



GUIDANCE: NEW CHARTER PETITION

Updated 2/11/2022

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

Contents

AUTHORIZING.....	5
History	5
Structure.....	6
Definitions.....	7
PETITIONING TIMELINE	8
PETITION REQUIREMENTS	10
Contents.....	10
Cover Page.	10
Table of Contents.....	10
Executive Summary.....	10
Six Narrative Sections.....	10
Appendices.....	10
Formatting.....	11
Public Record	11
Petitions are public record.....	11
Hyperlinks.....	11
Transparency.....	11
Petition Evaluation.....	11
Standards of Quality.....	11
Marking Revisions.....	12
PETITION NARRATIVE STANDARDS OF QUALITY	13
Section I: Educational Program	13
1. General Standards of Quality	13
2. Educational Philosophy	13
3. Student Academic Achievement Standards.....	13
4. Key Educational Design Elements, Curricula, Tools, & Instructional Methods	14
5. Strategies for Serving Special Populations.....	14
6. Professional Development Plan.....	14
Section II - Financial and Facilities Plan	15
1. General Standards of Quality	15
2. Fiscal Philosophy and Spending Priorities	15
3. Transportation and Food Service Plans.....	Error! Bookmark not defined.
4. Financial Management and Monitoring Plan.....	15

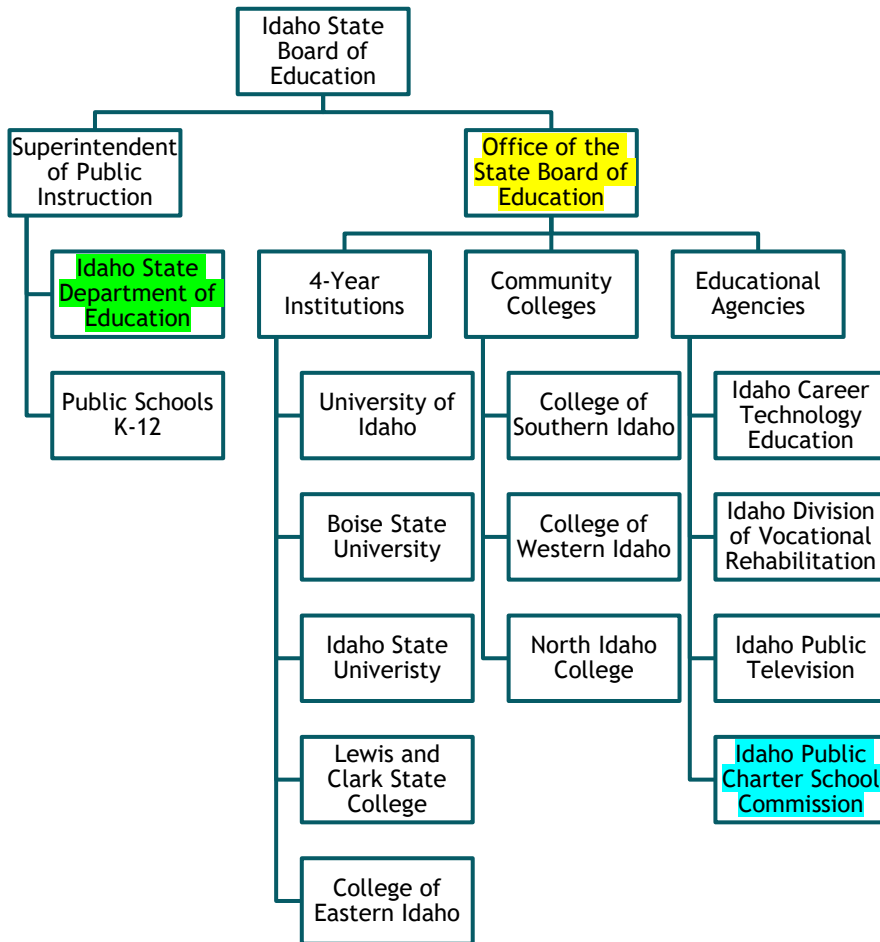
5. Facilities Plan	16
Section III - Board Capacity and Governance Structure.....	17
1. General Standards of Quality.....	17
2. Governance Structure.....	17
3. Board Member Qualifications	17
4. Transition Plan.....	18
5. Board Member Recruitment and Training	18
Section IV - Student Demand and Primary Attendance Area	19
1. General Standards of Quality.....	19
2. Primary Attendance Area and Community Support	19
3. Student Demand and Population	19
4.	Error! Bookmark not defined.
5. Enrollment Capacity.....	20
Enrolling Underserved Families	20
Section V - School Leadership and Management	21
1. General Standards of Quality	21
2. Leadership Team	21
3. Educational Services Provider (if applicable)	21
Section VI - Virtual and Blended Programs (If Applicable)	22
1. General Standards of Quality	22
2. Learning Management System	22
3. Educational Program-Virtual and Blended	22
4. Technology	22
5. Professional Development	23
6. Data Collection/Attendance and Course Credit.....	23
APPENDICES	24
Series A – Financial Plan.....	24
Series B – Facility Plan.....	24
Series C – Governance Documents	24
Series D – Board of Directors and Petitioning Group	24
Series E – Administration and Organization	24
Series F – Education Services Provider	24
Series H – District Notification Letters	25

Series G – Additional Appendices25

AUTHORIZING

History

Idaho's original charter school legislation passed in 1998. At that time, only local school district boards could authorize public charter schools. The IPCSC was created in 2004 to offer a statewide option for charter school authorization. The IPCSC currently authorizes the majority of Idaho's public charter schools. In 2021, the IPCSC became an independent agency under the umbrella of the State Board of Education.



Please note that charter schools interact with three educational agencies:

- The State Board of Education, which is the rule-making educational entity;
- The State Department of Education, which provides support, guidance, and training for operational schools; and
- The Charter School Commission, an oversight body that monitors compliance, evaluates risk, and manages operational contracts.

Reach out to the IPCSC staff during the petition process when you have questions about procedures, timelines, or contractual obligations.

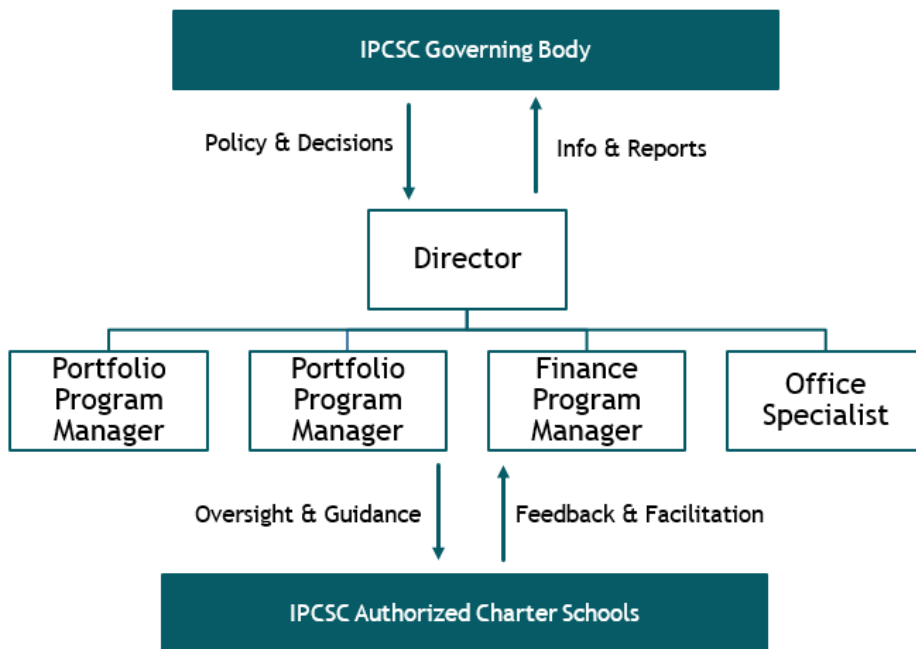
Reach out to the State Department of Education during the petition process when you have questions about specific details, such as funding, curriculum, or certification.

Reach out to the State Board of Education when you have questions about policy or legislation.

Structure

The IPCSC consists of seven Governor-appointed commissioners. Commissioners serve four-year terms and may serve multiple terms. The Commission maintains three standing committees: new petitions, renewals, and finance. This committee structure is used to annually evaluate the efficacy of the tools used to inform Commission decisions. The Commission meets on the second Thursday of even months (e.g., February, April, etc.) and holds special meetings as needed.

A Program Manager will be assigned to guide petitioners through the process. All IPCSC staff will review the petition and collaborate to provide feedback. At the end of the petition process, the Director makes a recommendation to the Commission to approve, conditionally approve, or deny the petition. Each Commissioner conducts an independent review of the petition, takes the Director's recommendation under advisement, and listens to the petitioners' presentation before making the decision to approve, conditionally approve, or deny a petition.



Definitions

Annual Performance Report – Each year, the IPCSC issues a performance report to each school. This report indicates how well the school is performing in relationship to the measures and metrics established in the performance framework. The school’s governing board is responsible to ensure that the school meets standard on all measures. If the school does not meet standard on one or more measure at renewal, the Authorizer must consider whether the circumstances warrant a conditional renewal or non-renewal.

Authorizer – Charter schools must receive formal authorization before they are able to draw on public funds to operate. The IPCSC is Idaho’s independent charter school authorizer. Charter schools may also be authorized by a local school district or a public institution of higher learning. Authorizers are responsible for reviewing new charter petitions, reviewing contract renewal applications, ensuring schools operate in compliance with all laws, rules, regulations, and policies, and for holding schools accountable to the terms of their operating contract.

Charter – A charter is a grant of authority. In this case, an authorizer reviews a school’s petition (narrative and appendices) and if the authorizer determines that the risk to taxpayer dollars and student achievement is acceptable, it can grant a charter.

Governing Board – Before a petition can be submitted a non-profit corporation must be incorporated in the State of Idaho. This non-profit must include a governing board. Once established, the board must adopt bylaws that are compliant with Idaho Code in order for a petition to be eligible for consideration.

Petitioners – A group of people who want to start a charter school comprise a petitioning group. This group is responsible for writing the petition (application), attending required trainings, working with IPCSC staff through the revision process, and presenting the petition to the IPCSC at a public hearing.

Performance Certificate – Once a charter is granted, the terms under which the school can operate are documented in an operational contract called a Performance Certificate. The certificate identifies where a school can operate, how many students and what grade levels it can serve, the instructional model it can deliver, and outlines the performance framework expectations. Performance certificates are only good for 5 years. Every 5 years, schools must submit an application to request another 5-year term.

Performance Framework – Charter schools are granted the autonomy to determine their own curriculum, model, calendar, etc., in exchange for agreeing to meet certain pre-defined outcomes. These outcomes are defined in a rubric that is incorporated into the school’s certificate. The IPCSC’s framework includes academic, operational, and financial measures.

PETITIONING TIMELINE

Idaho statute describes the process through which the IPCSC may consider new charter petitions. The petitioning process is addressed specifically in Idaho Code.

Administrative rule and IPCSC policy provide additional structure. Petitioners are encouraged to familiarize themselves with Idaho’s entire charter school statute, as well as all applicable administrative rules and IPCSC policies.

Deadline	Task	Notes
Prior to Submission	Incorporate	File articles of incorporation with the Idaho Secretary of State. A charter may only be issued to the governing board of a non-profit entity. The board must exist before submitting the petition.
Prior to Submission	Adopt Bylaws	The petition must include an executed copy of bylaws compliant with Idaho law. The board’s legal counsel may assist.
Prior to Submission	Draft the petition	The structure of a new charter school petition is defined in Idaho Code. IDAPA provides additional direction. The Petition Narrative section of this document outlines each section and includes the standards of quality by which each section of the petition will be evaluated.
Prior to Submission	Attend “Charter Start Workshop” at the SDE	At least one member of the petitioning team must attend the entirety of this two-day workshop. This is required by Idaho Code in order for the petition to be eligible for consideration. This workshop is designed to help complete the petition. It is most useful to have a draft of the petition prepared.
Prior to Submission	Submit completed petition and letter(s) of intent to local school district superintendents	These letter(s) should notify the school district(s) overlapped by the proposed attendance area that the proposed school is seeking an authorizer. The district(s) cannot deny or delay the petition, but may ask the petitioners to attend a meeting to discuss the matter. Districts have the right to a four-week review process before the petition can be submitted to the IPCSC. If the potentially impacted districts issue notice in writing that they do not want to exercise their right to 4 weeks to review the petition, it may be submitted to the IPCSC sooner.
Prior to Submission	Complete the IPCSC petition assurances survey	When the petition is close to being submitted, complete this survey. If all of the eligibility requirements are met, a link to a secure folder will be sent to upload the completed petition.
4 weeks after letter/petition submitted to district	Submit the petition to the IPCSC office	Submit the petition by uploading: One PDF (narrative and appendices combined) and one excel copy of the budget template to the secure folder provided by IPCSC staff.

No petition submission deadline.		If the petition is received before September 1, the school may be considered for opening the following fall. If the petition is received after September 1, the school may be considered for opening in a future year.
Within 1 week of submission	IPCSC will issue a notice of receipt	Within a week of submitting the petition, a notice of receipt that outlines next steps and important deadlines will be issued by IPCSC staff. If this is not received within 1 week of submission, please contact our office at (208) 332-1561.
30 days after submission	IPCSC will issue a first petition evaluation report	This report is intended to assist petitioners with the revision process, and contains feedback based upon the IPCSC Standards of Quality.
Before revisions are due	Attend governance capacity interview	While petitioners work on revisions, IPCSC staff will conduct an interview with (only) the governing board. Should the petition be approved, the governing board and the IPCSC will be parties to the operational contract. As the board will be the party accountable to meet the terms of the contract, the interview provides the IPCSC insight into the board's capacity to govern an Idaho charter school well. Members of the petitioning group who are not board directors will not participate in the interview. A summary of the interview will be incorporated into the final petition evaluation report.
12 weeks, less 30 days from the date of submission	Final revisions due to the IPCSC	IPCSC staff will conduct a final evaluation of the petition and revise the petition evaluation report accordingly.
12 weeks after submission	IPCSC will issue a final petition evaluation report with Director's recommendation	IPCSC staff will issue the final petition evaluation report which will include the Director's recommendation to approve, conditionally approve, or deny the petition.
No Deadline.	IPCSC hearing	The petition will be heard at the next regularly scheduled meeting after receipt of the Director's recommendation. Petitioners may prepare a 15-minute presentation, which should be led by the governing board. At the hearing, the IPCSC must approve, conditionally approve, or deny the petition.

PETITION REQUIREMENTS

Contents

A completed petition consists of one PDF and one Excel Budget Template. The PDF must include the cover page, executive summary, all narrative sections, and all required appendices. The Budget must be submitted as part of the PDF for the public record, and as an Excel Spreadsheet to facilitate thorough evaluation.

Cover Page. The cover page needs to include the following:

- Name of proposed school
- Name of non-profit that will serve as the charter holder (if different from school)
- Proposed opening year
- General location (city, county, address if known)
- Contact information for the petitioner who will serve as primary contact
- Contact information for the board chair if different.

Table of Contents. Organized by Petition Narrative Section with all Appendices at the end. This is important because the appendices are not incorporated into the contract and will be removed from the petition in the end.

Executive Summary. The executive summary has a maximum length of 1 page. Include a mission statement, identify the instructional model and the intended grades served. Identify the intended location, intended student population, and organizational structure.

A note on mission statements: they are statements, not paragraphs. Narrow the scope to only and exactly what is true for the school every day with every decision.

Six Narrative Sections. There is no page limit for this section. Organize the petition to reflect the following required sections:

1. Educational Program
2. Finance and Facilities Plan
3. Board Capacity and Governance Structure
4. Student Demand and Primary Attendance Area
5. School Leadership and Management, and
6. Virtual and Blended Schools (only required if applicable)

Appendices. Some appendices are required, but the petition may include any additional documentation. This section does not have a page limit. This document includes a list and description of appendices (page 24).

Formatting

- Please use 11 or 12 pt. font and double space throughout
- Ensure the entire document is continuously paginated.
- Verify that all pages are legible (e.g., check for blurry images information that might be cut off in a spreadsheet cell, etc.).
- Verify that the table of contents is present and accurate.
- Proofread everything.

Public Record

Petitions are public record. It is important to be mindful of how the petition is worded. Use a formal tone, write clearly, be accurate, and proofread well.

Hyperlinks. Be sure any links included are supplementary and verify that they work. All required information must be embedded in the petition, not linked. Links can change over time, but the petition stays public record permanently. Do: provide a link to more information about the chosen curriculum. Do Not: provide a Dropbox link to the budget template. Instead, merge the budget template into the final PDF.

Transparency. Because a petition is a request to access millions of dollars of public funds each year it is crucial that the petition is transparent about how those dollars will be spent. If the school will partner with an Educational Services Provider, thoroughly disclose the intended relationship and proposed fees. If the school will partner with a facility developer, provide documentation about the developer. Draft contracts and services agreements are required appendices.

A note - the petition is public record, charter schools are public, and petitions are asking for public dollars. Nothing about the plans can be withheld.

Petition Evaluation

Standards of Quality. All petitions are evaluated against an established set of standards referred to as Standards of Quality. Review the petition to ensure that all of the standards are sufficiently addressed. Any concerns with reference to these standards will be noted in IPCSC staff petition evaluation reports. Each section of the petition narrative has a specific set of standards against which it is evaluated. Additionally, the following standards are applied to all sections of the petition narrative:

- **Thorough and Compliant.** Each section of the petition must present sufficient detail to allow for thorough evaluation. Leaving information out because it's complicated or not yet finalized is insufficient and not likely to lead to an approval.
- **Supported and Credible.** Claims made throughout the petition must be accurate. For example: "This model is high-performing" must be accompanied by data or documentation that can be verified. IPCSC staff must be able to establish the credibility of these claims.

- **Connected and Cohesive .** All the sections of the petition must tell a consistent and unified story. The petition narrative must make sense with the appendices. For example, if a petition narrative states that the school will employ 20 teachers, the budget template must account for sufficient salary and benefits.

Marking Revisions. Petitioners are allowed to revise the petition and submit a final draft after receiving the first petition evaluation report. However, all changes made from the first draft to the final draft must be in the petition as part of the permanent public record. Anything that is deleted must be included in the final petition as strike-through text. Anything added to the final petition must be underlined. Track-Changes in Microsoft Word or legislative formatting may be used for this process. See The Idaho Rule Writer’s Manual, section II.4, for instructions in the proper use of legislative format. If the final draft does not show a revision mark-up, it will not be accepted. The petition on file with the Authorizer as of the meeting materials due date for the scheduled hearing is the version that will be presented to Commissioners. Do not forget this step!

PETITION NARRATIVE STANDARDS OF QUALITY

Idaho Code and IDAPA identify the sections and subsections required in a petition. The IPCSC has established standards of quality against which each section is evaluated.

Section I: Educational Program

This section should provide a description of the proposed school's educational program. Consider including descriptions of: curriculum, instruction, and assessment; climate and culture; staffing and continuous improvement plans.

1. General Standards of Quality

- A. Thorough and Compliant – A quality petition provides a thorough explanation of the intended educational program.
- B. Supported and Credible – A quality petition includes references to relevant research and documentation of the success of the proposed model. If evidence of academic success for the proposed educational model is unavailable (i.e., model is newer than five years old, relevant evidence is unavailable, etc.), a quality petition provides reasoning and research behind the intended approach.
- C. Connected and Cohesive – A quality petition presents an overall educational program that is aligned to the mission, suitable for the targeted population, and cohesive with other sections of the petition.

2. Educational Philosophy

- A. A quality petition presents an educational philosophy clearly related to the school's mission and instructional model
- B. A quality petition presents a clear description of why the petitioners believe the proposed school is necessary.
- C. A quality petition presents research and widely accepted best practices in support the educational philosophy.

3. Student Academic Achievement Standards

- A. A quality petition includes academic and instructional goals that are logically connected to the school's mission.
- B. A quality petition includes academic and instructional goals that realistically convey and support that the educational program's anticipated achievement outcomes will meet IPCSC Performance Framework minimum standards.
- C. A quality petition presents valid and reliable evidence that the school's goals are achievable.

4. Key Educational Design Elements, Curricula, Tools, & Instructional Methods

- A. A quality petition presents key design elements that thoroughly describe the unique aspects of the proposed model, and for which effective implementation can be verified.
- B. A quality petition presents explanations and examples of instructional practices, types of curricula, and tools that are detailed, realistic, and consistent with the proposed educational program.

5. Strategies for Serving Special Populations

- A. A quality petition presents a student services plan that is complete and addresses the needs of special populations, including, but not limited to: special education, at-risk, gifted, and English language learners.
- B. A quality petition presents a plan to serve special populations that appears feasible within the constraints of the proposed academic program.
- C. A quality petition presents a plan that demonstrates an understanding of the unique needs of the special populations of the targeted student population.

6. Professional Development Plan

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

Section II - Financial and Facilities Plan

This section should provide a description of the proposed school's financial and facilities plans. Consider including descriptions of: how finances will be managed, what informed the fiscal philosophy, proposed agreements with potential vendors.

1. General Standards of Quality

- A. Thorough and Compliant – A quality petition presents financial and facility plans and evidences a thorough understanding of federal and state funding mechanisms and distributions, the costs associated with school operations. The petition also presents compliance with procurement and purchasing requirements. Revenue estimates include realistic variables and restricted funds are used appropriately.
- B. Supported and Credible – A quality petition includes sufficient documentation, assumptions, and details to demonstrate the validity of revenue and expenditure estimates. If funding is anticipated in order to finance the school but is not yet finalized, include letters of support or other documentation that evidence it is likely to be received.
- C. Connected and Cohesive – A quality petition's financial and facilities plan meets the stated needs of the academic program and the intended student body. The financial narrative and the budget template are aligned.

2. Fiscal Philosophy and Spending Priorities

- A. A quality petition presents a fiscal philosophy and spending priorities that align to the mission and vision of the school.
- B. A quality petition presents spending priorities that provide for effective school operations.
- C. A quality petition presents spending priorities that present appropriate use of taxpayer dollars.
- D. A quality petition includes a transportation and food service program to ensure that all students have equitable access to public education.

3. Financial Management and Monitoring Plan

- A. A quality petition presents a financial management and monitoring plan that identifies the board's fiscal governance role.
- B. A quality petition presents an organizational structure that ensures appropriate accounting expertise either by including a business manager in the staffing plan or by contracting out services to an experienced organization.
- C. A quality petition describes a compliant process for procuring services and includes copies of any contracts or MOUs executed to date.
- D. A quality petition presents a plan that evidences an understanding of financial policy including accounting practices, internal controls, and related internal procedures.

4. Facilities Plan

- A. A quality petition presents, as required, two facility options in the narrative and on the facility option template in the appendices.
- B. A quality petition presents facility options that are sufficiently detailed and indicate that the petitioners have engaged in adequate research to justify the estimated costs reflected in the narrative and the budget
- C. A quality petition presents facility options that are realistic, and meet the school's programmatic needs (e.g., square footage, outdoor space, specialty features, etc.).
- D. A quality petition presents a proposed school location(s) that is easily accessible to the intended student population and lies within the primary attendance area.

Section III - Board Capacity and Governance Structure

This section should provide a description of the proposed school's board composition and governance structure. Consider including descriptions of: board roles, director understanding and relationship with the community served, any planned committees.

Please note that the governing board presented in the petition will be the entity to whom a charter would be granted if the petition is approved. As the party responsible to uphold the terms of the operational contract, the consistency and credibility of the school's governing board is crucial to the success of the petition and the school.

1. General Standards of Quality

- A. Thorough and Compliant - A quality petition presents articles of incorporation and bylaws that are legally compliant and address all necessary content. The petition demonstrates an understanding of the charter school board's legal responsibilities. The narrative and attachments effectively communicate the board's capacity to govern.
- B. Supported and Credible - A quality petition presents documentation of executed bylaws and filed articles of incorporation.
- C. Connected and Cohesive - A quality petition presents a board structure that matches the needs of the educational program and the oversight of school operations.

2. Governance Structure

- A. A quality petition presents a governance structure that includes detailed descriptions of the roles that officers and board committees will play.
- B. A quality petition presents a division of duties between governance and management that are clear and appropriate.
- C. A quality petition presents a governance structure that grants the board direct oversight over school leadership and the evaluation of school leaders.
- D. A quality petition presents articles of incorporation and bylaws that are consistent with the petition narrative and are compliant with all applicable Idaho law.

3. Board Member Qualifications

- A. A quality petition presents a list of currently serving directors including each director's term of service, qualifications and experience. Resumes are required appendices.
- B. A quality petition presents a composition of the board directors that reflects diverse experience and skills necessary for managing the school's operational contract (performance certificate).
- C. A quality petition understands that all board directors participate in the governance capacity interview and evidence an appropriate level of knowledge of the school model and engagement in the petition process.

- D. A quality petition presents a board of directors that evidences adequate understanding of their role in providing effective operational oversight, specifically with regard to navigating a management relationship with an executive director.
- E. A quality petition presents a board of directors that evidences adequate understanding of their role in providing effective financial oversight, specifically with regard to purchasing, contracting, and stewardship of governmental funds.

4. Transition Plan

- A. A quality petition presents the board's transition plan from a founding board to the work of charter school governance that is clear and likely to be effective.
- B. A quality petition presents a list of the current board members who intend to resign in order to apply for a paid position, if the school is approved, and the remaining board of directors is sufficient to remain compliant with the board bylaws.
- C. A quality petition presents a transition plan that accounts for the consistent stewardship of the school's mission and vision.

5. Board Member Recruitment and Training

- A. A quality petition presents a comprehensive board training plan for sustaining high-quality governance, which includes an identification of the scope of skills the board desires to maintain, strategies for recruitment, and processes for grooming, selecting, and onboarding new directors.
- B. A quality petition presents board training that is detailed, specific, and comprehensive.
- C. A quality petition presents a board training plan that allows for self-reflection and opportunities for stakeholders to provide feedback.
- D. A quality petition presents a requirement that all new board directors (now and in the future) participate in an orientation within the first three months of service, and this requirement is noted in the school's bylaws.

Section IV - Student Demand and Primary Attendance Area

This section should provide a description of the proposed school's student demand and primary attendance area. Consider including descriptions of: community engagement in proposed school, how the proposed educational model fills a need in the community, what other public and charter schools provide that may overlap with the educational model.

1. General Standards of Quality

- A. Thorough and Compliant - A quality petition evidences the petition's proposed educational program reflects the needs and demands of the local community.
- B. Supported and Credible - A quality petition presents a petition that includes evidence of research to document demographics and student demand.
- C. Connected and Cohesive - A quality petition presents the information presented in this section aligns with the structure and intent of the educational program and facility plans.

2. Primary Attendance Area and Community Support

- A. A quality petition presents a primary attendance area that is clearly described and is compact and contiguous.
- B. A quality petition presents the anticipated impact approving the proposed school will have on local school districts and charter schools.
- C. A quality petition presents any community partnerships described in the petition are documented and aligned to the mission of the school.

3. Student Demand and Population

- A. A quality petition describes and documents the need for the academic program in the identified area and provides evidence of student interest/demand for the school.
- B. A quality petition clearly defines the intended student population and how the proposed location of the school is appropriate for meeting the needs of the intended population.
- C. A quality petition accurately describes the demographics (documented with credible source data) of the intended neighborhood in which the school will be located.
- D. A quality petition presents a level of community engagement with the proposed model that is appropriate and adequate.
- E. A quality petition presents an estimate of the anticipated number of students the school expects to serve who will require special services that is supported and credible and the petition proposes appropriate staffing.
- F. A quality petition presents a staffing and educational plan is likely to support adequate special services, especially for FRL, special needs, and/or ELL students.

4. Enrollment Capacity

- A. A quality petition presents capacity estimates that include both whole school and grade-level numbers.
- B. A quality petition presents a growth plan that is clear and complete from year one through year five or to final expansion.
- C. A quality petition presents enrollment goals for each year and for the school at capacity that are reasonable and supported by credible data.
- D. A quality petition presents a detailed marketing and recruitment plan that allocates adequate staff support and funds to the effort and the plan will likely result in the school meeting its enrollment goals.

5. Enrolling Underserved Families

- A. A quality petition presents strategies for reaching at-risk, diverse, and underserved families, as well as families that might not be aware of the school, that are well-developed.
- B. A quality petition presents strategies for initial recruitment, as well as ongoing family and community engagement, that appear reasonable and likely to be successful.

6. Priority Enrollment Groups

- A. The petition includes a clear definition of “founder” (to be incorporated as board policy) for the purpose of complying with enrollment preference categories which allows for children of founders to be included in the first priority enrollment group and to account for up to 10% of the school’s total enrollment at any given time.

Notes on Enrollment Preference Categories

- If so stated in its petition, a new public charter school or replication public charter school may include the children of full-time employees of the public charter school within the first priority group subject to the limitations therein (included in the allowable 10%).
- If so stated in its petition, a public charter school may weight the school’s lottery to preference admission for the following educationally disadvantaged students: students living at or below one hundred eight-five percent (185%) of the federal poverty level, students who are homeless or in foster care, children with disabilities as defined in section 33-2001, Idaho Code, students with limited English proficiency, and students who are at-risk as defined in section 33-1001, Idaho Code.

Section V - School Leadership and Management

This section should provide a description of the proposed school's leadership and management teams. Consider including descriptions of: qualities the board look for in a school leader, leadership structure and reporting duties, any back-office services for which the board plans to enter into a contract for.

1. General Standards of Quality

- A. Thorough and Compliant - A quality petition describes the leadership structure including the division of duties if a co-director structure is proposed. The petition also evidences clear understanding of the Idaho Standards for Effective Principals.
- B. Supported and Credible - A quality petition presents documentation to support the likely success of the proposed leadership and/or management plan.
- C. Connected and Cohesive - A quality petition presents a leadership and management plan that is aligned to other sections of the petition, including the educational program, organizational chart, and budget.

2. Leadership Team

- A. A quality petition describes the responsibilities of and relationships among school leadership, the governing board, instructional leaders, and staff.
- B. A quality petition presents a description of the experience, qualities, and/or management style of the "right" leader for this school.
- C. A quality petition presents the governing board's plan or process for recruitment and evaluation of its school leader, regardless of that individual's title.

3. Educational Services Provider (if applicable)

- A. A quality petition presents whether the school has chosen to work with an ESP to provide leadership and/or management services and, if so, includes the contact information for a representative from the ESP.
- B. A quality petition presents whether the ESP is a vendor eligible to provide services based upon all applicable Idaho law. Please note that for-profit services providers may not operate schools in Idaho.
- C. A quality petition presents historical operational data for the proposed ESP, including other locations where the organization or provider operates, any available achievement, operational, and financial data, and any DBAs of the ESP.
- D. A quality petition thoroughly describes the nature and extent of the entity's participation in the management and operation of the school in the narrative section and through the required draft agreement.
- E. A quality petition presents a proposed draft contract that is compliant with Idaho law, and the board of directors can evidence appropriate use of procurement procedures.
- F. A quality petition describes how the school's board will regularly evaluate the performance of the EMO, CMO, or ESP.

Section VI - Virtual and Blended Programs (If Applicable)

This section should provide a description of the proposed school's virtual and blended programs. Consider including descriptions of: what need the program fills that students do not already have access to, how the educational model differs from existing programs.

1. General Standards of Quality

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

2. Learning Management System

- A. A quality petition presents a description of the chosen LMS that addresses the technology platform, curriculum, and rationale for the structure of the program.
- B. A quality petition presents an LMS that appears to fulfill the mission and meet identified goals.
- C. A quality petition presents that all students can be served via the identified LMS.

3. Educational Program-Virtual and Blended

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

4. Technology

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

5. Professional Development

- A. A quality petition presents strategies for professional development specific to education in the virtual environment that address both initial and ongoing training.
- B. A quality petition presents a teacher evaluation plan that includes strategies specific to virtual education.

6. Data Collection/Attendance and Course Credit

- A. A quality petition presents means of verifying student attendance that demonstrate that attendance will focus primarily on coursework and activities correlated to the thoroughness standards.
- B. A quality petition presents proposed means of awarding adequate course credit.
- C. A quality petition presents practicable and affordable strategies for administering standardized testing to all students.

APPENDICES

Series A – Financial Plan – All Required

- Appendix A1 – Financial Summary (template provided)
- Appendix A2 – Pre-Opening Budget (template provided)
- Appendix A3 – Break-Even & Three-Year Operating Budget (template provided)
- Appendix A4 – Cash Flow Projection for Year 1 (template provided)

Series B – Facility Plan – 2 Options Required

- Appendix B1 – Facility Option 1 (template provided)
- Appendix B2 – Facility Option 2 (template provided)

Series C – Governance Documents – All Required

- Appendix C1 – Filed Articles of Incorporation
- Appendix C2 – Adopted Bylaws

Series D – Board of Directors and Petitioning Group – All Required

- Appendix D1 – Resumes for all Currently Serving Board Directors
- Appendix D2 – Board and Petitioning Group Chart/List (no template, should identify all persons/parties significantly involved in the petitioning process and any specific roles)

Series E – Administration and Organization – All Required

- Appendix E1 – School Organization Chart (no template)
- Appendix E2 – Resume(s) for Identified Administrators (no template)

Series F – Education Services Provider (ESP) – If Applicable

- Appendix F1 – ESP Documentation (if applicable) must include:
 - a comprehensive draft contract or services agreement between the school and an ESP,
 - an organizational chart (including how school leaders report to the governing board),
 - a term sheet indicating the fees to be paid,
 - a detailed description of the relationship between the school and ESP, and
 - the two most recently executed comprehensive contracts/services agreements between the ESP and other schools it serves.

Series G – LEA Notification Letters – Required for all potentially impacted LEAs (including traditional districts and charter schools)

- Appendix G – District Notice of Intent Letters (dated, include responses from districts if submitting early)

Series H – Additional Appendices - As Needed. Many petitioners choose to include (but not limited to) the following:

- Academic achievement data from similar models and/or supporting research indicating likelihood of academic success if such does not fit well in the narrative of the petition
- Letters or other documentation evidencing financial support, grants, loans, or partnerships identified in the petition narrative or any of the Series A appendices.
- Evidence of board training