

IDAHO PUBLIC CHARTER SCHOOL COMMISSION **AMENDED** MEETING AGENDA

Date: Thursday, August 13th, 2020

Start Time: 9:00 A.M., MST

Location: 304 North 8th St., Suite 242 Boise, ID 83702

Limited capacity for public participation at meeting location. The public is strongly encouraged to attend the meeting via Facebook live stream.

Amended Link: <https://www.facebook.com/idsboe/>

A. COMMISSION WORK

1. Agenda Review / Approval (Action Item)
2. Minutes Review / Approval (Action Item)

B. PUBLIC COMMENT

Public comment will not be taken live at this meeting. However, written comment may be submitted to the PCSC prior to the meeting, via mail at P.O. Box 83720, Boise, Idaho, 83720, or electronically at pcsc@osbe.idaho.gov. Written comments will be read aloud during the meeting and limited to 3 minutes per public comment.

C. DIRECTOR REPORT

1. Welcome Mel Rivera, PCSC Program Manager
2. Proposed PCSC Work Session in October
3. Fall 2020 School Reopening Plans

D. CONSIDERATION OF NEW CHARTER SCHOOL PETITION

1. Gem Prep Meridian South (Action Item)
2. Alturas Preparatory Academy (Action Item)

E. CONSIDERATION OF CHARTER SCHOOL AMENDMENT

1. Alturas International Academy (Action Item)

F. PROPOSED PCSC POLICY CHANGES

1. Consideration of approval of proposed changes to PCSC Policy. (Action Item)

G. CONSIDERATION OF PERFORMANCE FRAMEWORK REVISIONS

1. Consideration of approval of proposed revisions to the academic section of the PCSC performance framework. (Action Item)
2. Introduction of proposed revisions to the operational and financial sections of the PCSC performance framework - first read.

1. AGENDA APPROVAL

Does the Public Charter School Commission (PCSC) have any changes or additions to the agenda?

COMMISSION ACTION

A motion to approve the agenda as submitted.

2. MINUTES APPROVAL

Does the PCSC have any changes or additions to the meeting minutes from June 18, 2020?

COMMISSION ACTION

A motion to approve the meeting minutes from June 18, 2020, as submitted.

3. MINUTES APPROVAL

Does the PCSC have any changes or additions to the meeting minutes from July 16, 2020?

COMMISSION ACTION

A motion to approve the meeting minutes from July 16, 2020, as submitted.

MEETING MINUTES

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

June 18, 2020
Zoom Only

This meeting was called to order by Chairman Reed at 9:00 a.m. The following Commissioners attended remotely:

Alan Reed
Brian Scigliano
Wanda Quinn
Nils Peterson
Kitty Kunz
Sherrilynn Bair
Julie VanOrden

TAB A: COMMISSION WORK

1. Agenda Review/Approval

M/S (Peterson/VanOrden) A motion to approve the agenda as presented. *The motion passed unanimously.*

2. Minutes Review/Approval

M/S (Quinn/Scigliano) A motion to approve the minutes as presented. *The motion passed unanimously.*

TAB B: PRE-OPENING SCHOOLS UPDATE

PCSC Director, Jenn Thompson summarized McCall Community School and their resolution to delay opening until fall of 2021. The school is requesting an amendment to their performance certificate.

M/S (Quinn/Kunz) A motion to accept McCall Community School's resolution to delay opening until fall of 2021 and to amend the performance certificate to extend the due date of the pre-opening condition to May 11, 2021. *The motion passed unanimously.*

TAB C: NOTIFICATION OF FISCAL CONCERN

Director Thompson explained that there are six schools to be considered for issuance, continuation, or removal of fiscal concern. Each school will be discussed separately.

1. Syringa Mountain School:

M/S (Peterson/Quinn) A motion to lift the notification of fiscal concern for Syringa Mountain School. *The motion passed unanimously.*

2. Bingham Academy:

M/S (Scigliano/Quinn) A motion to continue the notification of fiscal concern for Bingham Academy. *The motion passed unanimously.*

3. Peace Valley Charter School:

Andrew Ross, School Administrator spoke about the school's projected enrollment and budget for the next year.

M/S (Peterson/Bair) A motion to issue a notification of fiscal concern for Peace Valley Charter School. The vote was taken by roll call: Quinn – Aye, VanOrden – Aye, Scigliano – Aye, Bair – Aye, Peterson – Aye. Kunz – Nay. *The motion passed.*

4. Project Impact STEM Academy:

Teresa Fleming, chairman of the PISTEM governing board, spoke about the school and the enrollment projections for the next year.

M/S (Peterson/Quinn) A motion to not issue a notification of fiscal concern for Project Impact STEM Academy. *The motion passed unanimously.*

5. Blackfoot Charter Community Learning Center:

Craig Gerard, School Administrator spoke about the school and the steps they are currently taking concerning budgets and enrollment.

M/S (Scigliano/Bair) A motion to continue the notification of fiscal concern for Blackfoot Charter Community Learning Center. The vote was taken by roll call: VanOrden – Aye, Scigliano – Aye, Bair – Aye. Quinn – Nay, Kunz – Nay, Peterson – Nay. *Tied vote. Chairman breaks tie. Reed – Nay. The motion failed 3:4.*

M/S (Peterson/Kunz) A motion to discontinue the notification of fiscal concern for Blackfoot Charter Community Learning Center. The vote was taken by roll call: Quinn – Aye, Kunz – Aye, Peterson – Aye, VanOrden – Nay, Scigliano – Nay, Bair – Nay. *Tied vote. Chairman breaks tie. Reed – Aye. The motion passed 4:3.*

6. The Village Charter School:

Adam Holcomb, President and CEO of MAST Financial and Business Manager for The Village Charter School spoke about the schools financial situation.

M/S (Kunz/Peterson) A motion to lift the notification of fiscal concern for the Village Charter School. The vote was taken by role call: Quinn – Aye, Scigliano – Nay, VanOrddeen – Nay, Peterson – Nay, Bair – Nay, Kunz – Nay. *The motion failed 1:5.*

M/S (Scigliano/Quinn) A motion to continue the notification of fiscal concern for The Village Charter School. The vote was taken by roll call: Quinn – Aye, Scigliano – Aye, VanOrden – Aye, Peterson – Aye, Bair – Aye. Kunz – Nay. *The motion passed 5:1.*

TAB D: NOTICE OF WITHDRAWN NEW CHARTER SCHOOL PETITION

Pathways In Education withdrew their New Charter Petition.

TAB E: RENEWAL COMMITTEE RECOMMENDATIONS – FIRST READ:

Director Thompson talked about the meetings that the Renewal Committee held across the state this past fall to gather feedback from schools.

Director Thompson described the proposed revisions to the framework. She also spoke about the proposed revisions that would affect alternative schools.

Discussion followed regarding the possibility of a listening session to gather more feedback before the next meeting. *No vote taken, informational item only.*

TAB F: PCSC POLICY REVISION – FIRST READ:

Director Thompson summarized the proposed policy changes. She explained existing policies and gave a summary of proposed changes to be considered at the next meeting. *No vote taken, informational item only.*

M/S (Peterson/VanOrden) A motion to adjourn. *The motion passed unanimously.*

The meeting adjourned at 11:44 am.

DRAFT MEETING MINUTES

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

July 16, 2020
Remote Only

This session began at 10:00 a.m. The following Commissioners attended remotely:

Alan Reed
Brian Scigliano
Wanda Quinn
Nils Peterson
Sherrilynn Bair
Julie VanOrden
Kitty Kunz - absent

Barb Femreite from Gem Innovation Schools stated that she liked the proposed changes, however, she expressed her concerns with the level of subjectivity in the performance framework as it effects the renew decisions.

PCSC Director, Jenn Thompson clarified the statute that refers to renewing a charter.

Idaho Technical Career Academy Administrator, Monti Pittman expressed his support of the proposed changes to the performance certificate. He spoke about the graduation credit requirements held by the high school accreditation agency Cognia (formally AdvanceEd) and how it affects alternative schools.

iSucceed Virtual High School Administrator, Katie Allison stated that she is excited about the proposed changes and how it would affect online schools. She spoke about graduation rates with online and alternative schools.

The listening session concluded at 10:33 a.m.

PUBLIC COMMENT

Public comment will not be taken live at this meeting. However written comment may be submitted to the PCSC prior to the meeting, via mail at P.O. Box 83720, Boise, Idaho, 83720, or electronically at pcsc@osbe.idaho.gov. Written comments will be read aloud during the meeting and limited to 3 minutes per public comment.

SUBJECT

Director's Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code Title 33 Chapter 52

BACKGROUND

The PCSC Director oversees the day to day management of the authorizing office. This agenda item provides opportunity for a brief report regarding actions taken and work in progress at the staff level.

DISCUSSION

1. New Employee: The PCSC staff welcomes a new program manager, Mel Rivera, to the team.
2. COVID-19 Update: The State Board of Education issued the [Idaho Back to School Framework 2020](#) to provide guidance for schools as they develop re-opening plans. Page 8 of the document guides schools to create a 3-tiered plan, based on their regional health district's determination of community transmission. It also recommends that schools establish a response process if a case of coronavirus is confirmed in their building.

The SDE has developed a thorough collection of tools and resources, housed on their [Fall 2020 Public Schools Reopening](#) page. This collection includes everything from sample policies for take-home devices to guidelines for social distancing on the bus.

The ISBA recently provided a memorandum on COVID-19, school reopening, and employee concerns regarding returning to work. All schools who have a membership with ISBA receive 4 hours of legal consultation from this firm as part of their membership benefits. In addition, the ISBA represented the liability concerns of traditional and charter schools to the Judiciary Rules Workgroup.

Two significant issues remain unresolved for the 2020-21 school year. These are liability and attendance. Legislative working groups heard testimony over the past few weeks to determine whether these issues could be realistically resolved by the SBE executing temporary rule changes, or whether a special session of the legislature is warranted.

PCSC staff is reviewing re-opening plans and monitoring health district requirements. As always, we are holding orientation meetings with all new principals. We are also reaching out specifically to schools who do not have Idaho School Board Association or Idaho Charter School Network memberships to ensure they feel supported and have access to the resources they need.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

N/A

COMMISSION ACTION

N/A

SUBJECT

Gem Prep Meridian South – New Charter School Petition

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-5205

IDAPA 08.02.04

BACKGROUND

Gem Prep Meridian South (GPMS) is a proposed new public charter school to be located in Meridian, ID and is petitioning to open in the fall of 2022. GPMS will offer a college preparatory program to students in grades K-12 with an enrollment capacity of 574 students.

GPMS is a replication of the currently operating Gem Prep Pocatello and Gem Prep Meridian schools, authorized by the PCSC. Idaho Code § 33-5205C requires that a charter school complete at least 1 renewal cycle and receive a non-conditional renewal before it is eligible to request a replication. Gem Prep Pocatello received a non-conditional renewal from the PCSC in 2019.

The school's board of directors also oversees Gem Prep Nampa, authorized by the Nampa School District, and IDEA, a virtual school authorized by the Post Falls School District. This board will also oversee Gem Prep Meridian North, a new PCSC authorized school preparing to open in the fall of 2021.

DISCUSSION

Please see the Petition Evaluation Report for Gem Prep Meridian South for details.

IMPACT

If the PCSC approves the petition, the PCSC will have 75 days in which to execute a performance certificate with the school's governing board.

If the PCSC denies the petition, the petitioners could appeal to the State Superintendent of Public Instruction, or they could decide to not proceed further.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC approve the GPMS new charter school petition.

COMMISSION ACTION

A motion to approve the Gem Prep Meridian South new charter school petition as presented.

OR

A motion to deny the Gem Prep Meridian South new charter school petition on the following grounds: _____.

Any conditions or alternate motions may be considered at the discretion of the commission.



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

PETITION EVALUATION REPORT



Re: Gem Prep Meridian South
Report Issued June 12th, 2020

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

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

Alan Reed, Chairman
Jenn Thompson, Director

Petition Review Summary

Gem Prep Meridian- South (GPMS) proposes to serve 574 students in grades K-12 at capacity. If approved, this will be the fifth replication school governed by this board of directors and managed by the Gem Prep Innovations management team. The team also oversees a virtual school. GPMS is seeking to open in 2022.

The GPMS petition evidences the team's commitment to serving all students through a focus on high-quality operational programs and data-driven academic instruction. The school's financial plan is grounded in secured funding and verifiable assumptions. Additionally, there appears to be sufficient demand for a blended model in the growing Meridian community.

The structure of the school allows it to benefit from other schools in the Gem Prep network, including the use of virtual classes so that students may benefit from teachers physically located at other Gem Prep schools.

PCSC Staff Recommendation: PCSC staff recommends that the Public Charter School Commission approve GPMS's petition for a new public charter school. However, further discussion is warranted related to the cost of management services and ensuring that GPMS is able to successfully enroll an adequate student body.

Summary of Section Ratings

Section 1: Educational Program ↓↓

MEETS STANDARD

Section 2: Financial & Facilities Plan ↓↓

MEETS STANDARD

Section 3: Board Capacity and Governance Structure ↓↓

MEETS STANDARD

Section 4: Student Demand & Primary Attendance Area ↓↓

MEETS STANDARD

Section 5: School Leadership and Management ↓↓

MEETS STANDARD

Section 6: Virtual Schools ↓↓

MEETS STANDARD

Section I: Educational Program

MEETS STANDARD

Comments

GPMS will use a blended learning instructional model that has produced positive academic outcomes in other schools the board oversees. This model utilizes data rich virtual curriculum to supplement face-to-face instruction and small group support. The following chart presents the academic outcomes for Gem Prep schools in FY 2019.

	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	IRI Spring Proficiency
Gem Prep Meridian	64.3	62.6	71.4	74.3	80
Gem Prep Nampa	44.3	43.1	54	53.2	65.7
Gem Prep Pocatello	58.6	58.6	68.5	68.5	75.8

Strengths

- High academic outcomes at other operational schools.
- Innovative blended learning program design with thorough schedule samples.
- Significant use of data to inform instructional decisions.
- Blended learning flexible model that allows students to alter between face-to-face or supervised virtual instructional methods.

Concerns

- No significant concerns.

Section II: Financial and Facilities Plan

MEETS STANDARD

Comments

The school's business manager is experienced with effectively implementing this model in Idaho. The budget reflects revenues and expenditures based on actual operating costs of other Gem Prep schools.

GPMS will receive an \$800,000 grant (\$700,000 year one, \$100,000 year two) from Gem Innovation Schools Foundation, the foundation supporting Gem Prep schools.

The school intends to build a new facility in Meridian. As this is the school's second new build, the costs and timelines are more predictable.

Strengths

- The management team is well experienced in Idaho charter school finance.
- All necessary revenue is secured and the management team has a strong track record of successful grant writing and securing other philanthropic dollars.
- The enrollment projections have been met at all other Gem Prep schools.
- All money is secured and accounted for.
- The facility will be located in a quickly developing new neighborhood in Meridian.
- The school expects an operating loss in year 2 (Appendix A1, page 3), but has accounted for this across the school's first three years of operations, and the budget evidences the ability to maintain a positive cash flow.

Concerns

- The cost of management services is \$45 per student per month at capacity or 10% of the school's discretionary funds. While this is a substantial cost, the services agreement clearly outlines the services provided and academic and operational outcomes at other operational schools are positive.

Section III: Board Capacity and Governance Structure

MEETS STANDARD

Comments

The board has experience working with the proposed model, and is capable of providing high quality academic, operational, and financial oversight. This board's past performance evidences their ability to successfully guide a network of schools to accomplishing a shared mission.

Strengths

- The board is experienced and currently governs 5 other schools in Idaho. 1 is a statewide virtual school, the other 4 are replications of the proposed model. GPP and GPM are currently operational PCSC schools. GPN is a currently operational Nampa School District authorized charter school. GPM-N is a PCSC school, approved to open in 2021.

Concerns

- No concerns.

Governance Capacity Interview Summary

Interview Date: 7/15/2020

Present: Dennis Turner, Jill Call, Duncan Robb, Roger Stewart, Emmett Wemp, Josh Femreite, Tera Reeves

Not Present: Murray Stanton

PCSC Staff Present: Jenn Thompson, Jared Dawson

The interview focused on three primary topics: **quality governance practices, taxpayer investment, and student enrollment**

Regarding quality governance practices, the board discussed their experiences with other Gem Prep schools in their network, and how they offer a great model that benefits the children enrolled in their schools. The nature of the model is designed to stay current with education trends and instructional strategies, which allows the school to implement new systems and to offer cutting edge blended learning opportunities to their students. The ability to ask questions and catch things in early stages of development has allowed the board to overcome several challenges.

This governing board is comprised of directors with diverse professional backgrounds and a variety of expertise. This diversity along with the low rate of board director turn-over has been a huge benefit to the school. For example, the board includes a practicing school principal, a practicing attorney, and directors with expertise in public education policy, literacy and curriculum development, business management, and professional leadership development. This intentional composition has helped the board navigate legal challenges, contracts, and has allowed them to divide the work load effectively through the use of committees. The governing board attributes some of their efficacy to the sense of homogeneity that their management team maintains across campuses. This has also allowed them to identify efficiencies and economies of scale, further contributing to quality governing practices.

The board also discussed the school's model and how their network of schools interacts with each other. The school has developed their unique high school model (in which students take some courses from instructors at their "home campus" and participate from their home campus in virtual courses taught by instructors located at other GP brick and mortar schools). As an example of the level of engagement practiced by this board, directors have traveled to visit charter schools in other states in order to observe operations and best practices in action. After the observation, a GP Nampa classroom implemented this model as a pilot program. The pilot ran for two weeks in math, two weeks in English, and included pre and post testing. Post-test assessment numbers indicated that the pilot program worked out very well. The school is now preparing to implement this program as it grows into high school courses across all of its campuses. It is commendable that the governing board was able to speak about their role in the development of the program and in the review of assessment data.

Regarding taxpayer investment, it is clear that the board has an understanding of the cost of their management services and that managing the services provided is part of their responsibility as a board. The board is very impressed with the services that they receive, as they are comprehensive and allow most problems and issues to be handled proactively by the management services team. This board has a unique structure as they have oversight responsibility for both the management

company and the schools. This structure allowed them recently to acknowledge that the fees paid by each school to the management organization was perhaps more than was necessary to meet the needs of the management organization. Subsequently, the board was able to reduce the fees paid by each school, thereby consciously balancing the quality of management services and taxpayer investment.

Regarding student enrollment, the board was asked whether they will be competing with other schools in their own network for enrollment, and how that will affect the enrollment of GPMS. The board stated that this was a question they have discussed at length, and that the school currently plans on expanding in a high-growth area with a new subdivision. This should allow GPMS to cultivate its own student population without too much competition amongst other Gem Prep schools. The board believes they have the ability to run close to capacity without having to rely upon other network school's waiting lists. It is clear that this governing board reviews enrollment data on a monthly basis.

Overall, the GPMS board of directors are well-versed in the instructional model implemented by Gem Prep schools. They are passionate about the petition and about providing high-quality educational opportunities for Idaho students. It appears that the entire board is well-engaged and work well together as a cohesive unit.

The Gem Prep Innovations Governing Board is overall a high-quality and well-functioning board. PCSC staff believes this board has the governance capacity to successfully add GPMS to their roster.

Section IV: Student Demand and Primary Attendance Area

MEETS STANDARD

Comments

GPMS will be located in a highly populated area with many prospective students. The school will be located central to multiple residential developments and is planning on a significant number of students walking or biking to school. As the school is being included in the neighborhood's development plans, easy access for drop off and dismissal will provide an element of safety and be an additional draw for parents.

Strengths

- The design of the blended-learning program is a marketing asset to the school in a post-pandemic environment.
- The school to be located in a newly approved suburban development, which traditionally draws young families.

Concerns

- While the nearby Gem Prep Meridian school has a significant waitlist, this waitlist will also feed Gem Prep Meridian - North when it opens in 2021. As the school will be located in a subdivision that has yet to be developed, it seems likely that both GPMS (opening in 2022) and GPMN (opening in 2021) will both be somewhat reliant on the current waitlist at GPM.

Section V: School Leadership and Management

MEETS STANDARD

Comments

Gem Prep Meridian South will utilize the management team that works under the direction of the governing board. Gem Prep: Online (GPO) provides the services of an Executive Director, a Chief Academic Officer, a Chief Financial Officer, and a Chief Operating Officer. A full service back office team (accounting and HR) and a new school launch support team are also included in the services. The team is locally operated and has experience with several other charter schools.

In addition to the management team, GPMS will share services and resources with other Gem Prep schools through the services agreement. This includes high quality special education services, meal services, instructional support services, as well as curriculum and instruction.

Strengths

The Gem Innovations team has been developing this management approach for the past 10 years.

Concerns

- No significant concerns.

Section VI: Virtual Schools

MEETS STANDARD

Comments

The school proposes a blended model. Students attend school on-site for the full school day and work through rotational stations, some virtual, some not. Virtual curriculum provides rich data to teachers who, with the support of the management team, evaluate that data and shift instruction for students as needed. The various learning management platforms used in the school are diverse, user friendly, and have proven effective in operating Gem Prep schools.

Strengths

- The proposed model is inherently flexible and well-prepared to work face-to-face or remotely.

Concerns

- No significant concerns.

Gem Prep: Meridian South



Charter Petition

Grades K-12

Proposed Opening: August 2022

Primary Attendance Area:

Submitted to Idaho Public Charter Commission: 5-15-2020

Primary Liaison: Josh Femreite

jfemreite@geminnovation.org

Board Chair: Dennis Turner

PO Box 86

Deary, Id 83823

208-877-1513

Non-Discrimination Statement:

Gem Prep does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or email.

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Executive Summary

Mission Statement: 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, the school will engage students in 21st-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 their future.

Gem Prep's instructional methodology is to provide 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 technology to adapt instruction to student needs, while simultaneously providing them with real-time feedback and remediation. In the upper elementary grades, students have increased opportunities for student-centered learning, teamwork, and collaboration. Students take increased ownership of their learning as they prepare for their transition to the 7th grade. As students progress to secondary grade levels, the focus of student competency development shifts toward independence, autonomy, 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 waitlists. 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.

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, 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. The survey further indicates that students need to be able to ask and answer challenging questions, solve problems, and reflect critically on their work and performance to inform future progress. Students also need to demonstrate resilience and perseverance when faced with challenges and to 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:

- **Gem Prep's 7th-12th grade students typically take one or more advanced opportunities courses each school year**, setting their trajectory for early college success in high school. Completion of this goal will be tracked through the Student Information System (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.
- **Gem Prep high school students may take courses from a teacher or professor who is physically located in a different building than the student.** This allows student access to courses and teachers not available in their own building. This is tracked through enrollment

data, student schedules and teacher assignments. As stated in the mission statement, these courses provide an “innovative use of technology” to ensure students have access to “exceptional teaching” regardless of their geographic location.

- **It is the intent of Gem Prep for students to meet or exceed the state proficiency and growth average in English Language Arts and math** on state standardized assessments. Student academic outcomes 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. The Gem Prep mission statement emphasizes high-quality instruction, which is synonymous with academic growth and proficiency.
- **Gem Prep intends to enroll students in grades K-12th that roughly mirror 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. Completion of this goal is currently tracked through the SIS, which tracks student demographics and through the SDE district report cards. 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 post-secondary education through dual credit courses taken during high school and the alignment of curriculum with Common Core standards. 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. Student learning includes adaptive online learning programs, working toward informed post-secondary goals, and utilizing flexible time at the secondary level for self-directed learning. In the K-6 model, students often use a station rotation model, and the 7-12 model will use a flexible college-prep learning model. Differentiated instruction will occur at these pathways—online instruction, as well as elective courses. Teachers 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. This rigorous learning environment necessitates a support structure to help students reach a 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.
- **Competency development.** GP schools incorporate non-academic competencies into their academic schedule. GP schools participate in the Panorama Ed assessment, which measures the mindsets, wellness, and belonging of students and staff. The schools performed so well on this survey that Harvard University sent a team 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

The Gem Prep 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.** When necessary, students can access excellent teachers regardless of their location through the use of technology.
- **Exposure to diverse learning environments.** Secondary students at Gem Prep engage in both online and in-person learning. By learning in these varied ways, students develop the skills to communicate and work in a variety of environments.
- **Tuition Free Early College.** Gem Prep students pursue either a full two-year associate's 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 do not pay for their college tuition costs while in high school.

- **Advisory.** Students participate in an advisory program throughout their time with Gem Prep. For grades 7-10 the content of advisory is structured around non-academic skills such as goal setting, time management, and communication skills. In 11th and 12th grade the advising program shifts its focus to college applications, FAFSA, scholarship applications, college visits, program research, resume development and improvement.

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 educational framework that meets their personal skills, abilities, and interests, and which facilitates their progression toward their own goals.

The 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 NWEA MAP assessment, Gem Prep Meridian (the nearest GP school to GPMS location) students are in the 82nd %ile in ELA and 78th %ile in Math in the nation for proficiency. (*See Appendix F5: Gem Prep Assessment 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 the 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 provide 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 ([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](#)).

To meet Gem Prep's performance objectives and gain experience communicating and learning in a variety of ways, students take courses in three different 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 the student's assessment results and individual abilities, students are able to individually engage with digital activities daily.

Gem Prep also utilizes 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 chooses 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, 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 8, and Grade 10. 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 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 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

Grade 1: Gem Prep						
	M	T	W	TH	F	
7:30-7:55	Teacher Prep					
8:00-8:05	Attendance					
8:05-9:05	ELA: Skills Lesson (Foundational & Reading)					
9:05-9:35	ELA: Intervention Groups					
9:35-9:55	Recess					
9:55-10:55	ELA: Knowledge Lesson (Read Aloud & Writing)					
10:55-11:15	Math: Launch					
11:15-11:35	Lunch Recess					
11:35-11:55	Lunch					
11:55-12:30	Math: Station Rotations					
12:30-1:00	Math: Station Rotations					
1:00-1:15	Math: Station Rotations or CRQ Intervention		Math: Station Rotations or CRQ Intervention	Math: Station Rotations or CRQ Intervention		
1:15-1:30						
1:30-2:00	Science		Professional Development 1:45-3:45 Gem Service 1:30-2:30/ College Prep Academy 1:30-3:30	Social Studies		
2:00-2:30	Library/ Art (rotate)	Electives (Common Prep Time)		Electives (Common Prep Time)	Keyboarding/ ASL (rotate)	
2:30-2:50	Counselor	Student Choice Reading/ Data Conferences		Student Choice Reading/ Data Conferences	Gem Circle	
2:50-3:10	Student Choice Reading/ Data Conferences	CSC Lesson or Counselor		Student Choice Reading/ Data Conferences		
3:10-3:25						
3:25-3:30	Pack-up				Pack-up	
RELEASE	Release Begins at 3:30 (1:30 on Wednesday)					

SAMPLE GRADE SCHEDULE: GRADE 8

Grade 8: Gem Prep					
	M	T	W	TH	F
7:30-7:55	Teacher Prep				
8:00-8:50	1st Period: IDLA Careers		8-8:45 IDLA Careers	1st Period: IDLA Careers	
			8:50-9:35 SS		
8:55-9:50	2nd Period: Social Studies		9:40-10:25 IDLA Pathways	2nd Period: Social Studies	
9:55-10:50	3rd Period: IDLA Pathways to Suc		10:30-11:15 English	3rd Period: IDLA Pathways to Suc	
10:55-11:50	4th Period: English		11:20-12:05 Science	4th Period: English	
11:55-12:50	5th Period: Science		12:10-12:40 Lunch	5th Period: Science	
12:55-1:25	Lunch			Lunch	
			12:45-1:30 Math		
1:30-2:25	6th Period: Math 8		Development 1:45-3:45 Gem Service 1:30-2:30/ College Prep Academy 1:30-2:30 & 2:30-3:30	6th Period: Math 8	
2:30-3:25	7th Period: College Prep			7th Period: College Prep	
3:25-3:30	Leadership Opportunity			Leadership Opportunity	
RELEASE	Release Begins at 3:30 (1:30 on Wednesday)				

SAMPLE GRADE SCHEDULE: GRADE 10 AA Pathway

Grade 10 Associates Degree					
	M	T	W	TH	F
7:30-7:55	Teacher Prep				
8:00-8:50	1st Period: Geometry		8-8:45 Geometry		1st Period: Geometry
			8:50-9:35 English 10		
8:55-9:50	2nd Period: English		9:40-10:25 SAT		2nd Period: English 10
			Prep/Elective		
9:55-10:50	3rd Period: SAT Prep/ DC Elective		10:30-11:15 DC Electives		3rd Period: SAT Prep/ DC Elective
10:55-11:50	4th Period: Dual Credit Electives		11:20-12:05 IDLA Foreign Language		4th Period: Dual Credit Electives
11:55-12:50	5th Period: IDLA Foreign Language		12:10-12:40 Lunch		5th Period: IDLA Foreign Language
12:55-1:25	Lunch		12:45-1:30	Lunch	
1:30-2:25	6th Period: Advisory		DC Electives	6th Period: Advisory	
2:30-3:25	7th Period: DC Electives		Professional Development	7th Period: DC Electives	
3:25-3:30	Leadership Opportunity		1:45-3:45 Gem	Leadership Opportunity	
RELEASE	Release Begins at 3:30 (1:30 on Wednesday)				

SAMPLE GRADE SCHEDULE: GRADE 10 18+ Pathway

Grade 10 18+ College Credits					
	M	T	W	TH	F
7:30-7:55	Teacher Prep				
8:00-8:50	1st Period: Geometry		8-8:45 Geometry		1st Period: Geometry
			8:50-9:35 English 10		
8:55-9:50	2nd Period: English 10		9:40-10:25 SAT Prep/Elective		2nd Period: English 10
9:55-10:50	3rd Period: SAT Prep/Elective		10:30-11:15 Biology		3rd Period: SAT Prep/Elective
10:55-11:50	4th Period: Biology		11:20-12:05 IDLA Foreign Language		4th Period: Biology
11:55-12:50	5th Period: IDLA Foreign Language		12:10-12:40 Lunch		5th Period: IDLA Foreign Language
12:55-1:25	Lunch		12:45-1:30	Lunch	
1:30-2:25	6th Period: Advisory		DC Electives		6th Period: Advisory
2:30-3:25	7th Period: DC Electives		Professional Development 1:45-3:45 Gem		7th Period: DC Electives
3:25-3:30	Leadership Opportunity				Leadership Opportunity
RELEASE	Release Begins at 3:30 (1:30 on Wednesday)				

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 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, a special education teacher, parents, and an 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 with physical facilities that are appropriately accessible to permit access by students with disabilities. GP will also provide 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 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 student 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 professional development to meet their rigorous performance objectives. In addition to the professional development at the beginning of the year, the network also dedicates time during student early release days for professional development. 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 scheduled periodically 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 provides 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 provides 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 regularly 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. 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 the Board Finance Committee. The finance staff attends 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 3.97 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 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 other Gem Prep schools, the school may contract with the District to provide meal planning and meals to the school. Under this option Gem Prep would submit an application to be part of the National School Lunch Program (NSLP). The school's operations team will manage all reporting requirements, FRL forms, direct certifications, and lunchroom 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 lunchroom 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 lunch for free or at a reduced price, whether or not the school participates in the NSLP program. Gem Prep 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 through an in-house announcement TV screen, social media, flyers, teacher newsletters, principal newsletter, emails, 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. The network of Gem Prep schools shares administrative and business services in order to direct financial resources towards supporting the Gem Prep college preparatory model.

The Board of Directors is a seasoned group of professionals with expertise 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 leadership team has successful experience operating other Gem Prep schools. (*See Appendix F3: Leadership 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).

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 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 in accordance with all applicable laws.

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

Annually, Gem Prep will file with the State Department of Education such financial and statistical reports as may be required 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 Executive Director 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 is 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)

Facilities Plan

At full scale, Gem Prep: Meridian South will require approximately 43,000 square feet of space. The space breakdown is as follows:

Area	Size (sf)	Quantity	Total Size
Classrooms (K-6)	720	14	10080
Classrooms (7-12)	700	8	5600
SpEd Space	250	3	750
Gym	6700	1	6700
Cafeteria	2500	1	2500
Fab Lab	1150	1	1150
High School Commons	2500	1	2500
High School Collab Rooms	150	5	750
Admin, Reception, Conf.	1750	1	1750
Circulation, Kitchen, Bathroom, Storage, Tech (35% of total)	11220	1	11220
		Total:	43000

At the K-6 grade levels Gem Prep will require classrooms that will allow teachers and students the ability to move around and re-organize their room to accommodate the 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 the school's shared course model.

Gem Prep will assure that all facilities meet state and federal health and safety laws and meet Americans with Disabilities Act (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 will remain in compliance with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code, and the ADA. The School will provide certification that the facilities meet all requirements for health, safety, fire and accessibility for those with disabilities. Gem Prep

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's school leadership has successfully secured facilities for other Gem Prep 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 Appendix F6 Letters of support.)*

Option 1

In the proposed budget, Gem Prep plans to purchase property and construct an approximately 36,000 sq. ft. facility with classroom space for K-12 grades, cafeteria (which will double as the gym), fab lab, common spaces, collaboration rooms, and admin space. Based on the most recent Gem Prep facility project, the total cost is approximately \$230 per sq. ft. The estimated total project cost is \$8,280,000. GPMS will continue to raise philanthropy dollars to fund the construction of the gym at a future date which the school estimates would cost \$1.5 million to construct the additional 6,700 sq. ft.

Option 2

In the event the school is able to secure grants or philanthropic support, Gem Prep will proceed with construction of the same plan as option 1 but include a gym. With the gym, the facility will be 43,000 sq. ft. and an estimated total project cost of \$9.89 million.

(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 South, 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 (GP).

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

Board of Directors Responsibilities

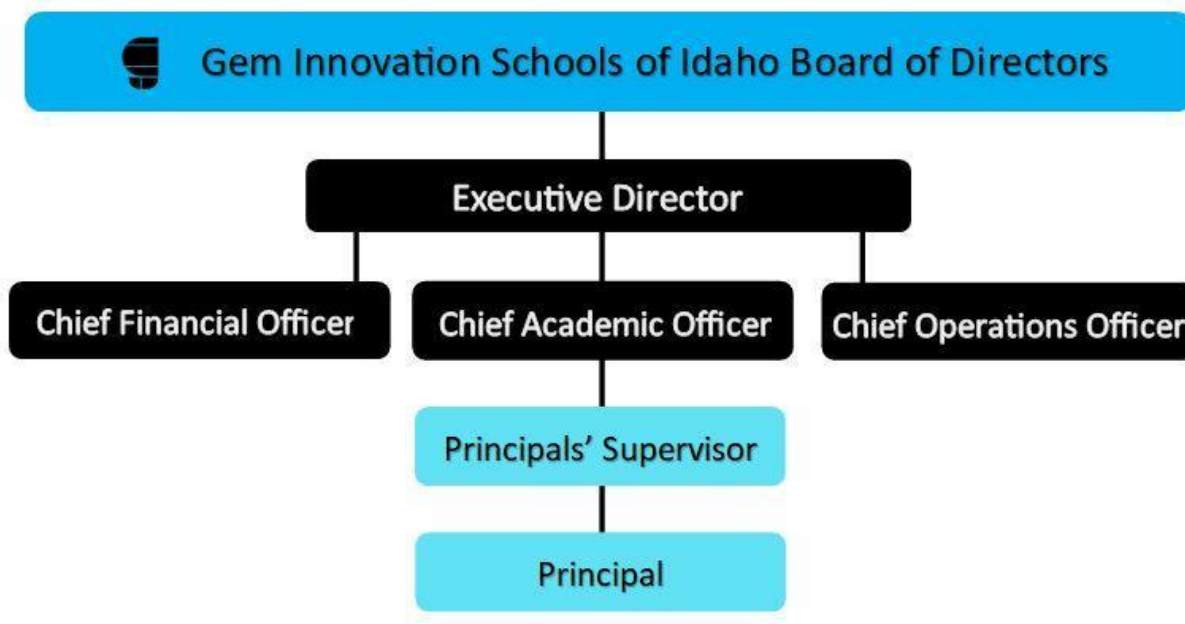
The Board will be responsible for the financial health of the school, managing the school's funds responsibly and prudently while prioritizing spending with consideration given to the school's mission, vision, and educational program goals. The Board will make every effort to establish financial practices 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 Appendix B Articles of Corporation & Bylaws*). Board members will commit to the ethical standards set forth in the Ethical Standards Agreement. The Board is to serve as the liaison between the school and the authorizing entity. (*See Appendix F4 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 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:



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, advocating and oversight of the 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 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

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
- Develop and oversee professional development
- Supply annual educational reports
- State assessment planning
- Oversee hiring educational staff and provide recommendations

Principal Supervisor works under the direction of the Chief Academic Officer.

Responsibilities include but are not limited to:

- Supervise and evaluate school principals
- Create and oversee principal's professional growth plans
- Assists CAO with planning, implementing, and evaluating instructional programs
- Facilitate and support the development and implementation of innovative instructional programs

- Assists principal to develop, organize and implement models of intervention assistance for schools with low student achievement; and continuous improvement for schools with average-to-high student achievement
- Supports CAO in delivering written and oral presentations on academic accountability to various stakeholders
- Maintains liaison with professional civic, volunteer and other community agencies and groups

Principal works under the direction of the Principal Supervisor.

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. 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 six years of governance experience with Gem Prep schools, and the vice-chair has 11.

(Appendix C: Board of Directors and Petitioning Group)

Board Composition Profile & Terms of Service

Board Member Name	Education	Law, Compliance Operations	Real Estate Facilities	Strategy	Accounting Finance	Business Management	Politics, External Relations	Years of Service	Current Term
Dennis Turner, Chair			X	X		X	X	From 03/2014	6/30/21
Murray Stanton Vice Chair		X		X			X	From 05/2009	6/30/21
Jill Call	X				X	X		From 08/2012	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
Emmett Wemp	X	X					X	From 12/2019	6/30/22

Transition Plan

A vital element in the plans for the Gem Prep school has been the governance of the GIS Board of Directors. The GIS Board has been governing multiple Gem Prep Schools for a considerable time and has been integral in the growth and development plans of Gem Prep. 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 their 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. 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, the school 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.

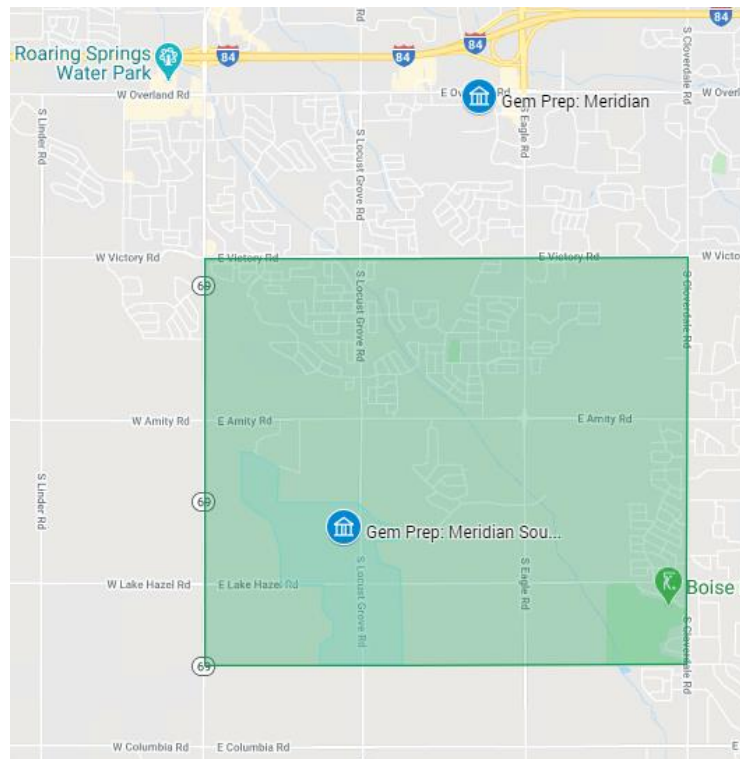
Section IV: Student Demand and Primary Attendance Area

Primary Attendance Area

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

Gem Prep: Meridian South's attendance boundary is outlined as follows:

From the centerline of the road, starting at the corner of E. Victory Rd and Meridian Rd, following Victory Rd east to the corner of Victory Rd and S. Cloverdale Rd. South on Cloverdale Rd to the junction with W. Hidden Valley Rim Rd. Then west following the southern boundary of the West Ada School District to Meridian Rd. Then north on Meridian Rd back to the corner of Meridian Rd and E. Victory Rd.



(See Appendix F1: Letter to Local Superintendent.)

Student Demand

Access for low-income students. The current Gem Prep Meridian school serves a student population of 48 percent low income students, as compared to the West Ada district overall that is approximately 25 percent low income. Attracting a diverse student population and serving them well is central to Gem Prep’s mission

Student success. While Gem Prep Meridian students serve a student demographic that represents a variety of backgrounds, Gem Prep students perform well when compared with the West Ada district.

Student Population Growth. The West Ada district is growing rapidly, and the proposed Gem Prep Meridian South should help relieve some of the district’s challenges to serve a rapidly growing population. The Meridian Southern Rim Coalition, an ad hoc group that advocates for thoughtfully managed planning and development in Meridian simply states, “Our schools are overcrowded.”

The West Ada schools that serve students in the GPMS attendance area are severely overcrowded due to the significant growth in the area. A large number of students who live within the primary attendance area are not able to attend their home school. The Meridian Press states Hillsdale Elementary school has surpassed its capacity of 650 by 160 students. “We haven’t been able to return those students to their home schools, just due to the fact that we’ve been growing faster than we’ve been able to build schools,” Hillsdale Principal Khristie Bair said¹. According to the SDE report card, Hillsdale Elementary has seen a 43.5% growth since 2017.

Mountain View High School (4 miles from the GPMS site,) serves the students in the GPMS attendance area. According to Eric Exline, Chief Communications Officer, West Ada School District Mountain View High School is over enrolled by 500 students².

Gem Prep: Meridian South should help alleviate some of the overcrowding and allow students to attend a K-12 school within their neighborhood.

Community Growth

The school plans to partner with the Brighton Corporation in the acquisition of land within Brighton’s new subdivision “Pinnacle”, a new mixed-use master planned community in South Meridian. Pinnacle will include approximately 2500 new homes and apartment dwellings along with several hundred thousand square feet of commercial space, including office, professional services, retail, community facilities and more. When fully developed, the school will be surrounded by the subdivision and will provide ample pedestrian access to the school from the neighborhood for local students to safely walk or bike to the property.

According to Compass Idaho, a community planning organization for southwest Idaho, by the year 2021, approximately 970 new residential units are projected to be built within a one-mile radius of

¹ [Meridian Press: Population Growth](#)

² [KIVTV News: West Ada District Combats Overcrowding](#)

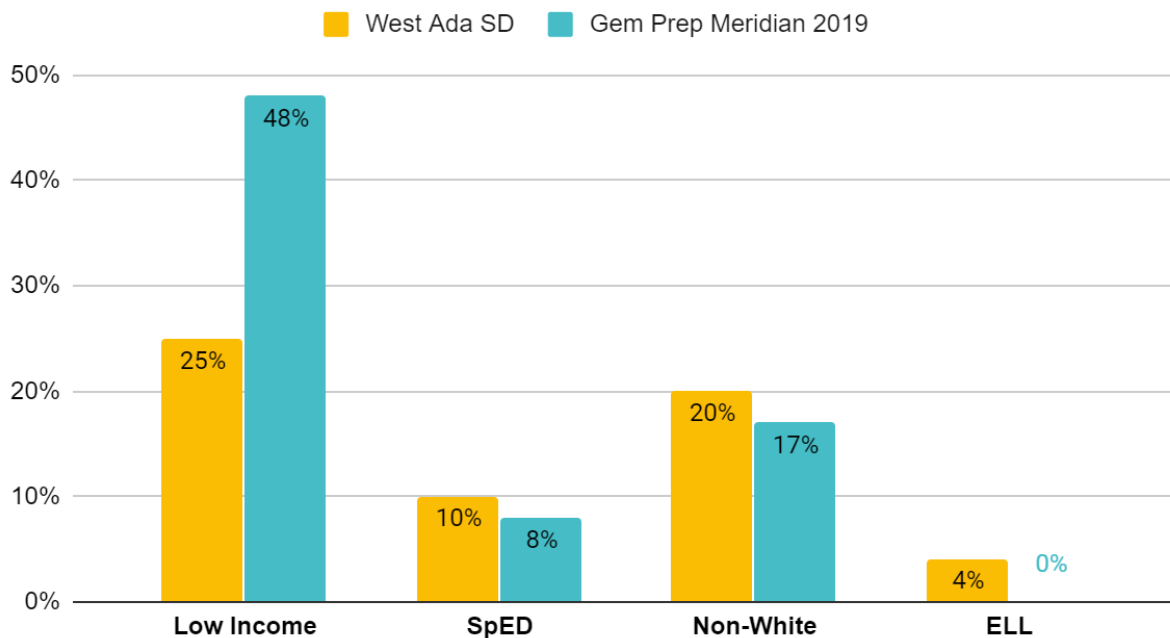
the proposed GPMS location. Expanding that radius out to two miles, an additional 894 new units are projected.

Further, West Ada School District's facilities plan indicates that the South Meridian area is projected to be one of the highest growth areas for school age children. Within two miles of the proposed GPMS location, WASD estimates there will be approximately 1,238 elementary students, 599 middle school students, and 725 high school students. These numbers do not account for the new Pinnacle subdivision. ([West Ada School District School Facility Plan](#))

Student Population

It is anticipated Gem Prep will mirror the student demographic population of the school district. Focused recruitment strategies will enabled GP's student demographic population to roughly reflect the school district's percentage of non-white, English Language Learner, economically disadvantaged (low income), and special education. Gem Prep schools attempt to mirror the population demographics of the community, and have historically served the same demographics as their surrounding district.

West Ada SD and Gem Prep Meridian 2019



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 GP'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.

Gem Prep's Planned Growth

Grades	Yr. 1	Yr. 2	Yr.3	Yr. 4	Yr. 5
K	52	52	52	52	52
1	52	52	52	52	52
2	52	52	52	52	52
3	52	52	52	52	52
4	52	52	52	52	52
5	52	52	52	52	52
6		52	52	52	52
7		45	45	45	45
8		45	45	45	45
9			30	30	30
10			30	30	30
11				30	30
12					30
Total	312	454	514	544	574

GP 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.

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 GP.

- **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:** Provides firearms safety courses to students.

GPMS 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 GPMS students.

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 encompass 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 events and activities 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 GP.

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 will contract with another Idaho charter school, Gem Prep: Online, 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, Gem Prep: Meridian and Gem Prep: Meridian North. 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 an Executive Director 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 Executive Director (*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 school-level 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 an Executive Director (CEO), CFO, CAO, and COO. The executive team manages curriculum development, instructional oversight, obtaining 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 Executive Director 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 Executive Director using an evaluation framework permissible by Idaho law. 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 Executive Director, CAO, and CFO, are seasoned school leaders with experience managing charter schools. Operations are managed collaboratively by the COO and the school site operations manager. The CFO manages finances. The Executive Director, in collaboration with the school attorney, addresses legal matters.

The chart below outlines the experience and areas of expertise of the leadership team.
(See Appendix F3: Leadership Team Resumes.)

GEM PREP SCHOOL LEADERSHIP PROFILE

School Leadership	Finance	Educational Programs	Education Innovation	New Schools Start-up	School Facilities	Governance & Law	Operations	Community Outreach	Development/Fundraising	School Administration	Distance Learning	Special Populations	Technology & Data
Jason Bransford, Executive Director	X	X	X	X		X		X	X	X	X	X	X
Laurie Wolf, CAO		X	X	X		X				X	X	X	X
Lisa Pearce, CFO	X				X	X	X		X		X		
Brenda Pina, COO				X	X		X	X					
Josh Femreite, Chief of New Schools			X	X	X		X				X		X
Tera Reeves, College Access Director	X	X	X			X				X	X	X	X

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

APPENDIX A: GEM PREP: MERIDIAN SOUTH BUDGET TEMPLATE



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

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

Financial Summary					
Worksheet Instructions: This page will auto-populate as you complete the Pre-Operational and Operational Budget tabs.					
Revenue					
Anticipated Enrollment for Each Scenario:		266	312	454	514
	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Cash on Hand/ Other Revenue Sources	\$0.00	\$0.00	NA	NA	\$0.00
Contributions/ Donations	\$6,000.00	\$625,000.00	\$700,000.00	\$100,000.00	\$0.00
Loans	\$8,280,000.00	\$0.00	\$0.00	\$0.00	\$0.00
Grants	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Base Support	NA	\$342,889.00	\$402,685.00	\$682,022.00	\$819,235.00
Salary and Benefit Apportionment	NA	\$884,607.00	\$1,038,873.00	\$1,722,485.00	\$2,046,406.00
Transportation Allowance	NA	\$120,488.00	\$120,488.00	\$160,650.00	\$160,650.00
Local Meal Sales		\$21,306.00	\$24,141.00	\$35,805.00	\$40,591.00
Nutrition Reimbursement		\$20,377.00	\$24,509.00	\$35,068.00	\$39,432.00
Broadband e-rate Reimbursement		\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
Title I		\$50,540.00	\$59,280.00	\$86,260.00	\$97,660.00
Title IV		\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
IDEA		\$33,250.00	\$39,000.00	\$56,750.00	\$64,250.00
Special Distributions	NA	\$235,113.00	\$258,048.00	\$372,593.00	\$457,941.00
REVENUE TOTAL	8,286,000.00	\$2,358,570.00	\$2,692,024.00	\$3,276,633.00	\$3,751,165.00
Expenditures					
	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Staff and Benefit Totals	\$0.00	\$1,077,530.81	\$1,178,751.36	\$1,692,539.11	\$1,864,490.41
Educational Program Totals	\$0.00	\$245,359.60	\$291,575.80	\$464,490.70	\$545,554.10
Technology Totals	\$0.00	\$82,170.00	\$104,700.00	\$89,600.00	\$50,400.00
Capital Outlay Totals	\$6,000.00	\$83,700.00	\$90,700.00	\$90,200.00	\$54,000.00
Board of Directors Totals	\$0.00	\$26,500.00	\$31,500.00	\$29,500.00	\$27,500.00
Facilities Totals	8,280,000.00	\$597,750.00	\$597,750.00	\$597,750.00	\$597,750.00

Transportation Totals	\$0.00	\$160,650.00	\$160,650.00	\$214,200.00	\$214,200.00
Nutrition Totals	\$0.00	\$62,272.00	\$72,975.00	\$106,057.00	\$119,679.00
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENSE TOTAL	8,286,000.00	\$2,335,932.41	\$2,528,602.16	\$3,284,336.81	\$3,473,573.51
OPERATING INCOME (LOSS)	-	\$22,637.59	\$163,421.84	(\$7,703.81)	\$277,591.49
PREVIOUS YEAR CARRYOVER		-	\$0.00	\$163,421.84	\$155,718.04
NET INCOME (LOSS)	-	\$22,637.59	\$163,421.84	\$155,718.04	\$433,309.53

Idaho Public Charter School Commission**Charter Petition: Pre-Operational Budget****Worksheet Instructions:** list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows**Pre-Operational Revenue**

Line Item / Account	Budget	Assumptions / Details / Sources
Donations and Contributions	6,000.00	Gem Innovation Schools Foundation, funding provided by \$4.5 million grant from J.A. & Kathryn Albertson Family Foundation.
Loans	8,225,000.00	Facility option 1. Based on bond financing structure similar to GPMN
Grants		Only include secured grants. Provide documentation of grantor, total amount, and any applicable restrictions or requirements.
Other Revenue		Include details and documentation as necessary.
REVENUE TOTAL	\$8,231,000.00	

Additional Notes or Details Regarding Revenues:

Pre-Operational Expenditures

Section 1: Staffing

1a: CERTIFIED STAFF	Budget		Assumptions / Details / Sources
Classroom Teachers	FTE	Amount	
Elementary Teachers			
Secondary Teachers			
Specialty Teachers			
Classroom Teacher Subtotals	0.0	-	Average classroom size:
Special Education	FTE	Amount	
SPED Director / Coordinator			
Special Education Teacher			
Special Education Subtotals	0.0	-	Anticipated % Special Education Students:
Other Certified Staff	FTE	Amount	
Lead Administrator			
Assistant Administrator			
Other Certified Staff Subtotals	0.0	-	
CERTIFIED STAFF TOTAL	0.0	-	

1b: CLASSIFIED STAFF	Budget		Assumptions / Details / Sources
Position	FTE	Amount	
Paraprofessionals- General			
Paraprofessionals- SPED			
Admin / Front Office Staff			
CLASSIFIED STAFF TOTAL	0.0	-	

1c: BENEFITS	Budget		Assumptions / Details / Sources
Type	Rate	Amount	
Retirement			
Workers comp			
FICA/Medicare			
Group insurance			
Paid time off (provide assumptions)			
BENEFITS TOTAL		-	

CERTIFIED & CLASSIFIED STAFF TOTAL	-	
TOTAL STAFF & BENEFITS TOTAL	-	

Section 2: Educational Program

2a: OVERALL EDUCATION PROGRAM COSTS	Budget	Assumptions / Details / Sources
Professional Development		
SPED Contract Services		Types of anticipated SPED Contractors:
Other Contract Services (i.e. accounting, HR, management)		
Office Supplies		
Membership Dues (if applicable)		
OVERALL EDUCATION PROGRAM TOTAL	-	

2b: ELEMENTARY PROGRAM	Budget	Assumptions / Details / Sources
Elementary Curriculum		
Elementary Instructional Supplies & Consumables		
Elementary Special Education Curricular Materials		
Elementary Contract Services (provide assumption)		Types of anticipated Contractors:
ELEMENTARY PROGRAM TOTAL	-	

2c: SECONDARY PROGRAM	Budget	Assumptions / Details / Sources
Secondary Curriculum		
Secondary Instructional Supplies & Consumables		
Secondary Special Education Curricular Materials		
Secondary Contract Services (provide assumption)		Types of anticipated Contractors:
SECONDARY PROGRAM TOTAL	-	
EDUCATIONAL PROGRAM TOTAL	-	

Additional Notes or Details Regarding Educational Program Expenditures:

Section 3: Technology

Line Item / Account	Budget	Assumptions / Details / Sources
Internet Access		
Contract Services		
Technology Software & Licenses		
Computers for Staff Use		
Computers for Student Use		
Other Technology Hardware (i.e. document cameras, projectors, etc.)		
TECHNOLOGY TOTAL	-	
Additional Notes or Details Regarding Technology Expenditures:		

Section 4: Non-Facilities Capital Outlay

Line Item / Account	Budget	Assumptions / Details / Sources
Furniture (school-wide)		Include only items not covered via FFE, if applicable.
Kitchen Equipment (warming oven, salad bar, etc)		
Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.)	6,000.00	Phone system
CAPITAL OUTLAY TOTAL	6,000.00	
Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures:		

Section 5: Board of Directors

Line Item / Account	Budget	Assumptions / Details / Sources
Board Training		
Legal		
Insurance (property, liability, E & O, etc.)		
Audit		
BOARD OF DIRECTORS TOTAL	-	
Additional Notes or Details regarding Board of Directors Expenditures:		

Section 6: Facilities Details (consistent with facilities template)

Line Item / Account	Budget	Assumptions / Details / Sources
Mortgage or Lease		
Construction / Remodeling (if applicable)	8,225,000.00	Facility Option 1Phase I
Repairs and Maintenance		
Facilities Maintenance Contracts (i.e. snow removal, lawn care, custodial, security, etc.)		
Utilities (i.e. gas, electric, water, etc.)		
Phone		
Other Facilities Related Costs (specify)		
FACILITIES TOTAL	8,225,000.00	
Additional Notes or Details Regarding Facilities Expenditures:		

Section 7: Transportation

Line Item / Account	Budget	Assumptions / Details / Sources
Daily Transportation		
Special Transportation (i.e. SPED, field trips, etc.)		
Other Transportation Costs (specify)		
TRANSPORTATION TOTAL	\$0.00	
Additional Notes or Details Regarding Transportation Expenditures:		

Section 8: Nutrition

Line Item / Account	Budget	Assumptions / Details / Sources
Food Costs		
Non-Food Costs		
OTHER TOTAL	-	
Additional Notes or Details Regarding Transportation Expenditures:		

Section 9: Other Expenditures

Line Item / Account	Budget	Assumptions / Details / Sources
OTHER TOTAL	-	
Additional Notes or Details Regarding Transportation Expenditures:		

Idaho Public Charter School Commission**Charter Petition: Operational Budgets****Worksheet Instructions:** list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary throughout the document.**Operational Revenue**

Anticipated Enrollment for Each Scenario:	266	312	454	514	
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Cash on Hand			NA	NA	Secured funds only; include documentation
Donations and Contributions	\$625,000.00	\$700,000.00	\$100,000.00		Gem Innovation Schools Foundation
Loans					Include documentation for lender, term, rate, and total principal and interest.
Grants					Provide documentation and details.
Entitlement	\$342,889.00	\$402,685.00	\$682,022.00	\$819,235.00	Attach the M & O Revenue Template
Salary and Benefit Apportionment	\$884,607.00	\$1,038,873.00	\$1,722,485.00	\$2,046,406.00	Attach the M & O Revenue Template
Transportation Allowance	\$120,488.00	\$120,488.00	\$160,650.00	\$160,650.00	75% reimbursement rate based on GPM
Local Meal Sales	\$21,306.00	\$24,141.00	\$35,805.00	\$40,591.00	Based on GPM: 24% of students participate in school provided lunch. 42% of those participating are free and 10% are reduced. Full pay lunch is \$3.85/lunch, reduced pay is \$.40/lunch 175 school days
Nutrition Reimbursement	\$20,377.00	\$24,509.00	\$35,068.00	\$39,432.00	NSLP reimbursement = \$3.31/free, \$2.91/reduced & \$.31/paid
Broadband e-rate Reimbursement	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	Based on GPM's FY20 reimbursements
Title I	\$50,540.00	\$59,280.00	\$86,260.00	\$97,660.00	Based on avg. per pupil at GPM
Title IV	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	Based on avg. per pupil at GPM
IDEA	\$33,250.00	\$39,000.00	\$56,750.00	\$64,250.00	Based on avg. per pupil at GPM
Special Distributions	NA	NA	NA	NA	From the SDE Special Distributions Doc.
Charter School Facilities	\$106,400.00	\$124,800.00	\$181,600.00	\$205,600.00	
Content and Curriculum	\$2,650.00	\$2,815.00	\$3,589.00	\$3,969.00	
Continuous Improvement Plans and Training	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	
Gifted Talented	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	
Leadership Premiums	\$13,723.00	\$13,723.00	\$20,839.00	\$22,363.00	
IT Staffing	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	
Math and Science Requirement				\$33,100.00	
Professional Development	\$26,070.00	\$26,070.00	\$32,220.00	\$33,040.00	
Safe and Drug-Free Schools	\$2,000.00	\$2,000.00	\$5,557.00	\$7,176.00	
Technology (i.e. infrastructure)	\$61,270.00	\$65,640.00	\$79,130.00	\$84,830.00	
Advanced Opportunities					
College and Career Advisors/ Mentors				\$9,000.00	
Literacy Proficiency	NA	NA	\$6,075.00	\$6,075.00	Ave 9 students based other GP schools
Limited English Proficient (LEP)	NA	NA			
School Facilities (Lottery)	NA	NA	\$20,583.00	\$29,788.00	
REVENUE TOTAL	\$2,358,570.00	\$2,692,024.00	\$3,276,633.00	\$3,751,165.00	

Operational Expenditures

Section 1: Staffing

1a: CERTIFIED STAFF	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Classroom Teachers	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Elementary Teachers	12.0	576,000.00	12.00	576,000.00	14.00	672,000.00	14.00	672,000.00	Avg. teacher salary = \$48,000 based 195 day contracts includes PD days.
Secondary Teachers			-		4.00	192,000.00	5.00	240,000.00	Avg. teacher salary = \$48,000 based 195 day contracts includes PD days.
Classroom Teacher Subtotals	12.00	576,000.00	12.00	576,000.00	18.00	864,000.00	19.00	912,000.00	Average classroom size: K-6 = 26 students/class, 7-8 = 45 students/grade, 9-12= 30 students/grade
Special Education	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
SPED Director									Included in Professional Contract with Gem Prep: Online
Special Education Teacher	1.0	48,000.00	1.00	48,000.00	1.50	72,000.00	2.00	96,000.00	Avg. teacher salary = \$48,000 based 195 day contracts includes PD days.
Special Education Subtotals	1.00	48,000.00	1.00	48,000.00	1.50	72,000.00	2.00	96,000.00	Anticipated % Special Education Students: 11%
Other Certified Staff	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Lead Administrator	1.0	79,500.00	1.00	79,500.00	1.00	79,500.00	1.00	79,500.00	Principal 220 day contract @ \$79,500/yr
Assistant Administrator					0.50	31,250.00	1.00	62,500.00	Assistant Principal 220 day contract @\$62,500
Counselor	0.5	24,000.00	0.50	24,000.00	1.00	48,000.00	1.00	48,000.00	Avg. teacher salary = \$48,000 based 195 day contracts includes PD days.
Other Certified Staff Subtotals	1.50	103,500.00	1.50	103,500.00	2.50	158,750.00	3.00	190,000.00	
CERTIFIED STAFF TOTAL	14.50	727,500.00	14.50	\$727,500.00	22.00	\$1,094,750.00	24.00	\$1,198,000.00	

1b: CLASSIFIED STAFF	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Position	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessionals- General	1.5	25,920.00	3.50	60,480.00	4.00	69,120.00	5.00	86,400.00	180 days @\$12/hr
Paraprofessionals- SPED	1.0	17,280.00	1.00	17,280.00	1.50	25,920.00	1.50	25,920.00	180 days @\$12/hr
Admin / Front Office Staff	1.0	35,000.00	2.00	55,500.00	2.00	55,500.00	2.00	55,500.00	Receptionist 205 days @12.5/hr, School Ops Manager \$35,000 salary
Other			0.50	12,500.00	0.50	12,500.00	0.50	20,000.00	Tech Support 205 days @\$14/hr
CLASSIFIED STAFF TOTAL	3.50	78,200.00	7.00	145,760.00	8.00	163,040.00	9.00	187,820.00	

1c: BENEFITS	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Type	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
Retirement	13.10%	105,546.70	13.10%	114,397.06	13.10%	164,770.49	13.10%	181,542.42	Benefits for qualifying employees. .5 FTE or greater
Workers comp/ FICA/ Medicare	8.23%	66,309.11	8.23%	71,869.30	8.23%	103,516.12	8.23%	114,052.99	
Group Insurance (Medical/Dental)	\$5,500/FTE	99,000.00	500/FTE	118,250.00	500/FTE	165,000.00	\$5,500/FTE	181,500.00	Benefits for qualifying employees. .5 FTE or greater

Paid time off (provide assumptions)	13.00	975.00	13.00	975.00	19.50	1,462.50	21.00	1,575.00	Assumes sub rate of \$75/day includes FICA. Assume each teacher takes 2 days/yr. off. GPMS has paraprofessionals and the school operations manager available to substitute and their pay is already included above. Assume 1/2 the time GPMS needs an additionally paid sub.
BENEFITS TOTAL		271,830.81		305,491.36		434,749.11		478,670.41	
CERTIFIED & CLASSIFIED STAFF TOTAL		805,700.00		873,260.00		\$1,257,790.00		\$1,385,820.00	
TOTAL STAFF & BENEFITS TOTAL		1,077,530.81		1,178,751.36		\$1,692,539.11		\$1,864,490.41	

Section 2: Educational Program

2a: OVERALL EDUCATION PROGRAM COSTS	Break-Even Budget	Year 1 Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Professional Development	10,000.00	15,000.00	21,000.00	23,000.00	PD each year, Gem Prep Model, and general PD
SPED Contract Services	30,000.00	39,000.00	56,750.00	64,250.00	Types of anticipated SPED Contractors: evaluations, speech therapy, behavioral intervention, physical therapy and occupational therapy. Special Ed services based on other Gem Prep Schools services.
Membership Dues	1,000.00	1,000.00	1,000.00	1,000.00	
Authorizer Fee	12,500.00	12,500.00	12,500.00	12,500.00	
Other Contract Services (i.e. accounting, HR, management)	122,749.60	144,155.80	240,450.70	286,564.10	Contract with Gem Prep: Online for service of positions such as a Executive Administrator, Academic Administrator Financial Administrator and Operations Administrator, 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.(see appendix F Professional Service Agreement) 10% of State M&O
Office Supplies					
OVERALL EDUCATION PROGRAM TOTAL	176,249.60	211,655.80	331,700.70	387,314.10	

2b: ELEMENTARY PROGRAM	Break-Even Budget	Year 1 Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Elementary Curriculum	58,520.00	68,640.00	80,080.00	80,080.00	Assumption:K-6 \$220/ elementary student based on historical cost per student of other Gem Prep schools. Includes textbooks, workbooks, curricular software and content licenses, special education needs
Elementary Instructional Supplies & Consumables	6,600.00	6,600.00	7,700.00	7,700.00	Other classroom supplies \$550/teacher FTE. Based on current Gem Prep schools historical costs.
Elementary Other	3,990.00	4,680.00	6,810.00	7,710.00	Teacher evaluation program, student security program, student assessment programs. Avg. \$15/student based on other GP schools
ELEMENTARY PROGRAM TOTAL	69,110.00	79,920.00	94,590.00	95,490.00	

2c: SECONDARY PROGRAM	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Secondary Curriculum			36,000.00	60,000.00	Grades 7-12 \$400/student each year. Includes, textbooks, online program licences, workbooks, assessments, online courses, teacher textbooks, teacher resources, manipulatives, social & emotional curriculum Based on GP's virtual school's historical secondary curriculum costs.
Secondary Instructional Supplies & Consumables			2,200.00	2,750.00	Other classroom supplies \$550/teacher FTE. Based on current Gem Prep schools historical costs.
Secondary Contract Services (provide assumptions)					Types of anticipated Contractors:
SECONDARY PROGRAM TOTAL	-	-	38,200.00	62,750.00	
EDUCATIONAL PROGRAM TOTAL	245,359.60	291,575.80	464,490.70	545,554.10	
Additional Notes or Details Regarding Educational Program Expenditures:					

Section 3: Technology

Line Item / Account	Break-Even Budget	Year 1 Full Enrollment	Year 1 Full Enrollment	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Internet Access						included in Utilities
Computers for Staff Use		21,600.00	26,400.00	10,800.00	2,400.00	
Computers for Student Use		38,570.00	46,800.00	43,800.00	24,000.00	
Technology Fees & Licenses		15,000.00	15,000.00	20,000.00	10,000.00	PowerSchool, Canvas, Zoom, Illuminate, SchoolMint, Fresh Desk, MS licenses. Based on current contracts.
Other Technology Hardware (i.e. document cameras, projectors, etc.)		7,000.00	16,500.00	15,000.00	14,000.00	Video Technology Conference Systems
TECHNOLOGY TOTAL		82,170.00	104,700.00	89,600.00	50,400.00	

Additional Notes or Details Regarding Technology Expenditures:

Section 4: Non-Facilities Capital Outlay

Line Item / Account	Break-Even Budget	Year 1 Full Enrollment	Year 1 Full Enrollment	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Furniture (school-wide)		60,000.00	60,000.00	34,000.00	24,000.00	
High School Commons Furniture				30,000.00	30,000.00	
Cafeteria Tables		19,200.00	19,200.00	19,200.00		
Copier		4,500.00	4,500.00			
Fab Lab		-	7,000.00	7,000.00		
CAPITAL OUTLAY TOTAL		83,700.00	90,700.00	90,200.00	54,000.00	

Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures:

Section 5: Board of Directors

Line Item / Account	Break-Even Budget	Year 1 Full Enrollment Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Board Training		5,000.00	5,000.00	5,000.00	
Legal		5,000.00	10,000.00	8,000.00	
Insurance (property, liability, E & O, etc.)		9,000.00	9,000.00	9,000.00	
Audit		7,500.00	7,500.00	7,500.00	
BOARD OF DIRECTORS TOTALS		26,500.00	31,500.00	29,500.00	

Additional Notes or Details Regarding Board of Directors Expenditures:

Section 6: Facilities Details (consistent with facilities template)

Line Item / Account	Break-Even Budget	Year 1 Full Enrollment Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Mortgage or Lease		484,750.00	484,750.00	484,750.00	See Facility Details option 1. and Appendix F7
Construction / Remodeling (if applicable)					
Repairs and Maintenance					
Facilities Maintenance Contracts (i.e. snow removal; trash; lawn care, custodial, security, etc.)					
Utilities (i.e. gas, electric, water, etc.)		108,000.00	108,000.00	108,000.00	Facility Operating coast are based on \$3/sq.ft. Includes utililites, maintenance, janitorial, grounds
Copier		5,000.00	5,000.00	5,000.00	
Other Facilities Related Costs (specify)					
FACILITIES TOTAL		597,750.00	597,750.00	597,750.00	

Additional Notes or Details Regarding Facilities Expenditures:

Section 7: Transportation

Line Item / Account	Break-Even Budget	Year 1 Full Enrollment Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Daily Transportation	\$160,650.00	\$160,650.00	\$214,200.00	\$214,200.00	Based on GPM transportation costs with Brown Bus: \$306/route. Yr. 1 three routes, Yr.2-3 four routes for 175 day
Special Transportation (i.e. SPED, field trips, etc.)					
Other Transportation Costs (specify)					
TRANSPORTATION TOTAL	\$160,650.00	\$160,650.00	\$214,200.00	\$214,200.00	
Additional Notes or Details Regarding Transportation Expenditures:					

Section 8: Nutrition Program

Line Item / Account	Break-Even Budget	Year 1 Full Enrollment Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Nutrition	62,272.00	72,975.00	106,057.00	119,679.00	Based on GPM: Cost to school is \$5.56/lunch, includes contracting with Nampa School district to prepare lunch, contracting to deliver to GPM, employing PT staff, and lunch supplies. 24% of students participate in school provided lunch.
NUTRITION TOTAL	62,272.00	72,975.00	106,057.00	119,679.00	
Additional Notes or Details Regarding Other Expenditures:					

Section 9: Other Expenditures

Line Item / Account	Break-Even Budget	Year 1 Full Enrollment Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
OTHER TOTAL	-	-	-	-	
Additional Notes or Details Regarding Other Expenditures:					

Cash Flow Operational Year 1														
Year 1 Budgeted		JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	Total
Student Enrollment Capacity	312													
Revenue														
Donations and Contributions	700,000	\$700,000.00												\$700,000.00
Loans	0													\$0.00
Grants	0													\$0.00
Entitlement	402,685		\$201,343.00			\$80,537.00			\$80,537.00			\$40,268.00		\$402,685.00
Salary and Benefit Apportionment	1,038,873		\$519,437.00			\$207,775.00			\$207,775.00			\$103,886.00		\$1,038,873.00
Transportation Allowance	120,488								\$120,488.00					\$120,488.00
Broadband e-rate Reimbursement	15,000						\$2,500.00			\$2,500.00			\$10,000.00	\$15,000.00
Local Meal Sales	24,141			\$2,683.00	\$2,683.00	\$2,683.00		\$2,682.00	\$2,682.00	\$2,682.00	\$2,682.00	\$2,682.00		\$24,141.00
Nutrition Reimbursement	24,509			\$2,451.00	\$2,451.00	\$2,451.00	\$2,451.00	\$2,451.00	\$2,451.00	\$2,451.00	\$2,451.00	\$2,451.00	\$2,450.00	\$24,509.00
Title I	59,280					\$7,410.00	\$7,410.00	\$7,410.00	\$7,410.00	\$7,410.00	\$7,410.00	\$7,410.00	\$7,410.00	\$59,280.00
Title IV	10,000			\$5,000.00	\$5,000.00									\$10,000.00
IDEA	39,000			\$3,900.00	\$3,900.00	\$3,900.00	\$3,900.00	\$3,900.00	\$3,900.00	\$3,900.00	\$3,900.00	\$3,900.00	\$3,900.00	\$39,000.00
Special Distributions	258,048								\$64,512.00	\$26,070.00	\$21,943.00	\$145,523.00		\$258,048.00
Total Revenue	\$2,692,024.00	\$700,000.00	\$720,780.00	\$14,034.00	\$14,034.00	\$304,756.00	\$18,943.00	\$16,443.00	\$489,755.00	\$45,013.00	\$38,386.00	\$306,120.00	\$23,760.00	\$2,692,024.00
Expenditures														
Salaries and Benefits	1,178,751.36	\$15,025.00	\$98,229.13	\$98,229.13	\$98,229.13	\$98,229.13	\$98,229.13	\$98,229.13	\$98,229.13	\$98,229.13	\$98,229.13	\$98,229.13	\$181,435.06	\$1,178,751.36
Education Program	291,575.80	\$85,966.31	\$12,646.31	\$18,646.31	\$18,646.31	\$18,646.31	\$18,646.31	\$18,646.31	\$31,146.39	\$18,646.31	\$18,646.31	\$18,646.31	\$12,646.31	\$291,575.80
Technology Totals	104,700.00	\$104,700.00												\$104,700.00
Capital Outlay Totals	90,700.00	\$90,700.00												\$90,700.00
Board of Directors	31,500.00	\$12,334.00	\$3,334.00	\$834.00	\$8,334.00	\$833.00	\$833.00	\$833.00	\$833.00	\$833.00	\$833.00	\$833.00	\$833.00	\$31,500.00
Facilities	597,750.00	\$9,413.00	\$251,792.00	\$9,417.00	\$9,417.00	\$106,367.00	\$9,417.00	\$9,417.00	\$106,367.00	\$9,417.00	\$9,417.00	\$57,892.00	\$9,417.00	\$597,750.00
Transportation	\$160,650.00			\$9,180.00	\$18,360.00	\$19,278.00	\$14,688.00	\$11,934.00	\$17,442.00	\$16,524.00	\$15,606.00	\$19,278.00	\$18,360.00	\$160,650.00
Nutrition	72,975.00			\$7,297.50	\$7,297.50	\$7,297.50	\$7,297.50	\$7,297.50	\$7,297.50	\$7,297.50	\$7,297.50	\$7,297.50	\$7,297.50	\$72,975.00
Other	-													\$0.00
Total Expenditures	\$2,528,602.16	\$318,138.31	\$366,001.44	\$143,603.94	\$160,283.94	\$250,650.94	\$149,110.94	\$146,356.94	\$261,315.02	\$150,946.94	\$150,028.94	\$202,175.94	\$229,988.87	\$2,528,602.16
Cash Flow														
Operational Cash Flow		\$381,861.69	\$354,778.56	(\$129,569.94)	(\$146,249.94)	\$54,105.06	(\$130,167.94)	(\$129,913.94)	\$228,439.98	(\$105,933.94)	(\$111,642.94)	\$103,944.06	(\$206,228.87)	\$163,421.84
Cash on Hand	\$0.00	-	\$381,861.69	\$736,640.25	\$607,070.31	\$460,820.37	\$514,925.43	\$384,757.49	\$254,843.55	\$483,283.53	\$377,349.59	\$265,706.65	\$369,650.71	
Cash End of Period	\$163,421.84	\$381,861.69	\$736,640.25	\$607,070.31	\$460,820.37	\$514,925.43	\$384,757.49	\$254,843.55	\$483,283.53	\$377,349.59	\$265,706.65	\$369,650.71	\$163,421.84	\$163,421.84

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

PETITION FACILITY OPTIONS TEMPLATE



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

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

New Charter Petition Facility Option 1						
Location Address	TBD Pinnacle Subdivision: Lake Hazel and Locust Grove Rd. Meridian Idaho					
Facility Information	Anticipate Move-In Date	7/12/2022	Facility Type	New Construction	Facility Status	Likely (board preferred site, actively pursuing)
Budget Location	Please indicate if this option is reflected as an expenditure in the budget template.					Year 1-3 Budgets
Vendor/ Developer/ Contractor Information (if applicable)	Company Name:	Bouma USA				
	Physical Address of Home Office:	Bouma USA Management LLC 445 Pettis Suite 201 Ada, MI 49301				
	Website Address:	http://boumausa.com/				
	Company Contact:	Paul Bierlein				
	Company Contact Phone Number:	616-481-3307				

Additional Information - Facility Option 1
<p>The school plans to partner with the Brighton Corporation in the acquisition of land within their new subdivision, a new mixed-use master planned community in South Meridian. Pinnacle will include approximately 2500 new homes and apartment dwellings along with several hundred thousand square feet of commercial space, including office, professional services, retail, community facilities and more. When fully developed the school will be surrounded by the subdivision and will provide ample pedestrian access to the school from the neighborhood so local students can safely walk or bike to the property.</p> <p>GPMS expects many students will walk and ride their bikes to school, however, GPMS intends to provide busing routes to students who live further from the school.</p>

Facility Option 1 - Details

Please describe the costs involved with this option and the structure of any arrangements the school has made (or intends to make) in order to secure and sustain this facility option. Adjust descriptions and add columns as necessary.

Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)
Pre-development Costs	\$1,000,000	Gem Prep: Meridian South Board
Bouma USA 36,000 SF construction (less pre-development costs)	\$7,280,000	Bouma USA
Total One-Time Costs	\$8,280,000	
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	
Mortgage Payment		
Term	35	
Interest rate	4.5%	Financing similar to GPMN. IHFA Bonds. See Appendix F7.
Rate escalator (if applicable, please describe)		See Appendix F7
In which operating year does the school intend to purchase (if option to purchase is applicable)	Operating Year 1	
Capitalization rate at purchase (if applicable)	TBD	Financing similar to GPMN. IHFA Bonds. See Appendix F7.
Other		
Initial construction consists of approximately 36,000 sq. ft. with construction starting in September 2021 and completing in July of 2022. Based on other recent school construction projects of \$230/sq ft, GPMS estimates a total project cost of \$8,280,000. GPMS estimates it will cost an additional \$1,500,000 to construct an approximately 6,700 sq. ft. gym. GPMS will continue to raise philanthropy dollars to fund the construction of the gym at a future date.		
GPMS plans to work with Baird to secure IHFA Bond financing similar to GPMN. GPMS used GPMN's annual debt service in the budget. GPMS will own the facility. See Appendix F7		

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New Charter Petition Facility Option 2

Location Address	TBD Pinnacle Subdivision: Lake Hazel and Locust Grove Rd. Meridian Idaho					
Facility Information	Anticipate Move-In Date	7/12/2022	Facility Type	New Construction	Facility Status	Possible (research in progress)
Budget Location	Please indicate if this option is reflected in the Budget Template (Attachment A1-A4)			Not Reflected in Budget		
Vendor/ Developer/ Contractor Information (if applicable)	Company Name:		Bouma USA			
	Physical Address of Home Office:		Bouma USA Management LLC 445 Pettis Suite 201 Ada, MI 49301			
	Website Address:		http://boumausa.com/			
	Company Contact:		Paul Bierlein			
	Company Contact Phone Number:		616-481-3307			

Additional Information - Facility Option 2

Option 2 In the event the school is able to secure grants or philanthropic support, Gem Prep will proceed with construction of the same plan as option 1 but include a gym. With the gym, the facility will be 43,000 sq ft at \$230/sq ft with an estimated total project cost of \$9.89 million.

Facility Option 2 - Details

Please describe the costs involved with this option and the structure of any arrangements the school has made (or intends to make) in order to secure and sustain this facility option. Adjust descriptions and add columns as necessary.

Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)
Pre-Development Costs	\$1,000,000	Gem Prep: Meridian South Board
Bouma USA 43,000 SF construction	\$8,780,000	Bouma USA
Total One-Time Costs	\$9,780,000	
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	
Mortgage Payment		
Lease term	35	
Interest rate	4.5%	Financing similar to GPMN. IHFA Bonds. See Appendix F7.
Rate escalator (if applicable, please describe)		See Appendix F7
In which operating year does the school intend to purchase (if option to purchase is applicable)	Operating Year 1	
Capitalization rate at purchase (if applicable)	TBD	Financing similar to GPMN. IHFA Bonds. See Appendix F7.
Other		
<p>In the event the school is able to secure a CSP grant or other philanthropic support, GPMS plans to construct an approximately 43,000 sq. ft. facility using Bouma USA as a design build team. Construction will start in September of 2021 and will complete in July of 2022. Based on other recent school construction projects GPMS estimates a total project cost of \$9,780,000.</p> <p>GPMS plans to work with Baird to secure IHFA Bond financing similar to GPMN. GPMS will own the facility. See Appendix F7</p>		

FILED EFFECTIVE

Appendix B: Articles of Incorporation and Bylaws

2004 MAY 25 AM 8:55

ARTICLES OF INCORPORATION

Of

IDAHO DISTANCE EDUCATION ACADEMY, Inc.

SECRETARY OF STATE
STATE OF IDAHO

The articles of Incorporation of IDAHO DISTANCE EDUCATION ACADEMY, Inc. a nonprofit corporation are hereby stated:

ARTICLE I

NAME

The name of the corporation (hereinafter called the Corporation) is IDAHO DISTANCE EDUCATION ACADEMY, Inc.

ARTICLE II

DURATION

The Corporation shall exist perpetually.

ARTICLE II

PURPOSE AND POWERS OF THE CORPORATION

The Corporation is a nonprofit benefit corporation and is not organized for the private gain of any person.

It is organized under the Idaho Charter School Act for public purposes. The specific purpose of the corporation is to manage, operate, guide, direct and promote Idaho Distance Education Academy, and such other educational activities as the Board of Directors may define from time to time.

The internal affairs of the Corporation shall be governed by the duly adopted code of By-laws which shall be consistent with these articles of incorporation and the laws of the state of Idaho.

No part of the net earnings of the corporation shall be distributed to its Directors. The specific primary purposes for which it is formed are as follows:

To operate a charter school in accordance with the charter school laws of the state of Idaho.

To do and engage in any and all lawful activities that may be incidental or reasonably necessary to any of the forgoing purposes, and to have and exercise all other powers and authority now or hereafter conferred upon a non-for-profit organization.

PROVIDED: that in all events and under all circumstances, and notwithstanding merger, consolidation, reorganization, termination, dissolution or winding up of this corporation, voluntary or by operation of the law, the following provisions apply:

1. This corporation shall never be operated for the primary purpose of carry on a trade or business for profit.

IDAHO SECRETARY OF STATE
05/25/2004 05:00
CK: 8812 CT: 66931 BH: 746985
1 @ 38.00 = 38.00 INC NONP # 2

2154833

2. No part of the net earnings shall inure to the benefit of or be distributed to it's directors, trustees, officers, members, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purpose set forth in Article III.
3. The powers and purposes of this Corporation shall, at all times, be so construed and limited as to enable this corporation to qualify as a not for profit organization, and existing under Chapter 3, Title 30 of the Idaho Code, and it shall have all power and authority as set forth in Section 30-3-24 of Idaho Code, and all other applicable sections of the Idaho Code.
4. Upon dissolution of the Corporation, all assets shall be distributed solely to the Whitepine Joint School District No. 288.

ARTICLE IV

The location and street address of the first registered office is 502 1st Avenue, Deary, Idaho 83823.

ARTICLE V

The name of the first registered agent is Daryl Bertelsen

ARTICLE VI

The corporation is organized upon a non-stock and non-profit basis. The amount of assets of the Corporation is:

Real Property \$0.00

Personal Property \$0.00

This corporation is to be financed and operated under the following general plan: by the receipt of tax money and private donations in accordance with the Charter School laws of the State of Idaho.

ARTICLE VII

The name and address of the incorporator is as follow:

Daryl Bertelsen
502 1st Avenue
Deary, Idaho 83823

ARTICLE VIII

The names and addresses of the initial Board of Directors are as follows:

Byron Cannon	1242 State Highway 9 Deary, Idaho 83823
Barb Femreite	107 1 st Avenue Deary, Idaho 83823
Steve Henderson	809 Park Street Deary, Idaho 83823
Craig Dalton	1311 Brush Creek Deary, Idaho 83823
Kim Workman	PO Box 545 Bovill, Idaho 83806

ARTICLE IX

This is not a membership corporation. The manner of selecting directors and conducting business and internal affairs of the corporation shall be established by the By-laws. The By-laws may be amended from time to time as may be required or desired at a properly noticed special or regular meeting of the board of directors.

The Directors of this Corporation shall consist of not less than five (5), nor more than nine (9) persons, whose terms may, but need not be, concurrent.

The number of directors constituting the initial Board of Directors is five (5), and shall hold office for an initial period of one year. The directors, after the initial Board of Directors, shall be elected in the manner and the terms provided in the By-laws of the Corporation.

The undersigned incorporator signs his name this 20 day of May 2004


Daryl Hertelsen
Initial Incorporator

ARTICLES OF AMENDMENT (Non-profit)

FILED EFFECTIVE

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

2006 AUG 23 PM 3:18

SECRETARY OF STATE
STATE OF IDAHO

1. The name of the corporation is:
Idaho Distance Education Academy, Inc.

2. The text of each amendment is as follows:

ARTICLE III PURPOSE AND POWERS OF THE CORPORATION

This organization is organized exclusively for educational and charitable purposes within the meaning of section 501(c)(3). It is organized under the Idaho Charter School Act for public purposes. The specific purpose of the corporation is to manage, operate, guide, direct and promote Idaho Distance Education Academy, and such other educational activities as the Board of Directors may define from time to time.

The internal affairs of the Corporation shall be governed by the duly adopted code of By-laws which shall be consistent with these articles of incorporation and the laws of the state of Idaho.

No part of the net earnings of the corporation shall be distributed to its Directors. The specific primary purposes for which it is formed are as follows:

To operate a charter school in accordance with the charter school laws of the state of Idaho.

To do and engage in any and all lawful activities that may be incidental or reasonably necessary to any of the foregoing purposes, and to have and exercise all other powers and authority now or hereafter conferred upon a non-for-profit organization.

PROVIDED: that in all events and under all circumstances, and notwithstanding merger, consolidation, reorganization, termination, dissolution or winding up of this corporation, voluntary or by operation of the law, the following provisions apply:

1. This corporation shall never be operated for the primary purpose of carry on a trade or business for profit.
2. No part of the net earnings shall inure to the benefit of or be distributed to its directors, trustees, officers, members, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purpose set forth in Article III.
3. The powers and purposes of this Corporation shall, at all times, be so construed and limited as to enable this corporation to qualify as a not for profit organization, and existing under Chapter 3, Title 30 of the Idaho Code, and it shall have all power and authority as set forth in Section 30-3-24 of Idaho Code, and all other applicable sections of the Idaho Code.
4. Upon dissolution of the Corporation, all assets shall be distributed solely to the Whiteline Joint School District No. 288.

Notwithstanding any other provisions of these articles, this organization shall not carry on any activities not permitted to be carried on (a) by an organization exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding section of any future United States Internal Revenue Law) or (b) by an organization, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1954 (or corresponding provision of any future United States Internal Revenue Law)

3. The date of adoption of the amendment was: August 21, 2006

4. Manner of adoption:

The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the members.

- a. The number of members entitled to vote was: Five
- b. The number of members that voted for each amendment was: Four
- c. The number of members that voted against each amendment was: Zero

Dated: August 22, 2006

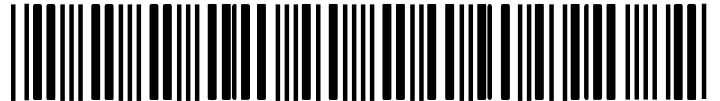
Signature: [Signature]

Typed Name: Aaron Proctor

Capacity: Board member - Chairman

IDAHO SECRETARY OF STATE
08/23/2006 05:00
CK: 894094 CT: 172099 BH: 971520
1 @ 30.00 = 30.00 NON PROF A # 2

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0003506583

**STATE OF IDAHO****Office of the secretary of state, Lawrence Denney**
ARTICLES OF AMENDMENT (NONPROFIT CORP)Idaho Secretary of State
PO Box 83720
Boise, ID 83720-0080
(208) 334-2301

Filing Fee: \$30.00 - Make Checks Payable to Secretary of State

For Office Use Only

-FILED-

File #: 0003506583

Date Filed: 5/8/2019 8:31:26 PM

Articles of Amendment (Nonprofit Corporation)

Standard or Expedited Service (select one)

Standard (filing fee \$30)

The current name of the nonprofit corporation is:

IDAHO DISTANCE EDUCATION ACADEMY, INC.

The file number of this entity on the records of the Idaho Secretary of State is: 0000470583

Article 1: The name of the corporation shall be:

Change Corporation Name?

I want to change the name of the corporation

Entity name

GEM INNOVATION SCHOOLS OF IDAHO, INC.

Article 2: The purpose for which the corporation is organized is:

Select the purpose of this non-profit

General Nonprofit

Article 3: Voting Members:

The corporation does have voting members.

Article 4: Upon dissolution the assets shall be distributed:

all assets will be distributed to another nonprofit organization with a similar purpose.

Article 5: The mailing address of the corporation shall be:

PO BOX 86
DEARY, ID 83823-0086

Article 6: Director Name(s) and Address(es)

Name	Title	Director Address
MURRAY STANTON	Director	PO BOX 338 DEARY, ID 83823
BRIAN TRAMMEL	Director	PO BOX 338 DEARY, ID 83823
JILL CALL	Director	PO BOX 338 DEARY, ID 83823
DENNIS TURNER	Director	PO BOX 338 DEARY, ID 83823
ROGER STEWART	Director	PO BOX 338 DEARY, ID 83823
Renee Ellsworth	Director	600 SOUTH AVE DEARY, ID 83823
Duncan Robb	Director	2950 W.BELLOMY LANE BOISE, ID 83703

Article 7: The date of adoption of the amendment(s) was:

Date of Adoption:

04/17/2019

Article 8: Manner of Adoption:

Select one:

Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-30-705, Idaho Code, and was, therefore, adopted by the incorporators, or by the board of directors.

The number of directors entitled to vote was:

7

The number of directors that voted for each amendment was:

6

The number of directors that voted against each amendment was: 0



The articles of amendment must be signed by the presiding officer of the board of directors or by an officer of the corporation.

Barbara Femreite

Sign Here

05/08/2019

Date

Signer's Title Treasurer

BYLAWS OF IDAHO DISTANCE EDUCATION ACADEMY

The following **BYLAWS** are for the regulation and internal operations, except as otherwise provided by the statute and by its Articles of Incorporation, of **IDAHO DISTANCE EDUCATION ACADEMY**, an Idaho Nonprofit Corporation.

I. MEMBERSHIP

The corporation has no members. The rights which would otherwise vest in the members vest in the directors of the corporation (hereinafter "Directors") of IDAHO DISTANCE EDUCATION ACADEMY (hereinafter I-DEA). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Directors.

II. BOARD OF DIRECTORS

A. Powers

The Board of Directors of the Nonprofit Corporation shall serve and be known as the Board of Directors of the Nonprofit Corporation. The Board shall conduct or direct the affairs of the corporation and exercise its powers, in accordance with and subject to the limitations of the Chapter 52, Title 33, Idaho Code, and Idaho Nonprofit Corporation Act, 30-3-1. The Board may delegate the management of the activities of the corporation to others, so long as the affairs of the corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

to elect and remove Directors

to select and remove officers, agents and employees of the corporation; to prescribe powers and duties for them; and to fix their compensation.

to conduct, manage and control the affairs and activities of the corporation, and to make rules, regulations and policies.

to enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the corporation.

to act as trustee under any trust incidental to the corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust.

to acquire real or personal property, in the name of the corporation, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property.

to borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities.

to indemnify and maintain insurance on behalf of any of its Directors, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Chapter 52, Title 33, Idaho Code and limitations noted in these Bylaws.

To hire employees of the Corporation either on an at-will basis or via a written contract whose duties shall be specified by the Board.

B. Number of DIRECTORS

The number of voting Directors of the corporation shall be not less than five (5) nor more than nine (9). The Board may have non-voting members of the board as determined below. The Board shall fix the exact number of Directors, within these limits, by Board resolution or amendment of the Bylaws. As of the date on which these Bylaws are adopted, the exact number of Directors is fixed at seven (7) and the exact number of non-voting Directors is fixed at one (1). The names of the five initial Directors are noted in the Articles of Incorporation.

C. Election of DIRECTORS

1. Election. The Board shall elect the Directors by a vote of a majority of the voting Directors then in office, whether or not the number of directors in office is sufficient to constitute a quorum, or by the sole remaining director. The Board shall consist of the following:
 - a. Individuals who will serve the interests of the corporation faithfully and effectively
 - b. One (1) voting Director must be a school district elector of Whitepine Joint School District No. 288.
 - c. The board may appoint non-voting members as deemed appropriate.
2. Terms of Office

- a. The term of office of all members of the initial Board of Directors shall be one year.
- b. At the end of the first year, the Board shall provide for staggered terms of its Directors, by designating approximately one-third of the Directors to one-, two- and three- year terms. Following the expiration of those designated terms, the term of each Director shall continue for three years.
- c. The term of office of a Director elected to fill a vacancy in these Bylaws begins on the date of the Director's election, and continues:
 - (1) for the balance of the un-expired term in the case of a vacancy created because of the resignation, removal, or death of a Director, or
 - (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Directors authorized.
 - (3) a Director's term of office shall not be shortened by any reduction in the number of Directors resulting from amendment of the Articles of Incorporation or the Bylaws or other Board action.
 - (4) a Director's term of office shall not be extended beyond that for which the Director was elected by amendment of the Articles of Incorporation or the Bylaws or other Board action.

D Removal of DIRECTORS

The Board may remove a Director without cause as provided by the Idaho Nonprofit Corporation Act. The board may also remove any Directors without cause who:

- has failed to attend four or more of the Board's Regular Meetings in any calendar year;
- has been declared of unsound mind by a final order of court;
- has been convicted of any felony;
- has been found by a final order or judgment of any court to have breached any duty imposed by the Idaho Nonprofit Corporation Law;
- or
- for such other good causes as the Board may determine.

Written notice of removal of an appointed director shall be given to the individual and the removal is effective as of the date of notice, unless the notice specifies a future effective date.

E Resignation by Director

A Director may resign by giving written notice to the Board Chair or Secretary. The resignation is effective on the giving of notice, or at any later date specified in the notice.

F Vacancies

A vacancy is deemed to occur on the effective date of the resignation of a Director, upon the removal of a Director; upon declaration of vacancy pursuant to these Bylaws, or upon a Director's death, or any other cause. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Directors. A Director elected to fill a vacancy shall serve the remaining term of his or her predecessor, or until a successor has been elected and qualified.

G Compensation of DIRECTORS

Directors shall serve without compensation. However, the Board may approve reimbursement of a Director's actual and necessary expenses while conducting corporation business.

III. PRINCIPAL OFFICE

The corporation's principal office shall be at the Idaho Distance Education Academy registered office as noted in the Articles of Incorporation, or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principle office on the copy of the Bylaws maintained by the secretary.

IV. MEETINGS OF THE BOARD

A. Place of Meetings

Board Meetings shall be held at the corporation's principal office or at any other reasonably convenient place as the Board may designate and in compliance with the Idaho Open Meetings Act, Idaho Code §§ 67-2340 through 67-2347.

B. Annual Meetings

An Annual Meeting shall be held the third Monday in July of each year for the purpose of installing Directors, making and receiving reports on corporate affairs, and transacting other business as comes before the meeting.

C. Regular Meetings

Regular Meetings shall be held the third Monday of each month at the principle office and shall be open to the public. With proper notice, the Chair may schedule regular meeting(s) for an alternate date to avoid holding meetings on holidays, to ensure the availability of a quorum of Directors, or for other valid cause.

D. Special Meetings

Special Meetings can be held at any time, called by the Chair or by any three Directors and shall be open to the public.

E. Adjournment

A majority of the Directors present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent Directors if the time and place be fixed at the meeting adjourned, except if the meeting is adjourned for longer than 24 hours. Notice of the adjournment shall be given as specified in these Bylaws.

F. Notices

Notices of Board Meetings shall be given as follows:

Annual Meetings and Regular Meetings may be held without notice as noted in the Bylaws when the Board fixed the time and place of such meetings. Special Meetings may be held with at least a twenty-four (24) hour meeting and agenda notice, unless an emergency exists. Board members will be notified by first-class mail, personally or by telephone, facsimile or e-mail.

Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Director or to a person whom it is reasonably believed will communicate it promptly to the Director.

G. Waiver of Notice

Notice of a meeting need not be given to a Director who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

H. Meeting Agendas.

Regular Meetings. A forty-eight (48) hour agenda notice shall be required in advance of each regular meeting. However, additional agenda items may be added up to and including the hour of the meeting by vote of the Board, provided that a good faith effort was made to include in the notice all agenda items known at the time to be discussed.

Special Meetings. A twenty-four (24) hour agenda notice shall be required in advance of a special meeting unless an emergency exists. An emergency is defined as any situation involving injury or damage to persons or property, or immediate financial loss, or the likelihood of such injury, damage or loss. The notice requirements for a special meeting shall be suspended if such notice is

impracticable, or would increase the likelihood or severity of such injury, damage, or loss. In the event that a special meeting is held based upon emergency, the reason for the emergency must be stated at the outset of the meeting.

V. ACTIONS BY THE BOARD

A. Quorum

A quorum consist of a majority of the fixed number of voting Directors

B. Action by the Board

1. Actions Taken at Board Meetings. The actions taken and decisions made by a majority of the voting Directors present at a meeting duly held at which a quorum is present are the actions and decisions of the Board, except for the purposes of appointing committees and delegating authority thereto, or amending the corporation's Bylaws, where the action of a majority of voting Directors then in office is required by the Chapter 52, Title 33, Idaho Code or as set out in these Bylaws. The Board may continue to transact business at a meeting at which a quorum was originally present, even though Directors withdraw, provided that any action taken is approved by at least a majority of the quorum required.
2. Board Meeting by Conference Telephone. Directors may participate in a Board meeting through use of conference telephone or similar communication equipment, so long as all Directors, participating in such meeting can hear one another. Participation in a meeting pursuant to this section constitutes presence in person at such meeting. All board meetings conducted by telephone conference call shall fully comply with the Idaho Open Meeting Act, Idaho Sections 74-201 through 74-208.

C. Committees

1. Appointment of Committees. The Board may appoint one or more Board Committees by vote of the majority of Directors. A Board Standing Committee will consist of at least two Directors, who shall serve at the pleasure of the Board.
2. Authority of Board Committees. The Board may delegate to a Board committee any of the authority of the Board, except with respect to:
 - a. the filling of vacancies on the Board or any committee which has the authority of the Board.
 - b. the amendment or repeal of any Board resolution.
 - c. the amendment or repeal of Bylaws or the adoption of new Bylaws.
 - d. the appointment of other committees of the Board, or the members of the committees.
 - e. the expenditure of corporate funds to support a nominee for Directors.
 - f. the approval of any self-dealing transaction, as defined by Chapter 52, Title 33, Idaho Code.

3. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner in which the proceedings of its committee are conducted, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings.

D. Standard of Care

1. Performance of Duties. Each Director shall perform all duties of a Director, including duties on any Board Committee, in good faith, in a manner the Director believes to be in the corporation's best interest and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. Reliance on Others. In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
 - a. one or more officers or employees of the corporation whom the Director believes to be reliable and competent in the matters presented;
 - b. legal counsel, independent accountants or other persons as to matters that the Director believes are within that person's professional or expert competence; or
 - c. a Board Committee on which the Director does not serve, as to matters within its designated authority, provided the Director believes the Committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
3. Investments. In investing and dealing with all assets held by the corporation for investment, the Board shall exercise the standard of care described above and avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the corporation's capital. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to the corporation.

E. Rights of Inspection

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law pursuant Chapter 3, title 9 Idaho Code, on disclosure of public records.

F. Participation in Voting

A quorum of the board consists of a majority of the Directors in office immediately before a meeting begins. The action of the majority of the Directors present at a meeting at which a quorum is present shall be the action of the Board. A majority of the committee members fixed and appointed by the Board shall constitute a quorum for the transaction of business at a meeting of such committee. The action of the majority of the committee members present at a meeting at which a quorum is present shall be the action of the committee.

G. Executive Sessions

Executive sessions may be held during any meeting after the presiding officer has identified the authorization under this act for the holding of such executive session pursuant Idaho Code Section 74-206. Every Director has a duty to maintain the confidentiality of all Board executive session deliberations, and discussions. Any Director violating this confidence may be removed from the Board.

No executive session may be held for the purpose of taking any final action or making any final decision.

VI. OFFICERS

A. The Officers of the corporation consist of a President (hereinafter “Chair”), Vice President (hereinafter “Vice Chair”), a Secretary and a Chief Financial Officer (hereinafter “Treasurer”). The corporation also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings. The Chair shall be a voting director.

2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair’s duties and, when so acting, shall have all the Chair’s powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform other such duties as the Board may prescribe. The Vice Chair shall be a voting director

3. Secretary. The Secretary shall:

- a. keep or cause to be kept, at the corporation’s principle office, or such other place as the Board may direct a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings;
- b. keep or cause to be kept a copy of the corporation’s Articles of Incorporation and Bylaws, with amendments;
- c. give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and

- d. have such other powers and perform such other duties as the Board may prescribe.
- 4. Treasurer. The Treasurer shall:
 - e. keep or cause to be kept adequate and correct accounts of the corporation's properties, receipts and disbursements;
 - f. make the books of account available at all times for inspection by any Director;
 - g. deposit or cause to be deposited the corporation's monies and other valuables in the corporation's name and to its credit, with the depositories the Board designates;
 - h. disburse or cause to be disbursed the corporation's funds as the Board directs;
 - i. render to the Chair and the Board, as requested but no less frequently than at the beginning of each quarter, an account of the corporation's financial transactions and financial condition;
 - j. prepare annual financial report and budget;
 - k. to cause to be made a full and complete audit of the financial statements of the school as required in section 67-450B, Idaho Code. The auditor shall be employed on a written contract. One (1) copy of the audit report shall be filed with the state department of education, after its acceptance by the board of Directors, but not later than November 10.
 - l. prepare any reports on financial issues required by an agreement on loans; and
 - m. have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office

- 1. Election. The Board shall elect the officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.
- 2. Eligibility. A Director may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
- 3. Term of Office. Each officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation

The Board may remove any officer, either with or without cause, at any time. Such removal shall not prejudice the officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the corporation, the resignation taking effect on receipt of the notice or at a later date specified in the notice.

VII. NON-LIABILITY OF DIRECTORS

The Directors shall not be personally liable for the corporation's debts, liabilities, or other obligations.

VIII. INDEMNIFICATION OF CORPORATE AGENTS

The corporation may, in accordance with Idaho Code §30-30-623t, indemnify any Director, officer, or employee of the Corporation against expenses actually and reasonably incurred in connection with the defense of any action, suit or proceeding, whether civil, criminal, administrative or investigative, in which such person is made a party, or is threatened to be made a party, by reason of being or having been an officer, except in relation to matters as to which such person is judged to be liable for willful misconduct in the performance of such person's duties to the Corporation.

All officers and directors of the corporation shall comply with the general standards of conduct contained in Idaho Code § 30-30-623.

IX. INSURANCE FOR CORPORATE AGENTS

The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Director, officer, employee or other agent of the corporation, against any liability other than for violating provisions of laws relating to self-dealing asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of the Idaho Charter Schools Act.

X. SELF-DEALING TRANSACTIONS

Except as may otherwise be provided by the Act or the Articles, no contract or other transaction between the Corporation and one or more of the Directors or any other corporation, firm, association or entity in which a Director of the Corporation has an interest shall be voided of doing business with the corporation subject to the provisions section 33-5204 and 33-507 or other relevant sections of Idaho Code.

XI. OTHER PROVISIONS

A. Fiscal Year

The fiscal year of the corporation begins on July 1st of each year and ends on June 30th of the following year.

B. Execution of Instruments

Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of, or on behalf of the corporation. Such authority may be general or confined to specific instances.

Unless so authorized, no officer, agent, or employee shall have any power to bind the corporation by any contract or engagement, to pledge the corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of

indebtedness of the corporation may be signed by the Chair, Treasurer or I-DEA Administrator.

D. Construction and Definitions

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

E. Conflict of Interest

Any Director, Officer, key employee, or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure in writing of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation’s interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist or can be reasonably construed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). Each of the Directors and the Board of Directors shall at all times comply with the Ethics in Government Act, Idaho Code sections 74-401 *et seq.* and shall comply with the General Standards for Directors, Idaho Code section 30-30-623. The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

- a. regular annual statements from Directors, officers, key employees to disclose existing and potential conflict of interest; and
- b. corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this section, a person shall be deemed to have an “interest” in a contract or other transaction if he or she, or a spouse is the party (or one of the parties) contracting or dealing with the corporation, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the corporation.

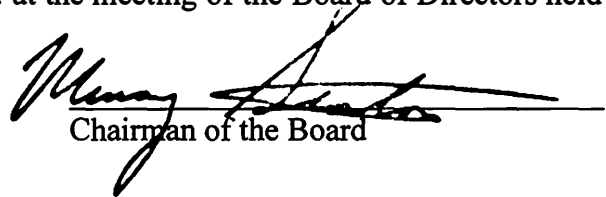
F. Interpretation of Charter

Whenever any provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of these Bylaws control.

XII. AMENDMENT

A majority of Directors may adopt, amend or repeal these Bylaws at any regularly scheduled or special meeting of the Board with appropriate public notice as required herein.

The foregoing Bylaws were regularly adopted by the Board of Directors of the IDAHO DISTANCE EDUCATION ACADEMY, INC. at the meeting of the Board of Directors held on the 16 day of November, 2015.


Chairman of the Board

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Idaho Distance Education Academy, a nonprofit public benefit corporation duly organized and existing under the laws of the State of Idaho, that the foregoing Bylaws of said corporation were duly and regularly adopted as such by the Board of Directors of said corporation, whose Directors are the only members of said corporation; and that the above and foregoing Bylaws are now in full force and effect





0003820067

**STATE OF IDAHO**

Office of the secretary of state, Lawrence Denney

CERTIFICATE OF ORGANIZATION LIMITED LIABILITY COMPANY

Idaho Secretary of State

PO Box 83720

Boise, ID 83720-0080

(208) 334-2301

Filing Fee: \$100.00 - Make Checks Payable to Secretary of State

For Office Use Only

-FILED-

File #: 0003820067

Date Filed: 3/26/2020 12:52:14 PM

Certificate of Organization Limited Liability Company					
Select one: Standard, Expedited or Same Day Service (see descriptions below)	Standard (filing fee \$100)				
1. Limited Liability Company Name					
Type of Limited Liability Company	Limited Liability Company				
Entity name	Gem Prep: Meridian South LLC				
2. The complete street address of the principal office is:					
Principal Office Address	600 SOUTH AVE DEARY, ID 83823				
3. The mailing address of the principal office is:					
Mailing Address	PO BOX 86 DEARY, ID 83823-0086				
4. Registered Agent Name and Address					
Registered Agent	Registered Agent Lisa Pearce Physical Address: 600 SOUTH AVE DEARY, ID 83823 Mailing Address: PO BOX 86 DEARY, ID 83823-0086				
5. Governors					
<table border="1"><thead><tr><th>Name</th><th>Address</th></tr></thead><tbody><tr><td>Dennis Turner</td><td>600 SOUTH AVE DEARY, ID 83823</td></tr></tbody></table>		Name	Address	Dennis Turner	600 SOUTH AVE DEARY, ID 83823
Name	Address				
Dennis Turner	600 SOUTH AVE DEARY, ID 83823				
Signature of Organizer:					
<u>Lisa Pearce</u>	<u>03/26/2020</u>				
Sign Here	Date				

Appendix B: GPMS Certificate of Organization LLC and Operating Agreement

**OPERATING AGREEMENT
OF
GEM PREP: MERIDIAN SOUTH LLC**

Effective as of April 16, 2020

**OPERATING AGREEMENT
OF
GEM PREP: MERIDIAN SOUTH LLC
A Sole Member Limited Liability Company**

**ARTICLE I
FORMATION OF THE COMPANY**

Section 1.1 Organization. The Company was formed upon the filing of the Certificate with the Idaho Secretary of State on March 26, 2020. All actions taken by the Person who executed and filed the Certificate are hereby adopted and ratified, such Person being an “authorized person” under the Act.

Section 1.2 Company Name. The business of the Company shall be conducted under the name “Gem Prep: Meridian South LLC” or such other name as the Sole Member shall hereafter designate.

Section 1.3 Sole Member. The Sole Member of the Company shall be Gem Innovation Schools of Idaho, Inc., located at 600 South Avenue, Deary, Idaho 83823.

Section 1.3 Filing of Certificate and Amendments. The Sole Member is hereby authorized to appoint an officer or other representative of the Company to execute, deliver, file and record all such certificates and documents, including amendments to, or restatements of, the Certificate, and to do such other acts as may be appropriate to comply with all requirements for the formation, continuation and operation of a limited liability company, the ownership of property, and the conduct of business under the laws of the State of Idaho and any other jurisdiction in which the Company may own property or conduct business.

Section 1.4 Term of Company. The Company’s term commences on the date the Certificate was filed with the Idaho Secretary of State and is perpetual. The Company may be terminated in accordance with the terms and provisions hereof, and will continue unless and until dissolved as provided in Article VIII. The existence of the Company as a separate legal entity will continue until the cancellation of the Certificate as provided in the Act.

Section 1.5 Registered Agent and Office. The Company’s initial registered agent and office in the State of Idaho is Lisa Pearce, 600 South Avenue, P.O. Box 86, Deary, ID 83823. The Sole Member may designate another registered agent and/or registered office from time to time in accordance with the then-applicable provisions of the Act and any other applicable laws.

Section 1.6 Principal Place of Business. The Company’s initial principal place of business shall be at 600 S. Ave, Deary, Idaho 83823 or such other place within or outside of the State of Idaho as determined by the Sole Member. The location of the Company’s principal place of business may be changed by the Sole Member from time to time in accordance with the then-applicable provisions of the Act and any other applicable laws. The Company may have other offices as the Sole Member may from time to time deem necessary or advisable.

Section 1.7 Qualification in Other Jurisdictions. Any authorized person of the Company may execute, deliver and file any certificates (and any amendments and/or restatements thereof) necessary for the Company to qualify to do business in any jurisdiction in which the Company may wish to conduct business.

Section 1.8 Fiscal Year; Taxable Year. The fiscal year of the Company for financial accounting and income tax purposes will end June 30 unless otherwise required by law.

Section 1.9 Covenants Regarding Organization. The Sole Member shall take such steps as are necessary to (a) maintain the Company's status as a limited liability company formed under the laws of the State of Idaho and its qualification to conduct business in any jurisdiction where the Company does business and is required to be qualified, and (b) ensure that the Company shall continue to be treated as a disregarded entity for federal, state and local income tax purposes.

ARTICLE II PURPOSE AND POWERS OF THE COMPANY

Section 2.1 Purpose. The Company is organized exclusively for charitable, scientific, literary, and educational including, for such purposes, the making of distributions to organizations that qualify as exempt organizations described under Section 501(c)(3) of the Internal Revenue Code or corresponding section of any future federal tax laws, including the operation of a public charter school under the laws of the State of Idaho. The broadest discretion is vested in and conferred upon the Sole Member for the accomplishment of these purposes.

Section 2.2 Powers of the Company. The Company will have the power and authority to take any and all actions that are necessary, appropriate, advisable, convenient or incidental to or for the furtherance of the purposes set forth in Section 2.1.

Section 2.3 Failure to Observe Formalities. A failure to observe any formalities or requirements of this Agreement, the Certificate, or the Act shall not be grounds for imposing personal liability on the Sole Member for liabilities of the Company.

ARTICLE III SOLE MEMBER

Section 3.1 Powers and Limitations on the Rights of the Sole Member.

(a) The Member is authorized on the Company's behalf to make all decisions in accordance with this agreements as to (a) the sale, development lease or other disposition of the Company's assets; (b) the purchase or other acquisition of other assets of all kinds; (c) the management of all or any part of the Company's assets; (d) the borrowing of money and the granting of security interests in the Company's assets; (e) the pre-payment, refinancing or extension of any loan affecting the Company's assets; (f) the compromise or release of any of the Company's claims or debts; and, (g) the employment of persons, firms or corporations for the operation and management of the company's business.

(b) In the exercise of its management powers, the Member is authorized to execute and deliver (a) all contracts, conveyances, assignments leases, sub-leases, franchise agreements,

licensing agreements, management contracts and maintenance contracts covering or affecting the Company's assets; (b) all checks, drafts and other orders for the payment of the Company's funds; (c) all promissory notes, loans, security agreements and other similar documents; and, (d) all other instruments of any other kind relating to the Company's affairs, whether like or unlike the foregoing.

(c) The Sole Member shall have the right to take any action with respect to the Company necessary, in its sole discretion, to protect the Sole Member's status as an exempt entity under section 501(c)(3) of the Code.

Section 3.2 Limited Liability of the Sole Member. Notwithstanding anything to the contrary in this Agreement, the debts, obligations and liabilities of the Company, whether arising in contract, tort or otherwise, will be solely the debts, obligations and liabilities of the Company and the Sole Member will not be obligated personally for any such debt, obligation or liability solely by reason of being a Member of the Company.

Section 3.3 Compensation of the Sole Member. The Sole Member may not be compensated for performing services to the Company, but shall be entitled to reimbursement of reasonable expenses incurred on behalf of the Company in connection with the performance of such services.

ARTICLE IV MANAGEMENT

Section 4.1 Management of the Company by Sole Member. The business, property and affairs of the Company shall be managed and all powers of the Company shall be exercised by or under the direction of the Sole Member. The Member is in control, management, direction and operation of the Company's affairs and shall have powers to bind the Company with any legally binding agreement, including setting up and operating a Company bank account.

Section 4.2 Meetings of Sole Member. Meetings of the Sole Member shall be called, noticed and held pursuant to the Bylaws of the Sole Member. All meetings related to the Company shall comply with Idaho Open Meeting laws.

Section 4.3 Transactions between the Company and the Board. Notwithstanding that it may constitute a conflict of interest, the Board may, and may cause their affiliates to, engage in any transaction (including, without limitation, the purchase, sale, lease, or exchange of any property or the rendering of any service, or the establishment of any salary, other compensation, or other terms of employment) with the Company so long as (i) such transaction is not expressly prohibited by this Agreement, (ii) the terms and conditions of such transaction, on an overall basis, are fair and reasonable to the Company and are at least as favorable to the Company as those that are generally available from Persons capable of similarly performing them and in similar transactions between parties operating at arm's length, and (iii) such transaction has been consented to in writing by the Sole Member. These agreements include, but are not limited to, professional services agreements with other schools affiliated with the Sole Member.

Section 4.4 Reliance Upon Advisors. The Board and/or officers may consult with legal counsel chosen by them and any act or omission suffered or taken by them on behalf of the

Company or in furtherance of the interests of the Company in good faith in reliance upon and in accordance with the advice of such counsel shall be full justification for any such act or omission and the Board and/or officers shall be fully protected in so acting or omitting to act, provided such counsel was chosen with reasonable care.

Section 4.5 Bank Accounts. The funds of the Company shall be deposited in such bank account or accounts, or invested in such interest-bearing or non-interest bearing investments, as shall be designated by the Sole Member. Company funds shall be separately identifiable from and not commingled with those of any other Person.

ARTICLE V BOOKS AND RECORDS

Section 5.1 Books, Records and Financial Statements. At all times during the continuance of the Company, the Company will maintain, at the Administration Office 600 South Ave, Deary, Id. 83823, separate books of account in which complete entries will be made that will show a true and accurate record of all costs and expenses incurred, all charges made, all credits made and received and all U.S. income derived in connection with the operation of the Company's business and reflecting all financial transactions of the Company in accordance with this Agreement. The books shall be kept in accordance with Idaho law. Such books of account, together with a copy of this Agreement and the Certificate, will at all times be maintained at the principal place of business of the Company and will be open to inspection and examination at reasonable times, within ten (10) business days following receipt by the Company of a request by the Sole Member, or its duly authorized representatives, for any purpose.

The Company will furnish to the Sole Member within ninety (90) days after the end of each fiscal year of the Company, an unaudited report of the activities of the Company for the preceding fiscal year, including a copy of a balance sheet of the Company as of the end of such year and a statement of income or loss for such year.

Section 5.2 Corporate Existence. The Company will maintain its respective legal existence.

ARTICLE VI LIABILITY AND INDEMNIFICATION

Section 6.1 Liability. Except as otherwise provided by the Act, the debts, obligations and liabilities of the Company, whether arising in contract, tort or otherwise, will be solely the debts, obligations and liabilities of the Company, and the Sole Member will not be obligated personally for any such debt, obligation or liability of the Company solely by reason of being the Sole Member.

Section 6.2 Standard of Care; Fiduciary Duties.

(a) Each Member or officer or employee of the Company (i) is to perform his, her or its duties in good faith on behalf of the Company, in a manner that he, she or it reasonably believes to be within the scope of authority conferred upon such Member, officer or employee, in a manner

that such Member, officer or employee reasonably believes to be in the best interests of the Company, and with such care as an ordinarily prudent person in a like position would use under similar circumstances, and, (ii) except to the extent expressly modified by this Agreement, shall have the same fiduciary duties to the Company as a director or officer, as the case may be, of an Idaho corporation would have to such corporation and its shareholders under the Idaho Uniform Business Organizations Code (Idaho Code, Title 30, Chapter 21), as the same may be amended from time to time.

(b) Each Member or officer or employee of the Company, in the performance of his, her or its duties, is entitled to rely in good faith on information, opinions, reports or other statements, including financial statements, books of account and other financial data, if prepared or presented by: (i) one or more other Members, officers or employees of the Company if the Person relying on the statements reasonably believes that the Person preparing or presenting the material is reliable and competent in that matter; or (ii) legal counsel, public accountants or other Persons as to matters that the Person relying on the statements reasonably believes are within the Person's professional or expert competence.

Section 6.3 Indemnification. To the fullest extent permitted by applicable law, a Member, officer or employee will be entitled to indemnification from the Company for any loss, damage or claim incurred by such Member, officer or employee by reason of any act or omission performed or omitted by such Member, officer or employee in good faith on behalf of the Company and in a manner believed to be within the scope of authority conferred on such Member, officer or employee by this Agreement, except that no Member, officer or employee will be entitled to be indemnified in respect of any loss, damage or claim which is found by a court of competent jurisdiction, not subject to further appeal, to have been incurred by such Member, officer or employee by reason of such Member, officer or employee's gross negligence, willful misconduct or willful breach of this Agreement with respect to such acts or omissions; provided, that any indemnity under this Section will be provided out of and to the extent of Company assets only, and no Member, officer or employee will have any personal liability on account thereof.

Section 6.4 Exculpation. Any act or omission of the Member, the effect of which may cause or result in loss or damage to the Company or the Member if done in good faith to promote the best interests of the Company, shall not subject the Member to any liability to the Member.

Section 6.5 Indemnification Severability. To the fullest extent permitted by applicable law, if any portion of this Article is invalidated on any ground by any court of competent jurisdiction, then the Company will nevertheless indemnify each Member, officer or employee as to costs, charges and expenses (including reasonable attorneys' fees), judgments, fines and amounts paid in settlement with respect to any action, suit or proceeding, whether civil, criminal, administrative or investigative, including an action by or in the right of the Company, to the fullest extent permitted by any applicable portion of this Article VI that has not been invalidated.

ARTICLE VII TRANSFERS OF INTERESTS

Section 7.1 Assignment, Sale or Transfer of Interest. The Sole Member may not voluntarily assign, sell or transfer its Interest in the Company, without the express written consent of the charter school authorizer or other person that has a right to consent.

ARTICLE VIII DISSOLUTION, LIQUIDATION AND TERMINATION

Section 8.1 Dissolving Events. The Company will be dissolved and its affairs wound up in the manner hereinafter provided upon the happening of any of the following events:

- (a) The Sole Member elects to dissolve the Company;
- (b) The sale or liquidation of all, or substantially all, of the Company's assets;
- (c) The bankruptcy of the Company; or
- (d) The occurrence of any event which, under applicable law, would cause the dissolution of the Company; provided, however, that, unless required by applicable law, the Company will not be wound up as a result of any such event and the business of the Company will continue.

Section 8.2 Dissolution and Winding-Up. Upon the dissolution of the organization, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government in accordance with Idaho Code 33-5212, for a public purpose. Any such assets not disposed of shall be disposed of by a court of competent jurisdiction in the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Section 8.3 Termination. The Company will terminate when the winding up of the Company's affairs has been completed, all of the assets of the Company have been distributed, and the Certificate has been canceled.

Section 8.4 No Personal Liability/Claims of the Sole Member. The Sole Member shall not be personally liable for any debts, liabilities or obligations of the Company, whether to the Company or to the creditors of the Company; and the members of the Board shall be not personally liable for any debts, liabilities or obligations of the Company, whether to the Company, the Sole Member or to the creditors of the Company.

ARTICLE IX MISCELLANEOUS

Section 9.1 Notices. All notices, requests, demands and other communications (collectively, "Notices") given pursuant to this Agreement shall be in writing, and shall be

delivered by personal service, courier, facsimile transmission (which must be confirmed), electronic mail transmission (which must be confirmed) or by United States first class, registered or certified mail, postage prepaid, to the addresses, facsimile numbers and/or electronic mail addresses set forth in the Company's files. All Notices shall be deemed given when received.

Section 9.2 Headings. Captions contained in this Agreement are inserted only as a matter of convenience and in no way define, limit or extend the scope or intent of this Agreement or any provision thereof.

Section 9.3 Interpretation. In the event any claim is made by any Member relating to any conflict, omission or ambiguity in this Agreement, no presumption or burden of proof or persuasion shall be implied by virtue of the fact that this Agreement was prepared by or at the request of a particular Member or its counsel.

Section 9.4 Entire Agreement. Except as herein provided, this Agreement constitutes the entire agreement among the parties relating to the subject matter hereof and supersedes any prior agreement or understanding between them relating to the subject matter hereof. This Agreement may not be modified or amended in any manner other than as set forth herein.

Section 9.5 Counterparts. This Agreement may be executed in any number of counterparts, and by fax or portable document form ("pdf") signatures, each of which will be deemed an original but all of which together will constitute one and the same instrument.

Section 9.6 Attorneys' Fees. In the event of any litigation or arbitration between the parties hereto respecting or arising out of this Agreement, the prevailing party, whether or not such litigation or arbitration proceeds to final judgment or determination, shall be entitled to recover all of the attorneys' fees incurred with respect to such legal efforts, in each and every such action, suit or other proceeding, including any and all appeals or petitions therefrom; provided, however, that in the case of any negotiated settlement of any litigation or arbitration between the parties, there shall be no "prevailing party" for purposes of this Section 9.6. As used herein, the term "attorneys' fees" shall be deemed to mean the reasonable cost of any legal services actually performed in connection with the matters involved.

Section 9.7 Severability. Whenever possible, each provision of this Agreement shall be interpreted in such manner as to be effective and valid under applicable law, but if any provision of this Agreement, or the application of such provision to any Person or circumstances shall be held invalid, the remainder of this Agreement, or the application of such provision to Persons or circumstances other than those to which it is held invalid, shall not be affected hereby.

Section 9.8 Amendments. Neither this Agreement nor the Certificate may be amended (including by way of merger), modified or supplemented except by a written instrument signed by the Sole Member.

Section 9.9 No Third Party Beneficiaries. Except as otherwise provided herein with respect to Member, officer or employees pursuant to Article VI, this Agreement is not intended to confer upon any Person, except for the parties hereto, any rights or remedies hereunder.

Section 9.10 Governing Law. This Agreement and the rights of the parties hereunder shall be governed by and interpreted in accordance with the laws of the State of Idaho. All terms used herein shall have the meaning given them under the Act, as such may be amended from time to time, except as otherwise provided herein.

Section 9.11 Successors and Assigns. Except as herein otherwise provided to the contrary, this Agreement will be binding upon and inure to the benefit of the parties hereto, their successors and permitted assigns.

Section 9.12 Exhibits. All Exhibits attached to this Agreement are incorporated and shall be treated as if set forth herein.

Section 9.13 Legal Representation and Conflicts of Interest. Legal counsel to the Company may also be legal counsel to the Sole Member, or any Affiliate of the Sole Member and the parties hereto expressly waive any conflicts of interest with respect to such representation. Such waiver may be revoked at any time. The Company's revocation will be effective upon the affirmative vote of the Sole Member or the Sole Member.

Section 9.14 Parties in Interest. Except as expressly provided in the Act, nothing in this Agreement shall confer any rights or remedies under or by reason of this Agreement on any Persons other than the Sole Member and their respective successors and assigns nor shall anything in this Agreement relieve or discharge the obligation or liability of any third person to any party to this Agreement, nor shall any provision give any third person any right of subrogation or action over or against any party to this Agreement.

[Signature pages follow]

IN WITNESS WHEREOF, the parties hereto have executed and delivered this Agreement as of April 16, 2020.

Ayes: 6

Noes: 0

COMPANY:

Gem Prep: Meridian South LLC, an Idaho limited liability company

By: GEM INNOVATION SCHOOLS OF IDAHO INC., an Idaho nonprofit corporation, its sole member.


By: 
Name: Dennis Turner
Title: Gem Innovation Schools of Idaho, Inc. Board Chair.

EXHIBIT A-1

MEMBERS OF THE BOARD OF DIRECTORS OF GEM INNOVATION SCHOOLS OF IDAHO, INC.

Date of Exhibit: As of April 16, 2020

Name and Address
Murray Stanton 1371 Mica Mountain Rd Deary, Idaho 83823
Emmett Wemp 2014 W. Moose Creek Drive Nampa, Idaho 83686
Jill Call 9819 W Pattie Dr. Boise, Idaho 83704
Brian Trammell 1631 Tanner St. Pocatello, Idaho 83202
Dennis Turner 4040 Amber Ln Pocatello, Idaho 83202
Roger Stewart 4701 N Jullion Way Boise, Idaho 83704
Duncan Robb 2950 W Bellomy Ln. Boise, ID 83702



GEM INNOVATION SCHOOLS OF IDAHO BOARD OF DIRECTORS

Gem Innovation Schools of Idaho Board of Directors is comprised of a talented and seasoned group of professionals and civic leaders. The board has strong expertise in diverse fields—education, law, publicity / Marketing, Real Estate, Strategy, Accounting/ Finance, Business / Management, Politics / External Relationships—and provides strong governance and oversight.

- Dennis Turner, Chair
- Murray Stanton, Vice Chair
- Jill Call
- Duncan Robb
- Roger Stewart
- Brian Trammell
- Emmett Wemp

GEM PREP: MERIDIAN SOUTH PETITIONING GROUP

Gem Prep: Meridian South Petitioning Group Participation (Other than Board Participation)

The following persons were significantly involved in the GPMS petition. Each individual's participation during and following the petition approval process is listed below:

Jason Bransford, Chief Executive Officer

DURING PETITION PROCESS: Planning, general oversight, board liaison, facilities planning, education model planning, finances, etc.

AFTER PETITION APPROVAL: General oversight, hiring, facilities, education model, finances, compliance with performance certificate, etc.

Laurie Wolfe, Chief Academic Officer

DURING PETITION PROCESS: Planning, general oversight, education model planning, curriculum planning, etc.

AFTER PETITION APPROVAL: Hiring, school leader oversight, education model oversight, compliance with performance certificate, etc.



Lisa Pearce, Chief Financial Officer

DURING PETITION PROCESS: Planning, financial oversight.

AFTER PETITION APPROVAL: Compliance with performance certificate / financial, financial oversight, etc.

Josh Femreite, Chief of New Schools

DURING PETITION PROCESS: Planning, facilities and operations.

AFTER PETITION APPROVAL: Operations oversight: transportation, food services, facilities, etc.

Barb Femreite, New Schools Team (former GIS CFO)

DURING PETITION PROCESS: Planning, budgets, finances, legal and project manage.

AFTER PETITION APPROVAL: Advisory

BOARD OF DIRECTOR
RESUMES

COMMUNITY INVOLVEMENT / VOLUNTEER ACTIVITIES

Board Member, Gem Prep network of schools 2014 to Present

Congressional Delegate for Idaho & Utah
Educating congress about drinking water 2006

EXPERIENCE

City of Pocatello 1980 - 2015
Water Department
911 North Avenue
Pocatello, ID 83201
(208)234-6144

Southeast Idaho Subsection / American Water Works 1986-200
AWWA Intermountain
Subsection President (2 years)
<http://www.ims-awwa.org/>

EDUCATION

Michigan State 1984
University Idaho
State University
College of Western

PROFESSIONAL CERTIFICATES / LICENSES / AWARDS

Class I Water Distribution License
Class I Water Treatment Certificate
Boy Scouts of America Bridge Builders Award

RESUME: Board Vice Chair

Murray Oris Stanton

Board Member, Gem Prep network of schools (2009 to present)

Education: A.A., Simon's Rock of Bard College (Great Barrington, Massachusetts)
A. B. Duke University (magna cum laude) (Durham, North Carolina)
J. D. Washington and Lee University School of Law (Lexington, Virginia) M.
A. (English Literature) University of North Carolina, Chapel Hill
(Chapel Hill, NC)
Certificate in Lay Pastoral Ministry, Weyerhaeuser Center, Whitworth
University (Spokane, WA)

Resident in Idaho since 1992, I am married (my spouse, Sarah, is a piano teacher and horseback riding instructor) with three school-aged children. Our children attend or have attended both parochial school (St. Mary's, Moscow, ID), and public school (both conventional (Deary, HS) and charter/alternative (I-DEA, which my oldest son attended grades 7-9)).

Previously admitted to the State Bar in North Carolina, Washington, and Idaho (now inactive or resigned in all three states), I practiced law (as a general sole practitioner with a concentration on civil matters) in Deary, Idaho from 1995 until 2007, when I retired from law practice to farm and pursue the ministry. Since 2010, I have served as Pastor of Zion Lutheran Church of Deary (LCMC). I have served on the Board of Trustees for GIS and Idaho Distance Education Academy since May, 2009.

Current civic/community activities:

Member, Whitepine Lions Club (Deary, ID)
Member, A.F. & A. M. of Idaho, Current Master of Unity Lodge #32, Genesee, ID. Member,
Latah County Historic Preservation Commission
Member and current President of Latah County Rural Alliance (and advocacy group for rural
Latah County Residents)
Member and current Vice-chairperson of the Organizational Council, Northwest District,
LCMC (Lutheran Congregations in Mission for Christ).

Jill F. Call

EDUCATION

Master of Arts in Education, Literacy, Boise State University

Bachelor of Science, Business Management, Brigham Young University, 1982

WORK EXPERIENCE

Music Teacher, home studio, 1993 to present.

- Teach individual and group lessons to students ranging in age from 5 years to adult
- Program includes community performances
- Music Festival adjudicator / coordinator 12 years
- Treasure Valley Federated Music Club Board Member, 2013 to present

Office Manager, Call Engineering, part-time, 1997-2015.

- Responsible for preparing quarterly tax reports, promotional materials and marketing, licensing applications, state and federal payroll taxes, and providing office support

Community Coordinator, Idaho Distance Education Academy (I-DEA), part-time, 2008-2012

- Provide ongoing support to parents in program
- Serve as liaison between parents and teachers
- Provide feedback to administrators; assist with marketing and planning
- Host public information sessions
- Planned and taught workshops for parents on strategies for creating effective home learning environments and organization

COMMUNITY INVOLVEM ENT

- Board of Directors, Gem Prep schools, 2012 - Present
- Literacy Educator, parent group workshops, 2014-15
- Certified Love and Logic instructor
- Volunteer, Idaho Commission for Libraries, 2013-2015
- Treasure Valley Music Club Member, 2005-2013; Board Member 2013-2015
- Active member in church congregation working with youth programs

Duncan Robb

Summary of Qualifications

- Former educator, state education agency executive team member, and education consultant.
- Highly experienced presenting and facilitating in high-stakes environments with legislators, senior education leaders, and education organization leaders.
- State-level policy experience across a broad cross-section of content areas.
- Expert strategic planning and improvement advisor in education agencies, school districts, and nonprofits.

Professional Experience

Gem Prep network of schools

Sept. 2018 - present

Board Member

Education Consultant

Aug. 2018 – present

Private Practice

- Working with national education organizations to build state education agency capacity, learn from successes across states, and ensure state leaders are equipped to implement their strategies in order to hit the goals they have set for students.

Chief Policy Advisor

Jun. 2016 – Aug. 2018

Idaho State Department of Education

- Implemented the legislative and policy agenda of the Idaho State Superintendent of Public Instruction.
- Maintained critical relationships with state policymakers, including state legislators, Idaho's governor and education policy advisor, and members of the Idaho state board of education.
- Applied On-the-ground knowledge content of state-level policy landscapes including public school funding, workforce development, school improvement, assessment, and educator preparation and certification.
- Engaged in daily engagement with state lawmakers and coalition-building to advance key policy decisions.
- Regularly interfaced with national education organizations to build and maintain knowledge of the national education policy landscape.

Engagement Manager

May 2013 – May 2016

U.S. Education Delivery Institute, Washington, DC

- Led and contributed to partnerships with K-12 state agencies, K-12 districts, nonprofit organizations, and higher education systems and campuses to improve student achievement through effective policy implementation and capacity building at all levels using the Delivery Approach.
- Provided strategic planning, progress monitoring and content expertise to partners and clients.
- Designed and led high quality professional learning and collaborative workshops both among agency leaders and staff and across agencies.

Program Evaluator

Nov. 2012 – Jun. 2013

Baltimore Education Research Consortium, Baltimore, MD

- Collaborated with a small team, the Consortium, and Baltimore City Public Schools to design, implement, and complete a program evaluation of Baltimore City Public Schools' Great Kids Farm project.

Sixth Grade Math Teacher

May 2009 – Jun. 2011

Holland Middle School, Houston Independent School District, Houston, TX

- Highest performing of three sixth grade math teachers in 2010 and 2011.
- School Officer's Leadership Academy

Education

- Baltimore, MD: Johns Hopkins University, Masters in Public Policy *May 2013*
- Eugene, OR: University of Oregon, Bachelor of Arts in Political Science *Jun. 2009*

*Vita***Roger A. Stewart****A. GENERAL INFORMATION****Academic Record**

<u>Institution</u>	<u>Degree and Major</u>	
Purdue University	Ph.D.--Curriculum and Instruction	1989
Purdue University	M.S. Ed.--Sec. Ed.	1987
Indiana University	B.A.--English	1978

Professional Experiences

<u>Position</u>	<u>Location</u>	
Professor	Boise State University	1995-present
Assistant/Associate Professor	University of Wyoming	1989-1995
Instructor	Purdue University	1987-1989
Teacher	LaPorte, IN	1979-1985

Licenses, Registrations and Certifications

State of Indiana Secondary Professional Teacher's License (Life License #436475) Subject Areas: English and General Science Grades 7-12	1987
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Awards and Honors

Research Associate , Boise State University , Spring, 2002.

Outstanding Faculty Recognition Award from the Associated Students of Boise State University , 1999.

Outstanding Faculty Award, The Associated Students of Boise State University, 1996-1997

Research Associate , Boise State University, Spring, 1997.

U.S. West/University of Wyoming Center for Teaching Excellence University Studies Freshman Program Course Teaching Award, 1992-1993.

David Ross Fellowship recipient, Purdue University, Summer , 1989.

Member, Phi Delta Kappa Education Honorary

Bachelor of Arts Degree awarded with High Distinction by Indiana University.

Membership in Professional and Scholarly Societies

International Reading Association

National Reading Conference

College Reading Association

Phi Delta Kappa

B. TEACHING EXPERIENCE

University Courses

a. Literacy Courses

<u>Title, Description, and Duty</u>	<u>Institution</u>
Large Scale Literacy Assessment--Graduate course exploring large scale literacy assessment at state, national, and international levels .	Boise State 2004-2008

Content Area Literacy K-8-undergraduate course focused on methods to teach reading comprehension at K-8 grade levels.	Boise State 2004-2005
Comprehensive Literacy-Graduate course in basic reading State processes including language structure, comprehension, and assessment. Course was taught via compressed video technology in addition to on-campus delivery. Course is required for continuing Idaho State Department of Education certification.	Boise 1999-2004
Foundations of Reading--Graduate course in foundations of reading including models of reading processes, historical perspectives of reading instruction and research, and literacy pedagogy.	Boise State 1997-2008
Seminar in Reading--Graduate course in professional development opportunities and current issues in literacy education.	Boise State 1996-2008
Psycholinguistics and Reading--Graduate course in theoretical models and processes of reading.	Boise State 1995-2000
Reading in the Content Areas--Content reading methodologies for undergraduate and graduate level students.	Boise State 1995-2008 U. of Wyo. 1989-1995 Purdue Univ. 1987-1989
Reading in the Middle School--Content area reading methodologies for undergraduate middle grade teachers.	U. of Wyo. 1992
Reading Comprehension--Graduate course in theories and strategies of comprehension.	U. of Wyo. 1990-1993
Seminar in Literacy Assessment--Graduate course/staff development in literacy assessment delivered off-campus at Linford Elementary School, Laramie, Wyoming.	U. of Wyo. 1991-1995
Reading, Writing, and Research--Graduate course in applying the research process in K-8 classrooms. The course was delivered via compressed video within the State of Wyoming.	U. of Wyo. 1993-1994

Methods of Teaching Reading in the Elementary School-- Undergraduate methods in the teaching of reading methods in the teaching of reading.	U. of Wyo. 1989 Purdue Univ. 1988
Computer Applications in Reading--Graduate course in in integrating computers into language arts instruction.	Purdue Univ. 1988-1989
Reading Comprehension in the Content Areas--Content reading methodologies for undergraduate elementary education students.	Purdue Univ. 1988
Corrective Reading for the Classroom Teacher--Clinical reading course for undergraduate elementary education students.	Purdue Univ. 1987

b. Research Design and Statistics Courses

<u>Title, Description, and Duty</u>	<u>Institution</u>
Intermediate Statistics--Graduate level course in intermediate and computer-based statistics.	Boise State 1996-2005
Introduction to Educational Research--Graduate course in basic research design.	Boise State 2003-2008 U. of Wyo. 1993-1995 Purdue Univ. 1989
Qualitative Research Design--Graduate course in qualitative research design and techniques.	Boise State 1999-2003
Quantitative Research--Graduate course in quantitative research design and statistical analysis.	Boise State 1996-1999
Statistical Analysis for Research Workers--Graduate course in statistics.	U. of Wyo. 1994-1995
SPSS PC+ Seminar--Graduate seminar in using the SPSS PC+ statistical package.	U. of Wyo. 1994-1995
Measurement and Evaluation--Graduate course exploring measurement and evaluation	U. of Wyo. 1995

Research Colloquium--Graduate seminar exploring a variety of issues in educational research design, implementation, and dissemination.	U. of Wyo. 1992-1994
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c. Other Methods Courses & General Teacher Training Courses

<u>Title, Description, and Duty</u>	<u>Institution</u>
Graduate Core--Graduate course that explores foundations of education and current issues in education.	Boise State 2002-2006
Learning and Instruction--Graduate course for students certifying to be secondary teachers. Course explores psychological foundations of teaching along with teaching methods and assessment.	Boise State 2001-2003
Seminar in Curriculum, Instruction, and Assessment - Graduate course taught to a cohort of middle and high school economics educators pursuing an interdisciplinary masters degree. Course spanned three summers and covered curriculum, instructional strategies, and assessment literacy.	Boise State 1999-2001
Philosophy of Education--Graduate course in philosophical foundations of education and their application to contemporary educational contexts.	Boise State 1999
Instructional Theory--Graduate course in theoretical models of instruction and learning.	Boise State 1997
Senior Practicum--Undergraduate course that integrates a field experience with the methods block.	Boise State 1996-1997
Teaching--Graduate course in models and theories of teaching, roles of teachers, and teacher change.	Boise State 1995-1997
Curriculum Development--Graduate course in curriculum development theory and processes.	U. of Wyo. 1994-1995
The Middle School--General curriculum and methods course for elementary and secondary teachers seeking middle school endorsements.	U. of Wyo. 1994-1995
Peer Assistants Program--A campus-wide program in which students assisted faculty members in teaching a required course acclimating all entering freshmen to the University of Wyoming--	U. of Wyo. 1994-1995

Director/Coordinator.

Phase I: Becoming a Teacher--A seven semester hour block that constitutes the first phase of preservice teacher training. Involves class work and field experiences--Instructor and field experience supervisor	U. of Wyo. 1993
Phase II: Teacher as Decision Maker--An eight semester hour block that constitutes the second phase of preservice teacher training. Involves class work and extensive field experiences--Instructor and field experience supervisor	U. of Wyo. 1994
Introduction to Education and University Life-- A course reserved for entering freshmen who express an interest in education as a career. The course blends an introduction to the field of education with help in making the transition from high school to college. I developed and taught the course for the University of Wyoming College of Education.	U. of Wyo. 1991-1993
Field Experiences for Prospective Elementary and Secondary Teachers--Initial field-based practicum for entering students--Coordinator and Instructor	U. of Wyo. 1989-1992
Educative Processes--Practicum experience for 3 rd and 4 th year education students--Coordinator and Instructor	U. of Wyo. 1990
Methods of Teaching Science in the Elementary School--Undergraduate methods in the teaching of science.	U. of Wyo. 1989 Purdue Univ. 1988-1989
Teaching Science in the Elementary School--Graduate course in science teaching methodologies.	Purdue Univ. 1987

Public School Teaching Experience

<u>Location</u>	<u>Assignment</u>	
LaPorte, IN	LaPorte High School Grades 9-12 English and Science	1980-1985
LaPorte, IN	LaPorte High School Adult Evening School GED Preparation	1983-1985
LaPorte, IN	Kessling Junior High School	1979-1980

RESUME: Board Member

Brian Trammell

EXPERIENCE:

Deputy Prosecuting Attorney August 2015 – Present
Bannock County Idaho

Deputy City Attorney March 2014 – August 2015
City of Boise Idaho

Insurance Agent October 2009 – March 2014
American National Insurance

Eagle Scout
Boy Scouts of America

EDUCATION:

University of Idaho
2013 Juris Doctorate
Dean's List

American InterContinental University
2009 Bachelor in Business Administration
Summa cum laude

CIVIC:

Board Member, Gem Prep schools (2016 to present)

Emmett Wemp

Education

9/1/18 EdS in Educational Leadership from Northwest Nazarene University, Nampa, ID
8/1/15 MEd in Educational Technology from Boise State University, Boise, ID
5/15/03 BS Technology Education from McPherson College, McPherson, KS
Endorsed in Technology Education 6-12

Professional Accomplishments

Nampa School District Building Principal 2016-Current

- Start-up Principal for NSD Innovation School
- Established a learning environment that is student forward and supportive of all parties involved
- Developed professional development around implementation of standards based grading systems
- Developed professional development to support learners by personalizing their learning experience with staff
- Directly involved with the design and implementation of brand new Innovation School model
- Supported staff in professional development of teaching skills in a mastery based classroom
- Support development and implementation of IEP and 504 programs
- Developing staff capacity for peer feedback and support in improving instruction
- Serve as a single building administrator
- Support HR needs and requirements as needed
- Provide staff evaluations based on the Idaho Evaluation Standards
- Facilitate and organize Professional Learning Teams
- Support and guide student interventions
- Support staff with student disciplinary actions
- Authored and maintained building level procedures and handbooks

Instructional Coach 2012-2015

- Work with teachers to optimize best practices in teaching and learning

Technology Integration Specialist 2014-2015

- Train teachers to use technology as an instructional tool
- Assist teachers with technology implementation
- Work with district technology coordinator to ensure technology tools are viable teaching resources

Nampa School District Pre-Engineering Program Lead 2009-2015

- Coordinate with multiple high schools and middle schools to align Project Lead The Way curriculum
- Manage program budget
- Purchase supplies and materials for pre-engineering program
- Report program student data to state professional technical education department
- Coordinate pre-engineering senior projects
- Advisor for VEX Robotics and Technology Student Association student organizations
- Organize student participation in state leadership conferences and competitions
- Coordinate delivery of end of course assessments

Nampa School District Instructional Technology Committee Member 2015-Present

- Evaluate effectiveness and strategies of instructional technology one to one implementations in other school districts
- Help develop a plan for district wide implementation of student one to one technology integration

Employment History

10/1/16- Present	Building Principal	Nampa School District #131
7/1/15-10/1/16	Director Of School Engagement	Project Lead The Way
8/01/09-2015	Engineering Education Teacher	Nampa School District #131
8/01/05-2009	Technology Education Teacher	Boise Independent School District

References

Available upon request



Appendix D: Characteristics of a Gem Prep School Leader

Gem Prep School Leader & Organizational Chart

CHARACTERISTICS OF IDEAL SCHOOL LEADER

Above all else, a Gem Prep (GP) principal will be the instructional leader of the school. The principal will ensure that at least sixty percent of Gem Prep students will graduate high school with an associate's degree and the remainder will graduate with at least 18 college credits. The principal will develop master teachers who change the lives of students and families. The principal will set, and work relentlessly toward, academic goals for the school that will prepare students for college and beyond. The principal is an exceptional school leader with a proven record of success and a commitment to educational excellence.

Specific Skills:

Ability to Articulate a Vision and Drive Results

- Drive the success of all students by creating systems of support and accountability for students and staff
- Have a clear vision for instructional excellence and the skill set to help all teachers and staff achieve that vision.
- Possess an understanding and passion for Gem Prep's beliefs, mission, vision, values, and operating norms and a commitment to working relentlessly in their pursuit
- Have a proven record of past achievement: achieving ambitious, measurable results in academics and leadership
- Strong critical thinking skills: making accurate connections between cause and effect and generating relevant solutions to problems
- Possess the ability to influence and motivate others
- Demonstrate organizational ability: planning well, meeting deadlines, and working efficiently
- Show experience using data to lead others to improve student outcomes
- Possess a continuous learning/growth mindset: see obstacles as opportunity and persevere through setbacks, leading others to do the same, increasingly elevating and improving school- wide outcomes
- Set high expectations and goals, achieve results, demonstrate tenacity and initiative despite tremendous obstacles or challenging situations

Leadership Qualities

- Demonstrate collaborative leadership
- Develop positive relationships with parents, teachers, students and community.
- Work in partnership with other school leaders in refining and shaping school culture, recruiting and developing teacher talent and elevating our impact on students' college readiness
- Demonstrate a commitment to the philosophy that every minute of every day is learning time.
- Demonstrate integrity and ability to impact and influence multiple types of stakeholders rooted in the priorities of what is best for students



Appendix D: Characteristics of a Gem Prep School Leader

Working at Gem Prep

Gem Prep focuses on hiring and developing great leaders with high expectations and provides robust support to meet those expectations. Gem Prep expects the following from school leaders:

- **Results.** Gem Prep works relentlessly to create efficient, measurable, and sustainable results. We strive for excellence and pursue our mission tenaciously. Ideally, you thrive working in a fluid environment where flexibility and tenacity are required.
- **Innovation.** We embrace new approaches and ideas that have a powerful impact on learning and teaching, achieving success for every student. We believe that today's students need schools that dramatically rethink the traditional learning and teaching process for the success of every student. The status quo is not acceptable.
- **Integrity.** We are truthful, fair, and trustworthy in all aspects of our work. We expect the same of you.
- **Humility.** If you are humble and teachable, this will be a powerful learning experience for you. Your humility will be key to building trusted and authentic relationships as well as the key to your professional growth. We also understand that you bring valuable experiences and knowledge that will lift our team.
- **Teamwork.** We value each of our team members as individuals but believe that we achieve the greatest results by working together.

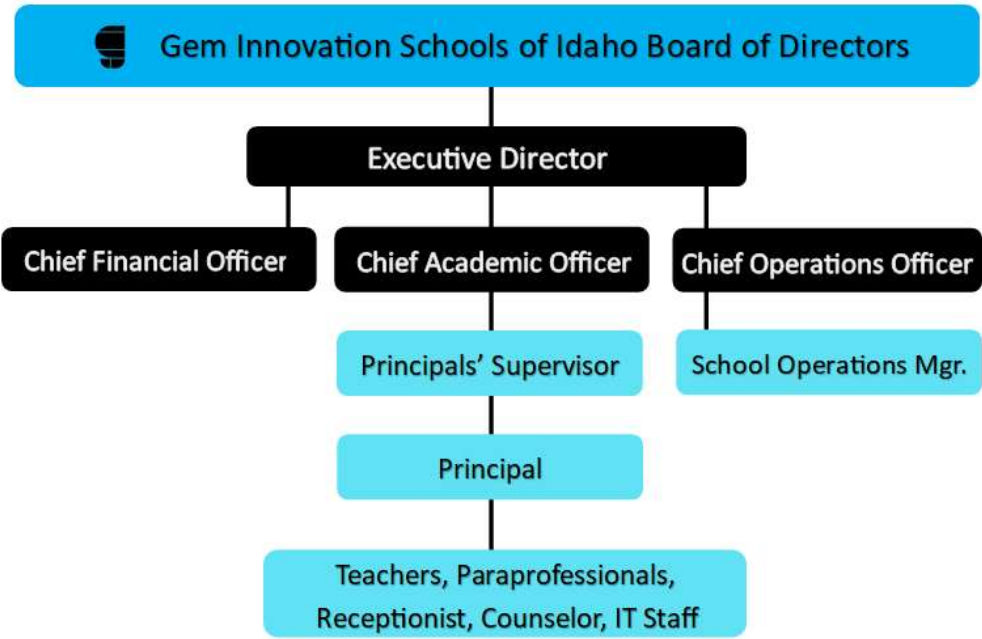
Qualifications

- MA., EdD., or PhD. in School Administration, or related field
- Valid Idaho School Administrator Certificate
- Databased evidence of helping students achieve academic success
- Evidence of prior academic achievements, leadership experience, and organizational skills indicating very high potential to perform at this level



Appendix D: School Administration & Organization Chart

GEM PREP ORGANIZATIONAL CHART



GEM INNOVATION SCHOOLS
OF IDAHO, INC.
PO BOX 86
DEARY, ID 83823



FAX: 208.877.1713
OFFICE: 208.877.1513
GEMPREP.ORG

**Appendix F1: Letter to Local
Superintendent**

April 17, 2020

Dr. Mary Ann Rannels, Supt.
West Ada School District
1303 E Central Drive
Meridian, Idaho 83642

RE: Charter School Application

Dear Dr. Rannels:

On behalf of the Gem Innovation Schools of Idaho Board of Directors, I am sending this letter to let you know that we are currently seeking an authorizer for a new charter school, Gem Prep: Meridian South (GPMS). The primary attendance boundary is as follows ([GPMS Attendance Area Map](#)):

From the centerline of the road, starting at the corner of E Victory Rd and Meridian Rd, following Victory Rd east to the corner of Victory Rd and S Cloverdale Rd. South on Cloverdale Rd to the junction with W Hidden Valley Rim Rd. Then west following the southern boundary of the West Ada School District to Meridian Rd. Then north on Meridian Rd back to the corner of Meridian Rd and E Victory Rd.

If you would like to discuss authorization or request a GPMS representative to attend the next board meeting, please contact me at jasonbransford@geminnovation.org. If your district does not have an interest in authorizing Gem Prep: Meridian South, we respectfully request that you sign the below statement and email it to jasonbransford@geminnovation.org as soon as possible. Absent an affirmative response from the West Ada School District, Idaho Code requires Gem Prep: Meridian South to wait four (4) weeks after sending this letter and a copy of the petition prior to submitting the Petition to the Public Charter School Commission. This letter and attached petition will satisfy the notice and comment requirements of Idaho Code 33-5203(b) (attached for reference).

Sincerely,


Jason Bransford, CEO

GEM INNOVATION SCHOOLS
OF IDAHO, INC.
PO BOX 86
DEARY, ID 83823



FAX: 208.877.1713
OFFICE: 208.877.1513
GEMPREP.ORG

RELEVANT IDAHO CODE CITATION

For your reference, please find the following relevant portion of Idaho Code 33-5205 and the following link to the full Idaho Code provision:

<https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH52/SECT33-5205/>

(b) Prior to submitting the completed petition to an authorized chartering entity described in section [33-5202A\(1\)](#), Idaho Code, petitioners shall send a letter and a copy of the completed petition to the superintendent of each district that overlaps the proposed public charter school's primary attendance area. The purpose of the letter is to inform the superintendent that petitioners are seeking an authorizer, and to offer to attend a district board of trustees meeting, if the superintendent so requests.

(c) A minimum of four (4) weeks after sending the letter and copy of the completed petition pursuant to paragraph (b) of this subsection, or earlier if the superintendent of each district that overlaps the proposed public charter school's primary attendance area agrees, petitioners may submit the completed petition to an authorized chartering entity pursuant to section [33-5202A\(1\)](#), Idaho Code.

PROFESSIONAL SERVICES AGREEMENT

This Agreement is entered into between Gem Prep: Online, LLC, operating as an Idaho public charter school (hereinafter referred to as “GPO”) and Gem Prep: Meridian South, LLC, operating as an Idaho public charter school (hereinafter referred to as “GPMS”).

It is hereby agreed by both parties that:

DURATION OF AGREEMENT

The period of this Agreement will commence on the _____. This Agreement is contingent upon the availability of funds to GPMS. At the discretion of the parties, the Agreement may be renewed.

RELATIONSHIP OF PARTIES

In performing services under this Agreement, GPO and GPMS shall remain separate and distinct Local Education Agency.

SERVICES TO BE RENDERED

GPO shall render the professional services enumerated on Attachment A and attached hereto and made a part of this Agreement as if set forth fully herein. GPO shall provide an annual report to the Board of Directors indicating the services GPO has provided to GPMS, as contemplated by this Agreement.

RECORD KEEPING

GPO shall be responsible for maintaining complete and accurate records documenting the professional services provided pursuant to this Agreement and shall submit copies of the records to GPMS within ten (10) working days of the date requested. Additionally, upon reasonable notice GPMS shall have the right to review such records at any time during business hours at GPO’s office.

STUDENT DATA PRIVACY AND SECURITY

Both parties to this Agreement acknowledge their obligation to comply with the Idaho Data Accountability Act and further acknowledge the following requirements are being met under this Agreement:

- (a) All information regarding services provided pursuant to this Agreement, including, but not limited to, the student’s identity and the nature of services rendered, shall be confidential and comply with all federal and state laws;
- (b) Administrative Security, Physical Security, and Logical Security controls are in place to protect student data from a data breach or unauthorized data disclosure;
- (c) Personally identifiable information (PII) is restricted to access only by authorized staff who require such access to perform their assigned duties;
- (d) The parties are prohibited from using student data and PII for secondary uses including, but not limited to, sales, marketing, or advertising;

Appendix F2: Professional Services Agreement Draft

- (e) GPO and GPMS agree to indemnify and hold harmless the other party from any liability, including, but not limited to, costs, fines, expenses, and attorney fees, resulting from GPO's performance of the services provided under this Agreement and/or non-compliance with state and federal law regarding Student Data Privacy and Security; and
- (f) GPO and GPMS represent and warrant that they have an appropriate records retention schedule and/or policy for the destruction of data that is consistent with federal and state law.

CONSENT/AUTHORIZATION TO ACCESS EDUCATIONAL RECORDS OR PROTECTED HEALTH INFORMATION

Both parties to this Agreement shall at all times require the written consent or authorization of the parent/guardian or student, if 18 years of age or older, for the disclosure or access to educational records pursuant to FERPA or protected health information pursuant to the Health Information Portability and Accountability Act (HIPAA) regarding any student, unless an exception applies, and shall maintain the confidentiality of that information consistent with the state and federal law and regulations. For the purposes of FERPA, school officials with legitimate educational interests shall include both GPO and GPMS administrators, supervisors, teachers, support staff members (including health or medical staff and law enforcement unit personnel), board members, volunteers, contractors, or a student, parent or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

COMPENSATION/BILLING

GPMS shall compensate GPO for the professional services identified in Attachment A as set forth in Attachment B. The services identified in Attachment A, and the compensation for services set forth in Attachment B may be amended at any time in writing by mutual agreement by the parties to this Agreement.

GPO will submit a monthly statement of professional services rendered to GPMS for payment, which shall be approved at its next regularly scheduled meeting.

PROFESSIONAL SERVICES

The services rendered pursuant to this Agreement will be provided by individuals who are duly qualified to perform the services, or supervised by a qualified individual in accordance with applicable professional standards.

BACKGROUND CHECKS

All employees of both parties to this Agreement who come into contact with students shall have been subject to a criminal background check as that required by Idaho Code Section 33-130 and policies of GPO, and will have been determined to not have a criminal background inconsistent with working with children.

INSURANCE AND LIABILITY

Both parties to this Agreement shall indemnify and hold harmless the other party from any liability, including, but not limited to, costs, expenses, and attorney fees, resulting from the performance of

Appendix F2: Professional Services Agreement Draft

the services provided under this Agreement. Both parties shall maintain insurance as required by law.

ASSIGNMENT

This Agreement shall not be subject to assignment, in whole or in part, by either party to this Agreement, or by operation of law, so as to authorize any entity other than GPO, or its employees, to assume the duties subject to this Agreement without prior written consent.

SUCCESSORS AND ASSIGNS

This Agreement is binding upon, and inures to the benefit of, successors and permitted assigns to the Agreement.

AMENDMENT

This Agreement may be amended at any time with the prior written, mutual consent of both parties. Any and all amendments to this Agreement shall be in writing.

TERMINATION

This Agreement may be terminated, without cause, by either party, thirty (30) days after providing written notice of the intent to terminate to the other party.

Additionally, either party to this Agreement may immediately terminate this Agreement, upon written notice, in the event that funding for either GPMS's program or GPO's program is no longer available.

DEFAULT

Upon default by either party, the non-defaulting party may, upon written notice, cancel this Agreement immediately and may pursue any and all available legal and equitable remedies. The defaulting party shall be liable for any and all expenses that are incurred by the non-defaulting party as a result thereof, including, but not limited to, procuring substitute performance, legal fees, and other losses incurred due to the default.

TIME OF PERFORMANCE

Time is of the essence in this Agreement; therefore, all times for performance of the obligations, as stated herein, shall be strictly complied with by the parties.

NON-WAIVER BREACH

The failure of either party to this Agreement to insist upon strict performance of any of the terms of this Agreement, or to exercise any option herein conferred in any or all instances, shall not constitute a waiver or relinquishment of any such term, but the same shall be and remain in full force and effect, unless such waiver is evidenced by the prior written consent of GPO or GPMS

NON-DISCRIMINATION

The parties hereby agree that no person shall be excluded from, denied participation in, or otherwise subjected to discrimination on the grounds of race, color, creed, national origin, sex, age, or disability in performance of this Agreement.

Appendix F2: Professional Services Agreement Draft

GOVERNANCE

This Agreement shall be governed by the laws of the State of Idaho. Both parties to this Agreement shall, at all times, comply with and observe all federal, state, and local laws, regulations, and ordinances that are in effect and applicable during the period of this Agreement.

ATTORNEY FEES

If either party defaults in any manner, or fails to fulfill any or all provisions of this Agreement, and if the nondefaulting party hires an attorney to exercise its rights upon such default or failure, or if the parties are involved in any litigation, including any proceedings in bankruptcy, the prevailing party shall be entitled to recover reasonable attorney fees and costs from the other party. This paragraph shall be enforceable by the parties notwithstanding any rescission, forfeiture, or other termination of this Agreement.

SEVERABILITY

Any term or provision of this agreement that is invalid or unenforceable in any situation in any jurisdiction (1) will be deemed modified to reflect the intent of the parties, determined by reference to the invalid or unenforceable term or provision, to the greatest extent permissible; and (2) will not affect the validity or enforceability of the remaining terms and provisions of this Agreement, or the validity or enforceability of the offending term or provision in any other situation or jurisdiction.

CONSTRUCTION

This Agreement is to be construed as the joint and equal work product of each party, and may not be interpreted more or less favorably in respect to either party on account of its preparation or drafting.

COMPLETE STATEMENT OF TERMS

This Agreement constitutes the entire agreement between the parties hereto, and shall supersede all previous oral or written proposals, negotiations, commitments, and all other communications between the parties. This Agreement may not be released, discharged, or modified except by an instrument in writing, signed by the duly authorized representatives of the parties.

IN WITNESS WHEREOF, the parties have executed this Agreement on this ____ day of _____ 20____.

Board Chairman, Gem Prep: Online, LLC

Director, Gem Prep: Meridian South, LLC,

Date Approved by Board of Directors

ATTACHMENT A

Professional Services:

GPO agrees to provide the following professional services:

- a. Support the charter application process and the GPMS's start-up process;
- b. Provide comprehensive program design, including curriculum development and implementation, instructional oversight, the development, administration, and analysis of diagnostic assessments, and the oversight, measurement, and management of school quality;
- c. Find an adequate Facility and coordinate financing and the completion of major repairs;
- d. Assist with fundraising;
- e. Provide a qualified director to oversee the provision of professional services;
- f. Recruit staff, including the principal, teachers, and administrators and make personnel recommendations to the Board of Directors;
- g. Provide professional development training for teachers, administrators and staff;
- h. Prepare a budget for the Board of Directors to consider and provide monthly financial statements for the Board's review;
- i. Provide payroll and bookkeeping services;
- j. Recommend an auditor and serve as a liaison with the auditor;
- k. Coordinate purchasing;
- l. Oversee the provision of special education services and accommodations pursuant to the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973;
- m. Oversee the operations of GPMS and make recommendations to the Board of Directors, as appropriate, regarding facility and ground maintenance, student transportation, food services, policy development, and all other matters pertaining to operations;

Appendix F2: Professional Services Agreement Draft

- n. Recommend and manage benefits plans for GPMS employees selected by the Board of Directors;
- o. Provide human resource services and maintain GPMS employee files
- p. Facilitate GPMS's purchase and procurement of information technology equipment and services, and provide certain computer and information technology support to the school, including troubleshooting, website and network design, and completion of the E-Rate application;
- q. Complete required State, Federal and State Department of Education reports, including, but not limited to the GPMS's SDE annual financial report;
- r. Facilitate student recruitment;
- s. Provide marketing and advocacy for GPMS.
- t. Provide an annual report to the Board of Directors indicating the services provided to GPMS.

ATTACHMENT B

Compensation for Professional Services:

- GPMS shall fully reimburse GPO for any expenditures made on its behalf.
- GPO shall be authorized to access GPMS's accounts to make any and all payments for GPMS expenditures.
- Ten percent (10%) of funds received from the Idaho Department of Education through the state funding formula shall be utilized to pay for the professional services provided to GPMS.

Jason Bransford

208.339.3735

jasonbransford@geminnovation.org

PROFESSIONAL EXPERIENCE

Gem Innovation Schools, Chief Executive Officer 2015 – Present

Launched Idaho's first charter management organization (CMO). Opened four K-12 charter schools in key Idaho locales (with a 5th approved for Fall 2021). Secured the fiscal support for launch and expansion of each school. Leader of a team that developed and executed a plan for strong student and adult culture, educational excellence, and operational efficiency.

Idaho Distance Education Academy, Director 2009 – Present

Worked with administrative team to reversed a \$700,000 deficit, streamlined operations in every school department, created a robust Title 1 program and increased student achievement in every sub-population. Guided I-DEA to a five-star rating, which included recognition that the school had the highest SAT scores in the state. Awarded the 2013 Idaho Education Network Innovator of the Year Award.

Dickinson School District & Galveston School District, Teacher 2004 - 2007

Dickinson District Committee Chair, District Assessment 2006 – 2007, Dickinson Mentor Teacher 2006-2007, Dickinson Teacher 2005-2007. Galveston District teacher 2004-2005.

RELATED EXPERIENCE

- Founder of Idaho's first Charter Management Organization- Gem Innovation Schools
 - Founder of 3 Idaho charter schools—
 - Gem Prep: Pocatello 2014
 - Gem Prep: Nampa 2016
 - Gem Prep: Meridian 2018
 - Grant Recipient—J.A. Kathryn Albertson Foundation, NewSchools Venture Fund, Louis Calder Foundation, Charter Schools Growth Fund, Idaho Future Fund
 - Recipient—Idaho Education Network "Innovator of the Year Award 2013"
 - Legislative Subcommittee—
 - Teacher Pipeline 2017
 - Idaho Education Network Strategic Planning 2013
 - Idaho State Legislature Excellence & Accountability Measures 2013
 - Vice President—Idaho Charter School Network. Board Member July 2011 – July 2014.
-

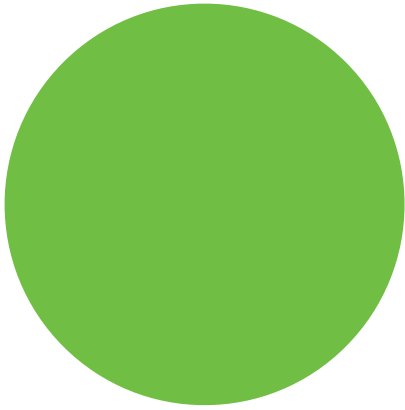
EDUCATION

University of Utah—EdD: Education Leadership, 2019

Idaho State University—EdS: Educational Administration, 2009

University of Houston—MS: Educational Management, 2006

Brigham Young University-Idaho—BS: Social Studies Education, 2003



Profile – Laurie Wolfe

Experienced educator with a proven track record of raising student academic achievement. I enjoy creating opportunities for high quality, personalized, learning experiences for students and teachers. I love a challenge!

Education

Boise State University

Ed. D. Curriculum and Instruction
12/2005

Boise State University

MA Literacy 5/1992

Boise State University

BA Elementary Ed 5/1998

Certificates and Endorsements

Administrator K-12

Gifted and Talented K-12

Literacy K-12

Standard Elementary K-8

Experience

Gem Prep network of schools —7/2006 - present

Chief Academic Officer

Hired to turn around test scores. Led the initiative to improve student academic achievement. Moved state testing scores from the bottom quartile to the top quartile. Implemented standards based curriculum, student led portfolio

conferences, K-8 learning management system, and professional development focused on improving student academic achievement.

Boise School District —8/1990 – 6/2006

Trail Wind Elementary- Reading Specialist, and Gifted and Talented Specialist

A founding teacher at Trail Wind Elementary. Developed and implemented a pilot program called the Accelerated Learning. The purpose of the program was to provide services (special education, reading specialist, and gifted and talented) to help all students accelerate their learning without the stigma usually associated with special services.

Les Bois Junior High School– 7th and 8th grade Reading Teacher

A founding teacher at Les Bois Junior High. Worked with colleagues and administrators to establish school culture and norms.

Hawthorne Elementary– 3rd and 6th grade classroom teacher

Low income elementary school. Implemented Saturday School for students who were not successfully completing school work and homework. Parents were required to attend and they were taught strategies for working with their children. .

Long Beach Unified School District 9/1988 – 5/1990

Garfield Elementary– 1st and 2nd grade classroom teacher

Diverse inner city school with high percentage of English Language Learners. Designed and implemented a successful home writing program with 1st and 2nd grade students and their parents.

Lisa Lewis Pearce, SFO

email: lisapearce@geminnovation.org

HIGHLIGHTS OF PROFESSIONAL QUALIFICATIONS

- Solid background in all aspects of school funding and finance issues
- Excellent communication skills and strong lobbying efforts
- Experience in capital construction projects and funding options
- Strong organizational, analytical and problem-solving abilities

EMPLOYMENT

Apr 2019 - Current Chief Financial Officer, Gem Innovation Schools, Deary, ID

- Coordinate and manage all financial operations of the school district
- Direct the activities of procurement, business services, accounting, payroll, pupil transportation, and nutrition services
- Supervisor of Human Resources
- Maintain systems of internal controls to safeguard financial assets
- Oversee the management and coordination of all fiscal reporting activities for the district
- Develop, recommend, and oversee sound financing, budgeting, and accounting policies and systems
- Ensure the district's financial position is accurately accounted for, controlled, and communicated to appropriate parties in a timely manner
- Represent the district to various government agencies, funding agencies, employees, and/or the general public/local community
- Consult with and advise members of the School Board, C-Suite, School Administration and Department Managers on all matters relating to financial and budget issues

Nov 2014 – Aug 2018 Chief Financial Officer, Fairbanks North Star Borough School District, Fairbanks, AK

- Coordinated and managed all financial operations of the school district
- Directed the activities of procurement, business services, accounting, payroll, pupil transportation, and nutrition services
- Supervisor of Human Resources, Information & Technology and Facilities Maintenance Depts
- Developed and maintained systems of internal controls to safeguard financial assets
- Served as chief negotiator in contract discussions with three bargaining units
- Oversaw the management and coordination of all fiscal reporting activities for the district
- Developed, recommended, and oversaw sound financing, budgeting, and accounting policies and systems
- Ensured the district's financial position was accurately accounted for, controlled, and communicated to appropriate parties in a timely manner
- Represented the district to various government agencies, funding agencies, media, employees, and/or the general public/local community
- Coordinated with and assisted lobbyist in communicating district interests to state and national legislative delegations
- Consulted with and advised members of the School Board, Superintendent, School Administration and Department Managers on all matters relating to financial and budget issues

July 2012-June 2014 Chief Business Officer, Kodiak Island Borough School District, Kodiak, AK

- Chief operations over site of all district support services departments including business & finance, facilities, transportation, food service and technology
- Developed and submitted the annual budget for consideration and adoption
- Served as Human Resource Manager responsible for employee benefits and payroll
- Facilitated board agenda items pertaining to business & finance
- Co-Chair district administrative council with Assistant Superintendent of Instruction

- Participated in all Board, Strategic Planning and Budget Development meetings
- Served as District's primary resource of financial data during collective bargaining
- Coordinated with Borough leadership regarding construction and bond management

Lisa Lewis Pearce, SFO

email: lisapearce@geminnovation.org

2004-June 2012 Business Manager, Hot Springs County School District #1, Thermopolis, WY

- Maintained comprehensive set of financial record reflecting district's finances
- Administrator over school lunch, facility maintenance and transportation
- Prepared monthly financial statements and board reports
- Accounted for fixed assets at five separate sites
- Implemented H.R.A. and H.S.A. benefit options
- Represented the District in annual "meet and confer" process (negotiations)
- Responsible for numerous federal and state grants
- Integrally involved in management of \$26 million construction project(s)
- Oversaw District's investments and maintains cash flow projections

- 2001-2002** Financial Officer, Big Horn County School District #4, Basin, Wyoming
- Responsible for overall fiscal management of District
 - Administered all local, state and federal grants including Consolidated Grant
 - Personnel manager accounting for all data pertaining to tenure, compensated leave, contracted salaries and full benefits package including health plan administration
 - Represented the District in salary discussion process
 - Compiled monthly financial statements for Board of Trustees
 - Responsible for fixed assets tracking and depreciation
 - Developed preliminary and final budgets as per statutory requirements
 - Oversaw cash flow and investment requirements
- 2000-2001** Payroll Manager/Accountant, Deseret Cattle & Citrus, St. Cloud, Florida
- Responsible for \$250,000 bi-weekly payroll for largest cattle producing ranch in USA
 - Prepared reports for management regarding payroll
 - Reconciled general ledger accrual accounts
 - Tracked monthly employee accounts receivable
 - Oversaw licensing, insurance requirements and asset tracking for vehicle fleet consisting of over 100 vehicles
- 1997-2000** Director of Finance, Park County School District #16, Meeteetse, Wyoming
- Responsible for overall fiscal management of District
 - Developed preliminary and final budgets as per statute
 - Served as human resource officer
 - Prepared monthly payroll for all employees
 - Directed salary negotiations and staffing assignments
 - Administered local, state and federal grants including
 - Invested District reserve funds in order to obtain competitive earnings and accommodate cash flow needs
- 1993-1997** Business Manager/District Clerk School Districts 55 & 55H, Roundup, Montana
- Supervised District's budgeted funds
 - Administered local, state and federal grants
 - Prepared all federal and state reports as required by law
 - Developed inventory database for internal control purposes
 - Provided Superintendent and Board of Trustees with all records, materials and reports as requested for business operation
 - Served as election administrator for all school elections
 - Participated in successful negotiations with two unions
- 1993** Tax Intern, KPMG Peat Marwick, Billings, Montana
- Chosen to participate in program sponsored by Eastern Montana College of Business and Economics
 - Summarized financial information
 - Compiled tax returns and financial statements for varied client base
 - Performed research projects as directed by management

EDUCATION

- Graduate 2004 – Montana State University Billings, Cum Laude, BSLS Management/Communication

PROFESSIONAL CERTIFICATION & COMMITTEES

- Certified Administrator of School Finance and Operations, ASBO International
- Member ASBO Advisory Services Professional Committee, School Food & Nutrition Programs
- Member ASBO Certification Committee, SFO Recertification/Certification Commission
- Member Board of Directors, Wyoming School Boards Association Insurance Trust

ACCOMPLISHMENTS & ACHIEVEMENTS IN CURRENT POSITION - Fairbanks, CFO

- Collaborated to establish Risk Management Committee with Borough
- Revised Lapse Fund Ordinance
- Adopted Fund Balance Policy
- Established Equipment Replacement Internal Service Fund
- Anticipated need for and increased fund balance position
- Implemented new HDHP health plan saving the district millions of dollars in less than 2 years
- Successfully negotiated unions contracts during very difficult fiscal climate
- Transitioning district from negative time to positive time keeping system
- Developed new budget presentation format in accordance to GFOA & ASBO best practices
- Established Medicaid billing system for billable services provided by Special Education department
- Updated transportation department systems and expectations including GPS tracking and contractor accountability and performance indicators
- Recruited strong accounting and ancillary department staff establishing proactive and progressive business services department

My tenure as Chief Financial Officer for the Fairbanks North Star Borough School District has been a very productive and progressive time. I welcome and encourage the opportunity to share details of these projects with the interview committee. I also encourage dialogue with my references to discuss the progress made in these areas, and more, over the past four years here at Fairbanks North Star Borough School District.

EDUCATION**Bachelor of Science in Human Resource Management and Operations Management**

May 2016

University of Idaho, Moscow, ID

Cumulative GPA: 3.04

WORK EXPERIENCE**Gem Innovation Schools, Meridian, ID***Chief Operating Officer*

July 2019 –

Present

- Collaborate with the C-Team in setting and driving organizational vision, operational strategy, and hiring needs.
- Oversee daily operations and technology of all schools and the work of individual School Operations managers and technology department.
- Design and implement policies and procedures that align with the organizations vision and mission.
- Maintain and build trusted relationships with key partners and stakeholders.

Gem Prep: Nampa, Nampa, ID*School Operations Manager*

September 2016 –

July 2019

- Oversee and manage the national school lunch program.
- Collaborated effectively with the principal to ensure smooth workflow and efficient coverage by communicating shift duties to all partner teachers.
- Responsible for supply, facility, and field trip requisitions and budgets.
- Launched two new programs to improve the flow of processes; School Mint and Boonli.
- Coordinate school transportation and procedures with brown bus.

4-H Youth Development, University of Idaho Extension, Caldwell, ID*Public Relations Intern*

May 2016 –

August 2016

- Reach out and connect with local newspapers to negotiate the publication of articles that feature hosted events.
- Photograph staff and interns teaching youth about healthy living and share them on social media.
- Control social media, such as Facebook, Instagram, and Twitter by keeping viewers engaged.

Native American Student Center, Moscow, ID*HOIST Mentor*

May 2015 –

July 2015

- Guided and enforced rules and regulations that were to be maintained in the living residence for the 12 students I was overseeing by developing rapport and building a relationship with them.
- Directed students to relevant information about academic and personal support services available at the university.
- Planned and led activities to develop students' physical, emotional and social growth.

LEADERSHIP EXPERIENCE**Association of Latino Professionals for America (ALPFA), Moscow, ID***Member*

August 2015 –

May 2016

- Participated in community service, for example combing and walking blind horses.
- Planned and coordinated fundraisers such as holiday raffle baskets and our annual red carpet dance.
- Recruited potential members at our UIIdaho bound events by tabling and talking to incoming freshman about our organization.
- Award: 2016 ALPFA Convention Scholarship (Dallas, TX).

Multicultural Greek Council, Moscow, ID*Vice President of Communications*

August 2015 –

May 2016

- Maintained complete and up-to-date files of minutes, attendance, and membership.
- Distributed minutes to the executive board and presidents of all the multicultural Greeks at the university.
- Planned and coordinated logistics and materials for board meetings while also maintaining order during the meetings.
- Publicized our organization and events on social media to maintain positive public relations with community members.

Lambda Theta Alpha, Moscow, ID*Public Relations Chair*

August 2015 –

May 2016

- Advertised all events our organization planned and hosted over 75 people at fundraisers and engaged with users.
- Represented the organization's image to the public and other external sources.

Chapter Orientation Advisor

August 2014 –

May 2015

- Oversaw and attended all potential interest meetings
- Evaluated each of the 6 new members by interviewing and guiding them into the sorority.

Treasurer

August 2013 –

May 2014

- Developed accurate records of all of our chapter's financial transactions through monthly financial summary reports and bank reconciliation reports.
- Managed, tracked, and monitored all deposits and withdrawals of our sorority using excel worksheets.
- Budgeted active and proposed ideas by accurately determining pricing, margins, and risk factors for our chapter.

SKILLS

- Microsoft Office Programs: Excel, Word, PowerPoint, and Microsoft Project
- Power School
- Boonli
- Managing school lotteries and registration via School Mint
- Fluent in Spanish and English

JOSH FEMREITE

EDUCATION

BACHELOR OF SCIENCE / 2003 / UNIVERSITY OF IDAHO

Business with emphasis on Information Systems

QUALIFICATIONS

LEADERSHIP

Designed, planned and implemented business strategies, plans and procedures to meet departmental and organizational goals. Managed development of custom student information system. Implemented school-wide web video conferencing system leading to greater communications between teachers and students. Led project to implement learning management system and bring Gem Prep: Online (formerly Idaho Distance Education Academy) courses online. Set comprehensive goals for school growth and student success. Oversaw daily operations and the work of operations teams and technology department. Developed and maintained relationships with partners and vendors.

PROJECT MANAGEMENT

Set comprehensive goals for school growth and student success. Oversaw daily operations and the work of operations teams and technology departments for four schools and four regional resource centers across the state. Developed and maintained relationships with partners and vendors. Managed facility acquisition and construction of three Gem Prep school campuses.

EXPERIENCE

CHIEF OF NEW SCHOOLS / GEM INNOVATION SCHOOLS / 2019 – PRESENT

Project manager for opening new Gem Prep schools; acquisition and expansion.

CHIEF OPERATING OFFICER / GEM INNOVATION SCHOOLS / 2015 – 2019

Project manager for new facility acquisition and expansion. Oversaw facility operations for network of four schools.

DIRECTOR OF TECHNOLOGY / IDAHO DISTANCE EDUCATION ACADEMY / 2007 -2015

Oversaw the management, implementation, and purchase of all technology for the school and it's four resource centers across the state.

SYSTEMS ENGINEER / IDAHO DISTANCE EDUCATION ACADEMY / 2006 – 2007

Planned and managed school-wide network and systems.

SUPPORT TECHNICIAN / IDAHO DISTANCE EDUCATION ACADEMY / 2004 – 2006

Provided support and training for teachers, students and parents.

Tera Reeves

Education	Washington State University – <i>Cum Laude</i>	1993
	Bachelor of Arts Elementary Education Early Childhood Education Endorsement	
	University of Idaho – 4.0 GPA	2004
	Master's Degree Educational Leadership	
	University of Idaho – 4.0 GPA	2011

Administrative Experience

Whitepine School District	2003-2010
Elementary Principal; Federal Programs Director; Preschool Director; 21 st CCLC Director; Homeless Coordinator; G/T Coordinator	
District Superintendent; Elementary Principal; Federal Programs Director	2010-2015
District Superintendent	2016-2017
Gem Innovation Schools	
Idaho Distance Education Academy Principal; Federal Programs Director	2015-2019
College Access Director; Federal Programs Director	2019-Present

Teaching Experience

Whitepine School District	
Long Term Substitute- Kindergarten & 4 th Grade	1995-1996
Special Education Paraprofessional	1996-1997
Kindergarten Teacher	1997-2000
First Grade Teacher	2000-2003

Certifications

Charlotte Danielson Framework for Teaching Proficiency
Technology Competency Certificate
Idaho Comprehensive Literacy Certificate
MTI Certificate

Leadership Roles

Advanced Opportunities for Junior/Senior High Students
Idaho Core Standards Implementation K-12
Leadership Team Chair
Crisis Team Leader
Region II Superintendent Group Secretary
Development Team for Performance Standards for Mathematics
Mentor Teacher Bovill Elementary
Student Teacher Supervisor
Comprehensive Reform Team Member

Board of Trustees Code of Ethics

The Gem Prep Board of Trustees recognizes its role as overseers of public education and are committed to the following code of ethics. As a board member, I will:

Commitments & Appropriate Governance Practices

1. Remember always that my first and greatest concern must be the educational welfare of the students attending Gem Prep;
2. Take no private action that will compromise the Board or administration, and I will respect the confidentiality of information that is privileged under applicable law;
3. Commit to support whistleblowers and constituents as set forth in the official Board Conflict of Interest Policy;
4. Support the employment of those persons best qualified to serve as school staff and insist on a regular and impartial evaluation of all staff;

Financial Responsibility & Oversight Expectations


5. Recognize that the Board's function is the provision of education and strive to maintain a balance between fiscal responsibility and accountability for academic results;
6. Avoid being placed in a position of conflict of interest and refrain from using my Board position for personal partisan gain; adhere to Board policy regarding acceptance of gifts;
7. Make every effort to establish financial practices and reporting that result in accuracy and transparency; prioritizing spending with consideration given to the school's mission, vision and educational program goals;
8. Participate in fundraising activities as deemed necessary and appropriate by the Board;

Policy Development

9. Render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
10. Recognize that I should endeavor to make policy decisions only after full discussions at publicly held Board meetings; Recognize that all Board decisions can only be transacted at official Board meetings with the Board as a whole and not as individual members;
11. Work with other Board members to establish effective Board policies and to delegate authority for the administration of the school to the director; periodically review policies, evaluating effectiveness and impact on school operations and performance and alignment with applicable laws, rules and regulations;

Conduct, Meetings & Development

12. Attend regularly scheduled Board meetings insofar as possible and become informed concerning the issues to be considered at those meetings;
13. Inform myself about current educational issues by individual study and thorough participation in programs providing needed information, such as those sponsored by my state and national school boards associations;
14. Encourage the free expression of opinions by all Board members and seek systematic communications between the Board and students, staff, and elements of the community;
15. Support the cohesiveness in the School's culture and will not speak against any final decision reached by the Board in good faith.

Signature  Jill Call

Date 8/22/15

Board of Trustees Code of Ethics

The Board of Trustees recognizes its role as overseers of public education and are committed to the following code of ethics. As a board member, I will:

Commitments & Appropriate Governance Practices

1. Remember always that my first and greatest concern must be the educational welfare of the students attending Gem Innovation Schools;
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Signature

Date

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Signature



Date

8/29/15

Board of Trustees Code of Ethics

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15. Support the cohesiveness in the School's culture and will not speak against any final decision reached by the Board in good faith.



Signature



Date



BOARD ETHICS: TRAMMELL

Board of Trustees Code of Ethics

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Commitments & Appropriate Governance Practices

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14. Encourage the free expression of opinions by all Board members and seek systematic communications between the Board and students, staff, and elements of the community;
15. Support the cohesiveness in the School's culture and will not speak against any final decision reached by the Board in good faith.

Brian Trammell

5-15-17

Board of Trustees Code of Ethics

The Gem Prep Board of Trustees recognizes its role as overseers of public education and are committed to the following code of ethics. As a board member, I will:

Commitments & Appropriate Governance Practices

1. Remember always that my first and greatest concern must be the educational welfare of the students attending Gem Prep;
2. Take no private action that will compromise the Board or administration, and I will respect the confidentiality of information that is privileged under applicable law;
3. Commit to support whistleblowers and constituents as set forth in the official Board Conflict of Interest Policy;
4. Support the employment of those persons best qualified to serve as school staff and insist on a regular and impartial evaluation of all staff;

Financial Responsibility & Oversight Expectations


5. Recognize that the Board's function is the provision of education and strive to maintain a balance between fiscal responsibility and accountability for academic results;
6. Avoid being placed in a position of conflict of interest and refrain from using my Board position for personal partisan gain; adhere to Board policy regarding acceptance of gifts;
7. Make every effort to establish financial practices and reporting that result in accuracy and transparency; prioritizing spending with consideration given to the school's mission, vision and educational program goals;
8. Participate in fundraising activities as deemed necessary and appropriate by the Board;

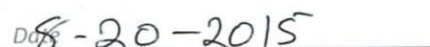
Policy Development

9. Render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
10. Recognize that I should endeavor to make policy decisions only after full discussions at publicly held Board meetings; Recognize that all Board decisions can only be transacted at official Board meetings with the Board as a whole and not as individual members;
11. Work with other Board members to establish effective Board policies and to delegate authority for the administration of the school to the director; periodically review policies, evaluating effectiveness and impact on school operations and performance and alignment with applicable laws, rules and regulations;

Conduct, Meetings & Development

12. Attend regularly scheduled Board meetings insofar as possible and become informed concerning the issues to be considered at those meetings;
13. Inform myself about current educational issues by individual study and thorough participation in programs providing needed information, such as those sponsored by my state and national school boards associations;
14. Encourage the free expression of opinions by all Board members and seek systematic communications between the Board and students, staff, and elements of the community;
15. Support the cohesiveness in the School's culture and will not speak against any final decision reached by the Board in good faith.

Signature Dennis Turner

Date 8-20-2015

Gem Innovation Schools of Idaho, Inc.

Board Member Agreement, Code of Ethics, Conflict of Interest

Board Member Agreement

- I understand that as a member of the Board of Directors of Gem Innovation Schools I have a legal and ethical responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward.
- I have read, understand, and am willing to comply with the Board of Directors Job Description, Board Handbook, and the Individual Performance Expectations that outline my responsibilities to the Board.
- If I ever find myself in a situation where I am unable to fulfill these expectations I will resign from the Board.
- The Board of Directors recognizes its role as overseers of public education and are committed to the following code of ethics.

Code of Ethics

Ref. Board Policy 1600

As a member of the GIS Board of Directors, I will strive to improve public education, and to that end I will:

1. Work diligently to build and maintain a relationship of trust and respect with other board members, the school administrative director, staff, students, parents, and the community;
2. Attend regularly scheduled board meetings insofar as possible and become informed concerning the issues to be considered at those meetings;
3. Recognize that I should endeavor to make policy decisions only after full discussions at publicly held board meetings;
4. Render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
5. Encourage the free expression of opinions by all board members and seek systematic communications between the board and students, staff, and elements of the community;
6. Work with other board members to establish effective board policies and to delegate authority for the administration of the schools to the school administrative director;
7. Communicate to other board members and the school administrative director expressions of public reactions to board policies and school programs;
8. Inform myself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school boards association;
9. Support the employment of those persons best qualified to serve as school staff and insist on a regular and impartial evaluation of all staff;
10. Avoid being placed in a position of conflict of interest and refrain from using my board position for personal or partisan gain;
11. Take no private action that will compromise the board or administration and respect the confidentiality of information that is privileged under applicable law;
12. Remember, always, that my first and greatest concern must be the educational welfare of the students attending the public schools.

Gem Innovation Schools of Idaho, Inc.

Board Member Agreement, Code of Ethics, Conflict of Interest

Conflict of Interest

Ref: Board Policy #1610

Board members shall serve without compensation, but may be reimbursed for any necessary expenses incurred by them in performing their duties as members of the Board. Any contract with the school involving a member of the Board, or the Board member's family, shall be approved by the full Board with the interested member abstaining. Each Board member is responsible to make known to the Board any circumstances that could involve a potential conflict of interest. Salary and other remuneration received from the school by ex-officio Board members shall not be considered a conflict of interest for the purposes of this policy. However, ex-officio members shall abstain from votes involving the level of such remuneration. *(Full board policy #1610 may be viewed through BoardDocs.)*

I have read, understand, and agree to comply with the Code of Ethics and Conflict of Interest policies as a member of the Board of Directors of Gem Innovation Schools.

Member, Board of Directors

Emmett Wemp

PRINT NAME

[Signature]

SIGNATURE

DATE:

1/2/20

REV 12/13/2019

Appendix F5: Gem Prep Assessment Results

2018-2019 ISAT Percent Proficiency:

	GIS	State
Science	77%	60%
ELA	56%	55%
Math	58%	44%

	GPM	West Ada	State
Science	83%	73%	60%
ELA	65%	68%	55%
Math	63%	59%	44%

	GPP	Pocatello	State
Science	86%	63%	60%
ELA	58%	59%	55%
Math	64%	51%	44%

	GPN	Nampa	State
Science	63%	49%	60%
ELA	46%	50%	55%
Math	46%	36%	44%

2018-2019 NWEA MAP Growth % ile

	GPM	GPP	GPN	GIS
Math	86%	70%	71%	76%
ELA	48%	41%	52%	47%

2018-2019 NWEA MAP Proficient % ile

	GPM	GPP	GPN	GIS
ELA	82%	81%	60%	74%
Math	78%	81%	50%	70%

Appendix F6: Letters of Support

Robert W. Baird & Co.
Western Region Public Finance
210 University Boulevard
Suite 460
Denver, CO 80206
303.270.6331
303.270.6339 fax



April 2, 2020

Ms. Jenn Thompson
Director
Idaho Charter School Commission
304 North 8th Street, Suite 242
Boise, Idaho 83702

Re: Gem Prep - South Meridian Campus

Dear Ms. Thompson:

Robert W. Baird & Co. is the nation's #1 underwriter of charter school revenue bonds. The firm's charter school finance group has completed over 250 financings totaling more than \$5.9 billion. Within this total are 13 bond issues for charter schools located in Idaho, including Compass Public Charter School, Idaho Arts Charter School, Liberty Charter School, Victory Charter School, Legacy Charter School, North Star Charter School and Xavier Charter School.

We are currently working on a bond issue for GEM Innovation Schools ("GEM") to finance its North Meridian campus and endorse their efforts to pursue a charter for a new South Meridian school. Upon their request, we will begin the process of structuring and underwriting a new bond issue to support this new project.

We are encouraged by the Commission's support of GEM in the past and are committed to supporting their proposed expansion. Please let me know if you have any questions or need any additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Jim Blandford", with a long horizontal line extending to the right.

Jim Blandford
Managing
Director



March 19, 2020

Idaho Charter School Commission

Attention: Jenn Thompson, Director

304 North 8th Street, Suite 242

Boise, ID 83702

Re: Letter of Support for **GEM Innovation School's South Meridian Campus**

Dear Director Thompson,

Thank you for this opportunity to provide our support for **GEM Innovation Schools** and specifically for their proposed South Meridian Campus. We are very excited about the potential of working with the **GEM Innovation Schools** Team as their Design Build General Contractor to develop a new charter school campus in South Meridian.

To date the combined experience of our Bouma USA team has created Design Build solutions for over 150 Charter School projects in states from New York to California representing over 8,000,000 square feet of interior space, and over \$900,000,000 in contract value. We are currently partnered with **Gem Innovation Schools** to develop their Meridian North Campus scheduled to open in the fall of 2021.

We fully support **Gem Innovation Schools** both as a client and for what they do in the communities that they enter. We are excited to guide them early in the process, into the best possible solutions for the proposed Gem Meridian South Campus and to create a successful design build project and ultimately a new campus in South Meridian.

Thanks again for this opportunity to show our support for **GEM Innovation Schools**. If there is any additional information that you may need, please do not hesitate to contact me at any time. Also thank you for your support of **Gem Innovation Schools** and for making it possible for them to do what they do so well.

Gratefully!

A handwritten signature in blue ink, appearing to read "Paul Bierlein".

Paul Bierlein

Chief Operations

Officer 616-481-3307



April 7, 2020

Idaho Charter School Commission
Attention: Jenn Thompson, Director
304 N 8th St. Suite 242
Boise, ID 83702

Re: Letter of Support for Gem Innovation School's Gem Prep – Meridian South

Dear Director Thompson,

I am writing this letter in support of Gem Innovation Schools (GIS) and their proposed new school - Gem Prep Meridian South. As one of the largest developers in the Treasure Valley, Brighton Corporation understands the importance of and the link between excellent public schools and the quality of life in the communities they serve.

Given the central role that schools play in communities, we make a conscious decision to include them in our neighborhood planning and design. Over the years, we have partnered with local school districts, cities and non-profit organizations to help develop three elementary schools (Andrus, Paramount, Hillsdale), a junior high school (East), and a high school (Rocky Mountain), along with two adjacent YMCA's and four major public park facilities – all serving students in the Treasure Valley.

We have submitted an application to the City of Meridian for Pinnacle, a new mixed-use master planned community in South Meridian. Consisting of over 600 acres, Pinnacle spans the 4 corners of the intersection of Lake Hazel and Locust Grove Roads and is adjacent to Discovery Park, Meridian's newest regional park comprising an additional 80 acres. Pinnacle will include approximately 2500 new homes and apartment dwellings along with several hundred thousand square feet of commercial space, including office, professional services, retail, community facilities and more. It is our intent to expand our education partnerships and bring a high-quality charter school as an anchor and critical asset in the community.

After meeting the leadership at GIS, we feel they can provide children and families with a great option for education in what is now the fastest growing area in the State of Idaho. We believe GIS's successful experience serving students in the Treasure Valley make them an excellent fit to serve both current and future families. Accordingly, Brighton is excited to partner with GIS to develop a new Gem Prep campus fully integrated within the Pinnacle Master Planned Community and we intend to support GIS in the acquisition of land and facility design.

Thank you for the opportunity to show our support for Gem Innovation Schools. If there is any additional information you need, please don't hesitate to contact me.

Best regards,

Brighton Corporation

David Turnbull

Appendix F7: GPMN Bond Debt Service Breakdown

BOND DEBT SERVICE BREAKDOWN

IDAHO HOUSING AND FINANCE ASSOCIATION
 Series 2020 Charter School Revenue Bonds
 (Gem Prep Meridian North Project)
 Assumes Non Rated
 Estimated Rates As of 10-24-2019
 ** Preliminary: For Discussion Purposes **

Period Ending	Series 2020A (Tax Exempt)	Series 2020B (Taxable)	Total
07/01/2021	473,500	11,250	484,750
07/01/2022	473,500	11,250	484,750
07/01/2023	473,500	11,250	484,750
07/01/2024	473,500	11,250	484,750
07/01/2025	473,500	11,250	484,750
07/01/2026	473,500	161,250	634,750
07/01/2027	533,500	104,500	638,000
07/01/2028	636,100		636,100
07/01/2029	634,500		634,500
07/01/2030	637,700		637,700
07/01/2031	635,500		635,500
07/01/2032	636,250		636,250
07/01/2033	636,500		636,500
07/01/2034	636,250		636,250
07/01/2035	635,500		635,500
07/01/2036	639,250		639,250
07/01/2037	637,250		637,250
07/01/2038	639,750		639,750
07/01/2039	636,500		636,500
07/01/2040	637,750		637,750
07/01/2041	638,250		638,250
07/01/2042	638,000		638,000
07/01/2043	642,000		642,000
07/01/2044	640,000		640,000
07/01/2045	642,250		642,250
07/01/2046	638,500		638,500
07/01/2047	644,000		644,000
07/01/2048	643,250		643,250
07/01/2049	641,500		641,500
07/01/2050	643,750		643,750
07/01/2051	644,750		644,750
07/01/2052	644,500		644,500
07/01/2053	643,000		643,000
07/01/2054	645,250		645,250
07/01/2055	651,000		651,000
	21,293,300	322,000	21,615,300

Notes:

These illustrations represent a mathematical calculation of potential debt service, assuming hypothetical rates based on current market rates. Interest and costs of issuance are only estimates for illustrative purposes and are based on Baird's experience with comparable transactions. Actual interest and costs of issuance will vary. These illustrations provide information and are not intended to be a recommendation, proposal or otherwise considered advice.

SUBJECT

Alturas Preparatory Academy – New Charter School Petition

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-5205

IDAPA 08.02.04

BACKGROUND

Alturas Preparatory Academy (APA) is a proposed new public charter school to be located in Idaho Falls, ID. APA will offer an International Baccalaureate program to students in grades 6-12 with an enrollment capacity of 672 students.

The school's governing board also oversees Alturas International Academy (AIA), currently a K-8 school beginning its fifth year of operation.

DISCUSSION

Please see the Petition Evaluation Report for Alturas Preparatory Academy for details.

IMPACT

If the PCSC approves the petition, the PCSC will have 75 days in which to execute a performance certificate with the school's governing board.

If the PCSC denies the petition, the petitioners could appeal to the State Superintendent of Public Instruction, or they could decide to not proceed further.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC approve the Alturas Preparatory Academy new charter school petition.

COMMISSION ACTION

A motion to approve the Alturas Preparatory Academy new charter school petition with the following condition: No later than May 11, 2021, APA must evidence a balanced budget for FY22 supported by post-lottery enrollment numbers and documentation of secured loans or grants.

OR

A motion to deny the Alturas Preparatory Academy new charter school petition on the following grounds: _____.

Any conditions or alternate motions may be considered at the discretion of the commission.



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

PETITION EVALUATION REPORT



Re: Alturas Preparatory Academy
Report Issued 7/24/20

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

Phone: (208) 332-1561
pcsc.osbe.idaho.gov

Alan Reed, Chairman
Jenn Thompson, Director

Updated 7/22/19

Petition Review Summary

The governing board of Alturas International Academy (AIA) proposes to split its operations into two campuses: one serving grades K-5 and another serving grades 6-12. The secondary campus would be known as Alturas Preparatory Academy (APA). The board has chosen to petition for approval of APA as a separate LEA rather than an expansion of the AIA's existing LEA primarily for the purpose of maximizing state funding for both schools.

AIA currently serves approximately 540 students in grades K-8 and has met all PCSC academic standards for the past three years. Additionally, the school exceeds the PCSC standards for operations and finance. The school implements an International Baccalaureate model which provides structure and scaffolding for students and teachers. AIA has also maintained enrollment at 95% of its projections and has a waitlist in every grade. While the governing board and administrative team are not experienced with the unique challenges of running a charter high school, the team has evidenced an ability to launch a new school and meet high levels of academic achievement at the same time.

Overall, the proposed program meets standard. However, the petition does not provide documentation for the funds included in the budget and proposes an enrollment capacity significantly higher than what has proven sustainable in operating charter schools.

PCSC Staff Recommendation: PCSC staff recommends that the Public Charter School Commission conditionally approve APAs petition for a new public charter school. Conditions to include:

- Sufficient evidence of financial support for start-up funds and the facility plan
- Sufficient evidence of adequate enrollment to support projected revenues

Summary of Section Ratings

Section 1: Educational Program ↓ <u>MEETS STANDARD</u>	Section 2: Financial & Facilities Plan ↓ <u>DOES NOT MEET STANDARD</u>
Section 3: Board Capacity and Governance Structure ↓ <u>EXCEEDS STANDARD</u>	Section 4: Student Demand & Primary Attendance Area ↓ <u>DOES NOT MEET STANDARD</u>
Section 5: School Leadership and Management ↓ <u>MEETS STANDARD</u>	Section 6: Virtual Schools ↓ <u>NOT APPLICABLE</u>

Section I: Educational Program

MEETS STANDARD

Comments

APA proposes to implement an International Baccalaureate (IB) program, including a Diploma Program and a Career Track program for grades 11-12. Through a partnership with the IB organization, APA will have access to robust professional development and instructional resources, but will also maintain the freedom to be creative and responsive to community partnerships, as that principle is at the core of the program's design.

APA also makes use of mastery-based and project-based learning, and implements a strong culture of character development and academic self-advocacy. This program is rigorous and has been successfully implemented by this team at AIA in grades K-8.

Strengths

- The International Baccalaureate program is a long-standing, high-quality academic program.
- The AIA administrative team has led the school to performance outcomes that meet the PCSC's academic standards in grades K-8 every year since opening.
- The school has a strong sense of culture, and the enrollment growth plan takes into consideration the need to maintain this foundation through years of change and growth.

Concerns

- Serving students in grades 9-12 will be new for this school. While the petition attempts to address this on page 20, as a new high school, the unique and unanticipated situations that come with serving high school students may present circumstances that are likely to be challenging.

Section II: Financial and Facilities Plan

DOES NOT MEET STANDARD

Comments

APA proposes to use the services of BLUUM for back office support, including accounts receivable/payable, payroll, benefit management, and reporting. The APA administrative team and the governing board currently partner with BLUUM through AIA.

The school intends to work with Building Hope and Pro-Builders to complete a remodel of an identified strip-mall location. The total cost of the project is estimated at \$9,750,000. This cost will be fronted by Building Hope and the facility will be leased back to the school at 3.8% until such time as the school is in a strong enough financial position to purchase the facility on its own. The school anticipates facility payments of approximately \$50,000/month during the lease term.

Strengths

- The budget reflects cost estimates based on other schools operating in Idaho, and the budget is thoroughly connected to the narrative of the petition.
- The cost of outsourced services is reflected transparently in the budget, and reflect a fair price for such services.
- The facility plan is dependent on Building Hope purchasing the building and fronting the remodeling costs (page 40-41). This financial commitment is not documented, although Building Hope does provide a letter of support on page 128.

Primary Concerns

- The budget is dependent on \$410,000 in grant funds from JKAF (page 72). While the petition includes a letter from BLUUM (page 125) stating that these funds have been awarded, no actual documentation of the award is present.
- All charter schools with secondary programs in Idaho (and across the nation) struggle to maintain sufficient enrollment, and therefore struggle to be maintain financial stability. See related notes in the Student Demand section of this report.

Section III: Board Capacity and Governance Structure

EXCEEDS STANDARD

Comments

Alturas Preparatory Academy is proposed as a second LEA under the same governing body as Alturas International Academy. The board currently consists of 9 directors, several of whom have served the school since 2015. The governing board has demonstrated capacity to successfully govern a charter school.

Strengths

- Board directors bring a depth and breadth of professionalism and expertise to the team.
- Board bylaws include a robust onboarding process for new board directors, clarity in appointments and the staggering of terms, and description of officer duties.
- The board maintains several active committees, including development (fundraising), academic excellence, and recruitment.

Concerns

No significant concerns.

Idaho Public Charter School Commission New Petition Governance Capacity

Petitioning School	Alturas Preparatory Academy
Date of Interviews	June 16, 2020
PCSC Staff who Conducted Interview	Jenn Thompson, PCSC Director
	Jared Dawson, Program Manager
Board Members Interviewed	Michelle Ball
	Jared Allen, Board Chair
	Candise Gilbert, President
	Jaime Mayo, Board Member
	Christine Ogden, Board Secretary
	Collin Hunter, Board Treasurer
	Jeff Carr, Board Member
	Lee Stimpson, Board Member
	Callie Hatch, Board Member
	Kevan Weaver, Board Member
	Brian Bingham, Principal

PCSC staff interviewed the nine members of the APA Board of Directors, as well as the Principal and Founder. The interview focused on board member backgrounds and experience, the mission of the school, role of governance in a charter school, student recruitment efforts and demand, and the role of the authorizer.

APA's board members are passionate about starting a high school. Board members for APA also serve as the board for Alturas International Academy, and come with a wide variety of skillsets and roles that they fill on the board. The board is extremely large, with 9 members (and 1 open seat). The board feels that this is a strength, and allows for every board member to participate and use their skillset where it is most needed. Jared Allen is the board chair and works as an attorney, specializing in regulatory compliance measures. Candise Gilbert is the President, and is an English teacher and administrator, and retains a high amount of institutional knowledge. Jamie Mayo is responsible for writing grants; Christine Ogden is the Secretary, Collin Hunter is the Treasurer, and has a background in finance and banking. Jeff Carr is a communications specialist, Lee Stimpson is the Director of Accreditation at College of Eastern Idaho, Callie Hatch is a literacy tutor, and Kevan Weaver is an engineer/scientist/manager. There is also one vacant board seat, for a total of 10 seats. Michelle Ball is the founder, and Brian Bingham is the Principal (currently at AIA, plans on moving to APA). The board demonstrates a clear understanding of the difference between governance and management.

There is a concern about whether APA will be able to meet enrollment to be financially viable; the board believes that their culture will enable them to retain students moving from middle school to high school, and the International Baccalaureate program and curriculum will entice students into enrolling. Board members point out the strength of the culture they've developed with AIA, and how that should both convince APA students to continue into AIA, and allow new students that enroll in APA to adjust quickly and buy-in to the new school's culture.

However, the challenges associated with having one school primarily provide students is worth pointing out.

Board members were asked why they wished to create a new school, as opposed to amending their current performance certificate to add additional grades. The board expressed that two separate schools would allow them to protect both schools, keep their budgets separate, and that it would serve their finances better. Additionally, the board stated that high school is a rite of passage, and that separating the high school students from younger students would, in their opinion, make the high school experience more appealing for students as they get older.

Strengths of the board:

- Enthusiasm for the IB model and their students
- Strong culture developed in their school (AIA), expected to continue for APA
- Experience with charter school management and governance

Areas of concern:

- The school may struggle to meet enrollment criteria and remain financially viable.

Section IV: Student Demand and Primary Attendance Area

DOES NOT MEET STANDARD

Comments

AIA has a waitlist for grades 6-8 and is confident they can fill the lottery for APA in those grades. Additionally, the overall yield rate* in the area would remain below state and national averages if this petition were approved. However, enrollment trends in the secondary grades are significantly different than they are in the elementary grades. FY19 Idaho enrollment data does not support the likelihood that APA school will be able to achieve its enrollment projections, therefore impacting the school's ability to remain financial viable long-term.

AIA acknowledges in the petition that, due to Idaho charter law not allowing for students to have guaranteed enrollment at a separate charter Local Education Agency (LEA), the school will communicate to current students and families that their seat in APA is not guaranteed, but rather subject to lottery.

This section does not meet standard IV.5.c of the PCSC Standards of Quality but may be approved with conditions.

- Sufficient evidence of adequate enrollment

Charter School Yield Rate* for Twin Falls	% Yield
Most Recent Year Yield (2018-2019)	7.49%
Anticipated Yield 2021-22 (including APA)	9.95%
Potential Yield Rate (if all operating charters enrolled to capacity today, including APA)	18.35%
Idaho Average Yield Rate	11%
National Average Yield Rate (as published by NAPCS)	10-15%

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

Strengths

- APA intends to rely on current enrollment and the waitlist at AIA to fill grades 6-8. AIA is able to maintain more than 95% of its projected enrollment each year and reports a waitlist of over 500 students (page 49).

Concerns

- The petition proposes an optimistic enrollment plan. The following data comes from the Enrollment by District and Charter School data set as published by the SDE. According to FY19 enrollment data, fewer than 10% of charter schools in Idaho achieved the levels of secondary student enrollment proposed by APA, but also the proposed student enrollment numbers required for APA to meet sustainability. Fewer than 5% of charters who are not K-12 models achieved this level of enrollment. If the PCSC were to approve this petition, it would be a significant risk to taxpayer dollars as enrollment data does not indicate that the school is likely to meet or maintain its proposed enrollment, and therefore is not likely to remain financial viable on its own. Why should the PCSC take this risk?

Grade Level	6 th	7 th	8 th	9 th	10 th	11 th	12 th
APA Proposed Enrollment	96	96	96	86	77	77	41
Average Idaho Charter Enrollment FY19	36	36	34	28	32	33	31
Enrollment at Sage (K-12 IB Program in Boise) in FY19	98	101	89	80	58	49	48
Number of non-virtual Idaho charter schools that met or exceeded the proposed enrollment in FY19 (54 total schools)	5	4	3	0	5	6	1
Number of non-virtual Idaho charters that do not also serve K-5 that met or exceeded the proposed enrollment in FY19 (18 total schools)	1	1	1	0	4	5	0

There are concerns with general student enrollment at this time for all charter schools and their ability to maintain capacity due to the current COVID-19 pandemic. This may play a significant factor in meeting the necessary enrollment numbers.

Section V: School Leadership and Management

MEETS STANDARD

Comments

Michelle Ball, current Executive Director at AIA, will serve as the Executive Director for both AIA and APA. Brian Bingham, current Principal at AIA, will serve as the Principal for APA.

The school acknowledges on page 62 that they plan on engaging in fair hiring practices as AIA stops serving grades 6-8 and staff must apply to APA for open positions, as teacher contracts are not interchangeable between separate LEAs.

Strengths

- The school intends to employ administrators experienced with both the model and this particular school. Michelle Ball, current Executive Director at AIA, will serve as the Executive Director for both schools. Brian Bingham, currently the Assistant Director at AIA, will serve as the Principal at APA.
- The governing board and administrative team have earned the PCSC's highest marks on operational measures since the school has opened.

Concerns

- No significant concerns.



ALTURAS PREPARATORY ACADEMY

**A petition to create a public charter school in Idaho Falls
Serving grades 6-10 (2021-22), 6-11 (2022-23), 6-12 (2023-24)**

Date:	July 31, 2021
Contact Person:	Jared Allen, Chair of the Board of Directors
Contact Address:	2105 Coronado St. Idaho Falls, ID 83404
Contact Phone:	(208) 557-5218
Fax:	(208) 529-9732
Contact Email:	jared.allen@alturasacademy.org
Physical Location:	Within Idaho Falls School District 91

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

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

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Executive Summary

The goal of Alturas Preparatory Academy is to build upon the success of Alturas International Academy (AIA) by expanding the International Baccalaureate (IB) programs into grades 9-12. As a separate LEA, we will partner with AIA to allow for increased enrollment in grades K-8 by transferring 6th, 7th, and 8th grades to the new school while establishing grades 9-12.

Mission Statement

Alturas Preparatory Academy promotes academic distinction, while empowering students to be principled and intellectual leaders as they explore, create, investigate and analyze in a safe, engaged, collaborative environment that inspires them to make a genuine difference in their local and global community. Relevant learning opportunities for high-quality education through community partnerships and engagement helps our students develop attitudes and knowledge to succeed in a technologically advanced world.

Vision

The vision of Alturas Preparatory Academy is to support, educate and inspire every student to think collaboratively, value learning, and recognize their common humanity and shared stewardship of the planet. As an IB school, we inspire students to be lifelong learners, critical thinkers and global citizens in an ever-changing world.

We are an innovative change for education. With a master approach to education, our students are taught in small group instruction at instructional levels. This gives them the opportunity to work with partners and collaborate at high levels using analytical and critical thinking skills. Alturas Prep will expand on an already established program that teaches self-discipline and responsibility to all students; provides a physical environment that is welcoming and conducive to learning; promotes communication and interaction in the classroom; supports an affective environment that promotes a sense of belonging and self-esteem; and provides an academic environment that promotes learning and self-fulfillment.

Parents in the community have embraced and strongly supported the IB model and have expressed concern that it might not be available to their children as they continue into high school. Alturas Prep will meet the needs of students currently enrolled in AIA while also providing an alternative for other high school students within the community.

Alturas Prep will provide a high-quality education preparing students to excel in their local and international communities, while also meeting and exceeding the State of Idaho's academic standards and requirements. Instruction will be delivered in caring and academically challenging multi-age classrooms utilizing the Idaho Core standards and structured within the International Baccalaureate (IB) framework. This academic program will develop students who are responsible citizens, intellectually capable and competent. Alturas Prep will also involve students in a variety of community programs and service-learning opportunities with the intention of strengthening student awareness of the community to which they belong.

Section I: Educational Program

Description of Educational Philosophy

Overview

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

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

An IB education represents a balanced approach, offering students access to a broad range of content that spans academic subjects. As students develop in the Middle Years Program (MYP), grades 6-10, they engage subject-specific knowledge and skills with increasing sophistication. The MYP is designed for the unique needs of students when they need to develop exceptional learning habits, self-confidence and a thorough understanding of their academic subjects. This program provides a framework of academic challenge that encourages students to embrace the connections between traditional subjects and the real world. Students follow courses in eight subject groups of English, a learned language, mathematics, sciences, history, geography, economics, global issues, visual arts, music, drama, technology, and physical education. Students will also engage in a project that allows them to demonstrate the understanding and skills they have developed.

The MYP prepares students to transition into the Diploma Program (DP) or the Career-related Program (CP), grades 11-12, by reflecting the depth, breadth and balance that is characteristic of all IB programs.

Through the DP, Alturas Prep is able to develop students who have excellent breadth and depth of knowledge; flourish physically, intellectually, emotionally and ethically; study at least two languages; excel in traditional academic subjects; and explore the nature of knowledge through the program's unique theory of knowledge course. The DP

core: theory of knowledge, the extended essay, and CAS (creativity, activity, and service) elements are combined with studies in language and literature, language acquisition, individuals and societies, sciences, mathematics, and the arts to broaden the student's educational experience and challenge them to apply their knowledge and skills. The DP focuses on rigorous academic study, within a broad and balanced curriculum, which prepares students well for college, employment, and community service.

The CP is a framework of international education that incorporates the values of the IB into a unique program addressing the needs of students engaged in career-related education. The CP's three-part framework comprises the study of at least two DP courses alongside the distinctive CP core and a career-related study. The CP core includes approaches to learning, community and service, language development and a reflective project. The career-related study prepares students for higher education, an internship or apprenticeship, or a position in a designated field of interest.

The IB Program supports the Common Core. The Common Core State Standards represent a shift in teaching from covering a wide breadth of content to a greater focus on students' depth of understanding and interdisciplinary approaches to teaching and learning. This shift aligns with the goals and standards of the IB programs. For example:

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

Incorporating best practices in student achievement and learning, our students will progress based upon their individual mastery of competencies and content, not seat time, age, or grade level. Students will engage more deeply with what they are learning in individualized ways and at their own pace in a collaborative community. Students will move forward as they achieve a mastery of knowledge based on explicit, measurable, and transferable learning objectives that will empower students to apply their knowledge and skills in ways that are directly relevant to their local and global communities.

This is a fundamental shift in the educational paradigm, and it will allow students at Alturas Prep to transition to college-level work at their own pace as they prepare to live, work, and positively contribute to the global community and economy in the 21st century.

At Alturas Prep, we will exhibit:

- Cultural strategies that reflect innovation, an entrepreneurial spirit, inquiry, and collaboration with individual accountability.
- An inclusive mission that supports all students.
- Opportunities for personalized learning in a collaborative and supportive environment.
- Flexible and autonomous leadership that communicates a shared vision and that supports innovative instruction.
- Learning that prepares all students for college and careers and that preserves disciplinary and interdisciplinary integrity.
- Authentic, problem-based learning and design thinking.
- Integrated, innovative curriculum.
- Dynamic assessment systems that include authentic, performance-based assessments.
- A well-prepared teaching staff with ongoing and personalized professional learning.
- Curricular connections with business and industry providing opportunities and access for success in college and career.
- Formal and informal experiences with the community that are personally relevant to the student.

The educational model at Alturas Prep is supported by both the International Baccalaureate World Organization and the Charlotte Danielson's Framework which supports best practices in teaching. <https://danielsongroup.org/blog/tag/research>

Student Academic Achievement Standards

Academic Achievement

Goals

The goal at Alturas Prep is for every student to reach his or her learning potential and develop a life-long love for learning. As citizens of the community and the world, Alturas Prep students will be civically and globally aware and respectful of unique cultural differences. Students will be able to do mathematics, read, write, speak, and listen at academically exceptional levels, as well as analyze, interpret, and synthesize information from a wide range of sources - skills crucial to success in the 21st century global workplace.

Students will be able to identify, access and utilize appropriate sources of technology to support their learning and understanding of the world. They can think critically and problem-solve in a variety of situations and can apply knowledge, skills and awareness across disciplines for a variety of purposes.

Students will be self-directed, persistent and know how to work and learn both individually and cooperatively in collaborative groups. They are leaders and learners and can communicate effectively through oral and written communication.

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

As an IB school, Alturas Preparatory Academy will utilize proven practices and programs, which are aligned to the Common Core State Standards, to help prepare its students for success now and in the future. Alturas students will earn an IB diploma through either the Diploma Program or Career-related Program.

Measurements

Alturas Prep will participate in all state-mandated testing as required by Idaho Code 33-5205 (3). Each student will participate in testing as it is an integral part of the educational plan at the Alturas Prep. Accountability in testing will be required of teachers and students, monitored closely by the administration.

Alturas Prep will use the following measures of student progress:

Assessment and Evaluation

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

Standards-Based Grading

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

Professional Learning Communities

Alturas Prep's teachers will meet frequently and formally every Friday to collaborate about student learning. They will work in professional learning communities (PLCs) and collaborative teams to develop and align units of instruction based on IB curriculum and Idaho Core Standards. PLC teams will develop student learning targets and assessments, both formative and summative, that measure proficiency of the learning

targets and standards. These assessment tasks will be frequent and varied to allow students to demonstrate progress, achievement and proficiency according to the learning targets and standards identified in each unit of study.

Assessment tasks include, but are not limited to:

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

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

Portfolios of Learning

Students will track their progress and evidence of their learning in a portfolio that catalogs their interests, passions, strengths, weaknesses and learning strategies that work best for them. The portfolio also reflects the achievement, proficiency and progress toward proficiency as related to the Idaho Core Standards, the IB learning objectives and the learning targets for each unit of instruction. Standards Based Grading (SBG) reports that target specific learning standards and objectives will be included in each student's portfolio.

Student-Led and Teacher-Led Conferences

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

Academic Outcomes

- The majority of high school students will show growth on Star Assessments as measured by the 50 SGP or more on the spring assessment. Grades will also perform at or above the 60th percentile in spring performance and/or growth on the NWEA Maps assessments.
- 80% of Alturas Prep students will be proficient writers as measured by a consistent, schoolwide writing rubric.

- Teachers and students set S.M.A.R.T. goals for the coming school year and identify action items they can complete to achieve them. These S.M.A.R.T. goals help teachers align classroom goals with best practices and assist students in developing attributes that will support their learning.
<https://www.slideshare.net/mburgwyn/smart-goal-workshop-for-teachers>
- Students will create long-term projects that are a summative evaluation of their learning.
- Alturas Prep will have a graduation rate of 90%.
- 90% of Alturas Prep graduates will go on to college or technical school.

Soft-Target Goals and Outcomes

Community and Personal Projects

Community and personal projects are ~~in~~ an important part of developing, strengthening and evaluating the soft skills that are integral to the mission of Alturas Prep. The community project provides an important opportunity for students ages 13-14 to collaborate and pursue service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The aims of the MYP projects are to encourage and enable students to:

- Participate in a sustained, self-directed inquiry within a global context
- Generate creative new insights and develop deeper understandings through in-depth investigation
- Demonstrate the skills, attitude and knowledge required to complete a project over an extended period of time
- Communicate effectively in a variety of situations
- Demonstrate responsible action through, or as a result of, learning
- Appreciate the process of learning and take pride in their accomplishments

The MYP personal project is a student-centered and age-appropriate practical exploration in which students in grade 10 consolidate their learning throughout the program. Alturas Prep will register all MYP students in grade 8 for external moderation of the personal project, promoting a global standard of quality. This long-term project is designed as an independent learning experience of approximately 25 hours. The personal project formally assesses students' Approach to Learning (ATL) skills for self-management, research, communication, critical and creative thinking, and collaboration. The personal project encourages students to practice and strengthen their ATL skills, to connect classroom learning engagements with personal experience, and to develop their own interests for lifelong learning.

Student Culture

Alturas Prep will do the following:

- Have an “improvement-oriented” school culture among teachers and staff.
Teachers have a shared belief about the school’s mission and the extent to which they are involved in charting the overall direction of the school. They demonstrate the ability to solve problems as a group and cultivate, collaborate, and bring together their best thinking to address challenges.
- Have a fundamental belief in the ability of students to learn and achieve.
Teaching methods at Alturas Prep stimulate curiosity and inquiry in order to foster a spirit for learning. Through collaboration, students get the opportunity to lead and follow; provide instruction and take instruction; and provide feedback and accept and implement feedback. This also helps build non-cognitive character skills like perseverance, confidence, and a sense of belonging.
- Train teachers to be facilitators of learning rather than distributors of knowledge.
Facilitating connects students to knowledge and teaches them how to unlock their own potential which empowers them to be masters of their educational journey and holds them accountable for reaching their potential.
- Build on students’ strengths.
Teachers will be constantly engaged with the students and understand their learning style and level. They will be engaged in the critical and analytical decisions and ensure every student participates in small group collaboration. By finding the areas in which an individual student can excel, teachers will encourage his or her success in all areas.
- Build students’ confidence by empowering them to be lifelong learners.
Teachers will highlight accomplishments and encourage students to see mistakes not as failures, but as opportunities to learn. Empowering students means focusing on creativity, critical thinking, collaboration, positive reinforcement, clear goals, and respecting all students and their points of view.
- Promote strong student/teacher relationships.
Teachers will engage with students in small group instruction and be part of the learning process, provide and support leadership opportunities during and after school to build true rapport with students.
- Create strength in diversity.
Teachers will find ways to capitalize on the diversity in their classrooms. They will understand how a diverse set of ethnicities, backgrounds, and experiences can be used to create a more stimulating classroom

environment. Students will learn how to thrive in a global, cross-cultural environment.

- Encourage a sense of belonging.

Student-led organizations and activities, clubs and teams will provide opportunities for students to get involved and will encourage a sense of closeness, rapport connection with other students and with the school.

The school vision for a learning environment at Alturas Prep is emotionally safe and conducive to learning. It is the “touchstone from which all other actions flow. It is the yardstick for questions and a reference point for conversations.” (Lambert, 2003¹) A safe and orderly environment is critical to academic achievement.

A positive school climate includes norms, values and expectations that support people feeling emotionally and physically safe. A school climate that is positive, caring, supportive, respectful of all learners, with high expectations for all students to learn, affects students’ motivation to learn. Students are empowered to value their learning, to be proud of their knowledge and skills, and want to take responsibility for their education. Students’ perception of their school environment will impact their perception the following year which will in turn impact engagement and academic achievement.

Character development is an integral part of the Alturas Prep’s vision. We will establish a culture that can be felt - one that will encourage and inspire students to be emotionally healthy, academically successful, and well-prepared to be contributing members to strong families, rewarding careers, and vibrant communities. Students will recognize their common humanity and shared stewardship of the planet. This vision will be strongly reflected in the culture of the school. Attributes of respect, responsibility and courage will be instilled as core values by teachers and administrators in an environment rich in independent learning and strong mentoring.

Student Engagement

Student engagement is the key to quality, constructive instructional time. The degree of attention, curiosity, interest, optimism, and passion that students at Alturas Prep show when they are learning or being taught extends to the level of motivation they have to learn and progress in their education. Student engagement will result from the weaving together of the following elements of effective instruction by skillful teachers in ways that promote and facilitate student ownership and choice.

1. Learning Environment

The classroom learning environment supports learning for all students. Alturas Prep is dedicated to creating a student-centered environment in our classrooms - an environment and teaching methods that stimulate curiosity and inquiry in order to foster a spirit for learning. This includes the physical environment, the routines and procedures, classroom management practices and the development of positive

¹ Linda Lambert, Leadership Capacity for Lasting School Improvement (Association for Supervision & Curriculum Deve, 2003).

relationships that support a physically and socially/emotionally safe and supportive environment for taking risks, asking questions and making mistakes.

- Students need to have consistency and patterning in their daily schedule. There are clear routines and procedures. Students know what is expected, when and why. Students understand that they are responsible for their learning and education.
- Tools and materials are readily accessible to students.
- The classroom can be configured in different ways to best fit the task at hand.
- All students feel safe to take risks and participate in the class.
- Students have opportunities and support to build productive relationships with a variety of classmates.
- There are positive relationships between the teachers and the students.
- Being “wrong” is expected, accepted and used as a foundation for further learning.
- Students are interested, involved, and engaged in what they learn and in the tasks they do.
- Students reflect on their work and can explain their choices, strengths and areas of growth.

2. Clear, Shared Outcomes

The learning outcomes are shared and understood by teachers and students. These outcomes are used as an anchor to guide the choice of instructional activities, materials, practice assignments, and assignment tasks. These outcomes are understood by students and used to prompt self-reflection and goal setting.

- The learning outcomes are clear - long term (e.g. graduation standards) and short-term (learning objectives).
- There are clear descriptions of what success looks like.
- The materials and activities align with the learning objectives.
- Students can explain how tasks align to learning objectives.
- Students can use the standards and learning objectives to reflect on their own progress and set goals for growth.

3. Varied Content, Materials, and Methods of Instruction

Teachers practice diversification in the classroom by utilizing a variety of methods and tools and teaching in small groups at instructional levels to ensure that each student has measurable academic growth each year. Materials are selected and available to engage and accommodate all learners.

- Students are equipped with the skills to acquire knowledge individually and collaboratively.
- Students are taught at individual instructional levels which empowers them to grow and contribute to the team setting.
- Learning and growth is facilitated through peer mentoring and peer collaboration.
- Instruction is student driven.
- Resources and materials are available and improve accessibility for a variety of learners.
- Students participate in and offer feedback on curriculum improvement.

- Students use varied methods and supports to advance their learning.
- Curriculum is inquiry-based and assessments reflect the knowledge and skills students have obtained from the curriculum - not the facts they have memorized.

4. Complex Thinking and Transfer

Students need to be given opportunities for critical and analytical thinking. They are coached and taught to engage in higher order thinking through instructional activities and practice tasks. Assessments are designed to prompt complex thinking, integration of concepts and ideas, and application of learned skills to new material or situations.

- Teachers facilitate learning by teaching with the students, not at them.
- Students are asked questions that help them access and integrate knowledge to analyze, evaluate, draw conclusions, and ask questions.
- Students are asked to wrestle with complex and authentic problems.
- Students are taught how to integrate and apply what they have learned and are given opportunities to practice.

5. Practice and Feedback

Students are given opportunities to practice what they are learning and are given timely feedback based on their current performance in relation to the desired outcomes.

- There are opportunities for students to practice and receive feedback built into learning activities.
- Students are taught how to interpret and use feedback in their learning.
- Opportunities to practice and demonstrate essential skills and knowledge are available throughout a course.
- Students revise essential pieces of work to demonstrate growth and proficiency.

Civic Engagement

Civic education at Alturas Prep will include opportunities for students to engage as citizens now rather than focusing on how they may engage as citizens in the future. Students will learn and engage as citizens by researching issues, seeking viable solutions to community problems, and communicating with individuals in different countries and on different continents. Opportunities for civic engagement abound and will help students better understand their relationships with society and the world.

Alturas Prep will incorporate civic education into the curriculum and the student experience using the following researched and proven practices:

<http://www.ecs.org/clearinghouse/01/10/48/11048.pdf>

- High-quality classroom instruction in government, history, law, and democracy. Classroom instruction is the foundation of civic learning and will be relevant and interesting. Students will learn about democratic systems, history, and current events in a well-structured curriculum. They will also incorporate technology to access large amounts of information. Learning experiences will be interactive and thought-provoking.

- Structured engagement with current and controversial issues.
Classroom discussion will center on current local, national, and international issues and events, particularly those that young people view as important to their lives. Students will learn about current affairs and wrestle with the complexities of making decisions about important issues. Students will have the opportunity to engage in healthy civic discourse, to practice researching current issues in their community, our country, and the world, and to come up with feasible solutions. They will share what they learned in a variety of ways with video presentations, debates, facilitated panel discussions, and dramatizations.
- Learning through service experiences.
Alturas will provide students with opportunities to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction. These experiences will enable students to venture into the community and perform work that is explicitly connected to their academic work through writing, discussion, and reflection. Service experiences will reinforce classroom learning and allow students to make connections between what is being learned and the world they will enter as adults.
- Extracurricular activities that encourage greater involvement and connection to school and community.
After-school activities such as clubs, student-interest groups, newspaper, yearbook, debate, or school governance will allow students the chance to work toward a common interest. These activities provide opportunities for students to develop personal and social responsibility. Non-profit and community organizations will also be used as resources for extracurricular opportunities.
- Opportunities for student leadership and decision-making.
Students will be allowed to practice civic skills within the relatively controlled environment of the classroom and within school walls. There they can learn from challenges and triumphs, responses and failures - all varied realities of the democratic process. Opportunities will exist for students to understand school issues and make and execute decisions about school activities, from day-to-day planning to peer mediation, organizing and fundraising. By encouraging participation in school governance, all students at Alturas Prep can affect real and meaningful change while learning and experiencing the civic process.
- Participation in simulations of democratic processes and procedures.
Mock trials and elections are two of the traditional, popular, and effective programs that will be incorporated into the civics curriculum. Technology

will also play a meaningful role. Students will simulate a professional work environment by trading work emails, planning meetings, and conducting research. They will hone skills such as public speaking, teamwork, close reading, analytical thinking, and the ability to argue both sides of a topic.

The overall goal for civic engagement and instruction at Alturas Prep will be to help students acquire and learn to use the skills, knowledge, and perspective that will prepare them to be competent and responsible citizens throughout their lives.

Social, Emotional and Physical Health

Alturas Prep has designed its program to develop critical, intellectual, personal, emotional, and social skills. Educators, students, families, and community members work together to support the healthy development of all students. Students at Alturas Prep are engaged and active learners who are self-aware, caring, respectful, connected to others, responsible decision makers, and academic achievers. Students contribute in positive ways to their school and community.

Alturas Prep will promote and provide a safe teaching, working, and learning environment that fosters positive and productive learning. Students will be respectful of themselves and others as they learn and master skills of: self-awareness, self-management, social awareness, relationship management, and responsible decision making.

In the classroom, small group instruction and collaborative learning support the social and emotional health of each student and provide an emotionally safe environment conducive to learning. Social and emotional skills will be taught and modeled and all students will receive direct and explicit instruction focused on defining, teaching, and encouraging expectations for behavior of respect, responsibility, and safety for all settings within the school.

Supportive, respectful, and trusting relationships with the teachers and administrators will give students a feeling of belonging in the school. They will be more engaged. As students develop a strong web of relationships with adults and peers, they will have greater self-awareness, emotional competence, openness to challenge, and personal responsibility. Teachers and students will strengthen relationships as they express care, push each other to become better, provide support, treat one another with respect, enable all to have a voice, and collaborate to expand their horizons.

School-wide policies and procedures will ensure the emotional and physical safety of all students. Alturas Prep will provide annual and ongoing training for students in anti-bully and bully resistance, providing students the tools to recognize and reduce bullying behavior through the blending of positive behavior support and explicit instruction.

Annual professional development for all staff using research-based anti-bully/bully prevention techniques will be conducted providing teachers and staff with skills and

practical steps to take in responding to bullying, promoting the importance of building strong relationships within the classroom, and creating an environment of respectful diversity. Technology agreements will also be enforced to prohibit the use of technology for harassment, bullying, or other unsafe behaviors.

Policies will be published and enforced that define acceptable and unacceptable behavior for students and staff, including zero tolerance for weapons, violence, harassment, bullying, guns, use or sale of alcohol and drugs or any illegal activities.

The administration will establish a school-wide behavior intervention system that is comprised of behavioral intervention practices and organizational systems for establishing the social culture, learning, and teaching environment and individual behavior supports needed to achieve academic and social success for all students.

The culture at Alturas Prep encourages diversity of backgrounds and experience among members of the school community. Cultural awareness and understanding and inclusive practices will be infused into every aspect of school culture. Collaborative learning and inquiry-based learning are participatory by nature and will enable students to connect learning to their own lives while providing them with opportunities to make responsible decisions and build their interpersonal skills. Social learning will also integrate and reinforce social and cultural awareness.

Family and community partnerships will strengthen the impact of school approaches to extending learning into the home and neighborhood. Community members and organizations will support classroom and school efforts with the additional benefit of providing opportunities for students to refine and apply various social and emotional skills.

After-school activities will also provide opportunities for students to connect with supportive adults and peers. As students develop and apply new skills and personal talents, their self-perceptions, school connectedness, positive social behaviors, school grades, and achievement test scores will increase.

As an integral part of the social, emotional and physical well-being of our students, Alturas Prep will support and create a comprehensive health curriculum that provides students with the knowledge, attitudes, skills, and experiences needed for lifelong health. In addition, physical fitness instruction will focus on basic health (flexibility, strength, and endurance) and lifetime sports. Frequent opportunities will also be provided for students to participate in outdoor activities such as snowshoeing, skiing, fishing, hiking, biking, running, tennis, and golf.

School-based health and physical activity policies and programs will combine with an environment for social and emotional safety and stability to make a powerful contribution toward a well-rounded healthy future for students. All students will have the opportunity to attain their maximum educational potential and pursue a lifetime of social, emotional and physical health.

Behavior and Safety

Alturas Prep strives to provide a safe, supportive, and welcoming school for all students. School policies prohibit behavior that is unsafe, disruptive, or disrespectful toward others.

Guidelines have been developed for physical safety. These guidelines include, but are not limited to, the procedures for fire and evacuation drills, reporting unsafe equipment, methods for checking students in and out of school, notification of school closures and emergency information, and staff monitoring and supervision of student activity during the school day.

Alturas has adopted policies that meet all required city, state, and federal health, accessibility, safety, fire and building codes for public school. In addition, Alturas Prep has adopted a Student Discipline policy that outlines disciplinary action that may be taken against any student guilty of disobedience or misconduct including, but not limited to: absenteeism and truancy, cheating, hazing, harassment, intimidation, the use of tobacco, alcohol, drugs, and weapons, vandalism, or bullying in any form.

In addition to traditional disciplinary measures, The Student Discipline policy also outlines alternative disciplinary action which is “discipline other than traditional suspension or expulsion from school that is designed to correct and address the root causes of a student's specific misbehavior while retaining the student in class or school, or restorative school practices to repair the harm done to relationships and persons from the student's misbehavior.”

The discipline policy also delineates consequences for harassment, intimidation, and bullying, disciplinary policies for students on an IEP or Section 504, and consequences for gun and weapons possession. A nondiscrimination clause for student discipline as well as the notification procedure for school personnel, parents, and students has also been adopted as part of the Student Discipline policy.

The board will review this policy annually as well as additional policies related to student behavior and safety. (3295 Hazing Harassment, Intimidation, Bullying, Cyber Bullying; 3340 Corrective Actions and Punishment; 4320 Disruption of School Operations)

Extracurricular Activities

Extracurricular activities are crucial to the success of the IB program. Creativity, activity, service (CAS) is one of the three essential elements that every student must complete as part of the Diploma Program (DP).

Studied throughout the Diploma Program, CAS involves students in a range of activities alongside their academic studies. It is not formally assessed. However, students reflect on their CAS experiences as part of the DP.

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

- **Creativity** - arts, and other experiences that involve creative thinking.
- **Activity** - physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.
- **Service** - an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

In order to demonstrate these concepts, students are required to undertake a CAS Project. The project challenges students to:

- Show initiative
- Demonstrate perseverance
- Develop skills such as collaboration, problem solving and decision making.

CAS enables students to enhance their personal and interpersonal development by learning through experience. It provides for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work. CAS is an important counterbalance to the academic pressures of the DP.

Extracurricular activities that involve the arts and other creative experiences will include: music, drama, journalism (school newspaper), and debate. Service opportunities will be available through student government, key club, peer tutoring, and similar service organizations.

Students will be encouraged to create and develop additional extracurricular activities that meet their interests or the needs of the school, local, and global community.

Key Design Elements, Curricula, Tools and Instructional Methods

Key Design Elements

Alturas Preparatory Academy uses a mastery-based approach to education where students are taught in small groups at instructional levels using best practices. They work with partners and collaborate at high levels using analytical and critical thinking skills. As an International Baccalaureate (IB) school, Alturas Prep provides a rigorous education with an emphasis on personal development. Students are empowered to become lifelong learners, critical thinkers and compassionate, caring citizens in their local and global communities.

Curricula

Alturas Prep will establish all curricula as established by the International Baccalaureate Organization.

The **Middle Years Program (MYP)** is for grades 6-10 and comprises eight subject groups:

- Language acquisition
- Language and literature
- Individuals and societies
- Sciences
- Mathematics
- Arts
- Physical and health education
- Design

The MYP requires at least 50 hours of teaching time for each subject group in each year of the program. In years 4 and 5, students have the option to take courses from six of the eight subject groups within certain limits, to provide greater flexibility in meeting local requirements and individual student learning needs.

Each year, students in the MYP also engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups. MYP students in the 8th grade also complete a community project. And 10th grade students in the MYP will complete a personal project where they decide what they want to learn about, identify what they already know, discover what they will need to know to complete the project, and create a proposal or criteria for completing it.

Students in grades 11 and 12 will have the option of either the Diploma Program or the Career-related Program.

The **IB Diploma Program** curriculum sets out the requirements for study of the DP. The curriculum is made up of the DP core and six subject groups. Made up of the three required components, the DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills.

The three core elements are:

- Theory of knowledge, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- The extended essay, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- Creativity, activity, service, in which students complete a project related to those three concepts.

The six subject groups are:

- Studies in language and literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- The arts

There are different courses within each subject group.

The **Career-related Program (CP)** is a framework of international education that incorporates the vision and educational principles of the IB into a unique program specifically developed for students who wish to engage in career-related learning. The CP's flexible educational framework allows schools to meet the needs, backgrounds and contexts of students. CP students engage with a rigorous study program that genuinely interests them while gaining transferable and lifelong skills.

The CP is a three-part educational framework. It consists of:

- Courses from the IB's Diploma Program
- The CP core
- Career-related studies

Students complete at least two DP courses in any of that program's subject groups. DP courses provide and enhance the theoretical underpinnings and academic rigor of the CP.

The CP core components give context to the DP courses and the career-related study, drawing all aspects of the framework together. Through the CP core, students develop personal qualities and professional skills, as well as intellectual habits required for lifelong learning.

Alturas Prep's Teaching and Learning Style – Multi-Age & Student Centered

Alturas Prep will empower students to be successful in an ever-changing world. The “traditional” classroom and teaching methods of students completing assignments at their desks do not adequately prepare students for the 21st century workplace.

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

Alturas Prep believes in preparing students for the 21st century workplace by creating that environment in our classrooms – an environment and teaching methods that stimulate curiosity and inquiry in order to foster a spirit for learning. The multi-age, student-centered classroom does just that because students have the opportunity to mentor and teach other students, as well as learn from and be mentored by other students.

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

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

This process style provides many benefits, for example:

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

As students enter high school and begin preparing for their futures, their social-emotional needs become more complicated. High school environments carry the weight of turning kids into adults and giving them the opportunity to develop the skills necessary for their success into adulthood such as regulating emotions, making and evaluating decisions, and judging risk and reward. As part of our ongoing professional development, teachers and administrators will be regularly supported to teach teens with constantly changing moods and fears and create pathways to help students find their way. Through careful and deliberate planning, we will be able to help students through their growing pains and also create an environment that will help them understand and develop the abilities and professionalism that will support them in navigating life.

Students need to feel safe and supported by the administration, teachers, parents, and most of all by their peers. Key components of our educational model including multi-age classrooms, small group instruction, and project-based learning combined with our commitment to a strong, inclusive culture empowers all students and removes the barriers of popularity and social cliques. This requires thoughtful and constant attention to their emotional safety with frequent and clear communication with parents, families, and the school community. Anti-bullying programs will still be implemented, but they will be prepared for developing adolescents and the shift towards more emotional bullying evident in secondary education. Students will be taught how to recognize and develop healthy relationships. APA will have a school counselor who is trained to deal with adolescent issues. Teachers and administrators will also receive ongoing training to be strong mentors to the students, and every student will be assigned a teacher mentor that will continue with them throughout their high school experience.

Classroom management reflects all the attributes of the IB Profile: Caring, Thinkers, Communicators, Reflective, Balanced, Open-Minded, Risk-takers, Principled, and Inquirers. Without these attributes strongly in place, learning cannot be a primary focus. Safety for students is the highest priority by the staff. School leaders will emphasize the critical need for strong structures to be in place by clearly setting expectations and modeling the IB Profile and good citizenship. Teachers and administration authentically contribute to enlarging each student's perspective by teaching and demonstrating that building a strong community is their civic responsibility to the school and in life.

Strategies for Effectively Serving Special Populations

Special Education

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

Alturas Prep's Board of Directors will adopt the 2018 Idaho Special Education Manual with all subsequent revisions. Special education policies and procedures will be developed and implemented in accordance with the mandates of the Individuals with Disabilities Education Act (IDEA), other federal laws, and Idaho code. The Idaho Special Education Manual will also be used as a reference and guideline for developing individual education plans.

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

Alturas Prep will establish and implement an ongoing Child Find system to locate,

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

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

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

Alturas Prep will adhere to the guidelines and timelines outlined in the IDEA and Idaho Special Education Manual. As outlined in the Idaho Special Education Manual, an evaluation team – that includes (at a minimum) a special education teacher, a general education teacher, administrator, the student when appropriate and the parent and/or adult student – will review the information from the comprehensive evaluation to determine the student's eligibility for special education. These sources include, but are not limited to, general education interventions, formal and informal assessments and progress in the general curriculum. They will also include any and all referrals by parents and/or other adults including teachers, counselors or other school professionals as outlined in the Idaho Special Education Manual.

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

If during an evaluation process, the multi-disciplinary team determines the need for an evaluation by personnel not directly employed by Alturas Prep, such as a school psychologist, speech therapist, occupational therapist or other required experts not currently employed by the school, such evaluations will be contracted with a private provider. If the student qualifies for special education services and the subsequent Individualized Education Plan (IEP) requires the need for contracting with personnel not directly employed by Alturas Prep, then Alturas Prep will contract with the appropriate service

providers to provide IEP-related services (e.g., Speech and Language Pathologist, Occupational Therapist, Physical Therapists etc.).

Individual Education Plans

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

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

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

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

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

In addition, Alturas Prep will ensure access to charter school programs and activities, as required by the Americans with Disabilities Act (ADA) and the Family Education Rights

and Privacy Act (FERPA). Alturas Prep's building plan will permit access by students with disabilities. The school will provide transportation for special education students when the student's IEP requires it as a result of the multi-disciplinary team decision.

Child Find

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

Discipline

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

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

Students with disabilities who are subject to disciplinary actions are entitled to all of the due process rights afforded students without disabilities under Idaho Code 33-205 and state and local policies. In addition to these rights, the IDEA provides special education rights and additional discipline procedures to a student with a disability whom the district is removing from his or her current educational placement. Students with disabilities who have been suspended or expelled for more than ten (10) consecutive or cumulative

school days in a school year retain the right to a free appropriate public education (FAPE).

Non-Discriminatory Enrollment Procedures

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

LRE Requirements

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

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

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

Transfer Students

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

Gifted and Talented

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

English Learners (EL)

Alturas Prep will do the following for students who are English Learners (EL):

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

The following is the EL program eligibility criteria:

- Registration cards will include the question: “What is the primary language spoken in the home?”
- If a response is any language other than English, a survey will go home to the parents.
- If the survey comes back indicating that a student may be EL, the student will be given an English language proficiency test within 30 days of registration or within two weeks of entry into the school.
- If the student tests less than proficient on the English language proficiency test, then a letter will go home to the parents indicating that their child was identified as needing specific English language services. The parents will be given the opportunity to waive the services, if desired.
- If the parent does not waive the limited English proficiency services for their child, the student will be placed in a program of high-quality language instruction, including:
 - Formative assessments of phonological processing, letter knowledge, and word and text reading.
 - Focused, intensive small-group reading interventions for at-risk students that include phonological awareness, phonics, reading fluency, vocabulary, and comprehension.
 - High-quality vocabulary instruction throughout the school day with essential content words taught in-depth.

Section 504

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

Section 504 responsibilities:

- Student and Parent:
 - Be involved in suggesting accommodations.
 - Participate in Section 504 meetings.

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

Professional Development Plan

Leadership

Michelle Ball, Executive Director of Alturas International Academy (AIA), will also serve as Executive Director of Alturas Preparatory Academy, which will ensure that the transition between AIA and Alturas Prep is seamless, the mission and vision for our students is maintained and the integrity of the International Baccalaureate (IB) Program is guaranteed.

Brian Bingham, the current principal at Alturas, will assume duties as the high school principal, grades 6-12. He has three years of leadership experience at AIA and has embraced our unique teaching model and the International Baccalaureate program. He is a strong leader, adept at building relationships with people and mentoring adults, able to balance tough love with earned praise, fair and consistent, organized and prepared, and excellent listener and a visionary.

Mr. Bingham will continue to participate in professional development seminars and workshops which are an important part of developing and strengthening skills as a principal. IB leadership workshops provide hands-on scenario-based learning for new, established, and emerging leaders. Through these and other workshops, the principal will gain a deep understanding of effective leadership through demonstrations, guided interpretation of research findings and real-life examples led by highly experienced, knowledgeable IB educators. Opportunities for professional leadership development include understanding leadership, leading with a clear vision and strategy, leading

through an understanding of culture and context, and leading for effective teaching and learning.

The principal will be equipped to do the following:

- Create a vision that maximizes personalized teaching and learning.
- Model professional learning by empowering staff to lead, learn, fail, and repeat.
- Make anytime, anywhere learning a reality.
- Advocate for the use of multiple strategies to meet the needs of diverse learners.
- Work with community partnerships to share a vision for student learning.

As the principal at Alturas Prep, he will be empowered to create a culture of innovation that brings together students, teachers, administrators, parents, and the community to share a vision for an improved learning experience.

Roles and Responsibilities of Administrators

Alturas Prep has outlined the following roles and responsibilities for the administrator(s):

- Oversee budget development and expenditures
- Organize and purchase all testing for MSES Goals
- Organize testing and distribute all reports from data from MSES Goals
- Organize testing and distribute all reports for NWEA Goals
- Prepare and submit reports to Bluum
- Develop clear and open communication with Idaho Charter School Commission staff
- Prepare a wide variety of materials/reports for the purpose of documenting activities, providing written reference, and/or conveying information
- Present information (budget overviews, accounting processes, etc.) for the purpose of communicating information, gaining feedback and ensuring adherence to established internal controls (the Board)
- Keep a track record of all the school expenditures and ensure that the purchase of materials and other relevant activities take place within the assigned budget
- Oversee Special Education reports
- Maintain the inventories related to the school materials
- Oversee the lunch and transportation programs
- Have adequate substitutes for teachers in case of illness or personal leave
- Ensure report cards are available for teachers for grading
- Oversee Infinite Campus
- Compile and present all records and reports as requested by the Board
- Develop clearly understood procedures and provide regular drills for emergencies and disasters
- Coordinate support services—custodian, lunch program, transportation, library
- Provide office support
- Prepare and manage the school budget
- Prepare or supervise the preparation of reports, records, lists, student information, etc...

- Participate in IEP meetings, as LEA/District representative with knowledge of available resources/funding for needed individual student education plans
- Is responsible for the administration of district and state testing programs
- Is responsible to organize standardized testing
- Is responsible for the safety of the students
- Maintain high standards of ethical behavior and confidentiality of student information and records
- Ensure maintenance of school buildings and safe usage of various facilities, utilities and other relevant school property
- Develop a policy and procedure manual and handbook with Executive Director
- Be liaison with the IB towards the eventual recognition of becoming a MYP and DP/CP school
- Daily support of teachers for small group, whole group, and general classroom management
- Conduct teacher evaluations with support from Executive Director
- Communicate with PTT for ongoing support and activities
- Facilitate with Executive Director staff meetings
- Assist in fundraising to secure chrome books and grants for additional needs for new building
- Promote creativity and innovation in the use of researched based teaching methods to achieve excellence
- Develop professional workshops
- Promote creativity and innovation in the use of researched based teaching methods to achieve excellence
- Develop, motivate, and lead staff to achieve high professional standards
- Ensure a consistent and continuous focus on school wide assessment and achievement using data and benchmarks to set, monitor, track and evaluate individual student progress
- Support teachers with Executive Director in reviewing and evaluating classroom practices and exploring improvement strategies that aims for outstanding learning and teaching
- Set a goal of high standards and be a mentor to faculty and staff of these standards
- Create a strong foundation for the school by establishing deadlines for duties and ensuring they are accomplished in a timely manner.

Teacher Recruitment

Teacher performance is measured by their ability to improve student academic growth, their growing expertise in diversification teaching, and how they work together to create innovative lesson plans.

Alturas Prep believes that when it comes to student learning and achievement, the influence of the teacher has the most impact. Alturas Prep will make every effort to assure only highly qualified and effective teachers that embrace the educational and

instructional philosophies (e.g., project-based, instructional-level teaching) of the school are retained. As a result, teachers at Alturas Prep will undergo an annual evaluation procedure that ensures that project-based effective instruction is occurring. The evaluation procedures will fulfill the requirements of Idaho Code and will be based on Charlotte Danielson's "Framework for Teaching" which includes: Planning and Preparation; Learning Environment; Instruction; and Professional Responsibilities. Informal administrative walk-through observations will also be employed as a method of collecting reflection data for administration and teachers.

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

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

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

social or economic status, disability, or special needs. This policy will prevail in all matters concerning staff, students, the public, educational programs, and employment practices.

Teacher Quality and Professional Development

Background Checks

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

Professional Codes and Standards

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

Additionally, Alturas Prep has adopted the following job description and list of expectations for teachers:

- Teaches and educates students according to guidelines provided by the International Baccalaureate (IB) and the Idaho State Common Core
- Plans, prepares and delivers lessons at instructional levels, mainly in small group instruction
- Teaches and educates students according to the educational needs, abilities and attainment potential of individual student's academic level, mainly in small group instruction
- Plans and prepares project-based units with the International Baccalaureate as the foundation
- Creates a strong classroom community using the International Baccalaureate Learner Profile
- Promotes the academic and social progress and well-being of individual students, groups of students and the community of the classroom
- Provides guidance and advice to students on educational and social matters
- Supports and encourages students in standardized testing
- Participates in facilitating project-based learning presentations school wide at least three times a year
- Maintains strong classroom and school discipline among students and safeguarding their health and safety at all times
- Analyzes data, assesses, records and reports on the development, progress, academic achievement and behavior of students
- Utilizes data following a careful review and effectively administers interventions
- Provides continual feedback to parents on their child's progress and needs

- Communicates, consults and co-operates with other members of the school staff and parents to ensure the best interests of all students
- Organizes the classroom and learning resources in a constructive and orderly manner
- Maintains a well-organized, clutter free, clean and orderly classroom
- Organizes and takes part in school events, outings and activities which will take place on Fridays and in the evenings
- Participates in developing community service projects school wide and in the classroom
- Builds strong relationships in the community and creates connections for the benefit of the school and community
- Researches and understands the International Baccalaureate philosophy and curriculum at high levels
- Keeps up to date with changes and developments in the Middle Years, Diploma and Career Programs curriculum
- Reviews and evaluates one's own teaching and learning strategies and methodologies
- Nurtures a culture where teachers see themselves essentially as facilitators of learning
- Advises and collaborates with the leadership team and other teachers in the preparation and development of the MYP, DP and CP curriculum, teaching materials and methods of teaching and assessments
- Collaborates with colleagues and writes curriculum to support the IB curriculum
- Contributes to professional development planning
- Participates in professional development, staff, group or other meetings related to school curriculum and community
- Ensures ambitious standards of professional practices and quality of teaching and learning of the subjects through collaboration, participation in the leadership team and reciprocal peer review and reflection of teaching
- Researches and writes grants in order to improve technology and foster educational excellence. Teachers have the potential to receive a 10% commission of awarded grant monies.

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

Professional Development

Alturas Preparatory Academy is committed to ongoing professional development for its teachers and staff. The major focus in teacher development is on mentoring, and there

are high levels of mentoring by the administration. Experienced teachers also serve as instructional coaches and collaborate with their peers as mentors. As new teachers are hired, there is a strong emphasis on orientation, centered on the specificities of the charter. Alturas Prep has developed an instructional handbook of teaching practices and methods that the instructors will be expected to incorporate into their teaching. The four-day school week will allow teachers to spend Fridays collaborating, learning and sharing new methods or strategies with one another.

Training will include, but is not limited to the following areas:

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

Much of the professional development will focus on the International Baccalaureate training. This will be accomplished through webinars, online workshops and collaborating with other schools to bring in IB trainers to our school. Alturas Prep will also send some of its teachers to IB workshops being offered throughout the country.

Face-to-face IB workshops provide 15 hours of professional development across two-and-a-half days. This offers the opportunity for sustained focus on professional growth and development. Face-to-face workshops also provide collaborative learning experiences, opportunities to network and share best practices with peers, regional and global perspectives, and personal interactions with colleagues.

Participatory Leadership

The IB program is built on the foundation that everyone involved in the school - teachers, staff, students, parents and the board - is a community of learners and leaders that support everyone's improvement and growth.

The Executive Director, Administrator, and IB Coordinators will make up a leadership team that will support the teachers on a daily basis. They will be actively engaged in classrooms supporting small group instruction and teachers' unique concerns about their instruction and classroom management. The leadership team will give helpful feedback to teachers to improve classroom management and academic learning.

A teacher will also be evaluated by a student's growth, and therefore, the analyzing of data and support in small group instruction is imperative. The culture that will be created will encourage teachers to feel confident and to express concerns and doubts, and both support and resources will be given to them to help them succeed. Collaboration in writing curriculum is essential in the IB program, and teachers will share their unique talents and gifts so the community mutually benefits and has a wealth of knowledge and support.

The entire staff will work as a team to support teachers, students, and the leadership team in a safe environment to build a community of lifelong learners. Everyone at Alturas Prep will be empowered to share ideas and lead projects because the combined knowledge and ideas of everyone makes a better and stronger organization.

Section II. Financial and Facilities Plan

Fiscal Philosophy and Spending Priorities

The Board of Directors is very careful and thoughtful in determining the best way to maximize our dollars. We recognize the need and the responsibility to make every dollar count, which we have demonstrated as a governing board for Alturas International Academy (AIA). As we discuss and determine how all funds will be spent, we focus on how we can maximize the effectiveness of the student's overall learning experience. We have a unique and innovative learning model at Alturas Prep, and we must have committed leaders and teachers who embrace and execute that model. We recognize the responsibility we have to value and wisely use each tax dollar as we support, educate and empower students at Alturas Prep to become principled and intellectual leaders.

It is extremely important to have a business manager that fully understand the State's processes in requesting and receiving funds. It is critical that reports are prepared accurately and submitted timely and that all funds are spent appropriately. With this understanding, we have a commitment from Marc Carignan to be ~~our~~ the business manager for Alturas Prep. As CFO of BLUUM, he manages several schools' finances across the state and has a deep understanding of how the Idaho School System operates. The Board of Directors works closely with him at AIA, and we have established a great working relationship.

We are extremely confident in our budget projections. We maintain a conservative and realistic approach to our financial plans. We successfully exceeded all of our projections at AIA and will do so at Alturas Prep with the same conservative projections.

Transportation and Food Service Plans

Transportation

Alturas Prep will offer transportation services for students from the initial opening of the school for students in the primary attendance area. This is to ensure that lack of transportation will not negatively affect students for whom transportation may be a barrier to attendance. These services will be provided by a contractor.

Alturas Prep has contacted a local transportation company, Teton Stage Lines. This company also contracts with Alturas International Academy (AIA) as well as other schools in the area and is also on the Department of Education, Division of Student Transportation "Bid List." This company enjoys working with charter schools and has a strong working relationship with AIA. They offer several options and flexibility and will

accommodate longer bus route. Families that live on the edge of the primary 15-mile radius attendance area and choose to attend Alturas Prep will be made aware of the bus route. See Appendix F1 for the letter of intent from Teton Stage Lines.

School bus mileage costs will vary per mile, for example, \$4.00 to \$5.00 per mile based upon the numbers of miles run, with the lower the mileage the higher the rate per mile.

To be eligible for transportation services, students must reside within the primary attendance area of Alturas Prep, and students must reside more than one and one-half miles from the school.

Alturas International Academy has worked with Teton Stage Lines since 2016 and, based on their experience, the large enrollment area will have no negative impact on the funding reimbursement made available for transportation. It was mentioned that busing is always encouraged, as it is the safest way for children to get to school. Many areas of the state bus children over a large geographical area. Calculations will be made according to the average cost of transporting students and provided as reimbursement to contracted busing service provider.

In accordance with Idaho Code, students who live less than one and one-half miles from the nearest established bus stop must provide their own transportation to the bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and nearest public road to the nearest door of the building or the bus stop, as the case may be. Alturas Prep may transport any student a lesser distance when in its judgment, the age, health, or safety of the student warrants it.

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

Transportation planning will be reconsidered yearly as dictated by student enrollment, the need and/or demand for transportation services, and financing. Transportation for students with special needs will be provided in accordance with requirements of state and federal law. The service may be contracted following the transportation bidding process as per Idaho Code.

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

Food Services

Alturas Prep will hire a food and nutrition specialist to provide lunch in accordance with federal requirements. The Board will approve policies for determining eligibility of students for free and reduced-price meals. The availability of free and reduced lunches will be made known to parents through a variety of notifications. Verification reporting and record-keeping will be filed with the Idaho State Department of Education in accordance with state and federal law.

Financial Management and Monitoring Plan

Financial Management

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

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

Alturas International Academy has had a commitment from Bluum Chief Financial Officer, Marc Carignan, as the business manager since its opening in 2016. Marc will also serve as the business manager for Alturas Prep to meet all of our budgeting and financial needs.

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

Operating Budget

The Board of Directors will prepare and maintain a budget in accordance with the requirements set forth in Idaho Code 33-801 and the rules promulgated by the Idaho State Board of Education. Projected budgets have been provided with the petition for Alturas Prep, but a final budget will be presented at a public hearing in June 2021 prior to the opening of Alturas Prep that fall. The budget will be delivered to the Idaho State Department of Education as required by law on or before July 15. Copies of the budget will be published publicly on the Alturas Prep website. The budget will be prepared, approved and filed using the format approved by the Idaho Financial Accounting Reporting Management System (IFARMS).

Income Sources

Alturas Prep will rely upon the following funding sources: (1) state allocation per pupil; (2) federal start-up grants; (3) private grants; (4) business partnerships; and (5) private donors. Alturas Prep has been in regular contact with Terry Ryan (Bluum) who has expressed intent to provide financial support through the J.A. and Kathryn Albertson Family Foundation for the first five years as we build our enrollment. APA is seeking conditional approval of the charter contingent on the JKAFF grant. See Appendix F6.

Alturas Prep has continuing communication with Building Hope who intends to purchase our building and remodel it to fit our needs. They will then lease the building to Alturas Prep at a very affordable rate. Alturas Prep has identified other potential sources for additional funding, ~~and will engage in grant writing to prepare a proposal~~ We are currently writing a proposal for the Idaho Federal CSP Grant, pending approval of the school by the authorizing chartering entity. This grant, for \$800,000 to \$1.2 million, will pay for curriculum, technology, and furniture.

Working Capital and Asset

Alturas Prep will seek out founders and donors as we get closer to our opening date. However, we are not dependent on having to obtain additional funds to open the school.

Fundraising

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

Members of the organizing group have experienced great success in the past with various fundraisers at Alturas International Academy. Alturas Prep looks forward to utilizing their talents and efforts upon approval. ~~In one such event, more than \$20,000 was raised through a 5K Fun Run. In another, a golf tournament raised more than \$10,000.~~ AIA has raised over \$318,000 in its four years of operation through board donations and various fundraisers, including a 5K Fun Run and a golf tournament.

Alturas Prep intends to make fundraisers, such as the race and golf tournament, yearly events.

Alturas Prep ~~intends~~ plans to implement a program seeking parental and community incremental donations to supplement per-pupil allocations. This type of program is used by Sage International, called Mind the Gap. ~~Discussions are underway for how best to execute this.~~ The board's development committee is currently putting together a strategic fundraising plan which will be launched upon approval of the charter.

Purchasing

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

All of the equipment, supplies, and furniture that was used in grades 6-8 will remain at AIA for use in K-5. The MYP (6-8) curriculum will be purchased by Alturas Prep using appropriate and documented purchasing and procurement procedures.

Payroll

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

The only anticipated position where personnel will be shared between AIA and APA is in the training of a new office manager for APA. Any shared personnel/services will be documented by a contract/memorandum of understanding. Any job training and/or mentoring positions will be paid as a stipend from one school to the other.

Facilities Plan

The proposed enrollment for Alturas Prep in its first year of operation is 281 students with projected enrollment to increase to 576 students by 2025 which requires a minimum of 55,000-60,000 square feet for the school building. Our budget will support a \$9.75 million facility with an estimated purchase price of \$3 million and a 70,000 square foot remodel at \$6.75 million.

~~We are~~ APA is working closely with Building Hope and ~~have~~ has two concrete facility options.

Option 1:

Former Sears building at the Grand Teton Mall, 2300 East 17th Street in Idaho Falls. This building is located in District 91 and within a short distance of District 93 boundaries. It is centrally located between all three districts in our attendance area and is easily accessible to students from District 60 (Shelley). The approximate square footage is 70,000, and this location also provides ample parking. ~~We are~~ Building Hope is currently finalizing negotiations with an anticipated purchase price of \$2.9 million.

Option 2:

Former office building for the Grand Teton Council of the Boy Scouts of America, 3910 South Yellowstone Highway in Idaho Falls. This building is located in District 91 and is easily accessed by all students in the attendance area. The building adjoins the BSA facility that Alturas International Academy leased in 2016-17, its first year of operation. ~~We have~~ Building Hope has an agreed purchase price of \$3,000,000. The approximate square footage is 60,000.

See Appendix A5 for Facilities Options

Building Hope will ~~initially acquire~~ purchase the building, and Alturas Prep will lease from them for the first 5 years as we build up our enrollment. See Appendix F8. ~~We~~ APA will purchase the building from Building Hope in ~~5 years~~ year 6.

The building will be remodeled to meet our educational needs, within a budget that will allow us to design a school that fits our educational program. Our facilities will include the following:

- approximately 40 flexible laboratory/classrooms where students can move seamlessly from instruction and review in the classroom area, to investigation in the laboratory area and back to the classroom area for discussion.
- Collaborative areas (commons areas) outside the normal laboratory/classroom area for inter-disciplinary learning and discussion.
- Media Center
- Music Rooms for band/orchestra and vocal music
- Art room
- Cafeteria
- Performance stage and gymnasium

Section III: Board Capacity and Governance Structure

Description of Governance Structure

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

The Board of Directors will serve as the public agents who govern Alturas Prep. There will be not less than 5 nor more than 15 members on the Board of Directors. The Board of Directors for Alturas International Academy (AIA) will also serve as the Board of Directors for Alturas Preparatory Academy, which will provide continuity in governance and oversight of the complimentary mission and vision for both schools. The board will continue to recruit and develop new and replacement board members consistent with the historical practices of AIA in order to ensure continuity of governance and avoidance of "founder's syndrome."

The Board of Directors has hired Michelle Ball as the Executive Director for Alturas Prep. The Board has approved both a job description and an evaluation plan for this position. The Executive Director will be held accountable to the board based on mutually agreed upon expectations. The annual goals and roles and responsibilities are clearly defined and established, and the annual performance evaluation is a tool for accountability, progress assessment, discussion and support.

The Board of Directors has a great relationship of trust, shared vision, and open communication with the Executive Director, which creates a constructive partnership on behalf of teachers, students, and the overall academic achievement of the school.

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

- Securing adequate and appropriate board leadership training including, but not limited to, training on academic, financial, and operational oversight, governance, recruitment, and strategic planning.
- Monitoring and assessing the school's compliance with the provisions of its charter under the Idaho Public Charter School Act, Chapter 52, Title 33, Idaho Code.
- Aiding in the business operations of the school, including the procurement of funding and ensuring operation of the business in accordance with the requirements of the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho Code.

- Maintaining entity records in accordance with Idaho public record laws, including keeping accurate meeting minutes, complying with public access requirements, and fulfilling any Freedom of Information Act requests for other records in accordance with the requirements of that act.
- Holding meetings which follow open meetings law, including the posting of agendas at least 24-48 hours in advance, quorums, executive session procedures, board meeting frequency, etc.
- Meeting as necessary, with one meeting serving as the annual meeting of the corporation.

In addition to the duties taken on by board officers, the Board of Directors will establish committees to ensure appropriate governance and oversight in all areas of responsibility. See Appendix F2 for Descriptions of the Role of Officers and Board Committees.

Governance of Separate LEAs

Most schools in the state of Idaho are governed by a single board overseeing the operation of multiple schools. Recognizing that LEAs are each considered a separate district, the probability of conflicting interests between a primary charter LEA and a secondary charter LEA is no greater than that of conflicting interests between an elementary school, a middle school, or a high school within a traditional district, the operations of all of which are overseen by the same board of trustees.

Although the initial makeup of the board for APA consists of the board of AIA, each school will be operated independently in accordance with the requirements of Idaho law including separate board meetings and separate financials. Importantly, this means that each school's board will conduct separate meetings to address the business of that school. While conducting the business of one school, the focus will be on the best interest of that school. Because the financials are independent, there is little to no risk of a conflict between the interests of one versus the interests of the other. In addition, to further alleviate concern or risk of potential conflict, and in an effort to ensure that the interests of one school do not impact the business decisions of the other, a separate member of the board can be provided executive oversight responsibilities for each school and be tasked with ensuring that the boards' decision making processes are maintained free of conflicts.

Board Member Qualifications

The Board of Directors for Alturas Preparatory Academy, which is the same governing board for Alturas International Academy, share a passion for progressing education in our community through the proper execution and expansion of our model. Members of

the Board not only have the vision, but also the diverse experience and skills to effectively govern. Board officers include an attorney serving as legal counsel and as board chair, an international educator serving as president, a former administrative assistant to the CEO of a multibillion-dollar corporation serving as secretary and policy manager, and a financial and real estate professional serving as treasurer. Additional board members include educators from the elementary to college level, education policy specialists, those with political experience, Ph.Ds., community volunteers and parents. These members all have previous board experience with AIA and oversee financial oversight, strategic planning, academic performance, governance, development and public relations.

Seat 1 – Term: 07/18-07/21

Jared Allen, Board Chairman

Attorney specializing in regulatory compliance matters; directly involved in public charter school governance since 2015

Seat 2 – Term: 07/19-07/22

Candise Gilbert, President; Academic Excellence Committee

Local and international English teacher and administrator; played key role in the establishment of Alturas International Academy; board member since 2015

Seat 3 – Term: 09/18-07/20

Jaime Mayo, Board Member; Development Committee – Grants

Adjunct college professor; experienced grant writer

Seat 4 – Term: 07/18-07/21

Christine Ogden, Secretary; Governance Committee

Executive assistant to CEO of successful global marketing company; public charter school board member since 2015; assisted in the successful transition from a founding to a governing board

Seat 5 – Term: 07/19-07/22

Collin Hunter, Treasurer; Finance Committee

Business, finance, and banking experience since 2006; owns and operates real estate investment company

Seat 6 – Term: 11/19-07-20

Jeff Carr, Board Member; ~~Public Relations Committee~~ Development Committee – Public Relations

Senior Director of External Affairs and Director of Public Relations; communications specialist

Seat 7 – Term: 07/18-07/21

Lee Stimpson, Board Member; Development Committee – Fundraising

Director of Accreditation for College of Eastern Idaho; dedicated to high quality education

Seat 8 – Term: 07/19-07/22

Callie Hatch, Board Member; Strategic Planning Committee

Volunteer in education as a literacy tutor for 20 years; strong organizational and writing skills; charter school board member since 2017

Seat 9 – Term: 07/17-07/20

Vacant

Seat 10 – Term: 07/18-07/21

Kevan Weaver, Board Member

Engineer/scientist/manager specializing in the development, design, and deployment of advanced nuclear energy systems; charter school board member since 2018

Transition Plan

The Board of Directors for Alturas Preparatory Academy is the same governing board for Alturas International Academy. As an established board, the transition from founding to the work of governance has been completed, and the board is fully functional as a governing entity. Ongoing training will ensure continued strength and improvement in governance and in consistent stewardship of the mission and vision of Alturas Prep. None of the current board members intends to ~~the~~ apply for a paid position at the school, and all of the current board members will continue to serve in a governing capacity.

Board Member Recruitment and Training

Recruitment

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

The Board members will make every attempt to include a balance of skills and vocations on the Board as new members are determined in accordance with the procedures set forth in the Restated Bylaws. Desired skills and vocations include, but are not limited to, legal expertise; financial/accounting expertise; education expertise

including administration, instruction, and special education; and business operations expertise. To that end, the Board will organize from within its membership a Recruiting Committee tasked with identifying potential new board members. Alturas Prep will also seek to identify potential successor board members by polling members of the Parent-Faculty Association and through publicly available publications. The Board will maintain a list of potential future board members.

In addition to identifying potential future board members, the Recruitment Committee will be tasked with: assessing the skills, experience, and expertise of the existing board to identify gaps; evaluating potential future board members against identified needs; extending invitations to potential board members to run for vacancies, and establishing an orientation program to assist new directors in becoming familiar both with Alturas Prep and the responsibilities of board members. The orientation will include an Alturas Preparatory Academy Governing Board Training Handbook which details information on board structure and responsibilities, an overview of the mission and vision of the school, and additional instruction with regard to policy, strategic planning, oversight and additional guidance using best practices in governance.

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

Training

The Board of Directors for Alturas Prep, as a governing entity for Alturas International Academy, has participated in leadership training through the Idaho School Boards Association (ISBA) and through Board on Track www.boardontrack.com. Training was received in school finance, ethics, school governance, academic excellence, and strategic planning.

Upon approval of Alturas Prep's charter, the Board will evaluate its needs relative to ongoing training using a combination of webinars and additional online resources, not limiting ourselves to one source. We will identify best practices for governing boards as we address our particular needs to train current and new board members and to stay abreast of relevant new developments.

Each meeting of the Board of Directors will include flexible options for governance training. Such training may include in-meeting instruction or pre-assigned webinars, both of which will provide opportunities for discussion and self-reflection. The Governance and Recruitment Committees will work together to prepare and present training, and the Recruitment Committee ~~with~~ will work with the Parent-Faculty Association to provide opportunities for stakeholders to provide feedback to the board. More detailed and in-depth training will also be given at the annual Board of Director's Leadership Retreat.

Section IV: Student Demand and Primary Attendance Area

Primary Attendance Area

The proposed location of Alturas Prep is within the boundaries of Idaho Falls School District 91. The Primary Attendance area is comprised of Idaho Falls School District 91, Bonneville School District 93, and Shelley Joint School District 60. The existing outer boundaries of the aforementioned school districts will be used as the boundaries of the primary attendance area of Alturas Prep. See Appendix F3 for Attendance Area Map

In the Alturas Prep enrollment area, there are roughly 27,000 students. This number includes approximately 1600 students that are enrolled in public charters and private schools. (Numbers were taken from most recent available data on individual school district websites.) Approximately 8200 of those students are in grades 9-12. Based on current statistics, those numbers are expected to increase.

According to Jason Grider, owner of Grider & Peterson Real Estate in Idaho Falls:

- Most sources show a 1% annual growth rate in population in the last 8 years, which is slightly higher than the national growth rate of around 0.7%. In the last three years, Idaho Falls has grown slightly faster, between 1.5-1.8%. The current population of Idaho Falls, since 2000, is up approximately 19%, with a growth rate of 1.26% in 2019.
- The average age in Idaho Falls is 32.6 years. This is three years under the state average, typically indicating that we have more children in our community.
- The average household income varies per source around \$60,000 for homeowners and \$45,500 overall. Point2Homes shows that full-time employment in Idaho Falls is split between 61% white collar and 39% blue collar. The Job Growth estimate in 2019 is between 2.5% and 3.2%. The national job growth was 0.5% over the same period.
- If the INL follows through with the jobs projected in the next 10 years, income, population and education levels in the area are projected to accelerate. Some feel it will double our current growth rates.
- The average sales price for homes sold in Bonneville County is \$250,000, up from \$189,000 in 2015.

Local districts either did not know or would not tell us how their current enrollment compares to their capacity. However, District 93 recently built a new high school to accommodate population growth and passed a bond allowing a new middle school to be built. According to data on page 7 of an online report by Dejong-Richter, 15 of 18 schools in District 91 are at or above capacity, three of which are at 138% or more of capacity, and enrollment numbers at the high school level are expected to increase by 6% over the next 5 years. http://www.dejongrichter.com/ifschools/wp-content/uploads/sites/29/2019/03/Background_Report_Updated_IF1.pdf

Student Demand

As an International Baccalaureate school, Alturas International Academy (AIA) has been highly successful in attracting and educating students in grades K-8. There is currently no pathway for these students to continue their IB education. Alturas Prep will provide a smooth transition for current AIA students while attracting additional students in the community who are seeking a more rigorous education. While the district AP program offers a curriculum representing college courses, the IB program offers an integrated, multi-year, cross-disciplinary program. The IB program combines rigorous academic content with a focus on the development of critical thinking and global awareness. The result will be an increased number of students in southeast Idaho graduating and attending college, and beyond this, the creation of a community of lifelong learners.

Demographics

The Alturas Prep facility will be located within the city boundaries of Idaho Falls. According to the most recent census, the population of Idaho Falls, which has the largest population in our attendance area, is estimated at 61,535.

<https://worldpopulationreview.com/us-cities/idaho-falls-id-population/>

According to the most recent American Community Survey (ACS) and the Idaho SDE website <https://idahoschools.org/schools/1385/profile>, the demographic breakdown and comparison is as follows:

	<u>Idaho Falls</u>	<u>Alturas Prep*</u>
White	88.10%	89.2%
Multiracial	2.99%	3.8%
Asian	1.32%	.7%
Black/African American	.77%	.0%
Native American	.67%	.4%
Native Hawaiian/Pacific Islander	.10%	.0%
Hispanic or Latino/Other	6.05%	6.0%

*Data is from Alturas International Academy. It is anticipated that the demographics of AIA will be mirrored at Alturas Prep.

Academic Data

Students currently enrolled at Alturas International Academy, future Alturas Prep students, consistently scored higher on the Idaho Standards Achievement Tests than their peers in the Alturas Prep attendance area.

2018-19 ISAT Results

Grade	Subject	Alturas	District 91	District 93	District 60	State Avg
6th	Math	49	41	49	39	44
	ELA	59	53	58	47	56
7th	Math	62	46	42	32	47
	ELA	75	59	60	46	58
	Science	57	53	55	48	N/A
8th	Math	41	37	39	25	42
	ELA	58	53	59	47	54

www.idahoschools.org

Enrollment Demand

Demand for an education at Alturas K-8 has increased each year since opening in 2016.

2016-17:	Enrollment	280	Waiting List	55
2017-18:	Enrollment	409	Waiting List	250
2018-19:	Enrollment	466	Waiting List	436
2019-20:	Enrollment	562	Waiting List	494
2020-21:	Projected enrollment	576 594		
	Current lottery <u>Wait List</u>		674 (for 64 K seats and 10 openings in 1-8)	<u>624</u>

Until enrollment for the 2021-22 school year begins in April 2021, we will not have total enrollment and wait list numbers for our expansion into the 9th and 10th grades; however, a survey of Alturas parents indicated that over 94% would like their children to continue their Alturas/IB education at Alturas Prep.

Student Population

The majority of students attending Alturas Prep will come from Alturas International Academy. In the first year of operation, grades 6-8 from AIA will relocate to Alturas Prep, and expansion will begin for 9th and 10th grades. Continuing demand for an IB education combined with a community-wide marketing promotion for Alturas Prep will attract additional high school students from the community.

Alturas Prep anticipates that 10-15% of students will require special services. This is consistent with the number of special needs students at AIA. Staffing plans will also be consistent, and the educational program at Alturas Prep – teaching in small groups at instructional levels – best addresses the needs of all students. As outlined in the

Educational Program, Alturas Prep will plan and budget to hire or contract with highly qualified special education teacher(s) to meet the needs of students with intellectual disabilities and autism, English Language Learners, Gifted and Talented Learners and those with any other unique needs.

Enrollment Capacity

Grades	2021-22	2022-23	2023-24	2024-25	2025-26	<u>2026-27</u>	<u>2027-28</u>	2028-29
6	64 <u>74</u> *	96	96	96	96	<u>96</u>	<u>96</u>	96
7	64 <u>74</u>	64 <u>74</u>	96	96	96	<u>96</u>	<u>96</u>	96
8	64 <u>70</u>	64 <u>74</u>	64 <u>74</u>	96	96	<u>96</u>	<u>96</u>	96
9	64 <u>70</u>	64 <u>70</u>	64 <u>74</u>	64 <u>74</u>	96	<u>96</u>	<u>96</u>	96
10	25	64 <u>70</u>	64 <u>70</u>	64 <u>74</u>	64 <u>74</u>	<u>96</u>	<u>96</u>	96
11	---	25	64 <u>70</u>	64 <u>70</u>	64 <u>74</u>	<u>74</u>	<u>96</u>	96
12	---	---	25	64 <u>70</u>	64 <u>70</u>	<u>74</u>	<u>74</u>	96
Total	281 <u>313</u>	377 <u>409</u>	473 <u>505</u>	544 <u>576</u>	576 <u>602</u>	<u>628</u>	<u>650</u>	672

*Alturas International Academy petitioned for additional seats in grades 6-8 for 2020-21 which required an adjustment in the enrollment numbers for APA.

In the fall of 2021, grades 6-8 will move from Alturas International Academy to Alturas Prep. Students in 5th-8th grades at AIA in 2020-21 will become the 6th-9th graders at Alturas Prep. In addition, twenty-five seats will be available for former 8th graders in 2019-20 to return to the Alturas program as 10th graders and/or for students in the general community to attend Alturas Prep.

Alturas International Academy (K-5) will expand to 96 seats per grade in 2021-22. This expansion will flow into Alturas Prep as a gradual enrollment increase starting in 6th grade in 2022-23. For more detail see Appendix F7.

The following table shows the enrollment growth for Alturas Prep with conservative attrition built in. This is based on what was learned studying the attrition rates for Sage International Charter School in Boise balanced with the understanding that there are no competitive programs in Idaho Falls. A high percentage of the initial year enrollment is expected to be the 5th, 6th, 7th, and 8th graders from AIA who will have the charter transfer lottery preference. While we are asking for approval of the Enrollment Capacity table presented above, our budget is based on the much more conservative enrollment shown below.

Enrollment Used for Budgeting

<u>Grade</u>	<u>2021-22</u>	<u>2021-22 Breakeven</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25 Sustainability</u>	<u>2025-26</u>	<u>2026-27</u>	<u>2027-28</u>
<u>6</u>	<u>64</u>	<u>64</u>	<u>96</u>	<u>96</u>	<u>96</u>	<u>96</u>	<u>96</u>	<u>96</u>
<u>7</u>	<u>64</u>	<u>64</u>	<u>64</u>	<u>96</u>	<u>96</u>	<u>96</u>	<u>96</u>	<u>96</u>
<u>8</u>	<u>64</u>	<u>60</u>	<u>64</u>	<u>64</u>	<u>96</u>	<u>96</u>	<u>96</u>	<u>96</u>
<u>9</u>	<u>54</u>	<u>46</u>	<u>60</u>	<u>58</u>	<u>58</u>	<u>86</u>	<u>86</u>	<u>86</u>
<u>10</u>	<u>15</u>	<u>0</u>	<u>46</u>	<u>54</u>	<u>52</u>	<u>52</u>	<u>77</u>	<u>77</u>
<u>11</u>	<u>---</u>	<u>---</u>	<u>0</u>	<u>41</u>	<u>49</u>	<u>47</u>	<u>47</u>	<u>77</u>
<u>12</u>	<u>---</u>	<u>---</u>	<u>---</u>	<u>0</u>	<u>37</u>	<u>44</u>	<u>42</u>	<u>42</u>
<u>Total</u>	<u>261</u>	<u>234</u>	<u>330</u>	<u>409</u>	<u>484</u>	<u>517</u>	<u>540</u>	<u>570</u>

Based on our budgeting and forecasting, Alturas Prep is planning to be sustainable in year 2024-25 with an enrollment of 484. This is a robust middle school ($96 \times 3 = 288$) and a modest high school population of 196. AIA has proven that it has no problems filling grades K-8; the majority of the students at APA will be 6-8.

The Alturas charter school model is unique to the local area schools and is different from any of the educational offerings throughout the state. The enrollment projections for APA are based on a consistently increasing demand for an Alturas education in addition to the following factors:

- Educational Model

We have created a model that is a successful change in education and is unique to the Idaho Falls area and to the state of Idaho. The foundation of our educational philosophy is small group instruction at instructional levels in a multi-age environment. We have tapped into the way students learn as they collaborate with partners in project-based learning. Students learn with support from their partners as they share ideas, explore, investigate, and analyze together. Their ideas are enriched and their learning is enhanced as they work together to develop critical-thinking, communication, and collaborative skills.

This model is especially empowering for older students as they become more self-directed and disciplined and are participants of their own learning. High school students at Alturas Prep will actively contribute to teaching and learning, rather than passively receiving information. They are not just listened to, but also heard; and they recognize that their voices shape outcomes.
- Culture

The culture at Alturas is one of a growth mindset, a belief that ability can change as a result of effort, perseverance, and practice. Students in the Alturas environment see mistakes as ways to learn, embrace challenges, and persist in the face of setbacks. Students transferring from AIA are already immersed in the

importance of this culture. And as they move forward, they continue to embrace that love for learning.

We have created a culture of strong community within the school that creates a safety net and social and emotional stability. Students collaborate in each of their classes with students of different ages and abilities. They get to know so many children outside of their social groups in a non-competitive and inclusive environment. They feel strength and support from one another, and they feel safe. The prevalent high school mentality of popularity and cliques is not part of the Alturas culture. At APA, students know it is more important to be kind and caring. They feel accepted and valued. The students at AIA don't want to lose that strong community and will carry that culture with them to Alturas Prep. They will also welcome and embrace new students from outside the Alturas community as was repeatedly demonstrated at AIA. This strong cultural bond was evidenced when we had to go online during Covid-19 school closures, and students expressed how much they missed much of that collaboration and interaction with their peers. It is also evidenced by consistent levels of enrollment between 6th and 7th grades when traditional middle school begins.

- High School Experience

When students reach high school age, they are looking forward to a new adventure. They are entering a whole new stage of life and absolutely want a high school experience. At Alturas Prep, we will provide a facility and the atmosphere that gives our students a rite of passage into young adulthood. Most charter high schools in Idaho are K-12 schools. At APA, we will create a school that is appropriate for high school students, which can't be done in an elementary school culture. We will create a physical environment that will provide the social, emotional, and cultural connections that are so important to teenage students while preparing them with an academically challenging IB education.

Extracurricular activities are a valuable part of the high school experience. We will have school dances; intramural sports, with potential growth into competitive teams; life sports such as tennis, cross-country, and golf; drama, music, and choir; school newspaper and yearbook; and a student leadership organization. Students will also be empowered to create their own clubs.

We feel confident that the reputation for excellence at AIA combined with our unique educational model, inclusive cultural environment, and the facilities to provide a true high school experience will create the demand at Alturas Prep that we are anticipating.

The Board of Directors and Administration of Alturas Prep anticipate that the majority of our student population will be transfer students from Alturas International Academy. However, in order to provide IB opportunities for all students in the community, the Board and Administration will work together to distribute information about Alturas Prep, including announcements regarding registration and lottery, using varied media resources including traditional public media and social media campaigns. The marketing

campaign will emphasize an aggressive social media and public open house presence providing maximum exposure to specifically identifiable individuals allowing for subsequent follow up with those individuals. This emphasis on social media and personal contact will enable Alturas Prep to take advantage of peer recommendation over advertising, a marketing marketing strategy that has been demonstrated to be five (5) times more effective than traditional advertising media.

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

Admissions Procedures

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

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

Students in grades 5-8 at Alturas International Academy will have to enroll in the Alturas Prep lottery as transfer students for the 2021-22 school year. In subsequent years, only 5th grade students from AIA will be subject to the lottery.

Given that the governing board for Alturas Prep is the same governing board as Alturas International, there will be strong communication between both the schools and their families. Aside from providing information throughout the year and ensuring parents understand the process of the lottery, the schools will create a joint plan to provide additional information to parents. As students are ready to transition from the elementary building to the secondary building, the school leadership teams will collaborate, develop, and present a transition meeting where parents and families will be able to visit the campus of Alturas Prep and ask both leadership teams questions regarding the differences/similarities of the two schools. At the end of that meeting, the leadership team will have several computers available for parents to sign up their children for the lottery into Alturas Prep.

Admissions Preferences

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

Admission Preferences for the First Year

Enrollment Preference Group 1: Applicants who are children of Alturas Prep's full-time employees or children of the Alturas Prep's Founders, not to exceed 10% of total enrollment thereafter.

Enrollment Preference Group 2: ~~Transfer Students – applicants who attended Alturas International Academy the previous year.~~ Applicants who are siblings of pupils already selected by the lottery.

Enrollment Preference Group 3: ~~Applicants who are siblings of pupils already selected by the lottery.~~ Transfer Students – applicants who attended Alturas International Academy the previous year.

Enrollment Preference Group 4: Applicants who reside within the primary area of attendance for Alturas Preparatory Academy. The primary attendance area will be Idaho Falls School District 91, Bonneville School District 93, and Shelley Joint School District 60.

Enrollment Preference Group 5: Applicants who reside outside of the Alturas Prep primary area of attendance.

Admission Preferences for Subsequent Years

Enrollment Preference Group 1: Students returning to ~~the Academy~~ Alturas Prep in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by lottery.

Enrollment Preference Group 2: Children of the Academy's Alturas Prep's Founders and full-time employees, provided that this admission preference is not more than 10% of the capacity.

Enrollment Preference Group 3: ~~Transfer Students – applicants who attended Alturas International Academy the previous year.~~ Siblings of students already enrolled in and attending Alturas Prep.

Enrollment Preference Group 4: ~~Siblings of students already enrolled in and attending the Academy.~~ Transfer Students – applicants who attended Alturas International Academy the previous year.

Enrollment Preference Group 5: Prospective students residing in the primary attendance area of the ~~Academy~~ Alturas Prep.

Enrollment Preference Group 6: Prospective students residing outside of the primary attendance area of the ~~Academy~~ Alturas Prep.

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

Lottery Process

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

Waiting Lists

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

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

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

Notification of Acceptance

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

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

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

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

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

Community Partnerships and Local Support

Community Partnerships

Community partnerships with Alturas Preparatory Academy are a fundamental part of the success of our program. As an IB school, we inspire students to be lifelong learners, critical thinkers and global citizens in an ever-changing world. We believe that schools and community are one unit, and partnerships with all sectors of the community are essential to helping students foster civic-mindedness and reach their maximum potential. Community collaboration with schools complements and reinforces the values, culture and learning opportunities that schools provide. As businesses, nonprofit partners and service clubs work together with teachers, staff and parents, we can truly make a difference in the lives of our students. In turn, this investment will inspire students to make a genuine difference in their local and global community.

Community partnerships will provide both intellectual and practical support. Their timely input in facility design, equipment selection, interpersonal skills training and curriculum development will prepare our students for learning and working in the 21st century. These partnerships will also provide opportunities for students to explore specific career areas of interest. As businesses connect to students through speaking opportunities, tours, and hands-on, work-based learning experiences, they will be introduced to potential future employees. This will allow them to see if the students are a good fit for their organization and to build long lasting relationships.

Teachers and students will benefit from these community partnerships as they will be able to connect with valuable local resources such as the ~~INL~~ Idaho National Laboratory

and the Museum of Idaho. Educators will not only be connected to professional development opportunities, but they can also access the latest thinking on instructional models, innovative strategies and teaching tools. Students will be connected with professionals to solve real-world problems which will promote stronger accountability for results, respect for diversity, belief in community strengths and high expectations for all. Partnership with private companies and higher education, particularly CEI and ISU, will provide students with cooperative environments that ideally will mirror the environments they will find as they move onto college and into their professional fields.

Partnerships with city and county leadership, service organizations, the nonprofit sector, businesses and the corporate community will result in awards and grants, donations, and funding for additional programs and projects that will help Alturas Prep to flourish.

The high school will also be of great benefit to the local and global community. In our project-based curriculum, students learn to see the needs around them and then work collaboratively to solve those problems. Developing relationships with community aid organizations such as shelters and food banks fosters genuine attentiveness, initiative and know-how within the students that will carry into adulthood.

The actual Alturas Prep facility will be a boon to the community as well by providing educational opportunities such as the following:

- Parent Nights. These will be directed to all parents in the community who are interested in learning more about the International Baccalaureate Program. We will share our vision as a school community, the IB philosophy, and various components of our educational model. It will be a great opportunity for sharing ideas for helping children become more proactive in their own education.
- Lectures and workshops. Lectures from our community partners will provide education and workshops that will be interactive, hands-on opportunities for members of the community to learn from professionals in the area. Some of these workshops will be student-driven.
- Project-based nights. These events provide opportunities for students to showcase their projects and share what they have learned with family members, neighbors and friends.
- Scholastic competitions. We will also introduce speech, debate, and other opportunities for scholarly competition. These events will give our students the opportunity to interact with members of other charter schools and the community at large and will provide avenues for enrichment and growth for participants and their families throughout the area.

We have strong partnership with Alturas International Academy as we build upon their foundation to expand on the educational model, teaching philosophy and overall mission at Alturas Prep. Both schools share similar goals and values in education. As

we transfer grades 6-8 from AIA to Alturas Prep, we will open 192 new seats in K-5. This growth at AIA will provide additional seats at Alturas Prep. Together, both schools will make more opportunities available for students in our community to receive a rigorous, high-quality IB education.

The International Baccalaureate Organization is a global community partner with Alturas Prep. The MYP program ~~is currently (2019-20) in~~ recently completed its final year of candidacy as an IB school and ~~is ready to become authorized as soon as IB can resume their school visits~~ has been authorized as an International Baccalaureate World School in the Middle Years Program. Alturas Prep will begin the process of accreditation as a Diploma and Career-related school upon opening in 2021.

We have also established community partnerships, or initiated contact by email, with Idaho National Laboratory (INL), Museum of Idaho, American Red Cross, Eastern Idaho Regional Medical Center, ~~Northwest Cosmetics Labs~~ Elevation Labs, College of Eastern Idaho, and Idaho State University. We look forward to developing strong partnerships with these and other organizations as a benefit to the school, the organization, and the community. See Appendix F4

Parental Engagement

The involvement of parents and families in their children's education is critical to students' academic success. The faculty and administration of Alturas Prep will engage parents in the school community by the following:

- Providing workshops or holding meetings on such topics as:
 - The International Baccalaureate (IB) Program, with orientations on both the Diploma and Career Programs and how those pathways are interwoven with the STEM program.
 - Program options, graduation requirements, test schedules, and education options after graduation and how to plan for them.
 - Financing post-secondary education and applying for financial aid.
 - Topics that families suggest, such as developing positive discipline strategies and supporting children through crisis.
- Contacting families on a regular basis through:
 - Regular phone calls from teachers to discuss something positive their children are doing in class, not just when there are problems.
 - Meetings with teachers to talk about their children's progress and what they're learning, particularly as it relates to future plans.
 - Phone calls, email, or other methods to connect with parents during the summer about the next school year's expectations and activities in an effort to build a relationship with each family.
- Welcoming family involvement in the school through:
 - Family and student tours of the school and classroom visits and observations.

- Special orientations for incoming students and their families to explain the teaching model of Alturas including the IB program and to answer questions.

Additional approaches to encourage parental involvement include, but are not limited to, the following:

- Inviting and encouraging parents to engage in projects/lessons in the classroom.
- Setting expectations for parent involvement at the start of the year.
- Communicating often about the need for and importance of parental involvement.
- Being clear about what's needed and creating a structure that supports those needs.
- Creating school-wide, structured opportunities for parent involvement.
- Matching parents and resources to needs.
- Creating opportunities to connect by inviting parents to watch group programs and presentations.

Enrolling Underserved Families

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

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

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

Enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school regardless of race/ethnicity, national

origin, religion, gender, sexual orientation, gender identity, age, social or economic status, disability or special needs.

Section V: School Leadership and Management

Leadership Team

School Leaders

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

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

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

Teacher contracts are not interchangeable between separate LEAs. AIA will release all teachers from their contracts when it ceases serving grades 6-8. Teachers will need to apply to APA for open positions.

In order to ensure fair hiring practices, APA will require that all positions are filled through a transparent hiring process including the advertising of positions available prior to opening, review of all submitted resumes/applications to identify potential candidates, and interviews with all qualified candidates. It is entirely possible that such a process will enable APA to identify more qualified candidates. It is, however, more likely that the great majority of AIA employees seeking a position with APA would be hired based upon their existing familiarity with and buy-in to the foundational principles upon which APA's charter is based. To the extent this occurs, it is not the

function of an unfair process. On the contrary, it is the function of a fair process identifying the most qualified individuals.

Michelle Ball will serve as Executive Director of Alturas Preparatory Academy as well as Alturas International Academy (AIA). This will ensure continuity in the administration of the IB program as well as integrity in fulfilling the mission and vision of Alturas Prep. Mrs. Ball will report directly to the Board of Directors.

Brian Bingham, current principal of Alturas International Academy, will serve as the new principal for Alturas Prep. This will also help to ensure continuity and integrity of the IB program and the mission and vision of the school. Mr. Bingham will report directly to the Executive Director, Mrs. Ball. He will also train to become the next Executive Director when Mrs. Ball retires in 5-7 years. Mr. Reece Drkula, a faculty member at Alturas International Academy, will train under Mr. Bingham for the 2020-21 school year to become the new principal at AIA.

As an integral part of our strategic plan, the board will continue to have one Executive Director for both AIA and APA. The Executive Director will have a contract with both schools, and the salary from each will be proportionate to student enrollment.

MYP, DP, and CP coordinators will be appointed by the Executive Director and Principal. The IB Program Coordinators are teachers at Alturas Prep who also serve as the leaders of the IB program and are responsible for the total operation of those programs. The coordinators shall provide leadership, administrative and supervisory skills for the educational development of students and staff, as well as to promote appropriate parent and community awareness.

See Appendix D2 for the Organizational Chart

Evaluation Plan

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

Domain 1: School Climate

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

- **School Culture:** Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.

- **Communication:** Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future and the successes and challenges to all stakeholders.
- **Advocacy:** Administrator advocates for education, the district and school, teachers, parents and students that engenders school support and involvement.

Domain 2: Collaborative Leadership

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

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

Domain 3: Instructional Leadership

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

- **Innovation:** Administrator seeks and implements innovative and effective solutions that comply with general and special education law.
- **Instructional Vision:** Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

- **High Expectations:** Administrator sets high expectations for all students academically, behaviorally and in all aspects of student well-being.
- **Continuous Improvement of Instruction:** Administrator has proof of proficiency in assessing teacher performance based upon the Danielson “Framework for Teaching.”
- **Aligns Resources:** Administrator aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.
- **Evaluation:** Administrator uses teacher evaluation and other formative feedback mechanisms to continuously improve teacher effectiveness.
- **Recruitment and Retention:** Administrator recruits and maintains a high-quality staff.

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

The Executive Director and Principal will also be evaluated from “A Framework for Teaching – Charlotte Danielson Rubrics for Enhancing Professional Practice” as recommended by the State of Idaho. <https://boardofed.idaho.gov/resources/a-framework-for-teaching-charlotte-danielson-rubrics-for-enhancing-professional-practice/>

Educational Service Providers

Alturas Prep has no plans to contract with any Educational Service Providers.

Section VI: Virtual and Blended Schools

Alturas Preparatory Academy is not a virtual or blended school.

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IDAHO PUBLIC CHARTER SCHOOL COMMISSION

APPENDIX A: BUDGET TEMPLATE

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Idaho Public Charter School Commission
304 North 8th Street, Room 242
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Phone: (208) 332-1561
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Alan Reed, Chairman
Jenn Thompson, Director

Financial Summary					
Worksheet Instructions: This page will auto-populate as you complete the Pre-Operational and Operational Budget tabs.					
Revenue					
Anticipated Enrollment for Each Scenario:		234	261	330	409
	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Cash on Hand/ Other Revenue Sources	\$0.00	\$0.00	NA	NA	\$0.00
Contributions/ Donations	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Loans	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Grants	\$490,000.00	\$410,000.00	\$410,000.00	\$260,000.00	\$250,000.00
Base Support	NA	\$ 533,887.00	\$598,399.00	\$709,182.00	\$891,338.00
Salary and Benefit Apportionment	NA	\$1,332,053.00	\$1,474,464.00	\$1,735,696.00	\$2,192,022.00
Transportation Allowance	NA	\$78,975.00	\$88,088.00	\$102,263.00	\$126,743.00
Special Distributions	NA	\$509,043.00	\$543,748.00	\$628,102.00	\$741,724.00
REVENUE TOTAL	490,000.00	\$2,863,958.00	\$3,114,699.00	\$3,435,243.00	\$4,201,827.00
Expenditures					
	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Staff and Benefit Totals	\$113,924.00	\$1,450,652.00	\$1,495,566.50	\$1,775,673.94	\$2,437,514.23
Capital Outlay Totals	\$269,500.00	\$0.00	\$0.00	\$24,000.00	\$19,750.00
Board of Directors Totals	\$0.00	\$28,802.00	\$28,883.00	\$29,090.00	\$30,327.00
Facilities Totals	\$0.00	\$727,762.00	\$736,400.00	\$769,884.00	\$774,474.00
Transportation Totals	\$0.00	\$105,300.00	\$117,450.00	\$136,350.00	\$168,991.00
Nutrition Totals	\$0.00	\$128,834.00	\$143,700.00	\$166,824.00	\$206,761.00
Other	\$100,000.00	\$112,555.00	\$132,000.00	\$137,000.00	\$137,000.00
EXPENSE TOTAL	483,424.00	\$2,553,905.00	\$2,653,999.50	\$3,038,821.94	\$3,774,817.23
OPERATING INCOME (LOSS)	6,576.00	\$310,053.00	\$460,699.50	\$396,421.06	\$427,009.77
PREVIOUS YEAR CARRYOVER		-	\$0.00	\$460,699.50	\$396,421.06
NET INCOME (LOSS)	6,576.00	\$310,053.00	\$460,699.50	\$396,421.06	\$427,009.77

Idaho Public Charter School Commission**Charter Petition: Pre-Operational Budget**

Worksheet Instructions: list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary throughout the document. Include notes specific to start-up costs (details, sources, etc.) in the Assumptions column.

Pre-Operational Revenue

Line Item / Account	Budget	Assumptions / Details / Sources
Donations and Contributions		
Loans		
Grants	490,000.00	Expected JKAFF and or Federal CSP grant support.
Other Revenue		
REVENUE TOTAL	\$490,000.00	

Additional Notes or Details Regarding Revenues: See detailed Facility Cost Analysis. This budget and the operating budget are based on acquiring and renovating a facility. All costs and estimates were developed with the help of Building Hope, the organization that helped acquire and renovate the OE Bell Building for Alturas International Academy's existing campus. That project was completed on time and on budget, and there are no risk factors identified that would lead us to believe that the facility could not be completed as planned and budgeted.

Pre-Operational Expenditures

Section 1: Staffing

1a: CERTIFIED STAFF	Budget		Assumptions / Details / Sources
Secondary Teachers	0.0	0.0	
Specialty Teachers	0.0	-	
Classroom Teacher Subtotals	0.0	-	
Special Education	FTE	Amount	
SPED Director / Coordinator	0.0	0.0	
Special Education Teacher	0.0	0.0	
Special Education Subtotals	0.0	-	
Other Certified Staff	FTE	Amount	
Lead Administrator	1.0	90,000.00	Administrator Salary for 1 year
Assistant Administrator	0.0	-	
Other Certified Staff Subtotals	1.0	90,000.00	
CERTIFIED STAFF TOTAL	1.0	90,000.00	

1b: CLASSIFIED STAFF	Budget		Assumptions / Details / Sources
Position	FTE	Amount	
Paraprofessionals- General		-	
Paraprofessionals- SPED		-	
Admin / Front Office Staff	0.00	-	
CLASSIFIED STAFF TOTAL	0.0	-	

1c: BENEFITS	Budget		Assumptions / Details / Sources
Type	Rate	Amount	
Retirement	11.94%	10,746.00	
Workers comp	0.07%	63.00	
FICA/Medicare	7.65%	6,885.00	
Group insurance	10.40%	5,150.00	
Paid time off (provide assumptions)	1.20%	1,080.00	
BENEFITS TOTAL		23,924.00	

CERTIFIED & CLASSIFIED STAFF TOTAL	90,000.00	
TOTAL STAFF & BENEFITS TOTAL	113,924.00	

Section 2: Educational Program		
2a: OVERALL EDUCATION PROGRAM COSTS	Budget	Assumptions / Details / Sources
Professional Development		
SPED Contract Services		
Other Contract Services (i.e. accounting, HR, management)		
Office Supplies		
Membership Dues (if applicable)		
OVERALL EDUCATION PROGRAM TOTAL	-	

2b: ELEMENTARY PROGRAM	Budget	Assumptions / Details / Sources
Elementary Curriculum	-	
Elementary Instructional Supplies & Consumables		
Elementary Special Education Curricular Materials		
Elementary Contract Services (provide assumptions)		
ELEMENTARY PROGRAM TOTAL	-	

2c: SECONDARY PROGRAM	Budget	Assumptions / Details / Sources
Secondary Curriculum		
Secondary Instructional Supplies & Consumables		
Secondary Special Education Curricular Materials		
Secondary Contract Services (provide assumptions)		
SECONDARY PROGRAM TOTAL	-	
EDUCATIONAL PROGRAM TOTAL	-	
Additional Notes or Details Regarding Educational Program Expenditures:		

Section 3: Technology		
Line Item / Account	Budget	Assumptions / Details / Sources
Internet Access		
Contract Services		
Technology Software & Licenses		
Computers for Staff Use		
Computers for Student Use		
Other Technology Hardware (i.e. document cameras, projectors, etc.)		
TECHNOLOGY TOTAL	-	
Additional Notes or Details Regarding Technology Expenditures:		

Section 4: Non-Facilities Capital Outlay		
Line Item / Account	Budget	Assumptions / Details / Sources
Educational Pgm Cap. Outlay Total(details below)	-	
Furniture [clarify types in assumptions]	150,000.00	Based on initial classroom furniture list and average prices for initial count of students.
Other Outlay [clarify types in assumptions]	-	
Photocopiers	22,000.00	2 Photocopiers
Projectors, classroom tech supplies	75,000.00	Based on current cost of classroom setups. Goal is to secure E-rate to offset some cost.
Technology Capital Outlay Total (details below)	-	
Computers for staff use	22,500.00	Computers for initial teachers.
Computers and other Student Tech	-	
0	-	Lab technology.
CAPITAL OUTLAY TOTAL	269,500.00	
Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures:		

Section 5: Board of Directors		
Line Item / Account	Budget	Assumptions / Details / Sources
Board Training	-	
Legal	-	
Insurance (property, liability, E & O, etc.)		
Audit		
BOARD OF DIRECTORS TOTAL	-	
Additional Notes or Details regarding Board of Directors Expenditures:		

Section 6: Facilities Details (consistent with facilities template)		
Line Item / Account	Budget	Assumptions / Details / Sources
Mortgage or Lease		
Construction / Remodeling (if applicable)		
Repairs and Maintenance		
Facilities Maintenance Contracts (i.e. snow removal, lawn care, custodial, security, etc.)		
Utilities (i.e. gas, electric, water, etc.)		
Phone		
Other Facilities Related Costs (specify)		
FACILITIES TOTAL		
Additional Notes or Details Regarding Facilities Expenditures:		

Section 7: Transportation		
Line Item / Account	Budget	Assumptions / Details / Sources
Daily Transportation		
Special Transportation (i.e. SPED, field trips, etc.)		
Other Transportation Costs (specify)		
TRANSPORTATION TOTAL	\$0.00	
Additional Notes or Details Regarding Transportation Expenditures:		

Section 8: Nutrition		
Line Item / Account	Budget	Assumptions / Details / Sources
Food Costs		
Non-Food Costs		
OTHER TOTAL	-	
Additional Notes or Details Regarding Transportation Expenditures:		

Section 9: Other Expenditures		
Line Item / Account	Budget	Assumptions / Details / Sources
Advertising / Promo	10,000.00	
international Baccalaureate Fees	-	
Back Office Support Fees	20,000.00	
Web Design / Logos, etc	10,000.00	
Travel for Board training	-	
Miscellaneous	20,000.00	
Office Supplies	40,000.00	
OTHER TOTAL	100,000.00	
Additional Notes or Details Regarding Transportation Expenditures:		

Idaho Public Charter School Commission Charter Petition: Operational Budgets					
Worksheet Instructions: list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary throughout the document. Include notes specific to start-up costs (details, sources, etc.) in the Assumptions column.					
Operational Revenue					
Anticipated Enrollment for Each Scenario:	234	261	330	409	
Line Item / Account	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Cash on Hand			NA	NA	Secured funds only; include documentation
Donations and Contributions					
Loans					
Grants	\$ 410,000.00	\$ 410,000.00	\$ 260,000.00	\$ 250,000.00	Expected JKAFF Support.
Entitlement	\$ 533,886.00	\$ 598,399.00	\$ 709,182.00	\$ 891,338.00	Attach the M & O Revenue Template
Salary and Benefit Apportionment	\$1,332,053.00	\$1,474,464.00	\$1,735,696.00	\$2,192,022.00	Attach the M & O Revenue Template
Transportation Allowance	\$78,975.00	\$88,088.00	\$102,263.00	\$126,743.00	calc as 75% of cost
Special Distributions	NA	NA	NA	NA	From the SDE Special Distributions Doc.
Charter School Facilities	\$ 93,600.00	\$ 104,400.00	\$ 132,000.00	\$ 163,600.00	Per SDE budget guidance
Continuous Improvement Plans and Training	\$ 6,600.00	\$ 6,600.00	\$ 6,600.00	\$ 6,600.00	Per SDE budget guidance
IT Staffing	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	Per SDE budget guidance
Professional Development	\$ 24,150.00	\$ 24,455.00	\$ 26,895.00	\$ 31,470.00	Per SDE budget guidance
Safe and Drug-Free Schools	\$ 4,668.00	\$ 4,975.00	\$ 5,762.00	\$ 6,663.00	Per SDE budget guidance
Technology (i.e. infrastructure)	\$ 58,230.00	\$ 60,795.00	\$ 67,350.00	\$ 74,855.00	Per SDE budget guidance
Math and Science Requirement	\$ 33,100.00	\$ 33,100.00	\$ 2,900.00	\$ 2,900.00	Per SDE budget guidance
College and Career Advisors/ Mentors	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00	Per SDE budget guidance
Food Service Support	\$ 205,219.00	\$ 220,123.00	\$ 245,531.00	\$ 294,169.00	Estimated at 100% of cost, as evidenced by IACS, HCCS, and currently Alturas K-8 School.
Title I	\$ 16,228.00	\$ 18,100.00	\$ 24,700.00	\$ 30,200.00	Based on average per pupil at IACS and FPS
Title II	\$ 3,945.00	\$ 4,400.00	\$ 7,000.00	\$ 7,000.00	Based on average per pupil at IACS and FPS
Title IV	NA	NA	\$ 10,000.00	\$ 10,000.00	Based on average per pupil at IACS and FPS
IDEA	\$ 30,303.00	\$ 33,800.00	\$ 46,300.00	\$ 56,400.00	Based on average per pupil at IACS and FPS
Advanced Opportunities					Did not compute - assume revenues will equal expenses
Literacy Proficiency	NA	NA			Not applicable - 6th to 12th grade school
Limited English Proficient (LEP)	NA	NA			Did not compute - assume revenues will equal expenses
School Facilities (Lottery)	NA	NA	\$ 20,064.00	\$ 24,867.00	
REVENUE TOTAL	\$2,863,957.00	\$3,114,699.00	\$3,435,243.00	\$4,201,827.00	

Operational Expenditures**Section 1: Staffing**

1a: CERTIFIED STAFF	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Classroom Teachers									
Elementary Teachers									
Secondary Teachers	12.0	553,793.00	12.50	576,321.50	15.50	726,855.00	23.00	1,087,933.00	
Specialty Teachers	2.0	87,084.00	2.00	87,084.00	3.00	132,651.00	3.00	134,550.00	
Classroom Teacher Subtotals	14.00	640,877.00	14.50	663,405.50	18.50	859,506.00	26.00	1,222,483.00	Average classroom size:
Special Education	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
SPED Director	1.0	42,730.00	1.00	43,542.00	1.00	44,217.00	1.00	44,850.00	
Special Education Teacher									
Special Education Subtotals	1.00	42,730.00	1.00	43,542.00	1.00	44,217.00	1.00	44,850.00	Anticipated % Special Education Students:
Other Certified Staff	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Lead Administrator	1.0	92,700.00	1.00	92,700.00	1.00	95,481.00	1.50	138,345.00	
Counselor							-	-	
Other Certified Staff Subtotals	1.00	92,700.00	1.00	92,700.00	1.00	95,481.00	1.50	138,345.00	
CERTIFIED STAFF TOTAL	16.00	776,307.00	16.50	\$799,647.50	20.50	\$999,204.00	28.50	\$1,405,678.00	

1b: CLASSIFIED STAFF	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Position	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessionals- General	2.0	42,395.00	2.00	46,211.00	2.18	48,277.00	4.18	103,249.59	
Paraprofessionals- SPED	1.0	31,910.00	1.00	35,739.00	1.12	37,337.00	1.12	46,780.00	
Admin / Front Office Staff (\$20.00)	3.0	124,218.00	3.00	124,218.00	3.00	127,944.54	3.00	144,002.71	
Food Service Manager	1.0	45,000.00	1.00	45,000.00	1.00	46,350.00	1.00	47,740.50	
Food Service Staff (all part time)	0.5	12,480.00	0.50	12,480.00	0.50	12,854.40	0.70	17,996.16	
Title 1 Staff	1.0	18,806.00	1.00	21,063.00	1.12	22,005.00	1.12	24,766.82	
Janitorial	1.0	40,500.00	1.00	40,500.00	1.00	41,715.00	1.00	42,966.45	
0	0.0	-	-	-	-	-	-	-	
CLASSIFIED STAFF TOTAL	9.50	315,309.00	9.50	325,211.00	9.92	336,482.94	12.12	427,502.23	

1c: BENEFITS	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Type	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
Retirement	11.94%	130,339.00	11.94%	134,308.00	11.94%	159,481.00	11.94%	218,882.00	
Workers comp	0.07%	764.00	0.07%	787.00	0.07%	935.00	0.07%	1,283.00	
FICA/Medicare	7.65%	83,509.00	7.65%	86,052.00	7.65%	102,180.00	7.65%	140,238.00	
Group insurance	12.03%	131,325.00	12.10%	136,063.00	12.08%	161,363.00	12.11%	221,933.00	\$5000 per all FTE Incrementing 3% annually
Paid time off (provide assumptions)	1.20%	13,099.00	1.20%	13,498.00	1.20%	16,028.00	1.20%	21,998.00	
BENEFITS TOTAL		359,036.00		370,708.00		439,987.00		604,334.00	
CERTIFIED & CLASSIFIED STAFF TOTAL		1,091,616.00		1,124,858.50		\$1,335,686.94		\$1,833,180.23	
TOTAL STAFF & BENEFITS TOTAL		1,450,652.00		1,495,566.50		\$1,775,673.94		\$2,437,514.23	

Section 2: Educational Program						
2a: OVERALL EDUCATION PROGRAM COSTS	Break-Even Budget	Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Professional Development	28,095.00	28,855.00	28,855.00	33,895.00	38,470.00	Using PD Funds from state & Title II
SPED Contract Services	48,234.00	53,800.00	53,800.00	73,000.00	89,500.00	
Substitute Teachers	6,276.00	7,000.00	7,000.00	8,000.00	9,000.00	
Leadership Awards	15,248.00	15,756.00	15,756.00	19,822.00	27,446.00	
IT Support Contract	15,000.00	15,000.00	15,000.00	15,000.00	15,000.00	
OVERALL EDUCATION PROGRAM TOTAL	112,853.00	120,411.00	120,411.00	149,717.00	179,416.00	

2b: ELEMENTARY PROGRAM	Break-Even Budget	Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Elementary Curriculum	-	-	-	-	-	
Elementary Instructional Supplies & Consumables	-	-	-	-	-	
Elementary Contract Services (provide assumptions)	-	-	-	-	-	
ELEMENTARY PROGRAM TOTAL	-	-	-	-	-	

2c: SECONDARY PROGRAM	Break-Even Budget	Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Secondary Curriculum	128,700.00	143,550.00	143,550.00	28,800.00	23,700.00	\$600 initial investment, \$300 per new student after Y1
Secondary Instructional Supplies & Consumables	11,700.00	13,050.00	13,050.00	16,500.00	20,450.00	\$50/Student Per Year
Secondary Special Education Curricular Materials	-	-	-	-	-	Included in curriculum
Title IV Enrichment	-	-	-	10,000.00	10,000.00	
SECONDARY PROGRAM TOTAL	140,400.00	156,600.00	156,600.00	55,300.00	54,150.00	
EDUCATIONAL PROGRAM TOTAL	253,253.00	277,011.00	277,011.00	205,017.00	233,566.00	

Additional Notes or Details Regarding Educational Program Expenditures:

Section 3: Technology						
Line Item / Account	Break-Even Budget	Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Internet Access	12,000.00		12,000.00	12,000.00	12,000.00	
Computers for staff use	-		-	8,775.00	12,150.00	
Computers for Student Use	39,392.00		41,768.00	47,840.00	54,792.00	
Maker Space Tech	-		-	-	-	
Copier, projectors, etc.	-		-	-	-	
SIS	15,000.00		15,000.00	15,000.00	15,000.00	
IT Support Contract						
Readysub	2,200.00		2,200.00	2,200.00	2,200.00	
Microsoft/Zoom	1,638.00		1,827.00	2,310.00	2,863.00	
TECHNOLOGY TOTAL	70,230.00		72,795.00	88,125.00	99,005.00	

Additional Notes or Details Regarding Technology Expenditures:

Section 4: Non-Facilities Capital Outlay					
Line Item / Account	Break-Even Budget	Year 1 Full Enrollment Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Furniture (school-wide)	-	-	24,000.00	19,750.00	
Kitchen Equipment (warming oven, salad bar, etc.)					
Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.)					
CAPITAL OUTLAY TOTAL	-	-	24,000.00	19,750.00	

Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures:

Section 5: Board of Directors

Line Item / Account	Break-Even Budget	Year 1 Full Enrollment Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Board Training	6,600.00	6,600.00	6,600.00	6,600.00	
Legal	2,000.00	2,000.00	2,000.00	2,000.00	
Audit	6,500.00	6,500.00	6,500.00	6,500.00	
Authorizer Fee	13,000.00	13,000.00	13,000.00	14,000.00	
Dues-ICSN	702.00	783.00	990.00	1,227.00	
BOARD OF DIRECTORS TOTALS	28,802.00	28,883.00	29,090.00	30,327.00	

Additional Notes or Details Regarding Board of Directors Expenditures:

Section 6: Facilities Details (consistent with facilities template)

Line Item / Account	Break-Even Budget	Year 1 Full Enrollment Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Mortgage or Lease	616,900.00	616,900.00	616,900.00	616,900.00	
Grounds Maintenance	20,000.00	20,000.00	20,600.00	21,218.00	
Other General Maintenance	4,000.00	4,000.00	25,000.00	25,750.00	
Janitorial	16,586.00	18,500.00	35,000.00	36,050.00	
Utilities	58,276.00	65,000.00	60,024.00	61,825.00	
Liability and Property Insurance	12,000.00	12,000.00	12,360.00	12,731.00	
FACILITIES TOTAL	727,762.00	736,400.00	769,884.00	774,474.00	

Additional Notes or Details Regarding Facilities Expenditures:

Section 7: Transportation

Line Item / Account	Break-Even Budget	Year 1 Full Enrollment Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Daily Transportation	105,300.00	117,450.00	136,350.00	168,991.00	Assume \$450 per pupil based on current rates charged to Alturas
Special Transportation (i.e. SPED, field trips, etc.)					
Other Transportation Costs (specify)					
TRANSPORTATION TOTAL	\$105,300.00	\$117,450.00	\$136,350.00	\$168,991.00	

Additional Notes or Details Regarding Transportation Expenditures:

Section 8: Nutrition Program					
Line Item / Account	Break-Even Budget	Year 1 Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Food Costs	128,834.00	143,700.00	166,824.00	206,761.00	Estimated based on comparative food cost statistics shared with us by Heritage Community Charter School and Idaho Arts Charter School
Non-Food Costs					
NUTRITION TOTAL	128,834.00	143,700.00	166,824.00	206,761.00	
Additional Notes or Details Regarding Other Expenditures:					

Section 9: Other Expenditures					
Line Item / Account	Break-Even Budget	Year 1 Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Advertising / Promo	10,000.00	10,000.00	10,000.00	10,000.00	
International Baccalaureate Fees	20,000.00	20,000.00	20,000.00	20,000.00	
Back Office Support Fees	50,000.00	50,000.00	55,000.00	55,000.00	
Web Design / Logos, etc.	1,500.00	1,500.00	1,500.00	1,500.00	
Travel for Board training	500.00	500.00	500.00	500.00	
Miscellaneous	3,658.00	20,000.00	20,000.00	20,000.00	
Office Supplies	26,897.00	30,000.00	30,000.00	30,000.00	
OTHER TOTAL	112,555.00	132,000.00	137,000.00	137,000.00	
Additional Notes or Details Regarding Other Expenditures:					

Appendix A4: A4 - Cash Flow

3/30/2020

ALTURAS INTERNATIONAL ACADEMY MIDDLE/HIGH SCHOOL
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Idaho Public Charter School Commission														
Cash Flow Operational Year 1														
	Year 1 Budgeted	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	Total
Student Enrollment Capacity	261													
Revenue														
Donations and Contributions	0													\$0.00
Loans	0													\$0.00
Grants	410,000	\$410,000.00												\$410,000.00
Entitlement	598,399		\$299,199.50			\$119,679.80			\$119,679.80			\$59,839.90		\$598,399.00
Salary and Benefit Apportionment	1,474,464		\$737,232.00			\$294,892.80			\$294,892.80			\$147,446.40		\$1,474,464.00
Transportation Allowance	88,088		\$44,044.00			\$17,617.60			\$17,617.60			\$8,808.80		\$88,088.00
Special Distributions	543,748				\$60,416.00	\$60,416.00	\$60,416.00	\$60,416.00	\$60,416.00	\$60,416.00	\$60,416.00	\$60,416.00	60,420.00	\$543,748.00
Total Revenue	\$3,114,699.00	\$410,000.00	\$1,080,475.50	\$0.00	\$60,416.00	\$492,606.20	\$60,416.00	\$60,416.00	\$492,606.20	\$60,416.00	\$60,416.00	\$276,511.10	\$60,420.00	\$3,114,699.00
Expenditures														
Salaries and Benefits	1,495,566.50	\$8,000.00	123,964.00	123,964.00	123,964.00	123,964.00	123,964.00	123,964.00	123,964.00	123,964.00	123,964.00	123,964.00	247,926.50	\$1,495,566.50
Education Program	277,011.00	\$23,084.00	\$23,084.00	\$23,084.00	\$23,084.00	\$23,084.00	\$23,084.00	\$23,084.00	\$23,084.00	\$23,084.00	\$23,084.00	\$23,084.00	23,087.00	\$277,011.00
Board of Directors	28,883.00	\$2,407.00	\$2,407.00	\$2,407.00	\$2,407.00	\$2,407.00	\$2,407.00	\$2,407.00	\$2,407.00	\$2,407.00	\$2,407.00	\$2,407.00	2,406.00	\$28,883.00
Facilities	736,400.00	\$61,366.67	\$100,533.00	\$41,783.00	\$41,783.00	\$100,533.00	\$41,783.00	\$41,783.00	\$100,533.00	\$41,783.00	\$41,783.00	\$100,533.00	22,203.33	\$736,400.00
Transportation	\$117,450.00				\$13,050.00	\$13,050.00	\$13,050.00	\$13,050.00	\$13,050.00	\$13,050.00	\$13,050.00	\$13,050.00	13,050.00	\$117,450.00
Nutrition	143,700.00				\$15,967.00	\$15,967.00	\$15,967.00	\$15,967.00	\$15,967.00	\$15,967.00	\$15,967.00	\$15,967.00	15,964.00	\$143,700.00
Other	132,000.00							132,000.00						\$132,000.00
Total Expenditures	\$2,931,010.50	\$94,857.67	\$249,988.00	\$191,238.00	\$220,255.00	\$279,005.00	\$220,255.00	\$352,255.00	\$279,005.00	\$220,255.00	\$220,255.00	\$279,005.00	\$324,636.83	\$2,931,010.50
Cash Flow														
Operational Cash Flow		\$315,142.33	\$830,487.50	(\$191,238.00)	(\$159,839.00)	\$213,601.20	(\$159,839.00)	(\$291,839.00)	\$213,601.20	(\$159,839.00)	(\$159,839.00)	(\$2,493.90)	(\$264,216.83)	\$183,688.50
Cash on Hand	\$0.00	-	\$315,142.33	\$1,145,629.83	\$954,391.83	\$794,552.83	\$1,008,154.03	\$848,315.03	\$556,476.03	\$770,077.23	\$610,238.23	\$450,399.23	\$447,905.33	

2021-2022 BUDGET WORKSHEETS
ESTIMATING M & O STATE SUPPORT REVENUE

Rev Code

1. Number of Support Units - 2021-2022
 (Best 28 Weeks ADA - Units)

17.71

2. State Distribution Factor - Per Unit - 2021-2022

\$ 30,146

3. Entitlement (line 1 x line 2)

\$ 533,886

4. Salary Apportionment: 1st Reporting Period Units
 (From SBA Template)

17.71

Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template
1.39290	\$45,574	\$45,574	\$ 1,118,206

6. Add: Benefit Apportionment

\$ 213,848

431800

7. Add: Approved Border Contracts

\$ 0

431500

8. Add: Approved Exceptional Child Support

\$ 0

431400

9. Add: Approved Tuition Equivalency

\$ 0

431600

10. Add: Transportation Allowance

\$ 78,975

431200

11. Adjustments

\$

12. Total Estimated SDE State Support

\$ 292,823

(lines 5 + 6 + 7 + 8 + 9 + 10 + 11)

Revenue in Lieu of Taxes:

(n/a for District Charters)

13. Agricultural Equipment Tax Replacement Money from State Tax Commission

\$

14. Personal Property Tax Replacement Money from State Tax Commission

\$

Total Revenue in Lieu of Taxes (line 13)

0

438000

*** RETURN THIS PAGE TO THE STATE DEPARTMENT OF EDUCATION ***

School District Name: ALTURAS INTERNATIONAL
 ACADEMY MIDDLE/HIGH
 SCHOOL

School District Number:

2021-2022 BUDGET WORKSHEETS
ESTIMATING M & O STATE SUPPORT REVENUE

Rev Code

1 Number of Support Units - 2021-2022
 (Best 28 Weeks ADA - Units)

19.85

2. State Distribution Factor - Per Unit - 2021-2022

\$ 30,146

3. Entitlement (line 1 x line 2)

\$ 598,398

4. Salary Apportionment: 1st Reporting Period Units 19.85
 (From SBA Template)

Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template
1.39290	\$45,610	\$45,610	\$ 1,254,105

6. Add: Benefit Apportionment

\$ 220,360

431800

7. Add: Approved Border Contracts

\$ 0

431500

8. Add: Approved Exceptional Child Support

\$ 0

431400

9. Add: Approved Tuition Equivalency

\$ 0

431600

10. Add: Transportation Allowance

\$ 88,088

431200

11. Adjustments

\$

12. Total Estimated SDE State Support

\$ 308,448

(lines 5 + 6 + 7 + 8 + 9 + 10 + 11)

Revenue in Lieu of Taxes:

(n/a for District Charters)

13. Agricultural Equipment Tax Replacement Money from State Tax Commission

\$

14. Personal Property Tax Replacement Money from State Tax Commission

\$

Total Revenue in Lieu of Taxes (line 13)

0

438000

*** RETURN THIS PAGE TO THE STATE DEPARTMENT OF EDUCATION ***

School District Name: ALTURAS INTERNATIONAL
 ACADEMY MIDDLE/HIGH
 SCHOOL

School District Number:

2022-2023 BUDGET WORKSHEETS
ESTIMATING M & O STATE SUPPORT REVENUE

Rev Code

1 Number of Support Units - 2022 - 2023
 (Best 28 Weeks ADA - Units)

22.84

2. State Distribution Factor - Per Unit - 2022-2023

\$ 31,050

3. Entitlement (line 1 x line 2)

\$ 709,182

4. Salary Apportionment: 1st Reporting Period Units 22.84
 (From SBA Template)

Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template
1.44510	\$46,345	\$46,345	\$ 1,474,035

6. Add: Benefit Apportionment

\$ 261,661

431800

7. Add: Approved Border Contracts

\$ 0

431500

8. Add: Approved Exceptional Child Support

\$ 0

431400

9. Add: Approved Tuition Equivalency

\$ 0

431600

10. Add: Transportation Allowance

\$ 102,263

431200

11. Adjustments

\$

12. Total Estimated SDE State Support
 (lines 5 + 6 + 7 + 8 + 9 + 10 + 11)

\$ 363,924

Revenue in Lieu of Taxes:

(n/a for District Charters)

13. Agricultural Equipment Tax Replacement Money from State Tax Commission

\$

14. Personal Property Tax Replacement Money from State Tax Commission

\$

Total Revenue in Lieu of Taxes (line 13)

0

438000

*** RETURN THIS PAGE TO THE STATE DEPARTMENT OF EDUCATION ***

School District Name: ALTURAS INTERNATIONAL ACADEMY MIDDLE/HIGH SCHOOL

School District Number:

2023-2024 BUDGET WORKSHEETS
ESTIMATING M & O STATE SUPPORT REVENUE

Rev Code

1 Number of Support Units - 2023 - 2024
 (Best 28 Weeks ADA - Units)

27.87

2. State Distribution Factor - Per Unit - 2023-2024

\$ 31,982

3. Entitlement (line 1 x line 2)

\$ 891,338

4. Salary Apportionment: 1st Reporting Period Units 27.87
 (From SBA Template)

Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template
1.49930	\$46,938	\$46,938	\$ 1,832,947

6. Add: Benefit Apportionment

\$ 359,074 431800

7. Add: Approved Border Contracts

\$ 0 431500

8. Add: Approved Exceptional Child Support

\$ 0 431400

9. Add: Approved Tuition Equivalency

\$ 0 431600

10. Add: Transportation Allowance

\$ 126,743 431200

11. Adjustments

\$

12. Total Estimated SDE State Support

\$ 485,817

(lines 5 + 6 + 7 + 8 + 9 + 10 + 11)

Revenue in Lieu of Taxes:

(n/a for District Charters)

13. Agricultural Equipment Tax Replacement Money from State Tax Commission

\$

14. Personal Property Tax Replacement Money from State Tax Commission

\$

Total Revenue in Lieu of Taxes (line 13)

0 438000

*** RETURN THIS PAGE TO THE STATE DEPARTMENT OF EDUCATION ***

School District Name: ALTURAS INTERNATIONAL
 ACADEMY MIDDLE/HIGH
 SCHOOL

School District Number:

IDAHO PUBLIC CHARTER SCHOOL COMMISSION
PETITION FACILITY OPTIONS TEMPLATE
◆ ◆ ◆ ◆ ◆

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

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

Alan Reed, Chairman
Tamara Baysinger, Director

Appendix A5: A5 - Facility Options

New Charter Petition Facility Option 1						
Location Address	2300 East 17 th Street, Idaho Falls, Idaho 83404					
Facility Information	Anticipate Move-In Date	9/1/2021	Retail Big Box	Existing Building Remodel	Facility Status	Likely (board preferred site, actively pursuing)
Budget Location	Yes, the acquisition costs of the building have been factored in year 1 and the subsequent years to follow.				Break Even -Year 3 Budget	
Vendor/ Developer/ Contractor Information (if applicable)	Company Name:	Brookfield Properties				
	Physical Address of Home Office:	350 North Orleans Street, Suite 300, Chicago, Illinois 60654				
	Website Address:	Brookfieldpropertiesretail.com				
	Company Contact:	Christopher Milkie				
	Company Contact Phone Number:	216-225-2898				

Additional Information - Facility Option 1
<p>A former Sears retail box that is approximately 73,000 square feet and is located in the Grand Teton Mall. The mall provides ample parking is located between the Idaho Falls and Ammon. The location offers a convenient location for students that live in both Idaho Falls and Ammon.</p>

Appendix A5: A5 - Facility Options

Facility Option 1 - Details		
Please describe the costs involved with this option and the structure of any arrangements the school has made (or intends to make) in order to secure and sustain this facility option. Adjust descriptions and add columns as necessary.		
Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)
Land purchase (if applicable)	\$2,900,000.00	Building Hope
Land development (include grading, utilities, etc.)	N/A	
Parking, curb, lighting (if applicable)	N/A	
Permits and applicable studies (as applicable)	\$5,000.00	Building Hope
Delivery and set up of modular units (if applicable)	N/A	
Remodel estimate (if applicable)	\$6,831,924	Pro Builders, Inc.
Other		
Total One-Time Costs		
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	
Annual Lease / Rent / Mortgage Payment		
Lease term	25 Year Amortization	
Interest rate	3.8%	
Rate escalator (if applicable, please describe)	N/A	
In which operating year does the school intend to purchase (if option to purchase is applicable)	Operating Year 6	
Capitalization rate at purchase (if applicable)	N/A	
Other		
Please include any additional narrative here.		

Appendix A5: A5 - Facility Options

New Charter Petition Facility Option 2						
Location Address	3910 South Yellowstone Hwy, Idaho Falls, ID 83402					
Facility Information	Anticipate Move-In Date	9/1/2021	Office Call Center	Existing Building Remodel	Facility Status	Possible (research in progress)
Budget Location	Yes, the acquisition costs of the building have been factored in year 1 and the subsequent years to follow.			Break Even -Year 3 Budget		
Vendor/ Developer/ Contractor Information (if applicable)	Company Name:		Grand Teton Council of the Boys Scouts of America Inc.			
	Physical Address of Home Office:		3910 S Yellowstone Hwy			
	Website Address:		N/A			
	Company Contact:		Clarke Farrer			
	Company Contact Phone Number:		208-522-5155			

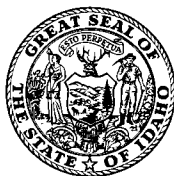
Additional Information - Facility Option 2		
<p>The former Boy Scouts building is approximately 65,000 square feet and located along a major thoroughfare. The building was a former call center and will provide an open environment for students.</p>		
Facility Option 2 - Details		
<p>Please describe the costs involved with this option and the structure of any arrangements the school has made (or intends to make) in order to secure and sustain this facility option. Adjust descriptions and add columns as necessary.</p>		
Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)

Appendix A5: A5 - Facility Options

Land/Building purchase (if applicable)	\$3,000,000.00	Building Hope
Land development (include grading, utilities, etc.)	N/A	
Parking, curb, lighting (if applicable)	N/A	
Permits and applicable studies (as applicable)	\$5,000.00	Building Hope
Delivery and set up of modular units (if applicable)	N/A	
Remodel estimate (if applicable)	\$7,109,227	Pro Builders, Inc.
Other		
Total One-Time Costs		
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	
Annual Lease / Rent / Mortgage Payment		
Lease term	25 Year Amortization	
Interest rate	3.8%	
Rate escalator (if applicable, please describe)	N/A	
In which operating year does the school intend to purchase (if option to purchase is applicable)	Operating Year 6	
Capitalization rate at purchase (if applicable)	N/A	
Other		
Please include any additional narrative here.		



0003814230

**STATE OF IDAHO***Office of the secretary of state, Lawrence Denney***ARTICLES OF INCORPORATION (NONPROFIT)**

Idaho Secretary of State

PO Box 83720

Boise, ID 83720-0080

(208) 334-2301

Filing Fee: \$30.00 - Make Checks Payable to Secretary of State

*For Office Use Only***-FILED-**

File #: 0003814230

Date Filed: 3/16/2020 12:34:21 PM

Articles of Incorporation (Nonprofit)	
Select one: Standard, Expedited or Same Day Service (see descriptions below)	Standard (filing fee \$30)
Article 1: Corporation Name Entity name	Alturas Preparatory Academy, Inc.
Article 2: Effective Date The corporation shall be effective	when filed with the Secretary of State.
Article 3: Purpose The purpose for which the corporation is organized is:	Educational
Article 4: Voting Members: The corporation	does not have voting members.
Article 5: Asset Distribution on Dissolution Upon dissolution the assets shall be distributed: other asset distribution: Assets will distributed to satisfy outstanding payroll obligations and then to creditors of the school. Remaining assets after obligations shall be distributed to in accordance with the requirements of Idaho Code § 33-5212, more specifically to the authorized chartering entity or the public school income fund as required by the statute. Assets acquired with federal funds shall be returned to the authorized chartering entity for redistribution among other public charter schools.	
Article 6: IRS Designation Is this nonprofit a 501(c)3?	Yes
501(c)3 purpose for which the corporation is organized:	Educational purposes, through the operation of a public charter school
Article 7: The mailing address of the corporation shall be: Mailing Address	BOARD OF DIRECTORS 151 N RIDGE AVE IDAHO FALLS, ID 83402-4019
Article 8: Registered Agent Name and Address Registered Agent	JARED W ALLEN Registered Agent Physical Address 2105 CORONADO ST IDAHO FALLS, ID 83404 Mailing Address
Article 9: Incorporator Name(s) and Address(es)	
Name	Incorporator Address
Jared Allen	151 N. RIDGE AVE. IDAHO FALLS, ID 83404

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Appendix B1: Articles of Incorporation



Article 10: Director Name(s) and Address(es)

Name	Title	Director Address
Candise Gilbert	Director	151 N. RIDGE AVE IDAHO FALLS, ID 83402
Collin Hunter	Director	151 N. RIDGE AVE. IDAHO FALLS, ID 83402
Christine Ogden	Director	151 N. RIDGE AVE. IDAHO FALLS, ID 83402
Callie Hatch	Director	151 N. RIDGE AVE. IDAHO FALLS, ID 83402
Jaime Mayo	Director	151 N. RIDGE AVE. IDAHO FALLS, ID 83402
Lee Stimpson	Director	151 N. RIDGE AVE. IDAHO FALLS, ID 83402
Kevan Weaver	Director	151 N. RIDGE AVE. IDAHO FALLS, ID 83402
Jeff Carr	Director	151 N. RIDGE AVE. IDAHO FALLS, ID 83402
Jared Allen	Director	151 N. RIDGE AVE. IDAHO FALLS, ID 83402

The Articles of Incorporation must be signed by at least one Incorporator.

Jared W. Allen

Jared Allen

03/16/2020

Date

B0493-1533 03/16/2020 12:35 PM Received by ID Secretary of State Lawrence Denney

BYLAWS OF ALTURAS PREPARATORY ACADEMY, INC.

1 Name and offices

1.1 Name

The name of the corporation shall be Alturas Preparatory Academy, Inc.

1.2 Principal office

The principal office of the corporation shall be located in Bonneville County, Idaho. The Corporation may have such other offices, either within or without the State of Idaho, as the board of directors may designate or as the business of the corporation may require from time to time.

1.3 Registered office

The registered office of the corporation required by the Idaho Business Corporation Act to be maintained in the State of Idaho may be, but need not be, identical with the principal office in the State of Idaho, and the address of the registered office may be changed from time to time by the board of directors.

1.4 Purpose

The corporation is organized and shall be operated exclusively for the specific purposes set forth in the corporation's Articles of Incorporation, namely educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

2 Board of Directors

2.1 General powers

The business and affairs of the corporation shall be managed by its Board of Directors.

2.2 Number, tenure and qualification

The number of directors of the corporation shall consist of not less than 3 nor more than 15 persons and each directorship shall have a numerical designation as follows: Director 1, Director 2, Director 3 and so on. The number of directors serving on the Board of Directors may be increased from time to time by resolution adopted at a regular or special meeting of the Board of Directors. The names and addresses of the members of the first Board of Directors have been stated in the Articles of Incorporation.

Due to the strategic alignment between the corporation and Forrester Academy, Inc. d/b/a Alturas International Academy (AIA), the initial Board of Directors of the corporation consists of the Board of Directors of AIA and they shall serve in accordance with their terms of service under the Bylaws of AIA. The Board of Directors shall serve in that capacity for both entities until such time as the Board of Directors shall determine that it is in the best interest of either or both entities that they should have separate boards.

All directors shall serve until replaced by a duly elected replacement; otherwise removed pursuant to these Bylaws; or until the formation of a separate board.

Upon creation of a separate board from AIA, the term of service between for each board member shall be a term of 3 years except that for Directors serving from the date of the formation of the Board of Directors, Seats 1, 4 and 7 shall serve for an initial term of 1 year; and Seats 2, 5 and 8 shall serve for an initial term of 2 years. After the initial term of each seat, directors shall serve for a term of 3 years so that up to, but no more than, 3 directors may be replaced each year at the annual meeting of the Corporation as set forth in these Bylaws.

A majority of the Directors may reappoint existing Directors who are willing and able to serve for additional terms.

2.3 Election of Directors

Directors will be elected at the annual meeting of the Board of Directors based upon the following

Appendix B2: Bylaws

process:

1. Board of Director applicants will be required to complete a questionnaire;
2. Board of Director applicants will undergo a screening process, overseen by the then current Board of Directors.
3. The then current Board of Directors will nominate candidates from the pool of applicants for each open position, with no more than three candidates being nominated per position.
4. From the nominated candidates, the then current Board of Directors will elect the replacement Directors.
5. Information about Board openings and the time, date, and location of the election of new Directors will be made public through various methods, including, but not necessarily limited to, publication in the local newspaper of widest distribution and sending notifications home with students.

2.4 Vacancies

Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors though less than a quorum of the Board of Directors. A director elected to fill a vacancy shall be elected for the un-expired term of his/her predecessor in office. Any directorship to be filled by reason of an increase in the amount of directors may be filled by election by the Board of Directors for a term of office continuing only until the next election of directors.

2.5 Compensation

By resolution of the Board of Directors, each director may be paid his/her expenses, if any, of attendance at each meeting of the Board of Directors. There shall be no salary or fixed sum paid to any director other than expenses of attending meetings or other authorized functions.

2.6 Presumption of assent

A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his/her dissent shall be entered in the minutes of the meeting or unless he/she shall file his/her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

2.7 Removal of director

Any board member may be removed by majority vote of the board.

2.8 Meetings by telephone

Members of the Board of Directors or any Committee may participate in a meeting of the Board or Committee by means of conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other at the same time. Such participation shall constitute presence in person at the meeting.

2.9 Board Chair

At its annual meeting, the Board of Directors shall elect from among its members a Board Chair who shall, when present, preside at all meetings of the Board of Directors and ensure the Board of Directors follows appropriate parliamentary procedures. The Board Chair is not the equivalent of president, but the same person may, if elected, serve as both the Board Chair and in any other office of the Board of Directors.

Appendix B2: Bylaws

2.10 Board Vice Chair

At its annual meeting, the Board of Directors shall elect from among its members a Board Vice Chair who shall assist the Board Chair. The Vice Chair shall possess the powers and perform the duties of the Board Chair during his or her absence or disability. The Vice Chair is not the equivalent of vice-president, but the same person may, if elected, serve as both the Board Vice Chair and in any other office of the Board of Directors.

2.11 Committees

The Board of Directors shall organized the following committees and appoint members of the Board of Directors to chair them:

- Governance Committee
- Finance Committee
- Academic Excellence Committee
- Development Committee
- Strategic Planning Committee
- Marketing and Public Relations Committee
- Recruitment Committee

The Board of Directors may create and dissolve additional committees to function on an as needed basis. Members of the committees other than the chairperson need not be directors. Each committee may have two or more members, who shall serve at the pleasure of the Board of Directors. The provisions of this Article which govern meetings, action without meetings, and quorum and voting requirements of the Board of Directors, shall apply to committees and their members as well.

3 Board Meetings

3.1 Annual meeting

The annual meeting of the Board of Directors shall be held on the third Thursday of July or at another time and date established by the Board of Directors. The failure to hold the meeting at the time stated shall not affect the validity of any corporate action. The election of Directors shall be the first order of business on the agenda for the annual meeting and Directors elected during the annual meeting shall assume the responsibilities of director immediately following the election process.

3.2 Regular meetings

The Board of Directors may establish, by action at a meeting or unanimous written consent, the time and place for holding subsequent regular meetings of the Board of Directors and they shall be held without the need of further notice. Absent Director action to the contrary, Regular meetings shall be scheduled for the third Thursday of each month.

3.3 Special meetings

Special meetings of the Board of Directors may be called by or at the request of the chairman, the president or any two directors requesting a meeting. The person or persons authorized to call special meetings of the Board of Directors shall fix any place, either within or without the State of Idaho, as the place for holding any special meeting of the Board of Directors called by them.

3.4 Public Meetings

Except as otherwise set forth in these Bylaws, all meetings shall be open to the public. Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provisions of Title 67, Chapter 23 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of trustees are subject to those provisions.

Appendix B2: Bylaws

3.5 Notice and Agendas

Not less than 48 hours prior to any regular meeting, including the annual meeting of the Board of Directors, agenda notice shall be published. Agenda items may be added subsequent to notice, provided a good faith effort was made to include all known agenda items in the published notice at the time of its publication.

Notice of any special meeting shall be given at least 24 hours prior thereto by written notice which could include text message, e-mail, fax or letter (either mailed or personally delivered) at his/her mailing address. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail, so addressed, with postage thereon prepaid. Any e-mail is deemed to be delivered the day it was sent. Any director may waive notice of any meeting. The attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the board of directors need be specified in the notice or waiver of notice of such meeting.

3.6 Quorum

A majority of the number of directors then in office shall constitute a quorum for the transaction of business at any meeting of the board of directors, but if less than such majority is present at a meeting, a majority of the directors present may adjourn the meeting without further notice.

3.7 Manner of taking action

The act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

3.8 Meeting Minutes

Written minutes shall be maintained at all meetings of the Board of Directors. Neither a full transcript nor a recording of the meeting is required. Minutes shall be available to the public within a reasonable time after the meeting, including: (a) Members of the Directors present; (b) Motions, resolutions, orders, or ordinances proposed and their disposition; (c) Results of all votes. Minutes of any executive sessions held by the Directors of the Corporation under Title 67, Chapter 23 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 67-2345, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting.

3.9 Executive Sessions

Executives sessions, closed to any persons for deliberation on specified matters, may be held by the Board of Directors for those reasons outlined and specified in Title 67, Chapter 23 of the Idaho Code. Unless otherwise allowed by law, no Director may disclose the content of an executive session to an outside source.

4 Officers

4.1 Numbers

In addition to the Board Chair and Board Vice Chair identified in Section 2, the officers of the corporation shall be a president, a secretary, and a treasurer. In the discretion of the Board of Directors, vice-presidents (the number thereof to be determined by the Board of Directors) may be elected by the Board of Directors. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board of Directors. Any two or more offices may be held by the same person, except the offices of president and either secretary or treasurer.

4.2 Election and term of office

The officers of the corporation shall be selected from the members of the Board of Directors and shall be elected annually by the Board of Directors at the annual meeting of the Board of

Appendix B2: Bylaws

Directors held after the election of Directors. The initial Board of Directors shall select initial officers who shall serve until the first annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Each officer shall hold office until his/her successor shall have been duly elected and shall have qualified or until his/her death or until he/she shall resign or shall have been removed in the manner hereinafter provided.

4.3 Removal

Any officer or agent may be removed by the Board of Directors whenever in its judgment, the best interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not of itself create contract rights.

4.4 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the un-expired portion of the term.

4.5 President

The president shall be the principal executive officer of the corporation and, subject to the control of the Board of Directors, shall be responsible to establish the agenda for all meetings of the stakeholders of the Corporation and all meetings of the Board of Directors and ensure that all participants in such meetings have access to the materials necessary to their participation. The president shall serve as the chief liaison between the Board of Directors and the school administration. The president and/or the board chair shall serve as the primary signing agent for all official board documents. The president shall also be responsible to ensure compliance by the Board of Directors with the charter contract, the board manual, if any, and these corporate bylaws.

4.6 Vice presidents

In the absence of the president or in the event of his/her death, inability or refusal to act, the vice-president, if any, or in the event there be more than one vice-president, the vice-presidents in the order designated at the time of their election, (or in the absence of any designation, then in the order of their election) shall perform the duties of the president, and when so acting, shall have all the powers of and be subject to all the restrictions upon the president.

4.7 Secretary

The secretary shall: (a) keep the minutes of the proceedings of the members and of the Board of Directors in one (1) or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records, excepting the financial records; (d) keep a register of the post office address of each board member which shall be furnished to the secretary by such board member; and (e) in general perform all duties incident to the office of secretary.

4.8 Treasurer

The treasurer shall: (a) serve as custodian of all financial records and inventory lists of the corporation; (b) track and record deposits from any source whatsoever in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article III of these bylaws; (c) serve as the chief liaison with the business manager for the school; and (d) in general perform all of the duties incident to the office of treasurer.

4.9 Assistant secretaries and treasurers

The assistant secretaries and assistant treasurers, if any, in general shall perform such duties as shall be assigned to them by the secretary or the treasurer, respectively, or by the president or the Board of Directors.

Appendix B2: Bylaws

4.10 Salaries

Unless otherwise determined by action of the Board in a properly notice meeting or by written consent, the officers shall serve without compensation other than reimbursement for expenses.

5 Contracts, loans, checks, and deposits

5.1 Contracts

The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

5.2 Loans

No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

5.3 Checks, drafts, etc.

All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

5.4 Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation and in such banks, trust companies or other depositories as the Board of Directors may select.

6 Fiscal year

The fiscal year of the Corporation shall begin on July 1 and shall end on July 31.

7 No private inurement

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions, the corporation shall not carry on any other activities not permitted to be carried on

- (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, as amended; or
- (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, as amended.

8 Corporate seal

The corporation shall not have a corporate seal.

9 Waiver of notice

Whenever any notice is required to be given to any member of the Board of Directors of the corporation under the provisions of these Bylaws or under the provisions of the Act, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

Appendix B2: Bylaws

10 Amendments

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote of the Board of Directors at any regular or special meeting.

11 Indemnification

The corporation shall indemnify its directors, officers, employees and agents to the fullest extent permitted under Idaho Code 30-3-88.

12 Dissolution

On dissolution of the corporation, all of its net assets shall be distributed in accordance with the requirements of Idaho Code § 33-5212, more specifically to the authorized chartering entity or the public school income fund as required by statute. Assets acquired with federal funds shall be returned to the authorized chartering entity for redistribution among other public charter schools.

13 Severability

The invalidity of any provision of these bylaws shall not affect the other provisions.

Certificate

The undersigned certifies that (s)he is the Secretary of Alturas Preparatory Academy, Inc., an Idaho nonprofit corporation, and that (s)he is authorized to execute this certificate on behalf of the corporation, and further certifies that the foregoing bylaws constitute the bylaws of the corporation as of this date, duly adopted by the directors of the corporation.

Date: _____

Alturas Preparatory Academy, Inc.

By: _____

Its: Secretary

Callie Hatch

3975 Stonebrook Lane

Idaho Falls, ID 83404

(208) 757-2818

callie.hatch@alturasacademy.org

SKILLS

Strong organizational skills, excellent writer, exceptional collaborator, good listener

EXPERIENCE

Member, Board of Directors, Alturas International Academy

JULY 2017 - PRESENT

- Part of the transition team from a managing board to a governing board of directors
- Chaired the Academic Excellence Committee. Created and prepared an Academic Performance Report and a Charter Promise Report Card
- Wrote the Request For Proposal for a \$1.5 million grant
- Strategic Planning Committee Chair

Co-Producer and Musical Director

APRIL 2001 - APRIL 2015

- Collaborated to produce and direct a musical program each spring for a multi-grade annual production.
- Taught all of the music, assisted in writing the scripts and in directing.

Volunteer Literacy Tutor

JANUARY 2000 - PRESENT

- Received training and tutored first through third grade students in three elementary schools throughout District #91.
- Developed a literacy curriculum to assist students with decoding, fluency, and comprehension.

Private Literacy Tutor

JUNE 2009 - DECEMBER 2015

- Began private, in-home tutoring in the summer of 2009 after multiple requests.
- Expanded to an after school in-home tutoring program in the fall.
- Was at capacity and maintained a waiting list.

EDUCATION

Brigham Young University, Provo, UT - B.S. Accounting

SEPTEMBER 1978 - APRIL 1981

Candise Gilbert

213 Colonial Way
Idaho Falls, ID 83404
208-821-1757
Candise.gilbert@alturasacademy.org

EDUCATION

B.S. Elementary Education, Utah State University, Logan, Utah, May 2004
Emphasis: Science, Graduated Cum Laude, GPA 3.82
A.S. Snow College, Ephraim, Utah, June 1996

WORK EXPERIENCE

Piano Teacher, Idaho Falls, ID 2007-current

Teach weekly lessons to students, ranging in age from 7-adult. Instruction is tailored to the individual needs of each student. Regular, detailed communication with parents is imperative to a successful learning experience.

English/Health Teacher, Salmon Middle School, Salmon, ID 2004-2005

Taught 8th Grade English and Health, and 6th Grade Health. Served as Student Council Advisor and oversaw several student activities.

Administrator/Head Teacher, International Language Program, Wuhan, China, January-June 2001

Responsible for supervision and training of 45 English teachers as well as organization of school schedules and maintenance of records. Observed teachers regularly and ensured that curriculum was taught correctly and effectively.

VOLUNTEER EXPERIENCE

Volunteer English Teacher, Moscow, Russia, January- June 1997

Learned and developed proficiency with provided curriculum. Taught English to kindergarten students. Participated in language and culture classes and excursions

Volunteer Church Representative, Sydney, Australia, January 1998-August 1999

Daily interaction with public in sharing personal beliefs, assisted local congregations with organization and operation. Participated in various community service projects.

Adoption Advocate/Educator, Idaho Falls, ID and Las Vegas, NV 2005-2013

Conducted extensive research in order to develop curriculum to best meet the educational needs of adoptive couples in both Nevada and Idaho. Wrote and revised curriculum based on recommendations from Case Workers. Proposed several options for Agency consideration. Made changes as time, policies, and laws dictated. Communicate regularly with Agency personnel, birth parents, adoptees, and adoptive couples

Adoptive Parent

Privileged to build my family in an unexpected yet miraculous manner. Educated myself and sought out a support system of other families in similar circumstances. Gracefully survived a 3 year contested adoption; it didn't win me any prizes, but it ought to have a spot on my resume! I have a genuine love for birth parents and all things adoption.

Foster Parent

For several years my husband and I have been foster parents in our region. I have gained an increased understanding of the socioeconomic challenges in our community and how they impact children. I have received training on how trauma affects growth and development of children.

Classroom Volunteer

As a mother my greatest desire is for the health and well-being of my family. I have made it a point to spend as much time as possible in my daughter's classroom, making myself an integral part of her education. I have done my best to get to know her teachers and work alongside them to ensure that my daughter is learning and growing to the best of her abilities. I have spent countless hours assisting her classroom teacher with classroom projects, student achievement, as well as classroom activities and performances.

Christine Ogden

4484 McCowin Ln
Idaho Falls, ID 83406
(208) 709-6634

christineogden81@gmail.com

WORK EXPERIENCE

Kevinz Cabinz, Inc.

Secretary

Idaho Falls, ID

2008-2010

Performed routine clerical and administrative functions such as drafting correspondence, organizing, and maintaining paper and electronic files. Handled all aspects of the company's financial recordkeeping, including recording financial transactions, managing accounts payable and receivable, reconciling bank statements, and completing annual tax forms.

BuildIt Framing, Inc.

Secretary

Idaho Falls, ID

2006-2008

Performed routine clerical and administrative functions such as drafting correspondence, organizing, and maintaining paper and electronic files. Handled all aspects of the company's financial recordkeeping, including recording financial transactions, managing accounts payable and receivable, reconciling bank statements, and completing annual tax forms.

Melaleuca, Inc.

Administrative Assistant

Idaho Falls, ID

2002-2005

Provided administrative support to the President/CEO. Performed numerous duties, including scheduling, writing correspondence, emailing, handling visitors, routing callers, and answering questions and requests.

EDUCATION

Idaho State University, General Studies

Idaho Falls, ID

1999-2002

VOLUNTEER EXPERIENCE

Alturas International Academy

Board Member

Idaho Falls, ID

2015-Current

My role as a member of the Alturas International Academy's Board of Directors includes maintaining the school's vision and mission, promoting the improvement of student performance, fiscal responsibility, setting and establishing policy, and ensuring that the school complies with its charter and applicable laws and regulations.

Resume For Collin Hunter

Patriot Lending Group- Loan Officer

March 2006-Dec 2008

- 100% commission position
- Learned a new industry in mortgage finance and earned the rookie of the year award while I learned because I was the top, new performer.

Investor/Private Capital Manager

Dec 2007- Present

- Bought several long term hold investment properties that consisted of residential and commercial real estate that I still own today including; 4 plexes, 3 plexes, duplexes, houses, condos and 2 commercial buildings.
- Help investors/builders fund their new build jobs and fix and flips and manage several million dollars/yr to assist them in these endeavors.
- I love coaching others to help them get into investment properties

Idaho Central Credit Union- Loan Officer

Jan 2009-Sept 2016

- Promoted ICCU Mortgage products to the public and was in the top 10% among the loan officers for promoting these products for several of these years and often times #1.
- Enjoyed training new Loan Officers, Processors, and Jr Loan Officers
- Helped lead the credit union into a newer market where we were a bottom performer to become the highest producer of mortgages in my local area.

Alturas International Academy- Founder/Treasurer

May 2015- Present

- Helped ensure we were well capitalized for this endeavor.
- Organized Fund Raisers and assisted in raising enough capital to void the funding gap in excess of \$250,000
- leveraged my network and influence to help find a building and to secure financing on it

New Penn Financial –Mortgage Sales Manager/Loan Officer

Oct 2016-Nov 2017

- Managed and trained entire new team of over 5 other loan officers, an assistant, and a jr loan officer in addition to maintaining my own production
- Maintained mortgage referral partner relationships

Idaho Central Credit Union- Mortgage Sales Manager

Dec 2017-Present

- Brought my core New Penn Team with me back to ICCU and integrated them into ICCU.
- Manage 13 loan officers in their training, production, and sales skills
- Help find ways to make processes more efficient in the mortgage process

Jaime L. Mayo

4220 S. 5th W.
Idaho Falls, ID 83404
Phone: 208-821-7986
Email: jaimelmayo@gmail.com

Education

Graduate School

- Brigham Young University, Provo, UT 2004-2007
Ph.D. in Molecular Biology, 2007
Academic Emphases: Gene Regulation, Development, Protein Trafficking

Undergraduate School

- Idaho State University, Pocatello, ID 2000-2003
B.S. in Microbiology, 2003

Positions and Experience

School Board

- District 495, Alturas International Academy School
Board Member, 2018- present

Adjunct Faculty

- Brigham Young University Idaho; Rexburg, ID teaching online Foundations of Science, 2020
- Brigham Young University Idaho; Rexburg, ID teaching online Genetics and Molecular Biology, 2015- present
- Mercy College of Health Sciences; Des Moines, IA teaching both online Immunology and online Cellular and Molecular Biology, 2010-2018
- Mercy College of Health Sciences; Des Moines, IA teaching on-campus Health Science Microbiology, 2008-2009

Research

- Graduate Research Assistant in the lab of Dr. Laura C. Bridgewater, Department of Microbiology and Molecular Biology, Brigham Young University
- Research Assistant in the lab of Dr. Josh Pak, Department of Chemistry, Idaho State University

Volunteer

- Ecclesiastical Adult & Youth Programs

Skills

Writing
Organization and Planning
Time Management
Leadership
Self-motivated
Analytical thinker
Teamwork

Effective communicator
Productive
Attention to detail

Jared W. Allen

248 Whisper Cove Place
Idaho Falls, ID 83404

(208) 227-6898
jaredallen@me.com

PROFESSIONAL EXPERIENCE

Attorney ● Beard St. Clair Gaffney (Idaho Falls) 2010 – Present

Guiding and directing clients through the legal system by providing them with the tools necessary to make complex business and critical life decisions in the best interests of themselves, their families, and their businesses; informing and persuading jurors, judges, arbitrators, mediators, and participants through the adversarial and dispute resolution processes; educating colleagues and community members on various legal and business topics through continuing education teaching opportunities.

Area Manager and General Counsel ● Compax (Salt Lake City) 2007 –2010

Utilized developed knowledge along with communication skills to inform supply chain, marketing, and purchasing personnel and help guide them through the development of product packaging. Utilized interpersonal skills to develop strong customer relations and improve sales year over year. Educated colleagues regarding various legal issues including regulatory compliance concerns and contracting best practices.

Attorney ● Beard St. Clair Gaffney McNamara (Idaho Falls) 1998 –2007

Assisted in the supervision and career development of litigation staff including law clerks, legal assistants, paralegals, and associates. Educated colleagues on persuasive writing practices and other matters. Educated staff and leadership of corporate clients on human resource and workplace safety issues.

VOLUNTEER EXPERIENCE

Board Member ● Alturas International Academy (Idaho Falls) 2015 – Present

Member of founding board of this vibrant K-8 charter in Idaho Falls. Worked with fellow board members, administrators and educators through entire start up process including: development of chartering documents; navigating chartering process through local school district and on to Idaho Public Charter School Commission as authorized chartering entity; selecting and developing both temporary (1st year) and long term facilities; adoption of International Baccalaureate programs as school's foundational framework; development of transportation program; and supporting and guiding administration in ongoing operations.

EDUCATION

Juris Doctor ● University of Idaho College of Law (Moscow) Spring 1998

Cum Laude. Member of International Legal Honor Society of Phi Delta Phi.

Bachelor of Arts, English ● Brigham Young University (Provo) Spring 1995

Appendix C: Board Member Resumes

Jeff Carr

208.757.2516 | jeffreystevencarr@gmail.com

2751 Waterford Ct., Idaho Falls, ID 83404

EXPERIENCE

Museum of Idaho

Idaho Falls, ID | 2017-present

Sr. Director of External Affairs (2020-present)

Director of Public Relations (2017-present)

- Senior leadership team, supervise Development, Grants, and PR/Marketing depts.
- Oversee communications, media, web, and fund development

Central Intelligence Agency

Langley, VA | 2013-17

Political & Leadership Analyst

- Acted as US Government subject-matter expert on issues in East Europe, Eurasia
- Researched, presented on developments for POTUS, other senior US officials

Stanford University

Palo Alto, CA | 2011-13

Program Coordinator – Center for Russian, East European & Eurasian Studies

- Served as Teaching Assistant, aided in advising, curriculum, grading, lecturing
- Created communications, organized lecture series, started up/edited online journal

EDUCATION

Stanford University

2011

MA in Russian, East European, and Eurasian Studies

- Federal FLAS Fellowship and Rebele Journalism Internship

Utah State University

2009

BA in English

- Undergraduate Research Scholar

RELEVANT NOTES

- Member, BYU-Idaho Advancement Council, 2020-present
- Member, Board of Directors, Alturas International Academy, 2019-present
- Writer, editor, frequent guest lecturer on Russia and foreign affairs

Appendix C: Board Member Resumes

Kevan D. Weaver

5178 Shadow Creek Dr
Idaho Falls, ID 83401

Work: (208) 526-3205 Cell: (208) 360-4716

Work Email: kevan.weaver@inl.gov

Home Email: weavkd@comcast.net

PROFESSIONAL SUMMARY

Dr. Weaver holds 10 patents/invention disclosures; is an active member of the American Nuclear Society (ANS) and the American Society of Mechanical Engineers (ASME), and a member of the Alpha Nu Sigma and Tau Beta Pi honor societies; is an adjunct professor at the University of Utah, and an affiliate faculty member of the University of Idaho and Idaho State University; has taught college courses in nuclear science and engineering at Brigham Young University and University of Idaho; is the author/co-author of more than 90 publications and technical reports, and 1 textbook; and has provided well over 100 presentations at technical conferences (technical talks, invited plenary talks, and invited panels), external review meetings for government and private industry, and internal review meetings.

EDUCATION Ph.D. in Nuclear Engineering, University of Utah, 1998.
B.S. in Physics, minors in Math and Spanish, Brigham Young University, 1993.

PROFESSIONAL EXPERIENCE

Idaho National Laboratory

2019 – present **Principal Investigator/Lead**, Micro-Reactors
2018 – present **Integration Principal for Experiments**, Versatile Test Reactor (VTR).
Technical Lead, Reactor Safety Systems, Fuel Design and Development

TerraPower, LLC (spinoff from Intellectual Ventures, and managed by Intellectual Ventures through 2012)

2017 – 2018 **Technical Fellow**
2013 – 2017 **Director of Technology Integration** (reporting to the President)
2008 – 2013 **Director of Technology Development** (reporting to the Senior Vice President of Operations)

Intellectual Ventures

2007 – 2008 **Reactor Physicist/Engineer**, Nuclear Programs

Idaho National Laboratory

2007 **U.S. Technical Director**, System Interface and Support Systems, Nuclear Hydrogen Initiative
2006 – 2007 **Technical Advisor for Engineering**, Next Generation Nuclear Plant (NGNP) project
2002 – 2006 **U.S. System Integration Manager**, Next Generation Nuclear Plant/Very High Temperature Reactor (NGNP/VHTR), and Gas-Cooled Fast Reactor (GFR)
2000 – 2003 **Group Leader**, Advanced Reactor Design Group
1998 – 2007 **Engineer/Scientist**

University of Utah

1995 – 1998 Assistant Reactor Supervisor / Senior Reactor Operator, University of Utah 100kW TRIGA Nuclear Reactor, NRC License No. SOP-70144
1994 – 1998 Research Assistant / Research Engineer, Center for Excellence in Nuclear Technology, Engineering, and Research (CENTER)

Brigham Young University

1990 – 1993 Lab assistant, physics demonstration area, Department of Physics and Astronomy

Lee Stimpson

Phone: (208) 680-7810 | **Email:** lee.stimpson@alturasacademy.org | www.linkedin.com/in/s-lee-stimpson-b9a9a634

SUMMARY OF QUALIFICATIONS

Results-driven, accomplished, highly motivated, and bilingual professional with experience in accreditation, data strategies, leadership development, operational planning, and program assessment. Versatile strategist, recognized for having superior analytical skills, exceptional liaison abilities, and remarkable skills in communicating the dissemination of data. Dedicated to maintaining a reputation built on quality, service, and uncompromising ethics.

EDUCATION

Idaho State University

- ◆ Doctor of Education Ed.D. Candidate

Utah State University – Jon M. Huntsman School of Business

- ◆ Master of Management Information Systems
- ◆ Master of Human Resources

Brigham Young University Idaho

- ◆ Bachelor Recreation Leadership
 - Sociology Minor

PROFESSIONAL PROFILE

College of Eastern Idaho * Idaho Falls, ID

Jan 2019 - Present

Director of Institutional Effectiveness

- ◆ Lead accreditation efforts of accountability and continual improvement campus wide.
- ◆ Organize and analyze data for mission and core theme fulfillment.
- ◆ Integral participant in strategic planning, operational planning, and accreditation processes.
- ◆ Reviewer/coordinator of all surveys and surveying practices on campus.

College of Eastern Idaho * Idaho Falls, ID

April 2016 – Jan 2019

Institutional Research Analyst

- ◆ Clearing house for completing and disseminating all campus, State, Federal and other reports.
- ◆ Retrieve data from database, analyze data, and complete reports with accurate and verifiable numbers.
- ◆ Deliver ad hoc reports/dashboards for managers and departments across campus in a timely manner.

Burnsville Toyota * Burnsville, MN

2015 - 2016

Service Advisor

- ◆ Listened to and discerned customers' concerns in order to consult about appropriate services.
- ◆ Educated/informed as liaison between customers and the technicians, managers, and warranty companies.

Envinsulate * Rosemount, MN

2014 - 2015

HR Associate/Team Lead/Territory Director

- ◆ Developed company and Human Resource practices and policies.
- ◆ Responsible in identifying, developing, and deploying Envinsulate strategic growth plans while managing teams, marketing, and sales growth activities.

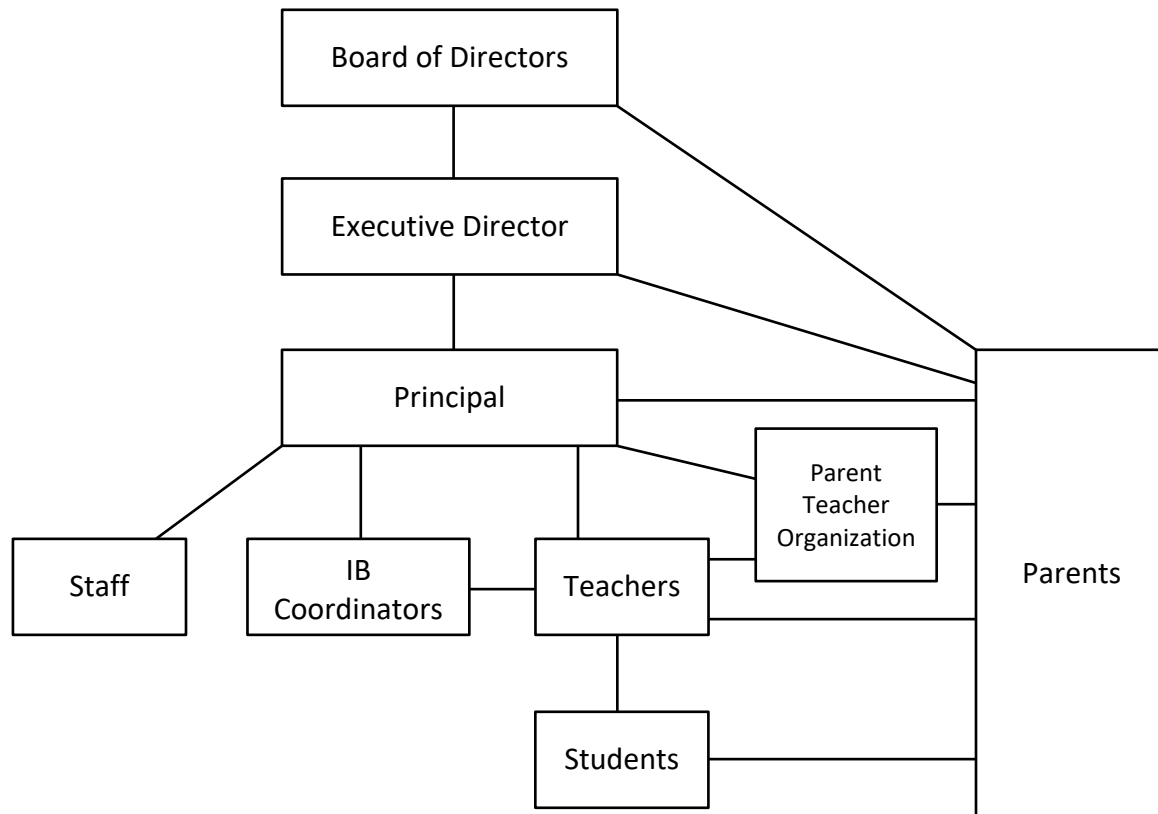
Utah State University * Logan, UT

2012-2014

Training & Professional Development

- ◆ Led the development and implementation of 3 major management training and development programs to better train and engage 3000 university employees.

Appendix D1: Organizational Chart



Michelle R. Ball

6680 Red Bluff Lane, Idaho Falls, Idaho 83406
t: (208) 521-1385
e: michellerball@gmail.com
w: www.mrsballspectrum.com

Professional Profile

- Professional educator with almost four decades of experience.
- Proven success in diversification teaching and thematic teaching.
- Skilled primary school teacher in both traditional and multi-age classrooms.
- Published author of K-6th grade Math, Science and Reading curricula.
- Mentor and advisor to new educators.
- Engaged, driven, enthusiastic, and passionate professional.

2016-Present

Alturas International Academy Charter School, Idaho Falls, ID

- Co-founder and Executive Director

1981-2015

Idaho Falls School District #91, Idaho Falls, ID

- Taught at three schools in District #91 – Ethel Boyes (Kindergarten), Emerson (Kindergarten), and Sunnyside Elementary (Kindergarten; 1st-3rd Grade Multi-Age Classroom).
- Practice small group learning and diversification teaching – tailor lessons to the instructional level of each student in my classroom.
- Develop curricula and individualized lessons that enable students to explore, expand, and deepen their knowledge of the subject.
- Written and awarded numerous grants ranging from \$1,000 to \$10,000 for technology and teaching tools in the classroom.
- Organized monthly programs during which students highlight their knowledge in Science, Math, Reading, Geography, and Social Studies.
- Twice co-chaired a committee that organized a 5k race for students, parents and the community that raised \$34,000 for classroom technology at Sunnyside.
- Served on the District's Math and Language Arts Adoption Committees.
- Provided professional instruction on best practices for teachers during the District's in-service days.

2005 Fulbright Scholar, United States Department of State Bureau of Educational and Cultural Affairs, Prague, Czech Republic

- Awarded a Fulbright tailored for teachers that included a six week program in Prague, Czech Republic in which elected officials, ministry representatives, teachers, professors, and former Soviet Union officials spoke about the Czech Republic.
- Developed and shared curricula about Czech and Eastern European history, culture and society that can be adapted for 1st through 6th grade students.

1980-1981

Bonneville School District, Ammon, ID

- Worked as a 3rd grade teacher at Ammon Elementary.

1978-1980

Davis School District, Farmington, UT

- Hired directly out of college to teach 3rd grade.

Publications

- Key participant in writing 1st Grade Language Guides for the Idaho State Department of Education Curricular Materials website (2005).
- Key participant in writing 1st Grade Reading Guides for the Idaho State Department of Education Curricular Materials website (2005).
- Co-wrote and published Brown Bag Science Series (Simple Machines; Weather; Senses), ESC Learning Systems, San Antonio, TX (individual books for 1st through 6th grade) (2003).
- Co-wrote and published Wake Up, Brain!! 300 Brain-Stretching Challenges for Language Arts, Math, Geography and More, ESC Learning Systems, San Antonio, TX (individual books for 1st through 6th grade) (2000).

Awards

- Wal-Mart Teacher of the Year for Idaho (2008).
- Recipient of “8 Who Makes A Difference Award” for community service for Eastern Idaho (2001).

Grants

- Maeck Foundation grant for “Life of Fred” series to teach math creatively (2013).
- Maeck Foundation grant for thematic units in math (2011).
- Qwest Foundation grant recipient for 11 iPads and educational apps to teach “Out of this World, Out of the Ordinary,” a space unit aimed at enhancing technology in the classroom (2011).
- Maeck Foundation grant for T-shirts, T-shirt Jet press, Flip Camera and printer to enhance educational plays (2010).
- INL grant for a visual projector and “Insects Larger than Life” exploration (2009).

Recognitions

- Nominated four times for the “Teacher of the Year Award” by the Post Register.
- Nominated six times for “Sylvan Learning Teacher of the Year Award.”
- Nominated for “Walt Disney Teacher of the Year Award.”
- Nominated twice for inclusion in “Who’s Who Among America’s Teachers.”

Education

Bachelor of Science

University of Utah, Salt Lake City, UT

Graduated 1977

- Majored in Education with a focus on primary school.
- Dean's List.

Professional References

Melinda Royer, Principal

e: myroyer@westside202.com

Callie Hatch, Parent Volunteer and Tutor

e: calliehatch@cableone.net

Dane Watkins, Idaho 7th Judicial District Judge

e: dwatkins@co.bonneville.id.us

Darin Snyder, Research Scientist

e: darin.snyder@inl.gov

Brian R. Bingham

964 E 900 N
Shelley, Idaho 83274
brian.bingham@alturasacademy.org
208.680.3350

Career Objective:

To be a change in education and a model for others to follow

Education:

Idaho State University (Pocatello, Idaho) 2014-2017

- Masters of Education Administration
- Emphasis in Educational Leadership

GPA: 3.8

Brigham Young University–Idaho (Rexburg, Idaho) 2009-2012

- Bachelor of Arts in Spanish Education, Minors in Physical Education and TESOL

GPA: 3.641

Experience:

Alturas International Academy #495 Idaho Falls, Idaho July 2017 – present

Principal

- Help students become their best selves through discussion and dialogue
- Train and support teachers in fulfilling the vision and mission of the Charter
- Evaluate and give feedback to staff regarding their role in students learning
- Guide teachers and staff in adopting the Charter and International Baccalaureate Philosophy

Bonneville School District #93 Idaho Falls, Idaho August 2013-June 2017

Administrator Intern

Hillcrest High School

- Develop curriculum for study skills classes using research-based information
- Guide students in learning from choices they made
- Visit with students helping to set goals for college/career readiness

Sandcreek Middle School

- Assist in the development of a schedule transitioning from semester block schedule to trimester
- Collaborate with faculty and staff to incorporate technology into the classroom

Special Services (SPED/Title I)

- Train new student teachers for a summer school program
- Aide summer school teachers with discipline

Spanish Teacher, Varsity Football Coach, Jr. High Head Track Coach

Hillcrest High School

- Assist students to reach his or her own unique potential
- Administer formative and summative assessments to determine student learning
- Create common ECAs with other foreign language teachers
- Collaborate with teachers through Professional Learning Communities
- Educate the whole student through life-long lessons outside the classroom

Volunteer Work:

Member of the Board of Directors 2016-present

The Child Help Fund

- Coordinate volunteer work and donations for the charity
- Work with volunteers in Honduras to coordinate recipients of the charity
- Oversee the allocation and distribution of charity funds



P.O. Box 51455 Idaho Falls, ID 83405-1455
Telephone (208) 529-8036 877-529-8036
FAX (208) 529-2364 info@tetonstagelines.com
www.tetonstagelines.com

Board of Directors
Alturas International Academy
151 North Ridge Ave
Idaho Falls, ID 83402

27 March 2020

RE: High School Transportation Starting School Year 2021-22

Dear Sirs:

May this letter serve as intent to Alturas International Academy Charter School that Teton Stage Lines is willing and able to help provide transportation for the proposed Alturas International Academy School should they be granted the charter to open a secondary High School/Junior High.

Teton Stage Lines has enjoyed our relationship with the school over these past 4 years and looks forward to providing services to the High School.

Please let us know how we can best facilitate this additional growth in your transportation needs.

Sincerely

Donavan Harrington
General Manager
Teton Stage Lines

Appendix F2: Officer and Committee Roles

Position	Description
Board Chairman	Participates in the hiring, monitoring, and evaluation of the school leader, and cultivates a constructive partnership with the school leader. Is the primary signing agent for all official board documents. Presides at all meetings of the board, and promotes meaningful dialogue. Is the contact for board members on board issues, and holds members accountable for carrying out roles and responsibilities.
President	Establishes the agenda and ensures all participants have access to necessary materials for board meetings. Serves as a chief liaison between the Board of Directors and the school administration. Responsible to ensure compliance with the charter, board handbook, and bylaws. Presides at board meeting in the absence of the chairman.
Secretary	Keeps minutes of all board meetings. Sees that all public notices are duly posted. Is custodian of all board records, excepting financial records. Performs all duties incident to the office of secretary.
Treasurer	Serves as custodian of all financial records and inventory lists. Tracks and records deposits. Serves as the chief liaison officer with the business manager for the school. Performs all duties incident to the office of treasurer.
Governance Chair	Maintains proper board composition and ensures that the board governs effectively. Provides leadership for training for board education. Orients new board members and ensures an effective board self-assessment process.
Finance Chair	Oversees the school's budget and asset management. Approves short-and long-term financial goals for the charter school. Recommends and monitors the budget, ensures compliance with strong policies, and raises financial concerns and solutions to safeguard the school's resources.
Academic Excellence Chair	Monitors student performance against rigorous academic goals. Raises strategic issues for board discussion. Asks questions, provides advice, and holds the school leader accountable for results.
Development Chair	Oversees the development of fundraising goals, leads activities to meet these goals. Engages the collective board and individual board members in regular fundraising activities for the school and in providing strategic direction, oversight, and accountability for the board's fundraising activities.
Strategic Planning Chair	Partners with the school leader to write, review, and propose changes to the school's long-term strategic plan. Creates and manages a timeline for the strategic planning process.

Appendix F2: Officer and Committee Roles

	Oversees the completion of a clear, actionable, and concise strategic plan.
Marketing and Public Relations Chair	Regularly interfaces with the local media and sends press releases when appropriate. Ensures the school is endorsed by the media as a center of service and excellence serving the community and students with a quality education. Develops and strengthens community partnerships. Assists development chair in the promotion of fundraising activities.
Recruitment Chair	Assessing the skills, experience, and expertise of the existing board to identify gaps. Evaluating potential future board members against identified needs. Extending invitations to potential board members to run for vacancies. Work with governance to committee to orient new board members.
Executive Director	Responsible for implementing the mission and vision of the school. Recommends to the board the hiring of personnel, conducts evaluations, and provides professional development. Oversees all management of curriculum, equipment, supplies, technology, and staffing.
Principal	Works directly with the Executive Director to oversee the management aspects of the school, including hiring, evaluations, professional development, curriculum, equipment, supplies, technology, and staffing. Ensures that the mission and vision of the school are implemented.

VIA EMAIL and US MAIL

March 31, 2020

Chad Williams
Shelley School District 60
545 Seminary Ave
Idaho Falls, ID 83274
cwilliams@shelleyschools.org

Re: *Alturas Preparatory Academy, Inc.*
 Idaho Code § 33-5205(3)(b) Notice of Intent to Seek Charter Authorizer

Dear Superintendent Boland:

The School Board of Alturas International Academy, District 495, has prepared a charter application for the creation of a new high school, Alturas Preparatory Academy. A copy of the completed petition is enclosed.

The purpose of this letter is to inform you that we are seeking an authorizer and to extend our offer to attend a District 60 Board of Trustees meeting, if you so request, in accordance with the requirements of Idaho Code § 33-5205(3)(b).

We encourage you to let us know as soon as practicable whether you desire to have us attend such a meeting, presumably remotely under the current circumstances, and have enclosed a simple check the box form you may use for that purpose should you so desire. Please let me know if you have any questions.

Sincerely,



Jared W. Allen

Enclosures as stated

cc:

VIA EMAIL and US MAIL

March 31, 2020

George Boland
Idaho Falls School District 91
690 John Adams
Idaho Falls, ID 83401
bolageorg@d91.k12.id.us

Re: *Alturas Preparatory Academy, Inc.*
 Idaho Code § 33-5205(3)(b) Notice of Intent to Seek Charter Authorizer

Dear Superintendent Boland:

The School Board of Alturas International Academy, District 495, has prepared a charter application for the creation of a new high school, Alturas Preparatory Academy. A copy of the completed petition is enclosed.

The purpose of this letter is to inform you that we are seeking an authorizer and to extend our offer to attend a District 91 Board of Trustees meeting, if you so request, in accordance with the requirements of Idaho Code § 33-5205(3)(b).

We encourage you to let us know as soon as practicable whether you desire to have us attend such a meeting, presumably remotely under the current circumstances, and have enclosed a simple check the box form you may use for that purpose should you so desire. Please let me know if you have any questions.

Sincerely,



Jared W. Allen

Enclosures as stated

cc:

VIA EMAIL and US MAIL

March 31, 2020

Scott Woolstenhulme
Bonneville Joint School District 93
3497 N. Ammon Road
Idaho Falls, ID 83401
woolstes@d93.k12.id.us

Re: *Alturas Preparatory Academy, Inc.*
Idaho Code § 33-5205(3)(b) Notice of Intent to Seek Charter Authorizer

Dear Superintendent Woolstenhulme:

The School Board of Alturas International Academy, District 495, has prepared a charter application for the creation of a new high school, Alturas Preparatory Academy. A copy of the completed petition is enclosed.

The purpose of this letter is to inform you that we are seeking an authorizer and to extend our offer to attend a District 93 Board of Trustees meeting, if you so request, in accordance with the requirements of Idaho Code § 33-5205(3)(b).

We encourage you to let us know as soon as practicable whether you desire to have us attend such a meeting, presumably remotely under the current circumstances, and have enclosed a simple check the box form you may use for that purpose should you so desire. Please let me know if you have any questions.

Sincerely,

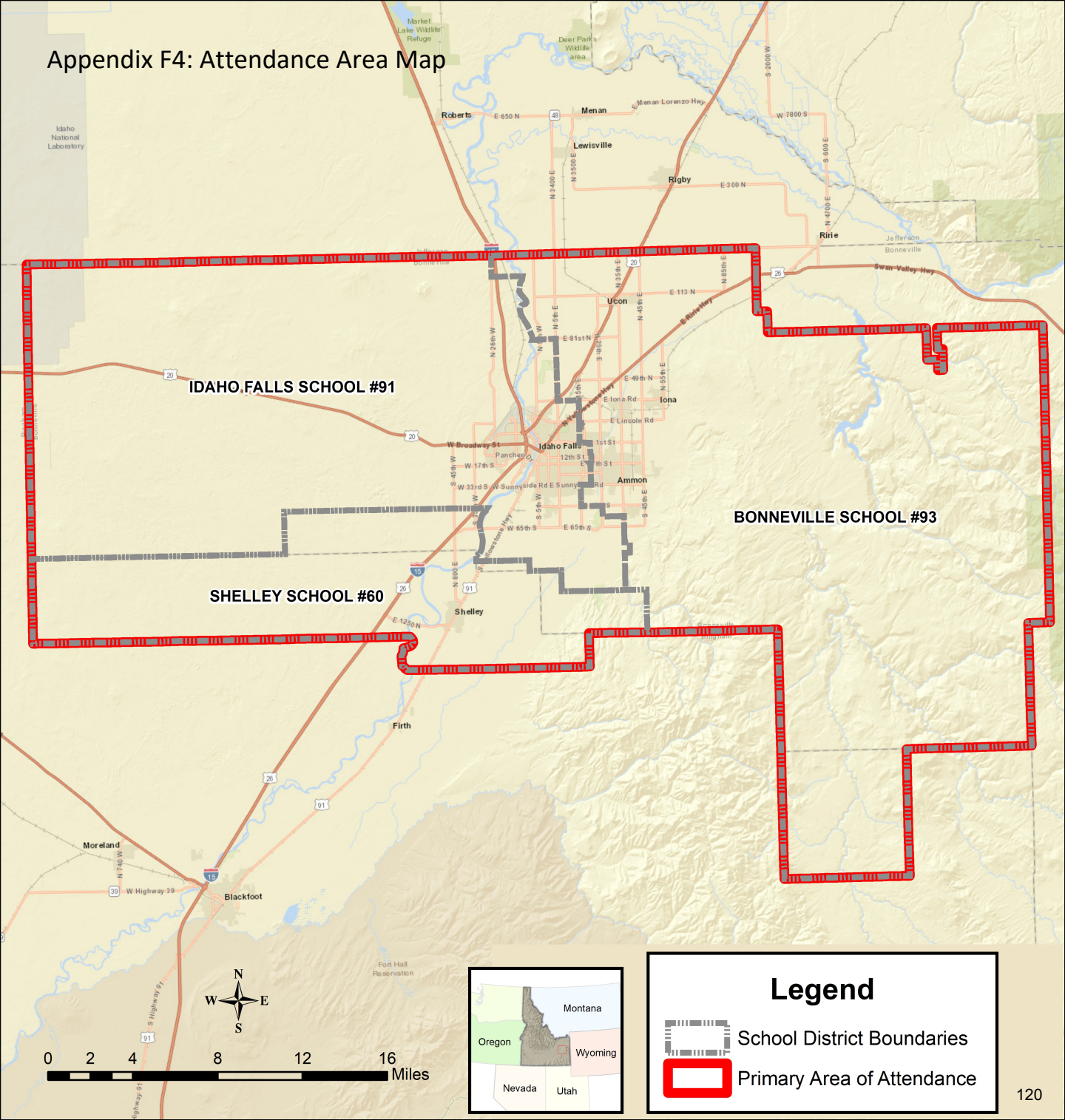


Jared W. Allen

Enclosures as stated

cc:

Appendix F4: Attendance Area Map



seeking partnership for new high school

Danielle Stimpson <danielle.stimpson@cei.edu>

Mon, Mar 23, 2020 at 6:24 PM

To: Jeffrey Carr <jeffrey.carr@alturasacademy.org>, Clint Reading <clint.reading@cei.edu>, Angela Smith Sackett <angela.sackett@cei.edu>, Mary Stephenson <mary.stephenson@cei.edu>

Thank you, Jeff.

This sounds like an exciting addition for our Idaho Falls students. We look forward to working with you.

Our VP of Instruction and Student Affairs, Lori Barber, has two grown sons who attended an IB high school. They have both done very well in college and career. She has been an advocate for IN schools. I am sure she will be supportive in our partnership.

Please keep us updated of how we can help. I am available to answer any questions as questions arise.

Best,

Danielle



DANIELLE STIMPSON, MS

Pathways Coordinator

208.535.5409

danielle.stimpson@cei.edu

From: Jeffrey Carr <jeffrey.carr@alturasacademy.org>

Sent: Monday, March 23, 2020, 4:46 PM

To: Clint Reading; Angela Smith Sackett; Mary Stephenson; Danielle Stimpson

Subject: seeking partnership for new high school

Email Sent From Outside the Organization

If you have concerns regarding this email, please call 208-680-6874.

Hello,

My name is Jeff Carr, and I'm a member of the board at Alturas International Academy in Idaho Falls, along with your colleague Lee Stimpson.

As you may or may not know, Alturas leadership is currently writing a charter to establish a sister public charter *high school* in Idaho Falls called Alturas Preparatory Academy (starting in Fall 2021). This new school would function on the same IB principles that have made the K-8 school successful, and would include both diploma and career tracks, both of which could overlap nicely with the wonderful work you're doing at CEI. Also, just as with the existing school, the high school would be the first and only IB school in East Idaho.

I'm reaching out today to start a conversation about partnership between this new school and CEI to ensure that our students have every possible opportunity to benefit from the good work you're doing. We'd love to talk ideas with you and your group down the road (after the pandemic, perhaps), but for now, we wanted to at least get on your radar and plant some seeds for a hopefully mutually beneficial partnership going forward.

Looking forward to figuring out how best to proceed. Thanks.

-Jeff

Jeff Carr
Member, Board of Directors
Alturas International Academy



cei logo.png
7K

exploring partnership for new high school

Blake Wachter <blake.wachter@gmail.com>
To: Jeffrey Carr <jeffrey.carr@alturasacademy.org>

Tue, Mar 24, 2020 at 6:12 PM

Yes I would love to discuss this opportunity with you.

Blake Wachter
Cardiology
208 716 6869

On Mon, Mar 23, 2020 at 4:25 PM Jeffrey Carr <jeffrey.carr@alturasacademy.org> wrote:
Hello Dr. Wachtnr,

My name is Jeff Carr, and I'm writing as a member of the board at Alturas International Academy in Idaho Falls. I'm reaching out because Alturas leadership is currently writing a charter to establish a new *high school* in Idaho Falls called Alturas Preparatory Academy (starting in Fall 2021), and we are eager to extend our fruitful partnership with EIRMC to encompass the new school as well. I'm not sure whether you're the person to talk to about this, but I've heard good things about you with regard to the defibrillator donation to Alturas some time ago.

This new school would function on the same International Baccalaureate (IB) principles that drive our K-8 students to be globally and community minded. It would also be the first and only IB school in East Idaho

Obviously, the Alturas community has benefited from EIRMC's partnership already, and we hope furthering that at the high school level may open some new avenues for kids in East Idaho that haven't been open before. We'd love to talk ideas with you and your group down the road (after the pandemic, perhaps), but for now, we wanted to at least get on your radar and plant some seeds for a hopefully mutually beneficial partnership going forward.

How does that sound? Thanks.

-Jeff

Jeff Carr
Member, Board of Directors
Alturas International Academy

--

Blake Wachter, MD, PhD
Advanced Heart Failure/Transplant, Cardiology
Idaho Heart Institute
Idaho Falls, ID



Jeffrey Carr <jeffrey.carr@alturasacademy.org>

exploring partnership for new high school

Chloe Doucette <education@museumofidaho.org>
To: Jeffrey Carr <jeffrey.carr@alturasacademy.org>

Tue, Apr 21, 2020 at 11:26 AM

Hello Jeff!

The Museum of Idaho is so excited to continue to partner with Alturas in educational initiatives! We are committed to fostering and developing, both existing and new programs, as the school looks at expanding and broadening their reach.

As a secondary certified educator myself, I look forward to discussing ideas about how to extend our partnership to this new age group.

Chloe Doucette
Director of Programs and Engagement
Museum of Idaho

From: Jeffrey Carr <jeffrey.carr@alturasacademy.org>
Sent: Tuesday, April 21, 2020 10:27 AM
To: education@museumofidaho.org
Subject: exploring partnership for new high school

Hi Chloe,

As noted, I'm writing right now on behalf of Alturas International Academy, which is currently writing a charter to establish a new *high school* in Idaho Falls called Alturas Preparatory Academy starting in Fall 2021. This new school would function on the same IB principles that govern the K-8 school's curriculum, and would be the first and only IB school in East Idaho.

I certainly believe both MOI and Alturas have benefited from the existing partnership with the K-8 school, so I'm simply writing in hopes that the two institutions can sit down and discuss -- sometime after the pandemic -- ideas about how to extend that mutually beneficial partnership to the new Alturas high school as well.

How does that sound? Thanks.

-Jeff

Jeff Carr
Member, Board of Directors
Alturas International Academy



June 9, 2020

To: Idaho Public Charter School Commission
Chairman Alan Reed
Vice-Chair Brian Scigliano

Re: Support for the Alturas Preparatory Academy

Dear Chairman Reed and members of the Idaho Public Charter School Commission,

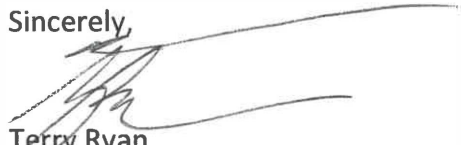
I am writing in support of the Alturas Preparatory Academy in Idaho Falls. Bluum and I have been working with the Alturas leadership team and board since before Alturas International Academy opened its doors in August 2016. In 2016, we worked with the J.A. and Kathryn Albertson Family Foundation (JKAF) to award Alturas a \$1,000,000 start-up grant.

In the JKAF grant award documentation, the Alturas team committed themselves to meeting or exceeding a variety of academic achievement targets (growth and proficiency on ISAT and NWEA MAP), staying in good standing with its authorizer the Idaho Public School Commission, growing its enrollment, and staying healthy financially. It has met all these targets and now has a healthy weight list and community demand to grow and serve more students while adding a high school.

Bluum supports the launch of the Alturas Preparatory Academy because the team that would lead the school has proven their ability to run a high performing public charter school in Idaho Falls. Because the Alturas team delivers as promised for families and children, we will work with them to seek additional grant support from the J.A. and Kathryn Albertson Family Foundation. Further, upon approval from the Idaho Public Charter School Commission, Alturas will be eligible to apply for up to \$800,000 in federal Charter School Program (CSP) funding from Bluum. I cannot promise that Alturas will receive either JKAF funding (that decision is made by the JKAF board) or CSP funding (that funding is competitive and awarded through a third-party review process). But, Alturas is exactly the sort of group that these funding opportunities are meant to support.

Should you have any questions or concerns please do not hesitate to reach out to me.

Sincerely,



Terry Ryan
CEO

Appendix F7: Enrollment Table

Enrollment Used for Budgeting						
Grades	2020-21	2021-22	2022-23	2023-24	2024-25 - Sustainability	2025-26
K	64	96	96	96	96	96
1	64	96	96	96	96	96
2	64	96	96	96	96	96
3	64	96	96	96	96	96
4	64	96	96	96	96	96
5	64	96	96	96	96	96
Total K-5:	384	576	576	576	576	576
6	69					
7	69					
8	69					
6		64	96	96	96	96
7		64	64	96	96	96
8		64	64	64	96	96
Middle School:	207	192	224	256	288	288
9		54	60	58	58	86
10		15	46	54	52	52
11		0	0	41	49	47
12		0	0	0	37	44
High School:		69	106	153	196	229
Total Alturas	591	576	576	576	576	576
Total Alturas Prep		261	330	409	484	517
Total Enrollment	591	837	906	985	1060	1093
New Seats, K-5:		192				
New Seats, APA:		69	69	79	75	33
Cumulative New Seats:		261	906	985	1060	1093

		2026-27	2027-28
96	96	Alturas International Academy	Proven Community Demand
96	96		
96	96		
96	96		
96	96		
96	96		
576	576		
		Alturas Preparatory Academy	
96	96		
96	96		
96	96		
288	288		
86	86		
77	77		
47	77		
42	42		
252	282		
576	576		
540	570		
1116	1146		
		23	30
		1116	1146



June 12, 2020

Michelle Ball, Executive Director

Alturas Preparatory Academy

151 N Ridge Ave.

Idaho Falls, ID 83402

Dear Ms. Ball:

Building Hope Finance (“Building Hope” or the “Lender”) is pleased to present this nonbinding preliminary term sheet for a subordinate term loan of up to \$1,950,000 (the “Loan”) for the acquisition and redevelopment of a mall space (Grand Teton Mall) for a new charter school located at 2300 E 17th St., Idaho Falls, ID 83404 (the “Property”).

Please understand that this term sheet does not constitute an offer or commitment by Building Hope, or any of its lending partners, for the proposed new financing, nor does it define all of the terms and conditions of a loan commitment. Rather, it serves as a framework upon which your loan request may be submitted for approval. Issuance of a commitment by Building Hope, and any of its lending partners, is subject to further underwriting and the approval of your loan request under each Lender’s approval process. If Building Hope issues a financing commitment for this transaction, it will supersede this letter in all respects.

SUMMARY OF PRELIMINARY TERMS

Lender:	Building Hope Finance
Borrower:	Alturas Preparatory Academy or other acceptable real property holding entity
School/Tenant:	Alturas Preparatory Academy
Project:	Alturas Preparatory Academy
Purpose:	To provide Senior financing for the acquisition of a 75,000 sqft space in a shopping mall and redevelopment of a school facility (the “Project”) located at the 2300 E 17 th St., Idaho Falls, ID 83404.
Senior Lender Requirement:	Borrower shall secure a senior loan commitment for up to \$7,800,000 or 65% of Project’s total project cost prior to closing. No advances under the Loan shall be made by Building Hope until Borrower has closed on the senior loan.
Equity Requirement:	No specific requirement
Loan Amount:	Up to \$1,950,000
Loan Term:	Five (5) years
Interest Rate:	Fixed at 3.0%
Amortization/Payments:	Capitalized Interest during construction, Interest only in year one of Occupancy, and Principal and Interest based on a 25-year level amortization commencing on the first anniversary of occupancy
Primary Collateral:	The loan will be secured by a second position behind the senior lender on the following: (i) a Deed of Trust on the acquired property, (ii) assignment of Revenue Intercept and (iii) assignment of all other leases between Borrower and non-charter school Lessees or Sub Leases between the Charter School and any sub

	lessee, (iv) UCC filing on all Furniture Fixtures and Equipment within the school, (v) other security interest as reasonably required by the Lender
Prepayment Fee:	None
Loan Fee:	1% of the actual Loan amount due and payable at the time of closing (estimated to be \$19,500). The loan fee shall not be due if the loan does not close for any reason which is the result of Lender's action.
Loan Expenses, Third-Party Reports, and Good Faith Deposit:	<p>Notwithstanding anything to the contrary contained herein, Borrower shall pay all reasonable costs and expenses of processing, underwriting, servicing and closing the Loan (including reasonable legal fees and costs and expenses of third-party reports, underwriting and insurance review and reasonable legal fees and expenses of outside counsel), irrespective of whether the Loan closes.</p> <p>All third-party reports (including but not limited to appraisals, environmental reviews, and property condition assessments) will be made available to the Lender with reliance letters if necessary and appropriate.</p> <p>Upon acceptance of this term sheet, Borrower is required to provide a non-refundable \$2,000 deposit, which shall be applied toward payment of these Loan Expenses. This assumes reliance on all third-party reports. Borrower shall be required to deposit with Lender any additional amounts estimated to be incurred by Lender if unable to rely on said reports.</p>
Appraisal:	Lender requires and may rely on a new appraisal commissioned by the Senior Lender of the fair market value of the real property and proposed facility. Appraisal fees are the responsibility of the Borrower regardless of whether the Loan closes.
Environmental Review:	Building Hope will be provided with all documentation related to environmental assessments and remediation, including any third-party review of these documents commissioned by the Senior Lender, the cost of which will be borne by the Borrower. Borrower shall provide a customary environmental indemnity acceptable to Lender.
Construction Consultant:	Building Hope will be copied on all relevant communication with any independent construction consultants engaged by the Senior Lender and paid for by the Borrower to include preconstruction reviews of contracts, plans, and budgets; monthly progress reports detailing construction progress, cost, change order activity, and any potential concerns; and milestone completion confirmations.
Financial Covenants:	<p>The following covenants will be tested annually based on year-end audited financial statements:</p> <ul style="list-style-type: none"> • Debt Service Coverage of not less than 1.1x (calculated using the actual interest rates of Senior and Subordinate Loans finalized at closing) until the earlier of year 4 of the Loan term or the year that the School is projected to reach stabilized enrollment and 1.2x thereafter; • Liquid Assets equal to at least thirty (30) days' operating expenses; • Other covenants to be determined in the course of underwriting.
Additional Debt:	No additional debt may be incurred without the consent of Building Hope or its lending partners.
Reporting:	<p>Borrower will provide periodic reporting of the following information:</p> <ul style="list-style-type: none"> • Annual audited financial statements and enrollment statistics; • Annual operating budget and enrollment projections; • A compliance certificate confirming satisfaction of the Financial Covenants in form acceptable to Lender; • Quarterly management-prepared financial statements; • All reports given to and received from the Charter Authorizer (including but not limited to annual reports and site visit reports);

	<ul style="list-style-type: none"> • Borrower's annual academic performance results, as provided to the Charter Authorizer or any other state agency (broken out by grade, subject and demographic subgroup); • Enrollment, by grade, headcount, membership, attendance or any other similar report that is required to be submitted to the State; • Re-enrollment statistics on April 30th and on the date that is one (1) month prior to the start of school; and • Such other information Lender may request.
Insurance	<ul style="list-style-type: none"> • Closing of the Loan is contingent on Building Hope's satisfactory review of insurance obtained for the Project, Building Hope and any other parties required by Building Hope being named as an additional insured party, and liability coverage for all parties to the transaction in amounts and with terms acceptable to the Lender. • Title insurance policy insuring good and clear title to the land and improvements comprising the mortgaged property containing no survey exception by a title company selected by Lender in amounts satisfactory to Lender.
Construction Contract	<ul style="list-style-type: none"> • AIA guaranteed maximum price ("GMP") construction contract for the construction. Construction contract to include a satisfactory liquidated damage provision and provision for payment and performance bonds in amounts and form satisfactory to Lender.

After reviewing the above terms and conditions, please feel free to call with any questions or comments. If you find the above terms and conditions to be acceptable, please indicate so by signing below and returning a faxed or emailed copy to my attention along with a deposit of \$2,000.

Upon receipt of the executed term sheet and deposit, Building Hope will proceed with the final loan underwriting and approval process. Please note that the deposit is nonrefundable but will be credited towards closings costs should the Loan be approved and funded. I look forward to hearing from you and continuing to work with you on this important project.

Sincerely,



Robin Odland
President
Office: (202) 457-1989
Fax: (202) 457-1980
rodland@bhope.org

Accepted and Agreed by Alturas Preparatory Academy:

Name: _____

Title: _____

Date: _____

SUBJECT

Alturas International Academy – Performance Certificate Amendment

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-5206(8)

IDAPA 08.02.04

BACKGROUND

A public charter school may request an amendment to its performance certificate at any time.

DISCUSSION

Alturas International Academy (AIA) is requesting to maintain its capacity of 576 students while reducing the grade levels served and increasing the number of students served in each grade.

The school is requesting to amend its performance certificate such that AIA would cease serving students in grades 6-8 at the end of the 2020-2021 school year. These students would apply to attend APA, assuming the PCSC approved the petition, for grades 6-12.

AIA would then serve 96 students in each grade, K-5. This would effectively use the space in the school's current facility and provide a broader base of elementary students that allows for natural attrition in the secondary grades. The school currently has a waitlist from which to fill these seats in 2021.

IMPACT

If the PCSC approves the amendment request, Alturas International Academy would begin operating under the revised performance certificate immediately, and the school would cease to serve students in grades 6-8 on June 30, 2020 and would begin serving a larger number of students in grades K-5 beginning in the fall of 2021.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approving the AIA amendment as presented.

COMMISSION ACTION

A motion to approve the AIA amendment request as presented.

OR

A motion to deny the AIA amendment request as presented.
Alternate motions may be considered at the discretion of the commission.

Amendment 1

IN WITNESS WHEREOF, the Authorizer and Alturas International Academy Inc. have executed this Amendment to the Performance Certificate to make changes to the charter, including increasing enrollment numbers for grades 6-8 in years 2020-2021, and grades K – 5, including total enrollment, in years 2021 – 2022 through 2025-2026. This Amendment to the Alturas International Academy Inc. charter is effective as of August 13th, 2020.

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
K	48	48	62	64	64	64 96	64 96	64 96	64 96	64 96
1	41	48	48	64	64	64 96	64 96	64 96	64 96	64 96
2	42	48	48	64	64	64 96	64 96	64 96	64 96	64 96
3	42	50	48	64	64	64 96	64 96	64 96	64 96	64 96
4	36	54	52	64	64	64 96	64 96	64 96	64 96	64 96
5	36	54	54	64	64	64 96	64 96	64 96	64 96	64 96
6	36	50	54	64	64 74	-	-	-	-	-
7		50	50	64	64 70	-	-	-	-	-
8		15	50	54	64 66	-	-	-	-	-
Total	281	417	466	566	576 594	576	576	576	576	576

Alan Reed, PCSC Chairman

Date

Chairman, AIA

Date

SUBJECT

Proposed Revisions to PCSC Policy

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-5213(2)

BACKGROUND

On February 13th, 2020, the PCSC announced its intent to review and revise policy.

PCSC staff reviewed various sections of Idaho Code, IDAPA 08.02.04, existing PCSC policy, and related operational documents to inform the proposed revisions. The proposed revisions have been reviewed by the PCSC's legal counsel.

DISCUSSION

The proposed PCSC policies are included in these materials. Based on feedback and additional research a few minor changes have been made since this draft was presented to the PCSC on 6/18. These changes are noted in the draft policy document in legislative formatting.

IMPACT

If approved, the proposed PCSC policies would be in effect immediately. If not approved, the existing policies would remain in effect.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends adopting the revised policy.

COMMISSION ACTION

A motion to adopt the PCSC policy revisions as presented.

OR

A motion to reject the PCSC policy revisions as presented.

OR

A motion to adopt the PCSC policy revisions with the following changes:

_____.

Section I: PCSC Meeting Protocol

A. Submission of Meeting Materials

1. Final revisions for new charter school petitions must be received by the PCSC office no later than 5:00 p.m. Mountain Time thirty (30) calendar days prior to the scheduled hearing.
2. All other materials to be considered at a regular meeting must be received by the PCSC office no later than 5:00 p.m. Mountain Time fifteen (15) calendar days prior to the meeting date.
3. Materials to be considered at a special meeting of the PCSC must be received by the PCSC office no less than twelve (12) hours prior to the scheduled start time of the meeting.
4. Additional or revised materials may be accepted after the deadline at the discretion of the PCSC Director.
5. Additional materials and handouts may be accepted at the meeting at the discretion of the PCSC Chair.
6. All materials shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage devices. Materials submitted as a shared document or via a shared drive not provided by the PCSC will not be accepted.

B. Public Participation

1. Members of the public may address the PCSC during regular or special PCSC meetings.
2. Members of the public must indicate the topic they wish to address on the sign-in sheet prior to the start of the meeting.
3. Members of the public ~~shall~~ may be invited to speak by the Chairman during the agenda item to which the public comment pertains.
4. Public comment unrelated to an agenda item ~~shall~~ will be allowed only if a separate public comment section is included on the agenda. In such a case, the speaker ~~shall~~ will be invited to address the PCSC during that section.
5. Public comments shall be limited to three (3) minutes.

C. Written Testimony

1. Written testimony may be submitted to the PCSC staff at any time.

2. Written testimony must be identified as such and must include the name and contact information of the author.
3. Written testimony submitted at least seven (7) days in advance of a PCSC meeting will be included in the meeting materials.
4. Written testimony submitted fewer than seven (7) days in advance of a PCSC meeting will be distributed to commissioners, but may not be included in the meeting materials.

D. Agenda Items Regarding PCSC Schools

1. A public charter school ~~shall~~ will be informed no less than thirty (30) days prior to any meeting at which that school is the subject of an agenda item.
2. A public charter school's governing board or its designee shall be allotted up to fifteen (15) minutes to address the PCSC during the agenda item(s) specifically related to that school. Additional time may be allowed at the Chairman's discretion.

Section II: New Charter School Petitions

A. New Charter School Petition Eligibility

1. New charter school petitions shall be considered only at regularly scheduled PCSC meetings ~~and in compliance with I.C. § 33-5205.~~
2. A petition for a new charter school shall be eligible for consideration by the PCSC if all of the following are satisfied:
 - a. The new charter school petition includes all required narrative sections and all required appendices, pursuant to IDAPA 80.02.04.202; and
 - b. The new charter school petition is submitted by a governing board whose bylaws are compliant with the Idaho Nonprofit Corporation Act (~~I.C. § 30-30~~) and fully executed, and whose articles of incorporation are filed in the state of Idaho; and
 - c. The new charter school petition includes evidence that both the petition and the letter stating the petitioners' intent to pursue authorization with the PCSC were submitted to all impacted traditional school districts at least four (4) weeks prior to submission to the PCSC.
 - d. At least one member of the petitioning group has completed the Charter Start 101 workshop, hosted by the State Department of Education.
3. A petition for a new charter school shall not be eligible for consideration by the PCSC if either of the following are true:
 - a. The petition has been denied by the PCSC within the previous ~~twelve (12) months~~ 90 days; or
 - b. A Petition Evaluation Report for the proposed new public charter school has been issued by the PCSC staff, *and* the petition was subsequently withdrawn from consideration prior to the scheduled hearing within the previous ~~twelve (12) months~~ 90 days;
 - c. No member of the petitioning group has completed the Charter Start 101 workshop, hosted by the State Department of Education.

B. New Charter School Petition Submission Requirements

1. A petition for a new charter school may be submitted to the PCSC at any time.

2. Petitions received between January 1st and September 1st, if approved, may open the following fall.
3. Petitions received between September 2nd and December 31st will be subject to a the next full review cycle based on the petition's submission date. ~~However,~~ If approved, the public charter school may not begin operations until July 1 of the following year, at least eighteen (18) months after the date on which the petition was submitted.
4. New Charter School Petitions must include the following:
 - a. One Adobe PDF document comprising the petition narrative and all appendices, including the completed budget template; and
 - b. One Excel document (including formulas) comprising the completed budget template.
 - c. Materials provided by the petitioners, but not incorporated into the final PDF by the petitioners, shall not be forwarded to the PCSC for consideration.

C. New Charter School Petition Content Requirements

1. PCSC staff will maintain a New Petition Guidance document and a full description of the Standards of Quality against which a new charter school petition shall be evaluated.
2. Pursuant to IDAPA 08.02.04.202, the petition narrative shall include descriptions of the following:
 - a. Educational program; and
 - b. Financial and facilities plan; and
 - c. Board capacity and governance structure; and
 - d. Student demand and primary attendance area; and
 - e. School leadership and management; and
 - f. Virtual or blended learning model, if applicable.
3. Pursuant to IDAPA 08.02.04.202.07, New Charter School Petitions shall include all of the following appendices:
 - a. Appendix A - Budgets, including the PCSC budget template and facility option template; and

- b. Appendix B - Articles of Incorporation and Bylaws; and
 - c. Appendix C - Board of Directors; and
 - d. Appendix D - School Administration; and
 - e. Appendix E - Education Services Provider, if applicable.
4. New charter school petitions may include any additional supporting documents incorporated into the PDF as Appendix F.

D. New Charter School Petition Evaluation Timeline

1. Within thirty (30) days of receiving an eligible new charter school petition, PCSC staff will issue a Petition Evaluation Report to the petitioners for use as a revision tool.
2. PCSC staff will conduct an interview with the public charter school's governing board for the purpose of evaluating the board's governance capacity. A summary of the interview shall be included in the final Petition Evaluation Report.
3. ~~Petition revisions may be submitted up until will be accepted by PCSC staff until, and no later than the materials due date for the hearing, fifteen (15) thirty (30) calendar days prior to the meeting hearing.~~ Revisions submitted fewer than ~~fifteen (15) thirty (30) days prior to the hearing~~ may be accepted at the discretion of the PCSC Director.
4. PCSC staff will issue a recommendation for approval, denial, or conditional approval to the school within twelve (12) weeks of the original submission date.
5. The PCSC will hold a hearing at the next regularly scheduled meeting following the issuance of the PCSC staff's recommendation.
6. Materials for the hearing will consist of:
 - a. The final new charter school petition in PDF format, as submitted by the petitioners; and
 - b. The final Petition Evaluation Report, as prepared by PCSC staff; and
 - c. A cover sheet noting the PCSC staff's recommendation.

7. At the hearing, the PCSC will issue a decision of approval, denial, or conditional approval.
8. If approved, a Performance Certificate for an initial operational term of five (5) years will be drafted by the PCSC staff, and must be executed by both parties within seventy-five (75) days from the date of approval.
9. New public charter schools must attend a pre-opening orientation meeting with PCSC staff within two (2) weeks of approval for the purpose of reviewing pre-opening requirements and timelines.
10. Denials may be appealed to the state superintendent of public instruction, pursuant to I.C. § 33-5207.

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Section III. Petition for Transfer of Authorization

A. Petition to Transfer Authorization Eligibility

1. Petitions to transfer authorization of a public charter school's current Performance Certificate to the PCSC shall be considered only at regularly scheduled PCSC meetings ~~and in compliance with I.C. § 33-5205A.~~
2. Petitions to transfer authorization may be submitted to the PCSC at any time.
3. The term dates of a public charter school's Performance Certificate are fixed, and shall not change due to a transfer of authorization.
4. A petition to transfer authorization shall be eligible for consideration by the PCSC if both of the following are true:
 - a. The public charter school's governing board has passed a resolution stating its intent to apply for a transfer of authorization; and
 - b. The public charter school's existing authorizer has provided written support of the public charter school's intent to apply for a transfer of authorization.
5. A petition to transfer authorization shall not be eligible for submission if:
 - a. The petition to transfer authorization has been denied by the PCSC within the previous ~~twelve (12) months~~ 90 days; or
 - b. Either the public charter school's governing board or the public charter school's current authorizer do not wish to pursue the transfer.

B. Petition to Transfer Authorization Submission Requirements

1. Initial petitions to transfer authorization must include the following:
 - a. A petition narrative as described in Section II.C.2 of these policies; and
 - b. The school's current-year board-approved annual budget; and

- c. The school's most recent financial audit; and
 - d. Written notification from the existing authorizer indicating that it agrees to the pursuit of a transfer of authorization; and
 - e. The school's existing Performance Certificate, including the Performance Framework, and any other applicable appendices or conditions.
2. Final petition to transfer authorization must also include the following:
- a. The proposed PCSC Performance Certificate, including the Performance Framework, as applicable to the public charter school under PCSC authorization; and
 - b. Written confirmation from the school's existing authorizer that it has reviewed the materials included in the final submission, particularly the proposed Performance Certificate, and agrees to the transfer of authorization.

C. Petition to Transfer Authorization Evaluation Timeline

1. Within thirty (30) days of submission, PCSC staff will provide to the petitioner:
 - a. A Petition Evaluation Report outlining any concerns with regard to the PCSC's Standards of Quality; and
 - b. A draft Performance Certificate, as applicable to the public charter school under PCSC authorization.
2. A hearing shall be scheduled within twelve (12) weeks of the original submission date.
3. The PCSC will issue a decision to approve or deny the petition to transfer authorization at the scheduled hearing.
4. If approved, the transfer of authorization shall be effective on the following July 1st.
5. Denials may be appealed to the State Board of Education, pursuant to I.C. § 33-5209A.

Section IV: Charter and Performance Certificate Amendments

A. Eligibility for Amendment

1. ~~Pursuant to I.C. § 33-5206(8), a~~ A public charter school or its authorizer may enter into negotiations to revise a Charter or Performance Certificate at any time.
2. The PCSC shall not approve requests for amendments if any of the following are true:
 - a. The amendment proposes to increase enrollment or to change the grade levels served and the school did not meet standard on all measures of the Performance Framework, as reported on the most recent Annual Performance Report; or
 - b. The amendment proposes to increase enrollment or to change the grade levels served, or to increase the rate of growth toward capacity *and* the school is operating on an initial Performance Certificate term; or
 - c. The amendment proposes to adjust sections of the Charter or Performance Certificate that are relevant to the reasons for possible non-renewal or revocation *and* the PCSC has issued notification of potential non-renewal or either revocation proceedings or closure protocol have begun.
3. Proposed Charter or Performance Certificate amendments shall include the following:
 - a. A cover letter explaining the nature of and rationale for the proposed amendments; and
 - b. One Adobe PDF document comprising the section(s) of the Charter or Performance Certificate to be amended; and
 - c. One Adobe PDF document comprising any supporting documentation, including budgets and/or notifications to the traditional district, if applicable.

B. Consideration of Minor Amendments

1. ~~In accordance with IDAPA 08-02-04.302-02, the PCSC delegates to~~ The PCSC Director has the authority to approve minor amendments to a school's Charter or Performance Certificate.
2. Minor amendments include, but are not limited to:
 - a. Changes in enrollment numbers by grade if the amendment does not impact the school's approved enrollment capacity or grades served;

- b. Changes in enrollment capacity if the amendment does not increase the school's approved enrollment capacity by more than 10% over the course of the Performance Certificate term and the amendment does not change the approved grade levels served;
 - c. Changes to the school's mission, vision, or key design elements to reflect strategic planning if the amendment does not significantly change the instructional model;
 - d. Changes to the school's primary attendance area for the purposes of clarifying the intent of the existing area; or
 - e. Changes to the school's Charter to include statutorily allowable enrollment preference categories.
- 2. Notification of approval or denial by PCSC staff of any minor amendment will be issued to the public charter school within thirty (30) days of submission.
 - 3. Amended Charters or Performance Certificates shall be fully executed by both parties within thirty (30) days of receiving notification of approval.
 - 4. If the amended Performance Certificate or Charter is not executed by both parties within thirty (30) days of notification of approval, the amendment shall be considered failed and the Performance Certificate or Charter will revert to its state prior to the failed amendment.

C. Consideration of Major Amendments

- 1. Major amendments will be considered by the PCSC only at regularly scheduled meetings.
- 2. Major amendments include, but are not limited to:
 - a. Changes to the public charter school's enrollment capacity of more than 10% over the course of the Performance Certificate term;
 - b. Changes to the grade levels served by the public charter school;
 - c. Changes to the school's instructional model of such significance as to require the section of the charter to be rewritten; or
 - d. Any amendment that does not otherwise qualify as minor according to Section IV.B.2.

3. A written review by PCSC staff of any major amendment shall be issued to the charter holder within thirty (30) days of submission.
4. Revision of the proposed Charter or Performance Certificate amendment will be accepted by PCSC staff, provided the revision is submitted no less than fifteen (15) calendar days prior to the scheduled hearing.
5. The PCSC shall approve or deny proposed Charter or Performance Certificate amendments at the hearing at which they are considered.
6. Amended Charters or Performance Certificates must be fully executed by both parties within thirty (30) days of approval.
7. If the Amended Performance Certificate or Charter is not executed by both parties within thirty (30) days of approval, the amendment shall be considered failed and the Performance Certificate or Charter will revert to its state prior to the failed amendment.

Section V: Reporting

A. Governing Documents

1. ~~Pursuant to I.C. § 33-5205B,~~ No charter school ~~shall~~ may commence operations without a Performance Certificate executed within seventy-five (75) days of charter approval.
2. A Performance Certificate will outline the terms and conditions under which a charter school is authorized to operate.
3. All Performance Certificates will include Performance Framework that outlines the specific standards and outcomes the school must achieve in order to earn subsequent operational terms.
4. ~~Pursuant to I.C. § 33-5209A(1) and I.C. § 33-5209B(5),~~ The Performance Framework shall include indicators, measures, and metrics in the following categories:
 - a. Academic achievement,
 - b. Operational effectiveness,
 - c. Financial health, and
 - d. Board stewardship

B. Annual Performance Reports

1. Annual Performance Reports will be prepared by PCSC staff and shall include the following:
 - a. The school's status with regard to the terms of its Performance Certificate;
 - b. The school's performance outcomes as evaluated against its Performance Framework;
 - c. The school's status with regard to any renewal conditions included in its existing Performance Certificate, if applicable;
 - d. Longitudinal data reflecting the school's performance over the course of the previous three (3) operational years; and
 - e. The school's status with regard to any mission-specific goals, if such are included in its Performance Framework.

2. Public charter schools may submit corrections and/or clarifications to the Annual Performance Report within thirty (30) days of issuance of the report.
3. Corrections and/or clarifications must be submitted to the PCSC office in writing, and must include a cover sheet clearly identifying each correction or clarification and the supporting documentation.
4. Annual Performance Reports will be published on the PCSC's website no later than January 31st.
5. PCSC staff will prepare and publish an annual report addressing the performance of all schools authorized by the PCSC. This report will be published on the PCSC's website no later than January 31st.

C. Required Reports

1. Public charter schools authorized by the PCSC must submit the following reports annually by the following dates, or as requested:
 - a. July 30th
 - i. The school's leadership update, noting any changes to board directors, administrative staff, or key operational staff. This report also requires confirmation of contact information and assurance that all compliance issues that occurred during the previous fiscal year were reported to the PCSC as required;
 - ii. The school's board-approved annual budget for the current fiscal year (any subsequent amendments must be submitted within five (5) days of the change);
 - iii. The school's projected enrollment by grade level on which the submitted annual budget is based;
 - iv. A projected cash flow report for the current fiscal year; and
 - v. If applicable, any data necessary to evaluate the school's performance against mission-specific goals that are included in the school's Performance Framework.
 - b. November 1st
 - i. A board-approved independent fiscal audit report for the previous fiscal year.

c. February 1st

- i. A balance sheet and a budget-to-actuals report as of the end of the second quarter of the fiscal year.

d. A public charter school that did not meet standard on any financial measures of the most recently issued Annual Performance Report must also submit the following financial documentation:

- i. A balance sheet, due November 1st and May 1st to reflect the first and third quarters of the fiscal year, respectively; and
- ii. A budget to actuals report, due November 1st and May 1st to reflect the first and third quarters of the fiscal year, respectively; and
- iii. An updated cash flow report for the current fiscal year, due quarterly on November 1st, February 1st, and May 1st.

D. Reporting Standards

- 1. ~~Pursuant to I.C. § 33-5204(2),~~ A public charter school shall be considered a governmental entity. As such, public charter schools shall be accountable follow and adhere to the standards established by the Government Accounting Standards Board (GASB).
- 2. Budgets shall be completed on an accrual basis, with year-end balances including encumbrance. That is, revenue intended for use in one fiscal year may not be used to demonstrate fiscal stability by covering expenditures that should have been paid using revenue from the previous fiscal year.
- 3. Cash flow projections shall be completed on a cash basis, showing actual cash amounts and projections with funds moving out at the appropriate, anticipated time.

E. Required Documentation

- 1. Public charter schools must submit copies of the following documents prior to operating and must notify the PCSC of any changes within five (5) days:
 - a. Facility lease agreement, if instructional facilities are leased; and
 - b. Certificate of occupancy for all instructional facilities; and
 - c. Accreditation reports; and
 - d. Board bylaws; and

- e. Contact information for each board member (including full name, phone number, address, email address, and resume).
2. ~~Pursuant to IDAPA 08.03.01.301~~, Public charter schools must notify the PCSC within five (5) days if the administration or the governing board becomes aware of any of the following circumstances:
- a. The school may have violated the terms of its Performance Certificate;
 - b. The school may have violated an applicable ~~or operated out of compliance with any applicable~~ laws, rules, or regulations;
 - c. A lawsuit has been filed against the school;
 - d. A complaint against an employee of the school has been filed with the Professional Standards Commission; or
 - e. The school's board passes a motion to relinquish its charter.
3. ~~Pursuant to IDAPA 08.03.01.300~~, A public charter school must provide copies of the following insurance binders to the PCSC prior to operating:
- a. Liability;
 - b. Property loss;
 - c. Worker's compensation;
 - d. Unemployment; and
 - e. Health.
4. Pursuant to IDAPA 08.03.01.300, a public charter school must provide the following documents to the PCSC prior to beginning operations in an initial or any subsequently acquired facility:
- a. Building inspection report from the Idaho Division of Building safety;
 - b. Fire marshal report for the site; and
 - c. Health district inspection certificate issued by the appropriate health district for the site.
5. The PCSC or its staff may request additional reports on an as-needed basis for the purpose of fulfilling its duty to oversee the public charter school's compliance with applicable laws, rules, and regulations, including the school's Performance

Certificate and Performance Framework.

F. Authorizer Fee

1. Authorizer fees shall be calculated pursuant to I.C. § 33-5208(8).
2. PCSC staff will issue authorizer fee invoices no later than February 15th each year.
3. Authorizer fees shall be due to the PCSC no later than March 15th each year.
4. A public charter school may redirect up to 10% of the assessed fee to pay membership fees to an organization that provides technical assistance, training, and advocacy for Idaho public charter schools. Receipts must be remitted with payment as proof of purchase.
5. A public charter school will be notified within thirty (30) days of the due date if payment is delinquent. In such a case, the amount due will be withheld from the next scheduled payment distribution until such time as the school remits payment in full, pursuant to IDAPA 08.02.04.102.

Section VI: Public Charter School Oversight

A. General Oversight

1. All public charter schools authorized by the PCSC shall be continuously monitored for compliance with all applicable laws, rules, regulations, and the terms of the Performance Certificate.
2. All public charter schools authorized by the PCSC shall be annually evaluated against the Performance Framework to determine performance outcomes.
3. The PCSC will consider the reporting burden of public charter schools when requesting reports, and will utilize data and reports prepared by the State Board of Education, the State Department of Education, and/or PCSC staff whenever possible.
4. If a public charter school is accredited by a State Board of Education approved accrediting agency, the PCSC shall accept accreditation reports in lieu of conducting a site visit for the purpose of establishing whether the school is effectively implementing its Key Design Elements as stated in its Performance Certificate.
5. If a public charter school is not accredited by a State Board of Education approved accrediting agency, the PCSC will conduct a site visit once during the public charter school's Performance Certificate term for the purpose of evaluating whether the school is effectively implementing its Key Design Elements as stated in its Performance Certificate.
 - a. The public charter school will receive written notice of a site visit for this purpose at least thirty (30) days prior to the visit, and whenever possible, the site visit will be scheduled at a time convenient for the public charter school.
6. The PCSC ~~will~~ may make additional site visits for the following purposes:
 - a. Conducting a pre-opening site visit with advanced notice for the purpose of determining the school's readiness to begin operations.
 - b. Observing the enrollment lottery once per Performance Certificate term with advanced notice and for the purpose of evaluating operational compliance;
 - c. Observing a governing board meeting once per Performance Certificate term with advanced notice and for the purpose of evaluating operational compliance;
 - d. Investigating concerns regarding compliance with any applicable laws, rules, regulations, or the performance certificate with or without notice; and/or

~~e. Attending celebrations by invitation.~~

B. Complaints

1. PCSC staff shall log all complaints against a public charter school it authorizes within ~~one (1)~~ five (5) business days of receiving the complaint.
2. PCSC staff shall notify the public charter school's governing board and primary administrator of the complaint within five (5) business days of receiving the complaint.
3. ~~PCSC staff shall inform complainants of the appropriate grievance procedures including:~~
 - ~~a. The public charter school's grievance policy; and~~
 - ~~b. The grievance policy of the entity responsible for enforcing the law, rule, or regulation for which the complaint alleges violation.~~

C. Investigations

1. PCSC staff shall investigate the validity of complaints alleging that a public charter school may be in violation of an applicable law, rule, regulation, or term of its Performance Certificate.
2. If the PCSC staff's investigation concludes staff has reason to believe that a violation may have occurred, or that more specific expertise is required to determine whether a violation has occurred, the PCSC staff shall provide notice of its concerns to both the Charter holder and the entity responsible for enforcing the law, rule, or regulation in question. ~~Such notice shall be made in writing, and a copy will be provided to the public charter school.~~
3. Enforcement of the law, rule, or regulation that has been violated will be the responsibility of the entity with the authority to enforce that law, rule, or regulation. ~~However, the PCSC will engage in progress monitoring for the purpose of reporting on the public charter school's state of compliance at the time of the next Annual Performance Report.~~
4. If the public charter school is in violation of the terms of its Performance Certificate, the PCSC shall issue a Courtesy Letter defining the violation and the date by which the violation must be resolved. PCSC shall engage in progress-monitoring for the purpose of enforcing compliance.
5. Progress-monitoring plans will be documented, and may include additional site visits, desk audits, and/or meetings.

6. A public charter school's Annual Performance Report shall include record of any PCSC staff investigation concluding that a violation occurred, and record of any findings or violation identified by an entity responsible for enforcing an applicable law, rule, or regulation.

D. Courtesy Letters

1. Courtesy letters may be issued to a public charter school for any reason at the discretion of the PCSC Director.
2. Courtesy letters will be issued to a public charter school if any of the following circumstances arise:
 - a. The PCSC has reason to believe the school may be in violation of a law, rule, regulation, or the terms of its Performance Certificate;
 - b. The PCSC has reason to believe that the public charter school may not be able to remain fiscally viable for the remainder of its Performance Certificate term;
 - c. To request any reports in addition to those described in Section V.C of these policies;
 - d. To request any documentation necessary to conduct the PCSC's oversight duties;
 - e. To inform the school of a progress-monitoring plan; and/or
 - f. To inform the school of potential or executed actions of the PCSC that impact the operations of the public charter school, including, but not limited to, non-renewal or revocation of the school's Performance Certificate or changes to PCSC policy.
3. Courtesy letters shall be for the purpose of ensuring that the public charter school is formally made aware of a concern, request, or required action.
4. The issuance of a courtesy letter and the receipt of documented resolution of a concern identified in a courtesy letter will be noted in the public charter school's Annual Performance Report.

E. Written Notification of Fiscal Concern

1. Pursuant to I.C. 5-33-5209C(3), If the PCSC has reason to believe that a public charter school may not remain fiscally stable for the remainder of its Performance Certificate term, the PCSC shall issue to the State Department of Education a written notification of concern.

2. A notification of fiscal concern shall be issued by the PCSC for the purpose of protecting taxpayer dollars and shall cause the public charter school's funding to be distributed in equal percentages across the regularly scheduled distribution dates for the fiscal year following issuance.
3. A public charter school shall be considered financially stable if the school met all financial standards on the most recently issued Annual Performance Report.
4. A public charter school ~~shall~~ may also be considered financially stable if the public charter school did not meet all of the financial standards on the most recently issued Annual Performance Report, but all of the following are true:
 - a. The public charter school's fiscal audit indicates a positive year-end fund balance for the previous fiscal year; and
 - b. The public charter school maintained a positive cash flow during the current fiscal year; and
 - c. The public charter school is able to service all current-year financial obligations without relying on revenue intended for use in future fiscal years; and
 - d. The public charter school did not engage in any new long or short term debt during the current fiscal year.
5. Written notifications of fiscal concern shall be considered for issuance, continuation, or removal only at the PCSC's regularly scheduled June meeting.
6. Written notifications of fiscal concern shall be in effect for the entire fiscal year.
7. Public charter schools wishing to have written notifications of fiscal concern considered for removal must provide a cover letter and documentation evidencing fiscal stability at least fifteen (15) days in advance of the scheduled meeting.

Section VII: Renewal, Non-Renewal, and Revocation

A. Renewal Standards

1. The PCSC shall make renewal, non-renewal, or conditional renewal decisions in compliance with I.C. § 33-5209B.
2. The PCSC shall consider a school's demographic profile and other circumstances that may affect the school's ability to adhere to the terms and conditions of its Performance Certificate when making renewal or non-renewal decisions.
3. The PCSC shall base its renewal decisions on:
 - a. The school's performance outcomes as evaluated against the school's Performance Framework; and
 - b. The school's fiscal audits; and
 - c. The terms of the school's Performance Certificate.
4. The PCSC shall renew a charter, thereby granting a subsequent Performance Certificate term, to any public charter school that met all of the terms of its Performance Certificate (including the Performance Framework) on the Performance Report issued on the November 15th preceding the renewal decision, ~~in accordance with I.C. § 33-5209B(9).~~ Schools in this category are exempt from submitting a renewal application.
5. The PCSC may renew, non-renew, or renew with conditions any Charter in which the public charter school failed to meet one (1) or more of the terms of its Performance Certificate (including the Performance Framework), ~~in accordance with I.C. § 33-5209B(9).~~
6. All renewals, including conditional renewals, will be for a term of five (5) years.
7. Conditional renewals shall include specific, written conditions for necessary improvement, including the mid-term date by which the condition(s) must be met, in the Performance Certificate. If a school fails to meet any written condition for necessary improvement by the mid-term date specified in the school's Performance Certificate, the PCSC shall consider whether to begin revocation proceedings at the next regularly scheduled meeting, in accordance with Section VII.3 of these policies.

B. Renewal Process

1. The PCSC shall conduct its renewal process in accordance with I.C. § 33-5209B.
2. A performance report shall be issued by the PCSC to all schools by November 15th preceding the school's renewal year. The performance report shall include a summary of the school's performance record to date and, if applicable, notice of any weaknesses or concerns that may jeopardize renewal.
3. A school may submit a response to the performance report for the purpose of providing relevant clarification or corrections within thirty (30) days of issuance.
4. Renewal guidance and application requirements shall be provided to each schools by November 15th of its renewal year.
5. No later than December 15th, public charter school must submit a renewal application in accordance with the Renewal Guidance Document.
6. No later than January 15th, PCSC staff will notify the school of its proposed recommendation, including any recommended conditions and/or the prospect of non-renewal when applicable.
7. No later than March 15th, the PCSC will hold a meeting for the purpose of making final renewal or non-renewal determinations regarding all renewal-year schools. In preparation for the meeting, the PCSC will be presented with a dossier for each school. The dossier will include at least the following:
 - a. A cover sheet including the PCSC staff's recommendation;
 - b. The school's performance report;
 - c. The school's response to the performance report, if submitted; and
 - d. The school's renewal application, including any additional evidence supporting its case for renewal and any improvements it has planned or has undertaken, as submitted by the school.
8. All public charter schools for which the PCSC is making a renewal decision may present relevant information during the renewal-determination meeting.
9. Any public charter school facing non-renewal may request a separate hearing. In such a case, the PCSC may delegate the hearing of evidence to a hearing officer, or may hear evidence itself.
10. Final renewal or non-renewal determinations will be conveyed in writing to the public charter school and the State Board of Education within fourteen (14) days of the decision.

11. A decision to non-renew may be appealed directly to the State Board of Education pursuant to I.C. § 33-5209C(8).

C. Revocation Process

1. A public charter school that has failed to meet a specific, written condition by the date specified in the school's current Performance Certificate may have its Charter revoked.
 - a. The PCSC will annually communicate to each school in writing the public charter school's progress toward meeting any conditions for necessary improvement included in its Performance Certificate.
 - b. If a school fails to meet an established condition by the date specified in its Performance Certificate, the PCSC will consider whether to begin revocation proceedings at the next regularly scheduled commission meeting.
 - c. A decision to begin revocation proceedings will be issued to the public charter school in writing.
 - d. If closure proceedings must begin, the school will be notified in writing, and the school must cease to operate by June 30th of the current school year.
 - e. A decision to revoke may be appealed directly to the State Board of Education pursuant to I.C. § 33-5209C(8).
2. A public charter school with insufficient access to unrestricted cash may have its Charter revoked pursuant to I.C. § 33-5209C.
 - a. If a school's independently-audited financial report reflects fewer than fifteen (15) days of unrestricted cash on hand, the PCSC will notify the school of the prospect of closure no later than November 30th.
 - b. If the school's next consecutive independently-audited financial report (e.g., the following year) again reflects fewer than fifteen (15) days of unrestricted cash on hand, the PCSC must begin closure protocol by November 30th.
 - c. If closure proceedings must begin, the school will be notified in writing, and the school must cease to operate by June 30th of the current school year.
 - d. Initiation of revocation due to insufficient access to unrestricted cash may be appealed directly to the State Board of Education pursuant to I.C. § 33-5209C.

D. Closure Protocols

1. The implementation of closure protocol shall begin immediately following the issuance of:
 - a. Written notification of the PCSC's non-renewal decision; or
 - b. Written notification of the PCSC's decision to revoke; or
 - c. Written notification of the public charter school's decision to relinquish its Charter.
2. Within three (3) business days of the implementation of closure protocol, representatives of the public charter school's board and administration shall meet with staff representatives of the PCSC and the SDE to review and begin the PCSC's closure protocol.
3. The closure protocol must begin regardless of whether or not a school has chosen to appeal the decision.
4. The school shall cooperate with the PCSC and the State Department of Education through the closure process, and shall perform the following actions according to PCSC closure protocol:
 - a. Notify stakeholders (e.g., parents, local districts, etc.) of closure; and
 - b. Develop and monitor implementation of the closure plan; and
 - c. Provide 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; and
 - d. Assist students in transferring to, or applying for, enrollment at schools that meet their educational needs; and
 - e. Address the school's financial, legal and reporting obligations.



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

POLICIES & PROCEDURES

As Amended June 14, 2018



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

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

Alan Reed, Chairman
Tamara Baysinger, Director

UPDATED 6/14/18

Section I: General Pursuant to [Idaho Statute §33-5213\(2\)](#) PCSC Meeting Protocol

A. Submission of Meeting Materials

- i. ~~Definition of Meeting Materials: For purposes of this section, meeting materials are defined as documents provided by new charter petitioners or charter holders for consideration by the Public Charter School Commission (PCSC) at regular or special PCSC meetings.~~

~~Documents submitted in accordance with the renewal process described in Section V of this policy are exempt from the deadlines described in this section.~~

~~Public comments are not considered meeting materials and are exempt from the deadlines described in this section.~~

- ii. 1. Materials to be considered at a regular meeting must be received by the PCSC office no later than 5:00 p.m. Mountain Time thirty (30) fifteen (15) calendar days prior to the meeting date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
- iii. 2. Special Meeting Materials Deadline: Materials to be considered at a special meeting of the PCSC must be received by the PCSC office no less than twelve (12) hours later than 8:00 a.m. Mountain Time three (3) days prior to the scheduled start time of the meeting date. Additional or revised materials may be received after this deadline upon the specific direction of PCSC staff.
- iv. 3. Additional or revised materials may be accepted after the deadline at the discretion of the PCSC Director.
- v. 4. Meeting Materials Format: Meeting Additional materials must be submitted electronically via electronic mail, web-based file-sharing services, portable data storage device, or secure server provided by the PCSC office. Documents must be combined into the smallest possible number of files and be submitted in Microsoft Word, Excel, or Adobe PDF. Completed budget templates must be submitted in Excel. Materials submitted in or as more than five (5) separate electronic files will not be accepted, except as specifically directed, in advance, by PCSC staff. and handouts may be accepted at the meeting at the discretion of the PCSC Chair.
- vi. 5. Additional Materials and Handouts: Additional materials or handouts may be accepted at PCSC meetings at the discretion of the chair. All materials shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage devices. Materials submitted as a shared document or via a shared drive not provided by the PCSC will not be accepted.

B. Public Participation

1. Members of the public may address the PCSC during regular or special PCSC meetings.
2. Members of the public must indicate the topic they wish to address on the sign-in sheet prior to the start of the meeting.
3. Members of the public shall be invited to speak by the Chairman during the agenda item to which the public comment pertains.
4. Public comment unrelated to an agenda item shall be allowed only if a separate public comment is included on the agenda. In such a case, the speaker shall be invited to address the PCSC during that section.
5. Public comments shall be limited to three (3) minutes.

C. Written Testimony

1. Written testimony may be submitted to the PCSC staff at any time.
2. Written testimony must be identified as such and must include the name and contact information of the author.
3. Written testimony submitted at least seven (7) days in advance of a PCSC meeting will be included in the meeting materials.
4. Written testimony submitted fewer than seven (7) days in advance of a PCSC meeting will be distributed to commissioners, but will not be included in the meeting materials.

D. Agenda Items Regarding PCSC Schools

1. A public charter school shall be informed no less than thirty (30) days prior to any meeting at which that school is the subject of an agenda item.
2. A public charter school's governing board or its designee shall be allotted up to fifteen (15) minutes to address the PCSC during the agenda item(s) specifically related to that school.

Section II: New and Transfer Charter School Petitions Pursuant to Idaho Statute §33-5205 and IDAPA 80.02.04.201

A. New Charter School Petition Evaluation Process Eligibility

- i. 1. New and transfer charter school petitions shall be considered only at regularly scheduled PCSC meetings and in compliance with I.C. § 33-5205.
- ii. 2. A petitions for a new charter school shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device, eligible for consideration by the PCSC if all of the following are satisfied:
 - a. The new charter school petition includes all required narrative sections and all required appendices, pursuant to IDAPA 80.02.04.202; and
 - b. The new charter school petition is submitted by a governing board whose bylaws are compliant with the Idaho nonprofit corporation act (I.C. § 30-30) and fully executed, and whose articles of incorporation are filed in the state of Idaho; and
 - c. The new charter school petition includes evidence that both the petition and the letter stating the petitioners' intent to pursue authorization with the PCSC were submitted to all impacted traditional school districts at least four (4) weeks prior to submission to the PCSC.
- iii. 3. A petitions for a new charter school shall not be submitted in the following format eligible for consideration by the PCSC if either of the following are true:
 - a. The petition has been denied by the PCSC within the previous twelve (12) months; or
 - b. A Petition Evaluation Report for the proposed new public charter school has been issued. by the PCSC staff, *and* the petition was subsequently withdrawn from consideration prior to the scheduled hearing within the previous twelve (12) months.

B. New Charter School Petition Submission Requirements

- 1. A petition for a new charter school may be submitted to the PCSC at any time.
- 2. Petitions received between January 1st and September 1st, if approved, may open the following fall.

3. Petitions received between September 2nd and December 31st will be subject to a full review cycle based on the petition's submission date. However, if approved, the public charter school may not begin operations until July 1 of the following year, at least eighteen (18) months after the date on which the petition was submitted.
4. New charter school petitions must include the following:
 - a. One Adobe PDF document comprising the petition narrative and all appendices, including the completed budget template; and
 - b. One Excel document (including formulas) comprising the completed budget template.
 - c. Materials provided by petitioners, but not incorporated into the final PDF by the petitioners, shall not be forwarded to the PCSC for consideration.
- ~~vii. Upon initial submission to the PCSC office, petitions shall be evaluated by PCSC staff. A written review shall be provided to the petitioning group within thirty (30) days.~~
- ~~viii. One (1) revised petition shall be accepted by PCSC staff prior to the PCSC hearing, provided it is received no later than the meeting materials submission deadline described in Section I.A.ii of this policy.~~
- ~~ix. Revised petitions shall show in legislative format all changes from the most recent version reviewed by PCSC staff (see The Idaho Rule Writer's Manual, Section II.4), with the exception of changes to PCSC templates. The "track changes" or "show markup" feature in Microsoft Word shall not be considered an acceptable substitute for legislative format.~~
- ~~x. Revised petitions shall clearly show the submission date of the most recent revision on the title page.~~
- ~~xi. Revised petitions shall be submitted in accordance with Section II.A.ii of this policy. The entire petition, including appendices, must be submitted with the revision in the format required by Section II.A.iii of this policy.~~
- ~~xii. Revised petitions that are not submitted in compliance with this section may be returned to the petitioners without further review.~~
- ~~xiii. Revised petitions that are returned without review in accordance with Section II.A.ix of this policy may be resubmitted, with relevant corrections made, within the meeting materials submission deadlines described in Section I.A.ii of this policy.~~

- ~~xiv. The most recent, complete version of the petition in the possession of PCSC staff by 5:00 p.m. Mountain Time on the meeting materials submission deadline shall be the version provided to the PCSC.~~
- ~~xv. The version of the petition provided to the PCSC shall be accompanied by a written review reflecting the merits of that version. The petitioning group shall also be provided with the written review.~~
- ~~xvi. Additional revisions or supplementary documents submitted separately from the petition and/or after the materials submission deadline may be considered at the discretion of PCSC staff, if relevant and substantial information was not available at the time of the materials submission deadline.~~

C. New Charter School Petition Content Requirements

1. PCSC staff will maintain a New Petition Guidance document and a full description of the Standards of Quality against which a new charter school petition shall be evaluated.
2. Pursuant to IDAPA 08.02.04.202, the petition narrative shall include descriptions the following:
 - a. Educational program; and
 - b. Financial and facilities plan; and
 - c. Board capacity and governance structure; and
 - d. Student demand and primary attendance area; and
 - e. School leadership and management; and
 - f. Virtual or blended learning model, if applicable.
3. Pursuant to IDAPA 08.02.04.202.07, new charter school petitions shall include all of the following appendices:
 - a. Appendix A - Budgets, including the PCSC budget template and facility option template; and
 - b. Appendix B - Articles of Incorporation and bylaws; and
 - c. Appendix C - Board of Directors; and
 - d. Appendix D - School Administration; and

- e. Appendix E - Education Services Provider, if applicable.
- 4. New charter school petitions may include any additional supporting documents incorporated into the PDF as Appendix F.

D. New Charter School Petition Evaluation Timeline

1. Within thirty (30) days of receiving an eligible new charter school petition, PCSC staff will issue a Petition Evaluation Report for the petitioners for use as a revision tool.
2. PCSC staff will conduct an interview with the public charter school's governing board for the purpose of evaluating the board's governance capacity. A summary of the interview shall be included in the final Petition Evaluation Report.
3. Petition revisions may be submitted up until the materials due date for the hearing, fifteen (15) days prior to the meeting. Revisions submitted fewer than fifteen (15) days prior to the hearing may be accepted at the discretion of the Director.
4. PCSC staff will issue a recommendation for approval, denial, or conditional approval to the school within twelve (12) weeks of the original submission date.
5. The PCSC will hold a hearing at the next regularly scheduled meeting following the issuance of the PCSC staff's recommendation.
6. Materials for the hearing will consist of:
 - a. The final new charter school petition in PDF format, as submitted by the petitioners; and
 - b. The final Petition Evaluation Report, as prepared by PCSC staff; and
 - c. A cover sheet noting the PCSC staff's recommendation.
7. At the hearing, the PCSC will issue a decision of approval, denial, or conditional approval.
8. If approved, a Performance Certificate for an initial operational term of five (5) years will be drafted by the PCSC staff, and must be executed by both parties within seventy-five (75) days from the date of approval.
9. New public charter schools must attend a pre-opening orientation meeting with PCSC staff within two (2) weeks of approval for the purpose of reviewing pre-opening requirements and timelines.

10. Denials may be appealed to the State Superintendent of Public Instruction pursuant to I.C. § 33-5207.

Section III: ~~Charter and Performance Certificate Amendments Pursuant to [Idaho Statute §33-5206\(8\)](#) and [IDAPA 08.02.04.302](#)~~ Petition for Transfer of Authorization

~~A. Proposed Charter or Performance Certificate Amendment Consideration Process~~

A. Petition to Transfer Authorization Eligibility.

1. Petitions to transfer authorization of a public charter school's current Performance Certificate to the PCSC shall be considered only at regularly scheduled PCSC meetings and in compliance with I.C. § 33-5205A.

2. Petitions to transfer authorization may be submitted to the PCSC at any time.

3. The term dates of a public charter school's Performance Certificate are fixed, and shall not change due to a transfer of authorization.

4. A petition to transfer authorization shall be eligible for consideration by the PCSC if *both* of the following are true:

a. The public charter school's governing board has passed a resolution stating its intent to apply for a transfer of authorization; and

b. The public charter school's existing authorizer has provided written support of the public charter school's intent to apply for a transfer of authorization.

5. A petition to transfer authorization shall *not* be eligible for submission if:

a. The petition to transfer authorization has been denied by the PCSC within the previous twelve (12) months; or

b. Either the public charter school's governing board or the public charter school's current authorizer do not wish to pursue the transfer.

B. Petition to Transfer Authorization Submission Requirements

1. Initial petitions to transfer authorization must include the following:

a. A petition narrative as described in Section II.C.2 of these policies; and

b. The school's current-year board-approved annual budget; and

- c. The school's most recent financial audit; and
 - d. Written notification from the existing authorizer indicating that it agrees to the pursuit of a transfer of authorization; and
 - e. The school's existing Performance Certificate, including the Performance Framework, and any other applicable appendices or conditions.
2. Final petition to transfer authorization must also include the following:
- a. The proposed PCSC Performance Certificate, including the Performance Framework, as applicable to the public charter school under PCSC authorization; and
 - b. Written confirmation from the school's existing authorizer that it has reviewed the materials included in the final submission, particularly the proposed Performance Certificate, and agrees to the transfer of authorization.

C. Petition to Transfer Authorization Evaluation Timeline

- 1. Within thirty (30) days of submission, PCSC staff will provide to the petitioner:
 - a. A Petition Evaluation Report outlining any concerns with regard to the PCSC's Standards of Quality; and
 - b. A draft Performance Certificate, as applicable to the public charter school under the PCSC authorization.
- 2. A hearing shall be scheduled with twelve (12) weeks of the original submission date.
- 3. The PCSC will issue a decision to approve or deny the petition to transfer authorization at the scheduled hearing.
- 4. If approved, the transfer of authorization shall be effective on the following July 1st.
- 5. Denials may be appealed to the State Board of Education, pursuant to I.C. § 33-5209A.

Section IV: Charter and Performance Certificate Amendments

- i. ~~1. Except as provided in Section III.A.xii of this policy, proposed charter or performance certificate amendments shall be considered only at regularly scheduled PCSC meetings.~~
- ii. ~~Proposed charter or performance certificate amendments shall be submitted electronically via electronic mail, web-based file-sharing service, portable data storage device, or secure server provided by the PCSC office.~~
- iii. ~~Proposed charter or performance certificate amendments, other than those deemed appropriate for administrative approval in accordance with Section III.A.xii of this policy, must be submitted according to the meeting materials submission deadline described in Section I.A.ii.~~
- iv. ~~Proposed charter or performance certificate amendments shall be submitted in the following format:~~
 - g. ~~A cover letter explaining the nature of and rationale for the proposed amendments;~~
 - h. ~~One Adobe PDF document comprising the section(s) of the charter or performance certificate to be amended; and~~
 - i. ~~One Adobe PDF document comprising any supporting documentation, including budgets, if applicable.~~
- v. ~~Upon initial submission to the PCSC office, proposed charter or performance certificate amendments shall be reviewed by PCSC staff. A written review shall be provided to the charter holder within thirty (30) days.~~
- vi. ~~One (1) revision of the proposed charter or performance certificate amendments will be accepted by PCSC staff prior to the PCSC hearing, provided it is received no later than the meeting materials submission deadline described in Section I.A.ii of this policy.~~
- vii. ~~The most recent, complete version of the proposed charter or performance certificate amendments in the possession of PCSC staff by 5:00 p.m. Mountain Time on the meeting materials submission deadline shall be the version provided to the PCSC.~~
- viii. ~~Additional revisions or supplementary documents submitted after the meeting materials submission deadline may be considered, at the discretion of PCSC staff, if relevant and substantial information was not available at the time of the materials submission deadline.~~

- ~~ix. A school's current accountability designation and student-level data may be considered by the PCSC, in a manner consistent with federal and state law, for the purpose of decision-making with regard to proposed charter or performance certificate amendments.~~
- ~~x. The PCSC shall approve or deny proposed charter or performance certificate amendments at the time of the hearing at which they are considered.~~
- ~~xi. The PCSC may approve proposed charter or performance certificate amendments contingent upon specific revisions that the charter holders are directed to make to PCSC staff's satisfaction. The PCSC's written notice of approval shall not be issued until the revisions are approved by PCSC staff. If not finalized by written notice, the PCSC's contingent approval shall expire effective at 8:00 a.m. Mountain Time on the date of the PCSC's next regularly scheduled meeting.~~
- ~~xii. In accordance with [IDAPA 08.02.04.302.02](#), the PCSC delegates to the Public Charter School Commission Director authority to approve minor amendments to a school's charter or performance certificate.~~

A. Eligibility for Amendment

1. Pursuant to I.C. § 33-5206(8), a public charter school or its authorizer may enter into negotiations to revise a Charter or Performance Certificate at any time.

2. The PCSC shall *not* approve requests for amendments if *any* of the following are true:

- a. The amendment proposes to increase enrollment or to change the grade levels served *and* the school did not meet standard on all measures of the Performance Framework, as reported on the most recent Annual Performance Report; or
- b. The amendment proposes to increase enrollment or to change the grade levels served, or to increase the rate of growth toward capacity *and* the school is operating on an initial Performance Certificate term; or
- c. The amendment proposes to adjust sections of the Charter or Performance Certificate that are relevant to the reasons for possible non-renewal or revocation *and* the PCSC has issued notification of potential non-renewal or either revocation proceedings or closure protocol have begun.

xiii. Proposed Charter or Performance Certificate amendments shall include the following:

- a. A cover letter explaining the nature of and rationale for the proposed amendments; and
- b. One Adobe PDF document comprising the section(s) of the Charter or Performance Certificate to be amended; and
- c. One Adobe PDF document comprising any supporting documentation, including budgets and/or notifications to the traditional district, if applicable.

B. Consideration of Minor Amendments

1. In accordance with IDAPA 08.02.04.302.02, the PCSC delegates to the PCSC Director the authority to approve minor amendments to a school's Charter or Performance Certificate.

2. Minor amendments include, but are not limited to:

- a. Changes in enrollment numbers by grade if the amendment does not impact the school's approved enrollment capacity or grades served;
- b. Changes in enrollment capacity if the amendment does not increase the school's approved enrollment capacity by more than 10% over the course of the Performance Certificate term and the amendment does not change the approved grade levels served;
- c. Changes to the school's mission, vision, or key design elements to reflect strategic planning if the amendment does not significantly change the instructional model;
- d. Changes to the school's primary attendance area for the purposes of clarifying the intent of the existing area; or
- e. Changes to the school's Charter to include statutorily allowable enrollment preference categories.

2. Notification of approval or denial by PCSC staff of any minor amendment will be issued to the public charter school within thirty (30) days of submission.

3. Amended Charters or Performance Certificates shall be fully executed by both parties within thirty (30) days of receiving notification of approval.

4. If the amended Performance Certificate or Charter is not executed by both parties within thirty (30) days of notification of approval, the amendment shall be

considered failed and the Performance Certificate or Charter will revert to its state prior to the failed amendment.

C. Consideration of Major Amendments

1. Major amendments will be considered by the PCSC only at regularly scheduled meetings.
2. Major amendments include, but are not limited to:
 - a. changes to the public charter school's enrollment capacity of more than 10% over the course of the Performance Certificate term;
 - b. changes to the grade levels served by the public charter school;
 - c. changes to the school's instructional model of such significance as to require the section of the charter to be rewritten; or
 - d. any amendment that does not otherwise qualify as minor according to Section IV.B.2.
3. A written review by PCSC staff of any major amendment shall be issued to the charter holder within thirty (30) days of submission.
4. Revision of the proposed Charter or Performance Certificate amendment(s) will be accepted by PCSC staff, provided the revision is submitted no less than fifteen (15) days prior to the scheduled hearing.
5. The PCSC shall approve or deny proposed Charter or Performance Certificate amendments at the hearing at which they are considered.
6. Amended Charters or Performance Certificates must be fully executed by both parties within thirty (30) days of approval.
7. If the Amended Performance Certificate or Charter is not executed by both parties within thirty (30) days of approval, the amendment shall be considered failed and the Performance Certificate or Charter will revert to its state prior to the failed amendment.

Section IV: Charter School Reporting and Oversight

A. Performance Certificates Pursuant to [Idaho Statute 33-5205B](#), [33-5209A](#), and [33-5205A](#)

- i. ~~for new, transfer, or renewed public charter schools shall include the current performance certificate and performance _____ framework adopted by the PCSC.~~
- ii. ~~2. In cases of transfer from another authorizer to the PCSC, the performance certificate, including the performance framework, must be executed by the PCSC and charter holder at the time of transfer approval.~~
- iii. ~~Prior to PCSC consideration, PCSC staff and charter holders shall collaborate to draft those sections of the performance certificate and performance framework that are intended for individualization, including any mission-specific performance measures that may be requested by the school or required by conditions of petition approval or charter renewal.~~
- iv. ~~Whenever possible, PCSC staff and charter holders shall reach agreement regarding the individualized contents of the performance certificate and appendices, including the performance framework, prior to its submission to the PCSC for consideration.~~
- v. ~~If agreement regarding the individualized contents of the performance certificate and appendices, including the performance framework, cannot be reached in time to meet relevant timelines, a subcommittee of three commissioners may advise or mediate the collaborative drafting process.~~

A. Governing Documents

1. Pursuant to I.C. § 33-5205B, no charter school shall operate without a Performance Certificate executed within 75 days of charter approval.
2. A Performance Certificate will outline the terms and conditions under which a charter school is authorized to operate.
3. All Performance Certificates will include Performance Framework that outlines the specific standards and outcomes the school must achieve in order to earn subsequent operational terms.
4. Pursuant to I.C. § 33 - 5209A(1) and I.C. § 33-5209B(5), the Performance Framework shall include indicators, measures, and metrics in the

following categories:

- a. Academic achievement,
- b. Operational effectiveness,
- c. Financial health, and
- d. Board stewardship

B. ~~Annual Public Charter School Performance Reports Pursuant to Idaho Statute [§33-5209C\(2\)](#), and [33-5209B\(3\)](#)~~

1. Annual Performance Reports will be prepared by PCSC staff and shall include the following:

a. the school's status with regard to the terms of its Performance Certificate

- ~~i. An annual performance report shall be issued by the PCSC to each school it authorizes~~
- ~~ii. Annual performance reports shall be issued by November 15 to schools whose charters will expire at the end of the current school year (renewal year schools) and by December 31 to schools whose charters will not expire at the end of the current school year (midterm schools).~~
- ~~iii. Annual performance reports shall provide information about schools' statuses with regard to all applicable measures contained in the performance framework, and will provide the schools with academic, operational, and financial accountability designations based on points earned within the framework.~~
- b. the school's performance outcomes as evaluated against its Performance Framework;
- c. ~~Annual performance reports shall provide information about~~ The school's status with regard to any renewal conditions of petition approval or charter renewal ~~incorporated into the~~ included in its performance certificate, if applicable;
- d. longitudinal data reflecting the school's performance over the course of the previous three (3) operational years; and
- e. the school's status with regard to any mission-specific goals, if such are included in its Performance Framework.
- f. ~~Midterm schools shall not be sanctioned on the basis of their accountability designations, except as otherwise provided in law, administrative rule, or PCSC policy, including Section III.C. The primary purpose of annual performance~~

~~reports to midterm schools is to provide those schools with ample warning of any concerns that may impact renewal decision-making at the end of the performance certificate term. Midterm annual performance reports will also provide information about schools' changing performance over time, which will be considered in the renewal year.~~

- ~~g.~~ 2. Public charter schools may submit corrections and/or clarifications to their Annual Performance Reports within thirty (30) days of issuance of the report.

~~3. Corrections and clarifications shall must be submitted to the PCSC office in writing and shall must include a cover sheet clearly identifying each correction or clarification and the supporting documentation. completed Annual Report Response Form clearly identifying each correction/clarification and documentation supporting each correction/clarification.~~

4. Annual performance reports ~~shall~~ will be published on the PCSC's website no later than January 31.

5. PCSC staff will prepare and publish an annual report addressing the performance of all schools authorized by the PCSC. This report will be published on the PCSC's website no later than January 31st.

C. Required Reports Pursuant to Idaho Statute [~~§33-5209C\(1\)~~](#), [~~§33-5210\(3\)~~](#), [~~§33-5206\(7\)~~](#), [~~IDAPA 08.02.04.302~~](#), and [~~IDAPA 08.03.01.300~~](#)

- i. Public charter schools authorized by the PCSC must submit the following reports annually by the following dates, or as requested:

a. July 30th

~~School Leadership Updates: Each PCSC-authorized school shall submit a completed School Leadership Update Form to the PCSC office no later than July 30 of each year.~~

i. The school's leadership update, noting any changes to board directors, administrative staff, or key operational staff. This report also requires confirmation of contact information and assurance that all compliance issues that occurred during the previous fiscal year were reported to the PCSC as required;

ii. The school's board-approved annual budget for the current fiscal year (any subsequent amendments must be submitted within five (5) days of the change);

iii. The school's projected enrollment by grade level on which the submitted annual budget is based;

iv. A projected cash flow report for the current fiscal year; and

v. If applicable, any data necessary to evaluate the school's performance against mission-specific goals that are included in the school's Performance Framework.

b. November 1st

i. A board-approved independent fiscal audit report for the previous fiscal year.

c. February 1st

i. A balance sheet and a budget-to-actuals report as of the end of the second quarter of the fiscal year.

d. A public charter school that did not meet standard on any financial measures of the most recently issued Annual Performance Report must also submit the following financial documentation:

i. A balance sheet, due November 1st and May 1st to reflect the first and third quarters of the fiscal year, respectively;

i. A budget to actuals report, due November 1st and May 1st to reflect the first and third quarters of the fiscal year, respectively;; and

ii. An updated cash flow report for the current fiscal year, due quarterly on November 1st, February 1st, and May 1st.

iii. ~~Financial Reports: Each PCSC-authorized school shall submit the following financial reports:~~

~~a. All budget worksheets submitted to the State Department of Education at the beginning of the fiscal year, including the Support Unit Calculation form, which is due to the PCSC office no later than July 30;~~

~~b. Revised budgets, if applicable; and~~

~~c. Quarterly balance sheets and income statements. Schools achieving honor status on the financial section of their current annual performance reports shall be exempt from first and third quarter reporting.~~

- ~~iv. Independent Fiscal Audits: Each PCSC-authorized school shall submit an independent fiscal audit approved by its governing board to the PCSC office no later than November 1 of each year.~~
- ~~v. Mission-Specific Performance Measure Results: Each PCSC-authorized school with a performance framework that includes mission-specific performance measures shall submit relevant results data and supporting documentation for the previous school year no later than August 1, or by the alternate deadline specified in the performance certificate, if applicable.~~
 - ~~a. Supporting documentation must demonstrate the accuracy of the results data.~~
 - ~~b. Schools submitting data that is inaccurate, unverifiable, or otherwise inadequate for determining a score on the framework may receive a score of zero (0) on the affected measure(s).~~
- ~~vi. Other Reports as Requested: The PCSC or its staff may request additional reports on an as-needed basis in order to understand and monitor the school's financial, operational, and academic status.~~

D. Reporting Standards

- 1. Pursuant to I.C. § 33.5204(2), a public charter school shall be considered a governmental entity. As such, public charter schools shall be accountable to the standards established by the Government Accounting Standards Board (GASB).
- 2. Budgets shall be completed on an accrual basis, with year-end balances including encumbrance. That is, revenue intended for use in one fiscal year may not be used to demonstrate fiscal stability by covering expenditures that should have been paid using revenue from the previous fiscal year.
- 3. Cash flow projections shall be completed on a cash basis, showing actual cash amounts and projections with funds moving out at appropriate, anticipated time.

E. Required Documentation

- 1. Pursuant to IDAPA 08.03.01.301, public charter schools must submit copies of the following documents prior to operating and must notify the PCSC of any changes within five (5) days.
 - a. Facility lease agreement, if instructional facilities are leased;
 - b. Certificate of Occupancy for all instructional facilities;
 - c. Accreditation reports;

- d. Board bylaws; and
- e. Contact information for each board member (including full name, phone number, address, email address, and resume).

2. Pursuant to IDAPA 08.03.01.301, public charter schools must notify the PCSC within five (5) days if the administration or the governing board becomes aware of any of the following circumstances:

- a. The school may have violated the terms of its Performance Certificate or operated out of compliance with any applicable laws, rules, or regulations;
- b. A lawsuit has been filed against the school;
- c. A complaint against an employee of the school has been filed with the Professional Standards Commission; or
- d. The school's board passes a motion to relinquish its charter.

3. Pursuant to IDAPA 08.03.01.300, a public charter school must provide copies of the following insurance binders to the PCSC prior to operating:

- a. Liability;
- b. Property loss;
- c. Worker's compensation
- d. Unemployment; and
- e. Health.

4. Pursuant to IDAPA 08.03.01.300, a public charter school must provide the following documents to the PCSC prior to beginning operations in an initial or any subsequently acquired facility:

- a. Building inspection report from the Idaho Division of Building Safety;
- b. Fire Marshall report for the site; and

- c. Health District inspection certificate issued by the appropriate health district for the site.
5. The PCSC or its staff may request additional reports on an as-needed basis for the purpose of fulfilling its duty to oversee the public charter school's compliance with applicable laws, rules, and regulations, including the school's Performance Certificate and Performance Framework.

F. Authorizer Fee

1. Authorizer fees shall be calculated pursuant to I.C. § 33-5208(8).
2. PCSC staff will issue authorizer fee invoices no later than February 15th each year.
3. Authorizer fees shall be due to the PCSC no later than March 15th of each year.
4. A public charter school may redirect up to 10% of the assessed fee to pay membership fees to an organization that provides technical assistance, training, and advocacy for Idaho public charter schools. Receipts must be remitted with payment as proof of purchase.
5. A public charter school will be notified within thirty (30) days of the due date if payment is delinquent. In such a case, the amount due will be withheld from the next scheduled payment distribution until such time as the school remits payment in full pursuant to IDAPA 08.02.04.102.

Section VI: Public Charter School Oversight

A. General Oversight

1. All public charter schools authorized by the PCSC shall be continuously monitored for compliance with all applicable laws, rules, regulations, and the terms of the Performance Certificate.
2. All public charter schools authorized by the PCSC shall be annually evaluated against the Performance Certificate to determine performance outcomes.
3. The PCSC will consider the reporting burden of public charter schools when requesting reports, and will utilize data and reports prepared by the State Board of Education, the State Department of Education, and/or PCSC staff whenever possible.
4. If a public charter school is accredited by a State Board of Education approved accrediting agency, the PCSC shall accept accreditation reports in lieu of conducting a site visit for the purpose of establishing whether the school is effectively implementing its Key Design Elements as stated in the Performance Certificate.
5. If a public charter schools is not accredited by a State Board of Education approved accrediting agency, the PCSC will conduct a site visit once during the public charter school's Performance Certificate term for the purpose of evaluating whether the schools is effectively implementing its Key Design Elements as stated in its Performance Certificate.
 - a. The public charter schools will receive written notice of a site visit for this purpose at least thirty (30) days prior to the visit, and whenever possible, the site visit will be scheduled at a time convenient for the public charter school.
6. The PCSC will make additional site visits for the following purposes:
 - a. Conducting a pre-opening site visit with advanced notice for the purpose of determining the school's readiness to begin operations.
 - b. Observing the enrollment lottery once per Performance Certificate term with advanced notice and for the purpose of evaluating operational compliance;
 - c. Observing a governing board meeting once per Performance Certificate term with advanced notice and for the purpose of evaluating operational compliance;
 - d. Investigating concerns regarding compliance with any applicable laws, rules, regulations, or the Performance Certificate with or without notice; and/or
 - e. Attending celebrations by invitation.

B. Complaints

1. PCSC staff shall log all complaints against public charter schools it authorizes within one (1) business day of receiving the complaint.
2. PCSC staff shall notify the public charter school's governing board and primary administrator of the complaint within five (5) business days of receiving the complaint.
3. PCSC staff shall inform complainants of the appropriate grievance procedures including:
 - a. The public charter school's grievance policy; and
 - b. The grievance policy of the entity responsible for enforcing the law, rule, or regulation for which the complaint alleges violations.

C. Investigations

D. Notice to Entities Responsible for Enforcement

- ~~i. Pursuant to Section [33-5209C\(4\)](#), Idaho Code, PCSC staff shall notify the entity responsible for administering a law it has reason to believe that a public charter school has violated. Such notice shall be in writing, and a copy shall be provided to the charter holder.~~
- ~~ii. In some cases of non-compliance, an entity responsible for enforcing the relevant provision of statute or administrative rule cannot be identified. In such instances, PCSC staff shall issue to the charter holder a courtesy letter ensuring the board is aware of the issue.~~
- ~~iii. Any sanctions against the public charter school resulting from the issuance of notice to entities responsible for legal enforcement shall be considered imposed by the entity responsible, rather than by the PCSC.~~
- ~~iv. Charter holders are strongly encouraged to provide PCSC staff with documentation of resolution of the concern as soon as possible in order to ensure accurate reflection of the situation in the school's annual performance report.~~
- ~~v. Regardless of whether or not a notice to entities responsible for enforcement is issued or the charter holder responds, the charter holder remains responsible for the charter school's operations and outcomes.~~

1. PCSC staff shall investigate the validity of complaints alleging that a public charter school may be in violation of an applicable law, rule, regulation, or term of the Performance Certificate.

2. If the PCSC staff's investigation concludes that a violation occurred or that more specific expertise is required to determine whether a violation has occurred, the PCSC staff shall provide notice of its concerns to the entity responsible for enforcing the law, rule, or regulation in question. Such notice shall be made in writing, and a copy will be provided to the public charter school.

3. Enforcement of the law, rule, or regulation that has been violated, and ensuring compliance on behalf of the school, will be the responsibility of the entity responsible for enforcing that law, rule, or regulation. However, the PCSC will engage in progress-monitoring for the purpose of reporting on the public charter school's state of compliance at the time of the next Annual Performance Report.

4. If the public charter school is in violation of the terms of its Performance Certificate, the PCSC shall issue a Courtesy Letter defining the violation and the date by which the violation must be resolved. PCSC shall engage in progress-monitoring for the purpose of enforcing compliance.

5. Progress-monitoring plans will be documented, and may include additional site visits, desk audits, and/or meetings.

6. A public charter school's Annual Performance Report shall include record of any PCSC staff investigation concluding that a violation occurred, and record of any findings or violation identified by an entity responsible for enforcing an applicable law, rule, or regulation.

D. Courtesy Letters

~~i. Upon becoming aware of a concern regarding a school's finances, operations, legal compliance, or academic status, PCSC staff may issue to the charter holder a courtesy letter advising the charter holder of such concern. Courtesy letters will typically be issued with regard to concerns of sufficient significance as to be noted in the school's annual performance report.~~

1. Courtesy letters may be issued to a public charter school for any reason at the discretion of the PCSC Director.

2. Courtesy letter will be issued to a public charter school if any of the following circumstances arise:

a. The PCSC has reason to believe the school may be in violation of a law, rule, or regulation, or the terms of its Performance Certificate;

b. The PCSC has reason to believe that the public charter school may not be able to remain fiscally viable for the remainder of its Performance Certificate term;

c. To request any reports in addition to those described in Section V.C of these policies;

d. To request any documentation necessary to conduct the PCSC's oversight duties;

e. To inform the school of a progress-monitoring plan; and/or

f. To inform the school of potential or executed actions of the PCSC that impact the operation of the public charter school, including, but not limited to, non-renewal or revocation of the school's Performance Certificate or changes to PCSC policy.

~~3. Courtesy letters shall be for the purpose of ensuring that the charter holder public charter school is formally made aware of the a concern, request or required action. and has maximum opportunity to seek resolution in advance of the next annual performance report or renewal consideration. Courtesy letters should not contain, nor be viewed as, sanctions against the charter school. Because they do not represent sanctions, courtesy letters will not be "removed" or "lifted" by the PCSC or its staff.~~

~~ii. Charter holders in receipt of courtesy letters are strongly encouraged to provide PCSC staff with additional information to provide clarity or document resolution of the concern.~~

~~iii. Regardless of whether or not a courtesy letter is issued or the charter holder responds, the charter holder remains responsible for the charter school's operations and outcomes.~~

4. The issuance of a courtesy letter and the receipt of documented resolution of a concern identified in a courtesy letter will be noted in the public charter schools Annual Performance Report.

E. Written Notification of Fiscal Concern

1. Pursuant to I.C. § 33-5209C(3), if the PCSC has reason to believe that a public charter school may not remain fiscally stable for the remainder of its Performance Certificate term, the PCSC shall issue to the State Department of Education a written notification of concern.

2. A notification of fiscal concern shall be issued by the PCSC for the purpose of protecting taxpayer dollars and shall cause the public charter school's funding to be distributed in equal percentages across the regularly scheduled distribution dates for the fiscal year following issuance.

i. ~~For purposes of this section, fiscal stability shall be defined as the ability to maintain positive cash flow and positive year-end balances while servicing all obligations, without relying on revenues intended for use in future fiscal years to cover current-year operating expenditures. For purposes of determining fiscal stability:~~

a. ~~Budgets shall be completed on an accrual basis, with year-end balances including encumbrance. That is, revenue intended for use in one fiscal year may not be used to demonstrate fiscal stability by covering expenditures that should have been paid using revenue from the previous fiscal year. (For example, teacher contracts for the 2015-16 school year must be paid entirely out of FY16 funds; payroll over the summer of 2016 should not be met using FY17 revenue.)~~

b. ~~Cash flow projections shall be completed on a cash basis, showing actual cash amounts and projections with funds moving out at the appropriate, anticipated time.~~

3. A public charter school shall be considered financially stable if the school met all financial standards on the most recently issued Annual Performance Report.

4. A public charter school shall also be considered financially stable if the public charter school did not meet the financial standards on the most recently issued Annual Performance Report, but *all* of the following are true:

a. The public charter school's fiscal audit indicates a positive year-end fund balance for the previous fiscal year; and

b. the public charter school maintained a positive cash flow during the current fiscal year; and

c. The public charter school is able to service all current-year financial obligations without relying on revenue intended for use in future fiscal years; and

d. The public charter school did not engage in any new long or short term debt during the current fiscal year.

ii. ~~5. Written notifications of concern shall be reevaluated for continuation or removal considered for issuance, continuation, or removal only at the PCSC's June regular meeting. Schools wishing to have written notifications of concern considered for removal shall provide updated fiscal status details and supporting documentation in accordance with Section I.A of this policy.~~

6. Written notifications of fiscal concern shall be in effect for the entire fiscal year.

7. Public charter schools wishing to have written notifications of fiscal concern considered for removal must provide a cover letter and documentation evidencing fiscal stability at least thirty (30) days in advance of the scheduled meeting.

Section VII: Renewal, Non-Renewal, and Revocation

A. ~~Renewal / Non-Renewal Process~~

A. Renewal Standards

1. The PCSC shall ~~make conduct its renewal, /non-renewal, or conditional renewal decisions process~~ in compliance ~~accordance with I.C. § 33-5209B.~~, Idaho Code.
2. The PCSC shall consider a school's demographic profile and other circumstances that may affect the school's ability to adhere to the terms and conditions of its Performance Certificate when making renewal or non-renewal decisions.
3. The PCSC shall base its renewal decisions on:
 - a. The school's performance outcomes as evaluated against the school's Performance Framework; and
 - b. The school's fiscal audits; and
 - c. The terms of the school's Performance Certificate.
4. The PCSC shall renewal a charter, thereby granting a subsequent Performance Certificate term, to any public charter school that met all of the terms of its Performance Certificate (including the Performance Framework) on Performance Report issued on the November 15th preceding the renewal decision, in accordance with I.C. § 33-5209B(9). Schools in this category are exempt from submitting a renewal application.
5. The PCSC may renew, non-renew, or renew with conditions any Charter in which the public charter school failed to meet one (1) or more terms of its Performance Certificate (including the Performance Framework), in accordance with I.C. § 33-5209B(9).
6. All renewals, including conditional renewals, will be for a term of five (5) years.
7. Conditional renewals shall include specific, written conditions for necessary improvement, including the mid-term date by which the conditions must be met, in the Performance Certificate. If a school fails to meet any written condition(s) for necessary improvement by the mid-term date specified in the school's Performance Certificate, the PCSC shall consider whether to begin revocation proceedings at the next regularly scheduled meeting, in accordance with Section VII.3 of these policies.

B. Renewal Process

1. The PCSC shall conduct its renewal process in accordance with I.C. § 33-5209B.

- ~~i. No later than July 15 of their pre-renewal calendar year, schools may submit to the PCSC office optional, auxiliary performance data for consideration during the renewal process.~~
- ~~ii. During the spring or fall prior to a school's renewal consideration, PCSC staff and/or contracted individuals may perform a pre-renewal site visit for the primary purpose of gathering contextual information to inform the PCSC's interpretation of the academic, operational, and financial outcomes described in the schools' annual performance reports and renewal applications.~~
 - ~~a. Schools shall have an opportunity to respond in writing to pre-renewal site visit evaluation reports.~~
 - ~~b. Schools achieving honor accountability designations in all sections of their performance frameworks, as of the annual performance reports provided by January 31 of the pre-renewal year, shall be exempt from pre-renewal site visits.~~

2. A performance report shall be issued by the PCSC to all schools by No later than November 15th preceding the school's renewal year. , the PCSC shall issue to all renewal-year schools an annual performance report and renewal guidance and application that meets the requirements of Section [33-5209B](#), Idaho Code. The annual performance report shall include a summary of the school's performance record to date and, notification of the prospect of non-renewal, if applicable, notice of any weakness or concern that may jeopardize renewal.

3. A school may submit a response to the performance report for the purpose of providing relevant clarification or corrections within thirty (30) days of issuance.

4. Renewal guidance and application requirements shall be provided to each school by November 15th of its renewal year.

5. Except as provided in Section V.B.iv.c of this policy, renewal-year schools shall submit a completed renewal application to the PCSC No later than December 15th, public charter schools must submit a renewal application. Renewal applications shall be submitted in accordance with the renewal guidance document. and application provided by the PCSC and represent the charter holders' opportunity to submit documents challenging any rationale for non-renewal and supporting the continuation of the school.

- ~~c. Renewal applications shall be submitted to the PCSC office electronically via email, online file-sharing service, portable data storage device, or secure server provided by the PCSC office.~~
 - ~~d. Renewal applications shall be comprised of no more than two (2) documents: the completed application and an Adobe PDF document providing any supporting documentation. Supporting documentation shall include a table of contents and make use of Adobe's "bookmark" feature for ease of navigation. Additional documents or other formats may be accepted, on a case-by-case basis, with the prior approval of PCSC staff.~~
 - ~~e. Schools achieving an honor accountability designation in all sections of their performance frameworks, as of the annual performance reports provided on November 15 of the renewal year, shall be eligible for automatic renewal, and shall be exempt from the required submission of a renewal application.~~
6. No later than January 15th, PCSC staff will advise any renewal-year schools regarding whether they will be recommended for renewal or non-renewal, notify the school of its proposed recommendation, including any recommended conditions and/or the prospect of non-renewal when applicable.
- ~~iii. No later than March 15, the PCSC will consider evidence regarding all renewal-year schools.~~
 - ~~a. Written evidence provided by schools as part of their optional auxiliary data submission and renewal applications, and in response to pre-renewal site visit reports and renewal recommendations, shall be provided to the PCSC by PCSC staff.~~
 - ~~b. Written evidence provided by schools and PCSC staff shall be published on the PCSC's website at least seven (7) days in advance of the meeting.~~
 - ~~c. Both schools and the PCSC may be represented by counsel.~~
 - ~~d. Both schools and the PCSC may call witnesses and give testimony.~~
 - ~~e. Renewal proceedings may be recorded.~~
 - ~~f. The PCSC may delegate the hearing of evidence to a hearing officer, or may hear evidence itself.~~

7.No later than March 15th, the PCSC will hold a meeting for the purpose of making final renewal or non-renewal determinations regarding all renewal-year-schools. In preparation for the meeting the PCSC will be presented with a dossier for each school. The dossier will include at least the following:

- a. A cover sheet including the PCSC staff's recommendation;
- b. The school's performance report;
- c. The school's response to the performance report, if submitted; and
- d. The school's renewal application, including any additional evidence supporting its case for renewal and any improvements it has planned or has undertaken, as submitted by the school.

8.All public charter schools for which the PCSC is making a renewal decision may present relevant information during the renewal-determination meeting.

9.Any public charter school facing non-renewal may request a separate hearing. In such a case, the PCSC may delegate the hearing of evidence to a hearing officer, or may hear evidence itself.

10.Final renewal or non-renewal determinations will be conveyed in writing to the charter holders within seven (7) days. public charter school and the State Board of Education with fourteen (14) days of the decision.

11.A decision to non-renew may be appealed directly to the State Board of Education pursuant to I.C. § 33-5209C(8).

C. Revocation Process

1. A Public charter school that has failed to meet a specific, written condition by the date specified in the school's current Performance Certificate may have its Charter revoked.

- a. The PCSC will annually communicate to each school in writing the public charter school's progress toward meeting any conditions for necessary improvement included in its Performance Certificate.
- b. If a school fails to meet an established condition by the date specified in its Performance Certificate, the PCSC will consider whether to begin revocation proceedings at the next regularly scheduled commission meeting.
- c. A decision to begin revocation proceedings will be issued to the public charter school in writing.

d. If closure proceedings must begin, the school will be notified in writing, and the school must cease to operate by June 30th of the current school year.

e. A decision to revoke may be appealed directly to the State Board of Education pursuant to I.C. § 33-5209C(8).

2. A public charter school with insufficient access to unrestricted cash may have its Charter revoked pursuant to I.C. § 33-5209C.

a. If a school's independently audited financial report reflects fewer than fifteen (15) days of unrestricted cash on hand, the PCSC will notify the school of the prospect of closure no later than November 30th.

b. If the school's next consecutive independently audited financial report (e.g., the following year) again reflects fewer than fifteen (15) days of unrestricted cash on hand, the PCSC must begin closure protocol by November 30th.

c. If closure proceedings must begin, the school will be notified in writing, and the school must cease to operate by June 30th of the current school year.

d. Initiation of revocation due to insufficient access to unrestricted cash may be appealed directly to the State Board of Education pursuant to I.C. § 33-5209C.

D. Closure Protocols

1. The implementation of closure protocol shall begin immediately following the issuance of:

a. Written notification of the PCSC's non-renewal decision; or

b. Written notification of the PCSC's decision to revoke; or

c. Written notification of the public charter school's decision to relinquish its Charter.

2. Within three (3) business days of the implementation of closure protocol, representatives of the public charter school's board and administration shall meet with staff representatives of the PCSC and the SDE to review and begin the PCSC's closure protocol.

3. The closure protocol must begin regardless of whether or not a school has chosen to appeal the decision.

4. The school shall cooperate with the PCSC and the State Department of Education through the closure process, and shall perform the following actions according to PCSC closure protocol:

- a. Notify stakeholders (e.g., parents, local districts, etc) of closure; and
- b. Develop and monitor implementation of the closure plan; and
- c. Provide 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; and
- d. Assist students in transferring to, or applying for, enrollment at schools that meet their educational needs; and
- e. Address the school's financial, legal, and reporting obligations.



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

POLICIES & PROCEDURES

As Amended June 14, 2018



Idaho Public Charter School
Commission
304 North 8th Street, Room 242
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Phone: (208) 332-1561
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Alan Reed, Chairman
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UPDATED 6/14/18

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Section I: General Pursuant to [Idaho Statute §33-5213\(2\)](#)

A. Submission of Meeting Materials

- i. **Definition of Meeting Materials:** For purposes of this section, meeting materials are defined as documents provided by new charter petitioners or charter holders for consideration by the Public Charter School Commission (PCSC) at regular or special PCSC meetings.

Documents submitted in accordance with the renewal process described in Section V of this policy are exempt from the deadlines described in this section.

Public comments are not considered meeting materials and are exempt from the deadlines described in this section.

- ii. **Regular Meeting Materials Deadline:** Materials to be considered at a regular meeting must be received by the PCSC office no later than 5:00 p.m. Mountain Time thirty (30) calendar days prior to the meeting date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
- iii. **Special Meeting Materials Deadline:** Materials to be considered at a special meeting of the PCSC must be received by the PCSC office no later than 8:00 a.m. Mountain Time three (3) days prior to the meeting date. Additional or revised materials may be received after this deadline upon the specific direction of PCSC staff.
- iv. **Meeting Materials Format:** Meeting materials must be submitted electronically via electronic mail, web-based file-sharing services, portable data storage device, or secure server provided by the PCSC office. Documents must be combined into the smallest possible number of files and be submitted in Microsoft Word, Excel, or Adobe PDF. Completed budget templates must be submitted in Excel. Materials submitted in or as more than five (5) separate electronic files will not be accepted, except as specifically directed, in advance, by PCSC staff.
- v. **Additional Materials and Handouts:** Additional materials or handouts may be accepted at PCSC meetings at the discretion of the chair.

Section II: New and Transfer Charter School Petitions Pursuant to [Idaho Statute §33-5205](#) and [IDAPA 08.02.04.201](#)

A. Petition Evaluation Process

- i. New and transfer charter petitions shall be considered only at regularly scheduled PCSC meetings.
- ii. Petitions shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device.
- iii. Petitions shall be submitted in the following format:
 - a. One Adobe PDF document comprising the body of the petition and all appendices, including the completed budget template; and
 - b. One Excel document comprising the completed budget template.
- iv. Upon initial submission to the PCSC office, petitions shall be evaluated by PCSC staff. A written review shall be provided to the petitioning group within thirty (30) days.
- v. One (1) revised petition shall be accepted by PCSC staff prior to the PCSC hearing, provided it is received no later than the meeting materials submission deadline described in Section I.A.ii of this policy.
- vi. Revised petitions shall show in legislative format all changes from the most recent version reviewed by PCSC staff (see The Idaho Rule Writer's Manual, Section II.4), with the exception of changes to PCSC templates. The "track changes" or "show markup" feature in Microsoft Word shall not be considered an acceptable substitute for legislative format.
- vii. Revised petitions shall clearly show the submission date of the most recent revision on the title page.
- viii. Revised petitions shall be submitted in accordance with Section II.A.ii of this policy. The entire petition, including appendices, must be submitted with the revision in the format required by Section II.A.iii of this policy.
- ix. Revised petitions that are not submitted in compliance with this section may be returned to the petitioners without further review.
- x. Revised petitions that are returned without review in accordance with Section II.A.ix of this policy may be resubmitted, with relevant corrections made, within

the meeting materials submission deadlines described in Section I.A.ii of this policy.

- xi. The most recent, complete version of the petition in the possession of PCSC staff by 5:00 p.m. Mountain Time on the meeting materials submission deadline shall be the version provided to the PCSC.
- xii. The version of the petition provided to the PCSC shall be accompanied by a written review reflecting the merits of that version. The petitioning group shall also be provided with the written review.
- xiii. Additional revisions or supplementary documents submitted separately from the petition and/or after the materials submission deadline may be considered at the discretion of PCSC staff, if relevant and substantial information was not available at the time of the materials submission deadline.

Section III: Charter and Performance Certificate Amendments Pursuant to [Idaho Statute §33-5206\(8\)](#) and [IDAPA 08.02.04.302](#)

A. Proposed Charter or Performance Certificate Amendment Consideration Process

- i. Except as provided in Section III.A.xii of this policy, proposed charter or performance certificate amendments shall be considered only at regularly scheduled PCSC meetings.
- ii. Proposed charter or performance certificate amendments shall be submitted electronically via electronic mail, web-based file-sharing service, portable data storage device, or secure server provided by the PCSC office.
- iii. Proposed charter or performance certificate amendments, other than those deemed appropriate for administrative approval in accordance with Section III.A.xii of this policy, must be submitted according to the meeting materials submission deadline described in Section I.A.ii.
- iv. Proposed charter or performance certificate amendments shall be submitted in the following format:
 - a. A cover letter explaining the nature of and rationale for the proposed amendments;
 - b. One Adobe PDF document comprising the section(s) of the charter or performance certificate to be amended; and

- c. One Adobe PDF document comprising any supporting documentation, including budgets, if applicable.
- v. Upon initial submission to the PCSC office, proposed charter or performance certificate amendments shall be reviewed by PCSC staff. A written review shall be provided to the charter holder within thirty (30) days.
- vi. One (1) revision of the proposed charter or performance certificate amendments will be accepted by PCSC staff prior to the PCSC hearing, provided it is received no later than the meeting materials submission deadline described in Section I.A.ii of this policy.
- vii. The most recent, complete version of the proposed charter or performance certificate amendments in the possession of PCSC staff by 5:00 p.m. Mountain Time on the meeting materials submission deadline shall be the version provided to the PCSC.
- viii. Additional revisions or supplementary documents submitted after the meeting materials submission deadline may be considered, at the discretion of PCSC staff, if relevant and substantial information was not available at the time of the materials submission deadline.
- ix. A school's current accountability designation and student-level data may be considered by the PCSC, in a manner consistent with federal and state law, for the purpose of decision-making with regard to proposed charter or performance certificate amendments.
- x. The PCSC shall approve or deny proposed charter or performance certificate amendments at the time of the hearing at which they are considered.
- xi. The PCSC may approve proposed charter or performance certificate amendments contingent upon specific revisions that the charter holders are directed to make to PCSC staff's satisfaction. The PCSC's written notice of approval shall not be issued until the revisions are approved by PCSC staff. If not finalized by written notice, the PCSC's contingent approval shall expire effective at 8:00 a.m. Mountain Time on the date of the PCSC's next regularly scheduled meeting.
- xii. In accordance with [IDAPA 08.02.04.302.02](#), the PCSC delegates to the Public Charter School Commission Director authority to approve minor amendments to a school's charter or performance certificate.

B. Standards for Charter Amendment Approval

i. School Enrollment Expansion Eligibility

- a. Enrollment expansion proposals include proposals to broaden the range of grades served or to add additional students in grades already served by a public charter school.
- b. Enrollment expansion proposals for schools whose current academic accountability designation is honor or good standing shall be considered by the PCSC.
- c. Enrollment expansion proposals for schools whose current academic accountability designation is remediation are unlikely to succeed. Exception to this provision may be made on the basis of contextual factors impacting a school's accountability designation.
- d. Enrollment expansion proposals for schools whose current academic accountability designation is critical shall not be considered for approval.
- e. Enrollment expansion proposals shall include documentation of the school's capacity to serve additional students without compromising the quality of the existing program and evidence of community interest in expansion.

ii. Amendments During Non-Renewal or Revocation Proceedings

- a. During non-renewal or revocation proceedings, the PCSC shall not consider approval of amendments to sections of the charter or performance certificate that are relevant to the reasons for possible non-renewal or revocation.
- b. A school shall be considered to be in non-renewal proceedings from the time it receives written notice that PCSC staff is recommending non-renewal of the charter. The school shall remain in non-renewal proceedings until such time as the PCSC moves to renew the charter.
- c. A school shall be considered to be in revocation proceedings from the time the PCSC moves to issue a notice of intent to revoke the charter. The school shall remain in revocation proceedings until such time as the PCSC takes action to allow the school to continue operations, or until the State Board of Education overturns the PCSC's revocation decision upon appeal.

Section IV: Charter School Oversight

A. Performance Certificates Pursuant to [Idaho Statute §33-5205B](#), [§33-5209A](#), and [§33-5205A](#)

- i. Performance certificates for new, transfer, or renewed public charter schools shall include the current performance certificate and performance framework adopted by the PCSC.
- ii. In cases of transfer from another authorizer to the PCSC, the performance certificate, including the performance framework, must be executed by the PCSC and charter holder at the time of transfer approval.
- iii. Prior to PCSC consideration, PCSC staff and charter holders shall collaborate to draft those sections of the performance certificate and performance framework that are intended for individualization, including any mission-specific performance measures that may be requested by the school or required by conditions of petition approval or charter renewal.
- iv. Whenever possible, PCSC staff and charter holders shall reach agreement regarding the individualized contents of the performance certificate and appendices, including the performance framework, prior to its submission to the PCSC for consideration.
- v. If agreement regarding the individualized contents of the performance certificate and appendices, including the performance framework, cannot be reached in time to meet relevant timelines, a subcommittee of three commissioners may advise or mediate the collaborative drafting process.

B. Annual Public Charter School Performance Reports Pursuant to Idaho Statute [§33-5209C\(2\)](#), and [§33-5209B\(3\)](#)

- i. An annual performance report shall be issued by the PCSC to each school it authorizes.
- ii. Annual performance reports shall be issued by November 15 to schools whose charters will expire at the end of the current school year (renewal-year schools) and by December 31 to schools whose charters will not expire at the end of the current school year (midterm schools).
- iii. Annual performance reports shall provide information about schools' statuses with regard to all applicable measures contained in the performance framework, and will provide the schools with academic, operational, and financial accountability designations based on points earned within the framework.

- iv. Annual performance reports shall provide information about schools' statuses with regard to any conditions of petition approval or charter renewal incorporated into the performance certificate.
- v. Midterm schools shall not be sanctioned on the basis of their accountability designations, except as otherwise provided in law, administrative rule, or PCSC policy, including Section III.C. The primary purpose of annual performance reports to midterm schools is to provide those schools with ample warning of any concerns that may impact renewal decision-making at the end of the performance certificate term. Midterm annual performance reports will also provide information about schools' changing performance over time, which will be considered in the renewal year.
- vi. Schools may submit corrections and clarifications to their annual performance reports within thirty (30) days of issuance of the reports. Corrections and clarifications shall be submitted to the PCSC office in writing and shall include a completed Annual Report Response Form clearly identifying each correction/clarification and documentation supporting each correction/clarification.
- vii. Annual performance reports shall be published on the PCSC's website no later than January 31.

C. Required Reports Pursuant to Idaho Statute [§33-5209C\(1\)](#), [§33-5210\(3\)](#), [§33-5206\(7\)](#), [IDAPA 08.02.04.302](#), and [IDAPA 08.03.01.300](#)

- i. School Leadership Updates: Each PCSC-authorized school shall submit a completed School Leadership Update Form to the PCSC office no later than July 30 of each year.
- ii. Financial Reports: Each PCSC-authorized school shall submit the following financial reports:
 - a. All budget worksheets submitted to the State Department of Education at the beginning of the fiscal year, including the Support Unit Calculation form, which is due to the PCSC office no later than July 30;
 - b. Revised budgets, if applicable; and
 - c. Quarterly balance sheets and income statements. Schools achieving honor status on the financial section of their current annual performance reports shall be exempt from first and third quarter reporting.

- iii. Independent Fiscal Audits: Each PCSC-authorized school shall submit an independent fiscal audit approved by its governing board to the PCSC office no later than November 1 of each year.
- iv. Mission-Specific Performance Measure Results: Each PCSC-authorized school with a performance framework that includes mission-specific performance measures shall submit relevant results data and supporting documentation for the previous school year no later than August 1, or by the alternate deadline specified in the performance certificate, if applicable.
 - a. Supporting documentation must demonstrate the accuracy of the results data.
 - b. Schools submitting data that is inaccurate, unverifiable, or otherwise inadequate for determining a score on the framework may receive a score of zero (0) on the affected measure(s).
- v. Other Reports as Requested: The PCSC or its staff may request additional reports on an as-needed basis in order to understand and monitor the school's financial, operational, and academic status.

D. Courtesy Letters

- i. Upon becoming aware of a concern regarding a school's finances, operations, legal compliance, or academic status, PCSC staff may issue to the charter holder a courtesy letter advising the charter holder of such concern. Courtesy letters will typically be issued with regard to concerns of sufficient significance as to be noted in the school's annual performance report.
- ii. Courtesy letters shall be for the purpose of ensuring that the charter holder is aware of the concern and has maximum opportunity to seek resolution in advance of the next annual performance report or renewal consideration. Courtesy letters should not contain, nor be viewed as, sanctions against the charter school. Because they do not represent sanctions, courtesy letters will not be "removed" or "lifted" by the PCSC or its staff.
- iii. Charter holders in receipt of courtesy letters are strongly encouraged to provide PCSC staff with additional information to provide clarity or document resolution of the concern.
- iv. Regardless of whether or not a courtesy letter is issued or the charter holder responds, the charter holder remains responsible for the charter school's operations and outcomes.

E. Notice to Entities Responsible for Enforcement

- i. Pursuant to Section [33-5209C\(4\)](#), Idaho Code, PCSC staff shall notify the entity responsible for administering a law it has reason to believe that a public charter school has violated. Such notice shall be in writing, and a copy shall be provided to the charter holder.
- ii. In some cases of non-compliance, an entity responsible for enforcing the relevant provision of statute or administrative rule cannot be identified. In such instances, PCSC staff shall issue to the charter holder a courtesy letter ensuring the board is aware of the issue.
- iii. Any sanctions against the public charter school resulting from the issuance of notice to entities responsible for legal enforcement shall be considered imposed by the entity responsible, rather than by the PCSC.
- iv. Charter holders are strongly encouraged to provide PCSC staff with documentation of resolution of the concern as soon as possible in order to ensure accurate reflection of the situation in the school's annual performance report.
- v. Regardless of whether or not a notice to entities responsible for enforcement is issued or the charter holder responds, the charter holder remains responsible for the charter school's operations and outcomes.

F. Written Notification of Fiscal Concern

- i. Pursuant to Section [33-5209C\(3\)](#), Idaho Code, if the PCSC has reason to believe that a public charter school may not remain fiscally stable for the remainder of its performance certificate term, the PCSC shall issue to the State Department of Education written notification of concern.
- ii. For purposes of this section, fiscal stability shall be defined as the ability to maintain positive cash flow and positive year-end balances while servicing all obligations, without relying on revenues intended for use in future fiscal years to cover current-year operating expenditures. For purposes of determining fiscal stability:
 - a. Budgets shall be completed on an accrual basis, with year-end balances including encumbrance. That is, revenue intended for use in one fiscal year may not be used to demonstrate fiscal stability by covering expenditures that should have been paid using revenue from the previous fiscal year. (For example, teacher contracts for the 2015-16 school year must be paid entirely out of FY16 funds; payroll over the summer of 2016 should not be met using FY17 revenue.)

- b. Cash flow projections shall be completed on a cash basis, showing actual cash amounts and projections with funds moving out at the appropriate, anticipated time.
- iii. Written notifications of concern shall be reevaluated for continuation or removal only at the PCSC's June regular meeting. Schools wishing to have written notifications of concern considered for removal shall provide updated fiscal status details and supporting documentation in accordance with Section I.A of this policy.

Section V: Renewal and Non-Renewal Pursuant to Idaho Statute [§33-5205B](#), [§33-5209A](#), [§33-5209B](#), and [§33-5209C](#)

A. Standards for Renewal Decision-Making

- i. The PCSC shall make renewal decisions based on documented outcomes regarding a school's academic, mission-specific (if applicable), operational, and financial performance. Such performance shall be evaluated using the provisions, conditions, and measures contained in the performance certificate and its appendices, including the performance framework.
- ii. Calculation of the percentage of eligible points earned on the academic section of the performance framework for each school shall determine that school's academic accountability designation: honor, good standing, remediation, or critical. The academic accountability designation shall guide the PCSC's renewal or non-renewal decision-making. Renewal or non-renewal decision-making shall also be influenced by results on the financial, operational, and mission-specific sections of the framework.
 - a. Schools achieving an academic accountability designation of honor or good standing shall be recommended for renewal.

However, conditional renewal may be recommended if financial, operational, and/or mission-specific outcomes are poor.
 - b. Schools achieving an academic accountability designation of remediation may be recommended for non-renewal or conditional renewal, particularly if financial, operational, and/or mission-specific outcomes are poor.
 - c. Schools achieving an academic accountability designation of critical are likely to be recommended for non-renewal, particularly if financial, operational, and/or mission-specific outcomes are poor.

- d. Financial, operational, or mission-specific outcomes shall be considered poor if the school's accountability designation in the corresponding section of the performance framework is remediation or critical.
 - e. Student-level data may be considered by the PCSC, in a manner consistent with federal and state law, for the purposes of renewal or non-renewal decision-making.
- iii. The PCSC shall consider contextual factors affecting a school's accountability designations when making renewal or non-renewal decisions. However, renewal decisions shall be based on past outcomes, not on promises of future improvement.
- iv. The PCSC shall consider trends documented in schools' annual performance reports throughout the performance certificate term. Statistically significant, positive trends will make renewal more likely, while stagnant or negative trends will make renewal less likely. Trends may also contribute to recommendations for conditional renewal.
- v. If a school fails to meet any conditions of charter approval or specific, written conditions for necessary improvement within the specified timeframes included in the performance certificate, non-renewal may result regardless of the school's accountability designation.
- vi. Conditional renewals shall be for periods of five years, but shall include in the performance certificate specific, written conditions for necessary improvement pursuant to Section [33-5209B\(1\)](#), Idaho Code.

B. Renewal / Non-Renewal Process

- i. The PCSC shall conduct its renewal/non-renewal process in accordance with Section [33-5209B](#), Idaho Code.
- ii. No later than July 15 of their pre-renewal calendar year, schools may submit to the PCSC office optional, auxiliary performance data for consideration during the renewal process.
- iii. During the spring or fall prior to a school's renewal consideration, PCSC staff and/or contracted individuals may perform a pre-renewal site visit for the primary purpose of gathering contextual information to inform the PCSC's interpretation of the academic, operational, and financial outcomes described in the schools' annual performance reports and renewal applications.

- a. Schools shall have an opportunity to respond in writing to pre-renewal site visit evaluation reports.
 - b. Schools achieving honor accountability designations in all sections of their performance frameworks, as of the annual performance reports provided by January 31 of the pre-renewal year, shall be exempt from pre-renewal site visits.
- iv. No later than November 15, the PCSC shall issue to all renewal-year schools an annual performance report and renewal guidance and application that meets the requirements of Section [33-5209B](#), Idaho Code. The annual performance report shall include notification of the prospect of non-renewal, if applicable.
- v. Except as provided in Section V.B.iv.c of this policy, renewal-year schools shall submit a completed renewal application to the PCSC no later than December 15. Renewal applications shall be submitted in accordance with the renewal guidance and application provided by the PCSC and represent the charter holders' opportunity to submit documents challenging any rationale for non-renewal and supporting the continuation of the school.
 - a. Renewal applications shall be submitted to the PCSC office electronically via email, online file-sharing service, portable data storage device, or secure server provided by the PCSC office.
 - b. Renewal applications shall be comprised of no more than two (2) documents: the completed application and an Adobe PDF document providing any supporting documentation. Supporting documentation shall include a table of contents and make use of Adobe's "bookmark" feature for ease of navigation. Additional documents or other formats may be accepted, on a case-by-case basis, with the prior approval of PCSC staff.
 - c. Schools achieving an honor accountability designation in all sections of their performance frameworks, as of the annual performance reports provided on November 15 of the renewal year, shall be eligible for automatic renewal, and shall be exempt from the required submission of a renewal application.
- vi. No later than January 15, PCSC staff will advise any renewal-year schools regarding whether they will be recommended for renewal or non-renewal.
- vii. No later than March 15, the PCSC will consider evidence regarding all renewal-year schools.
 - a. Written evidence provided by schools as part of their optional auxiliary data submission and renewal applications, and in response to pre-renewal site visit

reports and renewal recommendations, shall be provided to the PCSC by PCSC staff.

- b. Written evidence provided by schools and PCSC staff shall be published on the PCSC's website at least seven (7) days in advance of the meeting.
 - c. Both schools and the PCSC may be represented by counsel.
 - d. Both schools and the PCSC may call witnesses and give testimony.
 - e. Renewal proceedings may be recorded.
 - f. The PCSC may delegate the hearing of evidence to a hearing officer, or may hear evidence itself.
- viii. No later than March 15, the PCSC will hold a meeting for the purpose of making final renewal or non-renewal determinations regarding all renewal-year schools.
- ix. Final renewal or non-renewal determinations will be conveyed in writing to the charter holders within seven (7) days.

SUBJECT

Consideration of Performance Certificate Revisions

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-5209(A)

BACKGROUND

In October 2019, the PCSC tasked the Renewal Committee with the exploration of opportunities for increasing performance framework flexibility. The committee was directed to form recommendations to the PCSC regarding a model for ensuring that all schools have the opportunity to be evaluated using fair and meaningful performance framework standards.

After conducting significant research and gathering feedback from stakeholders throughout the process, the Renewal Committee made a final recommendation for revisions to the Academic Section of the Performance Framework on June 18, 2020. A listening session at which 6 commissioners were present was held on July 16, 2020. Commissioner Kunz was unable to attend.

DISCUSSION

Director Thompson will present any final changes made since the June 18th introduction of the revisions.

IMPACT

If the revisions are approved, all PCSC charter schools may choose either to transition to the new academic section of the framework or remain on the existing framework for the remainder of their current performance certificate terms. All performance certificates (new and renewed) approved after 8/13/20 will include the new academic section of the framework.

If the revisions are not approved, all PCSC charter schools will continue to be evaluated according to the current academic section of the performance certificate.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC approve the revisions to the academic section of the performance framework as presented.

COMMISSION ACTION

A motion to approve the proposed revisions to the academic section of the performance framework as presented.

Or

A motion to deny the proposed revisions to the academic section of the performance framework as presented.

Proposed Revisions to the Academic Section of the PCSC Performance Framework

1. Rating System

Adopt a single rating system, applicable to all measures in the academic section of the performance framework, which includes the following ratings: exceeds standard, meets standard, approaches standard, and does not meet standard.

2. Scorecard Focus

Revise the annual report scorecard to present the outcome of each measure based on the data source defined in the rubric for that measure, and to present the rating earned by each outcome based on the rubric for that measure.

3. Proficiency Rubric

Adopt the revised proficiency rubric as presented.

4. Growth Rubric

Adopt the revised growth rubric as presented.

5. College and Career Readiness Rubric

Adopt the revised college and career readiness rubric as presented.

6. Literacy Rubric

Adopt the proposed new measure as presented, applicable to all PCSC schools serving students in grades K-3.

7. Alternative Schools Proficiency Rubric

Adopt the alternative schools proficiency rubric as presented, applicable (in addition to the standard rubric) to all schools classified as alternative and available to any school as a mission-specific goal.

8. Alternative Schools Growth Rubric

Adopt the alternative schools growth rubric as presented, applicable (in addition to the standard rubric) to all schools classified as alternative and available to any school as a mission-specific goal.

9. Alternative Schools College and Career Readiness Rubric

Adopt the alternative schools college and career readiness rubric as presented, applicable (in addition to the standard rubric) to all schools classified as alternative and available to any school as a mission-specific goal.

1 - RATING SYSTEM

Exceeds Standard
Meets Standard
Approaches Standard
Does Not Meet Standard

Note

This 4 level rating scale is recommended for use on all measures across all sections of the Performance Framework.

2 - SCORECARD FOCUS

From This . . .

ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	0	50	50		
	1b	50	0	50	0	50	50		
District Proficiency Comparison	2a	50	0	50	0	50	50	50	0
	2b	50	0	50	0	50	45	50	0
Criterion-Referenced Growth	3a	100	0						
	3b	100	0						
Norm-Referenced Growth	4a			100	0				
	4b			100	0				
Post-Secondary Readiness	5a			125	0				
Total Academic Points		400	0	525	0				
% of Academic Points			0%		0%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome
Honor	75% - 100%	
Good Standing	55% - 74%	90%
Remediation	31% - 54%	
Critical	0% - 30%	

School outcomes will be evaluated in light of contextual information.

To This . . . (formatting is an example)

Academic Achievement			Financial Health		
Math Proficiency	62%	Approaches Standard	Near Term Measures		
ELA Proficiency	75%	Exceeds Standard	Current Ratio	2.85	Meets Standard
Literacy Proficiency	82%	Exceeds Standard	Unrestricted Days Cash	114 days	Meets Standard
Math Growth	72%	Meets Standard	Default	No default	Meets Standard
ELA Growth	80%	Does Not Meet Standard	Enrollment Variance	95%	Meets Standard
4-Year Grad Rate	97%	Approaches Standard			
Board Stewardship			Sustainability Measures		
Governance Structure	Does Not Meet Standard		Current Year Total Margin	1.29%	Meets Standard
Governance Oversight	Meets Standard		3-Year Aggregated Margin	2.21%	
Governance Compliance	Meets Standard		Debt to Asset Ratio	.94	Meets Standard
Operational Management			Most Recent Year Cash Flow	\$4,735,386	Meets Standard
Student Services	Does Not Meet Standard		Previous Year Cash Flow	\$584,317	
Data Security / Transparency	Meets Standard		Three-Year Cash Flow	\$5,319,703	
Facility and Services	Meets Standard		Debt Service Coverage Ratio	.65	Approaches Standard
Operational Compliance	Meets Standard		Financial Compliance		Meets Standard

3 - ACADEMIC: MATH AND ELA PROFICIENCY

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group , or the school's proficiency average is in 90 th percentile of all Idaho schools.
Meets Standard	The school's proficiency rate is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group .
Approaches Standard	The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group .
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group , OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

Identified Comparison Group Options

- All schools in the traditional district in which the school is located as reported on the Idaho Report Card.
- A custom group of individual schools from across Idaho that have similar demographic attributes to the charter school.
- All alternative schools in Idaho.

Proficiency Rate

The PCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

4 - ACADEMIC: MATH AND ELA GROWTH

Growth Rubric ELA	
Exceeds Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group , OR the school's growth rate is in the 90 th percentile of all Idaho public schools.
Meets Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group , OR the growth rate increased by at least 10% over the previous year.
Approaches Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency falls between the mean and one standard deviation below the mean of the identified comparison group .
Does Not Meet Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency is more than one standard deviation below the mean of the identified comparison group .

Growth Rate

The PCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

5 - ACADEMIC: COLLEGE AND CAREER READINESS

C&C Readiness Rubric	
Exceeds Standard	The school's 4-Year or 5-Year ACGR is greater than one standard deviation above the identified comparison group, <u>OR the school's ACGR is 100%.</u>
Meets Standard	The school's 4-Year or 5-Year ACGR is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's 4-Year or 5-Year ACGR falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's 4-Year or 5-Year ACGR is more than one standard deviation below the identified comparison group.

Adjusted Cohort Graduation Rate (ACGR)

Alternative schools will be evaluated based on their 5-Year ACGR. All other schools will be evaluated based on their 4-Year ACGR.

Graduation Rate

The PCSC will use either the 4-Year ACGR or the 5-Year ACGR as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

6 - ACADEMIC: LITERACY PROFICIENCY

Literacy Proficiency Rubric	
Exceeds Standard	The school's proficiency rate on the spring administration of the statewide literacy assessment is greater than one standard deviation above the mean of the identified comparison group ; OR The fall to spring change in proficiency rate is 20% or greater.
Meets Standard	The school's proficiency on the spring administration of the statewide literacy assessment is equal to the mean or within one standard deviation above the mean of the identified comparison group ; OR the school's fall to spring change in proficiency rate is between 10%-19%.
Approaches Standard	The school's proficiency on the spring administration of the statewide literacy assessment falls within one standard deviation below the mean of the identified comparison group .
Does Not Meet Standard	The school's proficiency rate on the spring administration of the statewide literacy assessment is more than one standard deviation below the mean of the identified comparison group .

Literacy Proficiency Rate

The PCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

7 - ACADEMIC: ALTERNATIVE MATH AND ELA CONTENT MASTERY

Alt Proficiency Rubric	
Exceeds Standard	More than 80% <u>The percentage of continuously enrolled students who have either have already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% above the school's percentage in the previous year, OR the percentage in the current year is greater than 80%.</u>
Meets Standard	Between 75%-80% <u>The percentage of continuously enrolled students who have either have already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is equal to or up to 10% greater than the school's percentage in the previous year.</u>
Approaches Standard	50-74% <u>The percentage of continuously enrolled students who have either have already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is below, but no more than 10% below, the school's percentage in the previous year.</u>
Does Not Meet Standard	Less than 50% <u>The percentage of continuously enrolled students who have either have already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% below the school's percentage in the previous year. OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.</u>

Note

This measure will be considered in addition to the standard proficiency measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the PCSC understand their school's academic outcomes.

8 - ACADEMIC: ALTERNATIVE 9-12 PROGRESS TOWARD GRADUATION

Alt Growth Rubric	
Exceeds Standard	More than 80% <u>The percentage of students who either: completed 3 credits for every 45 days enrolled (if enrolled for at least 45 days, but not continuously enrolled), or completed 42-11.5 credits (if continuously enrolled) is more than 10% above the school's percentage in the previous year, OR the percentage in the current year is greater than 80%.</u>
Meets Standard	75%-80% <u>The percentage of students who either: completed 3 credits for every 45 days enrolled (if enrolled for at least 45 days, but not continuously enrolled), or completed 42-11.5 credits (if continuously enrolled) is equal to or up to 10% greater than the school's percentage in the previous year.</u>
Approaches Standard	50-74% <u>The percentage of students who either: completed 3 credits for every 45 days enrolled (if enrolled for at least 45 days, but not continuously enrolled), or completed 42-11.5 credits (if continuously enrolled) is below, but no more than 10% below the school's percentage in the previous year.</u>
Does Not Meet Standard	Less than 50% <u>The percentage of students who either: completed 3 credits for every 45 days enrolled (if enrolled for at least 45 days, but not continuously enrolled), or completed 11.5 credits (if continuously enrolled) is more than 10% below the school's percentage in the previous year.</u>

Note

This measure will be considered in addition to the standard growth measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the PCSC understand their school's academic outcomes.

9 - ACADEMIC: ALTERNATIVE COLLEGE AND CAREER READINESS

C&C Readiness Rubric	
Exceeds Standard	More than 75% <u>The percentage</u> of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) <u>who graduated is more than 10% above the school's percentage in the previous year, OR the percentage in the current year is greater than 75%.</u>
Meets Standard	Between 65% - 75% <u>The percentage</u> of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) <u>who graduated is equal to or up to 10% greater than the school's percentage in the previous year.</u>
Approaches Standard	Less than 65% <u>The percentage</u> of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) <u>who graduated is below, but no more than 10% below the school's percentage in the previous year. , but the eligible graduation rate increased by at least 5% over the previous year.</u>
Does Not Meet Standard	Less than 65% <u>The percentage</u> of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) <u>who graduated is more than 10% below the school's percentage in the previous year. , and the eligible graduation rate increased by less than 5% over the previous year.</u>

Note

This measure will be considered in addition to the standard college and career readiness measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the PCSC understand their school's academic outcomes.

SUBJECT

Consideration of Performance Certificate Revisions

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-5209(A)

BACKGROUND

In October 2019, the PCSC tasked the Renewal Committee with the exploration of opportunities for increasing performance framework flexibility. The committee was directed to form recommendations to the PCSC regarding a model for ensuring that all schools have the opportunity to be evaluated using fair and meaningful performance framework standards.

After conducting significant research and gathering feedback from stakeholders throughout the process, it became clear that minor revisions would be necessary in the financial and operational sections of the performance framework for consistency and cohesion.

DISCUSSION

The proposed revisions are detailed in the following pages. Proposed revisions will be placed on the PCSC website for stakeholder feedback. The PCSC will consider adoption of these revisions at the regularly scheduled October meeting.

IMPACT

This is an information only item.

STAFF COMMENTS AND RECOMMENDATIONS

NA

COMMISSION ACTION

NA

Proposed Revisions to the Operational and Financial Sections of the PCSC Performance Framework

1. Rating System

Adopt a single rating system, applicable to all measures in the performance framework, which includes the following ratings: exceeds standard, meets standard, approaches standard, and does not meet standard.

2. Scorecard Focus

Revise the annual report scorecard to present the outcome of each measure based on the data source defined in the rubric for that measure, and to present the rating earned by each outcome based on the rubric for that measure.

3. Cash Ratio Measure

Drop this measure. The financial section of the framework also includes current ratio. The difference between a school's current ratio and its cash ratio is not differently actionable from the PCSC's perspective; therefore, this measure is unnecessary.

4. Relocate Enrollment Variance Measure

Relocate this measure from the operational section to the near-term financial section of the performance framework. The data point is reviewed for the purpose of understanding enrollment's impact on projected revenues and should be considered alongside other financial data points.

5. Debt Service Coverage Ratio Formula

Allow for flexibility in the formula used to calculate debt service coverage ratio as presented. The current formula is appropriate for schools that have facility mortgages, but a modified formula is necessary for schools that lease a facility in cases where that lease is not capitalized in the audit.

6. Relocate the Financial Compliance Measures

Relocate the existing financial compliance measures from the operational section to the financial section of the framework.

7. Reorganization of Operational Section

Reorganize the existing measures and metrics in the operational section of the performance framework based on the persons responsible for the success of the metric, thereby subdividing operations into two sections: board stewardship and management. This is intended to help governing boards and administrators more easily identify corrective actions if and when necessary.

8. Identify the Source Data

Clearly identify the sources of data used to inform operational measure ratings. No changes are recommended in the practice of oversight; however, this source data and the PCSC's current oversight practice have not been communicated to schools in the past with this level of transparency.

RECOMMENDATION 1 - RATING SYSTEM

Exceeds Standard
Meets Standard
Approaches Standard
Does Not Meet Standard

Note

This 4 level rating scale is recommended for use on all measures across all sections of the Performance Framework.

RECOMMENDATION 2 - SCORECARD FOCUS

From This . . .

ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	0	50	50		
	1b	50	0	50	0	50	50		
District Proficiency Comparison	2a	50	0	50	0	50	50	50	0
	2b	50	0	50	0	50	45	50	0
Criterion-Referenced Growth	3a	100	0						
	3b	100	0						
Norm-Referenced Growth	4a			100	0				
	4b			100	0				
Post-Secondary Readiness	5a			125	0				
Total Academic Points		400	0	525	0				
% of Academic Points			0%		0%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome
Honor	75% - 100%	
Good Standing	55% - 74%	90%
Remediation	31% - 54%	
Critical	0% - 30%	

School outcomes will be evaluated in light of contextual information.

To This . . . (formatting is an example)

Academic Achievement			Financial Health		
Math Proficiency	62%	Approaches Standard	Near Term Measures		
ELA Proficiency	75%	Exceeds Standard	Current Ratio	2.85	Meets Standard
Literacy Proficiency	82%	Exceeds Standard	Unrestricted Days Cash	114 days	Meets Standard
Math Growth	72%	Meets Standard	Default	No default	Meets Standard
ELA Growth	80%	Does Not Meet Standard	Enrollment Variance	95%	Meets Standard
4-Year Grad Rate	97%	Approaches Standard			
Board Stewardship			Sustainability Measures		
Governance Structure	Does Not Meet Standard		Current Year Total Margin	1.29%	Meets Standard
Governance Oversight	Meets Standard		3-Year Aggregated Margin	2.21%	
Governance Compliance	Meets Standard		Debt to Asset Ratio	.94	Meets Standard
Operational Management			Most Recent Year Cash Flow	\$4,735,386	Meets Standard
Student Services	Does Not Meet Standard		Previous Year Cash Flow	\$584,317	
Data Security / Transparency	Meets Standard		Three-Year Cash Flow	\$5,319,703	
Facility and Services	Meets Standard		Debt Service Coverage Ratio	.65	Approaches Standard
Operational Compliance	Meets Standard		Financial Compliance		Meets Standard

FINANCE: NEAR TERM HEALTH

Current Ratio

Why this Matters: A school with a ratio of current debt to current assets of 1.1 or higher could liquidate enough assets quickly in order to meet its financial obligations due this year, should such a situation become necessary.

Current Ratio Rubric	
Exceeds Standard	<u>The school has a current ratio of more than 1.5</u>
Meets Standard	The school has a current ratio of at least 1.1 (or between 1.0 and 1.1 with a 1 year positive trend)
Approaches Standard	The school has a current ratio of between .9 and 1.0 (or between 1.0 and 1.1 with a 1 year negative trend)
Does Not Meet Standard	The school has a current ratio of .9 or less.

School XYZ Example Calculation

Calculation	Data Source	Data	Result	Rating
Current Assets divided by Current Liabilities	FY19 Fiscal Audit Report	Current Assets: \$2,383,961.00 Current Liabilities: \$836,972.00	2.85	Exceeds Standard

Unrestricted Days Cash

Why this Matters: Should revenue be delayed for any reason, a school with at least 30 days cash on hand would be able to immediately access this cash in order to meet its financial obligations for this number of days, buying itself time to develop a long-term plan.

Unrestricted Days Cash Rubric	
Exceeds Standard	<u>The school has more than 60 days cash on hand</u>
Meets Standard	The school has 60 days cash OR between 30 and 60 days cash and one-year trend is positive. Note: Schools in their first or second year of operation must have a minimum of 30 days cash.
Approaches Standard	The school has between 15-30 days cash OR between 30-60 days cash, but one-year trend is negative.
Does Not Meet Standard	The school has fewer than 15 days cash on hand.

School XYZ Example Calculation

Calculation	Data Source	Data	Result	Rating
Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	FY19 Fiscal Audit Report	Unrestricted Cash: \$2,158,068.00 Total Expenses: \$6,965,618.00 Depreciation Expense: \$72,028.00	114 days	Exceeds Standard

Default

Why this Matters: A school in financial default is at risk of being assessed large financial penalties, losing the support of its financial institution or the provision of necessary services. It may also be at risk of losing its facility entirely.

Default Rubric	
Exceeds Standard	<u>The school has met standard for at least 3 consecutive years.</u>
Meets Standard	The school is not in default of any financial obligations, and did not experience any instances of default during the fiscal year. Financial obligations include, but are not limited to, making payments to vendors and utility services on time, complying with all loan covenants, filing any reports required for maintenance of grants or philanthropic funds, meeting all tax obligations, and operating without financial judgments or property liens.
Approaches Standard	<u>The school experienced one or more instances of minor default during the fiscal year (such as making late payments); however, the school is not currently in default of any financial obligations.</u>
Does Not Meet Standard	School is currently in default of financial obligations.

School XYZ Example Calculation

Calculation	Data Source	Data	Result	Rating
None	FY19 Fiscal Audit Report, terms of debt, and/or other formal notifications received by the school.	Fiscal Audit noticed default – No School received notice of financial default from an entity to whom the school has a financial obligation – No	No Default	Meets Standard

RECOMMENDATIONS 3 AND 4 – Drop Cash Ratio and Relocate Enrollment Variance

Enrollment Variance

Why this Matters: Most of a school's revenue is determined by enrollment. Because a school's budget is based on the revenue generated by projected enrollment, the ability to achieve and maintain that enrollment directly impacts whether the school will receive all of its anticipated revenue.

Enrollment Variance Rubric	
Exceeds Standard	<u>The school has met standard for at least 3 consecutive years.</u>
Meets Standard	Enrollment variance is equal to or greater than 95%.
Approaches Standard	<u>Enrollment variance was between 90% and 95%, OR the enrollment variance was less than 90% and the school provided a mid-year amended budget evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.</u>
Does Not Meet Standard	<u>Enrollment variance was less than 90% and the school did not provide evidence of mid-year budget amendments or operational changes evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.</u>

School XYZ Example Calculation

Calculation	Data Source	Data	Result	Rating
Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	FY19 Fiscal Audit Report	Mid-Term ADA: 534 Projected Enrollment: 562	95%	Meets Standard

FINANCE: SUSTAINABLE HEALTH

Total Margin and 3Yr Aggregated Total Margin

Why this Matters: A school with a positive total margin spent less money than it received in the current year.

Essentially, the school is living within its means. Occasionally, an emergency or unplanned expense comes along, such as a broken furnace, which would cause the margin to drop. The unexpected happens. However, a school that rarely has a positive total margin may not be budgeting well for its actual expenses or may be living beyond its means on a regular basis.

Total Margin and 3-Yr Aggregated Total Margin	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
Meets Standard	Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.
Approaches Standard	Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".
Does Not Meet Standard	Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.

School XYZ Example Calculation

Calculation	Data Source	Data	Result	Rating
Most Recent Year Total Margin: 2019 Net Income divided by 2019 Total Revenue	FY19 Fiscal Audit Report	2019 Net Income: \$105,303.00 2018 Net Income: \$235,206.00 2017 Net Income: \$109,729.00	Most Recent Year Total Margin: 1.29%	Meets Standard
3-Year Aggregated Total Margin: (2019 Net Income +2018 Net Income +2017 Net Income) divided by (2019 Total Revenue +2018 Total Revenue +2017 Total Revenue)		2019 Total Revenue: \$8,193,846.00 2018 Total Revenue: \$6,414,497.00 2017 Total Revenue: \$5,727,871.00 *net income excluding net pension liability	3-Year Aggregated Total Margin: 2.21%	

Cash Flow and Multi-Year Cash Flow

Why this Matters: A school with a positive cash flow from year to year is increasing its reserves over time. It's building a nest egg. This allows a school to plan for large purchases, such as a facility remodel, or establish a rainy-day fund. Occasionally, this number will be negative when large purchases are made or rainy-day funds become necessary. The ability to save for the future is a sign of financial health. However, a school that rarely has a positive cash flow from year to year is less likely to be able to financially support its future plans or to weather change.

Cash Flow and Multi-Year Cash Flow	
Exceeds Standard	<u>The school has met standard for 3 or more consecutive years.</u>
Meets Standard	<p>Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive in the most recent year is positive, OR Multi-Year Cumulative Cash Flow is negative, but documentation identifies this as a result of a one-time, planned purchase (such as a facility remodel).</p> <p>Note: Schools in their first or second year of operation must have positive cash flow.</p>
Approaches Standard	Multi-Year Cumulative Cash Flow is positive, but Cash Flow is negative in the most recent year.
Does Not Meet Standard	Multi-Year Cumulative Cash Flow is negative and no documentation identifies the this as a result of a one-time, planned purchase.

School XYZ Example Calculation

Calculation	Data Source	Data	Result	Rating
Most Recent Year Cash Flow: 2019 Cash and Investments minus 2018 Cash and Investments	FY19 Fiscal Audit Report	2019 Cash/Invest.: \$6,893,454.00	Most Recent Year Cash Flow: \$4,735,386.00	Meets Standard
Previous Year Cash Flow: 2018 Cash and Investments minus 2017 Cash and Investments		2018 Cash/Invest: \$2,158,068.00	Previous Year Cash Flow: \$584,317.00	
Multi-Year Cash Flow: 2019 Cash and Investments minus 2017 Cash and Investments		2017 Cash/Invest: \$1,573,751.00	Multi-Year Cash Flow: \$5,319,703.00	

RECOMMENDATION 5 – Formula Flexibility (see calculation example below).

Debt Service Coverage Ratio

Why this Matters: A school with a debt service coverage ratio of 1.1 ended the year with enough to cover the cost of its long-term debts and lease payments in the next year. This means that the school is not at risk of defaulting on its debt. A school with a debt service coverage ratio of less than 1 is dependent on anticipated, but not yet received, revenues in order to meet its debt obligations in the coming year. The farther below 1, the greater the risk of default.

Debt Service Coverage Ratio Rubric	
Exceeds Standard	The school's debt service coverage ratio is 1.5 or greater OR the school operates debt-free.
Meets Standard	Debt Service Coverage Ratio is <u>between 1.1 and 1.49</u>
Approaches Standard	The school's debt service coverage ratio is between .9 and 1.09
Does Not Meet Standard	Debt Service Coverage Ratio is less than 1.1 .9

School XYZ Example Calculation

Calculation	Data Source	Data	Result	Rating
If school owns its facility or if the school leases its facility and the lease is capitalized: (Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)	FY19 Fiscal Audit Report	Net Income: \$1,105,303.00 * Depreciation: \$76,089.00 Interest: \$300,000.00 Principal: \$600,000.00 Lease Payments: \$300,000.00	1.23	Meets Standard
<u>If school leases its facility and the lease is not capitalized:</u> <u>(Facility Lease Payments + Net Income + Depreciation Expense + Interest Expense)</u> <u>divided by</u> <u>(Principal + Interest + Lease Payments)</u>		*net income excluding net pension liability		

Debt to Asset Ratio

Why this Matters: A school with a debt to asset ratio of .9 or greater, would be able to sell all of its assets (including its facility) and have enough to cover 90% of all long and short-term financial obligations, should such a situation occur.

Debt to Asset Ratio	
Exceeds Standard	The school has met standard for 3 consecutive years, OR the school operates debt-free.
Meets Standard	The school's Debt to Asset Ratio is less than 0.9
Approaches Standard	The school's Debt to Asset Ratio is between 0.9. and 1.0
Does Not Meet Standard	The school's Debt to Asset Ratio is greater than 1.0

School XYZ Example Calculation

Calculation	Data Source	Data	Result	Rating
Total Liabilities divided by Total Assets	FY19 Fiscal Audit Report	Total Liabilities: \$22,136,401.00* Total Assets: \$23,509,520.00 *total liabilities excluding net pension liability	.94	Approaches Standard

RECOMMENDATION 6 – Financial Compliance

Financial Compliance Rubric

Alt Growth Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
Meets Standard	Accounting Practices: finances are managed in compliance with GAAP. Financial Transparency: expenditures and contracts are posted on the school's site. Internal Controls: the school's internal controls are compliant.
Approaches Standard	The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is in evidence.
Does Not Meet Standard	The school is operating under a notification of fiscal concern or a notification of possible or imminent closure OR the school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.

RECOMMENDATION 7 – Reorganize Operational Measures

OPERATIONS: BOARD STEWARDSHIP

Governance Structure Rubric

Governance Structure Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
Meets Standard	Board Bylaws are compliant with ID law. Articles of Incorporation are current. No investigations were conducted into either ethical behavior or conflict of interest regarding any board director. The board did not experience an Open Meeting Law violation that needed to be cured this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

RECOMMENDATION 8 – Transparency of Data Sources (all operational rubrics)

Data Sources: Board bylaws, articles of incorporation, and any courtesy letters or notifications issued to the school by entities responsible for oversight or enforcement.

Governance Oversight Rubric

Governance Oversight Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
Meets Standard	The board reviews academic data in a timely and thorough manner. The board reviews financial reports in a timely and thorough manner. The board maintains compliant policies. The board engages in strategic planning. The board conducts a compliant annual evaluation of their school leader and/or management organization.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

Data Sources: Board meeting minutes, school policies, continuous improvement plan (or other strategic planning evidence if submitted by the school), and verification of submission of annual administrator evaluation.

Governance Compliance Rubric

Governance Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
Meets Standard	The PCSC did not issue any courtesy letters or notify an external investigative body of compliance concerns this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

Data Sources: If applicable, courtesy letters/notifications of concerns, investigation, or findings issued to the school by entities responsible for oversight or enforcement, and any documentation of correction provided by the school.

OPERATIONS: MANAGEMENT

Student Services Rubric

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
Meets Standard	The school's English Language Learner program is in good standing. The school's Special Education program is in good standing. The school's college and career readiness program is in good standing.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

Data Sources: If applicable, any notifications or courtesy letters issued by the SDE or SBOE which required corrective action with regard to the school's ELL, SPED, or College and Career Readiness programs, as well as any documentation submitted by the school evidencing correction.

Data Security and Information Transparency Rubric

Data Security and Information Transparency Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
Meets Standard	The school's website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets). The school did not experience any issues involving data security this year. The school did not experience any compliance issue regarding public records requests this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

Data Sources: periodic desk audit of school website, and any formal notifications regarding data security or public records compliance.

Facility and Services Rubric

Facility and Building Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
Meets Standard	The school's occupancy certificate is current. The school maintains current safety inspections and drills. The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

Data Sources: Verification of meal service program and transportation services via public documents and/or school website, and any notifications of concerns regarding occupancy or safety issued to the school by entities responsible for oversight or enforcement.

Operational Compliance Rubric

Operational Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
Meets Standard	Required reports are submitted accurately and on time. The school maintains a compliant enrollment process. No correct action plans were issued by the SDE this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

Data Sources: Periodic observation of enrollment lottery, and if applicable, any corrective action plans issued by the SDE not related to special education, ELL, or college and career readiness (as these are captured elsewhere), or formal notification of late reports or enrollment violations.

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

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

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

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

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

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

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

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

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

Notes

Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.