Philadelphia, PA 19107, the property owners of eight parcels of land annexed into the City of Hayden and within the Final Planned Unit Development, more particularly described below:

Legal Description:

PARCEL 1:

Government Lots 1 and 2 and the South $\frac{1}{2}$ of the Northeast $\frac{1}{4}$ and the North $\frac{1}{2}$ of the Southeast $\frac{1}{4}$, all within Section 1, Township 51 North, Range 4 West B.M., Kootenai County, Idaho;

Except any portion lying within road right-of-way

PARCEL 2:

The North $\frac{1}{2}$ of the Southwest $\frac{1}{4}$ of Section 1, Township 51 North, Range 4 West, B.M., Kootenai County, Idaho;

Excepting therefrom a strip of land approximately 45 feet in width along the West line of said North $\frac{1}{2}$ of the Southwest $\frac{1}{4}$ as was deeded to the State of Idaho by right-of-way deed recorded December 26, 1935, in Book 104 at Page 357.

Government Lots 3 and 4 and the South $\frac{1}{2}$ of the Northwest $\frac{1}{4}$ in Section 1, Township 51 North, Range 4 West, B.M., Kootenai County, Idaho;

Excepting therefrom a strip of land approximately 45 feet in width along the West lines of said Government Lot 4 and the South $\frac{1}{2}$ of the Northwest $\frac{1}{4}$ as was deeded to the State of Idaho by right-of-way deed recorded December 26, 1935, in Book 104 at Page 357

PARCEL 3:

Lot 2, Block 1, Christian Haven Estates, according to the Plat recorded in Book 1 of Plats, Page 330 Records of Kootenai County, Idaho.

Except any portion conveyed to Lakes Highway District by deed recorded June 7, 2011 as Instrument #2316082000.

PARCEL 4:

The Northwest $\frac{1}{4}$ of the Northwest $\frac{1}{4}$ of Section 12, Township 51 North Range 4 West, B.M., Kootenai County, Idaho;

Less and except any portion lying within road right-of-way

Further, any conditions not hereby modified shall remain in full force and effect.

Required Conditions of Approval:

In accordance with Hayden City Code 11-19-5(C), (D) & (E), it is the findings of the City Council that the requested final planned unit development plan and conditions of approval amendments be approved, subject to the below modifications and additional conditions to offset the impacts of the applicant's requested modifications, as follows:

4. With approval of the final plat for the first subdivision, the developer shall deed the land identified for use as a public park and other public facilities to the City of Hayden un-encumbered with easements, liens, mortgages, or deeds of trusts. No later than the final plat for the first subdivision, Owner shall deed the land identified for use as a public charter school (which may be part of a larger parcel) to the Institute for Community at Hayden Canyon, Inc., or another approved entity. For the avoidance of doubt, Owner may transfer the land identified for use as a public charter school (which may be part of a larger parcel) prior to the final plat for the first subdivision. Consistent with Additional Condition 8 of these PUD Conditions of Approval, the transferee who takes title to the school site shall provide the City with adequate documentation to the extent that the City is satisfied that the entity shall stay operational in perpetuity, that the intent of the code is still met, and the at the open space shall stay as open space in perpetuity. However, the transferee who takes title to the school site will not be treated as a "developer" under the MDA, and will not be required to submit the information contained in Section 11.2 of the MDA. At the time of the final plat of each subdivision, the developer shall transfer by deed to the applicable property owner's association the portion of the open space within such subdivision in accordance with the Master Open Space Preservation Agreement.

5. Consistent with the terms of the amended annexation agreement, the developer shall construct the park to meet the City's community park standard, with fields and facilities as identified on page 41 within Exhibit A-32 of the Final PUD application, with said improvements also to include playground facilities, landscaping, irrigation, lighting, fencing, drinking fountains, restroom facilities, and a minimum of 265 parking spaces; all of which will be consistent with the Hayden Parks & Recreation Strategic Plan or the current adopted plan at the time of development. Construction of all fields and facilities shall occur no later than concurrently with the development of the fourth sub-phase of the PUD, and shall be completed prior to any developer making application for any other preliminary plat within the PUD beyond the fourth sub-phase to be developed.

8. The developer shall establish one or more property owners' associations which collectively include all property owners within the development. Ownership, management and maintenance of all open space properties, commonly owned properties, green space, private street facilities (including lighting and other amenities), private sewer infrastructure, and buffers shall be the permanent responsibility of the property owners' association. Evidence of the establishment of the applicable property owners association shall be submitted with each preliminary plat application. In the event the developer desires to place any portion of common open space under the ownership of an entity other than the home owner's association, the developer shall provide the City with adequate documentation to the extent that the City is satisfied that the entity shall stay operational in perpetuity, that the intent of the code is still met, and the open space shall stay as open space in perpetuity. The legal instrument creating the property owners association and providing a mechanism for funding the perpetual maintenance shall be recorded with the County prior to the recordation of each final plat.

9. All required landscaping on both publicly owned land and property owned by the Property Owners Association is required to be irrigated and shall be maintained by and at the expense of the Property Owner's Association. The development agreement shall contain a provision that addresses

FINDINGS AND CONCLUSIONS APPROVED on the 23rd day of July 2019.

ATTEST:

Abbi Sanchez
Abbi Sanchez, City Clerk



CITY OF HAYDEN, IDAHO

By: Steven J. Griffiths
Steven J. Griffiths, Mayor

LEASE

between

Hayden Canyon Land, LLC, an Idaho limited liability company

(“Landlord”)

and

HAYDEN CANYON CHARTER SCHOOL, INC., an Idaho non-profit corporation

(“Tenant”)

[_____] , 2019

LEASE

Subject to the contingencies contained in Section 2.2, this Lease is made effective [_____], 2019 (“**Effective Date**”), by and between Hayden Canyon Land, LLC, an Idaho limited liability company (“**Landlord**”), and Hayden Canyon Charter School, Inc., an Idaho non-profit corporation (“**Tenant**”).

ARTICLE I DEFINITIONS

1.1 **Additional Rent.** All sums, including fees and charges, payable by Tenant to Landlord under this Lease, other than Annual Rent.

1.2 **Default.** Any act or omission that does or would, with the passage of time or otherwise, result in an Event of Default.

1.3 **Encumbrances.** Any mortgage, deed of trust, pledge, charge, hypothecation, security interest, attachment, encumbrance (including easements and rights of way), or other voluntary or involuntary lien or charge. The term “Encumbrances” includes materialman’s liens, mechanic’s liens, and similar statutory liens associated with the provision of goods or services.

1.4 **Environmental Laws.** All applicable federal, state, and local environmental, health, or safety statutes, laws, regulations, rules, and ordinances (whether now existing or hereafter enacted or promulgated), and all applicable judicial, administrative, and regulatory decrees, judgments, and orders, including common law rulings and determinations, relating to injury to, or the protection of, human health or the environment—including all requirements pertaining to reporting, licensing, permitting, investigation, remediation, and removal of emissions, discharges, releases, or threatened releases of Hazardous Substances into the environment, or relating to the manufacture, processing, distribution, use, treatment, storage, disposal, transport, or handling of Hazardous Substances.

1.5 **Expiration Date.** The Expiration Date is the fifth anniversary of the Effective Date, or as may otherwise be extended by mutual written agreement of the parties.

1.6 **Event of Default.** Any of the events described in Article XV of this Lease.

1.7 **Default Interest Rate.** The rate of five percent (5%) per annum above the “prime” or “reference” or “base” rate (on a per annum basis) of interest publicly announced as such, from time to time, by the JPMorgan Chase Bank, NA, or its successor.

1.8 **Governing Entities.** Any government, authority, department, commission, court, arbitrator, board, bureau, agency, unit, or instrumentality having jurisdiction over the Premises. The term “Governing Entities” includes the United States of America; the State of Idaho; the County of Kootenai; and the City of Hayden, Idaho.

1.9 **Hazardous Substance.** Any substance (a) the presence of which requires notification, removal, or remediation under any Environmental Law; (b) that is or becomes classified as a “hazardous waste,” “hazardous material,” “hazardous substance,” or similar designation under any present or future Environmental Law, or amendments thereto—including the Comprehensive Environmental Response, Compensation and Liability Act (42 U.S.C. § 9601, et seq.) and any applicable local statutes and the regulations promulgated thereunder; that is toxic, explosive, corrosive, flammable, infectious, radioactive, carcinogenic, or otherwise hazardous and that is or becomes regulated pursuant to any Environmental Law; or without limitation, that contains gasoline, diesel fuel, or other petroleum products, asbestos, or polychlorinated biphenyls.

1.10 **Insurance Premiums.** All insurance premiums paid by Landlord and/or Tenant for policies applicable to the Premises. The term “Insurance Premiums” includes insurance premiums for full replacement value multi-peril extended coverage, liability, and loss of rents insurance as Landlord deems to be necessary or appropriate, and any other insurance coverage (which may include any direct physical loss or multi-peril endorsement) that Landlord or Landlord’s lender deems necessary or appropriate.

1.11 **Landlord.** Hayden Canyon Land, LLC, an Idaho limited liability company.

1.12 **Lease.** This Lease.

1.13 **Permitees.** Employees, agents, representatives, guests, customers, and invitees of Tenant.

1.14 **Premises.** The Premises shall consist of the real property more particularly described on Exhibit “A” attached hereto and incorporated herein by this reference.

1.15 **Real Property Taxes & Assessments.** All real estate taxes, levies, and current installments of assessments, whether special or general—including any assessments by road improvement districts, water improvement districts, or local improvement districts; utility installation, hook-up, tie-in, or similar charges, and any subsequent increase in any such taxes, levies, or assessments imposed for any reason. The term “Real Property Taxes & Assessments,” shall not include (i) federal or state income tax calculated on Rent, (ii) any one-time transfer tax (as opposed to an increase) which may be levied or assessed against Landlord or (iii) any business and occupation tax assessed against the Landlord; provided however, that should the federal government, State of Idaho, Kootenai County, the City of Hayden, Idaho, or any other political subdivision impose a gross or net rent tax, or any other similar tax, Tenant shall be responsible for the payment thereof.

1.16 **Rent.** Annual Rent and Additional Rent.

1.17 **Rules of Governing Entities.** Any laws, statutes, regulations, rules, ordinances, orders, and other lawful requirements of any Governing Entity. The term “Rules of Governing Entities” includes Environmental Laws, the Americans With Disabilities Act, and rules promulgated by the Occupational Safety & Health Administration. The term

“Rules of Governing Entities” also includes any rules or regulations governing the occupancy or use of the Premises that may be required by law.

1.18 **Tenant.** HAYDEN CANYON CHARTER SCHOOL, INC., an Idaho non-profit corporation.

1.19 **Term.** The Term set forth in Article IV of this Lease.

ARTICLE II LEASE AND LEASE CONTINGENCIES

2.1 **Lease.** Landlord leases to Tenant, and Tenant leases from Landlord, the Premises, subject to the contingencies in this Article II and all other the provisions of this Lease. Unless otherwise provided in this Lease, Tenant, having ascertained the physical condition of the Premises from a careful and complete inspection thereof, accepts the Premises in their present condition, without any representations of warranties, and subject to any facts that a personal inspection might reveal.

2.2 **Lease Contingencies.** The effectiveness of this Lease is subject to the occurrence of each of the following:

2.2.1 **City of Hayden Approval.** The Premises are part of a master planned community known as Hayden Canyon, and the Premises are subject to the Final Development Plan for Hayden Canyon (“**PUD**”), the Master Development Agreement recorded on April 9, 2014 (“**MDA**”), the approved Preliminary Subdivision Application (“**Phase 1A Preliminary Plat**”), the Hayden Canyon Annexation Agreement recorded January 30, 2009 (“**Annexation Agreement**”), the Written Decision of Hayden City Council re: Case No. PUD-0001 (Hayden Canyon Planned Unit Development) (“**PUD Conditions of Approval**”), and the Hayden Canyon Subdivision SUB-007 Phase 1A Conditions of Approval (“**Phase 1A Conditions of Approval**”). Each of the PUD, MDA, Phase 1A Preliminary Plat, Annexation Agreement, PUD Conditions of Approval and the Phase 1A Conditions of Approval, as they may be amended from time to time, are collectively referred to as the “**Entitlements**.” The existing Entitlements contemplate development of the Premises concurrently with the development of Phase 1D, and the existing Entitlements do not permit the early transfer of the Premises or the early development of the Premises for use as a school. Landlord is currently seeking an amendment to the Entitlements that, among other things, would permit the Premises to be developed earlier than Phase 1D and to permit Landlord to transfer the Premises earlier than the time of the final plat of Phase 1A (“**Amendment to the Entitlements**”). If the City does not approve the Amendment to the Entitlements in a manner that, as determined in the discretion of the Landlord, permits the lease of the Premises to Tenant and the early development of the Premises, this Lease shall be terminable by either party without penalty by giving written notice of such termination to the other party, with such termination to be effective on the date stated in the termination notice.

2.2.2 **Lender Approval.** The Premises are subject to a Mortgage, Assignment of Rents, and Security Agreement (“**Mortgage**”). The lender under such Mortgage

(“**Lender**”) must approve this Lease, the transfer of the Premises, and the release of the Premises from the encumbrance of the Mortgage (collectively, the “**Lender Approvals**”). If the Lender Approvals are not obtained, this Lease shall be terminable by either party without penalty by giving written notice of such termination to the other party, with such termination to be effective on the date stated in the termination notice.

2.3 Performance Bond/Letter of Credit. Prior to Tenant performing any construction, infrastructure or other development work on the Premises (“**Work**”), Tenant shall submit construction drawings to Landlord for Landlord’s prior review and approval. To guarantee that the work is completed lien-free, Tenant shall provide financial assurances to Landlord through the posting of an adequate performance or warranty bond, an adequate letter of credit, or some other similar adequate mechanism acceptable to Landlord that will serve to prevent financial harm or disadvantage to Landlord and guarantee that Tenant can cause Tenant’s obligations to be fulfilled in the event of the bankruptcy or insolvency of Tenant, Tenant’s failure to fulfill its obligations, or in the event development of the Premises is not completed at the cost or on the time schedule contemplated by Tenant. Any bond, letter of credit, or other assurance mechanism provided by Tenant pursuant to this Section 2.3 shall be equal to one hundred twenty-five percent (125%) of the estimated cost of the Work, such estimate to be provided by a reputable engineer or contractor. Any bond, letter of credit, or other assurance mechanism provided by Tenant pursuant to this Section 2.3 shall remain in place until all of Tenant’s construction-related obligations related to the Work are completed, all persons performing labor upon or furnishing materials in connection with the work have been paid in full, and all such persons have executed enforceable lien waivers as determined by Landlord in its reasonable discretion. Any bonding or surety company or other financial institution used by Tenant to satisfy its obligation under this Section 2.3 shall be licensed in Idaho and be subject to the prior written approval of Landlord. Any and all Work shall be constructed: (i) at Tenant’s sole cost; (ii) in conformance with applicable building codes and all other necessary or advisable permits and licenses, copies of which shall be furnished to Landlord before work commences, and any other Rules of Governing Entities; and (iii) in a good and workmanlike manner and diligently prosecuted to completion. Any work not acceptable to any governmental entity shall be promptly replaced and corrected at Tenant’s expense. Notwithstanding any failure to object to any such Work, Landlord shall have no responsibility or liability with respect thereto. Without limiting the generality of Section 12.3, if Tenant does not comply with Tenant’s obligations under this Section 2.3, Landlord may terminate this Lease immediately upon notice to Tenant.

2.4 Development Agreement. If this lease is assigned by Landlord in connection with a transfer in the ownership of the Premises, and Tenant desires to perform Work which will involve construction, alteration, repair or any other improvement of property owned by Hayden Canyon Land, LLC, Tenant must enter into an Agreement with Hayden Canyon Land, LLC containing substantially the same terms as are contained in Section 2.3 of this Lease on the effective date of the Lease and such other terms as may be required to protect Hayden Canyon Land, LLC from mechanics liens and other risk to its property. Any such agreement will also require Tenant to carry insurance substantially similar to the insurance required under Article VIII. Hayden Canyon Land, LLC is an intended third-party beneficiary of this Section 2.4.

2.5 **Disclaimer.** Tenant understands and agrees that Landlord is not making and has not at any time made any warranties or representations of any kind or character, expressed or implied, with respect to the Premises. Tenant acknowledges and agrees that Tenant will lease the Premises in their “as is, where is, with all faults” condition. Tenant represents to Landlord that purchaser has conducted such investigations of the Premises, including but not limited to, the physical and environmental conditions thereof, as Tenant deems necessary to satisfy itself as to the condition of the Premises, and Tenant will rely solely upon its own inspections and not upon any information provided by or on behalf of Landlord or its agents or employees with respect to the Premises. In addition, Tenant expressly acknowledges and agrees that Landlord is not representing or warranting that anything can be accomplished through Tenant’s or Landlord’s efforts with regard to any governmental permits, approvals, consents, authorizations, variances, waivers, licenses, government incentives, and certificates from the applicable governmental and quasi-governmental authorities necessary for Tenant’s intended development and operations on the Premises (collectively, “**Governmental Approvals**”). Landlord is not representing that Tenant will be able to open a school or begin operations for its intended use by any particular deadline, and Tenant assumes all risk of meeting any such deadlines.

2.6 **Limitation of Liability.** Without in any way limiting the generality of the preceding Section 2.5, Tenant specifically acknowledges and agrees that Tenant hereby waives, releases and discharges any claim Tenant has, might have had or may have against Landlord or Landlord’s officers, directors members, managers, employees, and agents with respect to any failure of Tenant to obtain its desired Governmental Approvals or the failure of Tenant to open a school or begin operations for its intended use by any particular deadline. Tenant further agrees, represents and warrants that the waivers, indemnifications and releases in this Lease have been negotiated and agreed upon and are material and included as a material portion of the consideration given to Landlord by Tenant in exchange for and as a material inducement to Landlord’s willingness to enter into this Lease.

ARTICLE III BOUNDARIES; ACCESS; SECURITY

3.1 **All Improvements the Responsibility of Tenant.** Tenant acknowledges that the Premises are delivered to Tenant in an “AS IS” condition as described in more detail in Section 2.5, with all future improvements to be performed at the sole cost and expense of Tenant, in accordance with Section 2.3 and Section 2.4.

3.2 **Boundaries.** The exact boundaries of the Premises are subject to review and approval of the City of Hayden as part of the Entitlements. If the City of Hayden approves different boundaries for the Premises, the parties shall use their commercially reasonable efforts to amend this Lease to update the legal description of the boundaries of the Premises.

3.3 **Access.** Access to the Premises shall be provided by the existing unpaved driveway from Government Way (“**Driveway**”). Tenant may not expand or alter the existing Driveway other than in compliance with the requirements of Section 2.3 and Section 2.4.

Tenant may not access the Premises from any other location. Tenant shall not (a) unreasonably interfere with or unreasonably obstruct the Driveway, or (b) suffer or permit anyone claiming by, through or under Tenant to unreasonably interfere with or to unreasonably obstruct, the use and enjoyment of the Driveway by Landlord. The Driveway shall remain open and unobstructed for access and use by Landlord. No fence, walls, gates, or barriers of any nature will be erected or maintained on any portion of the Driveway except as specifically approved by Landlord in writing. The Driveway shall only be used by a party entitled to use the Driveway for the purposes for which the Driveway is intended and designed. If any repairs or improvements to the Driveway are necessitated by an act or omission of Tenant or of anyone claiming by, through or under Tenant, then such repair or improvement shall be undertaken by Tenant, at Tenant's sole cost and expense, within a reasonable period of time. If this lease is assigned by Landlord in connection with a transfer in the ownership of the Premises, Tenant must enter into an Agreement with Hayden Canyon Land, LLC containing substantially the same terms as are contained in this Section 3.3 on the effective date of the Lease. Hayden Canyon Land, LLC is an intended third party beneficiary of this Section 2.4.

3.4 **Security.** Tenant shall be responsible, at Tenant's sole cost, for ensuring that all appropriate security measures are in place for Tenant's intended use of the Premises in compliance with the Rules of Governing Entities.

ARTICLE IV TERM OF LEASE

4.1 **Term.** The Term of this Lease shall be a period of five (5) years beginning on the Effective Date and expiring on the Expiration Date, unless sooner terminated as provided in this Lease.

ARTICLE V ANNUAL RENT

5.1 **Annual Rent.** Tenant shall pay to Landlord annual rent of One Dollar (\$1.00) per year.

5.2 **Additional Rent.** All costs, expenses, and other charges which the Tenant assumes or agrees to pay pursuant to this Lease shall be deemed to be and shall be Additional Rent, and in the event of non-payment, Landlord shall have the rights and remedies herein provided for in the event of non-payment. Unless a different time period is specifically required in this Lease, all amounts of Additional Rent shall be due to Landlord within ten (10) days of receipt by Tenant of an invoice for such amount of Additional Rent from Landlord.

5.3 **Late Fee.** Tenant acknowledges that late payment by Tenant to Landlord of any sums due under this Lease will cause Landlord to incur costs not contemplated by this Lease— including processing and accounting charges, and late charges that may be imposed on Landlord. As a fair and reasonable estimate of the costs that Landlord will incur by reason of late payment by Tenant, Tenant agrees to pay Landlord a late fee of ten percent (10%) of the overdue amount on all amounts not paid by Tenant to Landlord on or before their due

dates.

5.4 Security Deposits. None.

**ARTICLE VI
PERMITTED USES**

Tenant may use the Premises for the following permitted uses only: construction, maintenance, and operation of the Hayden Canyon Charter School so long as Hayden Canyon Charter School is a public charter school in good standing with and authorized by the Idaho Public Charter School Commission. Tenant shall not use the Premises for any other purpose without the prior written consent of Landlord. Landlord may, in Landlord's sole discretion, withhold consent to any proposed use. Tenant agrees that, to the extent permitted by law, it will accommodate students and potential students from within the Hayden Canyon neighborhood development through the establishment of a compact and contiguous primary attendance area and by any other permissible means.

**ARTICLE VII
SERVICES AND UTILITIES**

Tenant shall, at its sole cost and expense, obtain and maintain during the Term all water, gas, heat, light, power, sewer, cable, telephone, and all other services and utilities desired by Tenant which are to be supplied to the Premises, and shall be responsible for the payment of all charges due as a result of such services, together with any taxes thereon. Landlord makes no representation that any such services and utilities are available at the Premises. Tenant shall be responsible for bringing all required or desired services and utilities to the Premises in accordance with the requirements of this Lease. Except as directly caused by Landlord's gross negligence or intentional misconduct, Landlord shall not be liable to Tenant for any interruption of utility services—and Tenant shall not be entitled to any rent abatement or other remedy for such interruption.

**ARTICLE VIII
INSURANCE**

The Tenant shall maintain the following insurance policies during the Term of this Lease.

8.1 Liability Insurance. Tenant shall, at its sole cost and expense, obtain and maintain during the Term a policy of comprehensive or commercial general liability insurance with a combined single liability limit of not less than Five Million Dollars (\$5,000,000.00) per occurrence naming as additional insureds Landlord and Landlord's lender, and such other persons or entities having an insurable interest in the structures or the Premises as Landlord may designate. The amount of such liability insurance coverage shall be subject to increase at the commencement of each policy period by such reasonable amount as the Landlord may request in writing for the purpose of reflecting increases in generally prevailing coverages for similar properties, similarly situated, based upon the

written advice of an independent insurance broker. Notwithstanding the foregoing, the limit of any such insurance shall not limit the liability of Tenant under this Lease.

8.2 Property Insurance. Tenant shall, at its sole cost and expense, obtain and maintain during the Term fire and extended coverage insurance in the amount of the greater of (a) Five Million Dollars (\$5,000,000.00) or (b) an amount equal to the full replacement value of any and all improvements and appurtenances located on the Premises, and all of Tenant's fixtures, signs, equipment, and other personal property located in, on, or about the Premises.

8.3 Worker's Compensation Insurance. Tenant shall, at its sole cost and expense, obtain and maintain during the Term worker's compensation insurance and other forms of insurance as may from time to time be required by law or may otherwise be necessary to protect Landlord from claims of any person who may at any time work in the Premises at Tenant's request.

8.4 Insurance Policies. All insurance to be obtained or maintained by Tenant under this Lease shall be provided by companies rated A and A+ or better in "Best's Insurance Report," or in the event Best's Insurance Report is no longer published, any comparable rating in any similar guide selected by Landlord. All such insurance policies shall be issued by insurance companies authorized to do business in the state of Idaho. All such insurance policies shall contain an endorsement requiring thirty (30) days' written notice from the insurance company to Tenant, Landlord, and Landlord's lender before cancellation, non-renewal, or change in the coverage, scope, or amount of any policy, and (ii) be written as primary policies, not contributing with and not supplemental to the coverage that Landlord may carry. Upon the Effective Date, Tenant shall provide Landlord with a copy of, or certificate of, each policy required to be obtained or maintained by Tenant under this Lease. Not less than twenty (20) days before the expiration of any such policy, Tenant shall provide Landlord with a copy of, or certificate of, a renewal policy. Landlord makes no representations that the types or amounts of coverage required to be carried by Tenant under this Lease are adequate to protect Tenant or its properties.

8.5 Waiver of Subrogation. Landlord and Tenant mutually release the other from any and all liability or responsibility (to the other or anyone claiming through or under them by way of subrogation or otherwise) for any loss or damage to property covered by the insurance policies as required to be carried by the parties under this Lease or any other insurance actually carried by such party, and do hereby mutually waive all rights of subrogation in favor of any insurance carrier against the other arising out of any such loss or damage. Notwithstanding the foregoing waiver, Tenant shall be obligated to reimburse Landlord for any insurance deductible payable by Landlord, up to a maximum amount of Twenty Five Thousand Dollars (\$25,000.00) per occurrence.

ARTICLE IX ENVIRONMENTAL CONSIDERATIONS

9.1 **Hazardous Substances.** Tenant will not cause or permit any activities on the Premises which directly or indirectly could result in the Premises, any part of the Premises, or any other property becoming contaminated with any Hazardous Substance. Tenant shall at all times be in compliance with all Environmental Laws.

9.2 **Additional Obligations.** Tenant shall promptly notify Landlord in writing if Tenant has, or acquires, notice or knowledge that any Hazardous Substance has been, or is threatened to be, released, discharged, or disposed of, on, in, under, or from the Premises. Tenant shall immediately take such action as is necessary to report to governmental agencies as required by applicable law and to detain the spread of and remove, to the satisfaction of Landlord and all Governing Entities, any Hazardous Substances released, discharged, or disposed of, as the result of or in any way connected with Tenant's activities on the Premises. Tenant shall immediately notify Landlord and provide copies upon receipt of all written complaints, claims, citations, demands, inquiries, reports, or notices relating to the condition of the Premises or compliance with Environmental Laws. Tenant shall promptly cure and have dismissed with prejudice any such actions or proceedings in any way connected with Tenant's activities on the Premises, to the reasonable satisfaction of Landlord, and Tenant shall keep the Premises free of any Encumbrance imposed pursuant to any Environmental Law.

9.3 **Environmental Audits.** Landlord shall have the right at all reasonable times, and from time to time, to conduct environmental audits of the Premises (including sampling, testing, monitoring, and accessing environmental records required by applicable laws) by a consultant of Landlord's choosing, and Tenant shall cooperate with the conduct of such audits.

9.4 **Indemnification.** Tenant shall indemnify, defend, and hold Landlord harmless from all claims, damages, expenses (including attorney fees), arising directly or indirectly in connection with any activities by Tenant or its permittees during Tenant's possession or control of the Premises, or any other property becoming contaminated with a Hazardous Substance, including, without limitation, the cleanup of Hazardous Substances from the Premises. Tenant specifically acknowledges that its obligations under this Section are unconditional and shall survive and continue in effect after the termination of this Lease or the transfer of the Premises, or the right to possession thereof, voluntarily or involuntarily, to the Landlord or others.

ARTICLE X OBLIGATIONS OF TENANT

10.1 **Compliance with Rules of Governing Entities.** Tenant shall at all times, and at its sole expense, keep the Premises in accordance with all Rules of Governing Entities. Tenant shall promptly notify Landlord in writing if Tenant has, or acquires, notice or knowledge of its violation or alleged violation of any Rules of Governing Entities. Tenant shall immediately notify Landlord and provide copies upon receipt of all written complaints, claims, citations, demands, inquiries, reports, or notices relating to Tenant's compliance with Rules of Governing Entities. Tenant shall promptly cure any such violations and have dismissed with prejudice any such actions or proceedings in any way connected with

Tenant's activities on the Premises, to the reasonable satisfaction of Landlord, and Tenant shall keep the Premises free of any Encumbrance imposed pursuant to any Rules of Governing Entities.

10.2 **No Waste, Nuisance.** Tenant shall not permit any waste of the Premises and shall not permit the Premises to be used for any unlawful purpose or which in any way may be or become a nuisance.

10.3 **Maintenance.** Tenant shall keep the Premises and service areas adjacent to the Premises clean and free from rubbish, direct, and any unlawful structures, and Tenant shall store trash and garbage within the Premises and arrange for regular pickup of such trash and garbage at its sole cost and expense. Tenant shall also, at its sole cost and expense, keep and maintain the Premises in a neat, clean, and sanitary condition, including maintenance of the landscape, in a first-class state of repair, including without limitation all heating equipment, all electrical wiring and fixtures, all plumbing and sewage facilities, and all windows, overhead doors, and pedestrian doors within or attached to the building(s) which are constructed on the Premises. On the Expiration Date, or earlier upon termination of this Lease, Tenant shall deliver possession of the Premises to Landlord, and Tenant covenants and agrees that at the time of said surrender of possession, the Premises will be in the best physical condition in which they were at any time during the Term.

10.4 **Real Property Taxes and Assessments.** Tenant shall pay, or cause to be paid before delinquency, any and all Real Property Taxes & Assessments levied or assessed and which become payable during the Term for the Premises and upon all of Tenant's leasehold improvements, equipment, furniture, fixtures, any other personal property located on the Premises, or in connection with Tenant's business activities. If the Premises are taxed as part of a larger parcel, Tenant shall be responsible for the Premises proportionate share of the Real Property Taxes and Assessments, including any taxes payable due to a change in use of the Premises based on this Lease or Tenant's use. All Real Property Taxes & Assessments shall be prorated from the Effective Date to the date of termination of this Lease. Each year Landlord shall furnish Tenant with a copy of the tax bill. Tenant shall pay Landlord for the Real Property Taxes, semi-annually not later than 10 days after Tenant's receipt of Landlord's invoice. The Real Property Taxes shall be prorated on the basis of a 365-day year to account for any fractional portion of a calendar year included in the Term at its commencement and expiration.

10.5 **Landlord Access.** Tenant shall allow Landlord free access to the Premises at all reasonable times for the purposes of inspection of the Premises. This right of access shall not constitute or be construed as an agreement on the part of Landlord to make any repairs which Tenant is required to make, or to make any additions or alterations to the Premises.

10.6 **Encumbrances.** Tenant will not at any time permit any Encumbrances to stand against the Premises, Tenant's leasehold interest in any of the foregoing, or any property located at the Premises that could reasonably be deemed to be, or become, a fixture—including any Encumbrance for any labor or material furnished, or claimed to have been

furnished, to or at the request of Tenant. Tenant agrees to pay when due all sums of money for any labor, services, materials, supplies, or equipment alleged to have been furnished or to be furnished to or for Tenant in, upon, or about the Premises, which may be secured by any mechanic's or materialman's liens. Tenant will cause any such liens to be fully discharged and released at the time the performance of any obligation secured by any such lien matures or becomes due. Notwithstanding the foregoing, Tenant shall have the right to contest the validity or amount of any such Encumbrance, upon giving Landlord, at Tenant's sole cost and expense, a lien release bond, in a form and from a surety satisfactory to Landlord, in an amount equal to one and one-half (1½) times the amount of the Encumbrance. Tenant's right to contest such Encumbrances, however, shall not extend beyond the point where Landlord's title to the Premises and/or Landlord's ability to finance or refinance its interest therein, could in Landlord's sole discretion be impaired or lost.

10.7 Assignment and Subletting.

(a) **Consent Required.** Tenant shall not assign this Lease, or any interest therein, or sublet the Premises, or any part thereof, or allow, permit, or suffer any other entity to use or occupy any part of the Premises, without the prior written consent of Landlord. Any transfer of this Lease from the Tenant by merger, consolidation, liquidation, Encumbrance, or operation of law shall constitute an assignment for purposes of this Section.

(b) **Request for Consent.** If at any time Tenant desires to assign this Lease or sublet the Premises, in whole or in part, Tenant shall submit a written request to Landlord, including with the request the identification of the proposed assignee or subtenant, a history of its prior operations, a description of its proposed operations, financial statements for the current and two prior fiscal years, together with copies of the current and two prior fiscal years federal income tax returns, a statement of the terms upon which the assignment or the subletting is proposed to be made, and a fee of Five Hundred Dollars (\$500.00). Tenant will promptly, on request, submit to Landlord such further reasonable documentation relative to the proposed assignment or sublease as Landlord may request.

(c) **Reimbursement of Costs.** Tenant will reimburse Landlord for all costs and expenses reasonably incurred by the Landlord in evaluating the proposed assignment or sublease, including attorney fees and the costs of administrative services.

(d) **Withholding Consent.** Landlord may, at Landlord's sole option, withhold its consent to any request to assign this Lease or sublet the Premises for any reason or no reason.

(e) **Conditions of Consent.** If consent to an assignment or subletting is granted, it may be granted on such reasonable conditions as Landlord may deem appropriate in light of all the circumstances, including the proposed use by the assignee or subtenant, and any change in conditions since the Effective Date. These conditions may include a reasonable

additional charge for administrative services of Landlord incident to the transaction. If consent is once given by Landlord to the assignment of this Lease or any interest therein, Landlord shall not be barred from afterwards refusing to consent to any subsequent, further assignment. Without limiting the generality of the foregoing, Tenant acknowledges that Landlord's consent may be conditioned upon an amendment to this Lease requiring increased Rent or Additional Rent to ensure that Landlord will receive a fair market rental for the Premises.

(f) **Assignee or Subtenant Bound.** Any assignee or subtenant shall be subject to all of the terms and conditions of this Lease, including those terms and conditions applicable to permitted use, assignment, and subletting. The assignment or sublease may be canceled or terminated, but not otherwise modified, without the prior consent of Landlord. In the event of such termination, Landlord shall be promptly notified of the cancellation or termination and provided with copies of all documents incident thereto within ten (10) days.

(g) **Tenant Remains Obligated.** No assignment or subletting shall, to any extent, impair, limit, or qualify the continuing obligation of Tenant to perform all of the obligations of the Tenant under this Lease, all the same as if the assignment or subletting had not taken place.

(h) **Joint Liability.** In the event of any Default, Tenant and the assignee or subtenant shall be jointly and severally obligated to Landlord to remedy the Default and to pay any damages that Landlord may sustain on account of such Default.

(i) **Failure to Comply.** Any purported assignment or subletting without full compliance with this Section shall constitute a Default and shall vest no rights in the purported assignee or subtenant.

(j) **Assignment by Landlord.** In connection with a transfer of ownership of the Premises, Landlord may assign its interest in the Lease to the transferee without notification to Tenant.

10.8 **Subordination.** This Lease is subordinate to the lien of any ground lease, mortgage, or deed of trust, to any bank, insurance company, or other lending institution, requesting such subordination now or hereafter enforced against the Premises, and to all advances made or hereafter to be made upon the security thereof. Tenant agrees that the lenders holding any such security device shall have no duty, liability, or obligation to perform any of the obligations of Landlord pursuant to this Lease, but that in the event of Landlord's default with respect to such obligation, Tenant will give any lender whose name and address have been furnished Tenant, in writing, notice of such default. In the event any proceedings are brought for foreclosure, or in the event of the exercise of the power of sale under any mortgage or deed of trust made by Landlord covering the Premises, Tenant shall attorn to the purchaser upon any such foreclosure or sale and recognize such purchaser as the Landlord under this Lease. The provisions of this Section shall be effective without the execution of any documents; provided, however, that upon the written request of Landlord or

its lender, Tenant will execute such further writings as may reasonably be required to document separately such subordination and attornment. Tenant agrees that if a lender shall succeed to the interest of Landlord under this Lease, neither the lender nor its successors or assigns shall be liable for any prior act or omission of Landlord; subject to any claims, offsets, credits, or defenses that Tenant might have against any prior landlord (including Landlord); or bound by any assignment (except as otherwise expressly permitted hereunder), surrender, release, waiver, amendment, or modification of the Lease made without such lender's prior written consent; or obligated to make any payment to Tenant or liable for refund of all or any part of any security deposit or other deposit or charge.

10.9 Statements by Tenant. Tenant agrees at any time, and from time to time, upon not less than ten (10) days' prior request by Landlord, to execute, acknowledge, and deliver to Landlord a statement in writing certifying that this Lease is unmodified and in full force and effect (or if there have been modifications that the same is in full force and effect as modified and stating the modifications), the dates to which the Annual Rent and Additional Rent, have been paid in advance, if any, and any other information a prospective purchaser or mortgagee may request. Any such statement delivered pursuant to this Section may be relied upon by any prospective purchaser or mortgagee.

In the event Tenant fails to provide such written statement within the ten (10) day period, Landlord (in addition to any other remedies available at law or in equity) shall be entitled to recover from Tenant a nuisance penalty of One Hundred Dollars (\$100.00) per day past the expiration of such ten (10) day period, together with interest thereon at the Default Interest Rate.

ARTICLE XI GENERAL OBLIGATIONS

So long as Tenant is not in Default, Tenant's possession of the Premises will not be disturbed by Landlord or anyone claiming by, through, or under Landlord.

11.1 Damage to Premises.

(a) If any portion of the Premises are damaged or destroyed by acts of war, the elements (including earthquake), or such to such an extent as to render the Premises untenable in whole or in substantial part, the Landlord shall have the right to declare this Lease terminated.

(b) If any portion of the Premises is damaged or destroyed by fire or other casualty, Tenant shall give immediate notice thereof to Landlord. Landlord may elect to terminate this Lease.

(c) If the Lease is terminated by reason of damage or destruction, any insurance proceeds for damage to the Premises shall belong to Landlord, free and clear of any claims by Tenant, and any insurance proceeds for damage to Tenant's leasehold improvements, shall belong to Tenant, free and clear of any claims by Landlord.

11.2 **Condemnation.**

(a) If the whole or substantially the whole of any building or Premises shall be condemned or taken in any manner for public or quasi-public use or purpose, including any purchase or other acquisition in lieu of condemnation, this Lease shall terminate as of the date of taking of possession by the Condemnor. If a portion of the Premises or the building they are located in is condemned or conveyed in lieu thereof (whether or not the Premises are affected), Landlord may, by notice to Tenant, terminate this Lease as of the date of the taking of possession for such use or purpose.

(b) Landlord shall be entitled to receive the entire award in any condemnation proceeding, including any award for the value of any unexpired Term, and Tenant shall have no claim against Landlord or against the proceeds of the condemnation (and Tenant shall also execute and deliver to Landlord such documents, in recordable form, as Landlord may require to confirm the same), except that Tenant shall have the right to claim and recover from the condemning authority compensation for Tenant's moving expenses, business interruption, or taking of Tenant's personal property (not including Tenant's leasehold interest); provided that such damages may be claimed only if they are separately awarded and do not reduce the damages recoverable by Landlord.

11.3 **Indemnification.** Tenant shall indemnify, defend and hold Landlord harmless from and against any and all claims, demands, liabilities, and/or obligations, including reasonable attorneys fees and court costs, related to Tenant's use of the Premises or from the conduct of its business or from any activity, work, or other thing done, permitted, or suffered by Tenant in or about the Premises. Tenant shall further indemnify, defend and hold Landlord harmless from and against any and all claims, demands, liabilities, and/or obligations, including reasonable attorneys fees and court costs, arising from any Default, or arising from any act or negligence of Tenant or its agents, employees, guests, invitees, and permittees, and from all costs, attorney fees, and liabilities incurred in or about the defense of any such claim or any action or proceeding to be brought thereon. Tenant, upon notice from Landlord, shall defend the same at Tenant's expense by counsel reasonably satisfactory to Landlord. Tenant, as a material part of the consideration to Landlord, hereby assumes all risk of damage to property or injury to persons in, upon, or about Premises, from any cause other than Landlord's reckless or intentional misconduct; and Tenant hereby releases and waives all claims in respect thereof against Landlord. Tenant shall give prompt notice to Landlord in case of casualty or accidents in or about the Premises.

11.4 **Default by Tenant.** The occurrence of any of the following shall constitute an Event of Default:

(a) **Monetary Default.** Tenant fails to pay any amount due under this Lease.

(b) **Other Specified Defaults.** Tenant fails to observe or perform any of the provisions contained in Article VIII ("**Insurance**"), Article IX ("**Environmental**

Considerations”), Section 10.8 (“**Assignment and Subletting**”), or Section 11.4(d) (“**Abandonment or Vacation**”) of this Lease.

(c) **Other Non-Monetary Defaults.** Tenant fails to observe or perform any of the other provisions contained in this Lease, and fails to remedy the same to Landlord’s satisfaction within ten (10) days of the date of any notice from Landlord alleging any such failure.

(d) **Abandonment or Vacation.** Tenant abandons or vacates the Premises (which shall be construed to mean Tenant shall not have conducted its business in the Premises for a period of time exceeding thirty (30) days).

(e) **Insolvency.** A general assignment by Tenant for the benefit of its creditors; any voluntary or involuntary filing, petition, or application by Tenant under any law relating to insolvency or bankruptcy, whether for a declaration of bankruptcy, a reorganization, an arrangement, or otherwise; the appointment of a trustee or receiver to take possession of all or substantially all of Tenant’s assets; or the attachment, execution, or other judicial seizure of all or substantially all of Tenant’s assets located at the Premises or of Tenant’s interest in this lease, unless the appointment, attachment, execution, or seizure is discharged within thirty (30) days.

(f) **Default under Other Agreements.** Any Default by Tenant under any other Agreement between Tenant and Landlord.

ARTICLE XII LANDLORD’S REMEDIES

12.1 Remedies Cumulative. Landlord’s remedies for Tenant’s Default are cumulative and may be exercised concurrently or independently at any time, without notice or demand, following a Default by Tenant. The remedies of Landlord set forth in this Lease are non- exclusive and are in addition to any other remedies that may be available to Landlord at law or in equity.

12.2 Recover Monetary Damages. Landlord shall be immediately entitled to recover all sums due and payable as of the date of Default, together with interest thereon at the Default Interest Rate. Tenant agrees and acknowledges that the interest on any monetary judgment obtained by Landlord shall accrue at the interest rate applicable to monetary judgments under Rules of Governing Entities.

12.3 Termination of Lease and Possession. In the event of an Event of Default by Tenant of Tenant’s obligations under this Lease, Landlord may immediately terminate this Lease and Tenant’s right to possession of the Premises, and repossess the Premises by summary proceedings or other appropriate action.

12.4 Continuation of Lease. Without terminating this Lease, Landlord may relet the Premises, or any part thereof, as the agent and for the account of Tenant upon such terms and conditions as Landlord may deem advisable. In such event, the rents received on

such reletting shall be applied first to the expenses of such reletting, including necessary renovation and alterations of the Premises, reasonable attorney fees, real estate commissions paid, and thereafter towards payment of all sums due or to become due Landlord under this Lease. If a sufficient sum shall not be thus realized to pay such sums and other charges, Tenant shall pay Landlord any deficiency upon demand by Landlord. Alternatively, Landlord may continue the Lease and Lessee's right to possession and recover the Annual Rent, Additional Rent, and all other amounts due Landlord under the terms of this Lease as they become due.

12.5 Removal of Personal Property. Landlord may remove, at Tenant's sole risk, any and all personal property in the Premises and place such personal property in a public or private warehouse or elsewhere at the sole cost and expense, and in the name of, Tenant. Any such warehouse shall have all of the rights and remedies provided by law against Tenant as owner of such property. If Tenant does not pay the cost of such storage within thirty (30) days, Landlord may sell any or all such property at a private or public sale in such manner and at such times and places as Landlord deems proper, without notice to, or demand upon, Tenant. The proceeds of such sale shall be applied to the cost of such sale and to the payment of charges for storage and the payment of any other sums of money which may then be due from Tenant to Landlord. Tenant waives all claims for damages caused by Landlord's removal, storage, or sale of the property and shall indemnify and hold Landlord harmless from and against any and all loss, cost, and damage, including without limitation court costs and attorney fees. Tenant hereby irrevocably appoints Landlord as Tenant's attorney-in-fact, coupled with an interest, with all rights and powers necessary to effectuate the provisions of this right.

12.6 Right to Perform. Landlord may enter the Premises and perform any and all actions otherwise required by Tenant to cure Tenant's Default. Such actions by Landlord, however, shall not operate as a cure of the Default—and Landlord shall be entitled to immediately recover from Tenant all sums expended by Landlord in so doing, together with interest at the interest rate applicable to monetary judgments under Rules of Governing Entities.

12.7 No Obligation to Mitigate. To the extent permitted by Rules of Governing Entities, Tenant hereby waives any obligation of Landlord to mitigate its damages arising out of a Default.

ARTICLE XIII LIMITATION ON LIABILITY

Landlord shall not be liable for any loss or damage to persons or property resulting from fire, explosion, falling plaster, steam, gas, electricity, water, or rain which may leak from any part of the Premises, unless caused by, or due to, the intentional misconduct or gross negligence of Landlord or its employees. Landlord shall not be liable for interference with the light, air, or for any latent defect in the Premises.

In consideration of the benefits accruing under this Lease, Tenant covenants and

agrees that, in the event of any actual or alleged failure, breach, or Default under this Lease by Landlord (including the interruption of utility services as a result of the gross negligence or intentional misconduct of the Landlord) the sole and exclusive remedy shall be specific performance of the terms of this Lease. Tenant shall not be entitled to any monetary judgment against Landlord.

ARTICLE XIV SURRENDER OF PREMISES; HOLDOVER

Tenant shall surrender the Premises to Landlord upon the expiration or earlier termination of this Lease, in the same condition as the Premises existed as of the Effective Date. Upon surrender of the Premises, Tenant shall remove its personal property and shall repair any damage occasioned by such removal. In the event Tenant fails to remove such personal property and improvements, the property may be removed and disposed of by Landlord as herein provided.

If Tenant, without the prior written consent of Landlord, remains in possession or control of the Premises after the expiration or termination of this Lease, such tenancy shall be on a month-to-month basis, and may be terminated as provided under the laws of the State of Idaho. During such tenancy, the Annual Rent payable by Tenant shall be increased to Ten Thousand Dollars (\$10,000.00) per month payable on or before the first day of each month. In all other respects, Tenant shall continue to be bound by the provisions of this Lease.

Tenant acknowledges that its failure to surrender the Premises upon the expiration or termination of this Lease may cause significant damage to Landlord. Without limiting any other remedies available to Landlord at law or in equity, Tenant specifically acknowledges that Landlord may recover incidental and consequential damages from Tenant for its failure to timely surrender the Premises—including the economic loss associated with the loss of the next prospective tenant for all or any portion of the Premises.

ARTICLE XV MISCELLANEOUS

15.1 Attorney Fees. In the event of a dispute under this Lease, the prevailing party shall be entitled to recover its attorneys' fees and costs from the nonprevailing party.

15.2 Authority of Signatories. Each individual executing this Lease on behalf of Tenant represents and warrants to Landlord that he or she is duly authorized to execute this Lease, and that this Lease constitutes the binding obligation of the Tenant. Each individual executing this Lease on behalf of the Landlord represent and warrants to the Tenant that he or she is duly authorized to execute this Lease, and that his Lease constitutes the binding obligation of the Landlord.

15.3 Binding Effect. This Lease shall be binding upon, and shall inure to the benefit of, Landlord, Tenant, and each of their respective successors and permitted assigns.

15.4 **Broker's Fees.** Landlord and Tenant each represent to the other that it has not dealt with any brokers in connection with this Lease. Landlord hereby agrees to indemnify and hold Tenant harmless from all claims, damages, and expenses (including attorney fees), that relate to any claim for commissions, fees, compensation, or other charges relating in any way to the consummation of this Lease, which may be made by any entity as the result of the acts of Landlord or its representatives. Tenant hereby agrees to indemnify and hold Landlord harmless from all claims, damages, and expenses (including attorney fees), that relate to any claim for commissions, fees, compensation, or other charges relating in any way to the consummation of this Lease, which may be made by any entity as the result of the acts of Tenant or its representatives.

15.5 **Entire Agreement.** This Lease contains the entire agreement between the parties with respect to the subject matter hereof, and supersedes all prior understandings, agreements, or representations by or between the parties, written or oral, to the extent they relate in any way to the subject matter hereof.

15.6 **Exhibits.** All Exhibits attached to, and cross-referenced in, this Lease are incorporated into this Lease by reference.

15.7 **Force Majeure.** In the event that Landlord or Tenant cannot perform any obligation of such party under this Lease by the date specified therefor because of acts of God, war, civil commotion, fire, or other casualty, or other similar cause beyond the reasonable control of such party (collectively, "**Uncontrollable Events**"), the time for such performance shall be automatically extended for the period of delay due to the Uncontrollable Event. However, in no event shall this Section be construed to excuse or delay the performance of any monetary obligation by either part. In order for either party to avail itself of the rights granted under this Section, that party must notify the other party within ten (10) days of the beginning and the end of the occurrence of an Uncontrollable Event.

15.8 **Governing Law and Venue.** This Lease shall be governed by the laws of the State of Idaho. Tenant specifically consents to jurisdiction and venue in Kootenai County, Idaho.

15.9 **Joint and Several Liability.** In the event more than one entity executes this Lease as Tenant, each such entity shall be jointly and severally liable for all obligations of Tenant under this Lease.

15.10 **Memorandum of Lease.** If requested by Landlord, the parties shall record in Kootenai County, Idaho, a memorandum of this Lease on a form acceptable to Landlord. A copy of this Lease shall not be recorded.

15.11 **No Offer.** The submission of this form of Lease to Tenant by Landlord or Landlord's agent does not constitute an offer to Lease. This Lease shall not bind Landlord in any way until (a) it has been executed by both Landlord and Tenant, and (b) any other requirements of Landlord (including payments due upon execution of this Lease) have been fulfilled.

15.12 **No Waiver.** The failure to enforce or the delay in enforcement of any provision of this Lease by a party hereto, or the failure of a party to exercise any right hereunder, shall not be construed to be a waiver of such provision or right (or of any other provision or right hereof, whether of a similar or dissimilar nature) unless such party expressly waives such provision or right in writing.

15.13 **No Light, Air, or View Easement.** Tenant acknowledges that Landlord does not grant Tenant any light, air, or view easement, or similar right, over or across any portion of Landlord's property, other than the right to use the Driveway described in this Lease.

15.13 **Notices.** Any notice required or authorized under this Lease shall be in writing and shall be delivered personally or by first class or certified or registered mail (postage prepaid) at the following addresses or at such addresses as a party shall have designated to the other party in accordance with this Section.

If to Landlord: Hayden Canyon Land, LLC
1001 Chestnut Street
Suite 101
Philadelphia, PA 19107
Attn: Dr. Peter Linneman

with a copy to: Holland & Hart LLP
800 W. Main Street
Suite 1750
Boise, ID 83702
Attn: Clay Karwisch

If to Tenant: HAYDEN CANYON CHARTER
SCHOOL, INC.,
ATTN: Vern Newby
12022 Forest Road
Hayden Lake, ID 83835

15.14 **Arbitration.** If any consent or approval which is requested hereunder is withheld or denied and a dispute arises as to the reasonableness thereof, such dispute must be resolved by binding arbitration conducted by, and in accordance with the Commercial Arbitration Rules of the American Arbitration Association. The arbitrators in any such arbitration proceeding shall not have the authority or power to amend, alter or modify any of the terms or provisions of this Lease. The award in any such arbitration shall be final and binding upon the parties. The venue of such arbitration shall be in Ada County, Idaho.

15.15 **Relationship of Parties.** The relationship of the parties to this Lease is simply one of Landlord and Tenant. No other relationship between the parties is intended or shall be deemed to exist as a result of the execution of this Lease—including any partnership,

corporation, company, other legal entity, or joint venture.

15.16 Severability. In the event of a determination by any court of competent jurisdiction that a portion of this Lease is invalid or unenforceable, such portion shall be deemed modified or eliminated in accordance with the court's order and the remaining portions of this Lease shall nonetheless be enforced; provided, however, that if the court deems any restriction on the disclosure of information to be unenforceable, such restriction shall be modified by the court only to the extent required to make such restriction reasonable and enforceable.

15.17 Survival. Notwithstanding any specific references in this Lease to the survival of provisions, the parties agree that all provisions of this Lease that anticipate or involve obligations to be performed or satisfied after expiration or earlier termination of this Lease shall survive such expiration or termination.

15.18 Terminology and Interpretation. For purposes of this Lease, the following rules of construction shall apply, unless specifically indicated to the contrary: (a) wherever from the context it appears appropriate, each term stated in either the singular or plural shall include the singular and the plural; (b) the term "or" is not exclusive; (c) the term "including" (or any form of that term) shall not be limiting or exclusive; (d) all references to Rules of Governing Entities shall include any amendments thereof and any successor statutes and regulations; (e) the words "Lease," "herein," "hereof," "hereunder," or other words of similar import refer to this Lease as a whole, including Exhibits, as the same may be modified, amended, or supplanted; (f) with the exception of the section headings in Article I, all headings in this Lease are for convenience only and shall not impact the interpretation of this Lease.

15.19 Electronic or Digital Signatures. The parties acknowledge and agree that any and all electronic or digital signatures shall have legally binding force and effect and will be treated as original signatures.

15.20 Time. Time is of the essence with regard to each and every provision of this Lease including Tenant's obligation to surrender the Premises upon the expiration or earlier termination of this Lease.

15.21 MUTUAL WAIVER OF JURY TRIAL. LANDLORD AND TENANT WAIVE THEIR RESPECTIVE RIGHTS TO TRIAL BY JURY OF ANY CONTRACT OR TORT CLAIM, COUNTERCLAIM, CROSS-COMPLAINT, OR CAUSE OF ACTION IN ANY ACTION, PROCEEDING, OR HEARING BROUGHT BY EITHER PARTY AGAINST THE OTHER ON ANY MATTER ARISING OUT OF OR IN ANY WAY CONNECTED WITH THIS LEASE, THE RELATIONSHIP OF LANDLORD AND TENANT, OR TENANT'S USE OR OCCUPANCY OF THE PREMISES, INCLUDING ANY CLAIM OF INJURY OR DAMAGE OR THE ENFORCEMENT OF ANY REMEDY UNDER ANY RULES OF GOVERNING ENTITIES.

ARTICLE XVI
INTERPRETATION OF
LEASE

This Lease was freely and voluntarily negotiated between the parties. Although provisions of this Lease were initially drawn by Landlord or Landlord's agent, Landlord and Tenant agree that this circumstance shall not create any presumption, canon of construction, or implication favoring the position of either Landlord or Tenant. This Lease has been submitted to the scrutiny of all parties and their counsel if desired or required and the parties agree to hold the author harmless from any liability. Landlord and Tenant agree that the interlineation, obliteration, or deletion of language from this Lease prior to its mutual execution by Landlord and Tenant shall not be construed to have any particular meaning or implication—including any implication that Landlord or Tenant intended to state the opposite of the deleted language. This Lease shall be read as if obliterated or deleted language had never existed and interlineated language had always existed and shall be given a fair and reasonable interpretation in accordance with the words hereof, without consideration or weight being given to its having been drafted by any party hereto or its counsel.

IN WITNESS WHEREOF, the parties have executed this Lease, effective as of the Effective Date.

Hayden Canyon Land, LLC, an Idaho
limited liability company

HAYDEN CANYON CHARTER SCHOOL,
INC., an Idaho non-profit corporation

By:
Its:

By:
Its:

EXHIBIT
“A”
LEGAL DESCRIPTION OF PREMISES

LEGAL DESCRIPTION OF SCHOOL AREA

A parcel of land being a portion of the Northwest Quarter in Section 1, Township 51 North, Range 4 West, Boise Meridian, Kootenai County, Idaho, said parcel being more particularly described as follows:

Commencing at the West Quarter corner of said Section 1;

Thence East along the Center Section line of Section 1, South 89°41'40" East, a distance of 32.56 feet to a point on the East Right of Line of Government Way;

Thence along said East Right of Way Line, North 00°22'01" East, a distance of 157.04 feet;

Thence South 89°25'20" East, a distance of 246.20 feet;

Thence South 84°25'20" East, a distance of 338.42 feet to the Point of Beginning;

Thence North 0°21'54" East, a distance of 330.00 feet;

Thence South 89°25'20" East, a distance of 380.00 feet;

Thence North 72°10'19" East, a distance of 230.96 feet;

Thence North 0°34'40" East, a distance of 173.86 feet;

Thence North 31°32'28" East, a distance of 259.72 feet;

Thence North 65°34'40" East, a distance of 195.00 feet;

Thence South 69°25'20" East, a distance of 195.00 feet;

Thence South 22°33'09" East, a distance of 398.25 feet;

Thence along a non-tangent curve, concave to the Northwest, said curve having a radius of 691.08 feet, a central angle of 48°32'38", an arc length of 585.52 feet, a chord bearing of South 47°42'45" West, and a chord length of 568.16 feet;

Thence South 75°20'48" West, a distance of 312.37 feet;

Thence North 89°25'20" West, a distance of 306.15 feet;

Thence North 84°25'20" West, a distance of 224.83 feet to the Point of Beginning.

Containing 14.21 Acres of land more or less.

Appendix F2-b

Facilities

Note 1: Bids for facilities, such as used portables, were requested and received by the Hayden Canyon Institute for Community on behalf of HCC.



517 S. Walnut St.
Boise, Idaho 83712
Phone: (208) 322-6911
Fax: (888) 546-8070

Quotation

Customer: Artios (Hayden Chtr School) Attn: Glen Lanker Phone: 208-819-4705 E-mail: glanker@artios.biz	Ship to: Hayden, ID
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November 20, 2018	Terms: Upon Invoice	Ship Via: Common Carrier
Salesman: Don Ruesch	Quotation good for 30 days, subject to availability	Date required: TBD

DESCRIPTION ITEM #1

1	New 28'x64' or 24'x60' Double wide modular classroom (see floorplan below)
---	--

Pricing:

1A: Lease rates:

24 month (28'x64') Modular classroom w/RR lease rate: **\$2,035.00 mo ea**
 36 month (28'x64') Modular classroom w/RR lease rate: **\$1,835.00 mo ea**
 24 month (24'x60') Modular classroom w/RR lease rate: **\$1,935.00 mo ea**
 36 month (24'x60') Modular classroom w/RR lease rate: **\$1,735.00 mo ea**

Price is for building only and does not include applicable tax, and installation charges.

Installation charges (within Hayden, ID):

Delivery: **\$7,300.00** per double classroom
 Set-up *: **\$4,800.00 ea** (building is set approx 38"-40" off ground height)
 Tiedowns: **\$940.00 ea**
 Skirting: **\$2,900.00 ea** (includes wood frame backing; no insulation)

Optional charges:

Metal Handicap Ramp: **\$250** month + **\$500** set up and **\$500** teardown
 Metal Stairs: **\$25** month ea

Return and teardown charges:

Current rate at time of return (approx same as del & set)

Not included:

Taxes (property or sales)

Ramp, steps or Deck

Insurance

Site prep work

Utilities (including hookups)

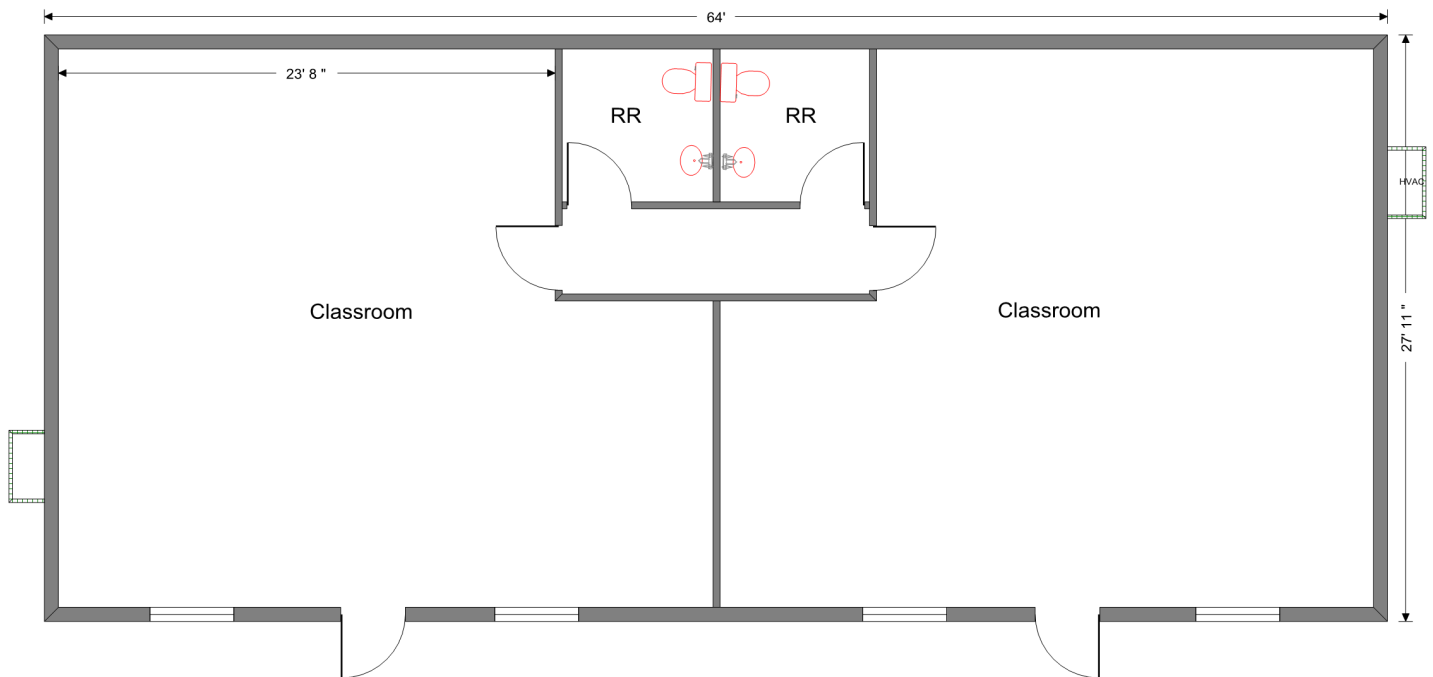
Customer to provide Dumpster, Porta-potty and temp power

Fire alarm systems

Conceptual Floorplan (actual floorplan may differ slightly):

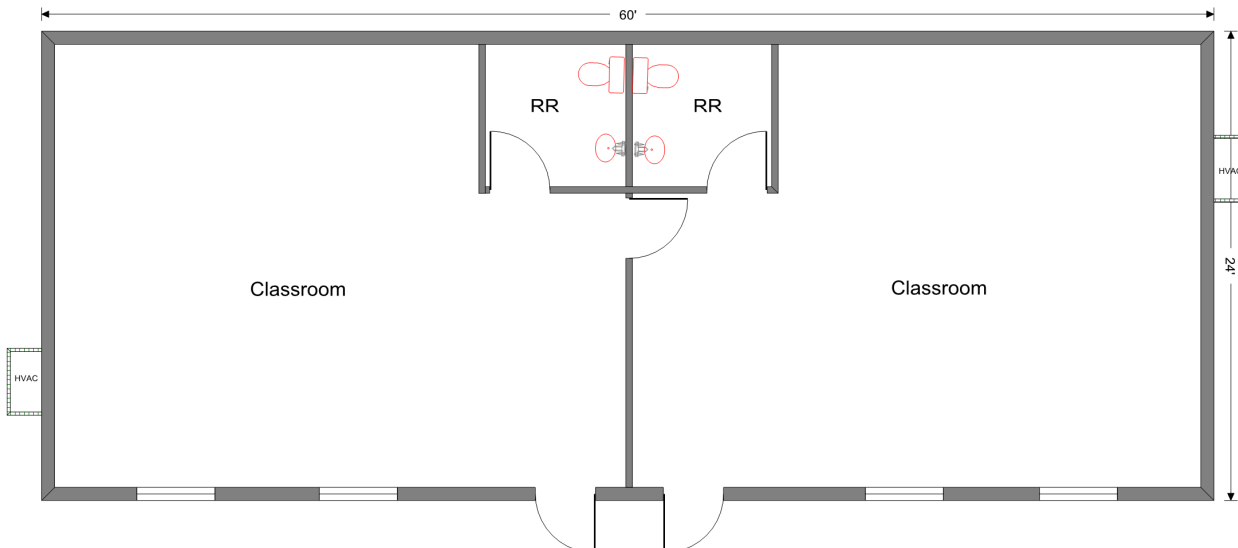
28x64 Classroom

Drawn by Specialty Modular Inc



24x60 Classroom

Drawn by Specialty Modular Inc



DESCRIPTION ITEM #2

1	New 24'x60' Double wide modular office (see floorplan below)
---	--

Pricing:

1A: Lease rates:

24 month (24'x60') Modular office w/RR lease rate: \$**1,935.00** mo **ea**

36 month (24'x60') Modular office w/RR lease rate: \$**1,735.00** mo **ea**

Price is for building only and does not include applicable tax, and installation charges.

Installation charges (within Hayden, ID):

Delivery: \$**7,300.00** per double classroom

Set-up *: \$**4,800.00 ea** (building is set approx 38"-40" off ground height)

Tiedowns: \$**940.00 ea**

Skirting: \$**2,900.00 ea** (includes wood frame backing; no insulation)

Optional charges:

Metal Handicap Ramp: \$**250** month + \$**500** set up and \$**500** teardown

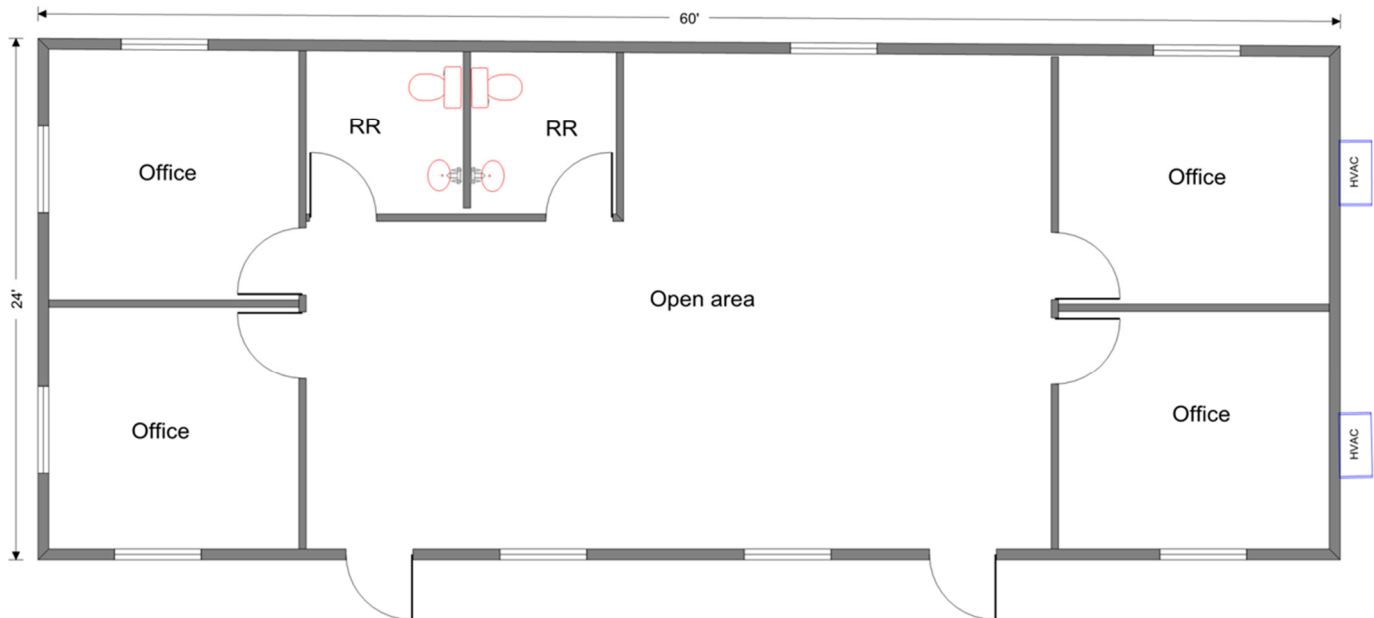
Metal Stairs: \$**25** month ea

Return and teardown charges:

Current rate at time of return (approx same as del & set)

24x60 Mobile office

Drawn by Specialty Modular Inc



Utility Connections (provided by customer):

Electric: 250amp, 220volt, single phase connection to building's panel box

Plumbing: 3/4" water connection, with 4" waste connection



LEASE AGREEMENT NO: T _____
CUSTOMER NUMBER: 09- _____
CUSTOMER PO/REF. NUMBER: _____

RETURN EQUIPMENT TO DESIGN SPACE:

2699 1st Street
 Richland, WA 99354
 Phone: 509-375-4858
 Fax: 509-375-4859

Equipment Located At	Contact	
(Zip Code Required)	Name:	
	Phone:	
	E-mail:	

DESIGN SPACE MODULAR BUILDINGS, INC. (Lessor) hereby leases the equipment specified below (the "Equipment") to:

Lessee Name (Customer) & Address

Billing Contact:

Customer hereby leases Equipment from Lessor for a minimum period of **12** months (the "Minimum Lease Period") from the start of the lease term in accordance with the terms and conditions of this Lease Agreement including the terms and conditions set forth on the attached page (this "Lease"). Rental month is defined as a thirty-day period. Customer agrees to pay Lessor without demand and in advance the monthly rental and other charges on the due dates set forth in this Lease. The anticipated delivery date for

the Equipment, subject to Section 3(c) on the attached page, will be on or about: **10/2/2018**

Unit No.	Serial No.	Width	Length	Monthly	Weekly	Daily	Insurance Value
					\$0.00	\$0.00	

ONE TIME CHARGES	AMOUNT	MONTHLY CHARGES	AMOUNT
<i>Billed At Time Of Delivery</i>		BUILDING(S) *	\$0.00
<input type="checkbox"/> DELIVERY (PILOTS NOT INCLUDED)		ADDITIONAL LEASE COSTS*	
<input type="checkbox"/> SET-UP / BLOCK & LEVEL		OTHER*	
<input type="checkbox"/> TIEDOWNS / ANCHORS* QTY:		INSURANCE WAIVER* @ 1.00/day per floor	
<input type="checkbox"/> SKIRTING* FT:		STEPS * QUANTITY: 2	
<input type="checkbox"/> DOOR & WINDOW BARS		RAMP * SIZE:	
<input type="checkbox"/> CHAIR MATS*			
<input type="checkbox"/> MODIFICATIONS / LABOR		* TAXABLE ITEMS	
<i>Billed At Time Of Return **</i>			
<input type="checkbox"/> RETURN DELIVERY			
<input type="checkbox"/> DISMANTLE/TEARDOWN			
<input type="checkbox"/> REMOVE TIEDOWNS/ANCHORS			
<input type="checkbox"/> REMOVE SKIRTING			
<input type="checkbox"/> CLEANING **			
		TOTAL MONTHLY (Excl Tax)	\$0.00
		DOH/DMV/PPT Tax*	\$13.03

*** Billed at current rate at Termination

Advance Payments	Description of Charges / Payment to be Applied	Amount
Applied to 1 st Invoice(s)		
Applied to Final Invoice(s)		

No agent, employee or representative of Lessor has any authority to make any representation or warranty concerning the Equipment that is not specifically included in this Lease. Unless specifically identified in this Lease, this Lease supersedes all prior negotiations, proposals and documents. This Lease will not be subject to any additional provision that may be contained in the Customer's purchase order, although the parties may use Customer's purchase order number as a convenient reference for invoicing purposes. Steps not returned are billed at \$687.00/each. Keys not returned are billed at \$50.00/each.

Signed by duly authorized agents, with the intent to be legally bound, this ____ day of _____ 2018

By: _____
 DESIGN SPACE MODULAR BUILDINGS INC.

By: _____
 CUSTOMER OR AUTHORIZED AGENT

Name: _____
 SALES REPRESENTATIVE

Name: _____
 (Please print)



Williams Scotsman, Inc.
3310 N Flora Rd
Spokane, WA 99216-1705

Your Williams Scotsman Representative
Dan Long
Phone: 509-892-6778 Ext.49308
Fax: 509-892-6786
Email: ddlong@willscot.com
Toll Free: 800-782-1500

Contract Number:1009160
Revision: 2
Date:

Lease Agreement

Lessee:

Hayden Canyon Charter School Inc.
13782 N Government Way
Hayden, Idaho, 83835

Contact:

Glen Lanker
13782 N Government Way
Hayden, ID, 83835
Phone: (208) 819-4705
Fax:

Ship To Address:

HAYDEN, ID, 83835

Delivery Date(on or about):
8/5/2019

E-mail: glanker@artios.biz

Rental Pricing Per Month		Quantity	Price	Extended
64x24 Modular (60x24 Box)	Unit Number:	1	\$1,500.00	\$1,500.00
ADA/IBC Ramp-30'& less w/ step		1	\$345.00	\$345.00
Minimum Lease Term: 36 Months		Total Monthly Building Charges:		\$1,500.00
		Other Monthly Charges:		\$345.00
		Total Rental Charges Per Month:		\$1,845.00
Delivery & Installation				
Ramp - Delivery & Installation		1	\$1,250.00	\$1,250.00
Tiedowns into asphalt		18	\$101.40	\$1,825.20
Block and Level		1	\$3,714.29	\$3,714.29
Delivery Freight		2	\$513.01	\$1,026.02
Wood skirting		168	\$18.93	\$3,180.24
		Total Delivery & Installation Charges:		\$10,995.75
Final Return Charges*				
Tiedown-Asphalt Removal		18	\$33.43	\$601.74
Skirting Removal - Wood LF		168	\$5.00	\$840.00
Ramp - Knockdown & Return		1	\$862.07	\$862.07
Teardown		1	\$3,565.71	\$3,565.71
Return Freight		2	\$513.01	\$1,026.02
		Due On Final Invoice*:		\$6,895.54
Total Charges Including (36) Month Rental, Delivery, Installation & Return**:				\$84,311.29

Summary of Charges

Model: SM6424	QUANTITY:	Total Charges for () Building(s):	\$0.00
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Williams Scotsman, Inc.
3310 N Flora Rd
Spokane, WA 99216-1705

Your Williams Scotsman Representative
Dan Long
Phone: 509-892-6778 Ext.49308
Fax: 509-892-6786
Email: dlong@willscot.com
Toll Free: 800-782-1500

Contract Number:1009160
Revision: 2
Date:

Lease Agreement

Lessee:

Hayden Canyon Charter School Inc.
13782 N Government Way
Hayden, Idaho, 83835

Contact:

Glen Lanker
13782 N Government Way
Hayden, ID, 83835
Phone: (208) 819-4705
Fax:

Ship To Address:

HAYDEN, ID, 83835

Delivery Date(on or about):
8/5/2019

E-mail: glanker@artios.biz

Rental Pricing Per Month

	Quantity	Price	Extended
68x28 Classroom (64x28 Box) Unit Number:	1	\$1,600.00	\$1,600.00
Steps - OSHA Aluminum Rental	2	\$53.00	\$106.00
ADA/IBC Ramp - 30' & less	1	\$286.00	\$286.00
Minimum Lease Term: 36 Months	Total Monthly Building Charges:		\$1,600.00
	Other Monthly Charges:		\$392.00
	Total Rental Charges Per Month:		\$1,992.00

Delivery & Installation

Ramp - Delivery & Installation	1	\$1,250.00	\$1,250.00
Tiedowns into asphalt	18	\$101.40	\$1,825.20
Block and Level	1	\$4,857.14	\$4,857.14
Delivery Freight	2	\$2,462.80	\$4,925.60
Wood skirting	184	\$18.93	\$3,483.12
	Total Delivery & Installation Charges:		\$16,341.06

Final Return Charges*

Ramp - Knockdown & Return	1	\$862.07	\$862.07
Tiedown-Asphalt Removal	18	\$33.43	\$601.74
Skirting Removal - Wood LF	184	\$5.00	\$920.00
Teardown	1	\$3,565.71	\$3,565.71
Return Freight	2	\$1,301.51	\$2,603.02
	Due On Final Invoice*:		\$8,552.54

Total Charges Including (36) Month Rental, Delivery, Installation & Return:** \$96,605.60

Summary of Charges

Model: CL6828	QUANTITY:	Total Charges for () Building(s):	\$0.00
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3310 N Flora Rd
Spokane, WA 99216-1705

Your Williams Scotsman Representative
Dan Long
Phone: 509-892-6778 Ext.49308
Fax: 509-892-6786
Email: ddlong@willscot.com
Toll Free: 800-782-1500

Contract Number:1009160
Revision: 2
Date:

Lease Agreement

Lessee:

Hayden Canyon Charter School Inc.
13782 N Government Way
Hayden, Idaho, 83835

Contact:

Glen Lanker
13782 N Government Way
Hayden, ID, 83835
Phone: (208) 819-4705
Fax:

Ship To Address:

HAYDEN, ID, 83835

Delivery Date(on or about):
8/5/2019

E-mail: glanker@artios.biz

Rental Pricing Per Month		Quantity	Price	Extended
29x12 Toilet Unit (25x12 Box)	Unit Number:	1	\$1,100.00	\$1,100.00
Minimum Lease Term: 36 Months		Total Monthly Building Charges:		\$1,100.00
		Other Monthly Charges:		\$0.00
		Total Rental Charges Per Month:		\$1,100.00
Delivery & Installation				
Tiedowns into asphalt		12	\$101.40	\$1,216.80
Block and Level		1	\$147.97	\$147.97
Delivery Freight		1	\$513.01	\$513.01
Wood skirting		74	\$18.93	\$1,400.82
		Total Delivery & Installation Charges:		\$3,278.60
Final Return Charges*				
Skirting Removal - Wood LF		74	\$5.00	\$370.00
Teardown		1	\$86.40	\$86.40
Return Freight		1	\$513.01	\$513.01
		Due On Final Invoice*:		\$969.41
Total Charges Including (36) Month Rental, Delivery, Installation & Return**:				\$43,848.01

Summary of Charges

Model: TT2912	QUANTITY:	Total Charges for () Building(s):	\$0.00
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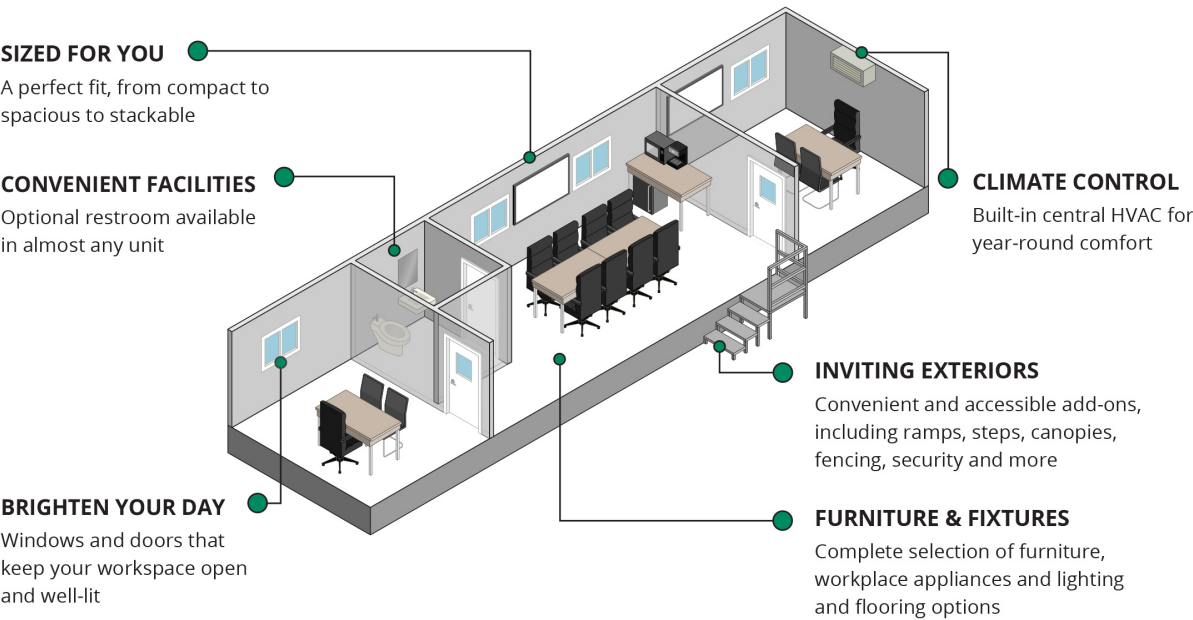
Williams Scotsman, Inc.
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Phone: 509-892-6778 Ext.49308
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Revision: 2
Date:

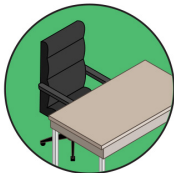
WILLIAMS SCOTSMAN: THE FULLY STREAMLINED SPACE SOLUTION

When it's time to be productive on a project, you need temporary space that's as ready as you are. Our modular solutions are complete to the last detail, so you can forget about building logistics and focus on the job at hand. One call to Williams Scotsman and you're ready to work.

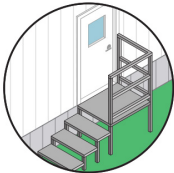


READY-TO-WORK OPTIONS

Our in-house selection of amenities not only outfits your space for comfort, security and productivity – it also eliminates extra work for you.



FURNITURE



EXTERIORS



APPLIANCES



COVERAGE



TECH SOLUTIONS

Rental Quotation #Q004357



Date: 4/12/2019

Company: Hayden Canyon Charter School
13782 N GOVERNMENT WAY, HAYDEN, ID
83835-7804

Site: Hayden Canyon Charter School
13782 N GOVERNMENT WAY, HAYDEN, ID
83835-7804

Robin Ray
Cell: 509.385.3106
Direct: 509.244.8335

Term: 36 Months

Rental Costs Per Month	QTY	28x64 Rental - Mobile Unit 28x64 ClsRm w/RR ClsRm w/RR
Building Rental Rate	1	\$1,900.00
Rental - ADA Ramp - One 5x15' landings with 5' connector to allow for one shared ramp for two buildings	1	\$325.00
Fee - Personal Property Tax	1	\$36.00
Rental - ADA Step - This will go off the shared landing	1	\$25.00
Total Monthly Charges		\$2,286.00

Installation Costs		
Install - Tiedown	28	\$2,800.00
Set, Install - Skirting	1	\$4,230.00
Set, Install - Rolling, dolly work	1	\$400.00
Deliver & install - ADA Ramp - place two building across from each other share common deck & one ramp	1	\$2,250.00
Delivery - Pilot Cars	2	\$6,964.00
Set-up building - Standard	1	\$4,800.00
Remove axles & Hitches - drop set for ADA	1	\$450.00
Delivery - Freight	2	\$9,040.00
Total Startup Charges		\$30,934.00

Removal Costs		
Install axles & Hitches - drop set for ADA - Prevailing rate at time of return	1	\$0.00
Return- Rolling - Prevailing rate at time of return	1	\$0.00
Remove - Tiedown - Prevailing rate at time of return	1	\$0.00
Remove - Skirting - Prevailing rate at time of return	1	\$0.00
Teardown building - Standard- Prevailing rate at time of the return	1	\$0.00
Return - Pilot Cars - Prevailing rate at time of the return	1	\$0.00

Customer responsibilities: Site preparation, all connection to utilities such as water/sewer, electrical, phone/data, fire alarms/sprinklers, building permits and permit fees. Insurance certificate that meets requirements for general liability and property damage will be required before delivery. Please Note: Pricing does not include applicable taxes, ADA ramp access, prevailing wages, removal of axles/hitches, transport pilot cars and permits (unless otherwise noted). If site is not dry, compacted, level and accessible by normal delivery truck, there may be additional trip, labor, and equipment charges. Building pad needs to be a minimum of 1,500 PSF and no more than 6" grade difference. Extra trip charges may occur if customer decides to stop work in progress. Quote is good for 30 days and is limited to availability of stock on hand. Please schedule as soon as possible to secure your preferred delivery date. Provide two weeks' notice prior to the return of the building. Payment is due upon receipt of the first invoice.

Rental Quotation #Q004357



Date: 4/12/2019

Company: Hayden Canyon Charter School
13782 N GOVERNMENT WAY, HAYDEN, ID
83835-7804

Site: Hayden Canyon Charter School
13782 N GOVERNMENT WAY, HAYDEN, ID
83835-7804

Robin Ray
Cell: 509.385.3106
Direct: 509.244.8335

Term: 36 Months

Removal Costs		
Return - Freight - prevailing rate at time of return - Returning to Airway Heights (current rate \$600.00 per section)	1	\$0.00
Total end of Lease Charges		\$0.00

Customer responsibilities: Site preparation, all connection to utilities such as water/sewer, electrical, phone/data, fire alarms/sprinklers, building permits and permit fees. Insurance certificate that meets requirements for general liability and property damage will be required before delivery. Please Note: Pricing does not include applicable taxes, ADA ramp access, prevailing wages, removal of axles/hitches, transport pilot cars and permits (unless otherwise noted). If site is not dry, compacted, level and accessible by normal delivery truck, there may be additional trip, labor, and equipment charges. Building pad needs to be a minimum of 1,500 PSF and no more than 6" grade difference. Extra trip charges may occur if customer decides to stop work in progress. Quote is good for 30 days and is limited to availability of stock on hand. Please schedule as soon as possible to secure your preferred delivery date. Provide two weeks' notice prior to the return of the building. Payment is due upon receipt of the first invoice.

Appendix F3

Additional Documentation



February 23, 2017

Vernon Newby
Hayden Canyon Charter
13782 North Government Way
Hayden, ID 83835
208.929.1140

Student Transportation Service

We look forward to further discussions on how Harlow's can be more of a partner for the long-term.

Please find enclosed our quote for general transportation for one-hundred eighty (180) school days a year per your request based on a three (3) year contract and providing transportation service for two routes (AM and PM trips), with implementation/ start date being on or around September, 4th 2018. The below rates are in conjunction with information provided. Changes in the original parameters can effect transportation quote.

General School Transportation, Four Hour Minimum:	\$344.25 Per Bus/Day
○ Overage for Service Provided	\$22.50 Billed at 15 Min Increments
• Estimated Annual Cost:	
○ Daily	\$688.50
○ Overage	Pending
○ Estimated Total Annual Cost	\$123,930
• Fuel Surcharge Trigger (Diesel or Gasoline):	\$2.50/gallon
• Provide Five Million Dollars (\$5,000,000) Single Limit for Bodily Injury and Property Damage Liability with an additional Five Million (\$5,000,000) Umbrella Policy	

Please note that the contract language does allow for modification if the scope of the operation changes and both parties agree.

We look forward to providing superior transportation services for Hayden Canyon Charter for years to come.

Please contact me if you have any questions.

Sincerely,

Jacob Iverson
Corporate General Manager
208.304.4067
Jacob.iverson@goharlows.com
www.goharlows.com

Cc: Gilah Messerer Transportation Manager, Josh Kinard Director of Operations

Harlow's

1021 South 23rd Street Bismarck, ND 58504 701.224.1767



1031 N. Academic Way, Suite 242
Coeur d'Alene, ID 83814-2277

Phone: 208-667-2588
Fax: 208-664.1272
www.uidaho.edu/cda

Cynthia Reyburn
Hayden Canyon Charter School
983 E. Loch Lomond Court
Hayden, ID 83835

February 11, 2016

Dear Cynthia,

On behalf of the University of Idaho, Coeur d'Alene I am pleased to provide this letter of support for your efforts to establish the Hayden Canyon Charter School for expeditionary learning. I was excited to learn more about the exciting concept for this new school and I agree that this approach can address a substantial need in our community.

Our efforts at UI-CDA have centered on building community relationships and identifying opportunities to apply UI resources for progress. Much of our outreach to k-12 throughout the region can be classified as expeditionary learning. We have programs for k-8 in environmental and water quality science that serve more than one thousand students each year. We offer these programs at our site on the Spokane River, at UI Sandpoint, and on location at various schools in the region. These hands-on laboratory and field experiences seek to engage students in an exciting and authentic process and to expose students to entirely new knowledge and ideas.

The confluence project continues to build on a National Science Foundation funded award to the U of I that brings research focused graduate students together with high school teachers to provide scientific research experiences for high school students. The focus of this effort has been snow science and the impacts of climate change in our region. CP has engaged students from Post Falls, Lake City and St Maries High for several years and is ongoing.

Our Regional Math Resource Center engages students, professional teachers and parents in understanding the mathematics curriculum and encouraging multiple approaches to solving real life mathematics problems. We also offer extensive professional development opportunities for teachers throughout the region and recognize that our PD programs much be tuned to local needs for maximum success.

To enhance the impact of U of I activities on community development, I have been closely involved with the Coeur d'Alene 2030 Vision project for the last three years. This project has reached thousands of citizens in the greater Coeur d'Alene area to gather data that informs a comprehensive vision for the future of our community (CDA2030.org). This data has been compiled to create an implementation plan with 180 specific actions to pursue in achieving this vision. Excellence in education and learning opportunities is one of the six key topic areas for this project. Several action items in this topic area are relevant for HCCS. Most notably,

action E & L 4.3 calls for “Experiential Learning Programs for preK-12 students”, and action E & L 4.10 “Diversified Schools- Support the continuing development and choice of diverse educational opportunities”. These and other specific actions in the Vision Implementation Plan clearly point to broad community support for your efforts to establish HCCS.

Consequently, I am excited about the prospect of working with your steering group to realize your vision for an expeditionary learning school in our community. Furthermore, we will be happy to collaborate in delivering your innovative curriculum and in professional development for your teachers. Our educational programs are always looking for community partners that can provide real world experience for our students and that may benefit from accessing University resources. We hope to be a valued partner to your efforts.

Please feel free to contact me if I can provide any additional information.

Sincerely,

A handwritten signature in cursive script, appearing to read "Charles Buck". The signature is written in black ink and is positioned below the word "Sincerely,".

Charles Buck, Ph.D.
Associate Vice President and Center Executive Officer

Resources

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- Helping All Learners
- Using Data
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CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 12th day of December, 2019, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Hayden Canyon 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 14, 2017, Lakeland Joint School District #272 approved a charter petition for the establishment of the School; and

WHEREAS, the School will begin operations in the year 2020; and

WHEREAS, on December 12, 2019, Lakeland Joint School District #272 and the School agreed to a transfer of the School’s performance certificate and charter to the Authorizer.

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 **December 12, 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** 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: **Achieving breakthroughs in academic excellence and character development by inspiring passion for inquiry and lifelong learning – utilizing hands-on discovery, real world application, collaboration and community; preparing each student for engagement in productive, thoughtful citizenship.**
- B. Grades Served.** The School may serve students in **grades K-8.**
- C. Design Elements.** The School shall implement and maintain the following essential design

elements of its educational program:

- The school will implement an instructional model inspired by Expeditionary Learning Design Principles.
- The school's primary instructional approach will facilitate educational environments that focus on student centered learning experiences.
- The school will support student achievement in the Three Domains of Achievement: Scholarly Habit and Character Development; High Quality Work; Mastery of Conceptual Understanding and Skills

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

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

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

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

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

C. Authorizer to Monitor School Performance. The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.

D. School Performance. The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit

protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.

- E. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

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

policies applicable to charter schools.

- B. **Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 668.
- 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.** 13782 N. Government Way, Hayden, ID, 83835. 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: Lakeland Joint School District #272 and Coeur d'Alene School District #271.
- 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 **December 12, 2019.**

Chairman, Idaho Public Charter School Commission

Chairman, **Hayden Canyon Charter School, Inc.**

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



Coeur d'Alene Public Schools

DISTRICT ADMINISTRATIVE CENTER
1400 N. Northwood Center Court, Coeur d'Alene, ID 83814

OFFICE 208.664.8241
FAX 208.664.1748
www.cdaschools.org

August 29, 2019

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

Dear Ms. Baysinger,

It is the purpose of this document to outline the potential impact on the Coeur d'Alene School District of the opening of the Hayden Canyon Charter School (HCC). This document will describe four areas of impact:

- Attendance Boundaries
- Enrollment
- Demographic Data
- Financial Impact

Attendance Boundaries

Although it is customary for charter schools to accept registrations from families regardless of attendance zones, it should be noted that Hayden Canyon Charter (HCC) is physically located in the Lakeland School District. Officials from the school have expanded their intended school area to attract families from the Coeur d'Alene School zones, including Hayden Meadows, Dalton, Atlas, NExA, Canfield MS, and Woodland MS.

Enrollment

It is our understanding that Hayden Canyon has a full enrollment list, as well as a waiting list of families desiring to register. Because we do not have an actual list of the families intending to enroll, it is impossible to predict accurately the actual impact on enrollment of our schools. However, given the large area from which Hayden Canyon is intending to attract CDA School District families, we can estimate that enrollment impact will be significant.

Hayden Canyon has described in their transfer petition the current growth in enrollment in the Coeur d'Alene School District, and claimed that opening HCC would mitigate significant overcrowding in Coeur d'Alene schools. However, the information included in their report seems to be outdated and/or inaccurate.

- *Overcrowding Statement:*
Schools in the northern corridor of District #271 are at capacity. However, with the reboundary initiative occurring this year, the opening of NExA on Prairie, and the recent land purchases by the School District, the District is addressing growth needs in the Northwest.

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well-educated, resilient and future-ready citizens.

- *Magnet Schools:*
HCC has claimed that Coeur d'Alene School District has tried unsuccessfully to address growth needs with magnet schools, claiming that each school has a wait list. In truth, although the two District magnet schools (Ramsey and Sorensen) operate with a wait list policy, each school has been able to respond to growth demands by accepting students from other school zones, thus helping to alleviate enrollment challenges at other schools.
- *Enrollment and Capacity Statements:*
HCC provided information in their transfer petition documents (e.g. Table 1) which offered inaccurate enrollment and capacity data of District #271. An example is the fact that HCC's estimates of both the capacity and enrollment of Dalton are inaccurate. Consider HCC's enrollment and capacity table which states that Dalton Elementary has a capacity of 300 children, when in actuality, 440 children are currently enrolled in Dalton. The building actually has a capacity of 468 students.
- *Statements about Reducing Portable Use:*
HCC claimed that all District #271 portables are operating at capacity. In actuality, a number of portables across the District are currently vacant and being used for storage. The claim of HCC is that by opening HCC, there would be a reduction in the number of children in portables. However it is our understanding that the Hayden Canyon School itself will open with HCC students attending in a collection of portable classrooms.

Demographic Data

- It is customary that charter schools attract families who are able to transport their children daily. The unintended consequence of this practice is that there generally are more students from affluent families in charter schools because they have the means to transport. The result is that often the demographic diversity of surrounding schools is compromised.

Financial Impact

- The financial impact of the Hayden Canyon Charter School is not easy to quantify without an actual enrollment list. It is unknown how many children within our boundaries will attend.
- Regardless, we offer rough estimates. Two-thirds of the newly proposed Hayden Canyon School area appears to lie within the Coeur d'Alene School District zone. If HCC initially attracts 200 Coeur d'Alene School District students, it would result in a reduction of operational funding of approximately \$900,000.
- Some may argue that costs to the Coeur d'Alene School District would be reduced because fewer students means fewer classrooms and teachers to financially support. However, when multiple schools lose students across grade levels, each school experiences a small reduction in enrollment, spread out over a number of grades. Therefore, it is unlikely that the District would be able to significantly reduce the number of classrooms and teachers, thus not realizing savings that would offset this reduction in revenue.

Sincerely,



Dr. Steven B. Cook
Superintendent

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We invest in each student to prepare, challenge and advance
well-educated, resilient and future-ready citizens.

***THE MEETING MINUTES OF THE LAKELAND JOINT SCHOOL DISTRICT NO. 272,
EXECUTIVE SESSION & REGULAR BOARD MEETING, June 11, 2019***



LAKELAND JOINT SCHOOL DISTRICT NO. 272

Meeting Location
Lakeland Joint School District Office
15506 N Washington Street
Rathdrum, ID 83858

BOARD MEMBERS PRESENT

Chairman Larry Brown (Zone 5)
Trustee Rob Irons (Zone 4)
Trustee Tim Skubitz (Zone 3) Absent
Trustee John Shaffer (Zone 2)
Trustee Rena Olmstead (Zone 1)

ADMINISTRATION PRESENT

Dr. Becky Meyer, Superintendent
Brian Wallace, CFO
Brook Cunningham, Director of HR
Krissy Williams, Clerk
Lisa Sexton, Asst. Superintendent

A. Call Meeting to Order at 6:00 p.m

B. Welcome Visitors/Pledge of Allegiance

Chairman Olmstead welcomed visitors and led in the Pledge of Allegiance.

C. Budget Hearing FY 2019-2020 6:00p.m.

1. Administration Presents

Brian Wallace, CFO presented the Lakeland Joint School District annual budget hearing. During the presentation, Trustee Brown asked for clarification on why there are blank areas on the fund information. Mr. Wallace clarified that this year's information is shown in one column and then on subsequent columns, the State's standard information is shown. District's can choose whether to use all functions on the spreadsheet that the State makes standard, so some columns may be blank if a District doesn't use a certain fund. There is also another page for spending which shows blank fields as well and these fields are this way because dollars don't come out of those funds. Trustee Brown asked why the interscholastic program is under fund 100 and Mr. Wallace explained that this is for coaches and activities. Trustee Brown asked what fund the band teachers comes out of and Mr. Wallace answered that this is fund 515 for secondary school programs. Mr. Wallace also explained that some Districts distribute funds differently, but he prefers to break it down to individual funds in order to track costs more easily. Mr. Wallace spoke to the Trustees about plans in the future to ask them to approve the purchase of approximately four additional buses in the Fall. Chairman Olmstead asked Mr. Wallace whether there is any news on the status of the funding formula. Mr. Wallace answered that there are ongoing meetings and he does foresee a change by 2021 based on legislative process, but that there continue to be many

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unknowns. He did add that LJSD was one of the top losers with the new funding formula. Trustee Irons asked about the fund balance and whether the State average is similar? Brian answered that the LJSD is likely a little above average, but the State recommends that districts have 2 months of expenditures in their fund balance and LJSD is still slightly below that. In terms once again of the funding formula, Mr. Wallace fears that if the funding formula is changed to a different payment schedule, this could be very detrimental to Districts. Revenues spike in certain months, but spending is very consistent each month, so if this is altered, the fund balance is much more important to get District's through the low months. Jason Bradbury spoke to possibly updating Board policy to reflect what fund balance percentage would be ideal. Mr. Wallace agreed that this is a good idea.

2. Public Comment

There was no public comment.

3. Close Budget Hearing

Budget Hearing was closed.

D. **Action Items** - All items are considered action items. The board may approve all of the following items by a single motion and vote - unless any member of the Board asks that an item be removed from the Action Items for discussion and action later in the agenda.

1. Approve Agenda

MOTION was made by TRUSTEE SHAFFER and seconded by TRUSTEE BROWN to approve agenda. Hearing all ayes, motion carried.

2. Consent Agenda

- a. Minutes of Previous Meeting (s) - Regular Meeting of May 28 , 2019.
- b. Regular and Special Bills
- c. HR Items

MOTION was made by TRUSTEE SHAFFER and seconded by TRUSTEE IRONS to approve consent agenda Hearing all ayes, motion carried.

E. **Report and Presentation Agenda - (Information Only)**

1. Visitor Presentations

a. Hayden Canyon Charter Update

Chairman Olmstead made a statement that is attached to the agenda of this meeting. Joshua Dahlstrom spoke on behalf of Hayden Canyon Charter. This statement is attached to the agenda of this meeting. Trustee Brown asked Mr. Dahlstrom where they post their board meeting agendas. Mr. Dahlstrom answered that they are posted on the school website as well as in various locations in the community. Trustee Irons stated that he looks forward to Hayden Canyon Charter opening, but that the path to opening has changed since he first joined the board and that the picture given to the District in the past is not the picture given to the District today. He doesn't want Hayden Canyon Charter to think that he personally doesn't want the school to open, but that the school must be planned for accordingly. Chairman Olmstead wanted to reiterate that after the 6/6/19

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meeting between Hayden Canyon Charter and LJSD, that her understanding was that all of Hayden Canyon Charter's members agreed that they understood that the school was not ready to open based on pre-opening assurances. The goal is to open the school safely and timely. If it wasn't a campus for children, the timeline could maybe be sped up. Mr. Dahlstrom spoke to the request to amend the performance certificate regarding the July 1 timeline. Chairman Olmstead responded that before they can amend other items of the performance certificate, the Board needs to look at whether they will postpone opening. Mr. Wallace spoke to the request of movement to the July 1 date and Mr. Wallace added that the July 1 inspection date for portable placement can be on the agenda now or in the very near future, but that it is very important for them to be able to plan for the future. Clerk, Krissy Williams added that she keeps a list of requests from Hayden Canyon Charter in regards to amendment requests and that Hayden Canyon Charter would not need to resubmit those requests.

2. Staff Reports

a. Finance Presentation - Brian Wallace, CFO

Brian Wallace presented on May finances. This presentation has been attached to the meeting agenda. Most of the year's State revenues have come in through the May payment save property taxes. Salaries have not been accrued at this point, but teachers will get paid through July and August based off of this year's budget. It is proposed that this year will end in the black and the District is looking good for the next fiscal year. Enrollment has tracked at around 100 more kids this year. There have been about 15 students lost in the month of May, which is typical for Districts. Trustee Brown asked whether students who achieve their AA degree in December also stop attending High School and the answer is no, they continue to attend school through June.

E. Patron Input

(Each speaker will be asked to limit their remarks to no more than three minutes. Please see the Public Comment sign-in sheet and Policy #1520 for proper procedure in addressing the Board during Public Comment.)

Amy Cedarquist – Amy is a homeschooling parent currently whose children have been accepted into Hayden Canyon Charter School. She questions the delay in start. Is the District concerned with losing teachers to the charter? If the answer is yes, the District should support this new type of learning. She feels that this is something that the Charter could follow through with in terms of a backup plan. Choosing to delay the school doesn't make sense to her. She urges the Board to approve the charter for the year and they can see what happens with all the support.

Debbie Morris – Ms. Morris spoke to spending time with Krissy Williams earlier in the day and has spent her entire day trying to figure this out. She has also visited the City of Hayden who gave her some additional paperwork. Ms. Morris read a quote to the Trustees regarding anger. Ms. Morris reports that she has grandkids and spoke to boys not sitting well with pencils in their hands. She spoke to magnet

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schools requiring more effort of parents. Ms. Morris feels as though LJSD and the Public Charter School Commission do not want anything to do with Hayden Canyon Charter School. She spoke with the senior planner at City of Hayden and asked why LJSD is not keeping the city informed. At this time, the allotted 3 minutes for patron input was up and Superintendent Meyer let Ms. Morris know that she had exceeded her allotted time to speak. Ms. Morris ignored Superintendent Meyer and continued to speak referencing a letter Superintendent Meyer had written as well as district policy and finished after another reminder that her time was up for patron input saying she would do more research.

I. **Action Items** - the board may take action to approve, deny, amend, modify or postpone action on any of the items listed below

1. Approve/Deny as Authorizer of Hayden Canyon Charter School, to postpone opening of school until Fall 2020.

Chairman Olmstead asked whether Trustees wished to discuss this action item. There was no discussion and Chairman Olmstead asked for a motion.

MOTION was made by TRUSTEE BROWN on the recommendation of Chairman Olmstead and LJSD Administration to postpone the opening of Hayden Canyon Charter School until Fall 2020. This was seconded by TRUSTEE SHAFFER. Hearing all ayes, motion carried.

2. Approve/Deny to initiate transfer of authorization of Hayden Canyon Charter School to Public Charter School Commission

Trustee Irons asked how long the process is to transfer and it was answered that the process is quite lengthy.

MOTION was made by TRUSTEE SHAFFER and seconded by TRUSTEE IRONS to approve to initiate transfer of authorization of Hayden Canyon Charter School to Public Charter School Commission. Hearing all ayes, motion carried.

3. Approve/Deny to amend current Hayden Canyon Charter Performance Certificate to adjust primary attendance zone as presented.

Trustee Olmstead spoke to amending this part of the Performance Certificate. Brian Wallace spoke to this being the original attendance zone that met the needs that the PCSC required. Chairman Olmstead asked whether this amendment would change the actual performance certificate and Brian Wallace spoke that it would. Chairman Olmstead spoke to this seeming counter-intuitive. Brian Wallace spoke to meeting timelines needed to meet the transfer to PCSC timeline. Trustee Irons spoke to not thinking that changing zones to align to the State would be helpful just like thinking that the July 1 change would be helpful, but he doesn't feel that this would necessarily cloud anything. Josh Dahlstrom commented that the State wants both parties to be in agreement on amendments. Chair Olmstead asked for a motion.

MOTION was made by TRUSTEE IRONS and seconded by TRUSTEE SHAFFER to approve to amend current Hayden Canyon Charter Performance Certificate to adjust primary attendance zone as presented. Hearing all ayes, motion carried.

4. Approve/Deny Fall Athletic Schedules as presented

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MOTION was made by TRUSTEE BROWN and seconded by TRUSTEE IRONS to approve Fall Athletic Schedules as presented. Hearing all ayes, motion carried.

5. Approve/Deny THS student overnight football camp

Chairman Olmstead clarified that the action item should read “wrestling camp.”

MOTION was made by TRUSTEE IRONS and seconded by TRUSTEE SHAFFER to approve overnight wrestling camp for THS. Hearing all ayes, motion carried.

6. Approve/Deny Lake City Church facility use for the 2019-20 school year

Brian Wallace spoke to this church using the building for a little under a year, but the Board has the discretion to approve/deny. There have not been complaints about this usage.

MOTION was made by TRUSTEE SHAFFER and seconded by TRUSTEE IRONS to approve Lake City Church facility use for the 2019-20 school year. Hearing all ayes, motion carried.

7. Approve/Deny Real Life Ministries’ facility use for the 2019-20 school year.

Chairman Olmstead spoke to the church making progress building their facility. They have been a good facility use partner and have also helped the district with grief counseling when needed.

MOTION was made by TRUSTEE IRONS and seconded by TRUSTEE SHAFFER to approve Real Life Ministries’ facility use for the 2019-20 school year. Hearing all ayes, motion carried.

8. Approve/Deny Bond Election Resolution for the August 27, 2019 Election.

Brian Wallace spoke to having Eric Herringer with Piper Jaffray and Danielle Quade with Hawley Troxell present for this item. This slideshow has been made a part of the agenda. There are three different kinds of voted levies. Supplemental levy, plant levy, and Bond levy. Mr. Herringer spoke to debt capacity for the District being quite high but not a practical number.

Brian Wallace spoke to page 10 of the slide being very helpful in explaining to voters what the amount patrons would actually pay because the language on the ballot is not the actual number patrons will pay. Chairman Olmstead spoke that this slide was very helpful as well. Mr. Herringer spoke to this happening in Kellogg and explaining to patrons that this is in fact very difficult language to understand that is placed on the ballots. Mr. Herringer spoke to market values increasing which may cause a rise on taxpayer’s bills. Interest rates are very low right now. Trustee Brown spoke to the Fed lowering an interest rate. Does this make bonds harder to sell? Mr. Herringer answered that when the Fed lowers rates, this impacts short-term interest rates, but generally longer term bonds aren’t affected as much, but bonds are generally harder to sell. The amount of money coming in to the safe bond market has increased with the amount of demand, which will make the bonds easier to sell. There is somewhat of a perfect storm right now. It makes it harder when interest rates are going up.

MOTION was made by TRUSTEE IRONS and seconded by TRUSTEE SHAFFER to approve Bond Election Resolution for the August 27, 2019 Election. Upon the following roll call vote, the Board approved the resolution.

Trustee Irons - Yes

Chairman Olmstead - Yes

Trustee Shaffer - Yes

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Trustee Brown - Yes.

H. Information/Discussion Items - (Information Only)

1. Life Awareness Run Relay Update

Dr. Meyer spoke to having a great turnout for this year's race.

2. Video Message to former Trustee, Joy Porter

Former Trustee Porter is in the hospital and Trustees discussed how they could show their support.

- I. **Action Items** - the board may take action to approve, deny, amend, modify or postpone action on any of the items listed below

1. Approve/Deny to enter into Executive Session per IC 74-206 (1) (b) No decisions/Actions will be made during Executive Session, this is only a motion to enter into Executive Session.

MOTION was made by TRUSTEE IRONS and seconded by TRUSTEE SHAFFER to approve entering into Executive Session. Upon the following roll call vote, the Board entered into Executive Session.

Trustee Irons - Present

Madam Chair Olmstead - Present

Trustee Shaffer - Present

Trustee Brown - Present

Trustee Skubitz - Absent

J. Executive Session per IC 74-206 (1) (b)

1. Personnel
 - a. Superintendent's Goals

K. Action Items after Executive Session

Regular Board meeting adjourned at 8:26 p.m.

Attest:

Respectfully Submitted:

Rena Olmstead, Chairman

Krissy Williams, Clerk

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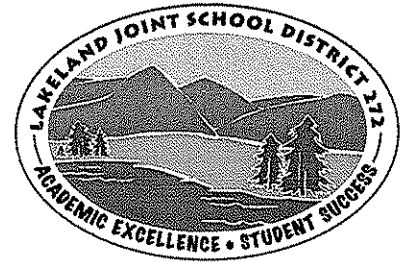
Lakeland Joint School District #272

Dr. Becky W. Meyer, Superintendent of Schools

15506 N. Washington St, Rathdrum, Idaho 83858

208/687-0431, ext. 1107

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LJSD Vision: A community committed to academic excellence ... dedicated to student success.

December 3, 2019

As designee of the Board of Trustees of the Lakeland Joint School District, I would like to submit my approval of the most recent Performance Certificate for Hayden Canyon Charter School to be considered by the Public Charter School Commission of Idaho on December 12, 2019. As the current Authorizer of Hayden Canyon Charter School, the District is in full support of this current Performance Certificate. If you have any questions, please don't hesitate to call me at 208-687-0431.

Sincerely,

A handwritten signature in black ink, appearing to be 'B. Meyer', written over a horizontal line.

Dr. Becky Meyer, Superintendent