

IPCSC Regular Meeting
Idaho Public Charter School Commission
Boise
Oct 14, 2021 9:00 AM MDT

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I. COMMISSION WORK

A. AGENDA APPROVAL

The IPCSC must approve the agenda prior to beginning the meeting.

COMMISSION ACTION

A motion to approve the agenda as presented; or

A motion to amend the agenda [state amendment] based on the following good faith reason [state reason amendment is necessary].

B. MEETING MINUTES

The IPCSC will consider approval of meeting minutes for the previous meeting.

COMMISSION ACTION

A motion to approve the meeting minutes for August 19, 2021 as presented; or

A motion to approve the meeting minutes for August 19, 2021 with the following amendments: [state specific amendments].

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

Date: Thursday, October 14, 2021

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

Physical Location: IPCSC office, Borah Building, 304 North 8th Street, Suite 242. Limited seating is available to the public (4 seats). The public is encouraged to participate remotely.

Remote/Public Access via YouTube Livestream:

<https://www.youtube.com/channel/UChV-TDWV4fv1-UoozmMeoPA>

I. COMMISSION WORK

- A. Agenda Review / Approval (Action Item)
- B. Minutes Review / Approval (Action Item)

II. WRITTEN PUBLIC COMMENT

Public comment will only be accepted in writing at this meeting.

III. DIRECTOR'S REPORT

General update.

IV. CONSIDERATION OF PERFORMANCE CERTIFICATE

- A. Gem Prep Twin Falls (Action Item)

V. RENEWAL COMMITTEE REPORT

- A. Review of Renewal Process and Timeline

VI. CONSIDERATION OF 2022 CALENDAR

- A. Consideration of 2022 regular and renewal meeting schedule (Action Item)

**MEETING MINUTES
IDAHO PUBLIC CHARTER SCHOOL COMMISSION**

August 19, 2020
Len B. Jordan Building, 650 W State St, 3rd Floor Office of the State Board of Education
Conference Room
Boise, ID 83702

This meeting was called to order by Chairman Reed on August 19, 2021 at 9:00 a.m.

Alan Reed – Present via Zoom
Sherrilynn Bair – Present via Zoom
Brian Scigliano – Present in-person
Wanda Quinn – Present via Zoom
Nils Peterson – Present via Zoom
Julie VanOrden – Excused
7th Seat Vacant

I: COMMISSION WORK

A. Agenda Review/Approval

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

B. Minutes Review/Approval

M/S (Scigliano/Quinn) Motion to approve the June 9 and June 10, 2021 minutes as presented. *The motion passed unanimously.*

II: PUBLIC COMMENT

No public comment was offered.

III: DIRECTOR'S REPORT

Director Thompson shared updates on staffing, new school openings, and anticipated new school petitions. She also gave an update on the progress of FY21 annual report preparation. It was requested that the Renewal Committee meet in September and the Finance Committee plan to meet in November.

No action.

IV. CONSIDERATION OF POLICY REVISIONS

The IPCSC was presented with proposed revisions to school policy on June 10, 2021. The proposed revisions were posted on the IPCSC website on June 11 and an invitation to provide feedback was sent to all IPCSC school board directors and school leaders. No feedback in opposition to the revisions was received.

Based on the Commission's discussion of the proposed revisions on June 10th, some adjustments were made to clarify the IPCSC's intent.

M/S (Peterson/Quinn) Motion to approve the proposed school policy revisions as presented. *The motion passed unanimously.*

V. CONSIDERATION OF NEW CHARTER SCHOOL PETITION

Gem Prep Twin Falls presented a petition to open a new charter school in replication of Gem Prep Pocatello. This school does meet the eligibility requirements to request replication. Jason Bransford, CEO of Gem Innovation Schools and Josh Femreite, CGO (Chief Growth Officer) of Gem Innovation Schools provided a presentation to the commission.

M/S (Bair/Scigliano) Motion to approve the new charter school petition with the following condition: by May 25, 2022, the school will evidence sufficient enrollment and financing to support the school's budget and facility plan. *The motion passed unanimously.*

DRAFT

II. PUBLIC COMMENT

As this meeting is being held via Zoom, only written comment will be accepted.

A. Written Comment

1. Written comment may be submitted to the IPCSC staff at any time via email to pcsc@osbe.idaho.gov.
2. Written comment must be identified as such and must include the name and contact information of the author.
3. Written comment submitted at least seven (7) days in advance of a IPCSC meeting will be included in the meeting materials.
4. Written comment submitted fewer than seven (7) days in advance of a IPCSC meeting will be distributed to commissioners, but may not be included in the meeting materials.
5. Written comment will be read aloud at the regularly scheduled IPCSC meeting following receipt and will be limited to three (3) minutes.

III. DIRECTOR'S REPORT

APPLICABLE STATUTE, RULE, OR POLICY

NA

BACKGROUND

The IPCSC 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

Director Thompson will provide an update on items such as staffing, school updates, and team progress on ongoing projects such as annual reports and renewal cycles.

SPEAKER

IPCSC Director, Jenn Thompson

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

No comments or recommendations.

COMMISSION ACTION

No action.

The IPCSC will be presenting at the ISBA Annual Convention in Boise. November 17-19th.

Session Title: Navigating the School-Authorizer Relationship

Presenter: IPCSC Staff

Intended Audience: Board directors and school leaders of IPCSC-authorized schools.

Summary: The objective of this session is to provide insight in to the IPCSC's restructure of staff, policy, and oversight. Presentations and discussions will be guided toward providing school leaders and board directors with tools and resources to strengthening the understanding and relationship between the school and its authorizer.

Session Title: Annual Report.

Presenter: Mel Rivera, IPCSC Program Manager and Jenn Thompson, IPCSC Director.

Intended Audience: Board directors of operating IPCSC schools.

Summary: The IPCSC adopted revisions to its performance framework (the tool by which schools are evaluated) in 2020. In this session we will review the format and structure of the annual school performance report. This session will provide small group breakouts and opportunity to address school-specific questions with IPCSC staff.

Session Title: The Renewal Process.

Presenter: Jared Dawson, IPCSC Program Manager and Jenn Thompson, IPCSC Director

Intended Audience: Board directors at IPCSC-authorized schools.

Summary: Charter schools are authorized to operate for 5-year terms. Terms are renewable based on school performance. This session will provide an overview of the performance certificate renewal process.

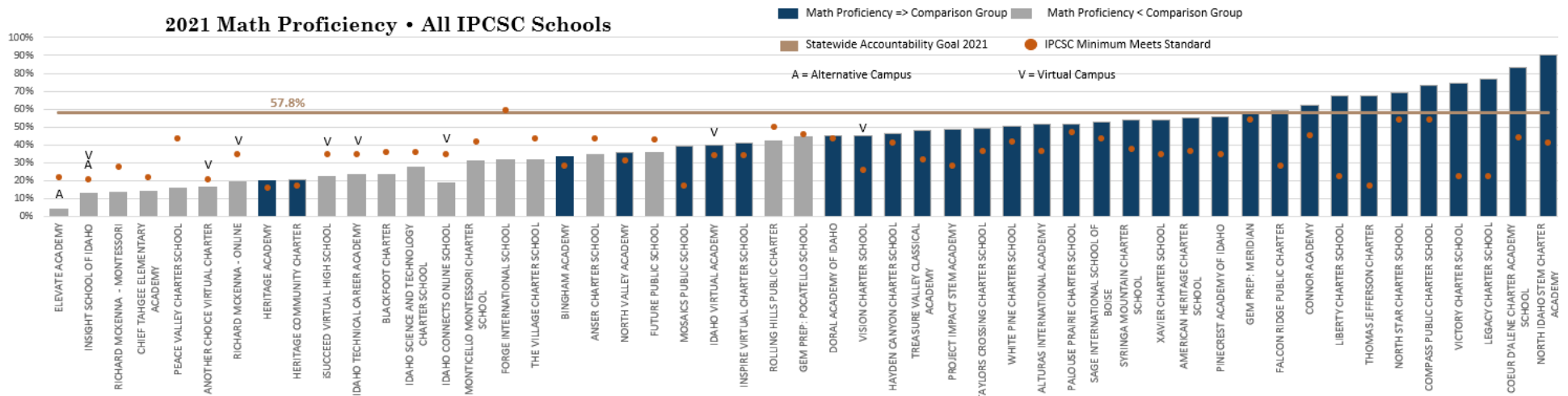
Session Title: Tools for Authorizing Charter Schools.

Presenter: IPCSC staff

Intended Audience: Traditional districts that authorize charters or those considering authorization.

Summary: Authorizing a charter school is a lot of work. The IPCSC has developed tools and resources that are open for public use. In this session IPCSC staff will share tools and resources that district authorizers are welcome to adopt or modify in an editable format. These tools will include petition review, annual report, renewal process guidance, general oversight resources. There will be plenty of time for Q and A.

2021 Math Proficiency • All IPCSC Schools



Masked Data

For some schools, the data is not publicly reportable. In these cases, one of two things is true: 1) less than 5 students achieved proficiency and all other students did not; or 2) less than 5 students did not achieve proficiency, and all other students did. The score could be high or low, but the data is masked to protect the identity of the students. IPCSC schools for which data is masked include the following:

- Empower Connections Academy – Virtual and Alternative
- Idaho Connects Online Alternative – Virtual and Alternative
- iSucceed Academy – Virtual and Alternative
- Kootenai Bridge Academy – Virtual and Alternative
- Richard McKenna Online Alt – Virtual and Alternative
- Richard McKenna Onsite HS

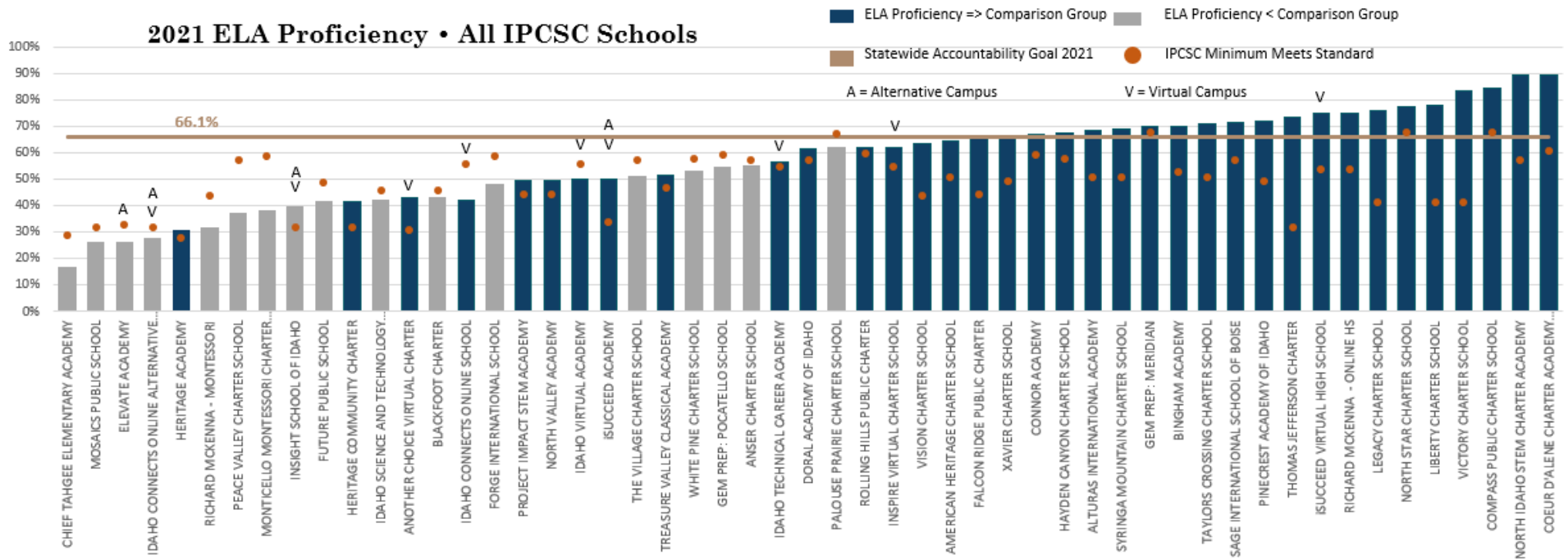
Reading the Chart

- Math proficiency data reflects the percentage of continuously enrolled students in grades 3-8 and 10 who achieved proficiency on the Math ISAT assessment administered in the spring of 2021.
- Blue bars indicate that the percentage of students who scored proficient school was equal to or greater than the average % proficient of the school's comparison group.
- Gray bars indicate that the percentage of students who scored proficient was less than the average percent proficient of the school's comparison group.
- Orange dots indicate the IPCSC's minimum meets standard mark (average of the comparison group).
- The brown line is the ESSA Statewide goal.

Highlights

- North Idaho STEM Academy and Coeur d'Alene Charter Academy are the highest performers in both math and ELA.
- High academic achievement is rarely achieved by first-year schools. However, both Doral and Pinecrest performed well the math and ELA assessments.
- Thomas Jefferson outperformed its comparison group by the widest margin. Peace Valley has the most ground to make up.

2021 ELA Proficiency • All IPCSC Schools



Masked Data

IPCSC schools for which the data is masked include:

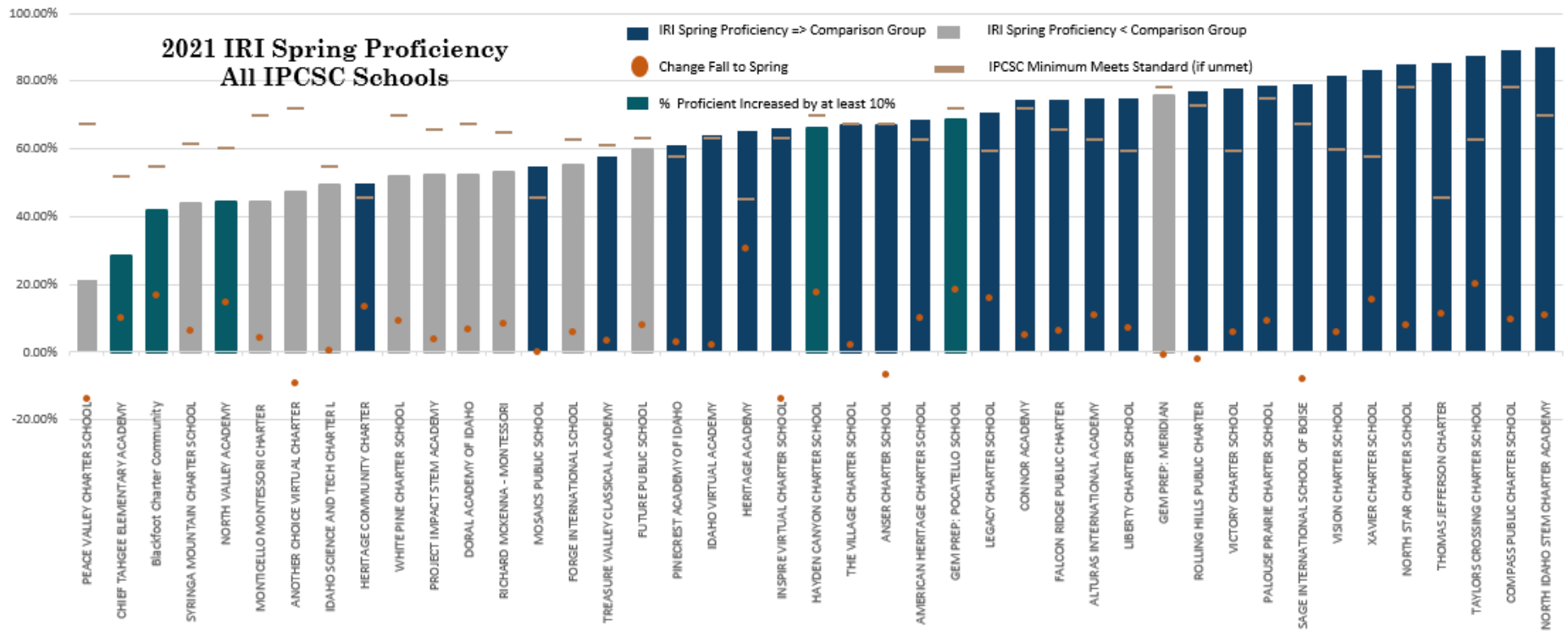
- Empower Connections Academy – Virtual and Alternative
- Kootenai Bridge Academy – Virtual and Alternative
- Richard McKenna Online Alt – Virtual and Alternative
- Richard McKenna Online HS

Reading the Chart

- ELA proficiency data reflects the percentage of continuously enrolled students in grades 3-8 and 10 who achieved proficiency on the English Language Arts ISAT assessment administered in the spring of 2021.
- Blue bars indicate that the percentage of students who scored proficient was equal to or greater than the % proficient across the school's comparison group.
- Gray bars indicate that the percentage of students who scored proficient was less than the % proficient across the school's comparison group.
- Orange dots indicate the IPCSC's minimum meets standard mark (average of the comparison group).
- The brown line is the ESSA Statewide goal.

Highlights

- iSucceed Virtual High School not only met the minimum standard, but they also passed the statewide goal. Approximately 17% of all schools in the state hit that mark. Inspire is not far behind.
- Victory Charter School outpaced its comparison group by the widest margin; Peace Valley Charter School has the most ground to make up.



Reading the Chart

- IRI proficiency data reflects the percentage of continuously enrolled students who took both the fall and spring assessments in grades K, 1, 2, and 3.
- Blue bars on this chart indicate that the percentage of students who scored proficient on the spring administration of the IRI at the charter school was equal to or greater than the percent proficient across the school’s comparison group.
- Turquoise bars indicate that the percentage of students who achieved proficiency on the spring assessment was lower than the average of the comparison group, but at least 10% greater than the fall.
- Gray bars indicate that the percentage of students who scored proficient on the spring administration of the IRI was less than the % proficient across the school’s comparison group *and* the school did not increase its proficiency rate by at least 10%.
- Orange dots indicate the increase/decrease in the percentage of students who scored proficient between the fall and spring assessment dates.
- Brown bars indicate the comparison group average, or the IPCSC minimum meets standard mark. The ESSA plan does not indicate a statewide goal on the IRI but states an expectation of increase.

Highlights

- Heritage academy increased percent proficient by 30%. Only 20 schools in the state accomplished a proficiency increase of this size.
- A few schools show decreases in proficiency rates. This is not particularly worrisome for schools at which the percent proficient is high, such as Sage and Rolling Hills. However, it is concerning in schools at which the performance is low and the gap between the school’s proficiency levels, and the comparison group’s levels is large, such as Peace Valley and Another Choice.

IV. Consideration of Performance Certificate

Gem Prep Twin Falls Proposed Performance Certificate

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-52 Public Charter Schools

IDAPA 08.02.04 Rules Governing Public Charter Schools

BACKGROUND

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

On August 19, 2021 the IPCSC approved a charter petition for Gem Prep Twin Falls (GPTF).

DISCUSSION

IPCSC staff has collaborated with Gem Prep Twin Falls to draft the individualized sections of the performance certificate and framework. In these materials, individualized sections of the certificate are highlighted in yellow.

IMPACT

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

If the IPCSC moves to execute the performance certificate, the PCSC chairman and Gem Prep Twin Falls board chair will sign the certificate, making it effective for the dates specified therein.

STAFF COMMENTS AND RECOMMENDATIONS

The IPCSC recommends that the commission approve the performance certificate as presented.

COMMISSION ACTION

A motion to execute the performance certificate for Gem Prep Twin Falls as presented; or

Another motion at the discretion of the commission.

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This Performance Certificate (“Certificate”) is executed on **August 19, 2021**, by and between the Idaho Public Charter School Commission (the “Authorizer”) and **Gem Innovation Schools of Idaho, Inc.** (the “Charter Holder”) on behalf of **Gem Prep: Twin Falls, LLC** (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Act of 1998, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Act.”), for the purpose of authorizing the operation of the School.

RECITALS

WHEREAS, the Charter Holder is an Idaho nonprofit corporation with a board of directors that is authorized to hold multiple charters;

WHEREAS, on **April 5, 2021** the Charter Holder submitted a new charter school petition to establish the School;

WHEREAS, on **August 19, 2021** the Authorizer approved the new charter school petition; and

WHEREAS, the Charter Holder, as the School’s board of directors, is authorized to operate the School in accordance with the terms set forth in this Certificate.

NOW THEREFORE, in consideration of the foregoing recitals and the mutual promises and covenants contained herein, the Authorizer and the Charter Holder agree as follows:

SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The Charter Holder is hereby authorized to implement the program described in the School’s charter narrative submitted as part of the new charter school petition, attached to this Certificate as Appendix C and incorporated herein by this reference. Any significant changes to any section of the charter narrative, including the educational program, facilities plan, financial plan, or the management plan, during the School’s pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer’s policy.
- B. Term of Agreement.** This Certificate is effective as of **August 19, 2021** if properly executed. The School shall be pre-operational from the effective date of this Certificate through June 30, **2023**. The School’s operational term shall be from July 1, **2023** and shall end on June 30, **2028**. Subsequent terms of operation may be issued by the Authorizer in accordance with Idaho Code and the Authorizer’s policy.
- C. Pre-Opening Requirements.** The School shall not commence instruction until all pre-

opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached hereto as Appendix B and incorporated herein by this reference.

- D. Pre-Opening Conditions.** The School is conditionally approved to operate. Applicable conditions are attached hereto as Appendix D and incorporated herein by this reference. If all pre-opening conditions have been completed to the satisfaction of the Authorizer by the stated due date, the School shall commence operations/instruction with the first day of school after July 1, 2023. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer by the stated due date, the Authorizer may exercise its authority at its next regularly scheduled meeting to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.

SECTION 2: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: 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.
- B. Grades Served.** The School may serve students in grades K through 12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- a. 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 objective and assessments. This shall be verified by annual reporting of dual credit course enrollment count and utilizing third party reviewer reports for all online programs to assure they adhere to the common core standards.
 - b. 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. This shall be verified by an annual review by the curriculum committee of online courses and programs offered for the upcoming school year to assure programming meets the personalization needs of students.
 - c. 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. This shall be verified by weekly reviews of college readiness quiz

data (CRQ) and annual reviews of state testing results.

- d. **Innovation.** Very much related to the above, the importance of continual improvement and innovation will be a focus for the School. The Charter Holder will constantly review performance data and make adjustments to the school model as necessary. This shall be verified by an annual review of instructional strategies and modifications to said strategies to meet the needs of students.

D. Standardized Testing. Students of the School shall be tested with the same standardized tests as other Idaho public school students.

SECTION 3: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a non-profit board of directors, who shall serve as public agents authorized by the Authorizer, in a manner that is consistent with the terms of this Certificate, and consistent with federal, state and local laws, rules and regulations. The Charter Holder shall have final authority with respect to the School's operation, and shall have the responsibility of overseeing academic achievement, financial health, and operational management of the School. The Charter Holder shall also be responsible for maintaining and enforcing a compliant board and providing overall board stewardship for the School.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the Charter Holder shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with the terms of this Certificate and consistent with federal state, and local laws, rules, and regulations. The Charter Holder shall notify the Authorizer of any modification to the articles of incorporation or bylaws within five (5) business days of approval by the Charter Holder.
- C. Charter Board Composition.** The composition of the Charter Holder's board of directors shall at all times be determined by and consistent with the articles of incorporation and bylaws, and all applicable laws, rules, regulations, and policy. The Charter Holder shall notify the Authorizer of any changes to its composition and provide an amended contact information within five (5) business days of it taking effect.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer's Role shall be to evaluate the School's performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School's academic achievement,

board stewardship, operational management, and financial health. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.

C. Identified Comparison Group. For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School’s comparison group shall be identified as described below and shall be established for the length of the Certificate term:

1. The School’s comparison group shall include all schools in the following school district:
Twin Falls #411.

D. Authorizer to Monitor School Performance. The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework. A formal report of the School’s academic, financial, and operational performance shall be published by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.

E. School Performance. The School shall meet standard on all measures of the Performance Framework included herein. The Authorizer shall renew any charter in which the public charter school met all of the terms of its Certificate, including all appendices, at the time of renewal.

F. Required Reports. The School shall prepare and submit reports as required by the Authorizer’s policy.

G. Authorizer’s Right to Review. The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

H. Site Visits. The Authorizer may conduct site visits in accordance with the Authorizer’s policy. Reports from any site visit shall be made available to the School and shall be included in the School’s annual Performance Report.

SECTION 5: SCHOOL OPERATIONS

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

B. Maximum Enrollment. The maximum number of students who may be enrolled in the school shall be **676**. Enrollment during the school’s first years of operation shall be limited to the following:

2023-24	2024-25	2025-26	2026-27 and beyond
208	260	376	676

C. Equitable Enrollment Procedures. The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national

origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.

D. School Facilities. The School shall operate at the following location(s): **to be determined**. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and Administrative Rule.

E. Attendance Area. The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category. The School's primary attendance areas is as follows: **Twin Falls School District #411**.

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

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

SECTION 6: SCHOOL FINANCE

A. General. The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School's Performance Framework incorporated into this agreement as Appendix A.

B. Financial Controls. At all times, the Charter Holder shall ensure that the School maintains appropriate governance, managerial procedures, and financial controls which shall include, but are not limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

C. Financial Audit. The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.

D. Annual Budgets. The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format or any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Relinquishment.** Should the Charter Holder choose to relinquish this Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. In such a case, the Authorizer's closure protocol shall begin immediately following written notification.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate, including the Performance Framework. The School may appeal a decision to not renew directly to the state board of education.
- C. Revocation.** The School's Charter may be revoked as provided by Idaho Code 33-5209C. In such an event, the Authorizer shall consider whether to revoke the School's Charter at its next regularly scheduled meeting. The decision shall be made at that time. The Charter Holder may appeal a decision to revoke directly to the state board of education.
- D. Closure.** The Authorizer's closure protocol shall begin immediately after a decision to relinquish is made by the Charter Holder, or a decision to revoke or non-renew or is made by the Authorizer. Closure protocol shall begin regardless of whether the Charter Holder appeals the decision. In the event that closure protocol begins, the School shall cease operations no later than the following June 30th. Closure protocol shall only cease if the state board of education overturns the Authorizer's decision.

SECTION 8: MISCELLANEOUS

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

IN WITNESS WHEREOF, the Authorizer and the Charter Holder have executed this Performance Certificate to be effective August 19, 2021.

Chairman, Idaho Public Charter School Commission

Dennis R. Turner
Dennis R. Turner (Sep 13, 2021 11:18 MDT)

Sep 13, 2021

Chairman, Gem Innovation Schools of Idaho, Inc. Board of Directors

Appendix A: Performance Framework



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

ACADEMIC MEASURES

All School Measures

1. Math Proficiency
2. ELA Proficiency
3. Math Growth
4. ELA Growth
5. Literacy Proficiency
6. College and Career Readiness

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.

1. MATH PROFICIENCY

Proficiency Rate: The PCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

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.

2. ELA PROFICIENCY

Proficiency Rate: The PCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

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.

3. MATH GROWTH

Growth Rate: The PCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Growth Rubric Math	
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.

4. ELA GROWTH

Growth Rate: The PCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

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.

5. LITERACY PROFICIENCY

Literacy Proficiency Rate: The PCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

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.

6. COLLEGE AND CAREER READINESS

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.

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, OR the school's ACGR is 90%.
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.

OPERATIONAL MEASURES

BOARD STEWARDSHIP

1. Governance Structure
2. Governance Oversight
3. Governance Compliance

OPERATIONAL MANAGEMENT

4. Student Services
5. Data Security and Information Transparency
6. Facility and Services
7. Operational Compliance

BOARD GOVERNANCE

1. Governance Structure Rubric

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 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.

2. Governance Oversight Rubric

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 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.

3. Governance Compliance Rubric

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.

Governance Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
Meets Standard	The IPCSC 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.

OPERATIONAL MANAGEMENT

4. Student Services Rubric

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.

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.

5. Data Security and Information Transparency Rubric

Data Sources: periodic desk audit of school website, and any formal notifications regarding data security or public records compliance.

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.

6. Facility and Services Rubric

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.

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.

7. Operational Compliance Rubric

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.

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.

FINANCIAL MEASURES

NEAR TERM HEALTH

1. Current Ratio
2. Unrestricted Days Cash
3. Default
4. Enrollment Variance

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin
6. Cash Flow and Multi-Year Cash Flow
7. Debt Service Coverage Ratio
8. Debt to Asset Ratio
9. Financial Compliance Rubric

NEAR-TERM HEALTH

1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

Current Ratio Rubric	
Exceeds Standard	The school has a current ratio of more than 1.5
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.

2. Unrestricted Days Cash

Calculation: Unrestricted Cash and investments divided by ((Total Expenses minus Depreciation Expense) / 365)

Data Source: Annual Fiscal Audit Report

Unrestricted Days Cash Rubric	
Exceeds Standard	The school has more than 60 days cash on hand
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.

3. Default

Calculation: No calculation.

Data Source: Annual Fiscal Audit Report, Terms of Debt, Other Formal Notifications Received by School.

Default Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years.
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 judgements or property liens.
Approaches Standard	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.
Does Not Meet Standard	School is currently in default of financial obligations.

4. Enrollment Variance

Calculation: Mid-Term ADA divided by Enrollment Projections (as submitted to the PCSC in July).

Data Source: Mid-Term ADA report

Enrollment Variance Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years.
Meets Standard	Enrollment variance is equal to or greater than 95%.
Approaches Standard	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.
Does Not Meet Standard	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.

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin

Calculation:

Most Recent Year Total Margin: 2019 Net Income divided by 2019 Total Revenue.

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)

Data Source: Annual Fiscal Audit Report

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.

6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

Most Recent Year Cash Flow: 2020 Cash and Investments minus 2019 Cash and

Investments Previous Year Cash Flow: 2019 Cash and Investments minus 2018

Cash and Investments Multi-Year Cash Flow: 2020 Cash and Investments minus

2018 Cash and Investments

Data Source: Annual Fiscal Audit Report

Cash Flow and Multi-Year Cash Flow	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
Meets Standard	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). Note: Schools in their first or second year of operation must have positive cash flow.
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 this as a result of a one-time, planned purchase.

7. Debt Service Coverage Ratio

Calculation:

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)

If school leases its facility and the lease is not capitalized: (Facility Lease Payments + Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)

Data Source: Annual Fiscal Audit Report

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 between 1.1 and 1.49
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 .9

8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

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

9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report, Desk Audit of Policies, Other Formal Notifications Received by School

Financial Compliance 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.

Appendix B: Pre-Opening Requirements

New School Pre-Opening Requirements

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

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

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

ITEM	IIPCSC Verification
Enrollment is Sufficient for Operation	
Meeting 1 Tasks (see "Pre-Opening Checklist", "Meeting 1 - October" tab)	
Meeting 2 Tasks (see "Pre-Opening Checklist", "Meeting 2 - December" tab)	
Meeting 3 Tasks (see "Pre-Opening Checklist", "Meeting 3 - February" tab)	
Meeting 4 Tasks (see "Pre-Opening Checklist", "Meeting 4 - April" tab)	
Meeting 5 Tasks (see "Pre-Opening Checklist", "Meeting 5 - June" tab)	
Final Tasks and Facilities Visit (See "Pre-Opening Checklist", "Final Facilities Visit - August" tab)	

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

Printed Name and Title of Authorized Charter School Representative

Signature

Date

Printed Name of IIPCSC Representative

Signature

Date

Appendix C: Charter

Gem Prep: Twin Falls



Charter Petition

Grades K-12

Proposed Opening: August 2023

Primary Attendance Area:

Twin Falls School District

Submitted to Idaho Public Charter Commission: 4-5-2021

Resubmitted: 5-10-2021

Primary Liaison: Jennifer Ashmead

jenniferashmead@gemprep.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 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 assessments 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, our entire network of students are in the 74th %ile in ELA and 70th %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. Additionally, grades K-3 will receive daily instruction using Reading Mastery to support foundational ELA skills. 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 ([Amplify CKLA EdReport](#); [ReadyGEN EdReport](#); [MyPerspectives EdReport](#); [Reading Mastery WWC Report](#)).

Gem Prep’s proposed Math curriculum is Zearn Math for grades K-5 and Illustrative Mathematics for middle and high school. 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 ([Zearn Math EdReport](#); [Illustrative Math EdReport](#)).

Gem Prep’s proposed science curriculum for grades K- 8, 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. Gem Prep’s proposed science curriculum for grades 9-11 is Inspire Science; Earth Science, Biology, and Chemistry. Inspire Science, brings phenomena to the forefront of learning through inquiry-based and hands-on investigations. Scholars experience real-world scientific concepts in a three-dimensional learning experience in order to elevate their critical thinking, deepen their understanding, and encourage creative problem-solving for scientific phenomenon. ([Resendez & Azin, 2013](#); [Inspire Science Research](#)).

Gem Prep’s proposed social studies curriculum is MyWorld Social Studies. 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 ([Savvas, 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 their 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](#) for K- 5, [Remind](#) for 6+, and [GoGuardian](#) for K-12. 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. Similar to Class Dojo, Remind is used to communicate with scholars and families in grades 6 and beyond. GoGuardian provides teachers and administrators access to observe student technology use, which facilitates students staying on task to maximize learning time. The program is also a security system to ensure students are only accessing safe and appropriate academic content when they engage with digital learning.

The school chose to utilize autonomies in three central categories: (a) acquisition and retention of high-quality teachers, (b) innovative, individualized instructional models, and (c) development and implementation of college-ready competencies. Gem Prep students deserve the best teachers and staff. Accordingly, Gem Prep has 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 2, 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 2

Grade 2: Teacher A					
	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:55	Teacher Prep				
7:55	Bell rings at 7:55 - Tardy after 8:05 - Instruction begins at 8:05				
8:05-9:35	ELA Core Tier I (8:05-9:35) **90-minutes**	ELA Core Tier I (8:05-9:35) **90-minutes**	ELA Core Tier I (8:05-9:35) **90-minutes**	ELA Core Tier I (8:05-9:35) **90-minutes**	ELA Core Tier I (8:05-9:35) **90-minutes**
9:35-10:15	SEL: Caring Schools (9:35-9:55) **20-minutes**	SEL: Caring Schools (9:35-9:55) **20-minutes**	SEL: Caring Schools (9:35-9:55) **20-minutes**	SEL: Caring Schools (9:35-9:55) **20-minutes**	SEL: Caring Schools (9:35-9:55) **20-minutes**
10:15-10:40	SS (10:15-10:40) **25-minutes**	SS (10:15-10:40) **25-minutes**	Math Core Tier I (10:15-11:40) **85-minutes**	SS (10:15-10:40) **25-minutes**	SS (10:15-10:40) **25-minutes**
10:40-11:10	ELA or Math Interv. Tier II (10:40-11:10) **30-minutes**	ELA or Math Interv. Tier II (10:40-11:10) **30-minutes**	Math Core Tier I (10:15-11:40) **85-minutes**	ELA or Math Interv. Tier II (10:40-11:10) **30-minutes**	ELA or Math Interv. Tier II (10:40-11:10) **30-minutes**
11:10-11:40	ELA or Math Interv. Tier II (11:10-11:40) **30-minutes**	ELA or Math Interv. Tier II (11:10-11:40) **30-minutes**	Math Core Tier I (10:15-11:40) **85-minutes**	ELA or Math Interv. Tier II (11:10-11:40) **30-minutes**	ELA or Math Interv. Tier II (11:10-11:40) **30-minutes**
11:40-12:00	Lunch (11:40-12:00) **20-minutes**	Lunch (11:40-12:00) **20-minutes**	Lunch (11:40-12:00) **20-minutes**	Lunch (11:40-12:00) **20-minutes**	Lunch (11:40-12:00) **20-minutes**
12:00-12:20	Recess (12:00-12:20) **20-minutes**	Recess (12:00-12:20) **20-minutes**	Recess (12:00-12:20) **20-minutes**	Recess (12:00-12:20) **20-minutes**	Recess (12:00-12:20) **20-minutes**
12:20-12:50	ELA or Math Interv. Tier II (12:20-12:50) **30-minutes**	ELA or Math Interv. Tier II (12:20-12:50) **30-minutes**	Science (12:50-1:25) **35-minutes**	ELA or Math Interv. Tier II (12:20-12:50) **30-minutes**	ELA or Math Interv. Tier II (12:20-12:50) **30-minutes**
12:50-1:30	SEL: Gem Circle (12:50-1:30) **40-minutes**	SEL: Gem Circle (12:50-1:30) **40-minutes**	Science (12:50-1:25) **35-minutes**	SEL: Gem Circle (12:50-1:30) **40-minutes**	Science (12:50-1:25) **35-minutes**
1:30-2:00	Specials (1:25-2:00) **35-minutes**	Specials (1:25-2:00) **35-minutes**	Early Release College Prep Academy (1:35-3:35)	Specials (1:25-2:00) **35-minutes**	Specials (1:25-2:00) **35-minutes**
2:00-3:30	Math Core Tier I (2:00-3:30) **90-minutes**	Math Core Tier I (2:00-3:30) **90-minutes**	Early Release College Prep Academy (1:35-3:35)	Math Core Tier I (2:00-3:30) **90-minutes**	Math Core Tier I (2:00-3:30) **90-minutes**
3:30-3:55	RELEASE				

12:00-12:20	Recess (12:00-12:20) **20-minutes**	Recess (12:00-12:20) **20-minutes**	Recess (12:00-12:20) **20-minutes**	Recess (12:00-12:20) **20-minutes**	Recess (12:00-12:20) **20-minutes**
12:20-12:50	ELA or Math Interv. Tier II (12:20-12:50) **30-minutes**	ELA or Math Interv. Tier II (12:20-12:50) **30-minutes**	ELA or Math Interv. Tier II (12:20-12:50) **30-minutes**	ELA or Math Interv. Tier II (12:20-12:50) **30-minutes**	ELA or Math Interv. Tier II (12:20-12:50) **30-minutes**
12:50-1:30	Science (12:50-1:25) **35-minutes**	Science (12:50-1:25) **35-minutes**	SEL: Gem Circle (12:50-1:30) **40-minutes**	Science (12:50-1:25) **35-minutes**	Science (12:50-1:25) **35-minutes**
1:30-2:00	Specials (1:25-2:00) **35-minutes**	Specials (1:25-2:00) **35-minutes**	Early Release College Prep Academy (1:35-3:35)	Specials (1:25-2:00) **35-minutes**	Specials (1:25-2:00) **35-minutes**
2:00-3:30	Math Core Tier I (2:00-3:30) **90-minutes**	Math Core Tier I (2:00-3:30) **90-minutes**	Early Release College Prep Academy (1:35-3:35)	Math Core Tier I (2:00-3:30) **90-minutes**	Math Core Tier I (2:00-3:30) **90-minutes**
3:30-3:55	RELEASE				

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 8:50-9:35 SS		1st Period: IDLA Careers
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		6th Period: Math 8
2:30-3:25	7th Period: College Prep		Gem Service 1:30-2:30/ College Prep Academy		7th Period: College Prep
3:25-3:30	Leadership Opportunity		1:30-2:30 & 2:30-3:30		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 8:50-9:35 English 10		1st Period: Geometry
8:55-9:50	2nd Period: English		9:40-10:25 SAT Prep/Elective		2nd Period: English 10
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			Lunch	
1:30-2:25	6th Period: Advisory		12:45-1:30 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 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 provides an additional option 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. 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 Prep 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 a (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. 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 our 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 anticipates contracting 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 plans to implement an onsite lunch program. The lunch program will be staffed with 1.5 FTE and managed by the Operations Manager. Under this option, Gem Prep may submit an application to be part of the National School Lunch Program (NSLP). The operations team will manage all reporting requirements, FRL forms, direct certifications, and lunchroom and serving staff.

Option 2:

Under option 2, Gem Prep may contract with the District to provide meal planning and meals to the school. Under this option, GP would submit an application to be part of the National School Lunch Program (NSLP). The operations team will manage all reporting requirements, FRL forms, direct certifications, and lunchroom and serving staffing.

If Gem Prep participates in the National School 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 seven years of governance experience with Gem Prep schools. 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 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: Twin Falls 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 our station rotation model. Each classroom will have access to high capacity wireless Internet and Chromebooks for students. In high school, the facility will need to accommodate an open concept capable of adapting to the needs of the students and teachers. Common areas will be created with various learning pods to allow for student collaboration, project work, and students taking online classes. Each classroom will contain virtual teleconferencing equipment to accommodate our shared course model.

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 four 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 from Bouma USA and RoundTable Funding).*

Gem Prep is actively searching for facility options within the city of Twin Falls. Two avenues are currently being pursued.

Option 1

In the proposed budget, Gem Prep plans to purchase property and phase the facility construction over the course of three (3) years. The school is currently working with Bouma USA to locate and acquire approximately 5 – 8 acres of property. Gem Prep will utilize previous building plans (Meridian North and Meridian South) designed with Bouma USA to construct the school in phases. Phase I construction is approximately 18,500 sq. ft. which includes classroom space for K-8 grades, cafeteria/kitchen/multipurpose room, admin space, and a small library/fab lab. Using an estimate of \$240 per sq. ft. based on previous Gem Prep facility projects, the cost for phase I is \$4,440,000. Phase II’s estimated construction start is October 2025 and will be approximately 17,800 sq. ft. This phase will include classroom space for 9-12 grades, permanent fab lab/library, secondary commons space, collaboration rooms, and expanded admin space. Phase II’s estimated cost is \$4,272,000. The estimated cost of the total project is \$8,712,000. The school will continue to fund raise to construct an additional 6700 sq. ft. gym at an estimated cost of \$1.5 million at a future time. The school will utilize RoundTable Funding to help secure financing for the facilities.

Option 2

In the event Gem Prep can secure additional philanthropy, the school will seek to purchase eight (8+) acres of land. Similar to option 1, Gem Prep will construct the facility in phases. In Phase I, an approximate 22,000 sq. ft. facility, containing classroom space for K-8 grades, a cafeteria/kitchen/multipurpose room, kitchen, fab lab, commons space, and admin space will be constructed. The estimated cost for phase I is \$5,280,000. Phase II will be constructed and complete for year 4 of the schools operation. Phase II will consist of roughly 14,300 sq. ft. and include 9 – 12th grade classrooms, secondary common space, and collaboration rooms. Phase II is estimated to cost \$3,432,000. The school will continue to fund raise to construct an additional 6,700 sq. ft. gym at an estimated cost of \$1.5 million at a future time.

(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: Twin Falls, 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: Twin Falls (GPTF).

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

Board of Directors Responsibilities

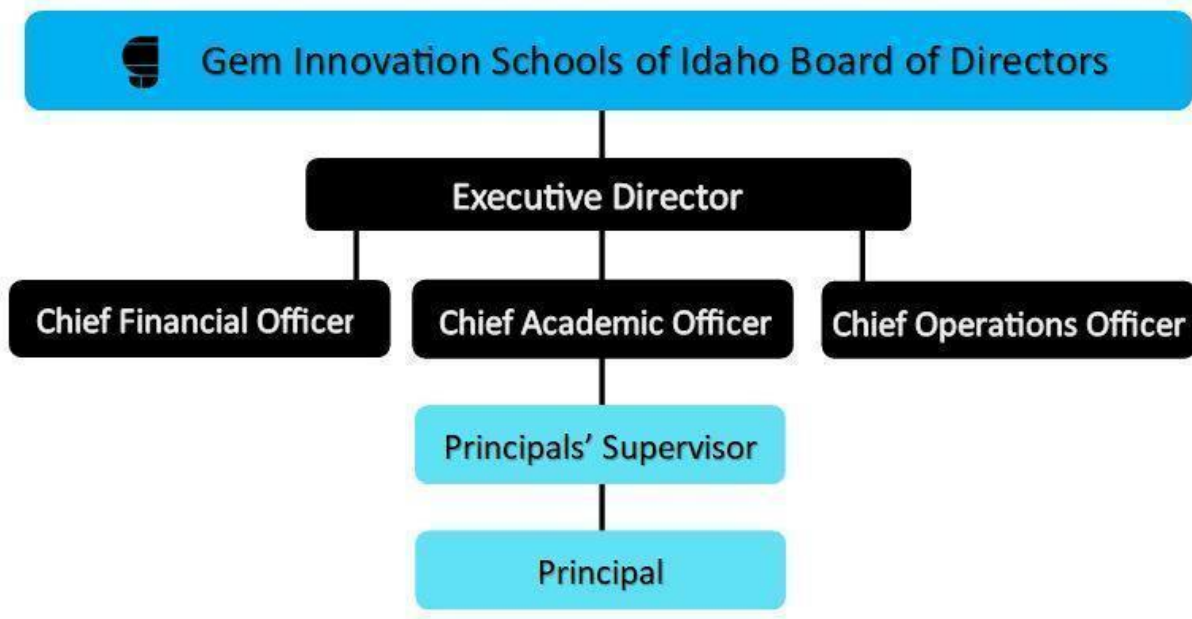
The Board will be responsible for the financial health of the school, managing the school's funds responsibly and prudently while prioritizing spending with consideration given to the school's mission, vision, and educational program goals. The Board will make an effort to establish financial practices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

Board business conducted at Board meetings will be done per the bylaws and applicable laws (*See 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
- Ensure 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 overseeing 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 seven years of governance experience with Gem Prep schools.

(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
Barb Femreite, Vice Chair	X	X	X	X	X	X	X	From 10/2020	6/30/23
Duncan Robb	X	X		X		X	X	From 09/2018	6/30/23
Roger Stewart	X			X			X	From 02/2016	6/30/23
Taylor Tibbetts		X	X		X	X		From 03/2021	6/30/22
Emmett Wemp	X	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 integral in the growth and development plans of Gem Prep: Twin Falls. 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. If there is a board vacancy, the committee desires to find a board member within the Twin Falls community, however, it's critical that the right board member, who possesses the skill set Gem Prep needs, is found. When less than two board members possess any categorized skills set, the committee identifies that skill as the recruitment priority. Further, if board members cannot be identified who possesses the necessary skills set, the Committee recommends board training in order to

develop expertise in that skill within existing board members. Board members must share a commitment to the mission of the school and be willing to volunteer their expertise to ensure the school's success in fulfilling its mission.

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

Board members identify the greatest needs for professional learning. Once needs are identified, the board develops a professional development plan which provides opportunities for board members to advance their expertise, and to strengthen and deepen the board as a whole. The annual school budget includes funding for board training and development opportunities. 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 Twin Falls School District (TFSD). Gem Prep's attendance area will include all of the Twin Falls School District as detailed in the map below. A more detailed view can be found at the following link: [GPTF Attendance Area Map](#).



Twin Falls School District will be the most impacted. GP anticipates drawing students from the Filer School District, Kimberly School District, and Jerome School District.

(See Appendix F1: Letter to Local Superintendent.)

Student Demand

Access for low-income students. The school will provide an additional choice of a personalized, college preparatory school for low-income students. Currently, 61% of the TFSD’s student population is low income. Attracting a diverse student population and serving them well is central to Gem Prep’s mission.

Student Success. Tuition-free full-day kindergarten is another need for Twin Falls. Currently, only two elementary schools in the primary attendance area offer this free benefit. Pinecrest Academy does offer full-day kindergarten but with a yearly cost of \$2,340.00. GP Ideally, full-day kindergarten will be funded through philanthropic support, but if necessary, budget adjustments will be made to support these costs. This will enable students the opportunity to attend full-day kindergarten at no cost regardless of where they live within the city. Research indicates full-day kindergarten students have better outcomes academically and are better prepared for their learning career, especially for those who are minorities or in poverty^{1,2}.

Student Population Growth. The Twin Falls School District is growing rapidly, and the proposed Gem Prep: Twin Falls school will help relieve some of the district’s challenges to serve a steadily growing population. Between 2010 and 2017 there was a 23.5% increase in the student population³. To assist with the growth, the school district built two new elementary schools, one of which filled to capacity in just two years⁴, as well as a new middle school (South Hills Middle School) that opened in 2017.⁵ In addition, the district purchased a large parcel of land in 2018 that may be utilized for a future high school site in anticipation of future enrollment growth⁶. Gem Prep: Twin Falls will help relieve the overcrowding at current schools, while giving families a high quality school option.

Currently, Twin Falls has only two charter schools: Xavier Charter and Pinecrest Academy. Historically, Xavier has experienced increasing enrollment. ~~each year and has hosted a waitlist.~~ Due to COVID-19, however, both Xavier and Pinecrest, which just opened in the 2020-2021 school year, have experienced enrollment deficiencies. In fact, the entire state of Idaho has experienced a student enrollment decrease in brick and motor schools for the first time since the last 1990’s – due to the global pandemic.⁷ Given that Gem Prep: Twin Falls will not open until August 2023, the COVID crisis should be in the past and the state will resume an upward enrollment trend once again.

¹ *Experimental Evidence on Early Intervention: The Impact of Full-day Kindergarten*

² *Full-day and Half-day Kindergarten in the United States*

³ *Magic Valley Press: Enrollment Growth*

⁴ *Ibid*

⁵ *American School & University*

⁶ *Magic Valley Press: 2018 Land Purchase*

⁷ *Idaho EdNews: Idaho Public School Enrollment Drops*

Community Growth

The city of Twin Falls has seen a 15.95% population increase over the last 10 years and is now the 8th largest city in Idaho⁸. According to the Twin Falls comprehensive plan, the city estimates that approximately 2,700 new housing units will be needed to meet the demand from new households over the next several years⁹.

Significant manufacturing investments by key food processing facilities, such as Chobani and Clif Bar, have aided in the population growth by attracting new residents to the area as well as retaining residents that might otherwise seek employment elsewhere.

In a study conducted by ECONorthwest and funded by BLUUM, Twin Falls had both an untapped charter school market potential and large scale growth in the school-age population¹⁰. The Twin Falls School District continues to expand to meet the population need. As mentioned earlier, one school has already reached capacity within the first two years of operation, and the district has purchased additional land for a future high school.

Student Population

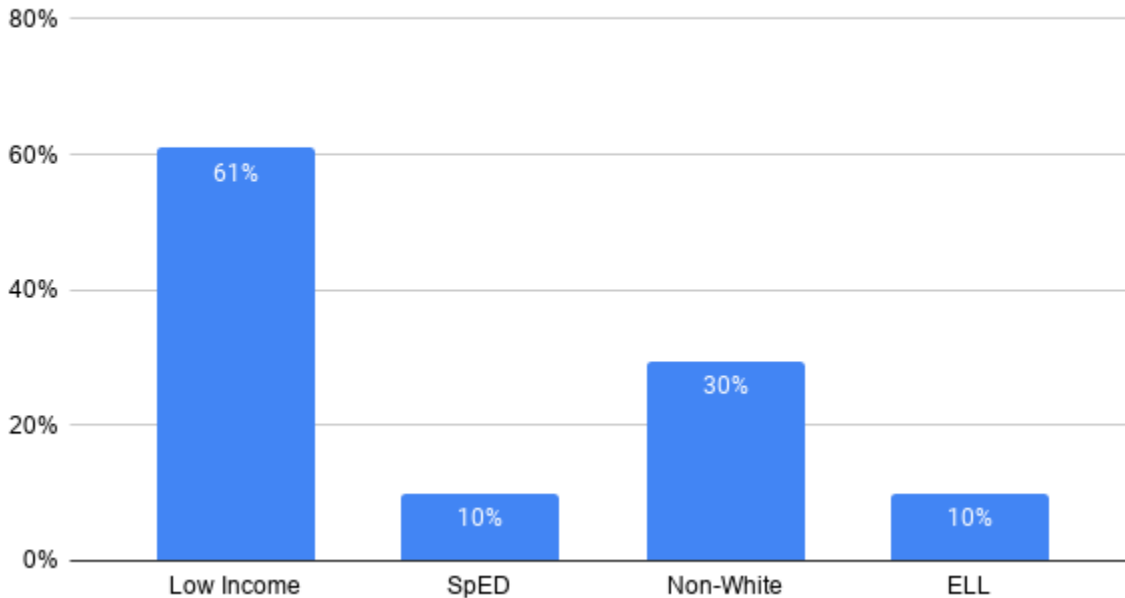
It is anticipated Gem Prep will mirror the student demographic population of the local school district. Focused recruitment strategies will enable the GP's student demographic population to roughly reflect the school district's percentage of non-white, English Language Learner, economically disadvantaged (low income), and special education. Gem Prep schools attempt to mirror the population demographics of the community, and have historically had roughly the same demographics as their surrounding district. The table below shows the demographic makeup of the Twin Falls School District for the 2020-2021 school year.

⁸ [World Population Review](#)

⁹ [City of Twin Falls Growth Plan](#)

¹⁰ [Idaho Charter School Growth Opportunities](#)

Twin Falls SD Demographics 2020



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 school-wide 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 six 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	Yr. 6
K	52	52	52	52	52	52
1	52	52	52	52	52	52
2	26	52	52	52	52	52
3	26	26	52	52	52	52
4	26	26	26	52	52	52
5	26	26	26	26	52	52
6		26	26	26	26	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	208	260	376	462	518	574

GP recognizes historical demand in the secondary level drops, the growth plan above (which the financial plan is built upon) reduces down from 52 seats (at full growth) in 6th grade to 45 seats in grades 7-8 and then again to 30 seats in grades 9-12 to account for this.

Community Partnerships and Local Support

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

- Gem Prep Parent Committees:** The school and the parent committees will work together, further boosting parent involvement, communication, community awareness, project funding, etc. The committees will be comprised of parents with different backgrounds and expertise that can be leveraged for events, community outreach, sports, etc.

- **Twin Falls School District:** GP may partner with the district to provide extra-curricular activities for our students.
- **Herrett Center for Arts and Science:** Provides educational programs to elementary and secondary students.
- **Twin Falls Boys & Girls Club:** Provides various after school programs.
- **Twin Falls Fire Department:** Provides fire safety and emergency training for students.

GP 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 our 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 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

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 (GPO) for professional services (*See Appendix F2: Professional Services Agreement Draft*). GPO will provide a seasoned charter school leadership team with over 17 years of experience who manage several Idaho charter schools including Gem Prep: Online, Gem Prep: Pocatello, Gem Prep: Nampa, Gem Prep: Meridian, Gem Prep: Meridian North and Gem Prep: Meridian South. 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, 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
Bryan Fletcher, CFO	X				X	X	X		X		X		
Brenda Pina, COO				X	X		X	X					
Josh Femreite, Chief Growth Officer			X	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: TWIN FALLS 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:		156	208	260	376
	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	\$600,000.00	\$600,000.00	\$500,000.00	\$0.00
Loans	4,440,000.00	\$0.00	\$0.00	\$0.00	\$0.00
Grants	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Base Support	NA	\$190,250.00	\$255,834.00	\$311,373.00	\$505,759.00
Salary and Benefit Apportionment	NA	\$460,546.00	\$619,306.00	\$753,751.00	\$1,260,149.00
Transportation Allowance	NA	\$98,437.50	\$98,437.50	\$98,437.50	\$147,656.25
Local Meal Sales		\$12,370.18	\$16,493.57	\$20,616.96	\$29,815.30
Nutrition Reimbursement		\$12,734.47	\$16,979.29	\$21,442.51	\$31,009.17
Broadband e-rate Reimbursement		\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
Title I		\$29,640.00	\$39,520.00	\$49,400.00	\$71,440.00
Title IV		\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
IDEA		\$19,500.00	\$26,000.00	\$32,500.00	\$47,000.00
Special Distributions	NA	\$169,302.00	\$193,342.00	\$246,397.00	\$364,333.00
REVENUE TOTAL	4,446,000.00	\$1,612,780.14	\$1,885,912.36	\$2,053,917.97	\$2,477,161.72
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	\$844,974.73	\$850,627.84	\$1,020,574.10	\$1,472,070.82
Educational Program Totals	\$0.00	\$88,759.90	\$126,058.50	\$151,278.10	\$237,682.70
Technology Totals	\$0.00	\$90,400.00	\$114,700.00	\$48,900.00	\$68,200.00
Capital Outlay Totals	\$6,000.00	\$57,300.00	\$80,700.00	\$96,200.00	\$10,000.00
Board of Directors Totals	\$0.00	\$26,500.00	\$31,500.00	\$29,500.00	\$27,500.00
Facilities Totals	4,440,000.00	\$331,658.00	\$331,658.00	\$331,658.00	\$331,658.00
Transportation Totals	\$0.00	\$131,250.00	\$131,250.00	\$131,250.00	\$196,875.00
Nutrition Totals	\$0.00	\$34,398.00	\$45,864.00	\$57,330.00	\$82,908.00
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
EXPENSE TOTAL	4,446,000.00	\$1,605,240.63	\$1,712,358.34	\$1,866,690.20	\$2,426,894.52
OPERATING INCOME (LOSS)	-	\$7,539.52	\$173,554.02	\$187,227.77	\$50,267.20
PREVIOUS YEAR CARRYOVER		-	\$0.00	\$173,554.02	\$360,781.79
NET INCOME (LOSS)	-	\$7,539.52	\$173,554.02	\$360,781.79	\$411,048.98

**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	6,000.00	Gem Innovation Schools Foundation funding.
Loans	4,440,000.00	Facility option of stage 1 construction expense plus property acquisition of \$4,440,000
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	\$4,446,000.00	

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)	4,440,000.00	Facility Option 1 Phase plus property acquisition
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	4,440,000.00	
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. Include notes specific to start-up costs (details, sources, etc.) in the Assumptions column.					
Operational Revenue					
Anticipated Enrollment for Each Scenario:	156	208	260	376	
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	\$600,000.00	\$600,000.00	\$500,000.00	\$0.00	Gem Innovation Schools Foundation
Loans					Include documentation for lender, term, rate, and total principal and interest.
Grants					Provide documentation and details.
Entitlement	\$190,250.00	\$255,834.00	\$311,373.00	\$505,759.00	Attach the M & O Revenue Template
Salary and Benefit Apportionment	\$460,546.00	\$619,306.00	\$753,751.00	\$1,260,149.00	Attach the M & O Revenue Template
Transportation Allowance	\$98,437.50	\$98,437.50	\$98,437.50	\$147,656.25	75% reimbursement rate based on GPM
Local Meal Sales	\$12,370.18	\$16,493.57	\$20,616.96	\$29,815.30	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	\$12,734.47	\$16,979.29	\$21,442.51	\$31,009.17	NSLP reimbursement = \$3.51/free, \$3.11/reduced & \$.33/paid
Broadband e-rate Reimbursement	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	Based on GPM's FY20 reimbursements
Title I	\$29,640.00	\$39,520.00	\$49,400.00	\$71,440.00	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	\$19,500.00	\$26,000.00	\$32,500.00	\$47,000.00	Based on avg. per pupil at GPM
Special Distributions	NA	NA	NA	NA	From the SDE Special Distributions Doc.
Charter School Facilities	\$62,400.00	\$83,200.00	\$104,000.00	\$150,400.00	
Content and Curriculum	\$2,150.00	\$2,450.00	\$2,614.00	\$3,285.00	
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	\$9,657.00	\$9,657.00	\$11,690.00	\$17,281.00	
IT Staffing	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	
Math and Science Requirement				\$33,100.00	
Professional Development	\$20,050.00	\$22,790.00	\$24,430.00	\$28,940.00	
Safe and Drug-Free Schools	\$1,800.00	\$2,000.00	\$5,557.00	\$7,176.00	
Technology (i.e. infrastructure)	\$50,245.00	\$50,245.00	\$54,031.00	\$62,076.00	
Advanced Opportunities					
College and Career Advisors/ Mentors				\$9,000.00	
Literacy Proficiency	NA	NA	\$6,075.00	\$6,075.00	Avg 9 students based other GP schools
Limited English Proficient (LEP)	NA	NA			
School Facilities (Lottery)	NA	NA	\$15,000.00	\$24,000.00	
REVENUE TOTAL	\$1,612,780.14	\$1,885,912.36	\$2,053,917.97	\$2,477,161.72	

Operational Expenditures

Section 1: Staffing

1a: CERTIFIED STAFF	Break-Even Budget		Year 1 Full Enrollment Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Classroom Teachers									
Elementary Teachers	8.0	384,000.00	8.00	384,000.00	10.00	480,000.00	11.00	528,000.00	Avg. teacher salary = \$48,000 based 195 day contracts includes PD days.
Secondary Teachers			-		-		3.00	144,000.00	Avg. teacher salary = \$48,000 based 195 day contracts includes PD days.
Classroom Teacher Subtotals	8.00	384,000.00	8.00	384,000.00	10.00	480,000.00	14.00	672,000.00	Average classroom size: K-6 = 26 students/class, 7-8 = 45 students/grade, 9-12= 30 students/grade
Special Education									
SPED Director									Included in Professional Contract with Gem Prep: Online
Special Education Teacher	1.0	48,000.00	1.00	48,000.00	1.00	48,000.00	1.50	72,000.00	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	1.00	48,000.00	1.50	72,000.00	Anticipated % Special Education Students: 11%
Other Certified Staff									
Lead Administrator	1.0	85,000.00	1.00	85,000.00	1.00	85,000.00	1.00	85,000.00	Principal 220 day contract @ \$85,000/yr
Assistant Administrator					-	-	1.00	55,000.00	Assistant Principal 220 day contract @ \$55,000
Counselor	0.50	24,000.00	0.50	24,000.00	0.50	24,000.00	1.00	48,000.00	Avg. teacher salary = \$48,000 based 195 day contracts includes PD days.
Other Certified Staff Subtotals	1.50	109,000.00	1.50	109,000.00	1.50	109,000.00	3.00	188,000.00	
CERTIFIED STAFF TOTAL	10.50	541,000.00	10.50	\$541,000.00	12.50	\$637,000.00	18.50	\$932,000.00	

1b: CLASSIFIED STAFF	Break-Even Budget		Year 1 Full Enrollment Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Position									
Paraprofessionals- General	2.0	37,440.00	2.00	37,440.00	3.00	56,160.00	4.00	74,880.00	180 days @\$13/hr
Paraprofessionals- SPED	0.5	18,720.00	0.50	9,360.00	1.00	18,720.00	1.50	28,080.00	180 days @\$13/hr
Admin / Front Office Staff	1.0	35,000.00	1.00	35,000.00	1.00	35,000.00	1.50	47,500.00	Receptionist 205 days @12.5/hr, School Ops Manager \$35,000 salary
Other			0.50	12,000.00	0.50	12,000.00	0.50	12,000.00	Tech Support 205 days @\$14/hr
CLASSIFIED STAFF TOTAL	3.50	91,160.00	4.00	93,800.00	5.50	121,880.00	7.50	162,460.00	

1c: BENEFITS	Break-Even Budget		Year 1 Full Enrollment Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
Type									
Retirement	13.10%	82,812.96	13.10%	83,158.80	13.10%	99,413.28	13.10%	143,374.26	Benefits for qualifying employees. .5 FTE or greater
Workers comp/ FICA/ Medicare	8.23%	52,026.77	8.23%	52,244.04	8.23%	62,455.82	8.23%	90,074.06	
Group Insurance (Medical/Dental)	\$5,500/FTE	77,000.00	\$5,500/FTE	79,750.00	\$5,500/FTE	99,000.00	\$5,500/FTE	143,000.00	Benefits for qualifying employees. .5 FTE or greater

Paid time off (provide assumptions)	9.00	975.00	9.00	675.00	11.00	825.00	15.50	1,162.50	Assumes sub rate of \$75/day includes FICA. Assume each teacher takes 2 days/yr. off. GPTF has paraprofessionals and the school operations manager available to substitute and their pay is already included above. Assume 1/2 the time GPTF needs an additionally paid sub.
BENEFITS TOTAL		212,814.73		215,827.84		261,694.10		377,610.82	
CERTIFIED & CLASSIFIED STAFF TOTAL		632,160.00		634,800.00		\$758,880.00		\$1,094,460.00	
TOTAL STAFF & BENEFITS TOTAL		844,974.73		850,627.84		\$1,020,574.10		\$1,472,070.82	

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		5,000.00	10,850.00	13,650.00	15,000.00	PD each year, Gem Prep Model, and general PD.
SPED Contract Services		26,000.00	26,000.00	32,500.00	41,000.00	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)		16,269.90	21,878.50	26,628.10	44,147.70	Contract with Gem Prep: Online for service of positions such as a Executive Adminitstrator, 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. Percentage scalable up to 10% of State M&O.
Office Supplies						
OVERALL EDUCATION PROGRAM TOTAL		60,769.90	72,228.50	86,278.10	113,647.70	

2b: ELEMENTARY PROGRAM	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Elementary Curriculum		23,400.00	45,760.00	57,200.00	82,720.00	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		2,250.00	4,950.00	3,900.00	8,525.00	Other classroom supplies \$550/teacher FTE. Based on current Gem Prep schools historical costs.
Elementary Other		2,340.00	3,120.00	3,900.00	4,290.00	Teacher evaluation program, student security program, student assessment programs. Avg. \$15/student based on other GP schools.
ELEMENTARY PROGRAM TOTAL		27,990.00	53,830.00	65,000.00	95,535.00	

2c: SECONDARY PROGRAM	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
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Secondary Curriculum				27,000.00	Grades 7-12 \$300/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				1,500.00	Other classroom supplies \$500/teacher FTE. Based on current Gem Prep schools historical costs.
Secondary Contract Services (provide assumption)					Types of anticipated Contractors:
SECONDARY PROGRAM TOTAL	-	-	-	28,500.00	
EDUCATIONAL PROGRAM TOTAL	88,759.90	126,058.50	151,278.10	237,682.70	
Additional Notes or Details Regarding Educational Program Expenditures:					

Section 3: Technology						
Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Internet Access						included in Utilities
Computers for Staff Use		16,800.00	17,400.00	4,200.00	9,600.00	\$1,200/new employee
Computers for Student Use		54,600.00	72,800.00	18,200.00	40,600.00	\$350/new student each year
Technology Fees & Licenses		12,000.00	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	9,500.00	6,500.00	8,000.00	Video Technology Conference Systems
TECHNOLOGY TOTAL		90,400.00	114,700.00	48,900.00	68,200.00	
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 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Furniture (school-wide)		38,000.00	50,000.00	50,000.00	5,000.00	
High School Commons Furniture				20,000.00	5,000.00	
Cafeteria Tables		14,800.00	19,200.00	19,200.00		
Copier		4,500.00	4,500.00			
Fab Lab		-	7,000.00	7,000.00		
CAPITAL OUTLAY TOTAL		57,300.00	80,700.00	96,200.00	10,000.00	
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 Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Board Training		5,000.00	5,000.00	5,000.00	5,000.00	
Legal		5,000.00	10,000.00	8,000.00	6,000.00	
Insurance (property, liability, E & O, etc.)		9,000.00	9,000.00	9,000.00	9,000.00	
Audit		7,500.00	7,500.00	7,500.00	7,500.00	
BOARD OF DIRECTORS TOTALS		26,500.00	31,500.00	29,500.00	27,500.00	
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 Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Mortgage or Lease		271,158.00	271,158.00	271,158.00	271,158.00	See Facility Details option 1.
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.)		55,500.00	55,500.00	55,500.00	55,500.00	Facility Operating coast are based on \$3/sq. ft. Includes utilities, maintenance, janitorial, grounds.
Copier		5,000.00	5,000.00	5,000.00	5,000.00	
Other Facilities Related Costs (specify)						
FACILITIES TOTAL		331,658.00	331,658.00	331,658.00	331,658.00	
Additional Notes or Details Regarding Facilities Expenditures:						

Section 7: Transportation						
Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Daily Transportation		\$131,250.00	\$131,250.00	\$131,250.00	\$196,875.00	Based on GPM transportation costs with Brown Bus: \$375/route/day. Yr. 1 and 2 - two routes, Yr 3 - three routes.
Special Transportation (i.e. SPED, field trips, etc)						
Other Transportation Costs (specify)						
TRANSPORTATION TOTAL		\$131,250.00	\$131,250.00	\$131,250.00	\$196,875.00	
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
Nutrition		34,398.00	45,864.00	57,330.00	82,908.00	Based on GPM: Cost to school is \$5.25/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		34,398.00	45,864.00	57,330.00	82,908.00	
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
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	208													
Revenue														
Donations and Contributions	600,000	\$600,000.00												\$600,000.00
Loans	0													\$0.00
Grants	0													\$0.00
Entitlement	255,834		\$127,917.00			\$51,166.80			\$51,166.80			\$25,583.40		\$255,834.00
Salary and Benefit Apportionment	619,306		\$309,653.00			\$123,861.20			\$123,861.20			\$61,930.60		\$619,306.00
Transportation Allowance	98,438								\$98,437.50					\$98,437.50
Broadband e-rate Reimbursement	10,000						\$2,500.00			\$2,500.00			\$5,000.00	\$10,000.00
Local Meal Sales	16,494			\$1,832.62	\$1,832.62	\$1,832.62	\$1,832.62	\$1,832.62	\$1,832.62	\$1,832.62	\$1,832.62	\$1,832.62	\$1,832.62	\$16,493.57
Nutrition Reimbursement	16,979			\$1,697.93	\$1,697.93	\$1,697.93	\$1,697.93	\$1,697.93	\$1,697.93	\$1,697.93	\$1,697.93	\$1,697.93	\$1,697.93	\$16,979.29
Title I	39,520					\$4,940.00	\$4,940.00	\$4,940.00	\$4,940.00	\$4,940.00	\$4,940.00	\$4,940.00	\$4,940.00	\$39,520.00
Title IV	10,000			\$5,000.00	\$5,000.00									\$10,000.00
IDEA	26,000			\$2,600.00	\$2,600.00	\$2,600.00	\$2,600.00	\$2,600.00	\$2,600.00	\$2,600.00	\$2,600.00	\$2,600.00	\$2,600.00	\$26,000.00
Special Distributions	193,342								\$48,335.50	\$19,334.20	\$17,400.78	\$108,271.52		\$193,342.00
Total Revenue	\$1,885,912.36	\$600,000.00	\$437,570.00	\$11,130.55	\$11,130.55	\$186,098.55	\$13,570.55	\$11,070.55	\$332,871.55	\$32,904.75	\$28,471.33	\$206,856.07	\$14,237.93	\$1,885,912.36
Expenditures														
Salaries and Benefits	850,627.84	\$16,550.00	\$69,506.49	\$69,506.49	\$69,506.49	\$69,506.49	\$69,506.49	\$69,506.49	\$69,506.49	\$69,506.49	\$69,506.49	\$69,506.49	\$139,012.97	\$850,627.84
Education Program	126,058.50	\$37,187.26	\$5,420.52	\$8,067.74	\$8,067.74	\$8,067.74	\$8,067.74	\$8,067.74	\$13,488.26	\$8,067.74	\$8,067.74	\$8,067.74	5,420.52	\$126,058.50
Technology Totals	114,700.00	\$114,700.00	\$0.00											\$114,700.00
Capital Outlay Totals	80,700.00	\$80,700.00												\$80,700.00
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	331,658.00	\$15,919.58	\$139,296.36	\$15,919.58	\$15,919.58	\$15,919.58	\$15,919.58	\$15,919.58	\$15,919.58	\$15,919.58	\$15,919.58	\$33,165.80	\$15,919.58	\$331,658.00
Transportation	\$131,250.00			\$7,500.02	\$15,000.04	\$15,750.00	\$12,000.06	\$9,750.04	\$14,249.81	\$13,499.98	\$12,750.02	\$15,750.00	\$15,000.02	\$131,249.98
Nutrition	45,864.00			\$4,586.40	\$4,586.40	\$4,586.40	\$4,586.40	\$4,586.40	\$4,586.40	\$4,586.40	\$4,586.40	\$4,586.40	\$4,586.40	\$45,864.00
Other	-													\$0.00
Total Expenditures	\$1,712,358.34	\$277,390.84	\$217,557.36	\$106,414.23	\$121,414.25	\$114,663.21	\$110,913.27	\$108,663.25	\$118,583.54	\$112,413.20	\$111,663.23	\$131,909.43	\$180,772.49	\$1,712,358.32
Cash Flow														
Operational Cash Flow		\$322,609.16	\$220,012.64	(\$95,283.69)	(\$110,283.70)	\$71,435.33	(\$97,342.72)	(\$97,592.70)	\$214,288.00	(\$79,508.45)	(\$83,191.91)	\$74,946.64	(\$166,534.56)	\$173,554.04
Cash on Hand	\$0.00	-	\$322,609.16	\$542,621.80	\$447,338.11	\$337,054.41	\$408,489.74	\$311,147.02	\$213,554.31	\$427,842.32	\$348,333.87	\$265,141.96	\$340,088.60	\$173,554.04
Cash End of Period	\$173,554.02	\$322,609.16	\$542,621.80	\$447,338.11	\$337,054.41	\$408,489.74	\$311,147.02	\$213,554.31	\$427,842.32	\$348,333.87	\$265,141.96	\$340,088.60	\$173,554.04	\$173,554.04

Appendix D: Pre-Opening Conditions

Gem Prep Twin Falls was authorized to operate beginning in the fall of 2023 with the following condition:

By May 25, 2022 the school will evidence sufficient enrollment and financing to support the school's budget and facility plan as presented in the approved charter attached as Appendix C.

V. Renewal Committee Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-5209B

BACKGROUND

The IPCSC maintains a standing Renewal Committee.

DISCUSSION

The Renewal Committee met on September 8, 2021 to discuss the renewal process as it has been revised. As there are twelve schools that must be considered for renewal this year, the committee recommended releasing renewal portfolios to Commissioners as soon as possible.

The committee recommended planning for a two-day March renewal meeting. The committee also recommended noticing commissioners to reserve additional time around the regularly scheduled February meeting in case any school requests a formal administrative hearing.

The committee asked that a brief presentation of the process be given at the October 14th meeting for the benefit of all commissioners.

IMPACT

Information Only.

STAFF COMMENTS AND RECOMMENDATIONS

No comments or recommendations.

COMMISSION ACTION

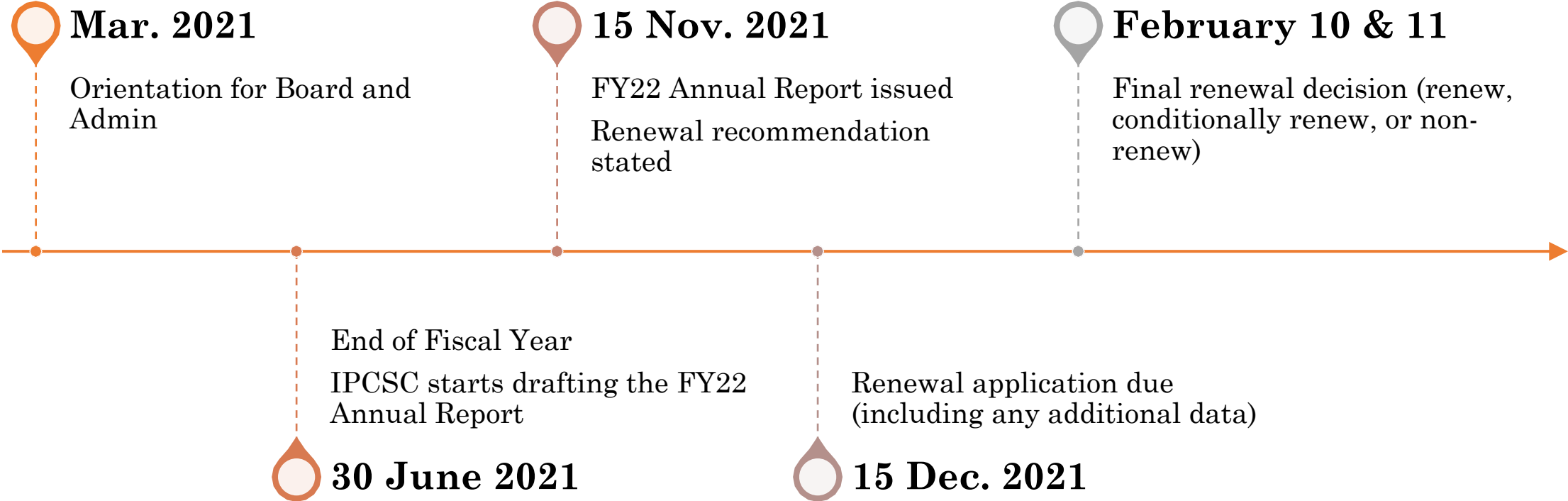
No action.



Renewal Overview

October 14 | 2021

Renewal Timeline



2022 Renewal Schools

1. American Heritage Charter School
2. Another Choice Virtual School
3. Bingham Academy
4. Chief Tahgee Elementary School
5. Coeur d'Alene Charter Academy
6. Heritage Academy
7. Idaho Connects Online
8. Idaho Technical Career Academy
9. iSucceed Academy
10. Kootenai Bridge Academy
11. Richard McKenna Charter School
12. Syringa Mountain School

Recommendations

- November 15 Annual Report released
- Will include recommendation:
 - Renew without conditions
 - Renew with conditions
 - Non-renew
- Specific conditions will be recommended at this time.
- Renewal Schools have 30 days to respond to the report and submit a renewal application

Introduction

Charter schools in Idaho operate on 5-year terms as defined in a Performance Certificate executed between the school's board and its authorizer. In addition, Idaho law requires that every certificate includes a framework describing the expectations the school must meet in order to earn a next operational term. It also requires that charter school authorizer's complete performance reports for the schools they oversee each year. The annual performance report serves the following purposes:

1. To provide transparent information about charter school quality to the public;
2. To ensure charter school boards have access to clear expectations and;
3. To inform mid-term authorizing decisions.

This report reflects how the school's outcomes during the most recently completed school year measure up against the expectations established in the framework. At the end of each 5-year term, the authorizer reviews the school's annual reports and financial data to inform its decision to renew, conditionally renew, or non-renew, the school for a subsequent term.

Each measure included in the IPCSC's framework has a meets standard benchmark. A school that meets standard on all measures at the end of its current operational term is guaranteed an unconditional renewal. A school that does not meet standard on at least one measure at the end of its current operational term may be conditionally renewed or non-renewed. Because the outcomes on this report inform high-stakes decisions, schools are encouraged to use this information to support their strategic planning efforts each year.

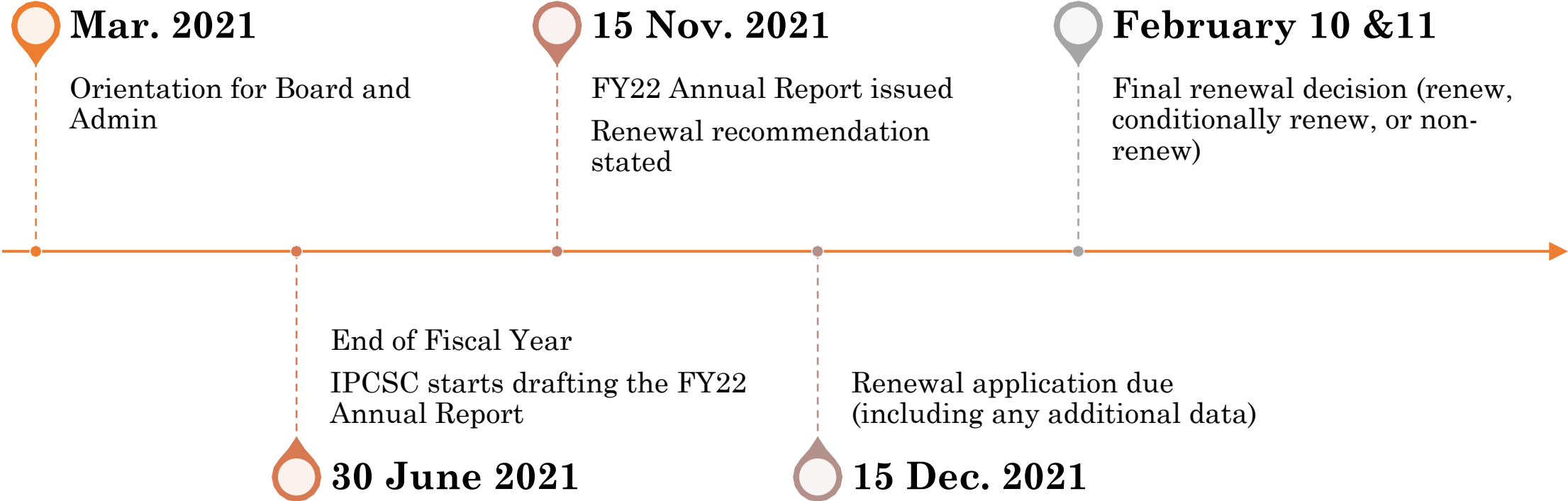
COVID-19 NOTE: Please note that due to the COVID-19 pandemic, the IPCSC has suspended ratings (exceeds, meets, etc.) on academic and financial measures for the FY21 report. All outcomes are included in this report; however, outcomes are not rated.

Performance Framework: [IPCSC Performance Framework](#)

Current Term: 2017-2022

Renewal Recommendation:

Renewal Timeline



Response and Application

- If conditional renewal:
 - School may request to meet with staff to negotiate the specific conditions if necessary.
- Within 30 days, schools must:
 - Submit any response to the regular annual performance report.
 - Submit the renewal application.
 - If consensus on conditions is not reached or the school does not accept a non-renewal recommendation, they must indicate whether the school requests a formal administrative hearing.

Report Response Form

- Errors
- Corrections
- Context
- Documentation

Idaho Public Charter School Commission New Framework-Annual Report Response Form	
<p>Thank you for taking the time to review your preliminary annual report results. If you would like to correct factual errors or provide contextual information, please complete this form and return it to the PCSC office by January 10, 2021.</p> <p>Instructions</p> <p>A. Please select the correlating measure under "Choose an Item" that directly relates to the need for correction/contextual information.</p> <p>B. Label and attach supporting documentation as applicable.</p>	
PERFORMANCE FRAMEWORK	CORRECTION or CONTEXTUAL INFORMATION
Choose an Item(Academic) <input type="button" value="v"/>	<p>The school bylaws and articles of incorporation have been amended.</p> <p style="text-align: center;">EXAMPLE</p>
Governance Structure <input type="button" value="v"/>	
Choose an Item (Financial) <input type="button" value="v"/>	
Choose an Item (Academic) <input type="button" value="v"/>	
Choose an Item(Operational) <input type="button" value="v"/>	
Choose an Item(Financial) <input type="button" value="v"/>	
Choose an Item(Academic) <input type="button" value="v"/>	<p><i>*Please provide a brief description of correction or contextual information.</i></p>
Choose an Item(Operational) <input type="button" value="v"/>	
Financial Near Term Health <input type="button" value="v"/>	
<i>Ex.-Supporting Documentation</i>	<i>Attachment A. - "July 2020 Bank Statement"</i>
<i>#1-Supporting Documentation</i>	<i>Attachment "A".Amended Bylaws; Attachment "B". Amended Articles of Incorporation</i>
<i>#2-Supporting Documentation</i>	
<i>#3-Supporting Documentation</i>	
<i>#4-Supporting Documentation</i>	
<i>#5-Supporting Documentation</i>	
<i>#6-Supporting Documentation</i>	

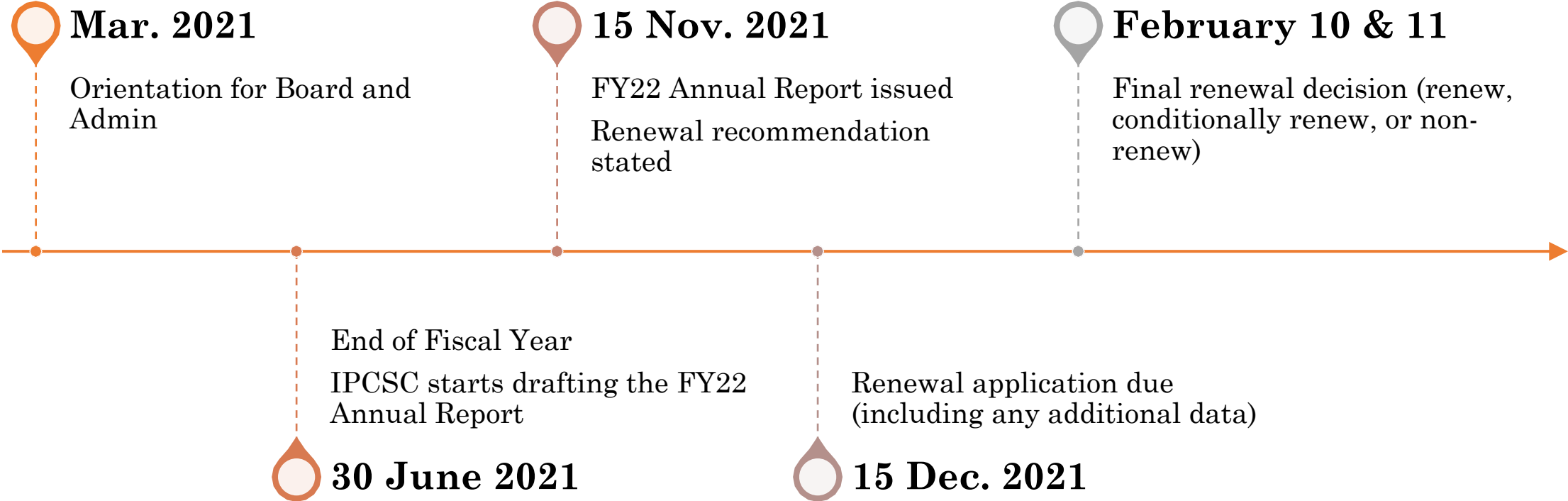
Renewal Application

- Cover Sheet (required)
 - name, #, contact, mission, enrollment #
- Narrative (required)
 - What improvements are planned for the school's next performance certificate term?
- Additional Evidence (Optional)
 - Outline of additional evidence
 - Any additional documentation listed as Exhibits.

Notification of Recommendation

- Legal letter
- Must respond
- May choose to accept the recommendation or request a formal administrative hearing.

Renewal Timeline



Portfolios Released

30 days before scheduled meeting

Must Include

- Current year performance report
 - Including summary of grounds for recommendation
- 3 most recent annual reports
- Renewal application submitted by the school
- Notice and acknowledgment of renewal recommendation
- Recommended performance certificate

- Most recent year fiscal audit
- Staff observations summaries
 - board meeting, lottery
 - site visit/accreditation report
- Current-term performance certificate

May Include

- Response to the most recent year annual report
- Conditional certificate status report
- Courtesy Letters and resolutions
- Additional documentation at the discretion of the IPCSC Director

Consideration of Renewals

- February 10 and 11, after regular business.
- 15-minute presentation by the school, at the school's discretion.
- Commission makes all renewal decisions this day.

Formal Administrative Hearing

- IF
 - December 15th – notification of intent to exercise right to a formal administrative hearing.
- Then
 - a special meeting will be scheduled for some time before March 15th.
 - Additional procedures will follow.
- Renewal Decision
 - After the hearing is concluded, (same day or another date) the Commission will deliberate and make the final decision.

VI. CONSIDERATION OF 2022 CALENDAR

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-5213

Idaho Code §33-5209B

BACKGROUND

The IPCSC generally meets on the second Thursday of even months, except August, which is moved to the third Thursday. The IPCSC also holds a special meeting in early March for the purpose of making renewal decisions.

DISCUSSION

The recommended 2022 meeting calendar is as follows:

Regular Meetings – 9:00 A.M. start time.

- February 10, 2022
- April 14, 2022
- June 9, 2022
- August 11, 2022 (or August 18, 2022)
- October 13, 2022
- December 8, 2022

Special Meetings – 9:00 A.M. start time.

- March 3 and 4, 2022 - special meeting to consider renewal applications.

Save the Date - reserved for formal administrative hearings if such should be requested by renewal schools.

- February 10, 2022 – 1:00 P.M. – 4:00 P.M.
- February 11, 2022 (all day)

IMPACT

NA

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the IPCSC approve the meeting calendar for 2022 as presented.

COMMISSION ACTION

A motion to approve the meeting calendar as presented; or

A motion to approve the meeting calendar as amended [state amendment].