

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 14th day of June 2018, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Falcon Ridge Public Charter School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on October 28, 2004, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2005; and

WHEREAS, the School’s charter was renewed on March 1, 2018, for a five-year term of operations,

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. **Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. **Term of Agreement.** This Certificate is effective as of July 1, 2018, and shall continue through June 30, 2023, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. **Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The School shall notify the Authorizer of any modification to the Articles or Bylaws within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: Developing students who are competent, productive and responsible by promoting the academic skills and character to succeed in life.
- B. Grades Served.** The School may serve students in grades K-8.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Establish a learning environment that is safe both emotionally and physically.
 - Incorporate a “teach to the ceiling” philosophy towards ensuring that all students are challenged academically.
 - Set high behavioral expectations with a focus on kindness and respect for others.
 - Establish an atmosphere that encourages student participation and engagement
 - Maintain a culture that values work ethic, personal responsibility and those habits that lead to a productive citizenry.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer’s Role will be to evaluate the School’s outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement

as Appendix B. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be

considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

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

B. Maximum Enrollment. The maximum number of students who may be enrolled in the school shall be 303 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

K – 24 students

Grades 1-3 – 29 students per grade

Grades 4-8 – 33 students per grade

- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.

- A. School Facilities.** 278 S. Ten Mile, Kuna, ID 83634. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- B. Attendance Area.** The School’s primary attendance area is as follows: Kuna Joint School District #3.
- C. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker’s compensation insurance, and health insurance.
- D. 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 Performance Framework incorporated into this agreement as Appendix B.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.

- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

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

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective July 1, 2018.

Alan Reed

Chairperson, Idaho Public Charter School Commission

Eugene M. Kellie

Chairperson, Falcon Ridge Public Charter School Board

IN WITNESS WHEREOF, the Authorizer and Falcon Ridge Public Charter School have executed the following amendment(s) to their Performance Certificate, effective as of July 12, 2022:

1. Updated language in the charter to clarify the school's mission, vision and key design elements.
2. Increase maximum enrollment from 276 students to 303 students.

Alan Reed

Aug 30, 2022

Chairman, Idaho Public Charter School Commission

David C Peterson

Aug 29, 2022

Chairman, Falcon Ridge Public Charter School

Appendix A: Conditions of Authorization/Renewal

Appendix B: Performance Framework

Appendix C: Charter

Appendix D: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

No conditions of authorization or renewal are applicable.

Appendix B: Performance Framework

FALCON RIDGE PUBLIC CHARTER SCHOOL [YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

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

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

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

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

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

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

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

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

PERFORMANCE FRAMEWORK STRUCTURE

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

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

ACCOUNTABILITY DESIGNATIONS

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

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

SCHOOL OVERVIEW			
Mission Statement	Developing students who are competent, productive and responsible by promoting the academic skills and character to succeed in life.		
Key Design Elements	<ul style="list-style-type: none"> • Establish a learning environment that is safe both emotionally and physically. • Incorporate a “teach to the ceiling” philosophy towards ensuring that all students are challenged academically. • Set high behavioral expectations with a focus on kindness and respect for others. • Establish an atmosphere that encourages student participation and engagement. • Maintain a culture that values work ethic, personal responsibility and those habits that lead to a productive citizenry. 		
School Location	278 S. Ten Mile Road Kuna, Idaho 83634	School Phone	208-282-2822
Surrounding District	Kuna Joint School District		
Opening Year	2005		
Current Term	February 13, 2014 - June 30, 2018		
Grades Served	K-8		
Enrollment (Approved)	276	Enrollment (Actual)	

SCHOOL LEADERSHIP	

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

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

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

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

FRPCS has chosen not to include Mission-Specific Standards.

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

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

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

ACADEMIC K-8

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

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

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
Measure 2a Math Proficiency Rate Comparison to District	Do math proficiency rates meet or exceed the district average? Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%. Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points. Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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Measure 2b ELA Proficiency Rate Comparison to District	Do ELA proficiency rates meet or exceed the district average? Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%. Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points. Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																				
Measure 3a Criterion-Referenced Growth Math Notes	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth in math. Meets Standard: Between 70% and 84% of students are making adequate academic growth in math. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
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Measure 3b Criterion-Referenced Growth ELA Notes	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth in ELA. Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		76-100	0		51-75	0		26-50	0		0-25	0			0
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INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
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OPERATIONAL

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

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

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

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

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

INDICATOR 5: ADDITIONAL OBLIGATIONS		
Measure 5a	Is the school complying with all other obligations?	Result
Additional Obligations	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p>Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<p>Points Possible</p> <p>25</p> <p>15</p> <p>0</p> <hr/> <p>Points Earned</p> <p>0</p>
Notes		

FINANCIAL

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

INDICATOR 2: SUSTAINABILITY																	
<p>Measure 2a Total Margin and Aggregated 3-Year Total Margin</p> <p>Notes</p>	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</p> <p>Meets Standard: Aggregated 3-yr Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the</i></p> <p>Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
Result	Points Possible	Points Earned															
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<p>Measure 2b Debt to Asset Ratio</p> <p>Notes</p>	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9.</p> <p>Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
Result	Points Possible	Points Earned															
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<p>Measure 2c Cash Flow</p> <p>Notes</p>	<p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0
Result	Points Possible	Points Earned															
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<p>Measure 2d Debt Service Coverage Ratio</p> <p>Notes</p>	<p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet: Debt Service Coverage Ratio is less than 1.1</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			0				0			
Result	Points Possible	Points Earned															
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Appendix C: Charter



Falcon Ridge Public Charter School, Inc.

278 South Ten Mile Road

Kuna, ID 83634

208/922-9228

office@falconridgecharter.org

EIN #: 27-0095874

The Falcon Ridge Public Charter School's mission is developing students who are competent, productive, and responsible, by promoting the academic skills and character to succeed in life.

Non-Discrimination Statement: Falcon Ridge Public Charter School 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.

INTRODUCTION
COVER PAGE
TITLE PAGE 2005-2006
Amended 7-26-2012
Amended August 2022

Name of Charter School: Falcon Ridge Public Charter School, Inc. (“Falcon Ridge”)
Contact Information: Business Manager
General Location: 278 S. Ten Mile Road Kuna, Idaho 83634
Mailing Address: 278 S. Ten Mile Road Kuna, Idaho 83634
Day Time Phone: (208) 922-9228
E-mail: office@falconridgecharter.org

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EXECUTIVE SUMMARY

Falcon Ridge is a school of choice located in Kuna, Idaho. Falcon Ridge provides academics that challenge students to strive for excellence in an environment that emphasizes student character and kindness. Falcon Ridge conservatively utilizes resources and funding to reduce the financial burden on the state and its citizens while developing students to become productive members within their communities. The Falcon Ridge Public Charter model prioritizes excellent academics and solid character.

MISSION STATEMENT

Developing students who are competent, productive, and responsible by promoting the academic skills and character to succeed in life.

EDUCATIONAL PROGRAM

Philosophy and Special Emphasis

The philosophy of the Falcon Ridge is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place. Falcon Ridge will create this low-threat environment with a unique character education curriculum that focuses on kindness and taps into each child's innate need to know boundaries while protecting every child's dignity. This is done through expectation training, in which teachers clearly illustrate and define what kindness looks like before students have a chance to be unkind. Teachers take part in ongoing training, like Love and Logic for Educators, to understand different methods for engaging with students and in turn increasing student engagement. Daily procedures are designed to support the school's emphasis on kindness. Students who display kindness and good citizenship are given special recognition through a well-designed reward system.

Each child has the right to come to school without fear of taunting, teasing, or violence. Each parent has the right to expect a school to provide a safe, kind environment for his/her child. Each staff member has the right to teach without fear of violence. Students, parents, and teachers can be reassured that our best efforts will be put forth in creating a safe school environment.

The atmosphere created by our focus on kindness allows children to soar socially and academically. Students are not afraid to take academic risks, like asking or answering questions in front of peers, engaging in discussion, and participating in classroom activities when they feel safe and supported. They are not distracted from learning by fear. This is extremely important because our educational focus is accelerated learning, and this is the only way it can be achieved. A culture that is warm and friendly, orderly, and free from chaos is developed as a result of this philosophy.

Student Academic Achievement Standards

Falcon Ridge incorporates high academic achievement standards based upon student growth. The school assesses each student's academic level at the beginning of each school year utilizing tools, like MAPS, Istation, and other assessment tools, which provide information on both student academic level and target areas for improvement. This allows teachers to understand areas of academic focus for each student and tailor classroom instruction accordingly. It also provides data to support students on an individual level where needed. The school selects academic benchmarks for each school year in order to best anticipate the expected proficiency of students while still ensuring that they are challenged in the classroom. These benchmarks are assessed via the Idaho Reading Indicator (IRI), Idaho Standards Achievement Test (ISAT), Scholastic Aptitude Test (SAT), American College Testing (ACT), and internal school data.

These changes are captured in the [Continuous Improvement Plan](#), which is published each year on the Falcon Ridge [website](#), and compare the current and previous year's benchmarks for academic success.

Methods of Instruction

Falcon Ridge's methods of instruction are based primarily on student growth with fast-paced direct instruction. The Idaho State Standards are the floor. All students are encompassed in this method, and no child is left behind or left unchallenged. If a child doesn't understand a concept at first, they will eventually master it through daily repetition, assessment, targeted instruction, and review. The focus isn't on when a child understands a concept, but rather that they will understand it in the end. This takes the desperation out of teaching and the anxiety out of learning. Direct instruction combined with individual student attention is the key to success at Falcon Ridge.

Teachers will be engaged in the act of direct teaching throughout the day using a variety of proven teaching techniques including: tactile, visual, kinesthetic, auditory, group and independent approaches. By taking into account and addressing the varying developmental rates and learning modalities of the student population, it is possible through this direct-teaching and assessing approach to keep curricula challenging, the expectations for learning high, and foster student academic growth.

The tempo for our academic program is set by student capabilities, not by textbooks. Our students will be well-grounded in the basics, such as, reading, writing, math, science, health, humanities, and social studies. In addition, Falcon Ridge will offer other student academic enrichment during the school day and extracurricular activities. Curriculum at Falcon Ridge is developed and assessed in accordance with the board's policy for curriculum development and assessment (Instruction - 2100). All lesson plans will use approved curriculum, and adhere to the board's policy for lesson plans (Instruction – 2110).

Middle School - Realizing that the middle school years are critical to a child's self-esteem, the focus of the sixth, seventh, and eighth grades has been and will continue to provide a different environment where students experience less stress. There is less movement from room to room, fewer teachers and students, therefore a smaller arena that is not as threatening to a student's self-esteem when taking risks or making mistakes, while still providing some aspects of a traditional middle school environment in preparation for high school and beyond.

Key Design Elements

- A learning environment that is safe both emotionally and physically with students personally welcomed by staff onto the secure school campus, welcomed by teachers entering class each day, instruction and participation of all students in programs specifically focused on social and emotional learning and development, and regular visits to the classroom by the school counselor.
- High behavioral expectations with a focus on kindness and respect for each other influenced by daily reminders, a positive rewards system, and administration teaching character lessons in the classrooms each month.
- An atmosphere that encourages student participation and engagement where students ask questions, join discussions, and participate in classroom and other school activities.
- Drive student growth by using assessment tools that assess student academic levels and provide information for areas to target for improvement and concepts already mastered.
- Maintain a culture that values work ethic, personal responsibility, and those habits that lead to productive citizenry, with each student committing each year to abide by the student handbook and maintaining an orderly school environment with the daily Pledge of Allegiance, school motto, quiet hallways, straight student lines, attentive listening, and other structured transitions.
- Students will utilize, evaluate, and refine the use of multiple thinking and reasoning skills to solve a variety of problems, as evidenced by direct observation and classroom assignments.
- Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills, as evidenced by direct observation, classroom discussion, and classroom projects.

Strategies For Effectively Serving Special Populations

SPECIAL EDUCATION

Falcon Ridge will identify special needs students, provide successful special needs education for them, and adopt and comply with the “Special Education Manual” from the State Department of Education as now adopted and as may be amended. Falcon Ridge’s school counselor, or in the event that position is vacant the administrator, will be the Section 504 Compliance Officer.

If a student at Falcon Ridge is found to be eligible for special education services at the school, services will be provided for that student in one or more of the following ways: Falcon Ridge will form a multidisciplinary team to consider a student’s eligibility for special education. If a team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by Falcon Ridge, such evaluations will be contracted with a private provider. ESL services will also be provided at the level of the student’s need.

A certificated special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. The special education teacher or paraprofessional will provide services in an inclusion or a pullout model depending on the degree of intervention necessary to meet the student’s needs. The special education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications. Related services, such as speech or language therapy, occupational therapy, or

transportation, refer to those services necessary for a student to benefit from their special education. Falcon Ridge will contract with a private provider for the provision of related services. Direct speech, language, or a set number of occupational therapy services may be provided by a paraprofessional under the direct supervision of a licensed therapist. The supervision of paraprofessionals will be outlined in the student's IEP.

In the event that the IEP team determines that the student's academic needs cannot be met on site, Falcon Ridge will contract with a local school district to provide the needed services.

Discipline for a student with an IEP will follow the Individuals with Disabilities Education Act. If there is a need to address the behavior of the student, the IEP team will: 1) address preventative actions, 2) address how to teach the right behavior, and 3) address the consequences for the student. Falcon Ridge will follow all guidelines in the Idaho Special Education Manual as adopted, or as may be amended.

SELF-DIRECTED LEARNERS

Falcon Ridge recognizes that a number of students in its school system possess extraordinary learning abilities and specialized talents to the degree that their needs require different educational experiences. It is the responsibility of our school to identify those needs and abilities and then provide the kinds of educational experiences that hold the greatest potential for meeting the needs and developing each student's ability to the fullest degree.

Self-directed learners demonstrate or show potential for higher levels of achievement when compared to others of the same age, experience, and environment. These students may possess high-performing capabilities in the intellectual, creative, academic areas, leadership, performing arts, visual arts, or other specific abilities or aptitudes.

Students will need to meet multiple criteria to qualify as Self-directed learners. Identification will involve administering a variety of assessments, which may include the following: standardized tests, e.g., intelligence, aptitude, achievement, criterion-referenced tests, observations by trained teachers and other personnel, nominations by parents, peers, and staff, and student interviews. Students identified as Self-directed learners may be provided specialized instruction or special provisions not ordinarily provided by the school to develop such capabilities fully.

LIMITED ENGLISH PROFICIENCY

Falcon Ridge will identify the needs of LEP (Limited English Proficient) students utilizing a home-language survey annually. In addition, assessment tools designed specifically for English learners will be used to determine student's eligibility and language level, and to document student progress in both content areas and English language development.

FINANCIAL AND FACILITIES PLAN

FINANCIAL HISTORY

As of 2022, Falcon Ridge has operated for 15 years, and maintained Idaho Public Charter School Commission's highest financial ratings, "Honor", since the Commission's inception of that system in 2017. The school has maintained a fund balance in excess of \$1,000,000 since 2015 and has not had any material weaknesses identified in their independent annual financial audits, evidencing financially sound management practices. The school's enrollment and enrollment variance numbers have remained steady, maintaining a projection of 276 for at least five consecutive years and exceeding IPCSC's standard of achieving a full-term average daily attendance of at least 95% of their projection. The only debt Falcon Ridge carries is secured with the land and school facilities encumbered by two long term managed low interest USDA loans, with less than \$3.2 million outstanding as of 2022, and final payment in 2048 and 2054. The school is current and in good standing on their debts. An annual balanced budget and healthy operating reserve are fundamental to the success of Falcon Ridge.

TRANSPORTATION

Transportation will be provided for those students residing in the Kuna School District. Bussing will be contracted through a private company with all contracts approved by the Falcon Ridge school board. Contracts are available within 30 days after approval. Information is submitted to the SDE as required by 33-5208 (4).

CHILD NUTRITION

Falcon Ridge is compliant with the Federal Lunch program. A federal form is provided annually to every family regarding income and family size to determine if the student is eligible for free and reduced lunch under the IDEA and NCLB guidelines. Falcon Ridge's on-site cafeteria provides nutritious lunches for students each school day.

FACILITIES

Falcon Ridge is located at 278 S. Ten Mile Rd, Kuna, ID 83634. The school consists of one primary building, which serves an enrollment of approximately 271 students, Kindergarten through 8th grade. The school building features a gymnasium/auditorium, and the school grounds feature a fully fenced lawn with a playground. The facilities have complied with all applicable federal, state, and local laws relating to school facilities and grounds. IPCSC has found during previous site visits that the school is clean, well-maintained, and adequate for school operations, with no documented instances of noncompliance.

BOARD CAPACITY AND GOVERNANCE STRUCTURE

Description of Governance Structure

The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors. The Board shall consist of the following officers:

- Chair
- Vice Chair
- Secretary
- Treasurer

The governing board of directors shall serve staggered terms for which no more than three of five shall expire in any year.

Board Members

Current Falcon Ridge Board members can be found here - <https://falconridgecharter.com/board-of-directors/>. At the time of this charter revision the Board is comprised of the following:

Kim Schwisow – Chair
Christine Mample – Vice Chair
Tanya Ambler – Secretary
David Peterson – Treasurer
Mercy Clarkson – Director
Nathan Bushard - Director
Kelly Hodges - Director

Board Responsibilities

The ultimate responsibility of oversight of the school lies with the school board. As such, the board acts as a collective governing body, is responsible for the stewardship of taxpayer dollars allocated to the school, and follows all regulatory requirements of Title 33, Chapter 5 District Trustees, Idaho Code. The board is responsible for the following functions:

- Direct oversight of school leadership, including an annual evaluation of the Administrator.
- Ensure that the school is adequately staffed.
- Provide oversight for all operational and educational activities.
- Adopt, carry on, and provide for the financing of a total educational program for the school.
- Provide, or require students to be provided with, suitable textbooks and supplies.
- Ensure that the school complies with all applicable federal and state education standards, laws, rules, regulations, and policies.
- Ensure that the school follows the terms and conditions of the performance certificate.
- Promptly notifying the school’s authorizer when non-compliance issues are identified, providing information when issues are resolved and corrected.
- Notifying the authorizer with any revisions or amendments to the articles of incorporation or bylaws.
- Submit an annual audit of the fiscal operations to the authorizer.

Board Member Recruitment and Professional Development

The Board of Directors value and support board training. Training opportunities will be encouraged to facilitate strong educational leadership, including annual conventions and leadership institutes hosted by the Idaho School Boards Association. Annual continuous training and professional development will be provided for all Board of Directors through the Idaho School Boards Association, their consultants, or Falcon Ridge legal counsel.

New Board of Directors must complete an introductory board training that outlines board meeting structure, board etiquette, board basics, basic motion practice, Open Meeting Law, and Public Records Law, within the first 60 days of each director's term.

The Board of Directors will continually strive to identify and recruit potential board members. Applications for board membership are located on the Falcon Ridge Public Charter School [website](#) at <https://drive.google.com/open?id=11urOmPI5yoDESWjdOvQMJ82xKctE-YKq>.

STUDENT DEMAND AND PRIMARY ATTENDANCE

Attendance Area

Primary attendance area will be the boundaries of Kuna Joint School District No. 3.

Enrolling Underserved Students and Notification of Enrollment Opportunities

Falcon Ridge has historically been very close to the enrollment cap of 276 students in place from the 2005-2006 to 2020-2021 school years, averaging 271 students per year over that timeframe. The school will have an enrollment cap of 303 students beginning in the 2022-2023 school year.

Historically, Falcon Ridge has had lower numbers of economically disadvantaged, English learning, and disabled students enrolled than other comparable schools in the primary attendance area. Target recruitment consists of efforts to reach groups of at-risk and underserved families and underrepresented students. The school will attempt to reach these groups in either English or a second language (e.g., Spanish, etc.) through traditional advertising approaches, including newspaper articles, website and social media posts, and word-of-mouth campaigns.

Prospective students of Falcon Ridge will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. Students shall be enrolled according to an equitable selection process according to Idaho Code §33-5206.11.

Lottery and enrollment forms are accessible on the school's website, as well as information related to the enrollment process.

Admission Procedures

Admission is not limited based upon ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, or athletic ability. Falcon Ridge is accessible to all students, and will serve at-risk and underserved students. There are no tuition or fees charged for attending Falcon Ridge.

Falcon Ridge will admit all eligible pupils who submit a timely application. As a charter school, Falcon Ridge shall give enrollment preference to pupils returning to Falcon Ridge for a second or any subsequent consecutive year and to siblings of pupils already enrolled in the charter school. If, by the application deadline, the number of applications exceeds the capacity of a program, class, grade level, or building, all applications for that program, class, grade level or building will be selected for the available slots through an equitable selection process, such as a lottery, except that preference shall be given to pupils returning to Falcon Ridge as provided herein and siblings of a pupil. After the application deadline, pupils for any remaining slots or from a waiting list will be accepted in chronological order. Falcon Ridge will be accepting registration applications starting in January of each year and will accept applications until 3:00 PM on the second Friday of every March. The lottery will be held the first Monday of every April. The Falcon Ridge lottery process will be held according to Idaho State Code section 33-5205.

Enrollment Capacity and Over-Enrollment Procedures

The waiting list will remain effective until the completion of the lottery process for the following school year. The existing waiting list from the current school year will no longer be valid after the completion of the lottery process for the following school year, and the waiting list resulting from

the most recent lottery will take effect for the remainder of the current school year and for the upcoming school year.

ENROLLMENT

The maximum enrollment for Falcon Ridge Public Charter School is 303 students.

Students in Falcon Ridge Public Charter School may participate in Dual Enrollment as provided for in Chapter 2, Title 33, Idaho Code.

SCHOOL LEADERSHIP AND MANAGEMENT

School Leader

The Administrator of Falcon Ridge is Christine Jorgensen, Ph.D. Dr. Jorgensen has previous experience in both public and private schools.

School Leadership Responsibilities

The school leadership team consists of the Administrator, Vice Principal, and Business Manager. Falcon Ridge's Administrator is responsible for the overall leadership and operation of the school. The Administrator will report to and be evaluated by the Board of Directors of Falcon Ridge. The Vice Principal will report to the Administrator and is responsible to assist with the academic leadership and educational program of the school. The Business Manager is responsible for maintaining the school's finances, including the budget and all reports required by the State and the school's authorizer, and reports to the Administrator.

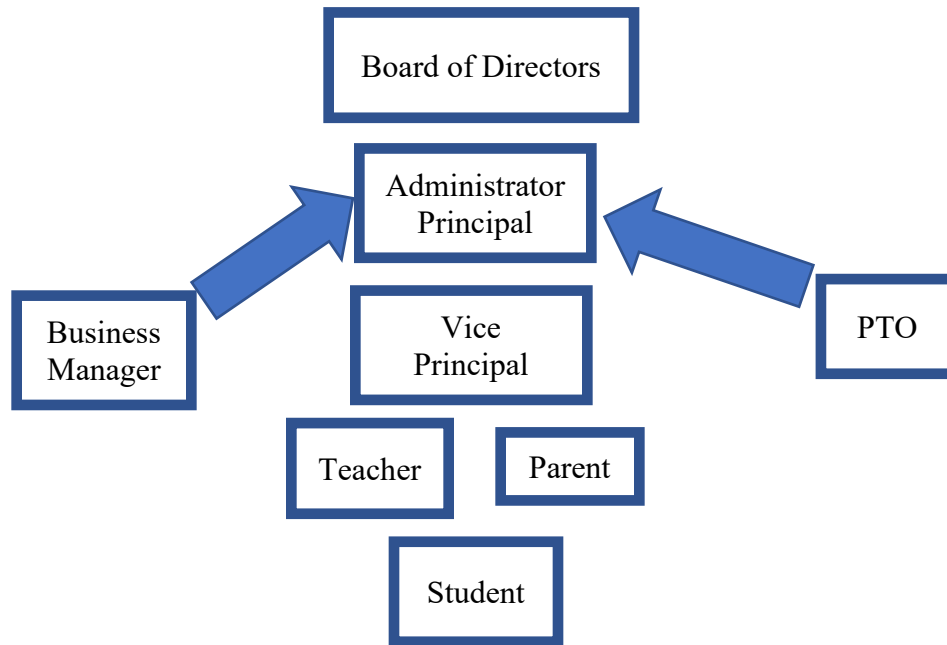
The Administrator represents the Board of Directors of Falcon Ridge, and acts as the liaison between the Board and the charter school community. The Administrator supervises, either directly or indirectly, all employees of the charter school. The Administrator shall be empowered to implement the directives of the Board, and is deeply involved in the day-to-day operations of the school. Examples of this include actively monitoring the implementation and quality of both the academic program and school culture. The Administrator, in partnership with the Business Manager, is also responsible for the school financial operations, including the development of a budget consistent with the values and goals of Falcon Ridge, and ensuring compliance with state requirements.

The Administrator will strive to maintain open communication with the Board regarding all decisions made for the benefit of the students of Falcon Ridge, and serves as the Board's conduit into the day-to-day operations of the school. The Board will meet with the Administrator each month, in addition to a formal annual review. Monthly meetings will include updates from the Administrator on key indicators for the school, including but not limited to, enrollment, attendance, academic, and financial data, stakeholder feedback, and the school's adherence to its instructional design and key design elements. The Administrator is formally evaluated on an annual basis on the performance of the school and the Administrator's progress on goals identified at the beginning of each annual review cycle. The evaluation is supported with data collected over the course of the year on the academic, operational, and financial performance of the school, and evidence supporting the Administrator's work and progress on the identified goals.

APPENDICES

(Updates to any of the following are due to the authorizer within 5 days after board action)

School Administration and Organizational Chart



[List of Board of Directors](#)

[Articles of Incorporation](#)

[Bylaws](#)

Kim Schwisow
tk_schwisow@yahoo.com

EXPERIENCE:

EMPLOYER – Paralegal, 10/15 – 8/17, Real Estate Services Manager, 8/17 - Present.

Real Estate:

- Evaluate real estate relationships and determine the best structural relationship to fit the organization's strategic plans, including land acquisition and divestiture, leasing, licensing, zoning, development, and space planning.
- Evaluate risk associated with specific real estate matters and provide lower risk alternatives when available to protect the organization.
- Draft, review, revise, negotiate, redline, collaborate on legal input and legal approval, finalize and obtain signatures, oversee and manage through completion, purchase and sale agreements, exchange agreements, assignment and assumption agreements, amendments, bills of sale, materialmen lien releases, easements, leases (as both landlord and tenant), estoppels, SNDA's, licenses, timeshares, other limited access and use type agreements, letters of intent, closing documents, including deeds, affidavits, escrow closing instructions, review title commitments and facilitate the removal of title exceptions and selection of endorsements, settlement statements, provide corporate authority documents, and ensure compliance with state and local requirements.
- Lead acquisition due diligence and inspection processes, including access for testing and inspection, appraisal requirements, bond covenant compliance, board review, environmental audits, review of necessary land use entitlements, and review of relevant planning and zoning requirements and ordinances, any applicable conditions, covenants, and restrictions affecting the property, and any other encumbrances or limitations affecting the property.
- Conduct research of tax, GIS mapping, county recorder, title company, and other miscellaneous records for ownership, valuation, net worth, property details, and other relevant information.
- New matter set up and matter updates across all files and systems to ensure accurate and up to date records, including financial data for internal accounting set up and monitoring, rent schedules, lease expiration, and other critical property management tasks.
- Coordinate, collaborate, direct communications, evaluate and suggest process improvement plans for work shared between different departments to ensure the best interests of the organization are met, including work with the construction team to ensure tenant improvement projects are completed as planned and timely.
- Provide guidance within the real estate team and other internal departments regarding industry standards.
- Review legal descriptions and surveys for accuracy and address related title issues.
- Review and revise agreements with state and local entities like Nampa Meridian Irrigation District and Ada County Highway District.
- Check and request documentation to ensure compliance with federal regulations, including Anti-Kickback and Stark regulations.
- Work with outside brokers to understand current real estate market financial data, including rental rates, free rent incentives, tenant improvement allowances and apply that information to transactions to maximize value.
- Monitor, attend, and present needed information at governmental meetings and hearings relevant to property matters.

AMRESKO COMMERCIAL FINANCE, LLC – Paralegal, 1/12 – 10/15.

- Draft, review, revise and obtain signatures on discounted payoff agreements, forbearance agreements, settlement agreements, assumption agreements, loan purchase and sale agreements, deed-in-lieu packages, loan modifications, mortgage and deed of trust modifications, assignments of loan documents, promissory notes, allonges, deeds of trust and mortgages, lien release documents, including cancellations, satisfactions, partial releases and terminations of deeds of trust and mortgages, deeds of reconveyance and UCC terminations.
- Draft and file UCC financing statements, amendments, terminations and conduct private UCC sales.
- Conduct asset/borrower information searches.
- Handle all aspects of purchase and sale transactions across the United States, including drafting, reviewing, revising and obtaining signatures for purchase and sale agreements, assignment and assumption agreements, amendments, bills of sale, materialmen lien releases, closing documents, including deeds, affidavits, escrow closing instructions, review title commitments and facilitate the removal of title exceptions, settlement statements, provide corporate authority documents and ensure compliance with state and local requirements.

- Work cooperatively with asset managers, outside counsel and other third parties to oversee foreclosures, including substitutions of trustee, notices of default and notices of trustee sale.
- Review legal descriptions, surveys, plats, subdivision restrictions and other recorded documents to communicate to third parties necessary information about specific parcels of property.
- Communicate real property status changes through transmittals, email and other methods, as needed.
- Draft and distribute memorandums that summarize lease and participation agreements and litigation.
- Draft, review, revise and finalize lease agreements, estoppels, and tenant notices.
- Handle all aspects of easements, cross-access easements, and other access issues.
- Prepare and finalize terminations of management agreements, leases, and other related agreements.
- Order and review environmental site assessment reports, appraisals, and broker price opinions.
- Manage and work with outside counsel on judicial foreclosures, collection, and other creditor litigation matters, including document production, pleading review and revision, case management and strategy.
- Draft and file creditor proof of claims.

MURPHY LAW OFFICE, PLLC – Paralegal, 6/05 – 10/11 and 12/11-1/12.

- Work cooperatively with office attorneys, clients, real estate brokers, surveyors, title company employees, intermediaries and other third parties to handle all issues arising in purchase and sale transactions of real property to facilitate timely closings.
- Draft, review and revise leases, tenant estoppels, subordination agreements and related documents.
- Responsible for all paralegal tasks during the litigation process on assigned cases, including demand letters, complaints, answers, discovery, motions, defaults, case schedule and timelines, settlement agreements and collections.
- Responsible for all paralegal tasks in Chapter 7 and Chapter 13 bankruptcy cases, including proof of claims, electronically filing all documents with the court, tracking deadlines, drafting motions, scheduling hearings, compiling exhibits, and attending court hearings.
- Address attorney and client requests for personal and business contracts and related documents, including general terms and conditions, service agreements, vendor agreements, business formation documents, Internal Revenue Service 501(c)(3) applications and UCC searching and filing.
- Work cooperatively with office attorneys and clients to research and review governmental regulations regarding client personal and business requests.

DDRS – Legal Department, Legal Administrator, 10/03 – 6/05.

Assist company property and leasing managers and handle due diligence, title review and document drafting for acquisitions; estoppel requests, subordination, nondisturbance, attornment agreements, leases, subleases, terminations, notices, assignments, extensions other leasing and property related legal agreements for multiple retail, office, and industrial properties in the United States.

BOISE CASCADE CORPORATION - Legal Department, Corporate Paralegal, 6/99 – 10/03.

EDUCATION:

BOISE STATE UNIVERSITY

- Bachelor of Arts in Political Science; Minor in Spanish; 5/99.
- Paralegal Certificate American Bar Association approved program; 5/99.
- Paralegal Intern/Case Assistant with Holland and Hart LLP; 1/99-6/99.

SPECIAL ACTIVITIES:

FALCON RIDGE PUBLIC CHARTER SCHOOL – Board Member, 07/17 - Current. - Current board chair.

IDAHO ASSOCIATION OF PARALEGALS, INC. – Member, 05/99 – 09/16. - Previous board advisor, past president, and eleven terms of prior board service. Perform interviews for Idaho Volunteer Lawyers Program on scheduled volunteer nights.

BOISE STATE UNIVERSITY – Adjunct Faculty, multiple semesters 08/05-12/08. - Team teacher for the Boise State University Paralegal Program Legal Research and Writing Course.

IDAHO STATE BAR – Co-presenter, 7/07. - “Using Paralegals to Enhance Productivity and Profit”

Christine Mample — 838 W. Sandbox St. Kuna, Idaho 83634 - (208) 412-1601 - mample_family@shyb.org

Objective

An experienced Flexible Benefits Specialist with an outstanding work ethic, who is ambitious, methodical and motivated, seeking to continue her career with the right team where she can put her enthusiasm for customer service and learning to use.

Experience

05/2001-06/2004 XpressFlex Boise, Idaho

Flexible Benefits Specialist

- Review and process medical claims daily.
- Used Software: P&W, Ultraflex 2000, Millennium (2&3), MS Office 2000, Microsoft CRM 1.x, and QuickBooks.
- Phone communication with all clients and employees.
- Accounts payable and Receivable.
- Company billing / Invoicing.
- Bank statement / company account reconciliation.
- Conduct enrollment meetings, create / distribute employee packets, set up New Year plans, make welcome packets for new participants.
- Set direct deposit for medical reimbursements to banking accounts.
- Report periodically to all companies and participants and prepare their annual IRS 5500 reporting form if necessary.
- Update as needed client information new employees, change in family status, leave of absence, termination, and annual administrative duties.

08/2000-06/2004 PayrollAmerica Boise, Idaho

Payroll Specialist

- Process Payrolls for hundreds of companies and thousands of employees.
- Used Software: Millennium (2&3), MS Office 2000, and Microsoft CRM 1.x.
- Phone communication with all clients and employees.
- Company account reconciliation.
- Set direct deposit for payroll to banking accounts.
- Report periodically to all companies and prepare their annual IRS forms if necessary.
- Update as needed client information new employees, change in family status, leave of absence, termination, and annual administrative duties.

09/1999-02/2000 Blockbuster Video Store Pasco, WA

Store Customer Service Representative

- Operated cash register
- Assisted customers
- Post sales
- Stocked merchandise

09/1997-08/1999 Navy Exchange (NEX) Marysville, WA

Customer Service Clerk/NEX money transfer (Cash Office)

- Greet and provides specialized services to customers.
- Performs transactions quickly, efficiently and professionally.
- Promotion to the cash office
- Operates a cash register in accordance with established cash control procedures and is responsible for own cash fund. Completes daily cash reports and ensures proper balance, tallied sales, cash checks, issued vouchers, assisted customers.
- Quick cash service, Western Union, Quick collect service, Money orders.

Volunteering

Falcon Ridge Charter School Board June 2018 to Current

- Member of the school board
- Attending monthly meeting

Kuna Nazarene Church Kuna, Idaho

Women's Ministry year 2007 to Current

- Planning group activities outside of assigned projects
- Once a year I run a Silent Auction
- Part of the Prayer Chain
- Help anyone that needs help

Clothing Closet 2014 to Current

- I manage a free clothing closet. All clothes are free to anyone in need.
- I sort clothing donation, size, hang or tote this clothing
- I run two free clothing events to give away clothing
- I work very closely with the Kuna Schools.

Kids Quiz Team 2016 to Current

- I help lead Kids Bible Quiz Team, help the kids study

Caravans September 2010 - June 2012

- Prepare and teach "Benson's Buddies" weekly classes for 15 preschool aged students, coordinating with class aide.

Education

02/2000-02/2001

Centennial Job Corps

Nampa, Idaho

Accounting Clerk Vocational Program

- 33wpm 235kspm
- Software MS Excel, Word, Outlook
- Reception Skills
- Basic accounting- Payroll processing, accounts payable and receivable, General Ledger and General Journal
- Purchase Journal and cash payment journal
- Schedules of accounts payable and receivable
- Posting of journals and ledgers for a service business
- Bank statements reconciliation
- Preparing purchase orders and invoices
- Vocational Award-Special Recognition 27 July 2000
- Special Recognition-Vocation Safety Award 25 July 2000

Pilchuck High School, Marysville, Washington

- Diploma 1997 G.P.A 3.35
- Flawless attendance 3 years in a row

Tanya Stearns Ambler

Nampa, ID • (208) 249-8436
tanzambler@gmail.com

OBJECTIVE

To help design and implement direct differentiated instruction by focusing on meeting IEP (Individualized Education Program) goal requirements for students with special educational; many with behavioral and mental health needs.

EDUCATION

American College of Education (ACE)
Mar '19 - Oct '20
Master's degree in Differentiated Instruction

ABCTE
Oct '16-'17
Special Education and Elementary Teacher Certification

Boise State University
Sept '07 - Jun '10
All coursework completed for special education credential

Western State College
Sept '00 - '04
BA in English

EXPERIENCE

GATEWAYS, Special Education Teacher
Aug '17 - Current

- Provide an individual differentiated approach to education to assist students access traditional curriculum
- Provide a structured and safe environment for learning
- Collaborate with general education teachers and outside service providers i.e., speech/language pathologists, occupational therapists, etc., to provide differentiated instruction and classroom accommodations/modifications
- Provide tools/strategies to help students self-regulate when not in a learning space. Teach and model appropriate social skills.

GATEWAYS, Paraprofessional

Aug '16 - Jun '17

- Support in providing a multi-sensory classroom experience, including visual, auditory, tactile and kinesthetic
- 1:1 instruction with individuals with emotional/behavioral disorders and nonverbal learning disabilities

SUN RIVER EQUINE YOUTH RANCH INC., Founder/Ranch Manager

May '12 - Aug '16

- Administrative creation of a fellowship/mentoring program for children with special needs; including registering as a 501 c 3 nonprofit organization
- Daily equine sessions focused on the needs and interests of the individual child
- Volunteer management and scheduling
- Special events and fundraising for ranch animals and program supplies

PAJAMA PROGRAM IDAHO CHAPTER, Founder and President

Apr'07-May'10

- Volunteered to start a local chapter of the Pajama Program in Idaho
- Fundraising and special events to collect pajamas and books for children in need
- Volunteer management and scheduling

SKILLS

- Management
- Leadership
- Microsoft Office
- Data entry
- Organization and Efficiency
- Teaching
- Special Education
- Flexibility

REFERENCES

Dacia Crossley (208) 859-3737

Tracie Saunders (208) 899-1231

Marisa Hone (208) 989-4888

David C. Peterson
718 Whisperwood Court
Nampa ID 83686

Education:

BS Psychology, Northwest Nazarene College (University). 1970
Educational Leadership. Master's Program completed 15 credits. Seattle Pacific
University. (Left program to return to The Boeing Company.) 2000-2001

Employment experience:

1970-1987 Sears, Roebuck and Co. Credit Management. Seattle, Portland, Chicago.
1987-1990 Semantodontics. General Manager. Grew from 70 to 130 employees. Sales
grew 70% in three years. Profitable for the first time in the 19-year history of the
company.
1991-1995 The Boeing Company. Support Services Finance, Business Manager for
Boeing Licensed Transportation. 1400 vehicles, \$81,000,000 budget.
1995-2001 See below
2001-2008 The Boeing Company. Financial Analyst, 737. Senior Financial Analyst,
Commercial Airplane Finance.

Education institution employment:

1995-2001 King's Schools. Director of School Business. 1700 Students, Pre K-12 Two
campuses, Shoreline, Washington (north Seattle area) and Silverdale, Washington
(Olympic Peninsula). Developed Teacher pay scale incorporating the Superintendent's
"Life Long Learning" philosophy, utilized Parent Advisory Counsel to promulgate solid
educational processes and goals and help parents understand the link between their
preferences and tuition levels. Introduced differential pay option as required to fill key
teaching positions.

2008-2012 Northwest Nazarene University. Vice President for Financial Affairs.
Responsible for budget development and compliance, Facilities, Security, Auditing, I.T.,
Financial Aid (for one year due to sudden departure of another VP) Human Resources,
NNU Investment Committee. Worked closely with the Office of Academic Affairs to
ensure the Salary Schedule, Teacher contracts and rates of pay including stipends were
calculated and administered correctly.

Volunteer work:

1971-2020. In the period, served 40 years on local church boards where we attended.
Seven churches, four states.
1984-1988 NNU Alumni Board

1999-2002, 2005-2008 District Advisory Board, Washington Pacific District Churches of the Nazarene (This is an advisory committee aiding in the governance of 110-125 local churches)

2000-2008 NNU Trustee (Facilities Committee, Finance Committee) With two others we developed a first year trustee training regimen.

2008- City of Nampa. Served on Several committees: Storm Water, Wastewater plant improvement, Board of Appraisers, Special Assignments as requested by Mayor.

NATHAN BUSHARD

9328 S. Fidalgo Ave Kuna, ID 83634 | 208-371-2813 | natebushard29@gmail.com

SUMMARY

High school technology educator experienced in teaching/training students electronic theory, hands on electronic design/repair and computer support. Also 10+ years industry experience repairing and maintaining electrical, mechanical, pneumatic, hydraulic and robotic equipment.

HIGHLIGHTS

- Hard Worker
- Organized
- Problem Solver
- Volunteer at Church
- Youth Group Leader
- Adult Small Group Leader

WORK EXPERIENCE

- 7/2018 - Current High School Electronics Instructor
- Teach students electronic technician skills and electronic theory concepts.
- 1/2008 – 7/2018 Medical Repair Technician, *Norco, Inc. – Boise, ID*
- Repair and maintain various types of home use Durable Medical Equipment, such as oxygen concentrators, liquid oxygen reservoirs, ventilators, and power wheelchairs.
- 2/2017 – 5/2018 Assistant Baseball Coach, *Timberline High School – Boise, ID*
- Assist in coaching boys age 14 to 17 in skills of baseball.
- 3/2006 - 1/2008 Intern Technician, *Micron Technology – Boise, ID*
- Assist in the repair and maintenance of various process equipment, including work with electronics, hydraulics, pneumatics and robotics.

EDUCATION

- 2007 Associate of Applied Science: Industrial Electronic Technology
Boise State University – Boise, ID
GPA – 3.2
Club Baseball Team: 2006 - 2007
- 2005 High School Diploma,
Timberline High School – Boise, ID
GPA – 3.5
Baseball Team: 2003 - 2005

KELLY THOMAS HODGE

1032 W. ASHWOOD CT, KUNA, ID 83634

208-312-5277 ▪ khodge@idoc.idaho.gov - kthodge87@gmail.com

PROFESSIONAL SUMMARY

I am a confident, motivated professional, successful at making critical decisions quickly and effectively. I meet security, programming, and administrative challenges calmly and rationally. I am an exceptional team leader with an outstanding work ethic who is equipped with excellent communication and people skills.

SKILLS

- Completed IDOC Leadership -100
- Completed IDOC Leadership – 200
- IDOC Certified Field Training Officer
- On IDOC Crisis Negotiation Team / Negotiator
- POST – Certified Peace Officer
- Computer Proficiency
- Great communication skills/ ability to remain professional.
- Service-Oriented
- Desire to develop & train staff
- Ability to Facilitate Idaho Department of Corrections Programming

EXPERIENCE

Correctional Case Manager. June 2017 – Current – Southern Idaho Correctional Institution

- Transferred from ISCC to SICI
- Piloted first Advanced Practice groups at SICI, since I have trained MTC CAPP Staff and several IDOC Case Managers to effectively facilitate Advanced Practice in Prisons.
- Was Crisis Negotiations Incident Commander during the 03/2018 - ISCI staff assault, hostage barricade incident. I worked with Tactical Incident Commander, and Facility Incident Commander to effectively resolve the incident without further injury to Staff or Offender Population, or loss of life. This situation had an astounding impact on me regarding the realities that all Correctional professionals face every day at work.

- Certified as Train-the Trainer in Aggression Replacement Training, effectively trained several staff in ART Curriculum throughout the State.
- Trained several Correctional Case Managers in Interstate Compact procedures and Re-entry.
- I was Selected by Deputy Warden Michael Johnson to run the SICI DMV/ Driver's license program. Since 07/2017 over 500 offenders have successfully obtained their Driver's license or State ID through this program.
- Worked with Administrators to get DMV station here at SICI, so we can meet Federal Identification Card regulation standards for offender release.
- Effectively managed Priority 1 & 2 Caseload
- Effectively Managed Offender Re-entry.
- Facilitated and graduated several hundred offenders in the following Treatment programs: CBI-Substance Abuse, CBI- Sexual offending, Thinking for a Change, Aggression Replacement Training. Advanced Practice. Not to mention prior IDOC programming.
- Effectively worked and trained staff to conduct IDOC Risk assessment tools; LSI-R, VRAG-R, Stattice-99.
- Certified in PATC & FBI Hostage Negotiations, Also Certified in Federal Bureau of Prisons Crisis and Hostage Negotiations.
- Train-the-Trainer for ART
- Completed Federal Bureau of Prisons Advanced Negotiations Training in February 2020, Also Completed the FTO Program in March 2020.

Drug and Alcohol Rehabilitation Specialist/ Correctional Case Manager. July 2014 – June 2017

Idaho Department of Corrections at the Idaho State Correctional Center ▪ Kuna, ID

- Have been Actively involved in Training all DARS at ISCC that changed into CCM's.
- Assisted in Transitioning TC offenders out on Parole and jumpstarting all JPA programs.
- Have released over 250 Offenders from ISCC to the Community in 2015-2016.
- Have been on Several Committee's: Assisted in writing the new Correctional Case Manager's policy, and Program Managers Policy for IDOC.
- I was selected by ISCC Deputy Warden Tim McKay to be on the Re-Entry Committee, writing the new IDOC Re-Entry policy. This project is headed by Warded Noel Barlow.
- Have been a team leader in running ISCC's Release unit which consists of bringing in outside community provider resources to better assist paroling and Full-term offenders. This has been a success.

- On IDOC Crisis Negotiation team since 02/2016, I represented Idaho at a joint Law Enforcement Training in Sandy, Utah in 08/2016 during a Negotiation Phase 1&2 held by FBI.
- Trained in Assessments: Static-99R, Stable, Acute, VRAG-R, LSI-R
- I have trained several staff on how to do Interstate Compacts.
- Trained in UC curriculum: UCI-Sex Offender, UCI-Substance Abuse, UCI-Aggression Replacement Training, Thinking for a Change, and Advanced practice.
- Worked with and established contacts with IDOC Officials for offender release in accordance with Idaho Parole Commission.
- All of my accomplishments with IDOC, is a reflection of the great staff that I have been able to work with through the years.

EXPERIENCE

Unit Manager ▪ February 2014 – July 2014 (Transition from CCA to IDOC)

Corrections Corporation of America at Idaho Correctional Center ▪ Kuna, ID

- Conducted oversight to All Case Management for 248 Offenders
- Managed Schedules for Case Managers and Programming
- Conducted Staff Evaluations and Coaching reports.
- Managed Staff and Offenders while maintaining a caseload for myself.
- Conducted Investigations for unit disturbances.
- Maintained order and oversight of unit for upcoming transition from CCA to IDOC
- Member of the Risk Reduction Committee, headed by Warden Ellis

EXPERIENCE

Case Manager/ Psychosocial Rehabilitation Specialist/ Program Coordinator ▪ April 2013 – February 2014

Corrections Corporation of America at Idaho Correctional Center ▪ Kuna, ID

- Conducted case plan pathway assignments for offenders, enrolled and coordinated Treatment and program enrollment in accordance with assessments, risk/ needs, and pathway assignments.
- LSI- Level Severity Index trained and certified in accordance with IDOC.

- Completed Interstate Compact for offender release.
- Worked with offenders and program coordinator to establish best possible aftercare.
- Set up transitional funding for indigent offenders.
- Conducted several Substance Abuse Education classes, also Anger Management Classes.
- Conducted several Re-classifications for offenders going to close custody and non-compliant with case plan.
- Worked with and established contacts with IDOC Officials for offender release in accordance with Idaho Parole Commission.
- Submitted Offender Placement Request, and CWC applications for offenders that meet the criteria.

EXPERIENCE

Correctional Officer ▪ December 2009 – June 2013

Corrections Corporation of America at Idaho Correctional Center ▪ Kuna, ID

- Conducted several security audits per month to identify potential problems related to physical security, staff, and inmate safety.
- Maintained the custody and control of 324 inmates housed in maximum security unit.
- Conducted routine and emergency head counts.
- From 2011-2013 I was a Field Training Supervisor.
- Directed the activities of inmate crews working on maintenance, and operations projects.
- Completed intake paperwork, processing and searches.
- Made rounds at specified intervals and conducted head counts and roll calls.
- Prepared, processed and maintained forms, reports, logs, records and activity journals.
- Verified facility security by inspecting plumbing, outside areas, locks and cells for potential hazards.
- Escorted inmates to and from cells, court, hospitals and medical appointments.
- Established solid relationships with staff and maintained professional boundaries with resident offenders in the institution to help keep the institution safe and secure.
- Physically restrained offenders when disturbances required physical intervention.

- Central Control Surveillance and Radio management.
- Incident Command Management.
- Emergency Response Team.

Les Schwab Tires ▪ Mar. 2008 – Nov. 2009

Tire Technician / Shop Foreman ▪ Pole line Road Store, Twin Falls, ID

- Upheld top-quality workmanship and excellent customer service to assure life-long customers for the business.
- Communicated effectively with customers on future problems and repairs that might need to be addressed.
- Reviewed work orders and discussed them with supervisors.
- Interfaced with management and colleagues in a professional manner.
- Unload freight trucks and inventory merchandise.
- Performed tire and vehicle alignments
- Replace or repair tires or suspension parts on any make or model vehicle.
- Managed a shop crew, and upheld safety and customer service standards.

Smith's Food and Drug ▪ Aug. 2003 – Mar. 2008

Assistant Manager / Meat Department (Burley, ID and Chubbuck, ID)

- Monitored temperature of cases, shelves and storage areas and reported failures to the manager.
- Assisted the team in meeting sales, stock loss, labor objectives and margin goals to increase profitability.
- Followed proper standards for product freshness, food safety, weights and measures, refrigeration and sanitation.
- Developed knowledge about products and sales items to answer shoppers' questions.
- Packaged and labeled products.
- Cleaned meat aisles, storage areas and work areas, following all health and safety guidelines.
- Prepared and maintained inventory records.

- Conducted Staffing Meetings, Schedules, and Evaluations.
- Managed Staff hiring and lay-off schedule.
- Maintained partnerships with business owners to coordinate and meet orders.

EDUCATION

Idaho State University – Pocatello, ID 2005-2007

- General Studies –Business Management

Brown Mackie College – Boise, ID

- Bachelor of Science – Criminal Justice Law – Graduated 2013

Focus in Criminal Justice

Focus in Addiction studies

Focus in Social Sciences

Graduated with Honors - Dean's list

CERTIFICATIONS

- Idaho Peace Officer Post Certification – Corrections - 2010
- IDOC Leadership -100 – 2014
- IDOC Leadership – 200 - 2019
- PATC & FBI Hostage Negotiations Phase 1&2 -2016
- IDOC – Train-the-Trainer -2018
- Federal Bureau of Prisons – Crisis Negotiations -2018
- ART – Train-the-Trainer -2017
- CBI-Substance Abuse

- CBI-Sexual Offending
- Thinking for a Change
- Aggression Replacement Training
- UC- Advanced Practice

REFERENCES

* Colonel Ralph Powell Director of Idaho State Police - 208-884-7003

-He was my Instructor/ College Professor.

*Warden Chad Page - 208-336-1260- 5101

* Program Manager Kristi Skeem at IDOC - 208-331-2760 *20955

*Deputy Warden Tim McKay - 208-331-2760*20812

*Program Manager Ronald Cook – 208-336-1260 *5120

2004 JUL -6 P 3: 04

**ARTICLES OF INCORPORATION
OF
FALCON RIDGE PUBLIC CHARTER SCHOOL, INC.**

The undersigned, in order to form a Non-Profit Corporation under the provisions of Title 30, Chapter 3, Idaho Code, submits the following articles of incorporation to the Secretary of State.

SECRETARY OF STATE
STATE OF IDAHO

ARTICLE 1: Name

The name of the corporation shall be: Falcon Ridge Public Charter School, Inc.

ARTICLE 2: Purposes and Powers

This Corporation is organized for the basic purpose to do all things reasonable and proper in the operation of a nonprofit charter school within the state of Idaho and to deal generally therein. This corporation is organized exclusively for educational purposes within the meaning of section 501 (c) (3) of the Internal Revenue Code.

Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501 (c) (3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

The corporation is a nonprofit corporation under the laws of the state of Idaho, and is not formed for pecuniary profit. No part of the income or assets of the corporation are distributable to or for the benefit of its Incorporators, Directors, or Officers, except to the extent permissible under law. The Corporation shall have all powers allowed by law, including, without limitation, those powers described in Section 30-3-24 of the Idaho Code, as amended and supplemented.

ARTICLE 3: Registered Office and Agent

The address of the registered office of the Corporation is 1796 N. Doe Ave. Kuna ID 83634, and the name of its initial registered agent is Heather Dyer.

ARTICLE 4: Directors

The number of directors that shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be less than five (5). The number of directors constituting the initial Board of Directors of the Corporation shall be five (5) and the names and addresses of the persons who are to serve as directors until their successors are elected and shall qualify are:

- Heather Dyer 1796 N. Doe Ave. Kuna ID 83634
- Brenda Lamphere 820 Long Valley Nampa ID
- Donia Jefferies 1852 W. Bayhorse St. Kuna ID 83634
- Jack Noble 3940 King Rd. Kuna ID 83634
- Vince Bos 1115 W. Gold St. Kuna ID 83634

IDAHO SECRETARY OF STATE
07/06/2004 05:00
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ARTICLE 5: Incorporators

The name and address of the incorporator is Heather Dyer 1796 N. Doe Ave. Kuna ID 83634.

ARTICLE 6: Mailing address

The mailing address of the corporation shall be P.O. Box 326 Kuna ID 83634.

ARTICLE 7: Membership

The corporation shall have no members and shall exist perpetually or until dissolved according to law.

ARTICLE 8: Dissolution and Distribution

Upon the dissolution of the Corporation the assets of the Corporation shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. Upon winding up and dissolution of this corporation, after paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable, education, religious, and or scientific purposes and which has established its tax exempt status under section 501 (c) (3) of the Internal Revenue Code.

ARTICLE 9: Non-stock Corporation

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

ARTICLE 10: Bylaws

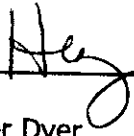
Provisions for the regulation of the internal affairs of the corporation shall be set forth in the Bylaws.

ARTICLE 11: Amendment to Articles

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

Dated effective the 25th day of June 2004.

INCORPORATOR:



Heather Dyer

FILED EFFECTIVE

204



ARTICLES OF AMENDMENT (Non-profit)

2004 OCT 13 PM 4:33

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

STATE OF IDAHO

- The name of the corporation is:
Falcon Ridge Public Charter School, Inc.

If the corporation has been administratively dissolved and the corporate name is no longer available for use, the amendment(s) below must include a change of corporate name.

- The text of each amendment is as follows:

Article 8: Dissolution and Distribution
Upon the dissolution of the corporation the assets of the corporation shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. Upon winding up and dissolution of this corporation, after paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable, educational, and or scientific purposes and which has established its tax exempt status under section 501 (c)(3) of the Internal Revenue Code.

- The date of adoption of the amendment(s) was: 9/30/2004

- Manner of adoption (check one):

- Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-3-90, Idaho Code, and was, therefore, adopted by the board of directors. (Please fill spaces below)
- The number of directors entitled to vote was: 5
 - The number of directors that voted for each amendment was: 5
 - The number of directors that voted against each amendment was: 0

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

- The number of members entitled to vote was: _____
- The number of members that voted for each amendment was: _____
- The number of members that voted against each amendment was: _____

Dated: 10/13/2004

Signature: [Signature]

Typed Name: Heather Dyer

Capacity: Chairperson of the Board

Customer Acct #:

(if using pre-paid account)

Secretary of State use only

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Revised 10/2003

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ARTICLES OF AMENDMENT (Non-profit)

FILED EFFECTIVE

07 FEB 27 PM 1:11

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

SECRETARY OF STATE
STATE OF IDAHO

- The name of the corporation is:
Falcon Ridge Public Charter School, Inc.

If the corporation has been administratively dissolved and the corporate name is no longer available for use, the amendment(s) below must include a change of corporate name.

- The text of each amendment is as follows:

ARTICLE 8: Dissolution and Distribution

Upon the dissolution of the Corporation, the assets of the Corporation shall be distributed to creditors pursuant to Section 30-3-114 and 30-3-115 of the Idaho Code. Upon winding up and dissolution of the corporation, the assets of the public charter school remaining after all debts of the public charter school have been satisfied must be returned to the authorized chartering entity for distribution in accordance with applicable law pursuant to Section 33-5206, Idaho Code.

- The date of adoption of the amendment(s) was: February 21, 2007

- Manner of adoption (check one):

- Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-3-90, Idaho Code, and was, therefore, adopted by the board of directors. (Please fill spaces below)
- The number of directors entitled to vote was: 5
 - The number of directors that voted for each amendment was: 5
 - The number of directors that voted against each amendment was: 0

- The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the members. (Please fill spaces below)
- The number of members entitled to vote was: _____
 - The number of members that voted for each amendment was: _____
 - The number of members that voted against each amendment was: _____

Dated: 2/21/07
 Signature: _____
 Typed Name: Bob Purbeck
 Capacity: Chairman of the Board

Customer Acct #:
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 Secretary of State use only
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Web Form

**BYLAWS
OF
FALCON RIDGE PUBLIC CHARTER SCHOOL, INC.
An Idaho Nonprofit Corporation**

**ARTICLE I
MEMBERSHIP**

Section 1.1 No Members

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

**ARTICLE II
OFFICES**

Section 2.1 Offices

The Corporation's principal office shall be fixed and located in the County of Ada, State of Idaho, as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principle office from one location to another within the County of Ada, State of Idaho.

**ARTICLE III
PURPOSE**

Section 3.1 Purpose

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

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

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

**ARTICLE IV
BOARD OF DIRECTORS**

Section 4.1 Board of Directors

The number of Directors constituting the Board of the corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described

as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Section 4.2 Powers

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

Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have the powers enumerated in these Bylaws and the following specific powers:

1. To elect and remove officers, agents, and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation.
2. To conduct, manage, and control the affairs and activities of the Corporation and to make rules and regulations.
3. To enter into contracts, leases, and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation.
4. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, encumber, convey, or otherwise dispose of such property.
5. To indemnify and maintain insurance on behalf of any of it's Directors, officers, employees, or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Idaho Nonprofit Corporation Act and the limitations noted in these Bylaws.

Section 4.3 Election of Directors

- a) The original Governing Board shall be comprised of the Directors listed in the Articles of Incorporation and any other Directors elected by the then current Board.
- b) After the initial year of operation, Directors will be elected to fill vacancies on the Board by vote of stakeholders of the Corporation at the Corporation's Annual Meeting. As used herein, "Stakeholders" shall mean the parents and guardians of pupils then attending Falcon Ridge Public Charter School, faculty and employees of Falcon Ridge Public Charter School, and such other persons and entities as the Board determines to be stakeholders of the Corporation.
- c) The voting shall occur by secret ballot at the Annual Meeting of the Board of Directors. No proxies will be recognized at such election.
- d) The candidates for the seats shall be elected at large to fill the seats open for election, to the end that no candidate shall be associated with any particular seat open for election until after the ballots have been counted. The candidate receiving the most votes will fill the seat with the longest term

open for election, if there is any difference in the length of the terms standing for election, and the candidate with the next highest vote total will fill the next seat, and the seats will be filled in like fashion until the open seats have been filled by those candidates receiving the most votes.

Section 4.4 Number of Directors and Terms

The initial Governing board of five (5) Directors of the Corporation shall serve staggered terms for which not more than two (2) such terms shall expire in any year. The five (5) seats of the Directors shall be designated, solely for identification, with the letters A through E, and the expiration for the terms of the Directors currently holding such seats are as follows:

<u>Designation:</u>	<u>Name of Current Director:</u>	<u>Expiration of Term:</u>
A	Vince Bos	June 2005
B	Jack Noble	June 2006
C	Brenda Lamphere	June 2007
D	Donia Jefferies	June 2007
E	Heather Dyer	June 2008

After the initial Governing Board of five (5) Directors of the Corporation, the Governing Board shall serve staggered terms for which not more than four (4) such terms shall expire in any year. The seven (7) seats of the Directors shall be designated, solely for identification, with the letters A through G, and the expiration for the terms of the Directors currently holding such seats are as follows:

- A) Board Director A Tawnya McKague 2 year term expires June 2015
- B) Board Director B Bob Purbeck 2 year term expires June 2015
- C) Board Director C Dixie Herring 2 year term expires June 2014
- D) Board Director D Jim Negomir 3 year term expires June 2014
- E) Board Director E Vaughn Goodman 3 year term expires June 2016
- F) Board Director F Jennifer Graves 3 year term expires June 2015
- G) Board Director G Derek Robinson 2 year term expires June 2015

Section 4.5 Resignation and Removal

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

A Director may be removed without cause as provided by Sections 30-3-70 and 30-3-71 of the Idaho Nonprofit Corporation Act. A Director may also be removed for the following acts:

1. Has failed to attend four (4) or more of the Board's Regular Meetings in any calendar year;
2. Has been declared of unsound mind by a final order of court;
3. Has been convicted of a felony; or
4. Has been found by a final order or judgment of any court to have breached any duty imposed by the Idaho Nonprofit Corporation Act.

Section 4.6 Vacancies

- a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- b) Removal of a Director for one or more of the reasons listed in Section 4.5 above may be initiated by any member of the Board or by a majority vote petition of the Stakeholders. The board shall hold a public meeting within ten (10) school attendance days of receiving such a request or petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public.
- c) A vacancy on the Board may be filled by a majority vote of the remaining Directors, although less than a quorum.
- d) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.7 Compensation of Directors

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

Section 4.8 Voting

Voting by the Board shall be in person and no proxy voting on the Board may occur. Tie votes will be broken by the Chairman of the Board.

Section 4.9 Quorum

A quorum consisting of a majority or more of the then current Directors must be assembled to vote and conduct business.

Section 4.10 Rights of Inspection

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any

applicable federal, state, or local law.

ARTICLE V BOARD MEETINGS

Section 5.1 Place of Meeting

The place of all meetings of the Directors shall be the principle office of the Corporation in the County of Ada, Idaho, or at such other place as shall be determined from time to time by the Board; and the place at which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held.

Section 5.2 Annual Meeting

The Annual Meeting of the Directors of the Corporation for the election of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year on the second Tuesday of June, if not a legal holiday, and if a legal holiday, then on the day following, at 6:00 o'clock P.M. If the Annual Meeting of the Directors cannot be held as herein prescribed, the election of Directors and Officers may be held at any meeting called thereafter, pursuant to these Bylaws.

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will not be mandatory, but will be scheduled for the second Tuesday of each month if a Director sees the need to have a meeting during the month.

Section 5.4 Notice of Meeting

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall not be given by mailing written or printed notice of the same but shall be posted on the Falcon Ridge Public School bulletin board, at the Kuna Public Library, and at Kuna City Hall.

ARTICLE VI OFFICERS AN DUTIES

Section 6.1 Officers

The officers of the corporation shall be the Chairman of the Board, Vice Chairman, secretary, and Treasurer. The same person may hold any number of offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected each year at the Annual Meeting by the Board and serve one (1) term as per section 4.4.

Section 6.2 Chairman of the Board

The Chairman of the Board is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction,

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

Section 6.3 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6.4 Secretary

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

Section 6.5 Treasurer

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

**ARTICLE VII
FISCAL AFFAIRS**

Section 7.1 Fiscal Year

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

**ARTICLE VIII
OTHER PROVISIONS**

Section 8.1 Non-liability of Directors

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

Section 8.2 Open meeting Laws

All meetings or other Board action of the Board of Directors shall be subject to the Open Meeting Laws of the State of Idaho.

**ARTICLE IX
NOTICES**

Section 9.1 Manner of Giving Notice

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

**ARTICLE X
DISSOLUTION**

Section 10.1 Dissolution

Upon the dissolution of the Corporation the assets of the Corporation shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. Upon winding up and dissolution of this corporation, the assets of the public charter school remaining after all debts of the public charter school have been satisfied must be returned to the authorized chartering entity for distribution in accordance with applicable law pursuant to Section 33-5206, Idaho Code.

**ARTICLE XI
AMENDMENTS**

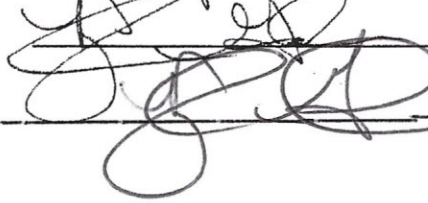
Section 11.1 Bylaws

A majority of the Directors may adopt, amend, or repeal these Bylaws.

CERTIFICATE OF BYLAWS

I certify that I am the initial agent of Falcon Ridge Public Charter School, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation. IN WITNESS WHEREOF, I have signed my name to this Certificate on

Bryana Goodman 10/19/2012


(signature)

11/10/2014

This school's Charter Appendices are on file with the Idaho Public Charter School Commission.

Appendix D: Public Charter School Closure Protocol

IDAHO PUBLIC CHARTER SCHOOL COMMISSION



**CLOSURE
PROTOCOL**

August 2013

Background

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

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

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

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

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

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

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Introduction

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

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

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

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

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

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

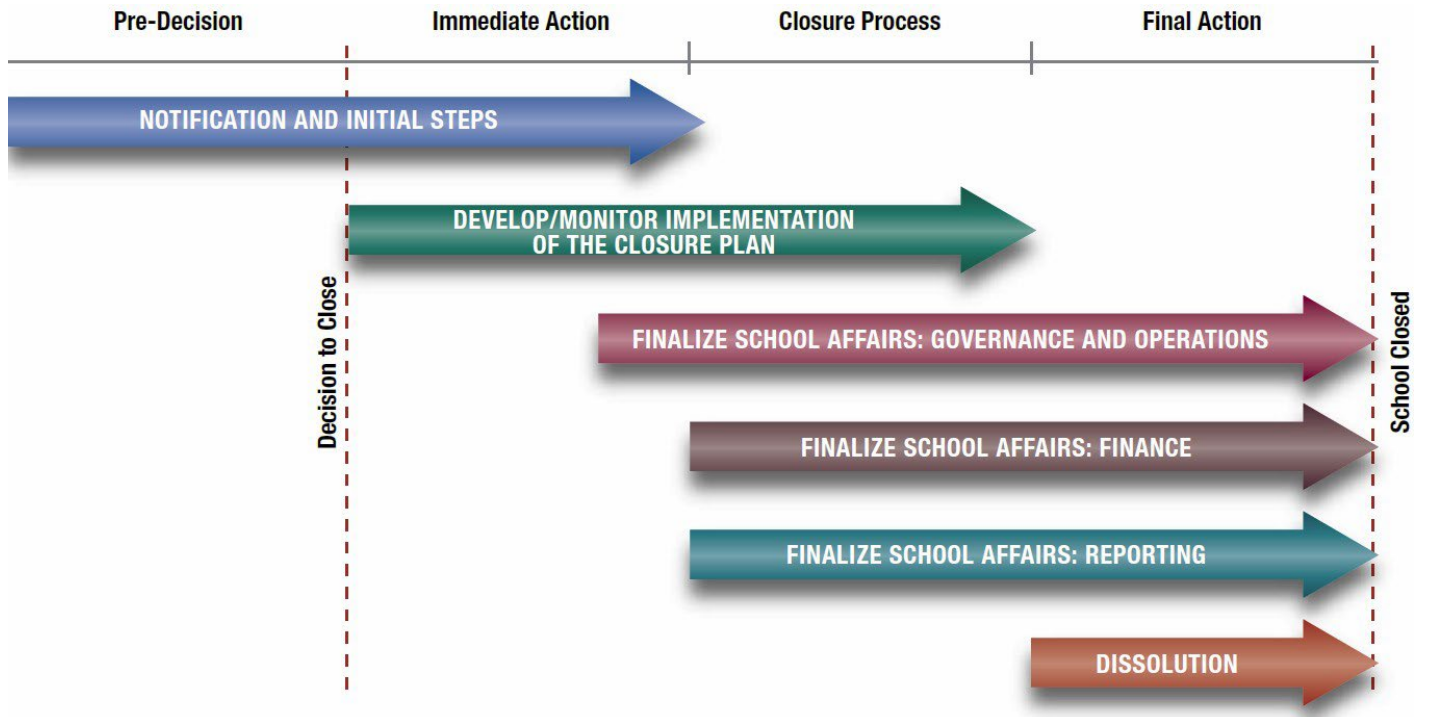
Endnotes

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

² I.C. § 33-5212

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

A Conceptual Timeline for Closure



Notification and Initial Steps

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

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

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

Finalize School Affairs: Governance and Operations

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

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Maintain and Organize Records</p> <ol style="list-style-type: none"> 1. Maintain all corporate records related to: <ul style="list-style-type: none"> • Loans, bonds, mortgages and other financing. • Contracts. • Leases. • Assets and their sale, redistribution, etc. • Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. • Governance (minutes, bylaws, policies). • Accounting/audit, taxes and tax status, etc. • Employees (background checks, personnel files). • Employee benefit programs and benefits. • Any other items listed in the closure plan. 2. Determine where records will be stored after dissolution. 	School			
<p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> 1. Ensure that all student records are organized and complete 2. Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> • Individual Education Programs (IEPs) and all records regarding special education and supplemental services. • Student health / immunization records. • Attendance record. • Any testing materials required to be maintained by the school. • Student transcripts and report cards. • All other student records. 3. Document the transfer of records to include: <ul style="list-style-type: none"> • Date of transfer (for each individual student file transferred). • Signature and printed name of the charter school representative releasing the records. • Name and contact information of the receiver's representative. • The total number and percentage of general and special education records transferred. 	School			
<p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> 1. Inventory school assets, and identify items: <ul style="list-style-type: none"> • Loaned from other entities. • Encumbered by the terms of a contingent gift, grant or donation, or a security interest. • Belonging to the EMO/CMO, if applicable, or other contractors. • Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> ➢ Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. 2. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. 3. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> ➢ Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. ➢ PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day. ➢ At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items. 	School, PCSC			

Finalize School Affairs: Finance

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

Finalize School Affairs: Reporting

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

Dissolution

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

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

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

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