

**SUBJECT**

Gem Prep: Meridian North Proposed Performance Certificate

**APPLICABLE STATUTE, RULE, OR POLICY**

I.C. §33-52 Public Charter Schools  
IDAPA 08.02.04 Rules Governing Public Charter Schools

**BACKGROUND**

Idaho statute requires that all public charter schools and their authorizers execute performance certificates within 75 days of petition approval.

On October 10, 2019 the PCSC approved a charter petition for Gem Prep Meridian-North (GPMN).

**DISCUSSION**

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

**IMPACT**

The PCSC has 75 days from the date of new petition approval in which to execute a performance certificate with the school's governing board.

**STAFF COMMENTS AND RECOMMENDATIONS**

If the PCSC moves to execute the performance certificate, the PCSC chairman and GPMN board chair will sign the certificate, making it effective for the dates specified therein.

**COMMISSION ACTION**

A motion to execute the performance certificate for Gem Prep: Meridian North as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13<sup>th</sup> day of December, 2019, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Gem Prep Meridian North, 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 July 16, 2019, Authorizer received a petition to request the creation of a new charter school referred to as Gem Prep: Meridian; and

WHEREAS, on October 10<sup>th</sup>, 2019, the Authorizer approved the charter petition (the “Charter”) subject to conditions outlined in Appendix A;

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Establishment of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the establishment of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix D.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2021. 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 13<sup>th</sup>, 2019, and shall

continue through **June 30, 2026**, 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 **2021-2022** 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: **To prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families.**
- B. Grades Served.** The School may serve students in **grades K-12.**
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:  
**Gem Prep: Meridian North will be grounded in 21st century learning and innovative school practices.**
- **High Expectations and Rigor.** The school’s focus will be on 21st century learning and critical thinking skills, as well as Common Core-alignment.

Personalized learning does not effectively benefit students if students are working with content that is below their capacity. The quality and rigor of student work is framed by competency-based standards planning and challenging learning objectives and assessments. Additionally, students will be prepared for a post-secondary education through dual credit courses taken during high school and the alignment of curriculum with Common Core standards.

- **Personalization.** The blended learning, personalized instructional model is built on the belief that each student brings unique strengths and challenges to their learning experience and must be supported accordingly. Personalized learning includes working in adaptive online learning programs, working toward informed post-secondary goals, and utilizing flexible time at the secondary level for self-directed learning.
- **Data.** The school will be grounded in the importance of using data to drive instruction, and will use formative assessment and other data to continually adjust instruction and necessary interventions.
- **Innovation.** Continual improvement and innovation are of considerable importance. The organization will constantly review performance data and make adjustments to the school model as necessary.

**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 676 students, with annual per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix D.
- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- D. School Facilities.** Location TBD. 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: West Ada Joint School District #2 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 **December 13, 2019**.

---

**Chairman, Idaho Public Charter School Commission**

---

**Chairman, **Gem Prep: Meridian North** 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**

# Gem Prep: Meridian North

## [YEAR] ANNUAL PERFORMANCE REPORT

### INTRODUCTION

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

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

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

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

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

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

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

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

## PERFORMANCE FRAMEWORK STRUCTURE

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

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

## ACCOUNTABILITY DESIGNATIONS

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

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

### SCHOOL OVERVIEW

<b>Mission Statement</b>	To prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families.		
<b>Key Design Elements</b>	<p>The School shall implement and maintain the following essential design elements of its educational program:                      Gem Prep: Meridian North will be grounded in 21st century learning and innovative school practices.</p> <ul style="list-style-type: none"> <li>• High Expectations and Rigor. The school’s focus will be on 21st century learning and critical thinking skills, as well as Common Core-alignment. Personalized learning does not effectively benefit students if students are working with content that is below their capacity. The quality and rigor of student work is framed by competency-based standards planning and challenging learning objectives and assessments. Additionally, students will be prepared for a post-secondary education through dual credit courses taken during high school and the alignment of curriculum with Common Core standards.</li> <li>• Personalization. The blended learning, personalized instructional model is built on the belief that each student brings unique strengths and challenges to their learning experience and must be supported accordingly. Personalized learning includes working in adaptive online learning programs, working toward informed post-secondary goals, and utilizing flexible time at the secondary level for self-directed learning.</li> <li>• Data. The school will be grounded in the importance of using data to drive instruction, and will use formative assessment and other data to continually adjust instruction and necessary interventions.</li> <li>• Innovation. Continual improvement and innovation are of considerable importance. The organization will constantly review performance data and make adjustments to the school model as necessary.</li> </ul>		
<b>School Location</b>	Location TBD	<b>School Phone</b>	208-269-1213
<b>Surrounding District</b>	West Ada School District		
<b>Opening Year</b>	2021		
<b>Current Term</b>	December 13, 2019 -June 30, 2026		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	676	<b>Enrollment (Actual)</b>	

### SCHOOL LEADERSHIP


### STUDENT DEMOGRAPHICS

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

### ISAT PROFICIENCY RATES

Percentage of students meeting or exceeding proficiency in Math	
---	--

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

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



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

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			#DIV/0!

GPM has chosen not to include mission-specific measures.

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

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

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

ACADEMIC K-12

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

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

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

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)														
<b>Measure 3a</b> <b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>  <b>Criterion-Referenced Growth</b> <b>Math</b> <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.  <b>Notes</b>	<b>Result</b>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>39-50</td> <td>0</td> </tr> <tr> <td>26-38</td> <td>0</td> </tr> <tr> <td>13-25</td> <td>0</td> </tr> <tr> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	39-50	0	26-38	0	13-25	0	0-12	0		0
Points Possible	Points Earned													
39-50	0													
26-38	0													
13-25	0													
0-12	0													
	0													
<b>Measure 3b</b> <b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>  <b>Criterion-Referenced Growth</b> <b>ELA</b> <b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA. <b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA. <b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA. <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.  <b>Notes</b>	<b>Result</b>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>39-50</td> <td>0</td> </tr> <tr> <td>26-38</td> <td>0</td> </tr> <tr> <td>13-25</td> <td>0</td> </tr> <tr> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	39-50	0	26-38	0	13-25	0	0-12	0		0
Points Possible	Points Earned													
39-50	0													
26-38	0													
13-25	0													
0-12	0													
	0													

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)																			
<p><b>Measure 4a</b></p> <p><b>Are students making expected academic growth in math compared to their academic peers?</b></p> <p><b>Norm-Referenced Growth</b></p> <p><b>Math</b></p> <p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.  <b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.  <b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.  <b>Falls Far Below Standard:</b> The school's median student growth percentile in math falls below the 30th percentile.</p> <p><b>Notes</b></p> <p>Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
Result	Points Possible	Points Earned																	
	39-50	0																	
	26-38	0																	
	13-25	0																	
	0-12	0																	
		0																	
<p><b>Measure 4b</b></p> <p><b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b></p> <p><b>Norm-Referenced Growth</b></p> <p><b>ELA</b></p> <p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA falls between the 66th and 99th percentile.  <b>Meets Standard:</b> The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.  <b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.  <b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA falls below the 30th percentile.</p> <p><b>Notes</b></p> <p>Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
Result	Points Possible	Points Earned																	
	39-50	0																	
	26-38	0																	
	13-25	0																	
	0-12	0																	
		0																	

**INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)**

**Measure 5a**                      **Are students graduating from high school on time?**

**Four-Year Adjusted Cohort Graduation Rate**

**Exceeds Standard:** The school's four-year ACGR was at least 90%.  
**Meets Standard:** The school either:  
 a) had a four-year ACGR of 80% - 89% OR  
 b) had a four-year ACGR of at least 66% AND met its progress goal.  
**Does Not Meet Standard:** The school met its progress goal but had a four-year ACGR below 66%.  
**Falls Far Below Standard:** The school did not meet its progress goal and had a four-year ACGR below 66%.

The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.

**Notes**

Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)

The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.

Result	Points Possible	Points Earned
	125	
	100	
	75	
	0-65	0
		0

OPERATIONAL

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

OPERATIONAL

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



OPERATIONAL

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT																	
<p>Measure 2a Financial Reporting and Compliance</p>	<p>Is the school meeting financial reporting and compliance requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
	25																
	15																
	0																
		0															
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>																	
<p>Notes</p>																	
<p>Measure 2b GAAP</p>	<p>Is the school following General Accepted Accounting Principles (GAAP)</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
	25																
	15																
	0																
		0															
<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>																	
<p>Notes</p>																	
<p>Measure 2c Enrollment Variance</p>	<p>Is the school successfully enrolling the projected number of students?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
	25																
	15																
	0																
		0															
<p><b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p><b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p><b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.</p>																	
<p>Notes</p> <p>Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.</p>																	

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

OPERATIONAL

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

OPERATIONAL

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	<hr/> 0
Notes	<b>INDICATOR 4: SCHOOL ENVIRONMENT</b>			
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	<p><b>Meets Standard:</b> The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>		25	
			15	
			0	<hr/> 0
Notes				
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Facilities	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>		25	
			15	
			0	<hr/> 0
Notes				

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

FINANCIAL

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

FINANCIAL

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

**Appendix C: Pre – Opening Requirements**



**Idaho Public Charter School Commission New School Opening  
Performance Certificate Appendix C: Pre Opening Requirements**

The following items must be collected by the PCSC for your school's files.

ITEM	COLLECTION BY PCSC
Performance Certificate Executed	
Bylaws Executed	
Articles of Incorporation	
Conflict of Interest and/or Code of Ethics Statement	
Facility Lease or Mortgage Executed	
Annual Board Approved Budget	
501c3 Approval Letter	
Org Chart	
Board Member and School Leader Contact Information (PCSC Dashboard)	
Emergency Incident Team Communication Plan	

The school has successfully completed all of the tasks as outlined in the accompanying task lists.

ITEM	PCSC Verification
Enrollment is Sufficient for Operation	
Meeting 1 Tasks	
Meeting 2 Tasks	
Meeting 3 Tasks	
Meeting 4 Tasks	
Meeting 5 Tasks	
Final Tasks and Facilities Visit	

Certificate is hereby given that all facts and representations on this assurance document are true and correct.

\_\_\_\_\_  
Printed Name and Title of Authorized Charter School Representative

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name of PCSC Representative

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## **Appendix D: Charter**

# Gem Prep: Meridian North



## Charter Petition

Grades K-12

Proposed Opening: August 2021

Primary Attendance Area:

West Ada School District

*Approved October 10, 2019*

Board Chair: Dennis Turner

PO Box 86

Deary, Id 83823

208-877-1513

### **Non-Discrimination Statement:**

Gem Prep: Meridian North 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.

# TABLE OF CONTENTS

<b>TABLE OF CONTENTS</b> .....	<b>2</b>
<b>Executive Summary</b> .....	<b>3</b>
<b>Section I: Educational Programs</b> .....	<b>4</b>
<b>Educational Philosophy</b> .....	<b>4</b>
<b>Student Academic Achievement Standards</b> .....	<b>4</b>
<b>Key Educational Design Elements, Curricular, Tools &amp; Instructional Methods</b> .....	<b>6</b>
Elementary School Model: Building on Best Practices .....	7
Secondary Model: Cutting Edge Innovation.....	7
Curriculum.....	8
Estimate of student time spent in each of the learning modalities .....	10
<b>Strategies for Serving Special Populations</b> .....	<b>13</b>
<b>Professional Development Plan</b> .....	<b>14</b>
<b>Section II: Financial and Facilities Plans</b> .....	<b>16</b>
<b>Fiscal Philosophy and Spending Priorities</b> .....	<b>16</b>
<b>Transportation and Food Service Plans</b> .....	<b>16</b>
Transportation.....	16
Food Services.....	16
<b>Financial Management and Monitoring Plan</b> .....	<b>17</b>
<b>Facilities Plan</b> .....	<b>19</b>
<b>Section III: Board Capacity and Governance Structure</b> .....	<b>21</b>
<b>Governance Structure</b> .....	<b>21</b>
<b>Board Member Qualifications</b> .....	<b>24</b>
<b>Transition Plan</b> .....	<b>24</b>
<b>Board Member Recruitment and Training</b> .....	<b>24</b>
<b>Section IV: Student Demand and Primary Attendance Area</b> .....	<b>26</b>
<b>Primary Attendance Area</b> .....	<b>26</b>
<b>Student Demand</b> .....	<b>26</b>
Sustained Interest in the existing Gem Prep: Meridian school .....	26
Community Growth.....	27
<b>Student Population</b> .....	<b>28</b>
<b>Enrollment Capacity</b> .....	<b>28</b>
<b>Community Partnerships and Local Support</b> .....	<b>29</b>
<b>Enrolling Underserved Families</b> .....	<b>30</b>
<b>Section V: School Leadership and Management</b> .....	<b>31</b>
<b>Leadership Team</b> .....	<b>31</b>

## Executive Summary

**Mission Statement:** To prepare students for success in college by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families.

**Vision Statement:** Gem Prep will be a K-12, personalized, college preparatory school. Through personalization, and by leveraging best practices in technology, blended learning and online learning the school will engage students in 21<sup>st</sup> century work, using competencies necessary for productive lives as citizens in a dynamic, increasingly competitive global world.

**Summary:** Gem Prep is a college preparatory school. Every program, K-12, at Gem Prep is designed and aligned to prepare students for success in college and beyond. The philosophical premise is that students need a tailored and rigorous instructional environment to help them develop the knowledge, skills, and competencies that will assist them in their success in college and beyond.

Gem Prep's instructional methodology is to provide instructional access to content designed to prepare students for the rigors of college-level instruction. Because the elementary grade levels include foundational content, Gem Prep utilizes a personalized approach, which leverages technology to adapt instruction to student needs, while simultaneously providing them with real-time feedback and remediation. As students progress to secondary grade levels, the focus of student competency development shifts toward independence, ownership of learning, and exposure to new skills. Students engage in courses in person, online, and through video teleconference to gain skills of professional communication and collaboration with colleagues (other students and teachers) in remote geographic locations. Secondary students also participate in college preparatory courses, which are dedicated to the development of competencies such as mindsets, communication skills, and habits of success.

**Community Need and Interest:** Across the state of Idaho there is an urgent need for more high quality educational options that prepare students for post-secondary success. Although there are some high performing charter and traditional schools, most of these schools are concentrated in a few areas, are overenrolled, and/or have long wait lists. Idaho's population has one of the lowest percentages of college degrees. According to the [Lumina Foundation](#), only three other states have a lower college attainment rate than Idaho.

In just its second year of operation, the existing Gem Prep: Meridian is fully enrolled for the 19-20 school year and another 500 students are on the waiting list. This demonstrates evidence of community interest in a Gem Prep education.

**Student Outcome Expectations:** Gem Prep expects students to graduate ready for the rigors of college with both the content knowledge and competencies necessary for success. Graduates will be effective problem solvers, life-long learners, self-motivated, and responsible citizens.

# Section I: Educational Programs

## Educational Philosophy

The world is changing rapidly, and education needs to keep pace with the challenges and advancements students will meet in the real world. Most Idaho students simply are not prepared for success in college, but Gem Prep seeks to make a change in Idaho. Through the use of adaptive technology coupled with highly qualified teachers who use data to personalize instruction, Gem Prep is developing students who have the knowledge, characteristics, competencies, and mindsets that they will need in order to be successful in college and the next generation workplace.

Gem Prep's education model encompasses a graduate profile developed around the competencies, the skills, and characteristics necessary for tomorrow's leaders. Gem Prep students will graduate with early college success in high school and with the experiences and accomplishments in the areas of real-world communication, rigorous academics, and superior independence and motivation.

Proficiency in reading, writing, and math has traditionally been the entry-level threshold to the job market, but the 21st century's global economy will require a workforce with a different set of skills in order to be competitive. Future employees will need a more diverse skillset combining learning skills, literacy skills, and life skills. Students will need to be exceptional critical thinkers, problem solvers, innovators, communicators and collaborators in order to be competitive in tomorrow's marketplace.

The [IBE Workforce Needs Survey](#) indicates that students need to be prepared to use technology appropriately and strategically to solve problems, find information, evaluate sources, make connections, forge deeper understandings, and effectively communicate with others. They further indicate that students need to be able to ask and answer challenging questions, solves problems, and reflects critically on their work and performance to inform future progress. Students also need to demonstrate resilience and perseverance when faced with challenges, and collaborate productively with others from different backgrounds, experiences and perspectives.

## Student Academic Achievement Standards

In addition to the outcomes and targets included in the Performance Certificate, Gem Prep will track the following outcomes to ensure student's progress:

- **Sixty percent of Gem Prep's 7th-12th grade students will take one or more advanced opportunities course each school year**, setting their trajectory for early college success in high school. Completion of this goal will be tracked through the SIS, which tracks enrollment data, student schedules and grades. Students receiving coursework in above-grade-level content is part of how Gem Prep fulfills its mission of providing students a rigorous education.

- **Seventy-five percent of 7th & 8th grade students will take courses from a teacher who is physically located in a different building than the student.** Completion of this goal will be tracked through the SIS, which tracks enrollment data, student schedules and teacher assignments. As stated in the mission statement, these send/receive courses provide an “innovative use of technology” to ensure students have access to the “exceptional teaching” regardless of their geographic location.
- **Students in grades 4th-8th will meet or exceed the state proficiency and growth average in English Language Arts and math** on state standardized assessments. Student academic outcomes in the 4th-8th grades are a key indicator of their readiness to complete rigorous coursework in subsequent years. Gem Prep will use the Idaho State Standardized Achievement Test (ISAT) to measure both growth and achievement for students in grades 4th - 8th. The Gem Prep mission statement emphasizes high-quality instruction, which is synonymous with academic growth and proficiency.
- **Gem Prep will serve students in grades K-12th, mirroring (within a 5% margin) the student population of local district demographics.** Gem Prep believes that a diverse student body enriches the education of all students and is essential to preparing students for a pluralistic world. It is also important to mirror the demographics of the surrounding district to demonstrate that Gem Prep successfully serves all students. Our mission to prepare students for success includes all students regardless of race, income, and special education status.

The following are Gem Prep: Meridian North’s educational goals.

#### SCHOOL GOALS, MEASUREMENTS, AND FOCUS ON MISSION

##### GOAL #1

**Sixty percent** of Gem Prep’s 7th-12th grade students **will take one or more advanced opportunities course** each school year, setting their trajectory for early college success in high school.

##### MEASUREMENT

Completion of this goal will be tracked through the SIS, which tracks enrollment data, student schedules and grades.

##### SUPPORTS MISSION

Students receiving coursework in above-grade-level content is part of how Gem Prep fulfills its mission of providing students a rigorous education.

##### GOAL #2

**Seventy-five percent** of 7th & 8th grade students **will take courses from a teacher who is physically located in a different building than the student.**

##### MEASUREMENT

Completion of this goal will be tracked through the SIS, which tracks enrollment data, student schedules and teacher assignments.

##### SUPPORTS MISSION

As stated in the mission statement, these send/receive courses provide an “innovative use of technology” to ensure students have access to the “exceptional teaching” regardless of their geographic location.

**GOAL #3**

Students in grades 4th-8th will **meet or exceed the state proficiency and growth average in English Language Arts and math** on state standardized assessments. Student academic outcomes in the 4th-8th grades are a key indicator of their readiness to complete rigorous coursework in subsequent years.

**MEASUREMENT**

Gem Prep will use the Idaho State Standardized Achievement Test (ISAT) to measure both growth and achievement for students in grades 4th - 8th.

**SUPPORTS MISSION**

The Gem Prep mission statement emphasizes high-quality instruction, which is synonymous with academic growth and proficiency.

**GOAL #4**

Gem Prep will **serve students in grades K-12th, mirroring (within a 5% margin) the student population of local district demographics**. Gem Prep believes that a diverse student body enriches the education of all students and is essential to preparing students for a pluralistic world. It is also important to mirror the demographics of the surrounding district to demonstrate that Gem Prep successfully serves all students.

**MEASUREMENT**

Completion of this goal will be tracked through the SIS, which tracks enrollment data, student schedules and teacher assignments.

**SUPPORTS MISSION**

Our mission to prepare students for success includes all students regardless of race, income, and special education status.

## Key Educational Design Elements, Curricular, Tools & Instructional Methods

The key design elements of the Gem Prep model are as follows:

- **High Expectations and Rigor.** The school will be focused on 21st century learning and critical thinking skills, as well as Common Core-alignment. Students will be prepared for a post-secondary education through dual credit courses taken during high school and the alignment of curriculum with Common Core standards. Personalized learning does not effectively benefit students if students are working with content that is below their capacity. The quality and rigor of student work is framed by competency-based standards planning and challenging learning objectives and assessments.
- **Personalization.** The school's instructional model is built on the belief that each student brings unique strengths and challenges to their learning experience and must be supported accordingly. Personalized learning includes working in adaptive online learning programs, working toward informed post-secondary goals and utilizing flexible time at the secondary level for self-directed learning. The path of learning will look different for each student, as it will be tailored to his or her needs. In the K-6 model, students will be using a blended learning rotation model, and the 7-12 model will use a flexible college prep learning model. Differentiated instruction will occur at these pathways—online adaptive instruction, as well as elective courses. Teachers will also do targeted small group instruction as a form of intervention and acceleration.
- **Data.** Gem Prep will be grounded in the importance of using data to drive instruction. The school will use formative assessment and other data to continually adjust instruction and necessary interventions.



- **Innovation.** Very much related to the above, the importance of continual improvement and innovation will be a focus for Gem Prep. The organization will constantly review performance data and make adjustments to the school model as necessary.

As with most innovation, Gem Prep realizes that adjustments and improvements are often necessary as these ideas are tested and put into practice in real-world settings. Gem Prep is committed to evaluating the academic impact of its instructional model and making any necessary adjustments in order to meet all academic goals. The School is committed to vigilance in ongoing assessments, evaluations and adjustments to facilitate successful student outcomes.

## Elementary School Model: Building on Best Practices

The elementary school model (Grades K-6) at Gem Prep (GP) is built around the following practices:

- **Rigorous, deeply supported learning.** Students are engaged in highly interactive learning environments designed to challenge each student at their comprehension level. This rigorous learning environment necessitates a support structure to help students reach the high bar.
- **Data driven instruction.** Teachers provide frequent formative assessments and are continually refining their instruction based on a careful review of student progress data.
- **Socio-emotional learning and support.** Gem Prep weaves socio-emotional learning into all the student daily academic schedule. The school will participate in the Panorama Ed assessment, which measures socio-emotional health of students and staff. Gem Prep schools have been identified as an outlier on this survey, as they perform significantly above their peers. Panorama sent a team to Gem Prep schools to study what makes the schools stand out so substantially.
- **Scaffolded independence and leadership.** In the upper elementary grades, students have increased opportunities for student-centered learning, teamwork, and collaboration. Students grow in self-awareness and self-discipline as they prepare for their transition to the 7th grade.

## Secondary Model: Cutting Edge Innovation

Gem Prep has spent a substantial amount of time and energy on the secondary model (grades 7-12) design. While the elementary school model at GIS leverages best practices found in other high quality schools, the secondary model is uniquely innovative both with regard to use of human capital and also redefining what students can achieve during their high school years. Key components of the Gem Prep secondary model include:

- **Access to high quality teachers across the state.** Through the use of technology, students are paired with excellent teachers in every classroom, without regard to location. Wherever they happen to live, Gem Prep students have equal access to great teachers through the creative use of shared virtual learning opportunities.
- **Exposure to diverse learning environments.** Secondary students at Gem Prep engage in three types of learning opportunities: In person, online, and “send/receive” where they engage

virtually with a Gem Prep teacher on another campus. By learning in these varied ways, students develop the skills to communicate and work in a variety of environments.

- **Free early college.** All Gem Prep students pursue either a full two-year associates degree or an 18 college credit pathway during their high school experience at Gem Prep. The Gem Prep model is strategically structured to cover college costs so that students never need to pay for their college tuition costs while in high school.
- **Group and 1:1 Advisory.** Students participate in an advisory program throughout their time with Gem Prep. For grades 7-10 the content of advisory is structured around Mindsets, Essential Skills and Habits (MESH). In 11th and 12th grade the advising programs shifts its focus to college applications, FAFSA, scholarship applications, college visits, program research, resume development and improvement.

Sixth grade (brick & mortar students) participated in multiple pilot courses during the 2018-19 SY, in preparation for broadcasting the send/receive courses the following year. Social Studies is the initial course being broadcast in the send/receive method during the 2019-2020 SY

This delivery method has also been used in Gem Prep: Online (formally I-DEA) for selected courses for several years. Below are some of the academic results of GPO:

- 2018-2019 English SAT scores were 3rd in the state.
- 2018-2019 SAT scores were in the top 10% of all schools in the state.
- 2018-2019 school year English SAT scores are 23% above state average
- 18% of graduates have graduated with enough credits eligible AA degree.

By individual design encompassing a variety of education tools (virtual classrooms, dual credit courses, on campus face-to-face instruction, fluid schedules, study blocks, etc.) students are able to create an education framework that meets their personal skills, abilities and interests, and which facilitates their progression toward their own goals.

The three Gem Prep brick and mortar schools that are currently operating have demonstrated a track record of success. In every Gem Prep school Math & Science, proficiency levels on the ISAT are significantly higher than the local districts. Collectively, the percent of Gem Prep students who are proficient or above on the ISAT is above the state average in every subject. According to the MAP assessment, Gem Prep students are in the 70th and 74th %ile in the nation for proficiency. In addition to their high ranking for proficiency, Gem Prep students are also in the top quartile for math growth, in the nation. (See assessment results in Appendix F6: Gem Prep Results.)

## Curriculum

Gem Prep believes that access to high-quality learning materials is central to the effective instruction of students. Accordingly, the school seeks to adopt a rigorous, sustainable, evidence-based curriculum that provides students with optimal access to information and learning opportunities. Gem Prep curriculum aligns to national and/or Idaho Content standards, which define the knowledge and skills students should have within their K-12 education. Gem Prep has established rigorous performance objectives, and additionally ensures each curricula meets the

following qualifications: (a) rigor meets or exceeds common core state standards; (b) curriculum is research and evidence based.

All Gem Prep core academic curriculum undergoes an extensive review process by the curriculum adoption committee. This committee reviews curriculum on an annual basis to ensure core academic content meets or exceeds content standards and maintains research-based efficacy for their specific student demographic (Idaho Administrative Rules IDAPA 08.02.03.102).

Gem Prep's proposed ELA (English Language Arts) curriculum is All About Reading for Kindergarten, Amplify Core Knowledge Language Arts for grades 1 and 2, ReadyGEN for grades 3-6, and Pearson MyPerspectives for grades 7-11. Gem Prep will also provide all K-6 students with individualized ELA intervention and enrichment through the computer-adaptive reading program, Istation. Each curriculum has been strategically selected for each grade or grade band to provides many opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. Students build skills in reading, writing, speaking and listening, and they integrate language work throughout. These researched and reviewed curriculum meets rigorous expectations in both alignment and usability ratings ([EdReports, 2019](#)).

Gem Prep's proposed Math curriculum is Zearn Math for grades K-5, Illustrative Mathematics for grades 6-8, and Pearson Envision Math for high school students. Each curriculum allows students to learn across multiple instructional formats, rotating between learning independently with self-paced digital lessons and working with their teacher and classmates in a small group. Research indicates each curriculum successfully increases student understanding and proficiency in mathematics. These mathematics curricula meet rigorous expectations in both alignment and usability ratings ([EdReports, 2019](#); [Sharma & Hasim, 2019](#); [Tabrah, 2018](#)).

Gem Prep's proposed science curriculum, Houghton Mifflin Harcourt's Science Fusion, is designed to use technology to best meet learners' needs—to be flexible, to allow for interaction, to be engaging and motivating, and to reach a wide range of learning styles, employing visual, kinesthetic, auditory, and verbal modes and abilities ([Beck, Conner, & Cruse, 2012](#); [Dani & Koenig, 2008](#); [Resendez & Azin, 2013](#)).

Gem Prep's proposed Social Studies Curriculum is MyWorld Social Studies curriculum. In preparing scholars to be college and career ready, MyWorld aligns with the new framework for social studies instruction, known as the C3 Framework, to help educators expand social studies and civic education in the classroom. MyWorld aligns with Idaho Content Standards ([Pearson, 2013](#); [Smith, 2018](#)).

To meet Gem Prep's performance objectives and gain experience communicating and learning in a variety of 3-course formats: (a) in-person classes, (b) online classes, and (c) virtual classes through live video teleconference systems in a send-receive model. Select classrooms are equipped with video teleconference equipment to facilitate send/receive courses. All students interact with digital content using Chromebooks. Gem Prep utilizes the learning management system, [Canvas](#), to design content for all core classes in grades K-12. Canvas provides a consistent framework for instructional delivery, assessment, and access to academic progress for all students in grades K-12.

In addition to Gem Prep's use of a learning management system, the school will also use computer adaptive technology to provide individualized learning. Computer adaptive programs, such as Zearn and Istation, assess each individual student and adapt the activities and assessment

questions based on the student’s response. Based on their assessment results and individual abilities, students are able to individually engage with digital activities daily.

Gem Prep will also utilize technology to support safe, equitable, and positive classroom environments such as [Class Dojo](#) and [GoGuardian](#). Class Dojo is a digital management program teachers use to communicate with elementary students and their parents. Student behavior is tracked and celebrated, student portfolios and grades are shared with parents, and staff members are able to share daily messages, videos, tutorials, updates, and pictures with students and families in a secured digital application. GoGuardian provides teachers and administrators access to observe student technology use, which facilitates students staying on task to maximize learning time. The program is also a security system to ensure students are only accessing safe and appropriate academic content when they engage with digital learning.

The school chose to utilize autonomies in three central categories: (a) acquisition and retention of high-quality teachers, (b) innovative, individualized instructional models, and (c) development and implementation of college-ready competencies. Gem Prep students deserve the best teachers and staff. Accordingly, Gem Prep developed a thorough hiring process and offers all teachers a 1-year contract. This ensures that students have consistent access to teachers who thoroughly support the development of all students in Gem Prep’s college preparatory model.

To meet Gem Prep’s rigorous performance objectives, the school uses an instructional model with a variety of course formats to meet the individual needs of their unique population. Student learning is additionally enhanced through differentiation via blended learning, adaptive technology, and grade and subject acceleration.

Per ESEA 4310, Gem Prep has identified a specific set of educational objectives, which include the development of the Gem Prep Graduate Profile and implementation of college-ready competencies. All students should have access to a high-quality education built upon a strong academic, social, and emotional foundation. Gem Prep provides all kindergarten students with tuition-free, full-day kindergarten (only half-time K is state funded), to begin laying this critical foundation. All students begin building their college competencies in kindergarten with their K-12 graduate profile focused on the following areas: (a) college planning and saving, (b) evidence of college-ready competencies, (c) college and career coaching, (d) academic growth, (e) social/emotional development, and (f) self-advocacy.

## Estimate of student time spent in each of the learning modalities

The charts below are sample weekly schedules for Grade 1, Grade 5, and Grade 8. The schedules illustrate approximately how much time students will spend in each of the learning modalities during a given week.

In addition to core instructional time, students will participate in weekly learning activities such as:

- **CSC**—Caring Schools Curriculum for social and emotional education. This time is dedicated to students developing skills such as developing empathy, taking responsibility for their actions, and showing respect for others.
- **GEM CIRCLE**—This student led time is dedicated to addressing any concerns that may exist between classmates in constructive ways. Students also commend one another for any actions that exemplify the Gem Prep culture.

- W.I.N. TIME—“What I Need” Time is an opportunity for teachers and paraprofessionals to work with students in small groups to address specific standards students are struggling to meet. This is also a time for advanced students to receive enrichment.

During the Wednesday early release, students have a menu of opportunities to further their learning. Students can participate in on-campus extracurricular activities (like student council, math club, STEM club, etc.), attend College Prep Academy to take advantage of tutoring services, or they may be released to go home.

**SAMPLE GRADE SCHEDULE: GRADE 1**

<b>MERIDIAN GRADE 1 MORNING SCHEDULE</b>					
	<b>M</b>	<b>T</b>	<b>W</b>	<b>TH</b>	<b>F</b>
<b>7:30-8:00</b>	Teacher Prep				
<b>8:00-8:05</b>	Attendance				
<b>8:05-9:05</b>	ELA: Skills Lesson (Foundational & Reading)				
<b>9:05-9:35</b>	ELA: Intervention Groups				
<b>9:35-9:55</b>	Recess				
<b>9:55-10:55</b>	ELA: Knowledge Lesson (Read Aloud & Writing)				
<b>10:55-11:15</b>	Math: Launch				
<b>11:15-11:35</b>	Lunch Recess				
<b>11:35-11:55</b>	Lunch Recess				
<b>11:55-12:30</b>	Math: Station Rotations				
<b>12:30-1:00</b>	Math: Station Rotations				

<b>MERIDIAN GRADE 1 AFTERNOON SCHEDULE</b>					
	<b>M</b>	<b>T</b>	<b>W</b>	<b>TH</b>	<b>F</b>
<b>1:00-1:30</b>	Math: Station Rotations		Pack-Up. Excused at 1:15	Math: Station Rotations	
<b>1:30-2:00</b>	Science	Science	<b>EARLY RELEASE</b>	Social Studies	Social Studies
<b>2:00-2:30</b>	Electives	Electives (Comm. Prep.)		Electives (Comm. Prep.)	Electives
<b>2:30-2:50</b>	CSC Lesson	Student Choice Reading/ Data Conferences		Student Choice Reading/ Data Conferences	Gem Circle
<b>2:50-3:10</b>	Student Choice Reading/ Data Conferences	CSC Lesson		Student Choice Reading/ Data Conferences	
<b>3:10-3:15</b>	Pack-up			Pack-up	

**SAMPLE GRADE SCHEDULE: GRADE 5**

<b>MERIDIAN GRADE 5 MORNING SCHEDULE</b>	
	<b>M T W TH F</b>
<b>7:30-8:00</b>	Teacher Prep
<b>8:00-8:05</b>	Attendance
<b>8:05-8:35</b>	ELA: Small Group Intervention
<b>8:35-9:05</b>	ELA: Read Aloud/Reading
<b>9:05-9:35</b>	ELA: Writing
<b>9:35-9:55</b>	ELA: CRQ Intervention
<b>9:55-10:15</b>	Math: Launch
<b>10:15-10:35</b>	Recess
<b>10:35-11:05</b>	Math: Station Rotations
<b>11:05-11:35</b>	Math: Station Rotations
<b>11:35-1:55</b>	Lunch Recess
<b>11:55-12:15</b>	Lunch

<b>MERIDIAN GRADE 5 AFTERNOON SCHEDULE</b>					
	<b>M</b>	<b>T</b>	<b>W</b>	<b>TH</b>	<b>F</b>
<b>12:15-12:45</b>	Math: Station Rotations				
<b>12:45 - 12:55</b>	W.I.N.				
<b>12:55 - 1:30</b>	Social Studies	Social Studies	Pack-up. Early Release at 1:15	Social Studies	Social Studies
<b>1:30 - 2:00</b>	CSC Lesson	Electives (Comm. Prep.)	<b>EARLY RELEASE</b>	Electives (Comm. Prep.)	Gem Circle
<b>2:00 - 3:00</b>	Science	Science		Science	Science
<b>3:10-3:15</b>	Pack-up	Pack-up		Pack-up	Pack-up



**SAMPLE GRADE SCHEDULE: GRADE 8**

<b>MERIDIAN GRADE 8 MORNING SCHEDULE</b>					
	<b>M</b>	<b>T</b>	<b>W</b>	<b>TH</b>	<b>F</b>
<b>7:30-8:00</b>	Teacher Prep				
<b>8:00-8:05</b>	Leadership Opportunity				
<b>8:05-8:55</b>	1st Period: Math 8				
<b>9:00-9:50</b>	2nd Period: ELA 8				
<b>9:55-10:45</b>	3rd Period: SS 8				
<b>10:50-11:40</b>	4th Period: Science 8				
<b>11:45-12:35</b>	5th Period: Advisory 8				
<b>12:40-1:10</b>	Lunch				
<b>MERIDIAN GRADE 8 AFTERNOON SCHEDULE</b>					
	<b>M</b>	<b>T</b>	<b>W</b>	<b>TH</b>	<b>F</b>
<b>1:15-2:15</b>	6th Period: HS Health		<b>EARLY RELEASE</b>	6th Period: HS Health	
<b>2:20-3:10</b>	7th Period: IDLA			7th Period: IDLA	
<b>3:10-3:15</b>	Leadership Opportunity			Leadership Opportunity	
<b>3:15</b>	Release			Release	

*\*Some students may be assigned math intervention during IDLA periods*

When students are working in asynchronous blocks, they will be supported by certified teachers and/or paraprofessionals providing tutoring, course assistance monitoring, etc. This additional structure assists students with necessary tools, time management and support, and also provides a level of expertise and encouragement toward student success.

## Strategies for Serving Special Populations

Gem Prep believes that all students deserve and can succeed in an atmosphere of high expectations. However, many students need additional support to succeed in such an environment. A Response to Intervention (RTI) system will be implemented at Gem Prep to identify and intervene with students who struggle academically or behaviorally while the challenges are still relatively small. Teachers are trained in and expected to utilize interventions for students who need additional support. Further, secondary students meet with their college preparatory advisory class in a small group (15 students or less) to learn non-academic competencies such as goal setting, mindsets, and habits of success. The teacher for the class also meets individually with students to review their future goals, their progress toward previous goals, and to reflect on progress since the last meeting. During this time, the teacher checks key indicators with the students (such as grades, behavior data, and attendance) and provides assistance or direction for the student. This is another place where students who face unique contextual challenges can get help or can be referred for additional help. The teacher's role is to intervene and assist before problems have snowballed, but also to provide a place for the student to reflect and improve.

Teachers norm around a definition of rigor and what it looks like in the classroom. Teachers are trained in equitable instruction to ensure that students from educationally disadvantaged circumstances are provided the same intellectual rigor as every other student, even if they need additional support. If an assignment, question, or activity would be given to a classroom of gifted and talented students at a high-priced private school, then it might be worthy of Gem Prep students as well. With this visualization, Gem Prep teachers are asked to hold the bar high for all students, but provide robust support for students who struggle. Some students may even need behavioral or academic intervention plans, and teachers, parents, and administrators are expected to fully integrate these plans.

The school provides a full continuum of services for students who require special education services. Students in need of intervention services are identified as outlined in the Individuals with Disabilities Act (IDEA). Once identified, the student's Individualized Educational Program (IEP) team establishes the necessary intervention strategy. The IEP team consists of the classroom teacher, special education teacher, parents, and administrator. The team first considers support options, which allow students to spend as much time as possible with peers who do not receive special education services (LRE: Least Restrictive Environment).

After determining what appropriate services and supports can be provided within the regular classroom, supplementary aids and interventions may be provided within the special education classroom, based on each student's unique needs. Gem Prep's special education focus is always on the student's abilities and not their disabilities. Gem Prep provides services for students as determined by the IEP, such as speech and language services, counseling, behavioral intervention, school-based occupational therapy, psychological services, etc. Gem Prep's special education staff meet, or exceed, the requirements as outlined by the Idaho State Department of Education. They undergo continuous professional development to persist in meeting the needs of students with disabilities at a high level.

Gem Prep will plan and budget to provide certified special education teacher(s) and other personnel, physical facilities that are appropriately accessible to permit access by students with disabilities, funding and contractual arrangements to ensure that Gem Prep students with disabilities will receive special education and services as required in IDEA and outlined on the students' IEPs.

Gem Prep will provide transportation for special needs students if it is determined that this is necessary to provide for a Free and Appropriate Public Education (FAPE).

## Professional Development Plan

Gem has developed a strategic model to support staff development, evaluation, and retention. This framework places emphasis in the following areas: (a) New staff onboarding, (b) intentional culture building, (c) ongoing, differentiated, relevant professional development, (d) aligned observation and coaching practices, and (e) Gem Prep leadership pipeline. Gem Prep believes in the importance of high-quality professional development for all team members, especially new practitioners. Because of this belief, the network schedules two-full weeks of professional development for all new and returning staff prior to the beginning of each school year. This professional development time is dedicated to onboarding and unifying all staff by: (a) Introducing and updating staff on curriculum, (b) aligning individual, school, and network goals, (c) clarifying staff and scholar expectations, (d) providing work time for grade, school, network, and vertical alignment, (e) training and practice of Common Pictures of Excellence, (f) developing collective lesson plans and practicing instruction and, (g) building positive school and network cultures of trust and support.

Gem Prep recognizes the importance of cultivating positive student, staff, classroom, school, and community culture. The school has implemented three specific strategies to build and support positive culture: (a) Aligned network culture guide, (b) Gem Staff and Student Circle, and (c) scheduled time for social-emotional learning curriculum. The Gem Prep Culture Guide outlines school values, expectations, and steps of celebration and restorative justice. The principal holds Gem Circle at least once per month with all staff during building-level professional development time. The purpose of Gem Circle is to practice mindfulness, encourage a culture of unity and celebration, and support positive lines of communication through conflict resolution. Gem Prep teachers hold



Gem Circle with their class at least once per week as well, focusing on the same purpose. Gem Prep also schedules allotted weekly time to teach the evidence-based social-emotional curriculum. The purpose of this time is to encourage practices of mindfulness, develop growth mindsets, and cultivate social/emotional personal competencies.

Gem Prep utilizes ongoing, differentiated, relevant professional development to meet their rigorous performance objectives. In addition to the two weeks Gem Prep dedicates to professional development at the beginning of the year, the network also dedicates two-hours of teacher contracted time per week for professional development, four-hours of after-school professional development per week, four full days of student-free professional development during the school year, and one week of student-free professional development (PD) at the end of the school year. Weekly PD focuses on reviewing scholar work, evaluating data, intellectual preparation of lesson plans, and culture building through Gem Circle and building-level meetings. Full PD days throughout the school year provide multiple learning pathways for individual needs based on observation results, student achievement data, administrative input, and staff and student feedback. Practitioners are provided the opportunity to self-select relevant PD aligned with their strengths, areas of opportunity, and educational trends.

Gem Prep believes Common Pictures of Excellence (CPE), aligned observation practices, and strategic coaching strategies lead to instructional fidelity, excellence, and student achievement. CPE provide clear and aligned expectations of what excellent instruction and, more importantly, excellent learning looks like. The CPE define and detail instructional strategies and procedures such as: (a) Hallway behavior, (b) learning posture, (c) response strategies, (d) habits of discussion, (e) annotating text, (f) classroom and school transitions, (g) read aloud routines, and (h) partner work. CPE provide aligned management and instructional strategies to create safe, academically focused learning spaces. Because Gem Prep utilizes CPE, administrators are able to align observation rubrics, expectations, practices, and coaching strategies. Gem Prep administrations, including network leadership and building leadership, meet for two hours each week to review videos of Gem Prep teaching instruction, calibrate evaluation criteria, develop collective active steps, and practice coaching scripts and strategies. This alignment of expectations, observations, and coaching ensures implementation fidelity of the educational model.

## Section II: Financial and Facilities Plans

### Fiscal Philosophy and Spending Priorities

The Gem Prep board and staff believe that thorough financial training, expertise, and accountability are all essential elements of a successful school. For that reason, Gem Prep employs staff experienced in successful financial management. The current CFO has 25 years of successful school finance experience. Financial reports are reviewed each month as part of the board data dashboard. Gem Prep seeks to always have at least two board members with financial expertise, who serve on our Board Finance Committee. The finance staff attend regular training to keep their knowledge current and to stay abreast of any changes in the law or financial practice.

The Board is confident in the financial projections due to their grounding in current Gem Prep schools. While the approach is always to budget conservatively, Gem Prep also bases the financial projections on historical data and experience with existing Gem Prep schools. Gem Prep's spending priorities are focused on student investments, particularly on staff and instructional programming. Every expenditure is evaluated on how it impacts student outcomes.

One indicator that is of particular importance is the fund balance. The Gem Prep board of directors believes maintaining a healthy fund balance is essential to the preservation of the financial integrity of the school. A healthy fund balance provides stability to students and staff through unanticipated interruptions in cash flow, changes in funding formulas or other regulations, emergencies, the ability to invest in opportunities, and meet the long-term goals of the school and organization. As a demonstration of our commitment to this philosophy, the organization's brick and mortar Gem Prep Schools have an average of 3.8 months of operating reserves. The fund balance is one of the standards against which the school's fiscal performance can be judged.

### Transportation and Food Service Plans

#### Transportation

Gem Prep understands the importance of providing student transportation, therefore Gem Prep: Meridian North plans to offer student transportation in their first year. Gem Prep plans to contract with a bus service for transportation. The school will follow all state reporting requirements for transportation. A formal bid process as outlined by the Idaho State Department of Education and Idaho Code will be followed. Transportation will be provided to the student population as outlined in Idaho Code.

Students with special needs will be provided transportation in accordance with the requirements of state and federal law. A student's IEP will determine if transportation is required and the best method of transportation. All transportation will adhere to the IDEA. Transportation of field trips, excursions, and extracurricular activities will be provided by the school through contracted services, and supported through donations from families, as well as philanthropic avenues.

#### Food Services

Gem Prep believes that no child should go without food and intends to provide a lunch program to students. Gem Prep is currently investigating two options for implementing the lunch program.

**Option 1:**

Similar to Gem Prep: Meridian and Gem Prep: Nampa, the school may contract with the Nampa School District to provide meal planning and meals to the school. Under this option Gem Prep: Meridian North would submit an application to be part of the National School Lunch Program (NSLP). The operations team will manage all reporting requirements, FRL forms, direct certifications, and lunch room and serving staffing.

**Option 2:**

NNU/Sodexo has shown interest in providing meals to the school. Though this option may not include participation in the NSLP, the school intends to offer free and reduced lunches to those who qualify. Similar to Option 1 NNU/Sodexo would provide the meal planning and meals. The operations team will manage all reporting requirements, FRL forms, direct certifications, and lunch room and serving staffing.

If Gem Prep participates in the National Lunch Program, free and reduced data will be collected annually by individual FRL forms and/or through Direct Certification. The forms will be collected at the beginning of each school year. Gem Prep will pursue receiving a high percentage of respondents to the FRL survey. Students who qualify for free or reduced lunches will be offered a lunch for free or at a reduced price, whether or not the school participates in the NSLP program. GPMN will only choose the option of providing a lunch program without NSLP reimbursement if it is sustainable within the constraints of the budget.

Families will be notified about the nutrition options through various communication avenues such as on-campus events like 'back to school night', as well as in-house announcement TV screen, Facebook, flyers, teacher newsletters, principal newsletter, emails, Class Dojo, etc.

## Financial Management and Monitoring Plan

Gem Prep has developed a sustainable and comprehensive operational and financial plan including curriculum, technology, staffing, facilities, and support services. Gem Prep: Meridian North is part of a network of Gem Prep schools who share administrative and business services in order to direct financial resources towards supporting the Gem Prep college preparatory model.

The Board of Directors is comprised of a seasoned group of professionals with expertise and in areas such as finance, law, real estate, and governance. Further strengthening the board, the current board chair has five years of governance experience with Gem Prep schools, and the vice-chair has 10 years. In addition, the CEO has 12 years of experience operating Idaho charter schools and the CFO has 25 years' school finance experience. *(See Appendix F4: Management Team Resumes.)*

Gem Prep will comply with the financial reporting requirements of Idaho Code Section 33-701 (5-10). The Board will have prepared and published, within one hundred twenty (120) days from the last day of each fiscal year, an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction pursuant to Idaho Code Section 33-701(5)(6).

The Board will present and discuss all financial matters at public sessions and will post all financial results, budgets, audits, contracts and disbursements electronically on the Gem Prep website. The Board will hold an annual public hearing where the budget is discussed in detail. The Board will

post notices of all meetings, including financial meetings, at the Gem Prep school site as well as two other public sites within the attendance area, such as at a public library.

Such annual statement shall include, but not be limited to, the amounts of money budgeted and received, and from what sources, and the amounts budgeted and expended for salaries and other expenses by category. The annual statement will be submitted to the State Department of Education and the charter authorizer as required by law.

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

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

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

Gem Prep will invest any money coming into the hands of the school in investments permitted by section 67-120 of the Idaho Code.

The CEO and CFO compile a proposed budget based on the state funding formula with input from principals and department administrators. The CFO will present the proposed budget to the Board Finance committee. After the budget is developed, Gem Prep will publish a budget hearing notice per Idaho Code. The finance committee then recommends the final budget for adoption to the Board of Directors. Gem Prep posts the approved budget on the School's website and submits a copy to SDE.

The board of directors will be responsible for the financial management of Gem Prep. The board of directors' role in financial management will include, but not be limited to the following:

- Establishment of operating and capital budgets
- Long-term financial planning and preparations
- Monthly review of budget-to-actual financial performance providing for adequate oversight of financial performance and the opportunity to adjust expenditures as necessary to ensure operation within budget
- Monthly review of cash flow projections
- Establishment of internal financial policies consistent with the requirements of state law and Generally Accepted Accounting Principles to provide for adequate financial controls.

*(Appendix A1: Financial Summary, Appendix A2: Pre-Opening Budget, Appendix A3: Three-Year Operating Budget and Break-Even Year 1 Scenario, Appendix A4: Cash Flow Projection for Initial Operating Year, Appendix F3: JAKAFF Grant.)*

## Facilities Plan

At full scale, Gem Prep: Meridian North will require approximately 50,000 square feet of space. The space breakdown is as follows:

Area	Size (sf)	Quantity	Total Size
Classrooms (K-6, Sped)	850	15	12750
Classrooms (7 - 12)	1000	6	6000
Gym	5000	1	5000
Cafeteria	2000	1	2000
Fab Lab	1500	1	1500
High School Commons	2000	1	2000
High School Collab Rooms	150	10	1500
Admin, Reception, Conf.	1750	1	1750
Circulation, Kitchen, Bathroom, Storage, Tech (35% of total)	17500	1	17500
		<b>Total:</b>	<b>50000</b>

At the K-6 grade levels Gem Prep: Meridian North will require classrooms that will allow teachers and students the ability to move around and re-organize their room to accommodate our station rotation model. Each classroom will have access to high capacity wireless Internet and Chromebooks for students. In high school, the facility will need to accommodate an open concept capable of adapting to the needs of the students and teachers. Common areas will be created with various learning pods to allow for student collaboration, project work, and students taking online classes. Each classroom will contain virtual teleconferencing equipment to accommodate our shared course model. Structurally, the school requires a facility that will allow for adaptation of the learning environment to suit its needs.

Gem Prep: Meridian North will assure that all facilities meet state and federal health and safety laws and meet ADA requirements. The school leadership will comply with state laws to have annual safety inspections of their facilities and address any issues that are found during those inspections.

Gem Prep: Meridian North will remain in compliance with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code, and the Americans with Disabilities Act. The School will provide certification that the facilities meet all requirements for health, safety, fire and accessibility for those with disabilities. Gem Prep: Meridian North will continue to provide regular inspections of the facilities for health, safety and fire compliance and will provide copies of these reports upon request.

Gem Prep: Meridian North's school leadership has successfully secured facilities for three other school startups and is aware that finding affordable facilities that can meet the programmatic needs of schools is an essential criterion for success. The school anticipates that securing affordable

facilities may be one of the more challenging components of this plan. *(See Building Hope Letter of Support in Appendix F7.)*

**Option 1**

In the proposed budget, Gem Prep: Meridian North plans to purchase property and phase the facility construction over the course of 3 years. Phase I (yr.1) construction is approximately 34,600 sq. feet, which includes classroom space for K-8th grades, a gym, cafeteria, fab lab, and admin space. Phase II’s estimated construction start is October of 2022 (yr. 3) and is approximately 13,600 sq. ft. This phase will add classroom space for 9th - 12th grades as well as the high school commons space, and a teacher workroom. The estimated cost the total project to \$9,000,000.

**Option 2**

In the event the school is able to secure a CSP grant or other philanthropic support, Gem Prep: Meridian North plans to purchase property and enter into a predevelopment agreement to construct an approximately 50,000 sq. ft. K-12 facility. Construction will start in October of 2020 and will complete in July of 2021. Based on other recent school construction projects, GPMN estimates a total project cost of \$9,000,000.

*(Appendix A5: Facility Options Template)*

## Section III: Board Capacity and Governance Structure

### Governance Structure

Gem Innovation Schools of Idaho, Inc. (GIS) will be the charter holder (the board of directors) and will govern Gem Prep: Meridian North, LLC, pursuant to GIS's existing Articles of Incorporation, Bylaws, and Board Policies. Gem Innovation Schools of Idaho, Inc., is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code of 1986 ("IRS Code"), or the corresponding provisions of any future federal income tax code. GIS will be the sole member of Gem Prep: Meridian North, LLC (GPMN).

*(Appendix B: GIS Articles of Incorporation, GIS Bylaws, GPMN Certificate of Organization, LLC, and GPMN Operating Agreement)*

### Board of Directors Responsibilities

The Board will be responsible for the financial health of the school, managing the school's funds responsibly and prudently while prioritizing spending with consideration given to the school's mission, vision and educational program goals. The Board will make an effort to establish financial practices and reporting that result in accuracy and transparency. Board members will participate in fundraising activities as deemed necessary and appropriate by the Board. Board members will put the interests of the school first and will refrain from using the position for personal or partisan gain.

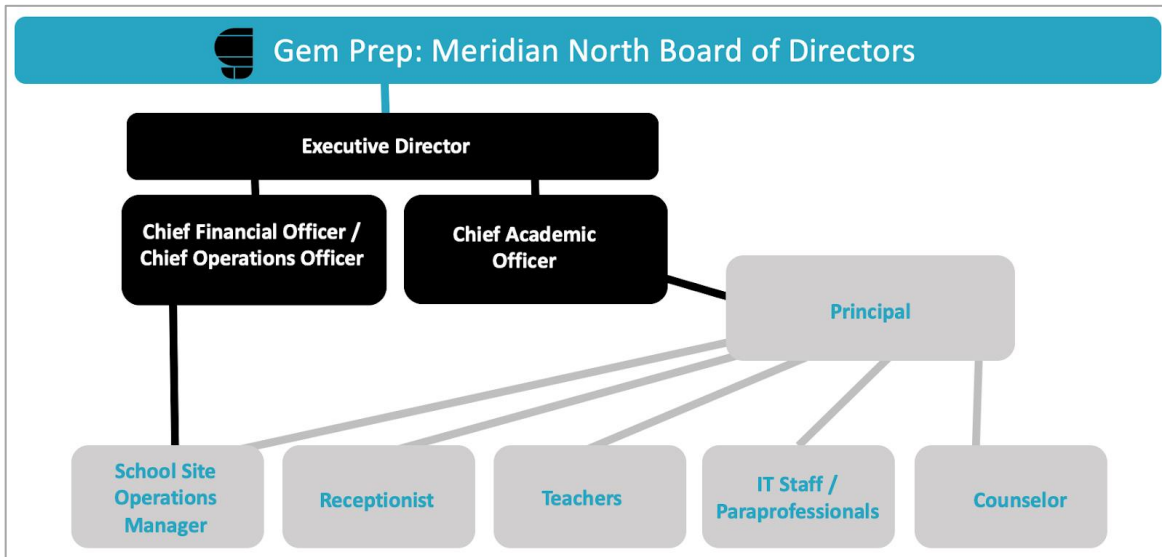
Board business conducted at Board meetings will be done per the bylaws and applicable laws (*See bylaws in Appendix B*). Board members will commit to the ethical standards set forth in the Ethical Standards Agreement. The Board is to serve as liaison between the school and the authorizing entity. (*See Appendix F5 Board Ethics Statements.*)

### Relationship between the Board of Directors and School Administration

Gem Innovation Schools of Idaho Board of Directors is the governing board of the Gem Prep: Meridian North school and has ultimate control over the school and all employee and parent concerns. If a parent or employee has a concern, they will first attempt to resolve the issue with the principal. If the issue cannot be resolved with the principal, the parent or employee may attempt a resolution with the Chief Academic Officer and then the Executive Director. If their concern is still not resolved, it will be brought before the Board of Directors.

The organization chart below demonstrates the reporting and interaction structure for Gem Prep: Meridian North.





**The Board of Directors is responsible for:**

- Policy development and review
- The financial health of the school
- Administrative and operational oversight (not day-to-day operations)
- The legal affairs
- The adoption, advocate for and oversee a school budget, which is responsive to school goals and meets the needs of all students
- Conducting an annual self-evaluation of its own leadership, governance and teamwork.
- Communicating and interpreting the school's mission and other policy related matters to the public and stakeholders.
- Ensuring there is a supportive, smoothly operating leadership team, which advocates for both children and the community.
- Selecting and evaluating the Executive Director

**Executive Director works under the direction of the Board.**

*Responsibilities include, but are not limited to:*

- Implement the vision and mission of the school
- Recommend to the Board the hiring of personnel
- Fulfill state charter school requirements
- Insure Gem Prep meets the performance requirements outlined in the performance certificate
- Execute the policies of the Board
- Act as the intermediary between the Board and stakeholders
- Make recommendations to the Board on issues facing the school



**Chief Financial Officer works under the direction of the Executive Director.***Responsibilities include but are not limited to:*

- Monthly and annual financial reporting to the board and outside entities
- Budgeting
- Day to day financial operations and accounting
- Financial records
- Purchasing and contracts
- State reporting requirements
- Payroll
- Insurance
- Benefits
- Accounts Payable

**Chief Academic Officer works under the direction of the Executive Director.***Responsibilities include but are not limited to:*

- Develop curriculum, instruction and assessment
- Recommend special services
- Implement professional development
- Supply annual educational reports
- Supervise and evaluate school principal
- State assessment planning
- Oversee hiring educational staff and provide recommendations

**Chief Operating Officer works under the direction of the Executive Director.***Responsibilities include but are not limited to:*

- Facilities management
- Supervise school operations employee
- Transportation
- Nutrition
- Building security and student safety
- Technology

**Principal works under the direction of the Chief Academic Officer.***Responsibilities include but are not limited to:*

- Parent and public relations
- Building school wide community and culture
- Student and staff discipline.
- Participate in curriculum development
- Supervise student scheduling
- Conduct all staff evaluations
- Provide teacher mentoring and coaching
- Resolve personnel issues

- Oversee substitute teacher roster, training and evaluation
- Student enrollment and records
- Attendance

## Board Member Qualifications

The appointed Board of Directors will be legally accountable for the operation of Gem Prep: Meridian North. The school is committed to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them. The board of directors not only seeks potential board members who support Gem Prep students but also who have the specific skill set needed on the board.

The Board of Directors is comprised of a talented and seasoned group of professionals and civic leaders. Board expertise and strength covers all necessary governance areas such as education, law, real estate, strategy, finance, management and community relations, etc. Further strengthening the board, the current board chair has five years of governance experience with Gem Prep schools, and the vice-chair has 10.

*(Appendix C: Board of Directors and Petitioning Group)*

Board Member Name	Board Composition Profile & Terms of Service							Years of Service	Current Term Expires
	Education	Law / Compliance / Operation	Real Estate / Facilities	Strategy	Accounting / Finance	Business / Management	Politics / External Relationships		
Dennis Turner, Chair			X	X		X		From 03/2014	6/30/21
Murray Stanton, V. Chair		X		X			X	From 05/2009	6/30/21
Jill Call	X				X	X		From 08/2012	6/30/22
Renee Ellsworth			X		X	X		From 05/2018	6/30/22
Duncan Robb	X	X		X		X	X	From 09/2018	6/30/20
Roger Stewart	X			X			X	From 02/2016	6/30/20
Brian Trammell		X	X					From 12/2016	6/30/20
*Legal Counsel		X	X	X	X	X			

\*Services as needed (Contract law, policy review, etc.)

## Transition Plan

A vital element in the plans for the Gem Prep: Meridian North school has been the governance of the GIS Board of Directors. The GIS Board has been governing four Gem Prep Schools for a considerable time and integral in the growth and development plans of Gem Prep: Meridian North. Therefore, a transition plan from a founding board to a governing board is not necessary.

## Board Member Recruitment and Training

Recruitment and nomination of potential new board members is the responsibility of the board’s Governance Committee. When recruiting, the committee leverages professional networks, as well as the connections of staff, teachers, parents, and community members. When less than two board members possess any categorized skills set, the committee identifies that skill as the recruitment priority. Further, if board members cannot be identified who possesses the necessary skills set, the Committee recommends board training in order to develop expertise in that skill within existing board members. Board members must share a commitment to the mission of the school, and be willing to volunteer their expertise to ensure the school’s success in fulfilling its mission.

GIS school board members are committed to continued development. The board believes strongly in seeking out relevant board training opportunities to assist in making Gem Prep a high performing college preparatory school, which prepares students for college, career, and citizenship.

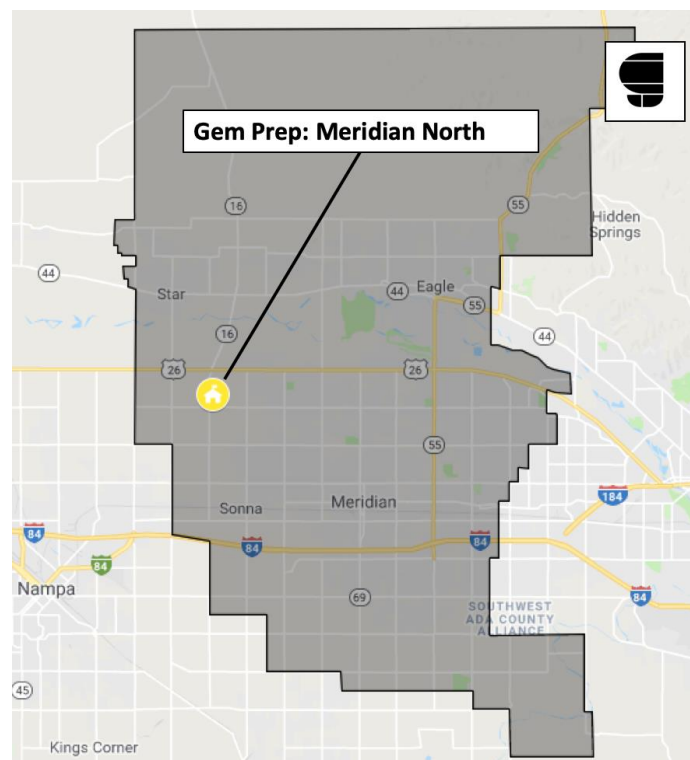
Board members identify the greatest needs for professional learning. Once needs are identified, the board develops a professional development plan which provides opportunities for board members to advance their expertise, and to strengthen and deepen the board as a whole. The annual school budget includes funding for board training and development opportunities, which is fully reimbursable by the state. Board members attend regular training such as the Idaho School Board Association's annual convention. They also attend the State Department of Education charter school workshops, which provide information about best practices and common challenges of charter boards. These workshops and training opportunities also provide critical networking connections for board members.

A New Board Members packet is provided to new board members. This packet contains information to help them understand what is involved in being a board member. Packets include, but are not limited to, the GIS Board Handbook, GPMN Charter, roles and responsibilities, open meeting and record laws, state statute for charter schools, ethical standards, conflict of interest information, board policies, financial reports, and budgets. New members are also provided with educational materials relative to Gem Prep's educational model, such as webinars, books, and conferences, prior to appointment, and during their service on the board.

## Section IV: Student Demand and Primary Attendance Area

### Primary Attendance Area

The school will be physically located within the West Ada School District. Gem Prep: Meridian North's attendance area will include all of WASD as detailed in the map below. A more detailed view can be found at the following link: [GPMN Attendance Area Map](#).



The school anticipates drawing students from Nampa School District, Boise School District, Middleton School District, and Vallivue School District. The City of Meridian and the WASD will be the most impacted. As mentioned, the WASD is growing quickly, and many of the schools are overcrowded. Most importantly, the school provides a college preparatory school in the area.

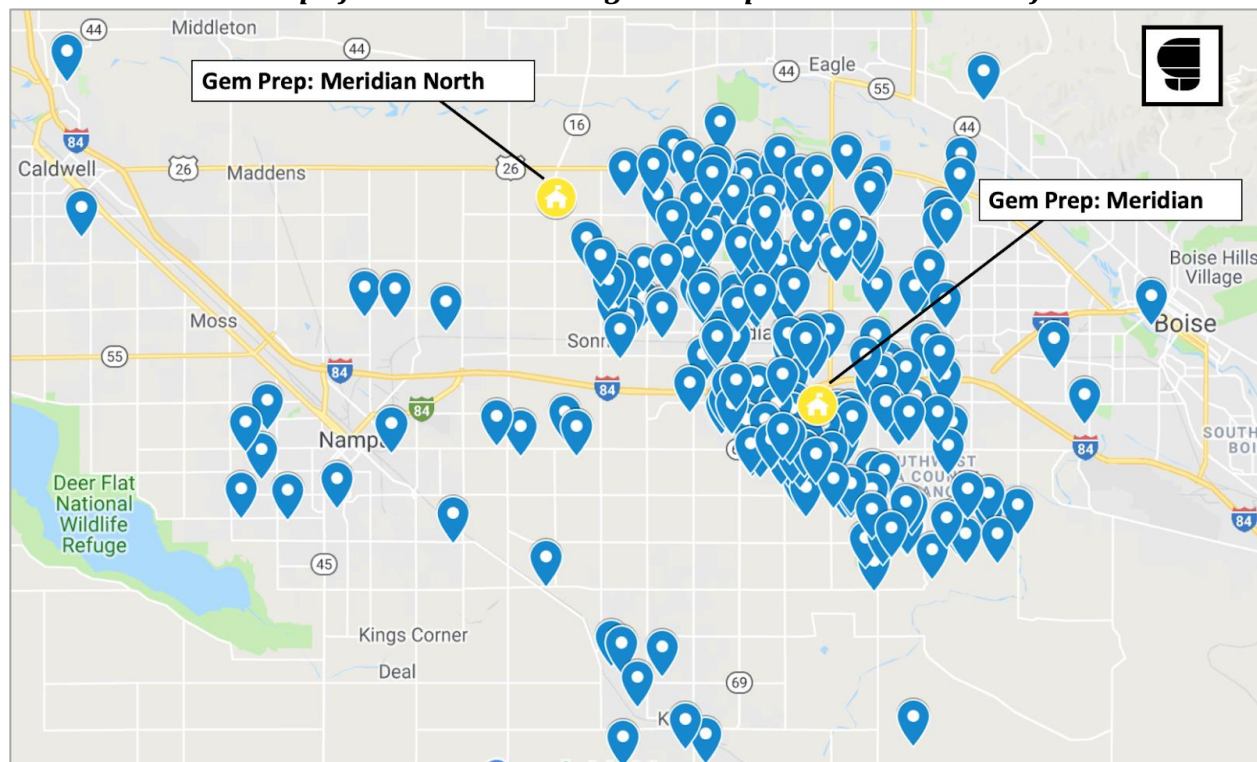
### Student Demand

#### Sustained Interest in the existing Gem Prep: Meridian school

There is considerable demand for student enrollment in the existing Gem Prep: Meridian (GPM) school. Its second year of operation, for the 2019-2020 school year, GPM is 100% enrolled and there are more students who remain on the waiting list for enrollment than the total enrollment

capacity for the school. GPM's waitlist currently stands at approximately 500 students as of June 2019 for the 2019-20 school year.

### **Locations map of 2019-2020 existing Gem Prep: Meridian enrolled families**



Twenty-one percent of current GPM families live closer to the proposed location of GPMN than the existing GPM school location. It is anticipated that some current GPM students who live closer to GPMN will transfer to the new school, or that students on the GPM waitlist will enroll in GPMN even if it is not the closest GP campus. GPMN anticipates interest in enrollment from some GPM and GPN students. GPMN's current interested student list is approximately 200 with nearly two full years to continue student recruitment before opening. Due to these factors, along with the population growth in Meridian, GPMN is confident that every seat will be filled on day one, with a significant waitlist as well. (See Appendix F8 for GPM's and GPN's grade by grade waitlist.)

## **Community Growth**

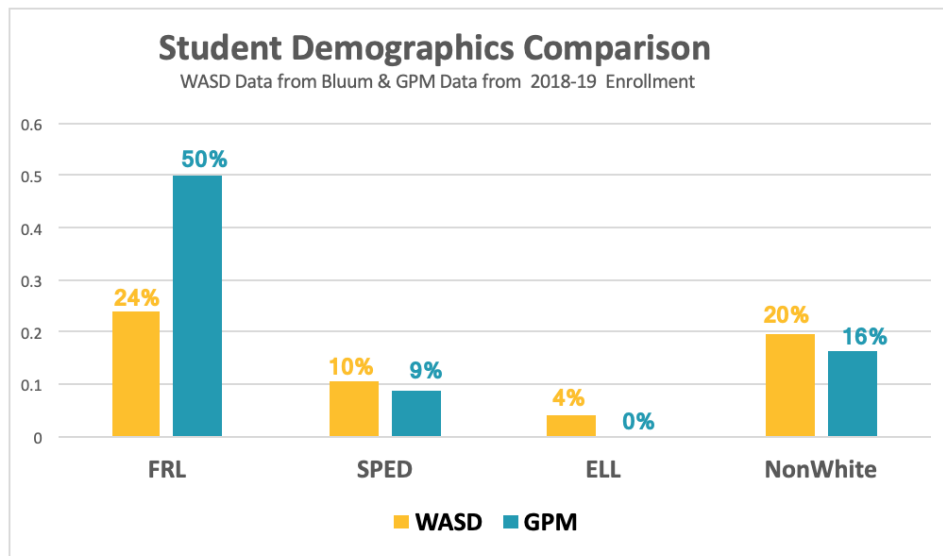
According to Compass Idaho, a community planning organization for southwest Idaho, by the year 2021, approximately 1,041 new residential units are projected to be built within a one-mile radius of the proposed GPMN location. Expanding that radius out to two miles, an additional 1,837 new units are projected.

Further, West Ada School District's facilities plan indicates that the North Meridian area is projected to be one of the highest growth areas for school age children. Within two miles of the proposed GPMN location, WASD estimates there will be approximately 3,077 elementary students, 1,743 middle school students, and 1,966 high school students. The district predicts their mid-west region (between Chinden and I-84 and west of Eagle Road) to be their fastest growing region for elementary students. Additionally, middle schools and high schools in the area are predicted to be

1,000 - 2,000 students over-enrolled. *(West Ada Future School Sites Map, West Ada School District School Facility Plan)*

## Student Population

It is anticipated Gem Prep: Meridian North will mirror the student demographic population of the West Ada School District and the existing Gem Prep: Meridian. Focused recruitment strategies have enabled GPM’s student demographic population to roughly reflect the West Ada school district’s percentage of non-white, English Language Learner, economically disadvantaged (low income), and special education. GPM serves a higher percentage of low-income students compared to the district *(see below data)*.



## Enrollment Capacity

Gem Prep’s instructional model includes challenging each student at their comprehension level. One way Gem Prep does this is by placing students in the grade level of their comprehension, not necessarily in the grade level of their birth year. While this practice keeps students academically challenged, changing a student’s grade level placement also creates challenges to keep within the grade level cap, which is the reason a schoolwide cap is necessary as opposed to a grade-level cap.

Gem Prep enrollment is capped at 676 students in grades K-12. The table below contains the grade-by-grade *plan* to grow to 574 students over five years. While the Board has a grade-by-grade plan that targets 574 students, the Board requests a single K-12 enrollment capacity of approximately 676. This approach allows the Board to adjust grade-level student numbers, within the 676 student cap, in order to assure availability for all current students who wish to re-enroll, in order to place students in the grade level of their comprehension, and in response to market needs. For the purpose of the lottery, no less than three months prior to GPMN’s application deadline, the Board of Directors will establish the annual school-wide enrollment capacity not to exceed 676 students and an annual enrollment capacity for each grade level.

Grades	2022	2023	2024	2025	2026
K	52	52	52	52	52
1st	52	52	52	52	52
2nd	52	52	52	52	52
3rd	52	52	52	52	52
4th	52	52	52	52	52
5th	52	52	52	52	52
6th		52	52	52	52
7th		45	45	45	45
8th		45	45	45	45
9th			30	30	30
10th			30	30	30
11th				30	30
12th					30
<b>Total</b>	<b>312</b>	<b>454</b>	<b>514</b>	<b>544</b>	<b>574</b>

GPMN recognizes the demand in the secondary level drops, which is why the growth plan above (which the financial plan is built upon) reduces down from 52 seats in 6th grade to 45 seats in grades 7-8 and then again to 30 seats in grades 9-12. In the first year offering grades 7 & 8 in Gem Prep: Meridian, the demand is higher than we anticipated. GPM's 7th & 8th grade enrollment is currently full with another 44 students on the waitlist in just the first year offering secondary grades. GPMN sees the same trend with 7 & 8 grades full with 34 students on waitlist.

## Community Partnerships and Local Support

The school continues to develop mutually beneficial relationships with local vendors, businesses, and community leaders. Below are examples of early or existing partnerships that will be leveraged for GPMN.

- **Dragon Fly Performing Arts:** Provides after school program for students and other children in the local community.
- **Young Rembrandts:** Offers arts classes on campus each week.
- **Idaho Dance:** Teaches ballet and hip hop classes on campus.
- **Fowler Orthodontics:** Presents oral hygiene information to students.
- **Meridian Fire Department:** Provides fire safety and emergency training for students.
- **Independence Indoor Shooting Range:** provide firearms safety courses to students.

GPMN expects to continue to develop partnerships with community based organizations. Future organizations which may be the focus of partnerships include colleges, student support organizations, philanthropic supporters, and businesses whose interests align in supporting GPMN students. *(See Appendix F1: Letter to Local Superintendent.)*



## Enrolling Underserved Families

Gem Prep has developed a student recruitment plan that intentionally enrolls a diverse student population. Branding was created by a professional designer, and messaging was created with the help of an experienced consultant to balance high expectations with robust support.

Gem Prep uses a variety of recruitment tools including social media, mailers, door-to-door campaigns, public forums, local preschools, and community events and groups. Student recruitment materials (also available in Spanish) feature students who represent racial diversity and a range of age levels. These materials make it abundantly clear that Gem Prep serves students at all academic levels, including special education students. Door-to-door efforts and mailers include a variety of neighborhoods, including those most likely to yield enrollment from students of color and of low-income. Social media parameters are narrowed to target these same neighborhoods and demographics. During the summer, Gem Prep staff attend free lunch at the parks (which are intended for low-income families) to inform families about school choice options. Strong demand currently exists for enrollment at Gem Prep from a regionally diverse student population.

Additionally, beneficial to underserved families, is the opportunity to take advantage of the tuition-free full-day kindergarten offered through GPMN.



# Section V: School Leadership and Management

## Leadership Team

The Administrative services will be provided by the school Administrators (state certification required), with support from the Board of Directors. Gem Prep: Meridian North will contract with another Idaho charter school, Gem Prep: Online (formally I-DEA), for professional services (*See Appendix F2: Professional Services Agreement Draft*). GPO will provide a seasoned charter school leadership team with over 15 years of experience who manage several Idaho charter schools including Gem Prep: Online (GPO), Gem Prep: Pocatello, Gem Prep: Nampa and Gem Prep: Meridian. The team is augmented by a governance board, which provides expertise in all of the functions and areas needed to run a successful school.

The contract with GPO provides a Chief Executive Officer who reports directly to the Board of Directors and is responsible for the overall success of the school. The contract also provides for service of positions such as a Chief Academic Officer, Chief Financial Officer and Chief Operating Officer, who all report directly to the CEO (*See Appendix F2: Professional Services Agreement Draft*). The instructional leader of the school is the principal who reports to and is evaluated by a certified academic officer. All other certified staff are evaluated by the principal. (*See Appendix D: School Administration and Organization Chart.*)

The school's management plan provides the school support from an executive team with a demonstrated track record of preparing students for success in college and beyond. The executive team is currently comprised of a CEO, CFO, CAO, COO. The executive team manages curriculum development, instructional oversight, obtaining a facility and facility financing, fundraising, professional development, preparing budgets and financial reports, back office support, human resources, overseeing special education, and marketing. This allows the principal to focus on the instructional leadership of the school. The principal's responsibilities include student academic success, building school community and culture, providing teacher mentoring and coaching, conducting staff evaluations, student discipline, and facilitating parent and community relations.

The board reviews key indicators on the school's data dashboard each month. Key indicators include enrollment, academic growth and achievement, financial stability, student demographic diversity, stakeholder satisfaction, and teacher turnover. Monthly reviews allow the board to proactively address concerns as they arise. If concerns arise, administrators may provide context or additional information to address those concerns. If the concern warrants additional action, the board may either send the concern to one of the committees or ask the administration to make a recommendation at the next meeting concerning a resolution. In addition, the CEO is evaluated annually on the performance of the school, which is informed by indicators outlined in the data dashboard. The Board of Directors will evaluate the CEO using an evaluation framework permissible by Idaho law. At the present, this is a Danielson Evaluation Framework. The Board will complete the evaluation of the administrator once per year, as required by Idaho Code. The timeline of evaluation will follow Idaho Code and be written in policy adopted by the Board of Directors after the charter petition is approved.

The CEO, CAO, and CFO, all of whom have over 12 years of charter sector experience, manage charter specific requirements. Operations are managed collaboratively by the COO (with 15 years charter sector experience) and the school site operations manager. The CFO (who has 25 years of school experience) manages finances. The CEO in collaboration with the school attorney handles legal matters.

The chart below outlines the experience and areas of expertise of the school’s board and leadership team. *(See board resumes in Appendix C: Board of Directors and Petitioning Group. See leadership team resumes in Appendix F: Management Team.)*

**Gem Prep: Meridian North School Leadership Profile**

<b>School Leadership</b>	Finance	Educational Program	Education Innovation	New School Start-Up	School Facilities	Governance & Law	Operations	Community Outreach	Development / Fundraising	School Administration	Distance Learning	Special Populations	Technology & Data	Board Member
Jason Bransford, CEO	X	X	X	X		X		X	X	X	X	X		
Laurie Wolfe, CAO		X	X	X	X	X				X	X	X	X	
Lisa Pearce, CFO	X				X	X	X		X		X			
Josh Femreite, COO			X	X	X		X				X		X	
Jill Call		X	X											X
Renee Ellsworth	X							X						X
Duncan Robb		X				X		X						X
Murray Stanton						X	X							X
Roger Stewart		X	X											X
Brian Trammel						X		X						X
Dennis Turner				X	X	X	X	X						X

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

**IDAHO** PUBLIC CHARTER SCHOOL COMMISSION

**CLOSURE  
PROTOCOL**

**August 2013**



## Background

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

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

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

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

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

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

## Table of Contents

Introduction.....	4
A Conceptual Timeline for Closure.....	5
Notification and Initial Steps.....	6
Develop / Monitor Implementation of the Closure Plan.....	8
Finalize School Affairs: Governance and Operations.....	9
Finalize School Affairs: Finance.....	11
Finalize School Affairs: Reporting.....	12
Dissolution.....	13



# Introduction

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

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

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

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

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

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

---

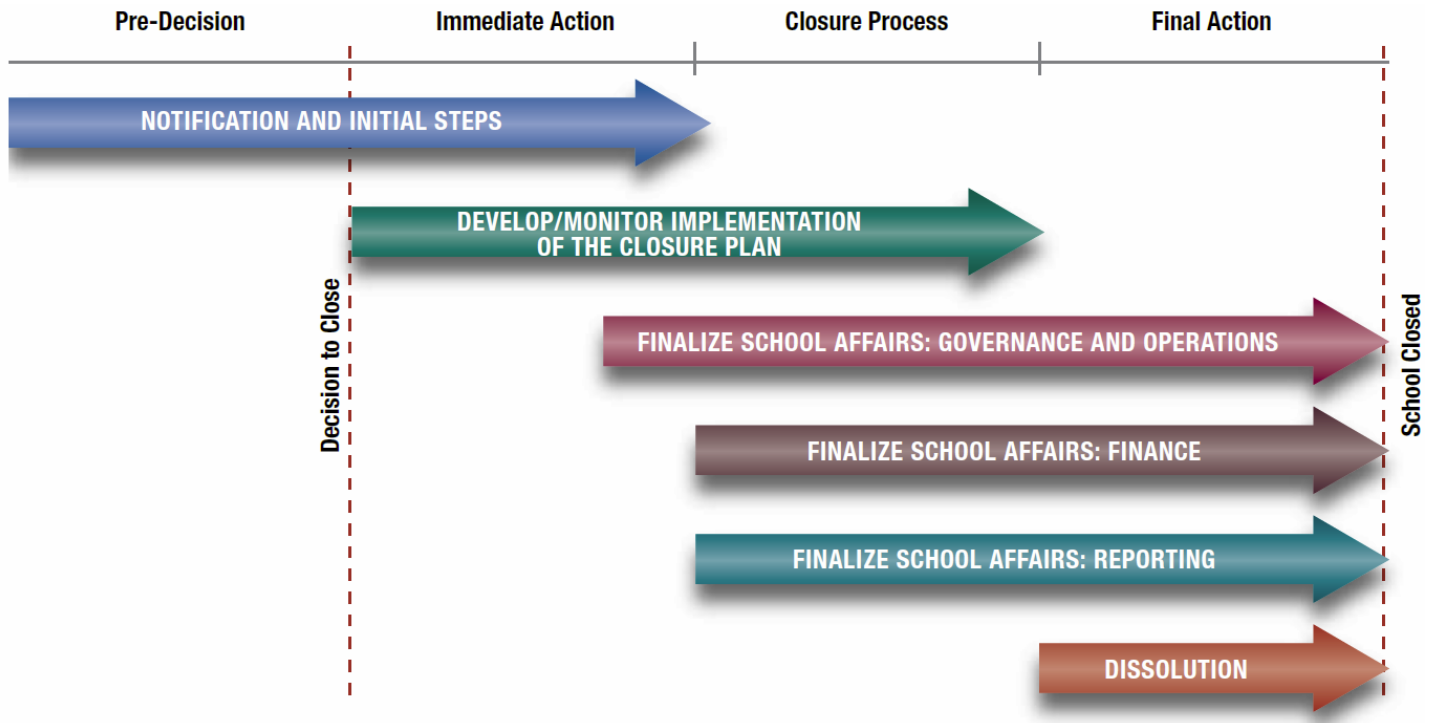
## Endnotes

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

<sup>2</sup> I.C. § 33-5212

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

# A Conceptual Timeline for Closure





## Notification and Initial Steps

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

**Send Additional and Final Notifications**

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

School,  
PCSC

## Develop/Monitor Implementation of the Closure Plan

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

## Finalize School Affairs: Governance and Operations

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

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

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

## Finalize School Affairs: Finance

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

## Finalize School Affairs: Reporting

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

## Dissolution

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



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

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

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