

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This Performance Certificate (“Certificate”) is executed on **June 8, 2023**, by and between the Idaho Public Charter School Commission (the “Authorizer”) and **Future Public School, Inc.** (the “Charter Holder”) for the purpose of operating **Future Public School** (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Act of 1998, Idaho Code section 33-5201 *et seq.*, as amended (the “Charter Schools Act”).

RECITALS

WHEREAS, **Future Public School, Inc.** is a non-profit entity incorporated with a board of directors; and

WHEREAS, on **June 2, 2017**, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year **2018**; and

WHEREAS, on **February 23, 2023**, the Authorizer conditionally renewed the School’s charter for a subsequent five-year term of operations to begin July 1, 2023 and end on June 30, 2028.

NOW THEREFORE in consideration of the foregoing recitals and the mutual understandings contained herein, the Authorizer and **Future Public School, Inc.** agree as follows:

SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The Charter Holder is hereby authorized to implement at the School the program described in the Charter, attached to this Certificate as Appendix C and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School’s pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer’s policy.
- B. Term of Agreement.** The School’s operational term shall be from July 1, **2023** and end on June 30, **2028**. Subsequent terms of operation may be issued by the Authorizer in accordance with Idaho Code and Authorizer policy.

SECTION 2: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: **Future Public School equips students with the knowledge, skills, and character to succeed in college and the future world. We do so through a commitment to innovative STEM programming, equity, and individualization.**
- B. Grades Served.** The School may serve students in grades **Kindergarten** through **8**.
- C. Design Elements.** The School shall implement and maintain the following essential design

elements of its educational program:

- i. *Innovative STEM Implementation*: We build upon the technological fluency students bring to school, incorporate STEM across the curriculum, expand learning opportunities, and heighten human potential. This can be measured via observation, curriculum and lesson plans.
 - ii. *Safe, nurturing, and flexible environments*: Neuroscience research reveals that students need physical and emotional safety in order to take risks and learn from successes and mistakes. The school is built around the student, with flexible learning spaces to accommodate learners of all types. With more time for learning and extracurricular activities, the school day is reimagined and our students never imagine missing a day of school. This can be measured via observation, policy review and curriculum.
 - iii. *Equity, identity, and access*: Increased access to high-quality education for all students is our goal. Building up and affirming the strengths of every student through relationships and restorative practices further creates an individual sense of purpose. Zip code or parental income should not determine student destiny. We build bridges and make community together. This can be measured via observation.
 - iv. *High Expectations*: We expect 100% of students to be prepared to go to and through college. We partner with families to create a clearly defined plan to make this happen and measure our progress with data. This can be measured via data analysis.
- 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. The School shall be accredited or appropriately credentialed by Cognia. All reports issued to the School from the accrediting agency shall be submitted to the Authorizer within five days of receipt.

SECTION 3: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a non-profit board of directors (the “Board”) incorporated by the Charter Holder. The Board shall serve as public agents authorized by the Authorizer, in a manner that is consistent with the terms of this Certificate, so long as such provisions are in accordance with state and federal laws, rules and regulations. The Board shall have final authority with respect to the School’s operation, and shall have the responsibility of overseeing academic achievement, financial stability, and operational management of the School. The Charter Holder shall also be responsible for maintaining and enforcing a compliant Board and providing overall Board stewardship for the School.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the Charter Holder shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable laws, rules, regulations, and this Certificate. The Charter Holder shall notify the Authorizer of any modification to the articles of incorporation or bylaws within five business days of approval by the Charter Holder.
- C. Charter Board Composition.** The composition of the Board shall at all times be determined by and consistent with the articles of incorporation and bylaws, and all applicable laws, rules,

regulations, and policies. The Charter Holder shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five business days of it taking effect.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer's role shall be to evaluate the School's performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of the Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School's academic achievement, Board stewardship, operational management, and financial stability. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.
- C. Separate Academic Evaluations.** The academic performance outcomes of the K-8 on-site programs operated by the School shall be aggregated across all grades for reportability.
- D. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term.
 - i.** The comparison group for the School's K-12 on-site program shall be Groveland Elementary School (0386); Parkridge Elementary (0215); Ridge Crest Elementary (0384); Shoshone Middle School (0839); Gooding Middle School (0102); Riverside Elementary (k-3) (0376).
- E. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework. A formal report of the School's academic, financial, and operational performance ("Performance Report") shall be provided to the school and the public by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.
- F. School Performance.** The School shall meet standard on all measures of the Performance Framework. The Authorizer shall renew any charter in which the School met all the terms of its Certificate, including all appendices, at the time of renewal.
- G. Performance Framework as Basis for Renewal of Charter.** The School's performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School's Charter at the end of the Certificate term. The School's Performance Framework includes mission-specific measures, agreed to by the School and the Authorizer, and are incorporated in the Performance Framework.
- H. Required Reports.** The School shall prepare and submit reports as required by the Authorizer's policy.
- I. Authorizer's Right to Review.** The Authorizer maintains the right to request and review

additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

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

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Holder shall operate at all times in accordance with all federal and state laws, rules, regulations, local ordinances, and Authorizer policies applicable to public charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 576 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:
- C. Equitable Enrollment Procedures.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- i. **Calendar.** The School shall operate on a traditional nine-month calendar in which the last day of the regular term shall fall on or before June 30.
 - ii. The School will not offer a summer school session for the purpose of acceleration and/or credit recovery.
- D. School Facilities.** The School shall operate at the following location(s): 511 East 43rd St., Garden City, ID. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and in accordance with law, rule, regulations, and authorizer policy.
- E. Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category.
- F. Located in Garden City within the Boise Independent School District area. Future Public School's primary area of attendance will include the shaded portion of the attendance map found in Appendix D. From State St. and Glenwood St., south on Glenwood St. to Mountain View Dr., west on Mountain View Dr. to Milwaukee St., south on Milwaukee St. to Emerald St., east on Emerald St. to Cole Rd., south on Cole Rd. to W Overland Rd., east on W. Overland Rd. to S. Latah St., north on S. Latah St. to Americana Blvd., north on Americana Blvd. to Shoreline Dr., north on Shoreline Dr. 27th St. to State St.,**

east on State St. to Glenwood St.

- G. Staff.** Instructional staff shall be certified as provided by rule of the State Board of Education. All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- H. 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 laws, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School's Performance Framework.
- B. Financial Controls.** At all times, the Charter Holder shall ensure that the School maintains appropriate governance, managerial procedures, and financial controls, which shall include, but 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, all in accordance with state and federal laws, rules, regulations, and Authorizer policy.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format or any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Relinquishment.** Should the Charter Holder choose to relinquish its Charter before the expiration of this Certificate, it may do so upon written notice to the Authorizer. In such a case, the Authorizer's closure protocol shall begin immediately following written notification.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one or more of the terms of its Certificate, including the Performance Framework. The Charter Holder may appeal a decision to non-renew directly to the State Board of Education.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet one or more of the renewal conditions, included in Appendix A, by the stated due date. The School's Charter may be revoked as provided by Idaho Code section 33-5209C. In such an event, the Authorizer shall consider whether to revoke the School's Charter at its next regularly scheduled meeting. The decision shall be made at that time. The Charter Holder may appeal a

decision to revoke directly to the State Board of Education.

- D. Closure.** The Authorizer's closure protocol shall begin immediately after a decision to relinquish is made by the Charter Holder, or a decision to revoke or non-renew or is made by the Authorizer. Closure protocol shall begin regardless of whether the Charter Holder appeals the decision. In the event that closure protocol begins, the School shall cease operations no later than the following June 30. Closure protocol shall only cease if the State Board of Education overturns the Authorizer's decision.

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, partnership, 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 Charter Holder have executed this Performance Certificate to be effective **June 8, 2023.**

Alan L Reed
Alan L Reed (Jun 17, 2023 22:46 MDT)

Jun 17, 2023

Chairman
Idaho Public Charter School Commission

Darnisha Orcutt
Darnisha Orcutt (Jun 16, 2023 13:55 MDT)

Jun 16, 2023

Chairman
Future Public School, Inc. Governing Board

Appendix A: Performance Framework

Appendix B: Charter

Appendix C: IPCSC Closure Protocol

Appendix A: Performance Framework



PERFORMANCE FRAMEWORK GUIDANCE: ACADEMIC MEASURES

Adopted 8/13/2020

Revised 4/14/2022

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Alan Reed, Chairman

Jenn Thompson, Director

ACADEMIC MEASURES

All School Measures

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

Comparison Group: Specific to school.

1. MATH PROFICIENCY

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

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, OR The school's proficiency average is in 90 th percentile of all Idaho schools.
Meets Standard	The school's proficiency rate is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group, OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

2. ELA PROFICIENCY

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

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, OR The school's proficiency average is in 90 th percentile of all Idaho schools.
Meets Standard	The school's proficiency rate is equal to the mean OR Falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group, OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

3. MATH GROWTH

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

Growth Rubric Math	
Exceeds Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, OR The school's growth rate is in the 90 th percentile of all Idaho public schools.
Meets Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group, OR The growth rate increased by at least 10% over the previous year.
Approaches Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency is more than one standard deviation below the mean of the identified comparison group.

4. ELA GROWTH

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

Growth Rubric ELA	
Exceeds Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, OR The school's growth rate is in the 90 th percentile of all Idaho public schools.
Meets Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group, OR The growth rate increased by at least 10% over the previous year.
Approaches Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency is more than one standard deviation below the mean of the identified comparison group.

5. LITERACY PROFICIENCY

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

Literacy Proficiency Rubric	
Exceeds Standard	One of the following is true: <ul style="list-style-type: none">• The school's proficiency rate on the spring administration of the statewide literacy assessment is greater than one standard deviation above the mean of the identified comparison group;• the school's proficiency rate on the spring administration of the statewide literacy assessment is at or above 90%; OR• The fall to spring change in proficiency rate is 20% or greater.
Meets Standard	The school's proficiency on the spring administration of the statewide literacy assessment is equal to the mean or within one standard deviation above the mean of the identified comparison group; OR The school's fall to spring change in proficiency rate is between 10%-19%.
Approaches Standard	The school's proficiency on the spring administration of the statewide literacy assessment falls within one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate on the spring administration of the statewide literacy assessment is more than one standard deviation below the mean of the identified comparison group.

6. COLLEGE AND CAREER READINESS

Adjusted Cohort Graduation Rate (ACGR): Alternative schools will be evaluated based on their 5-Year ACGR. All other schools will be evaluated based on their 4-Year ACGR.

Graduation Rate: The IPCSC will use either the 4-Year ACGR as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

C&C Readiness Rubric	
Exceeds Standard	The school's 4-Year ACGR is greater than one standard deviation above the identified comparison group, OR The school's ACGR is 90%.
Meets Standard	The school's 4-Year ACGR is equal to the mean OR Falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's 4-Year ACGR falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's 4-Year ACGR is more than one standard deviation below the identified comparison group.

OPERATIONAL MEASURES

BOARD STEWARDSHIP

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

OPERATIONAL MANAGEMENT

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

BOARD GOVERNANCE

1. Governance Structure Rubric

Data Sources: Board bylaws, articles of incorporation, and any courtesy letters or notifications issued to the school by entities responsible for oversight or enforcement.

Governance Structure Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Board Bylaws are compliant with ID law.• Articles of Incorporation are current.• No investigations were conducted into either ethical behavior or conflict of interest regarding any board director.• The board did not experience an Open Meeting Law violation that needed to be cured this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

2. Governance Oversight Rubric

Data Sources: Board meeting minutes, school policies, continuous improvement plan (or other strategic planning evidence if submitted by the school), and verification of submission of annual administrator evaluation.

Governance Oversight Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The board reviews academic data in a timely and thorough manner.• The board reviews financial reports in a timely and thorough manner.• The board maintains compliant policies.• The board engages in strategic planning.• The board conducts a compliant annual evaluation of their school leader and/or management organization.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

3. Governance Compliance Rubric

Data Sources: If applicable, courtesy letters/notifications of concerns, investigation, or findings issued to the school by entities responsible for oversight or enforcement, and any documentation of correction provided by the school.

Governance Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	The IPCSC did not issue any courtesy letters or notify an external investigative body of compliance concerns this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

OPERATIONAL MANAGEMENT

4. Student Services Rubric

Data Sources: If applicable, any notifications or courtesy letters issued by the SDE or SBOE which required corrective action with regard to the school's ELL, SPED, or College and Career Readiness programs, as well as any documentation submitted by the school evidencing correction.

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	All of the following are true: <ul style="list-style-type: none">• The school's English Language Learner program is in good standing;• The school's Special Education program is in good standing; The school's college and career readiness program is in good standing; and• The school's federal programs are in good standing.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

5. Data Security and Information Transparency Rubric

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

Data Security and Information Transparency Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets).• The school did not experience any issues involving data security this year.• The school did not experience any compliance issue regarding public records requests this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

6. Facility and Services Rubric

Data Sources: Verification of meal service program and transportation services via public documents and/or school website, and any notifications of concerns regarding occupancy or safety issued to the school by entities responsible for oversight or enforcement.

Facility and Building Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The school's occupancy certificate is current.• The school maintains current safety inspections and drills.• The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

7. Operational Compliance Rubric

Data Sources: Periodic observation of enrollment lottery, and if applicable, any corrective action plans issued by the SDE not related to special education, ELL, or college and career readiness (as these are captured elsewhere), or formal notification of late reports or enrollment violations.

Operational Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Required reports are submitted accurately and on time.• The school maintains a compliant enrollment process.• No correct action plans were issued by the SDE this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

FINANCIAL MEASURES

NEAR TERM HEALTH

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

SUSTAINABLE HEALTH

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

NEAR-TERM HEALTH

1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

Current Ratio Rubric	
Exceeds Standard	The school has a current ratio of more than 1.5
Meets Standard	The school has a current ratio of at least 1.1 (or between 1.0 and 1.1 with a 1-year positive trend)
Approaches Standard	The school has a current ratio of between .9 and 1.0 (or between 1.0 and 1.1 with a 1-year negative trend)
Does Not Meet Standard	The school has a current ratio of .9 or less.

2. Unrestricted Days Cash

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

Data Source: Annual Fiscal Audit Report

Unrestricted Days Cash Rubric	
Exceeds Standard	The school has more than 60 days cash on hand
Meets Standard	The school has 60 days cash OR Between 30- and 60-days cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 days cash.
Approaches Standard	The school has between 15-30 days cash OR Between 30-60 days cash, but one-year trend is negative.
Does Not Meet Standard	The school has fewer than 15 days cash on hand.

3. Default

Calculation: No calculation.

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

Default Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years, including the most recently completed school year.
Meets Standard	The school is not in default of any financial obligations and did not experience any instances of default during the fiscal year. Financial obligations include, but are not limited to, making payments to vendors and utility services on time, complying with all loan covenants, filing any reports required for maintenance of grants or philanthropic funds, meeting all tax obligations, and operating without financial judgements or property liens.
Approaches Standard	The school experienced one or more instances of minor default during the fiscal year (such as making late payments); however, the school is not currently in default of any financial obligations.
Does Not Meet Standard	School is currently in default of financial obligations.

4. Enrollment Variance

Calculation: Actual enrollment as of the first Friday in November (drawn from ISEE) divided by enrollment projections as submitted directly to the IPCSC in July.

Data Source: ISEE and direct school report

Enrollment Variance Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years, including the most recently completed school year.
Meets Standard	Enrollment variance is equal to or greater than 95%.
Approaches Standard	Enrollment variance was between 90% and 95%, OR The enrollment variance was less than 90% and the school provided a mid-year amended budget evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.
Does Not Meet Standard	Enrollment variance was less than 90% and the school did not provide evidence of mid-year budget amendments or operational changes evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin

Calculation:

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

3-Year Aggregated Total Margin: (2019 Net Income +2018 Net Income +2017 Net Income) divided by (2019 Total Revenue +2018 Total Revenue +2017 Total Revenue)

Data Source: Annual Fiscal Audit Report

Total Margin and 3-Yr Aggregated Total Margin	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.
Approaches Standard	Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".
Does Not Meet Standard	Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.

6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

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

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

Cash and Investments Multi-Year Cash Flow: 2020 Cash and Investments minus
2018 Cash and Investments

Data Source: Annual Fiscal Audit Report

Cash Flow and Multi-Year Cash Flow	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	Multi-Year Cumulative Cash Flow is positive, and Cash Flow is positive in the most recent year is positive, OR Multi-Year Cumulative Cash Flow is negative, but documentation identifies this as a result of a one-time, planned purchase (such as a facility remodel). *Note: Schools in their first or second year of operation must have positive cash flow.
Approaches Standard	Multi-Year Cumulative Cash Flow is positive, but Cash Flow is negative in the most recent year.
Does Not Meet Standard	Multi-Year Cumulative Cash Flow is negative, and no documentation identifies this as a result of a one-time, planned purchase.

7. Debt Service Coverage Ratio

Calculation:

If school owns its facility or if the school leases its facility and the lease is capitalized:
(Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)

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

Data Source: Annual Fiscal Audit Report

Debt Service Coverage Ratio Rubric	
Exceeds Standard	The school's debt service coverage ratio is 1.5 or greater OR The school operates debt-free.
Meets Standard	Debt Service Coverage Ratio is between 1.1 and 1.49
Approaches Standard	The school's debt service coverage ratio is between .9 and 1.09
Does Not Meet Standard	Debt Service Coverage Ratio is less than .9

8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

Debt to Asset Ratio	
Exceeds Standard	The school has met standard for 3 consecutive years, including the most recently completed school year., OR The school operates debt-free.
Meets Standard	The school's Debt to Asset Ratio is less than 0.9
Approaches Standard	The school's Debt to Asset Ratio is between 0.9. and 1.0
Does Not Meet Standard	The school's Debt to Asset Ratio is greater than 1.0

9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

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

Financial Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Accounting Practices: finances are managed in compliance with GAAP.• Financial Transparency: expenditures and contracts are posted on the school's site.• Internal Controls: the school's internal controls are compliant.
Approaches Standard	The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is in evidence.
Does Not Meet Standard	<p>The school is operating under a notification of fiscal concern or a notification of possible or imminent closure</p> <p>OR</p> <p>The school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.</p>

Appendix B: Charter



A petition to create a public charter school in the Boise School District serving grades K-8.

Submission Date: June 02, 2017

Contact Person: Brad Petersen

Contact Address: 1010 W. Jefferson St., Ste. #210, Boise, ID 83702

Contact Phone: (208) 357-6073

Fax: (208) 336-8400

Contact Email: bradcpetersen@gmail.com

Physical Location: Within Boise School District

Enrollment will be available to all Idaho students within the primary attendance area of the Boise School District.

Non-Discrimination Statement: Future Public 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.

Table of Contents

Table of Contents	2
Tab 1 – Executive Summary, Vision, Mission, Legislative Intent	5
Executive Summary.....	5
Vision.....	6
Mission.....	6
Measures of Success	6
Community Need and Interest	6
Founding Team Leveraging Experience & Success	7
Key Elements.....	7
Legislative Intent.....	8
Tab 2 – Proposed Operations	9
Legal Status	9
Articles of Incorporation	9
Bylaws	9
Proposed Operations	9
Proposed Location: Primary Attendance Area.....	9
Charter School’s Potential Effects.....	10
Anticipated Enrollment.....	10
Signatures of Qualified Electors.....	12
Demand.....	12
Facilities	12
Administrative Services.....	14
Liability and Insurance	14
Organizational Chart	15
Tab 3 – Educational Program and School Goals	16
An Educated Person	16
How Learning Best Occurs	16
Educational Program and Goals.....	17
Education Thoroughness Standards	25
Special Education	28

English Language Learners (ELLs).....	32
Dual Enrollment	34
Tab 4 – Measurable Standards, Accreditation, and Accountability.....	35
Measurable student educational standards (MSES).....	35
Testing.....	35
Accreditation.....	36
School Improvement.....	37
Tab 5 – Governance Structure, Parental Involvement, Audits	38
Governance Structure.....	38
Board of Director’s Responsibilities	38
Board Oversight Responsibilities	39
Board Development	39
Ethical Standards.....	40
Parental Involvement.....	40
Audits	40
Financial Reporting	41
Tab 6 – Employee Requirements	42
Qualifications	42
Background Checks	42
Health and Safety Procedures.....	43
Suicide Prevention	44
Professional Codes and Standards.....	44
Professional Development and Evaluations	45
Transfer Rights	46
Employee Benefits	46
Collective Bargaining.....	46
Contracts	46
Disciplinary Procedures.....	47
Procedures by Which Students Can Be Suspended, Expelled, and Re-Enrolled.....	48
Contacting Law Enforcement and a Student’s Parents/Guardians	50
Tab 7 – Admissions, Discipline, Student Policies	51
Enrollment	51

Admissions Procedures	52
Admissions Preferences	53
Lottery Process.....	53
Waiting Lists.....	54
Notification of Acceptance	54
Public School Attendance Alternative	54
Denial of Attendance	55
Student/Parent/Guardian Handbook	55
Tab 8 – Business Plan, Transportation, School Lunch.....	57
Business Plan.....	57
Transportation Plan	63
School Lunch Program	64
Tab 9 – Virtual Charter Schools.....	65
Tab 10 – Business Arrangements, Community Involvement, School Closure	66
Business Arrangements	66
Termination of the Charter.....	66
Tab 11 – Regional Professional Technical Schools.....	68
Appendix A: Articles of Incorporation and Bylaws	69
Appendix B: Elector Signatures.....	77
Appendix C: Charter Start 101 Workshop Certificates	91
Appendix D: Attendance Area Map and Boundaries	96
Appendix E: Resumes of the directors / Code of Ethics.....	97
Appendix F: Contract, Leases, Agreements, Support.....	113
Appendix G: Pre-Opening/Start-up Budget	135
Appendix H: Three year Operating Budgets and Break-even Budget / Monthly Cash Flow	143
Appendix I: Facilities	152
Appendix J: Pre-opening Timeline	167
Appendix K: Staff Professional Development and Evaluation	175
Appendix L: Outreach activities	177
Appendix M: Student Handbook.....	178

Tab 1 – Executive Summary, Vision, Mission, Legislative Intent

Executive Summary

Technology continues to change industry and daily life. Small teams and individuals now hold influence in the palm of their hand, influencing and changing the world. A negative review online can disrupt months of marketing. A social media post can sell out a product in minutes. Individuals can not only disrupt industry as consumers, but also in creation of new ideas. Human capital is the most valuable resource of the future, especially as that capital becomes more diverse, and diverse ideas come from diverse groups of people. With the increased importance of human capital, McKinsey and Co. estimates that the rise of automation will affect over 50% of current jobs.¹ People will need to work more nimbly, and collaboration, empathy, and critical-thinking are more important than ever. These are the facts that drive us at Future Public School.

How are we developing and nurturing our human capital in the area of our state's capital city? Many classrooms are largely didactic and teacher-driven. Few schools exist that provide students the chance to individualize their learning in a future-focused pedagogy, preparing the skills necessary in a future automation and innovation economy. A rigorous curriculum of entrepreneurship, computer-science, engineering, and creative project-based learning can prepare students for this future - for college and a life of choice. When surveying the local area, however, these opportunities are largely missing, especially from a STEM point of view. Given the importance of the STEM domains for children's futures, as seen in part by recent legislation to identify some schools being STEM-certified, we will offer an important choice for families. The students we plan to serve currently have limited opportunities to access high quality STEM and computer science-based programs in their schools.

We live in a time of rapidly advancing computer-science and technology. Similar to the rise of literacy after the printing press, the advance of computer-science learning opportunities now makes a lack of literacy in code unthinkable. Joining computer-science curriculum together with our future-focused pedagogy, honing the capacity to collaborate, create, communicate, and critically think, will prepare 100% of our students for this rapidly changing future. It will also prepare 100% of students for college and a life full of access and choice.

A future-focused pedagogy encompasses STEM as well as critical soft-skills that lead to long-term success in life. Building character strengths in areas of social intelligence, grit, gratitude, curiosity, optimism, and zest prepares students for life just as profoundly as mathematics and literacy.

In this rise of technology it is also important to consider restructuring time and space in school. According to Dr. Paul Reville of the Harvard School of Education, the average k-12 student will only spend about 20% of his or her waking hours in school.² This is true in Idaho. K-6 students attend school for approximately 1,144 hours per year vs. 5,840 total waking hours.

For all students, but especially our most vulnerable, underserved students, this may not be enough. Vulnerable students do not always have the option for extracurricular supplemental learning activities, and summer slide may hamper and delay learning. In the Boise Independent

¹ <http://www.mckinsey.com/global-themes/digital-disruption/harnessing-automation-for-a-future-that-works>

² <https://www.gse.harvard.edu/ppe/program/education-redesign-building-new-model-all>

School District, economically disadvantaged students were proficient or advanced on the most recent (2015-2016) math ISAT at rates of 30.3% compared to 60% non-economically disadvantaged students. For ELA, the rates were 39.8% vs. 73%.³ An extended school day and school year allows for extended learning opportunities while restructuring learning spaces, making them more flexible and individualized, will further drive forward student achievement. Partnering with community organizations such as the Boys and Girls Club to provide after-school programming expands flexible learning opportunities beyond the bounds of a typical school day.

Future Public School is a school of equity and access to opportunity. We work together to address inequities and help students achieve their highest potential through focused identity work and a commitment to the Anti-bias framework created by Teaching Tolerance. While many schools may seek to embrace a piecemeal approach to equity, ours, on the other hand, fully integrates a strong framework across content and curriculum. Our students are engineers of the future as well as engineers of society and community. 100% of our students are expected to achieve their highest potential, including being prepared for college acceptance and enrollment.

The school will reflect our surrounding community. Teachers understand the value of students from different backgrounds working together and help facilitate such opportunities to promote collaboration and teamwork. Our central location in the Garden City area serves multiple purposes. First, as one of the central areas of the surrounding population, it allows access to students from across the area. Secondly, the school will be located in a historically diverse area socioeconomically and racially. As we prepare for the future, we understand that more equitable opportunities for all students is something that must be addressed.

Vision

Developing engineers of the future and of our community.

Mission

Future Public School equips students with the knowledge, skills, and character to succeed in college and the future world. We do so through a commitment to innovative STEM programming, equity, and individualization.

Measures of Success

The Board of Directors will evaluate the success of Future Public School against the following measures:

- School meets measurable proficiency outcomes as detailed in Tab 3
- 100% Future Public School alumni acceptance/enrollment in 2 or 4 year college
- 90% parent/family satisfied or very satisfied on semi annual parent survey
- 90% students satisfied or very satisfied on semi annual student survey
- 90% faculty satisfied or very satisfied on annual faculty survey
- 200+ community members attend quarterly student quest showcase nights

Community Need and Interest

The Boise School District has a current student population of 27,275.⁴ School districts have the challenge of keeping up with the pace of student population growth. From the year 2000 through

³ <https://apps.sde.idaho.gov/ReportCard/SchoolYear/22>

⁴ http://www.boiseschools.org/our_district/academic_statistics/demographics/enrollment/

2014 school-age population of the Treasure Valley grew from 87,745 to 121,907. This school-age population is estimated to expand to 125,300 by the year 2019.⁵ Furthermore, the Hispanic population has more than doubled between 2000-2014, and is projected to expand to 26,700 in the region by 2019.⁶ Currently, 12 of Boise School District's 32 elementary schools utilize portable classrooms in order to provide enough space for each child.⁷ There is a need for more school buildings of choice in Boise; Future Public School can help address this challenge.

The Treasure Valley area and its surrounding mountains incubate a large number of technology companies. Technology will play an ever-increasing role in our local economy. Idaho Business for Education (IBE) conducted a survey of 466 employers from every corner of Idaho and the top degree area ranked by these employers for the future was Computer Science / Technology.⁸ At the same time, few educational opportunities to dive deeply into Computer Science and Technology exist, especially for low-income and less-privileged students. A future-focused curriculum will also enable students to build the future of Idaho. Communication, creativity, critical-thinking, and collaboration are elements demanded by the Boise community economy. The Boise School District recently implemented the AP Computer-Science course and 300 students enrolled. Demand in younger age students is even higher, with such relevant learning material.

Interest in charter schools is high in the region, as evidenced by the current wait lists throughout the area. For the 2015-2016 school year, Anser Charter School had a waitlist of 477 students and Sage International had a waitlist of 757 students. Future Public School can provide another choice for families in the area of attendance.

Founding Team Leveraging Experience & Success

Future Public School brings together community-minded innovators and leaders in the education, public, and business world to accelerate the opportunities for students of the Boise area.

The founding Board of Directors provides in-depth experience in finance, engineering, law, operations, governance, education, community building, and leadership. It is the Board's aim to leverage these skills and expertise in order to provide another educational choice for Boise families.

Key Elements

Our success is driven by:

- *Innovative STEM Implementation:* We build upon the technological fluency students bring to school, incorporate STEM across the curriculum, expand learning opportunities, and heighten human potential.
- *Safe, nurturing, and flexible environments:* Neuroscience research reveals that students need physical and emotional safety in order to take risks and learn from successes and mistakes. The school is built around the student, with flexible learning spaces to accommodate learners of all types. With more time for learning and extracurricular

⁵ U.S. Census, Nielson, and ECONorthwest - <http://www.bluum.org/treasure-in-the-valley/>

⁶ U.S. Census, Nielson, and ECONorthwest - <http://www.bluum.org/treasure-in-the-valley/>

⁷ <https://www.idahoednews.org/news/look-two-boise-elementary-schools-embracing-wrecking-ball/>

⁸ *Field Guide to Idaho Education Vol. 2*, https://issuu.com/jkaf/docs/idaho_ed_field_guide_v2

activities, the school day is reimagined and our students never imagine missing a day of school.

- *Equity, identity, and access:* Increased access to high-quality education for all students is our goal. Building up and affirming the strengths of every student through relationships and restorative practices further creates an individual sense of purpose. Zip code or parental income should not determine student destiny. We build bridges and make community together.
- *High Expectations:* We expect 100% of students to be prepared to go to and through college. We partner with families to create a clearly defined plan to make this happen and measure our progress with data.

As we focus on the future, our optimism is boundless. We recognize the work to be done, but our relationships with the community and families thus far has clearly demonstrated what is possible. Our children build the future of Idaho today.

Legislative Intent

Future Public School's vision and mission highlight our adherence to the legislative intent of public charter schools (Idaho Code 33-5201), including the following:

1. Future Public School's STEM and equity approach increases learning opportunities for all students as we offer these choices through Idaho's public school system. Our model will implement proven instructional strategies, scientific materials, and staffing methods to increase student performance. Student performance will be measured continuously in order to best enhance the learning process.
2. Future Public School expands the array of choices for parents and students in the Treasure Valley. Whereas no k-8 school in the Boise School District currently dedicates its curriculum and model to STEM and equity work, we provide a rare combination for parents and families to pursue.
3. Future Public School will be held accountable by a local governing board, families, and the authorizing authority to meet measurable academic outcomes, including the State of Idaho's academic standards.

Tab 2 – Proposed Operations

Legal Status

Future Public School is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (“IRS Code”), or the corresponding provisions of any future federal income tax code. Future Public School shall further be classified as a supporting organization under Section 509(a) IRS code, with Future Public School, a properly constituted 501c(3) organization under IRS code, as the supporting organization. In this document, Future Public School is the petitioning entity and is referred to as “Future.” Future Public School will apply to become its own Local Education Agency (LEA) and will be responsible for all programs, finances, reporting, and monitoring.

Articles of Incorporation

Future’s Articles of Incorporation may be found in Appendix A.

Bylaws

Future’s Bylaws may be found in Appendix A.

Proposed Operations

Future Public School will operate as a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. It will be located in the Boise School District boundaries and enroll a diverse student population that reflects demographics of the surrounding school district. Future will operate under the leadership of the Board of Directors with the day-to-day operations managed by the school administrator. Future Public School will operate with a unique K-8 STEM educational approach guided by equity and access to opportunity.

Proposed Location: Primary Attendance Area

The school is planned to be located in Garden City within the Boise Independent School District area. Future Public School’s primary area of attendance will include the shaded portion of the attendance map found in Appendix D. From State St. and Glenwood St., south on Glenwood St. to Mountain View Dr., west on Mountain View Dr. to Milwaukee St., south on Milwaukee St. to Emerald St., east on Emerald St. to Cole Rd., south on Cole Rd. to W Overland Rd., east on W. Overland Rd. to S. Latah St., north on S. Latah St. to Americana Blvd., north on Americana Blvd. to Shoreline Dr., north on Shoreline Dr./27th St. to State St., east on State St. to Glenwood St. A total of approximately 10.9 square miles. Residents on both sides of the streets will be included in the attendance area. Based on census data as well as a recent research report, “Treasure in the Valley,”⁹ this area is an area with a large population of low-income, diverse students and families which would align with Future’s mission and vision to provide more equitable educational opportunities for all students.

The school may also draw students from the remainder of the Boise School District or from the West Ada School district provided students from the primary area of attendance do not enroll the school to capacity first. Boise School District recently passed bond elections to build more

⁹ <http://www.bluum.org/treasure-in-the-valley/>

schools to relieve overcrowding.¹⁰ The Treasure Valley is growing rapidly and many families are seeking a new approach to education.

See Appendix D for a map of primary attendance area

Charter School's Potential Effects

With a strategic location in the Treasure Valley, one of the fastest growing areas in Idaho, Future Public School is poised to alleviate pressure on local schools. The population of school-age students in the Treasure Valley is projected to grow from 121,907 in 2014 to 125,300 by 2019.¹¹ This is after an overall student enrollment growth of nearly 12,000 between 2010-2015. By 2019 it is estimated there will be a net increase of approximately 9,000 households in the region earning less than \$50,000 per year, with half of those earning less than \$25,000. With this growing population of low-income students, it is critical that a high-performing, future-focused school option be available to better cater to our most vulnerable communities.

At the same time, demand for charter schools in the Treasure Valley exceeds the current capacity of existing charter schools. As of 2015-2016 there are 1,234 students on charter waitlists within the target school districts. Though there is likely overlap of students across various waitlists, there is also the question of access and opportunity, where many families are not properly informed about availability of charter schools. Given this notion, charter waitlists are likely smaller than they might be with amplified marketing and information.

Future's impact will likely be felt the strongest in the primary attendance area as well as the rest of the Boise School District. Enrollment and funding will reduce in the local district as Future draws students and families from these local schools, although the impact will be minimized as it coincides with the overall population growth of the region. In its first year of operation, and assuming all students come from Boise School District, there will be a reduction of 10.98 support units (assuming an ADA of 95%) with an estimated reduction of State revenue support to BSD of \$1,197,428 which is approximately .0089% of their State revenue support for FY 2016-2017 (\$134,979,193).

As Future provides full-day kindergarten to families at no cost, our model will also provide long-term benefits to the surrounding school district as students are further prepared for rigorous curriculum and success in high school and beyond. Future will work in cooperation with the district in the primary attendance area and regularly share enrollment information in order to assist the district in its enrollment planning.

Anticipated Enrollment

Anticipated class size will not exceed 32 students per learning space, with the instructional staff-to-student ratio down to 1:15. After kindergarten, classes may be comprised of students of several different ages and several academic grades. Enrollment caps are listed through the 2022-2023 school year. Demographics will reflect surrounding Boise School District demographics, as we will emphasize a diverse student and family recruitment process.

¹⁰ <http://kboi2.com/news/local/boise-school-board-votes-to-hold-1725-million-bond-election>

¹¹ <http://www.bluum.org/treasure-in-the-valley/>

The enrollment table below reads as follows:

Column 1: Years of operation

Column 2: Total enrollment for the school for each school year

Column 3: Total kindergarten enrollment, including how many classes, and how many students for each grade.

Column 4: Total 1-3 grade enrollment, including how many classes, and how many students for each grade.

Column 5: Total 4-6 grade enrollment, including how many classes, and how many students for each grade.

Column 6: Total 7-8 grade enrollment, including how many classes, and how many students for each grade.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Year	Total Enrollment	Kindergarten	1-3 Multi-grade classroom	4-6 Multi-grade classroom	7-8 Multi-age classroom
Year 1 2018-2019	320 Students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	2 classes 64 students 64 - 4th 0 - 5th 0 - 6th	0 classes 0 students 0 - 7th 0 - 8th
Year 2 2019-2020	384 students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	4 classes 128 students 64 - 4th 64 - 5th 0 - 6th	0 classes 0 students 0 - 7th 0 - 8th
Year 3 2020-2021	448 students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	6 classes 192 students 64 - 4th 64 - 5th 64 - 6th	0 classes 0 students 0 - 7th 0 - 8th
Year 4 2021-2022	512 students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	6 classes 192 students 64 - 4th 64 - 5th 64 - 6th	2 classes 0 students 64 - 7th 0 - 8th
Year 5 2022-2023	576 students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	6 classes 192 students 64 - 4th 64 - 5th 64 - 6th	4 classes 128 students 64 - 7th 64 - 8th

Signatures of Qualified Electors

Signatures of at least 30 qualified electors of the proposed charter school are included in Appendix B.

Demand

Future Public School has garnered significant public support in advance of its opening. Over 50 students have participated in our first two pilot educational programs at the Boys & Girls Club Moseley Center and Meridian Center - the number of students was limited by capacity, but approximately 150+ students showed interest in participating. A number of teachers and families have expressed interest in Future's model and ongoing community meetings as well as a free summer school pilot program will continue to expand our outreach efforts to the community. With over 330 active social media followers, Future continues to build connections with community members and organizations. Similarly, we have significant support from community organizations. Please see letters of support from the Executive Director of Boys & Girls Club and Garden City Developer, Parkway Station, in Appendix F.

Facilities

While facilities can be a challenge for charter schools in Idaho, Future is aware that a successful facility is crucial to school success and student learning. Given that Future will not have access to school district facilities, securing the best facility will be one of the more challenging pieces of the school's plan.

At its full operating capacity, Future will require approximately 35,000-40,000 square feet of space. Based on Future's flexible learning space, mixed-age model, Future will require more than the 850 square feet recommended size of elementary school classrooms recommended by the Idaho State School Facility Recommendations. Fully built out, Future will have:

- 18 learning spaces (classrooms), each approximately 1,000 square feet
- 5,000 square feet for multi-purpose use such as cafeteria, library, and gymnasium
- 4,000-5,000 more square feet for science labs and workshop areas
- 2,000 square feet administrative space
- 20% additional overall square feet for restrooms and circulation

In early years, the total space requirements reach between 34,000-35,000 approximate square feet, leaving approximately 5,000-6,000 square feet for future innovation. Future would like to secure a site with ample space as to accommodate this learning space and provide for parking and green/play space or secure a site with partnership opportunities to share underutilized space.

In evaluating the following options, Future carefully considered traffic flow, zoning options, and location in relation to target student market.

Option #1: Lease portables and then new facility at 511 East 43rd St., Garden City, ID

Our connections through Building Hope have shown high interest in purchasing the land located at this address. Representatives from Building Hope in Salt Lake City and Washington, D.C. have been to Garden City and Boise to tour the area and undergo talks and express interest with the owner about a potential purchase. The owner/developer has also expressed interest in

selling to Building Hope. Once the property is purchased, Building Hope would also construct a building on site, which would then be sub-leased back to Future at a low rate (no more than 4% cap). Before construction would begin, Future would spend the first two years of operations working out of portable classroom units on the property, followed by construction and entrance of new building. (See Appendix I)

The Garden City location is centrally located in the primary attendance area and provides easy access for families across Garden City and Boise with its location near Veterans Parkway and Adams Street. Furthermore, it provides access to a diverse range of students located nearby throughout Garden City. The presence of a charter school in this area would align with the city's work to provide more opportunities for students, especially historically underserved students. The Mayor has shown support for the initiative to bring a new school to the area. As part of the Garden City's plan to increase access to opportunities, it has recently constructed a beautiful park and is a great supporter of the Boys & Girls Club Moseley Center.

The building would be finished and ready for the 2020-21 school year, ADA compliant, and have with over 42,000 square feet, plentiful bathrooms, an elevator service, and accessible entry points. This school building would become a part of a larger community hub through a partnership with the adjacent Boys & Girls Club, allowing students to participate in before and after-school learning opportunities. Future has an excellent relationship with the Boys & Girls Club and a shared agreement would take place, with the school utilizing the gym and cafeteria facilities of the Club during the day and the Club using Future's space to amplify its impact and serve more children after school. Safe/dedicated loading zones for students and families to be dropped off by bus or car are available, and parking is plentiful.

Potential challenges could be securing an agreement with the city of Garden City to utilize the adjacent public park for recess purposes and the transition from portables to fully built-out facility.

Option #2 Lease new facility at 511 East 43rd St., Garden City, ID contingent upon Albertson's funding

With the potential revenue stream of further grants from the Albertson's Family Foundation, a second option is to build the new building immediately and open 2018-19 in the new facility. Our connections through Building Hope have shown high interest in purchasing the land located at this address and building a new building right away. Once the property is purchased, Building Hope would also construct a building on site, which would then be sub-leased back to Future at a low rate (no more than 4% cap). Before construction would begin, Future would spend the first two years of operations working out of portable classroom units on the property, followed by construction and entrance of new building. (See Appendix I)

This second option emphasizes our school's commitment to the Garden City community and the partnership with the Boys & Girls Club. We believe that this location is the perfect location for a community hub, for organizations to partner together for the betterment of our entire community.

The building would be finished and ready for the 2018-19 school year, ADA compliant, and have with over 42,000 square feet, plentiful bathrooms, an elevator service, and accessible entry points. This school building would become a part of a larger community hub through a partnership with the adjacent Boys & Girls Club, allowing students to participate in before and after-school learning opportunities. Future has an excellent relationship with the Boys & Girls

Club and a shared agreement would take place, with the school utilizing the gym and cafeteria facilities of the Club during the day and the Club using Future's space to amplify its impact and serve more children after school. Safe/dedicated loading zones for students and families to be dropped off by bus or car are available, and parking is plentiful.

Potential challenges could be securing an agreement with the city of Garden City to utilize the adjacent public park for recess purposes and the transition from portables to fully built-out facility. Another challenge would also be ensuring funding from the Albertson's Family Foundation.

Future intends to comply with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code, and the Americans with Disabilities Act. We will provide certification that facilities meet all requirements for health, safety, fire, and accessibility for those with disabilities. Future will also engage in regular inspections of the facilities for health, safety, and fire compliance - and provide copies of such reports upon request.

Administrative Services

School administrative services and operations will be provided by Future Public School's K-8 administrators and school leadership (state certification required). The Board of Directors will hire and evaluate said school administrator/leader(s). The Board will approve a job description and an evaluation plan for this position. The hired administrator will be responsible for carrying forth the mission and vision of the school. The administrator will recommend personnel for hiring to the Board and will conduct evaluations as well as provide professional development and coaching opportunities for staff. The administrator will be responsible for building a strong, positive school culture and climate, and will facilitate this by being present throughout the school, in classrooms, meetings, drop offs, and pick-ups. The school leader will also spearhead school-wide culture-building assemblies and special events. The administrator will be responsible to oversee the development of the curriculum, equipment, supplies, and technology. He or she will also supervise other administrative staff, including a business manager, office manager, clerk, and bookkeeper. These positions may be hired as part-time employees or contracted to other entities, with the exception of the office manager who will be required to meet time and place requirements consistent with contracting guidance provided by the Internal Revenue Service. One individual may hold multiple positions as the school builds enrollment.

The administrator may also contract for services related to accounting, legal services, and other contract services that may include transportation, special education, faculty training, and/or other budgeted expenses approved by the Board of Directors.

The Board of Directors will hire an independent auditor to conduct an annual audit of the finances and internal controls of Future. The auditor will provide a report to the authorizer and the State of Idaho as required by law. The report will also be kept as an open public record at Future.

See Tab 5 - Governance for additional detail on responsibilities and for the organizational chart.

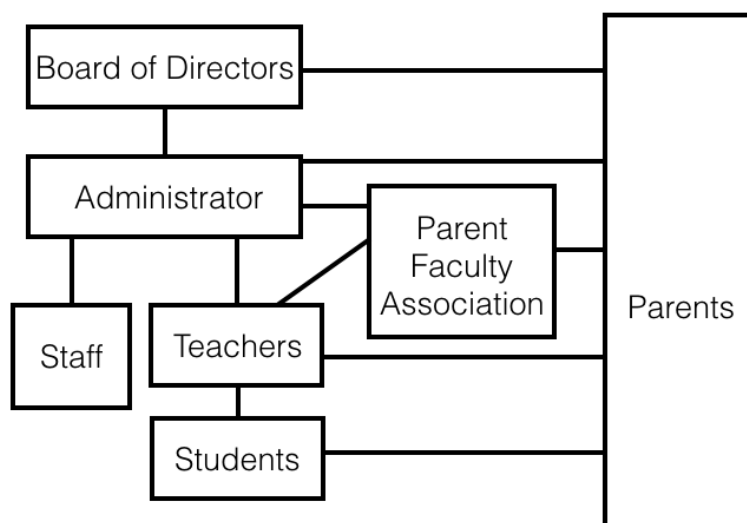
Liability and Insurance

Future Public School will have the same responsibilities as any other public school in matters of civil liability. The Idaho Public Charter School Commission, Idaho State Department of Education, and Boise School District shall have no liability for the acts, omissions, debts, or other obligations of Future Public School, except as may be provided in an agreement or contract between the authorizer and charter school.

To the fullest extent permitted by law, Future Public School agrees to indemnify and hold harmless the State of Idaho, the authorizing entity, or any other sending districts and their officers, directors, agents, or employees from and against all claims, damages, losses and expenses, including but not limited to attorney's' fees arising out of or resulting from any action of the school provided that such claim, damage, loss, or expense (a) is attributable to bodily injury, sickness, disease or death, or to injury or to destruction of tangible property including the loss of use resulting therefrom; and (b) is issued in whole or in part by any negligent act or omission of the school, any contractor of the school, or anyone directly or indirectly employed by any of them who may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder. Such obligation will not be construed to negate, abridge, or otherwise reduce any other right or obligation of indemnity, which would otherwise exist as to any part or person described in this paragraph. No host, or receiving district, will be held liable for damages in an action to recover for bodily injury, personal injury, or property damage arising out of the establishment or operation of the school. Pursuant to Idaho Code 33-5204(2), the Idaho State Board of Education and the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts, or other obligations of this charter school, except as may be provided in an agreement or contract between the State and Future Public School.

Future Public School will procure and maintain a policy of general liability insurance, errors and omissions insurance, adequate property insurance, and directors and officers insurance, in the amount required by State law. Future Public School will have the same role as a public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities.

Organizational Chart



Tab 3 – Educational Program and School Goals

An Educated Person

An educated person is one that solves problems, manages failure, thinks creatively, communicates well, navigates collaboration opportunities, and thinks critically. In Eric Schmidt's book, *How Google Works*, he terms the kinds of people Google needs as 'smart creatives,'¹² implying that knowledge workers are becoming obsolete. An educated person must be able to solve problems intelligently and creatively. As we now enter the innovation age, an educated person not only learns and retains knowledge, but he or she must create and analyze new forms of knowledge.

An educated person is also agile. In our quickly changing society and economy, lifetime employment with a large corporation is increasingly unlikely. Adults will change jobs, industries, and fields multiple times within their lives. An ability to invent, iterate, pivot, develop new competencies, and be agile is evidence of an educated person.

An educated person considers and connects with the human experience. Empathy, kindness, and an open-mind are evidence of an educated person. According to recent research, income inequality in the United States is as high as it was during the Great Depression.¹³ An educated person works to proactively make society a better place for all to enjoy. In this sense, an educated person works for tolerance and equity, and seeks to build community.

An educated person stays true to his or her values and character strengths. Soft skills such as resilience, social intelligence, curiosity, zest, self-control, optimism, and gratitude provide pathways for success in life, and are signs of an educated person.

How Learning Best Occurs

Individualized

Research indicates that most lecture-based teaching contributes very little to real learning. Consequential learning takes place when applying knowledge to new experiences, testing assumptions, researching questions, and working on projects that inspire the individual student. As students pursue their own passions and interests, guided by teachers, true learning occurs. Each student grows at his or her own level and needs learning experiences based on said level.

Project-based

We agree with John Dewey that there exists a "fundamental unity in the idea that there is an intimate and necessary relation between the process of actual experience and education."¹⁴ Experiencing learning through questions and cross-curricular projects provides for tangible learning. As an educated person is a creative problem-solver, we provide many rounds of practice for our students. This is especially true in the STEM fields of technology and computer-science. Teaching the theories of computer-science, technology, and engineering pales in comparison to actually creating and building projects. Learning through projects allows for development of soft skills such as collaboration, creativity, resilience, and curiosity. Composing

¹² Wagner & Dintersmith. 2015. *Most Likely to Succeed*. P.27

¹³ Golden & Katz. (2008). *Race Between Education and Technology*, p.3

¹⁴ Dewey, John. (1937) *Experience Education*

cloud-based portfolios of student projects cements learning experiences and allows students to look back on specific key lessons learned.

Comfortable Environment

Learning best occurs in agile, adaptive environments where students are provided with choice. Natural light, ample space, and comfortable furnishings dramatically improve student academic outcomes. As more science and research pours into this aspect of education the findings all point to safe, comfortable environments as strong predictors of success. Students must also feel safe and cared for. As noted by Louis Cozolino, noted professor of psychology at Pepperdine University, “Brains grow best in the context of supportive relationships, low levels of stress, and through the creative use of stories.”¹⁵ A comfortable learning space allows relationships to grow, stress to remain at low levels, and creates an environment rich for storytelling and creativity.

Continuum

Learning is a lifelong process. Research into neural plasticity reveals the flexibility of the brain to mold itself and learn new skills regardless of age. As we prepare children for a life of learning, we understand that learning happens best at a child’s instructional level. This means arbitrary age groupings are not necessarily a key component of schooling. Flexible learning space with multi-age groupings helps students along this continuum of learning at their own pace.

Equitable

Learning best occurs when each child receives what he or she needs, factoring in socioeconomic status, race, immigration status, health, and special education services. We seek to provide each child with what he or she needs so that all our students are able to go to and through college. A high-quality education should be available to all students from all walks of life.

Educational Program and Goals

School Goals

School Goals	As Measured By
1. 90% of students growing 1.25-1.75 years in reading and math per year	1. Measured via growth tracked in NWEA MAP Assessment taken Fall, Winter, and Spring.
2. 90% student, family, and staff satisfaction in learning journey	2. Measured via semi annual survey taken by students, families, and staff.
3. 100% student fluency in computer-science by 6th grade	3. Measured via ongoing student portfolio completion with PencilCode, Lego Robotics projects, CS-First student badges earned Scratch Awards, developing CS tools, and 6th-grade final coding quest.

¹⁵ Cozolino, Louis. 2013. *Social Neuroscience of Learning*

4. 100% of students prepared for success in college and life	4. Measured via ongoing growth scores with NWEA MAP and I-Station ISIP. NWEA MAP scores are correlated with ACT scores and college admittance. Also measured via proficiency on Idaho state ISAT scores.
5. Safe, inclusive learning culture and environment.	5. Measured with ADA, school surveys, and semi annual poll.

Overview of Educational Program

Our students will be engineers of technology and society. They will engineer future computer and science solutions while also engineering ways to expand access to opportunity and justice for people of all backgrounds and walks of life. In our dynamic world of constant evolution, students must be prepared for a future of change. City University of New York professor and futurist Cathy Davidson has estimated that as many as 65% of the jobs our children will hold do not yet exist. We can no longer automate the education process and teach all children the precise facts and figures that prepare them for a 40-year career at a certain firm. We expand the vision of success projected out 10, 20, and 30 years by preparing students for a rapidly changing future.

Our expanded vision of student success includes preparing students for a life of constant agility, pivots, and iteration. Students will develop the social and emotional skills required to do so, including resilience, social intelligence, curiosity, creativity, critical thinking, and communication. They will also require guidance and a strong one-on-one mentor relationship. We develop these skills and prepare for such a life on a daily basis, making it the norm. Failure is not seen as taboo, rather it is a chance to learn and grow. Students are successful based on their ability to navigate problems, find solutions, and work together - not based on whether they receive an A, B, or C.

At the same time, we envision a future of equity and fairness, where we dismantle structures and systems of oppression. Students at Future will learn the nature of tolerance and acceptance, while also forming their own vision of justice for our community. They will create methods of action on a daily basis and seek to understand and embrace their own identity.

A Day in the Life of a Future Public School Student:

We invite you to experience a day in the life of Nina, a future student at Future Public School, to more fully engage with our instructional model:

8:00 am: Nina, a first-grader at Future, arrives early to school. After eating breakfast, she excitedly heads to the Future Room, a large open learning space with a lot of choices, like a robotics and engineering area, comfy furniture to read books in, and laptops to work on various projects. Nina is excited to see her friends and Nina's parents are thankful for the free before and after-school program facilitated by the Boys & Girls Club!

9:00 am: A drum signals students to begin forming a circle in the middle of the Future Room. Students at Future begin each day with this meaningful ritual of a community circle. In this space they daily connect their learning and experiences to the social justice standard of the day; today, Future students are talking about how to "... feel good about myself without being mean or making other people feel bad." After a few songs and affirmations, students break into their learning groups.

9:20-11:20 am: Nina spends the morning moving flexibly between several mixed-age learning spaces. During this time, she'll participate in a guided reading group, spend time discussing texts with peers, and she might find a comfy spot to read a favorite book or complete a new lesson on I-Station. Nina will then spend some time on a writing unit, creating a story about a topic she has chosen. All of these learning experiences are designed based on Nina's specific instructional needs. Before heading to lunch, Nina snaps a photo of her writing project and posts it on her digital portfolio using the Seesaw app.

11:20-12:20: At lunch, Nina enjoys a meal that Future students helped pick out! She then heads outside with her friends to play in the sunshine.

12:20-1:00: Nina joins her peers for their class Quest. She and her first-grade friends are helping to design Future's playground! They will need to research different playground equipment, learn about safety, and research the costs of different materials.

1:00-3:30: Nina spends the afternoon moving flexibly between several mixed-age learning spaces as they explore STEM subjects. During this time, she'll participate in a teacher led small group centered on core math concepts, independently work on I-Station Math, and collaborate with small group on a Lego Robotics project. Nina is growing in her understanding of what it means to be have a "growth mindset" and is excited to daily try new tasks. Nina's teacher leads a small group dialogue about what it means to be a designer, asking questions such as, "How do our actions impact others?" and "What steps can we take to design rules for a game that is fair for everyone?"

3:30-3:45: Future students return to a community circle to close out the day, sharing how they learned through their mistakes of the day and connecting shout-outs to Future's core values.

Student Programs

All students will participate in a workshop model academic program with the following:

- Daily mathematics, literacy (reading/writing), and Quest (science);
- A World Language program in Spanish, which incorporates cultural studies;
- Physical education 2x/week: Yoga/Pilates, Sports Skills & Taekwondo; classes switch every 12 weeks;
- Advisory 3-5x/week in addition to a weekly advisory team building session and a weekly grade-level assembly;
- Daily lunch and recess for all students; daily free play for kindergarten and first graders;
- Enrichment Class 2x/week: Music, Art, or Theater (switch every 12 weeks).

The calendars below represent the daily and weekly schedule for each student group (K, 1-3, 4-6, and 7-8). By providing an additional hour of daily instruction beyond the standard school hours of neighboring districts, students at Future will receive 180 additional hours of instruction, equating to roughly 22 additional days, or approximately one month, in school over the course of the year.

Kindergarten	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30am	Homeroom				
8:32-9:42am	Rotation 1: A - Spanish, B - Math/Quest, C - ELA				
9:44-10:54am	Rotation 2: A - Math/Quest, B - ELA, C - Spanish				
10:55-11:30am	Social Centers	PE	Social Centers	PE	Social Centers
11:30am-12:00pm	Advisory Team-building	Advisory	Advisory	Advisory	Learning Lab
12:00-12:25pm	Lunch				
12:25-1:35pm	Rotation 3: A - ELA, B - Spanish, C - Math/Quest				
1:35-2:20pm	Enrichment	Social Centers	Enrichment	Social Centers	Advisory Assembly
2:20-3:00pm	Recess / Snack				
3:00-3:40pm	Learning Lab / Homeroom				
3:40-3:45pm	Dismissal				

1st -3rd Grade	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30am	Homeroom				
8:32-9:42am	Rotation 1: A - Spanish, B - Math/Quest, C – ELA				
9:44-10:54am	Rotation 2: A - Math/Quest, B - ELA, C – Spanish				
10:55-11:30am	PE	Social Centers	PE	Social Centers	Learning Lab
11:30am-12:00pm	Advisory Team-building	Advisory	Advisory	Advisory	Social Centers
12:00-12:25pm	Lunch				
12:25-1:35pm	Rotation 3: A - ELA, B - Spanish, C - Math/Quest				
1:35-2:20pm	Social Centers	Enrichment	Social Centers	Enrichment	Advisory Assembly
2:20-3:00pm	Recess / Snack				
3:00-3:40pm	Learning Lab / Homeroom				
3:40-3:45pm	Dismissal				

4th - 6th Grade	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30am	Homeroom				
8:32-9:42am	ELA	ELA	ELA	ELA	ELA
9:44-10:54am	Math	Math	Math	Math	Math
10:55-11:30am	Enrichment	Advisory	Enrichment	Advisory	Advisory Assembly
11:30am-12:00pm		PE		PE	Advisory Team- building
12:05-12:35pm	Recess	Recess	Recess	Recess	Recess
12:35-1:05pm	Lunch	Lunch	Lunch	Lunch	Lunch
1:08-2:18pm	Quest	Quest	Quest	Quest	Quest
2:20-3:30pm	Spanish	Spanish	Spanish	Spanish	Spanish
3:32-3:45pm	Homeroom / Dismissal				

7th-8th Grade	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30am	Homeroom				
8:32-9:42am	Math	Math	Math	Math	Math
9:44-10:54am	ELA	ELA	ELA	ELA	ELA
10:55-11:30am	Advisory	Enrichment	Advisory	Enrichment	Advisory Team- building
11:30am-12:00pm	PE		PE		Advisory Assembly
12:05-12:35pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:35-1:05pm	Recess	Recess	Recess	Recess	Recess
1:08-2:18pm	Quest	Quest	Quest	Quest	Quest
2:20-3:30pm	Spanish	Spanish	Spanish	Spanish	Spanish
3:32-3:45pm	Homeroom / Dismissal				

Our Approach to English Language Arts Instruction:

While no subject exists within a vacuum at Future, specific reading curricula and methodology grow the skills and habits needed to master reading and metacognition, especially at the younger age levels. Beginning in kindergarten, and according to evolving levels of students, some students might participate in guided reading with teachers or assistant teachers while other students might practice fluency or engage in the online reading program I-Station. All students will participate in reading workshops developed by Fountas and Pinnell as well as Lucy Calkins. Reading workshops allow for student ownership as students read a variety of self-selected and teacher-selected books for an extended period of time. Students then make personal and textual connections as they construct meaning from the reading. An essential component of personalization in reading involves all students seeing themselves in the books that they read, both fiction and nonfiction.

All students will develop the routines and habits of successful reading and expand upon those skills as they grow older. In the lower grades post kindergarten, students continue building upon the workshop model adding more depth and independent reading time as well as an increased focus on nonfiction science and technology areas. As students grow older, reading to learn is a habit, and we create space to read deeply each day. Cross-curricular projects require reading and synthesizing of academic research. Reading progress will be measured yearly with NWEA MAP assessment as well as the monthly I-Station ISIP assessment. These assessments will allow for personalization of learning by targeting each student's instructional level.

We also believe in the power of writing as one of the strongest forms of communication. Writing workshops build student writing capacity from kindergarten, where students spend 1 hour per day writing in independent writing, guided writing, and collaborative writing chunks. Students continue spending significant time writing through Fountas and Pinnell's writing workshop model. In mixed age groups 4-6 and 7-8, students approach writing through a scientific lens, both academic and real world. This includes research methodology, technical writing, and entrepreneurial writing.

Our Approach to Math Instruction:

At Future, we know that 100% of our students are "math people" and we teach accordingly - with a growth mindset. According to Jo Boaler, of Stanford University, teaching math with a growth mindset requires 3 primary techniques: 1.) Providing open-ended tasks, 2.) Offering a choice of tasks, and 3.) Individualizing pathways.

Future values depth over speed and we dive deep into mathematics through cross-curricular projects as well as Deep Learning daily math-focused time. Beginning in early grades, students develop number sense and fluency as they put these skills into mini projects. Students are given a short pre-assessment prior to a new topic of instruction, and then, based on the results, students are grouped into 4-5 groups ranging from students who are ready for enrichment, to students who need additional practice, to students who need small group re-teaching. Students work in these ability groups for a week or two, learning and practicing the skill(s) at the appropriate level. They then move forward with a project that may vary in length from one to six weeks. Students own the learning as they move forward through projects that solve problems or questions that are important to the student, especially as they pertain to engineering, computer-science, robotics, and technology. As students progress to the older age bands, projects become more complex and students will participate in the Invent Idaho statewide competition and other national events. 8th grade students will be prepared to take advanced math courses in high school such as geometry, algebra, trigonometry, and calculus. Students will navigate their personal journey through math with an ongoing online portfolio. A high degree of accountability is present as we hold exhibition nights on a quarterly basis, inviting family and friends to explore and inspect student work.

Cross-curricular projects will be enhanced with online math curriculum via I-Station, Khan Academy, and I-Station Math. Students will be assessed monthly in math progress through I-Station, 3 times per year with NWEA MAP assessments, and at the end of every project (via rubric).

Our Approach to Science Instruction:

In science, Future students grow inquiry, discovery, innovation, and creativity through real world projects and individualized pathways.

Future values depth over speed and we dive deep into science through cross-curricular projects. Beginning in early grades, students develop familiarity with scientific inquiry and critical thinking strategies as they put these skills into practice via STEM Quest projects of varying length. Projects may be as short as two weeks, or as long as 9 weeks. Students own the learning as they move forward through projects that solve problems or questions that are important to the student, especially as they pertain to engineering, computer-science, robotics, artificial intelligence, virtual reality, and other emerging technology. Younger students will participate in the Jr. First Lego League and interweave story telling with science as they engage with StoryStarter. As students progress to the older age bands, projects become more complex and students will participate in the Invent Idaho statewide competition, First Lego League (older students), and the First Tech Challenge. Projects involve students finding a problem they are passionate about, building a dataset to examine the problem, and then using the dataset and science to solve it. Students will navigate their personal journey through science with an ongoing online portfolio. A high degree of accountability is present as we hold exhibition nights on a quarterly basis, inviting family and friends to explore and inspect student work.

Cross-curricular projects will be enhanced with online science curriculum via STEM 101; Engineering is Elementary (from the Museum of Science, Boston), and teacher-curated projects. Students will be assessed monthly in science at the end of every project (via rubric).

Academic and Nonacademic Outcomes:

Academic outcomes measured primarily focus on individual student growth based on each student's instructional level. Reading growth outcomes will be measured via I-Station monthly ISIP and three times yearly via NWEA MAP Assessments. Math growth outcomes will be

measured via I-Station, Khan Academy, and I-Station Math. All outcomes will be aligned with and inform the Idaho State Content Standards.

Performance-based measurement will be a hallmark of Future. Student projects will be recorded digitally with photos and videos and uploaded along with a performance-based evaluation. Project outcomes will be measured with the Stanford Center for Assessment, Learning, and Equity's (SCALE) cognitive skills rubric. State proficiency in math, reading, and science will be measured with the Idaho Common-Core aligned ISAT exam.

Non-academic outcomes will also be measured with the SCALE rubric, including collaboration, communication, and creativity of ideas. In addition, each week every student will have a coach meeting with a teacher. During the coach meeting, teachers will guide students through personal goals and plans for the student, and track progress toward goals based on student priorities. We will measure soft skills such as resilience through the Angela Duckworth Grit test on an annual basis. Holding every student to high expectations for success builds confidence and a personal narrative of academic success. The coach meeting also provides time for positive relationship building so that every student has a firm level of support from an adult in the building.

Furthermore, Future limits excessive homework due to homework's promulgation of inequity. Instead, Future focuses on core academic work during school hours and encourages every child and family to pursue play and reading outside of school, building social-emotional connections and a connection to reading for pleasure.

Our Approach to Diversity, Equity, and Inclusiveness

At Future Public School, we seek to build a community in which all voices and contributions are valued and there is shared access to resources and opportunities – we believe that diversity, equity and inclusiveness do not happen by chance; they require explicit design and innovative approaches. Our foundational belief is that every individual in our community brings unique perspective, experiences, and talent, and we clearly define equity within our mission and core values. In pursuit of creating this community, we ascribe to several principles of the National Equity Project:

We hold an equity imperative. We articulate clear, ambitious goals, while also acknowledging the reality and roots of structural inequity. We understand the shared fate of all people and communities, and commit to target strategies and resources so that students furthest from opportunity can reach their goals – no matter how wide the current gaps.

We foster a culture of inquiry and innovation; a community in which all stakeholders manifest a spirit of curiosity and questioning, rooted in a growth mindset. We encourage our community to take risks, explore ideas, experiment, and innovate. Diversity of voice and perspective makes our community stronger.

We believe in learning partnerships. These partnerships permeate our community as we strive to establish trusting relationships, knowing that these relationships will accelerate the learning for both adults and children. Learning is personalized in the service of shifting power dynamics and building alliance toward mutually agreed upon goals. We embody a shift from “I” to “We” and believe that true inclusion is reached through collective wisdom.

We achieve equity through instruction and do so by applying a lens of instructional improvement and data to inform all decisions. A compelling, shared vision of rigorous pedagogy shapes this

lens. Our use of Teaching Tolerance's Anti-Bias Framework of Identity, Diversity, Justice, and Action, are not separate or additional to our core curricula, they are the foundation.

We believe in reconciliation and peacemaking as an antidote to oppressive discipline practices, unhealthy team cultures, and broken communities. We view restorative justice practices as our pathway to a more whole and healthy school community. Student choices or behavioral challenges will not limit or take away from learning time. Instead, we take the opportunity of a wrong choice to implement restorative practices that allow for community building, keeping all our children in school 100% of the time.

Additional Resources that Inform our Instructional Model:

While we do not intend to seek certification from the International Baccalaureate program, we see deep value in creating a similar framework at Future that includes habits of mind and a learner profile. As part of this framework we include additional components of KIPP's character education values, as well as mindset tools from Stanford's YouCubed.

Teaching Tolerance's Anti-Bias framework is our pathway to building social and cultural consciousness in our students. These standards span across our core academic curriculum and also inform our restorative approach to school discipline and community building. We incorporate Next Gen Learning's comprehensive tools, such as their Global Equity Rubric, to support our design of equitable learning conditions.

Additional programs such as Design For Change, and resources from the Y-Combinator Startup Library and Stanford's d.school, inform and shape our approach to building the skills of design-thinking and entrepreneurship within our students.

Many key elements of our school design come from our learning and relationship with the Charlotte Lab School, founded by Dr. Mary Moss Brown. Our student project/quest initiative is borrowed from their model, as is our commitment to innovative uses of learning space and time (i.e. daily and yearly school schedule).

From our collective experience working in KIPP schools, we bring a strong commitment to character strengths and habits of learning. Schools such as High Tech High and North Idaho STEM Charter School inform the future-focused STEM pedagogy we embrace. Schools like Beaver Country Day, KIPP, and Roses in Concrete Community School are informing our commitment to diversity and success for 100% of students.

Our Unique Approach

We are most excited about our unique approach and integration of STEM and Social Justice. Imagine entering a learning space where 30 primary age students work together in small groups to plan and construct a bridge using their understanding of mechanical engineering and physics. As they construct the bridge they are able to incorporate design and artistry, and you hear students asking each other questions such as, "What do you think about this idea?" "How can we solve this problem together?" and "Let's generate some solutions!" They begin to prepare a presentation together using Google Slides, as next week they'll share their design with their peers and families. As part of their presentation they'll talk about the mechanics of their bridge, as well as what they've learned about themselves, and strategies to build bridges with people who are alike, and different, from them.

Future aspires to be a school in which every student experiences this type of learning - learning that grows their mind, their understanding of self, and ability to work in community with others.

We believe this is necessary if we wish to prepare a generation of students that are not only ready to compete in a future job market, but also prepared to engineer the future of society.

Future Public School is founded on the belief that schools must adequately provide space for children to learn, develop, and prepare for a bright future. As such, it is Future's goal to bring an innovative curriculum and educational program to the Treasure Valley area of Idaho. Currently, STEM components are found in schools throughout the Treasure Valley - for example in STEM-designated school in Meridian. All elementary schools in the Boise School District participate in the Hour of Code each year, which might be the extent of computer-science education at the lower school level for students. No school combines STEM and Social Justice in this unique model that creates engineers of the future and engineers of society.

Education Thoroughness Standards

1. **Standard A:** A safe environment conducive to learning is provided

Goal: Maintain a safe learning, teaching, and working environment that promotes positive learning and sense of identity.

To achieve this goal, Future will:

- Implement and promote a school-wide culture of character strength development that promotes self-confidence and respect for others.
- Provide a safe, welcoming facility that meets all required city, state, federal, health, accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.
- Establish guidelines for physical safety, including fire, evacuation, and lockdown drills. More guidelines include, but are not limited to methods for reporting unsafe equipment, checking students in and out of school, notification of school closures, emergency information, staff monitoring, supervision of student activity during the day, after-school program requirements, and staff communication.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior for students and staff, including weapons, violence, gangs, and use or sale of alcohol and drugs.
- Establish and promote a school-wide restorative practice behavior intervention system that is comprised of practices and systems for establishing positive behavior and relationships throughout the school.
- Create and enforce a technology use agreement for students and staff that prohibits the use of technology for harassment, cyber-bullying, or other unsafe behaviors.
- Provide ongoing professional development opportunities for staff in regards to anti-bullying / cyber bullying prevention techniques and skills to promote the importance of building strong relationships inside and outside of the school.

2. **Standard B:** Educators are empowered to maintain classroom discipline

Goal: Build a restorative community of engaged learning that focuses on responsibility, independence, and social intelligence.

To achieve this goal, Future will:

- Establish ongoing professional development in restorative behavioral practices that create a safe, positive, and affirming school culture and climate.
- Create and follow staff and student handbooks outlining a code of conduct, clear expectations for acceptable behavior, and systems for managing behavior detrimental to student learning and success.
- Teach school-wide character strengths and leverage these strengths within the school culture to foster positive student behavior.
- Establish a rich, joyful, engaging curriculum that intrigues student curiosity at such a high level that behavioral incidents are minimized.

3. **Standard C:** The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

Goal: Provide opportunities for students to develop and express valuable character strengths within and outside of the school walls so as to best prepare for college and beyond.

To achieve this goal, Future will:

- Infuse character strengths throughout academic and extracurricular programming.
- Establish and follow guidelines for adults to model strong character development.
- Leverage multi-age groupings to allow for older students to model strong character development for younger students.
- Collaborate with parents and families to encourage fostering of character strengths at home.

4. **Standard D:** The skills necessary to communicate effectively are taught

Goal: Infuse students with future-focused skills necessary to succeed in innovation economy, including presentation skills, visual communication, empathy, collaboration, reading, and writing.

To achieve this goal, Future will:

- Establish a strong love of literacy at an early age - students will read and write daily.
- Provide opportunities to practice presentations - all students will present projects and inventions on a frequent basis.
- Build a culture of collaboration between teachers that trickles into students actively seeking to work together.
- Provide access to high-quality project-based learning opportunities that teach a range of communication skills.
- Provide in-depth rubrics to facilitate student feedback regarding communication skills

5. **Standard E:** A basic curriculum necessary to enable students to enter academic or professional technical postsecondary educational programs is provided.

Goal: Develop college-ready innovators equipped with necessary tools to be successful in the world of tomorrow.

To achieve this goal, Future will:

- Provide a challenging range of academic programming that implements and expounds upon the Idaho Core Standards.
- Provide rich computer-science and technology learning opportunities that focus on iteration and creative problem solving.

- Establish plentiful music, arts, and physical education integration into the overall learning experience of each child.
- Provide a holistic health curriculum as required by Idaho state law.
- Heavy emphasis on science and engineering will also incorporate conservation and environmental science learning opportunities.
- Provide ongoing professional development opportunities in best learning practices, methods, and materials for all staff.
- Provide ongoing family learning nights, which focus on helping families navigate the complex and long process of aiming for college graduation.

6. Standard F: The skills necessary for the students to enter the workforce are taught.

Goal: Future-focused pedagogy and curriculum will prepare students for a bright future in a demanding world filled with innovation, constant change, and flux.

To achieve this goal, Future will:

- Provide a strong foundation in the basic subjects of education such as reading, writing, mathematics, science, social studies, computer-science, and technology.
- Enhance academic learning with development of soft skills known to be critical for adult success, such as resilience, gratitude, social intelligence, curiosity, zest, and optimism.
- Provide deep access to learning opportunities with technology, engineering, computer-science, and other future-focused elements preparatory for access to high-demand work opportunities.
- Enable students to practice the skills necessary for adult success, such as collaboration, critical thinking, communication, and creativity throughout project-based learning.
- Create an atmosphere of personal responsibility and independence where students take care of themselves, others, and their surroundings.

7. Standard G: The students are introduced to current technology

Goal: Provide students with opportunities not just to interact with technology, but to utilize and shape it to solve problems, create new inventions, and find new knowledge.

To achieve this goal, Future will:

- Constantly stay afloat of current and future technologies and seek to introduce said technologies into the school environment for the use of students.
- Utilize technology to enhance personalized learning opportunities - each student will be able to work at his or her instructional level thanks to advances in technology.
- Implement project-based learning opportunities incorporating computer-science, allowing students to find solutions to problems via computer-science.
- Technology and media literacy are core components of instructional vision and teachers will receive ongoing professional development in best instructional methods for carrying forth this vision.
- Students will be taught computer coding, robotics, 3D printing, circuitry, computer construction, visual monitor construction, web development, and other computer-science skills.

8. Standard H: The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

Goal: Provide students with skills, empathy, and other attributes necessary to become innovators and leaders in the community as well as on a global scale.

To achieve this goal, Future will:

- Build empathy and understanding through cultural assemblies and celebrations, field trips, and projects to find solutions to problems/questions in the community.
- Enable students to understand the interweaving network of the human experience, economics, relationships, education, and health.
- Provide extensive learning opportunities with legislation, law-making, Constitutional studies, and other governmental issues.

Special Education

Future Public School recognizes the individual learning quest of each student and supports the rights of each student in his or her journey. Future will serve all students with different cognitive abilities. This will include: English Language Learners (ELL), students with intellectual disabilities and Autism, and Gifted and Talented Learners. Each student will receive equal access to educational opportunities; no student shall be excluded from Future or referred to surrounding schools due to unique needs. Future plans to hire a special education teacher and Para professional dedicated to special education needs in its first year. Future will implement best practice, research-based special education curriculum and instructional materials specific to each child's needs. These range from oral language programs to reading phonemic sequencing to building math concepts and fundamental writing skills.

Future's Board of Directors will adopt the 2016 Idaho Special Education Manual with all subsequent revisions. Special education policies and procedures will be developed and implemented in accordance with the mandates of the Individuals with Disabilities Education Act (IDEA), other federal laws, and Idaho state laws. The Idaho Special Education manual will also be used for identifying, evaluating, programming, developing Individual Education plans (IEP), planning services, discipline, budgeting, and providing transportation for special needs students, as necessary.

Future will plan and budget to hire or contract with highly qualified special education teacher(s) who meet Idaho state requirements. Future will also seek out physical facilities that are truly accessible to permit access to students with disabilities. All special education personnel will be selected, hired, trained, and in the classroom by the first day of the school year.

Future will establish and put forth an ongoing Child Find system to locate, identify, and evaluate students suspected of having a disability and who may need special education, regardless of the severity of the disability. The Child Find system will similarly serve to increase public awareness of special education programs and to advise the public of the rights of students. This will be done through newsletters and emails sent home, available information on the school's website, registration materials, and throughout social media.

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

1. The school will locate students by establishing and implementing an ongoing Child Find system, which will include referrals by parents, school staff, etc. An individual will be

appointed to coordinate the development, revision, implementation and documentation of the Child Find system.

2. Future's Child Find system will publicize and ensure that staff and constituents are informed of the availability of special education services through information included in staff orientation, on the school's website, in registration materials, and through the use of various social media.
3. Future will conduct a thorough and comprehensive evaluation for students referred to determine if the student qualifies for special education services under the Individuals with Disabilities Act. Future will adhere to the guidelines and timelines outlined in the Individuals with Disabilities Act and the Idaho Special Education Manual. As outlined in the Idaho Special Education Manual, an evaluation team, which includes (at a minimum) a special education teacher, a general education teacher, a district representative, the student when appropriate and the parent and/or adult student, will review the information from the comprehensive evaluation to determine the student's eligibility for special education. These sources include, but are not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum, and will also include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals as outlined in the Idaho Special Education Manual.

As noted in the guidelines and timelines provided by the IDEA and Idaho Special Education Manual (2016), an evaluation team including a minimum of special education teacher, a general education teacher, an administrator, the student (when appropriate), and the parent and/or adult student will meet to review the information from the comprehensive evaluation to determine the student's eligibility for special education. These sources include, but are not limited to, general education interventions, formal and informal assessments and progress in the general curriculum. They will also include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals as outlined in the Idaho Special Education Manual.

When it is determined that a student is not making adequate academic progress, the team will create a Response to Intervention (RTI) plan. The comprehensive program used will be as recommended in the Idaho Special Education Manual. This comprehensive, general education-led program will consist of the core components of problem identification, problem analysis, applying researched-based intervention and progress monitoring to determine student response to the scientifically research-based interventions. Students who do not respond adequately to the RTI program may be considered for a referral to a special education evaluation.

If, during the evaluation process, the multidisciplinary team determines the need for an evaluation by personnel not directly employed by Future Public School, such as a speech therapist, occupational therapist, school psychologist, or other required expert, such evaluations will be contracted by a private provider. If the student qualifies for special education services, and the subsequent Individualized Education Plan (IEP) requires the need for contracting with personnel not directly employed by Future Public School, then the school will contract with the appropriate service providers to provide IEP-related services.

Individual Education Plans

A qualified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. A special education teacher will provide

services in an inclusion or a pullout model depending on the degree of accommodation necessary to meet the student's needs. These services will be delivered by a special education teacher or licensed provider, with supporting Para educators as allowed by the IDEA and the ESEA. The special education teacher will consult with the general education staff to utilize effective classroom accommodations, adaptations, and modifications.

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

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

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

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

In addition, Future will ensure access to charter school programs and activities, as required by the Americans with Disabilities Act (ADA) and the Family Education Rights and Privacy Act (FERPA). Future's building plan will permit access by students with disabilities. The school will provide transportation for special education students when the student's IEP requires it as a result of the multidisciplinary team decision.

Child Find

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

Discipline

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

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

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

Non-Discriminatory Enrollment Procedures

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

LRE Requirements

Future utilizes methods of inclusion and cooperative teaching to allow all students to achieve their full potential. Future will provide special education and related services to eligible students in the Least Restrictive Environment (LRE), educating students with disabilities with their non-disabled peers to the maximum extent appropriate. Where necessary as a least restrictive environment, additional specifically allocated space in the school may be provided for students with special requirements not adequately met in the assigned learning space to meet their educational needs.

Services will be determined according to the guidelines detailed in the Idaho Special Education Manual. Students found to be eligible for special educational services will receive required services in the following manner:

- Instruction for students with disabilities and the monitoring of that delivery of instruction will be provided by qualified school staff. Instructional services will follow the IEP and will be provided in the least restrictive environment as determined by the student's needs.
- If necessary, Future will contract with a private provider for the provisions of other related services, such as speech and language, occupational, and/or physical therapy as outlined in the IEP.
- Other related services may include positive behavior interventions, adaptive technologies, extended school year, or a further variety of educational environments.

Transfer Students

Students transferring from an Idaho school district with a current IEP shall be provided with FAPE (Free and Appropriate Education). This includes comparable services to those described in the previously held IEP. Likewise, students transferring from an out-of-state district with a current IEP shall be provided with FAPE, including services comparable to those described in the IEP. In consultation with the student's parents, the evaluation team at Future will conduct an evaluation if it is determined necessary and will develop or adopt and implement a new IEP based on Idaho eligibility criteria.

Gifted and Talented

Future will identify students possessing high-performing capabilities in specific academic, intellectual, leadership, creativity and visual/performing arts talent areas pursuant to Idaho Code 33-2003. The identification in each area will be by a variety of assessments outlined in The Best Practices Manual for Idaho Gifted/Talented Programs. Once identified, Future will implement a modification of curriculum to provide a challenging educational experience.

English Language Learners (ELLs)

Future Public School will apply the federal definition of English Language Learner (ELLs) as defined by Title III and IX of the ESEA. The school will use a home-language survey upon student's enrollment. The eligibility criteria (listed below) will be used for a Home Language Survey in order to identify the primary home language other than English. Students for whom English is a second language will be assessed using the ELL placement test.

It is Future's goal to help students reach English proficiency in reading, writing, speaking, and listening. To accomplish this, English Language Learner students will take the ELL placement test upon registering, and parents will need to choose whether or not their child will participate in services. If the child enters the ELL program, an Educational Learning Plan (ELP) including curriculum, teaching strategies, academic goals, and assessment accommodations will be developed. ELP will be overseen by teachers certified in bilingual education. Due to the personalized nature of Future's academic programming, students will be supported across the curriculum. Future ELL students will use curriculum such as the Sheltered Instructional Observation Protocol and other EL instructional approaches. Additional ELL services may be provided on site or contracted out, depending on need.

Relevant Curriculum Based Measures (CBM) and the Idaho English Language Proficiency Assessment will be used to monitor student growth. Students who meet state recommended levels of proficiency on the Idaho English Language Proficiency Assessment or other assessments will be exited from the ELL program. Additionally, the program will be evaluated based on collected data and trends. It will be revised as necessary. Evaluation of the program

will be based on tracking data on swiftness of intervention, type of intervention, and comparison with peers for student improvement; availability of resources; staff training; and viable sources of assistance.

The following is the ELL program eligibility criteria:

- Registration forms given to every student will include the mandatory questions to identify possible ELL students.
- Administration from Future will review the surveys and determine whether or not a student may be an ELL.
- If the survey comes back indicating that a student may be an ELL, the student will be given an English language proficiency screener test within 30 days of registration or within two weeks of entry into the school. This test will be administered by one of Future's certified staff members.
- If the student tests less than proficient on the English language proficiency test, then a letter will go home to the parents indicating that their child was identified as needing specific English language services. The parents will be given the opportunity to waive the services, if desired.
- If the parent does not waive the limited English proficiency services for their child, the student will be placed in a program of high-quality language instruction, including:
 - Formative assessments of phonological processing, letter knowledge, and word and text reading
 - Focused, intensive small-group reading interventions for at-risk students that include phonological awareness, phonics, reading fluency, vocabulary, and comprehension.
 - High-quality vocabulary instruction throughout the school day with essential content words taught in-depth.

An annual summative assessment for English Language Proficiency for all identified ELs will take place during the spring of each school year. Based on the student score in the spring assessment, students will continue in the EL program for the following year or exit (with monitoring).

Section 504

Any student attending Future is entitled to a Section 504 Accommodation Plan if he or she has been identified and the evaluation shows that the individual has a mental or physical impairment that substantially limits one or more major life activities. This determination is made by a team of knowledgeable individuals, including the student's parents who are familiar with the student and his or her disability. Section 504 processes are not Special Education. The school counselor will be the coordinator of the 504 process at Future Public School.

Section 504 responsibilities:

- Student and Parent/Guardian:
 - Be involved in suggesting accommodations
 - Participate in Section 504 meetings
 - Benefit from the accommodations
- School Administrator, Counselor, Certified, and Classified Staff:
 - Conduct non-discriminatory practices in classrooms
 - Refer, identify, and evaluate students as appropriate

- Encourage parental involvement
 - Develop and implement program modifications and accommodations
 - Coordinate Section 504 processes and training
 - Provide staff and parent training
 - Manage Section 504 grievance procedures
 - Help conduct the self-evaluation
- School Board of Directors
 - Provide written notice to parents, students, school personnel, and community members of the name and contact information of the 504 Coordinator
 - Have an understanding of all civil rights laws
 - Develop grievance procedures
 - Develop 504 hearing procedures

Dual Enrollment

Dual enrollment qualifications and requirements are subject to Idaho Code 33-203. State funding of a dually enrolled student will be limited to the extent of the student's participation in Future Public School's programs. Information concerning dual enrollment option and requirements will be provided to all parents on an annual basis. At that point, the teacher, student, and parents will sit down to discuss all options and a decision will be made.

Students from Future shall be allowed to participate in dual enrollment options in the district of their residence provided that student meets eligibility requirements for that program, as specified in 33-203(7) of Idaho Code. Participation fees will be consistent with those required of students attending the traditional public school. Any school district shall be allowed to include dual-enrolled public charter school students for the purposes of state funding only to the extent of the student's participation in the public school programs. Opportunities for dual enrollment will be communicated to parents and students through ongoing group and individual conferences with the counseling staff, as well as in newsletters and other regular communication from the school.

Policies will be developed and adopted within 60 days of the charter's approval. In all cases, transportation shall be provided for students by their parent(s) or the parent's representative when exercising dual-enrollment opportunities.

Tab 4 – Measurable Standards, Accreditation, and Accountability

Measurable student educational standards (MSES)

School Goal	Metric/MSES
100% of students are prepared for enrollment in a 2 or 4-year college.	<ul style="list-style-type: none"> 90% of Future kindergarten through third grade students will either meet or exceed the state legislative goals set for the IRI each spring or increase at least 55 from fall to spring. Measured via ongoing growth scores with NWEA MAP and I-Station ISIP. NWEA MAP scores are correlated with ACT scores and college admittance. Also measured via proficiency on Idaho state ISAT scores. Future students' aggregate scores will meet or exceed the state average on the Idaho Standards Achievement test (or any other state-administered test) in Math and English Language Arts.
90% of students growing 1.25-1.75 years in reading and math per year	<ul style="list-style-type: none"> Measured via growth tracked in NWEA MAP Assessment taken Fall, Winter, and Spring.
100% student fluency in computer-science by 6th grade	<ul style="list-style-type: none"> Measured via ongoing student portfolio completion with PencilCode, Lego Robotics projects, CS-First student badges earned Scratch Awards, and 6th-grade final coding quest.
Future provides a safe, inclusive learning culture and environment.	<ul style="list-style-type: none"> Measured with ADA (95% or higher), school surveys, and semi annual poll.

Methods for Measuring Student Progress

In order to ensure ongoing success in meeting Future Public School's goals and mission for its student, the school will implement standards-based and performance-based assessments, both formative and summative.

Testing

Future will participate in all state-mandated testing as required by Idaho Code 33-5205 (3), including, but not limited to, the ISAT, ISAT Alt, IRI, WIDA Access 2.0, Science End of Course exams, and NAEP. The school will have a testing coordinator that oversees the testing program and ensures the testing process as outlined by the Idaho State Department of Education is followed with fidelity for all tests. These assessments will occur during the state-mandated testing windows outlined by the Idaho State Department of Education. Future will work with stakeholders to help them understand the importance of the assessments and the information that can be gained from them.

The NWEA Measures of Academic Progress (MAP) test in literacy and mathematics will be implemented three times per year in the fall, winter, and spring windows to measure student academic growth and progress toward learning goals.

Student Information System

Future Public School will research information systems and select one that meets the following criteria:

- Maintains security and safety of student records
- User-friendly for staff, students, and parents
- Interfaces with project-based, standards-based grading
- Meets budget determinations
- Tracks student attendance, demographics, and health records
- Manages fees

The student information system will be in place before the first year of operation begins.

Accreditation

Before opening its doors, Future will apply to the Northwest Accreditation Commission, a division of AdvancED, for accreditation, as required in IDAPA 08.02.02.140. Future will complete the accreditation process review and obtain candidacy status within the first year of operation. The accreditation report and/or self-evaluation will be submitted to the authorizer annually, as required by Idaho Code 33-5206(7).

AdvancED is an accrediting agency committed to helping schools improve. Accreditation is obtained through a process and over a period of time. A school must be in operation for at least two years and show financial stability to be accredited.

Initially, Future will contact AdvancED and submit an application along with an accompanying \$500 application fee as well as a \$750 annual accreditation fee. Within three months following the application submissions, Future will prepare to host a Readiness Review while receiving support from AdvancED throughout the process. During this time, Future will be considered an applicant.

Once the Readiness Review has been complete, Future will be in Candidacy status and will move forward with an Internal Review, which consists of collecting student data; soliciting student, parent, and staff feedback; writing an executive summary of the school's purpose and direction; and creating an improvement plan based on data, goals, and commitment. This review needs to be done while demonstrating compliance with AdvancED and government requirements.

Future recognizes that during this time, it may not project or announce future accreditation by AdvancED. Candidacy does not equate to accreditation. Following the Internal Review, an External Review is conducted. This must be done within two years of becoming a candidate. A review team from AdvancED will visit Future and observe classroom instruction, review student performance, solicit feedback from stakeholders, conduct interviews, and examine other evidence as needed. This review team will prepare a comprehensive report on its findings and determine an IEQ Score (Index of Education Quality).

These findings and scores are reviewed by AdvancED Accreditation Commission, which meets and grants accreditation status in January and June each year. Future anticipates accreditation for a five-year term and will submit necessary documentation, including a progress report, no later than two years following each External Review. An External Review is conducted every five years to maintain accreditation. The External Review Report will be provided to the authorizer along with any other requested reports.

School Improvement

If identified as a school in need of improvement, the Board will actively examine data to ensure that effective leaders are in place. In addition, the school's Board and leadership team will look closely at multiple levels of data to begin determining where and what areas need to be addressed. Strategic improvement planning will go into effect and the Idaho State Department of Education will become a resource to help guide Future in school improvement efforts. We will utilize the statewide system of support and framework for analyzing problems, identifying underlying causes, and addressing instructional issues to better understand why we have not made sufficient progress in student achievement. A highly structured comprehensive plan will be written that is specific to and focused on the school's instructional program. We will utilize a school improvement planning tool that allows us to include scientifically based research that will strengthen the core academic subjects in the school and to address the specific academic issues that caused the school to be identified for school improvement. Finally, the plan will include ongoing monitoring and involvement of the school's Board.

Tab 5 – Governance Structure, Parental Involvement, Audits

Governance Structure

Future Public School will be a legally and operationally independent entity established by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the school under the Idaho Nonprofit Corporation Act. Future commits to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations and complying with them. This includes Idaho's Open Meeting and Public Records laws.

Future Public School will comply with all aspects of the Idaho Public Records Law. All records of students residing in the District will be immediately transferred to the district. All students will receive written notification of how to request a transfer of student records to a specific school.

The Board of Directors will serve as the public agents that govern Future. There will be no less than 5 and no more than 11 members on the Board of Directors. Initially, the Board of Directors will remain the same as the Organizing Group. Upon successful establishment of the school and after one to two years of operations, transition to a long-term governing board will be accomplished through the procedures set forth in the Restated Bylaws. The Board of Directors will comply with all Idaho Open Meeting and Public Records laws.

Annual elections for members of the Board of Directors will be held according to the Bylaws of the Charter School Corporation.

A list of Board members and their backgrounds is included as Appendix E. Please find Bylaws in Appendix A.

Governance of Future resides exclusively with the Board and not with the originators of the organization idea. The originators of the idea for Future took steps, from the outset, to minimize risk by recruiting a diverse and an independent Board immediately following organization and by declining to be voting members of the Board. From the outset, the visionaries have deliberately limited their role in the organization, providing information and vision to the Board of Directors, but allowing the Board of Directors to govern the organization. By removing themselves from positions of control, the visionaries reduced risk and long-term potential problems.

Bylaws have been adopted to promote and retain long-term commitment to the mission of Future by staggering the transition of board members so that no more than two-fifths of the board is replaced at any one time. Notwithstanding this Board continuity, the bylaws promote ongoing change in the makeup of the Board of Directors through annual elections so as to encourage fresh perspective and bring new talents to bear on the success of Future.

Board of Director's Responsibilities

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

Board business conducted at Board meetings will be done per the bylaws and applicable laws (see Bylaws in Appendix A). Board members will commit to the ethical standards set forth in the Ethical Standards agreement (see Appendix E).

The Board is to serve as the liaison between the school and the authorizing entity.

Recruiting Board Members

Future will seek prospective board members with training and experience in business, real estate, marketing, community work, law, finance, accounting, entrepreneurship, and education.

Board Oversight Responsibilities

The Future Public School Board of Directors is the governing board of the Future Public School. The Board has ultimate control over the school and all employee and parent concern. If a parent or employee has a concern, he or she will first attempt to resolve the issue with the school leader. If the issue cannot be resolved with the school leader, the parent or employee will attempt a resolution by bringing it before the Future Public School board.

The Board of Directors is responsible for:

- Policy development and review
- Educational goals, short-term and long-term
- Financial well-being of the school
- Operational oversight (long-term, not day-to day)
- Legal affairs of Future Public School
- Adopting, advocating for, and overseeing a responsive school budget that meets the school goals and needs of all students
- Conducting an annual self-evaluation of its own leadership, governance, and teamwork
- Communicating and interpreting the school's mission and vision as well as other policy matters to stakeholders and the general public
- Ensuring a supportive, highly-functioning leadership team is in place which advocates for children and community
- School fundraising opportunities

Board Development

As new Board Members are added, each is provided with a New Board Member Welcome Packet, which contains information in regards to responsibilities of being a Board Member. Within the packet responsibilities listed include, but are not limited to: Board Member roles, state statute for charter schools, ethical standards, meeting laws, policies, financial reports, budgets, and other responsibilities. As a new Board Member, an individual will also receive access to an account for an online Board management tool. This tool will be used to manage flow of information and documents as the Board works through its regular duties and responsibilities.

Throughout the year, as decided by the Board Chairman, there may be a training schedule to include, but not limited to, the roles/responsibilities of a Board, review of the school's charter, review of financial audits, the Board's Ethical Standards, and state statutes. As appropriate, the Board may include other training, including external training, as needed based on costs and time. Potential trainings include training through the Idaho Charter School Network or other regional trainings. The Chairman will make sure the Board is aware of these opportunities. Board members will be encouraged to attend parent and staff educational meetings, as well as school fundraisers and events.

BoardOnTrack, a nationally-renown Board development organization, will work closely with Future's founding Board to ensure that Board members are properly prepared to serve - and that once Board members are serving, they have access to all the tools they need to succeed.

Ethical Standards

Future Public School will explore ISBA membership, create, and adhere to ethical standards.

Parental Involvement

Parental involvement is a crucial aspect of student learning at Future Public School and we encourage and foster myriad ways for it to take place. Upon enrollment, parents, teachers, and students sign a Commitment to Excellence that sets forth many of the ways parents and school work together for the success of our students. In the Commitment to Excellence parents agree to:

- Make sure the child arrives at Future everyday on time.
- Make arrangements so the child can remain at school throughout the day and be picked up on time.
- Commit to participating at Future in a variety of ways, including attending parent-teacher conferences, family workshops, quest nights, and other school-related activities.
- Do all they can to support the child and the commitment he/she has made to attend Future.
- Partner with the teachers and staff of Future to help the child excel in school, both academically and emotionally.
- Help the child in the best way they know how, and do whatever it takes for him/her to learn.
- Review the child's agenda (if student has one), and let him/her call a classmate or teacher if there is a question and/or problem with the homework.
- Review, read carefully, and sign (if necessary) any papers the school sends home. Parents will ask questions if they have them.
- Make themselves available to the children and the school and address any concerns they may have. Parents will meet regularly with teachers to discuss child's progress.
- Notify the school no later than the beginning of the school day if the child is to miss school.
- Allow child to go on Future field trips.
- Always act in a respectful manner when speaking with all people in our school community.
- Help children prepare for high school, college, and life by supporting him/her and encouraging him/her to adhere to his/her Commitment to Excellence.
- Embody the school values of Future Public School.

Parents may also opt in to volunteering at the school through the Parent Faculty Association, which will run monthly school support meetings. Parents will be encouraged to attend and participate in the Board of Directors' monthly meetings. Availability of monthly agendas, minutes, and Board needs will be posted on school website and parents will be made aware of their availability.

Audits

Each year Future's Board of Directors will hire a certified public accountant to conduct an independent audit that complies with all related finance laws and generally accepted auditing

standards. At the completion of the audit, the Board will review the results of the audit and approve and accept the audit report and findings. A copy of the audit report will be submitted to the authorizing entity and the Idaho State Department of Education. Annual audit and financial compliance will be completed pursuant to Idaho Code. The school will take action to address any concerns brought up by the audit in a timely manner.

Financial Reporting

Future will comply with the financial reporting requirements of Idaho Code Section 33-701 (5-10). Future will also comply with all financial reporting requirements of the Idaho Public Charter School Commission. Within one hundred twenty (120) days from the last day of each fiscal year, the Board will prepare and publish an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction pursuant to Idaho Code Section 33-701(5). Such annual statements shall include, but not be limited to, the amounts of money budgeted and received and from what sources, and the amounts budgeted and expended for salaries and other expenses by category.

The school shall place copies of all teacher contracts and vendor contracts on the school website. In addition, the school will develop and maintain an expenditures website as required by Idaho Code Section 33-357.

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

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

Future Public School will invest any idle monies as permitted by Section 67-1210 of the Idaho Code.

Tab 6 – Employee Requirements

Qualifications

Future Public School's full-time and part-time staff will meet or exceed qualifications required by state law. All certified applicants must be able to obtain the appropriate Idaho certificate with endorsement in the content area in which they are assigned as required by Idaho Code Section 33-5205(3)(g) and will demonstrate content mastery in the teaching positions that require this designation, including Special Education teachers. These teachers will meet the qualifications outlined on the State Department of Education's website and documentation. Administrators will be certified as administrators.

Future Public School will provide all certified staff with a Board-approved written contract. All full-time and part-time staff will be expected to meet the following requirements, including but not limited to:

- All employees will be expected to possess the knowledge, character, judgment, experience, and expertise consistent with the standards of Future.
- All classified applicants must meet the minimum requirements set forth in the job description for the vacant position.
- All applicants must complete a standard employment application and interview process.
- All applicants selected for employment shall submit a criminal history check pursuant to Idaho Code 33-130, comply with Idaho Code 33-1210 (information on past job performance), and meet final Board approval pursuant to Idaho Code 33-513.
- In an effort to engage participation from the parents, extended family, and greater community, and in the event that an individual is identified as possessing a particular talent or skill, Future reserves the right to hire anyone for temporary or part-time assistance under the direct supervision of a certified staff member. This provision allows Future to draw upon the wealth of knowledge and experience found in the community by individuals who may not hold a teaching certificate. Furthermore, employed staff will be appropriately certified although volunteers may be brought in to provide specialized expertise.

Future is committed to an environment of non-discrimination in relation to race/ethnicity, national origin, religion, gender, sexual orientation, gender identity, age, social or economic status, disability, or special needs. This policy will prevail in all matters concerning staff, students, the public, educational programs, and employment practices.

Background Checks

All employees, subcontractors, Board Members, and volunteers who have unsupervised contact with students in a PK-12 school setting are required to undergo a State of Idaho Background Investigation Check and FBI fingerprinting in compliance with Idaho Code 33-130. Each person stated above shall submit the completed fingerprint card or scan to the school who will submit such background check information to the Office of Certification at the State Department of Education.

Health and Safety Procedures

Future will create a comprehensive Health and Safety plan in conjunction with feedback from parents and staff. Once we have a final facility, we will review and edit this plan to ensure compliance.

To ensure employee and student safety, Future will comply with the following health and safety procedures:

- All state rules and regulations for student safety will be followed.
- Conduct criminal history check for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
- Require all students to have proof of immunization before enrolling.
- Require all visitors sign in at the office, receive, and wear a visitor's pass when visiting the school building.
- Student check out during the school day will require the person picking up the child to sign the child out at the office and to produce appropriate photo identification.
- Staff will be trained in procedures outlined in the public schools' emergency plan.
- Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, and fire and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
- A healthcare/nurse space will be furnished and supplied adequately for the number of students in the school. Health records highlighting chronic issues will be held on each student and made available in emergencies.
- Emergency contact numbers will be maintained on all students. We will create a plan for quickly contacting parents during an emergency.
- Fire, evacuation, and lockdown drills will be conducted regularly. Maps illustrating fire exit routes will be posted near the exit in every room.
- Future Public School will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with Future's insurance carriers and at a minimum address the above and following items:
 - Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
 - Policies relating to preventing contact with blood-borne pathogens.
 - A policy requiring that all staff receives training in emergency response.
 - A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
 - Policies establishing that the school functions as a gun-free, drug, alcohol, and tobacco-free workplace.
 - A policy regarding Internet usage that complies with all requirements set forth in the Children's Internet Protection Act.

Policies are incorporated as appropriate into the school's Student & Parent Handbook, and will be reviewed on an ongoing basis in the school's staff development efforts.

Please see Appendix M for Family Handbook, including policies on Internet / Technology.

Suicide Prevention

Protecting the health and well being of Future students and staff at Future is of the utmost importance. The Board will adopt a suicide prevention policy that will help protect all students through the following steps:

- Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, support systems, and seeking help for themselves and friends. This will occur as part of the healthy living and exercise curriculum.
- The school administrator or counselor will serve as a suicide prevention coordinator and as a point of contact for students and/or families in crisis and to refer students to appropriate resources.
- When a student is identified as being at risk, he or she will be assessed by the school counselor or administrator who will work with the student and his or her family to help connect them to appropriate local resources.
- Students will have access to national resources which they can contact for additional support, such as:
 - The National Suicide Prevention Lifeline: 1-800-273-8255 (TALK)
 - www.suicidepreventionlifeline.org
 - The Trevor Lifeline: 1-866-488-7386
 - www.thetrevorproject.org
- When a student is identified by a staff person as potentially suicidal (i.e., verbalizes about suicide, prevents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers), the student will be seen by the school counselor within the same school day to assess risk and facilitate referral. If the counselor is not available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

Professional Codes and Standards

Staff must comply with the professional codes and standards approved by the Idaho State Board of Education, including the Code of Ethics for Idaho Professional Educators outlined in IDAPA 08.02.02.076. Teachers or staff who are found in violation of the Code of Ethics will have action taken against them including, but not limited to, a performance review, improvement plan, suspension, termination, or legal action.

Future will make every effort to assure only qualified and effective teachers that embrace the educational and instructional philosophies (e.g., project-based, future-focused pedagogy, instructional-level teaching) of Future are retained. As a result, teachers at Future will be required to undergo annual evaluation procedures that ensure project-based effective instruction takes place. The evaluation procedures will fulfill the requirements of Idaho Code and will be based on Danielson's "Framework for Teaching" which includes: Planning and Preparation, Learning Environment, Instruction and Use of Assessment, and Professional Responsibilities. Informal administrative walk-through observations will also take place as a method of collecting reflection data for administration and teachers.

Future values parental input as part of the evaluation process. Parents or guardians will be given opportunities throughout the year to provide feedback on teacher performance. The evaluation form will include a section for input received from parents or guardians. Each certified

staff member shall receive one written evaluation completed no later than May 1, per Idaho Code. The evaluation shall include a minimum of two documented observations, one of which shall be completed prior to January 1 of each year.

If teacher performance is deemed below expectation, the teacher will be placed on probation. With input from the teacher and guidance from the Administrator, a performance improvement plan will be developed. The teacher will be guided and mentored according to the plan by the Administrator or designated administrator. Upon completion of the performance improvement plan, the teacher will either be removed from probation, continue probationary status, or will be terminated in accordance with Idaho employment laws. The performance improvement plan will be adjusted as necessary throughout the probationary period.

Professional Development and Evaluations

As learning and curiosity are impressed values at Future, we expect teachers and staff to exhibit these values themselves. Future Public School will develop a list of research-based, best teaching practices and methods that Future teachers will be expected to incorporate into their teaching.

Teachers will be provided with initial and ongoing professional development in the following areas:

- **Personalized Learning** - Teaching method and structuring for personalizing learning as it relates to students and adults
- **Flexible Learning Spaces** - Philosophy, learning strategies, design-thinking, and science of learning environment
- **Teacher as Designer** - Training on designing personalized student curriculum, addressing individual needs, and designing opportunities
- **Restorative Practices** - Training on restorative practices from the International Institute for Restorative Practices and other resources to best build a culture of community in school.
- **Soft Skills** - Ongoing professional development to equip teachers with a framework for understanding, and resources, to integrate Teaching Tolerance's Social Justice standards into daily curricula, foster character strengths, and support students in developing their individual strengths.
- **Bullying Prevention** - Annual training and practices for staff using latest research-based anti bullying and anti cyber-bullying prevention methods and connections to building community rather than divisive nature of bullying.

- **Computer-science integration** - Ongoing professional development as technology continues to advance and improve, learning from Future's agile environment to best support student learning.
- **Rigorous math, reading, and writing best practices** - National, research-based curriculum training from most rigorous, best practices in math, reading, and writing to lay the foundations for our students' endeavors across the domains of other learning.
- **Teaching Tolerance's Social Justice Standards** - Staff will be trained on the implementation and integration of the social justice standards and components throughout the daily curriculum at Future.

See Appendix K for detailed Staff Professional Development Plans

Transfer Rights

Future Public School will be its own Local Education Agency (LEA). No employee transfer rights apply between Future Public School and any other school district.

Employee Benefits

It is the intent of Future to offer competitive wages and benefits so that it can recruit and retain talented employees. All employees who currently are members of PERSI will continue their participation. All new employees that are eligible for PERSI will become member of PERSI. All employees will contribute to the Federal Social Security System. Future will make all employer contributions as required by PERSI and Federal Social Security. In addition, the school will also pay for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer as required by Idaho Code 33-1279. Future will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits. The Board will develop a process to ensure that all eligible employees are enrolled in one of the school's health insurance plans.

Collective Bargaining

The staff at Future shall be considered a separate unit for purposes of collective bargaining.

Contracts

All teachers and administrators will be on a written contract with Future, approved by the Board. All contracts will be conditioned upon valid certification being held by such professional personnel at the time of commencement of said duties.

A copy of all teacher and administrator contracts along with certificates for certified teachers and administrators will be on file in the school office.

Job postings and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

Disciplinary Procedures

Future believes in reconciliation and peacemaking as an antidote to oppressive discipline practices, unhealthy team cultures, and broken communities. We view restorative justice practices as our pathway to a more whole and healthy school community. Student choices or behavioral challenges will not limit or take away from learning time. Instead, we take the opportunity of a wrong choice to implement restorative practices that allow for community building, keeping all our children in school 100% of the time.

Following the return of staff after summer break the Leadership team will review with staff the expectations of student behavior and disciplinary procedures.

At the beginning of each year the Leadership Team will review with students Future's expectations of student behavior and disciplinary procedures.

These reviews will include material contained in the handbook as well as any other information that may be pertinent. These reviews will constitute the basis to refresh/inform staff and students of policies and procedures, and should they fail to adhere to them, disciplinary action that will occur.

Future follows the restorative practice methods laid out in the International Institute for Restorative Practices Handbook. This system includes, but is not limited to, the following disciplinary and behavioral systems:

- Affective statements and questions in learning spaces
- Small impromptu conferences between students and teachers
- Community circles
- Formal conferences
- Ongoing weekly mentor meetings for every student with a caring adult

One of the basic premises of restorative practices is that human beings are happiest, healthiest, and most likely to make positive changes in their behavior when those in authority do things with them, rather than to them or for them. Restorative methods impose a consequence rather than a punishment and help to create empathy and active involvement. A consequence dramatically improves the chances that positive attitude and behaviors will be internalized and that young people will behave well, not merely out of fear, but because they want to feel good about themselves and have a positive connection to others.

Future will implement school-wide consequences, depending on child's age, severity of infraction, and history of behavior. These consequences include, but are not limited to:

1. General warning (to the entire class)
2. Non-verbal warning (that is clear to the student)
3. Verbal warning
4. Student does not earn all Future letters on agenda (kept in binder or folder)
5. Think Sheet
6. Take 5 Conversation and classroom consequence based on grade level plan
7. Parent/Guardian & Advisor contact to inform of the behavior
8. U-Lab Referral (Future Public School's ULab takes the place of what many schools refer to as "In School Suspension." ULab is so named because of the concept that we would ideally like students to be able to "turn themselves around" (make a U-turn) and return to the classroom as soon as possible.)

Procedures by Which Students Can Be Suspended, Expelled, and Re-Enrolled

Future's student handbook outlines behavior expectations and consequences for unacceptable behavior. Suspension or expulsion will only be considered as a final option in a series of efforts to avoid such measures, including but not limited to the following steps, not necessarily in chronological order. Future will make every effort to match the consequence to the action:

1. Parent/Guardian notification by Teacher/Staff (written and/or verbal)
2. Parent/Guardian notification by Teacher/Staff/Administrator (written and/or verbal) and possible Guardian/Teacher/Administrator conference.
3. Possible suspension; prior to suspension, if needed, the Administrator shall grant an informal hearing on the reasons for the suspension and provide an opportunity to challenge those reasons. The student's suspension is not to exceed five school days in length.
4. Before a student may be readmitted to regular attendance, the student, parent, and administrator or designee shall meet and evaluate the incident to determine if the prospective student possesses any danger or harm to any students, faculty, or property. If it is determined that there is not a risk of danger or harm to students, faculty, or property the administrator or designee will re enroll the student based upon a behavioral plan individually created to address the specific disciplinary and safety issues of the student. Should the administrator or designee find that the reenrollment of the student could cause harm to the students, faculty, or property which in the judgment of the administrator or designee cannot be addressed through a behavioral or safety plan, the Board of Directors has authorized the administrator to extend the suspension up to 10 additional days. Upon completion of the suspension, should a student remain a threat of harm to the students, faculty, or property of Future, the student may be denied re enrollment and may be referred to the Board of Directors for further disciplinary action up to and including expulsion.
5. Expulsion process will follow Idaho Code 33-205 and will not be recommended unless all other disciplinary resources and processes have been exhausted. The recommendation for expulsion will be reported to the Board of Directors by the Administrator. An expulsion hearing will be held to determine the student's placement. Parent/Guardian(s)

- of the student will be provided written notice to the hearing stating time, date, location, and cause for the hearing.
6. Expulsion (Idaho Code 33-205) by Future's Board of Directors will be done by written notice to the Parent/Guardian of the pupil stating the grounds for expulsion and the time and place where the Parent/Guardian may appear to contest the action of the Board. Length of expulsion to be determined by school's Board of Directors.
 7. When a student who has been expelled from another school seeks to become enrolled at Future, the Administrative team shall communicate with the prospective student's parent(s) or guardian(s) and the student's former school district to determine the basis for the student's expulsion as well as the student's general disciplinary record. Thereafter, the administrative team shall evaluate whether or not the prospective enrollee poses any risk of danger or harm to students, faculty or property of Future. If it is determined that there is no risk of danger or harm to students, faculty or property of Future, Future can provide an education to the student. The Board of Directors has authorized the Administration to enroll the student based upon a behavioral plan individually created to address the specific disciplinary issues for the student. Should the Administration determine that enrollment of the student would pose a danger to other students, faculty or property which cannot, in judgment of the administrative team, be addressed through a behavioral plan, the Board of Directors has authorized the Administration to provisionally deny enrollment into Future. Should a student be provisionally denied enrollment due to prior school expulsion, the student will be advised of a right to a hearing before the Board of Directors to contest this decision.
 8. A student who has been expelled may appeal to the Board of Directors and petition for reinstatement in school. The Board of Directors will make a recommendation for reinstatement. If the Board of Directors recommends, "not to reinstate," the student may petition the Board for a hearing to contest the decision.

Using Alcohol or Under the Influence of Controlled Substances

1. First Offense for Use or Possession (All Grades)
 - Parent of guardian will be contacted
 - Student will be suspended for 5 days
 - Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information would also be required
 - Law enforcement agency shall be contacted
 - If the student does not complete the recommendations of the assessment, then the remainder of the five-day suspension will go into effect.
2. Second Offense for Use or Possession (All Grades)
 - Parent of guardian will be contacted
 - Board of Directors may be petitioned for expulsion of a student
 - Law enforcement agency shall be contacted
 - Child Protection Services (CPS) may be contacted
3. Third Offense for Use of Possession (All Grades)
 - Parent or Guardian will be contacted
 - The student shall be suspended and the Board of Directors will be petitioned for the expulsion of the student
 - Law enforcement agency shall be contacted
 - Child Protection Services (CPS) will be contacted

4. First Offense for Selling or Delivering (All Grades)
 - Parent or guardian will be contacted
 - Law enforcement agency shall be contacted
 - The student will be suspended and the Board of Directors may be petitioned for the expulsion of the student
 - CPS may be contacted

Contacting Law Enforcement and a Student's Parents/Guardians

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency is to be notified immediately. The Administrator or designee shall communicate all available information to the police and offer the full cooperation of the administration and faculty in a police investigation. The Administrator or designee will notify a parent or guardian of an interview or detainment of a minor student by law enforcement officials.

Any search, seizure, or subsequent disciplinary action shall be subject to applicable school policies, regulations, state laws, or student handbook rules.

The policy will be included in the student handbook and on Future's website

Tab 7 – Admissions, Discipline, Student Policies

Enrollment

Anticipated class size will not exceed 35 students per learning space. Classes will be multi-age, multi-grade, as defined in the academic program. Enrollment capacity is listed through the 2022-2023 academic year.

Annually, prior to the enrollment opportunity dates, the Board of Directors will evaluate and determine the number of spots per grade to best enhance the progression of the multi-age classrooms.

Our enrollment table reads as follows:

Column 1: Years of operation.

Column 2: Total enrollment for Future for each school year

Column 3: Total kindergarten enrollment including how many classes, and how many students.

Column 4: Total first through third grade enrollment, including how many classes, and how many students

Column 5: Total fourth through sixth grade enrollment including how many classes, and how many students.

Column 6: Total seventh grade and eighth grade enrollment including how many classes and how many students for each grade.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Year	Total Enrollment	Kindergarten	1-3 Multi-grade classroom	4-6 Multi-grade classroom	7-8 Multi-age classroom
Year 1 2018-2019	320 Students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	2 classes 64 students 64 - 4th 0 - 5th 0 - 6th	0 classes 0 students 0 - 7th 0 - 8th
Year 2 2019-2020	384 students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	4 classes 128 students 64 - 4th 64 - 5th 0 - 6th	0 classes 0 students 0 - 7th 0 - 8th
Year 3 2020-2021	448 students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	6 classes 192 students 64 - 4th 64 - 5th 64 - 6th	0 classes 0 students 0 - 7th 0 - 8th
Year 4 2021-2022	512 students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	6 classes 192 students 64 - 4th 64 - 5th 64 - 6th	2 classes 0 students 64 - 7th 0 - 8th
Year 5 2022-2023	576 students	2 classes 64 students 64 - K	6 classes 192 students 64 - 1st 64 - 2nd 64 - 3rd	6 classes 192 students 64 - 4th 64 - 5th 64 - 6th	4 classes 128 students 64 - 7th 64 - 8th

Admissions Procedures

Future shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to Future for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated. The enrollment window and deadline will be established by the Board of Directors each January for the upcoming school year.

Returning students will not need to reapply each year, but will need to indicate a commitment to return by signing a form by the enrollment deadline to secure spot for upcoming school year.

Future Public School will be open to all students on a space-available basis. No student will be denied admission based on ethnicity, creed, gender, disability, or place of residence. No out-of-state students will be enrolled.

Future Public School will follow the equitable selection process that is outlined in IDAPA 08.02.04.203.07 or another method that is approved by the authorizer.

Admissions Preferences

If the initial capacity of Future is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to Future. Future will follow the Idaho Code Section 33-502 (j) and utilize an equitable selection process as outlined in IDAPA 08.02.04.203.07 or another method that is approved by the authorizer.

Admissions Preferences for First Year

First priority: Applicants who are children of Future's full-time employees or children of Future's Founders, not to exceed 10% of total enrollment thereafter.

Second priority: Applicants who are siblings of pupils already selected by the lottery.

Third priority: Applicants who reside within Future's primary area of attendance. The primary area of attendance will be the section of the Boise Independent School District mapped in Appendix D.

Fourth priority: Applicants who reside outside of Future's primary area of attendance.

Admission Preference for Subsequent Years

First priority: Returning students to Future in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by lottery.

Second Priority: Children of Future's full-time employees and Founders provided that this admission preference is not more than 10% of the school capacity.

Third Priority: Siblings of students already enrolled in and attending Future.

Fourth Priority: Prospective students residing in the primary attendance area of Future.

Fifth Priority: Prospective students residing outside of the primary attendance area of Future.

Future will be open to all students on a space-available basis. No student will be denied admission based on race/ethnicity, national origin, religion, gender, sexual orientation, gender identity, age, social or economic status, disability, or special needs. No out-of-state students will be enrolled.

Lottery Process

A lottery will take place per grade. Once the lottery and enrollment are complete, admitted students will then be assigned to their specific multi-age classroom.

Waiting Lists

Once the equitable selection process is conducted each year, waiting lists for each grade will be developed. Students will be placed on the list according to the order they were drawn for each priority group. These lists will be used to fill available spots until the next equitable selection process is conducted. If a student does not accept an offer for enrollment, or a parent does not respond to the offer by the designated date in said offer, the student's name will be removed from the list and the next eligible student will be offered the seat.

Any written requests for admission received after the lottery has been conducted will be added to the bottom of the waiting list for the appropriate age-group.

Waiting lists will not carry over from one year to the next.

Notification of Acceptance

Future will comply with the Idaho State Board of Education's rules governing public charter schools (IDAPA 08.02.04) for the notification and acceptance process.

Within three days after conducting the selection process, Future shall notify the students selected for admission to Future by email or phone call.

Admission emails, phone calls, and postings will be accompanied with enrollment information to be completed by the admitted student's parent or guardian and returned to Future by the date designated in the materials. If a parent or guardian of the admitted student declines admission or fails to return the signature form for acceptance by the date designated, then the name of the student will be deleted from the final selection list, and the seat that opens in that age-group will be made available to the next eligible student on the waiting list.

Within five days after conducting the selection process, Future shall notify the students who were not admitted but put on the waiting list by mail. The notification will explain that the prospective student has been placed on a waiting list and may be eligible for admission at a later date if a seat becomes available during the upcoming school year.

If a student withdraws from Future during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the waiting list.

Public School Attendance Alternative

Since a charter school is a public school and Future is a new entity, not a conversion, the attendance alternative would be the same as for all students in a public school district. The children located within the attendance area of the authorizing district will have the choice to enroll in or seek admission to other educational entities, be they public, private, virtual, or other.

Notification of Enrollment Opportunities

In accordance with IDAPA 08.02.02.203.02, Future will ensure that the public notification process of enrollment opportunities will include the dissemination of enrollment information at least three months in advance of the enrollment deadline established by Future each year. The information will be posted in highly visible and prominent locations within the attendance area as well as on Future's website.

Additionally, Future will ensure that the process includes the dissemination of press releases or public service announcements in English and Spanish to media outlets such as television, radio, and newspapers that broadcast within or disseminate printed publications within the area of attendance of Future. Future will ensure that these announcements are broadcast or published by such media outlets on at least three occasions, beginning no later than 14 days prior to the enrollment deadline each year. Furthermore, Future will also ensure that a major social media campaign takes place on platforms such as Facebook, Snapchat, and Instagram. In addition, Future employees and volunteers may voluntarily canvas neighborhoods within the attendance area and notify residents door-to-door.

Future will work with culturally-based organizations in the enrollment area to reach Hispanic/Latino families, refugee families, and other families historically underserved in order to increase awareness of Future, provide access to information about application and enrollment, and access to opportunities before and after school at Future.

Enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school regardless of race/ethnicity, national origin, religion, gender, sexual orientation, gender identity, age, social or economic status, disability, or special needs.

Denial of Attendance

In accordance with Idaho Code 33-205, Future's Board of Directors may deny enrollment to Future or may expel or deny attendance to Future to any student who is found to be habitually truant or whose conduct, pursuant the judgment of the Board, is such to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other students, or who has been expelled from another school district in this state or any other state. Any student having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board, but such enrollment or re-admission shall not prevent the Board from again expelling the student for cause.

The process for expulsion and denial of attendance is in Tab 6 under Disciplinary Procedures. For Special Education cases, refer to Tab 3 under Special Education.

Student/Parent/Guardian Handbook

In order to make certain that parents, guardians, and students understand the expectations for students at Future, parents/guardians will receive a copy of the student/parent/guardian handbook. The handbooks will be available on the school website and hard copies of the handbook are available upon request for admitted students. At the beginning of each school year all parents will sign an acknowledgement form within the first 30 days of school that they have reviewed and agree to abide by the handbook.

The handbook will be reviewed and updated annually by the Board of Directors. The handbook will be finalized each year prior to the admission process and will be a joint effort between the administrative staff, parents, guardians, and the Board of Directors. Once a student is admitted to Future, a deadline will be set whereby students and their parents/guardians will be required to return a signature form stating that the handbook has been received and its contents understood.

See Appendix M for a draft of the student/parent/guardian handbook.

Tab 8 – Business Plan, Transportation, School Lunch

Business Plan

Future Public School is organized exclusively for charitable, educational, and scientific purposes as laid out in Section 501(c)(3) of the Internal Revenue Code. More specifically, Future is organized to operate as a public charter school utilizing a STEM-rich, computer-science focused model to bring the students of the Treasure Valley area an option and opportunity not currently available in the region. (See Appendix A: Articles of Incorporation)

Future will serve grades k-4 upon opening with plans to expand eventually encompassing grades k-8. The school will be physically located within the boundaries of the Boise School District and will primarily serve students residing within the Boise School District and West Ada School District.

The objective of Future is for teachers, students, and families to unify around our central goal - college graduation and a life full of choice for all our students. We believe that excellent, computer-science; engineering education ingrained into a future-focused curriculum will set up students for success throughout life. This type of school is not currently available anywhere in the Treasure Valley and we hope to bring this option to parents and students.

Future will remain financially viable year-to-year through excellent management and fiduciary practices, strong leadership, and representation across all levels of the Future Public School community. Future will emphasize ongoing recruitment, training, and retention of the most qualified and committed faculty and staff in order to maintain long-term sustainability.

Future will report directly to the Authorized Chartering Entity.

Marketing Plan

Market Analysis

Future Public School will serve the Boise Metropolitan Statistical Area. The high school and college graduation averages within this region exceed statewide averages, and education is a top priority of the region. In the Boise School District, the go-on rate in 2015 was 60% compared to a statewide percentage of 46%. Here, in the state's Capitol, education is important from the office of the Governor all the way down to the living rooms of local residents. Future Public School will offer an opportunity to families in the region to pursue a rigorous, science-focused academic program that will lead 100% of students finding success, graduating from college, and life. In this sense, Future will re-segment the existing education market in the Treasure Valley area. Niche re-segmentation of the market allows Future to ask questions of families about what would improve the product of education for their families, where can schools improve for students, and how should education prepare students for the future? Future will serve a diverse student population interested in school choice and equity for all students. Students and families understand the importance of future-focused education in order to prepare our students for the innovation economy.

Competitive Analysis

There are no schools that offer a future-focused, computer-science infused curriculum in the area to be served. Similarly, no school exists specifically founded on values of equity with an

emphasis on 100% student preparation for college. Exploring the academic data of schools in the region to be served reveals achievement gaps between students classified as socioeconomically disadvantaged versus those not classified as socioeconomically disadvantaged. The closest elementary schools with high emphasis on computer-science pieces of curriculum are a handful of STEM schools located in Meridian and there are no such k-8 schools.

Marketing Strategy

According to Stanford, UC Berkeley, and Columbia professor and creator of the Lean Startup revolution, Steve Blank, “build it and the customers will come (regardless of the number of dollars raised) is not a successful strategy” to expand and grow an organization.¹⁶ Given that many new schools follow this path, it is important to differentiate the process of Future Public School.

Germinated out of thousands of hours of student experiences and constant testing of assumptions, Future has discovered, validated, and created customers (i.e. parents and students). The founders of Future have run computer-science programs during and after school for 4 years leading up to the creation of the school. The founders have also run two pilot programs out of the local Boys & Girls Clubs of Ada County with a third program slated for summer of 2017. During that time, the experience of parents and students has been studied and carefully examined in order to form a more perfect school.

Although many families currently cannot wait to enroll in the school, constant student recruitment and retention is a top priority of the school. As such, the Board and the school administration will employ the most successful marketing strategies in order to reach out to families in our community. The foundation of Future’s marketing strategy is built on social media and electronic communication. With over 330 current social media followers, a number that grows daily, families and students in the area are kept up to date with Future’s progress. Information about the school, including announcements regarding registration and lottery will be disseminated via social network channels such as Facebook, Instagram, and Twitter. This strategy of communication will be coupled with a grass-root, feet-on-the-ground approach. Knocking door-to-door in the community to recruit students and visiting families in their homes reminds us of the urgency of our work and the importance of face-to-face communication. Holding community meetings at the Boys & Girls Clubs and local churches also allows us to connect in person. The marketing campaign understands the personal nature of human interaction and will leverage relationships so that early advocates of the school help sell the school to friends and family. Founders and volunteers will manage marketing efforts throughout the petition process, during pre-opening, and during the first year of operation.

Future aims to enroll students from historically underserved communities in our area and will focus the majority of its marketing strategy here. While doing so, Future will comply with State and Federal laws addressing diversity in the academic setting.

Current status of the marketing strategy has resulted in approximately 175 interested students and families. As social media and community outreach activities continue to expand, this number will continue to be updated.

¹⁶ Blank, Steve. (2013) *The Four Steps to the Epiphany: Successful Strategies for Products that Win*. p.18

Management Plan

Forms of School Organization

Future is formally organized as a non-profit corporation pursuant to the Idaho Nonprofit Corporation Act, Idaho Code 30-3-1 et seq., and will be operated in accordance with the requirements of that act. Future is organized to operate a public charter school in Idaho and will be operated in accordance with the Idaho Public Charter Schools Act and other laws applicable to the operation of Idaho public entities.

Board of Directors

The business and affairs of Future will be managed by its Board of Directors, which shall consist of no fewer than five (5) and no more than (11) members. The Board of Directors will conduct its business at an annual meeting conducted on the 2nd Tuesday in November or at such other time as determined by the Board of Directors. During said meeting the Board will review annual programmatic and fiscal audits, and at monthly meetings conducted on the 2nd Thursday of each month. The Board will conduct its business transparently with all meetings being conducted in accordance with the requirements of Idaho law, including those laws applicable to open meeting requirements.

The Board of Directors will elect from its membership, at least the following officers who shall have the following responsibilities indicated:

- **Board Chair:** The Chair, subject to the control and oversight of the Board of Directors, shall in general, supervise and control all of the business and affairs of Future and may sign, with other appropriate officers as designated by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments authorized by the Board of Directors.
- **Secretary:** The Secretary shall keep minutes of all proceedings of the Board of Directors; provide required notice of all meetings of the Board of Directors; have custody of Future's business records; maintain contact information for each member of the Board of Directors; and perform all other duties incident to the office of secretary as assigned by the President or the Board of Directors.
- **Treasurer:** The Treasurer shall have charge over all funds of Future; be responsible for overseeing proper management of funds; perform all other duties incident to the office of treasurer as assigned by the Chair or Board of Directors. To the extent deemed necessary by the Board of Directors, Future may engage the services of accounting and/or bookkeeping professionals to assist the Treasurer in order to meet the needs of Future in monitoring financial performance and ensuring financial viability and success, including, if necessary, a permanent, part-time Chief Financial Officer to provide financial operations oversight for Future. Prior to beginning operations, but after approval of the charter, Future will obtain and provide documentation of appropriate bonding for all personnel involved in the school's financial operations.

In addition to the required officers previously noted, the Board of Directors may elect, from its membership, as many vice-presidents and assistant secretaries or treasurers as deemed necessary by the Board of Directors.

The Board of Directors is responsible for financial and legal requirements of Future Public School including the annual budget, expenditures, and legal compliance with local, state, and federal regulations. The President shall sign employment contracts and ensure compliance with state and federal regulatory agencies. The Board of Directors will have the responsibility to

approve the selection of the school Administrator, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Administrator with respect to changes in staffing, program, discipline or curriculum. The Board will, when necessary, adjudicate disagreements between parents and the administration.

Upon approval of a charter, the Board will develop a policy manual which shall include policies for: Instruction, Students, Community Relations, Personnel, Administration, Financial Management, Non-instructional Operations, School Facilities, and Philosophy. Board Policy will be made available to the public either as a hard or electronic copy - or both.

The Board of Directors will serve as the liaison between Future and the Authorized Chartering Entity.

Administrator/Organizational Structure

Future will employ an academic administrator (the Administrator) holding an Administrator Certificate issued by the Idaho Department of Education. The Administrator will be hired by and serve at the pleasure of the Board of Directors and will report to the President.

Administrative services will be provided by the Administrator under the direction of and subject to the policies, plans, and programs established by the Board of Directors. To the extent administrative services exceed the capabilities and capacities of the Administrator, the Board of Directors reserves the right to retain contracted professional services on an as needed basis.

The Administrator will be authorized, subject to budgetary limitations, to hire and supervise other administrative staff such as an office manager, receptionist, clerk, instructional aids, and/or bookkeeper. The Administrator will also be authorized to contract for required services including, but not limited to, transportation, special education, faculty professional development, faculty training, equipment, supplies, and other budgeted expenses, subject to the limitation that all expenditures exceeding \$14,000.00 shall be subject to the approval of the Board of Directors.

The Administrator shall chair a hiring committee responsible for the hiring of all certified professionals and shall have supervisory responsibility for all such professional employed by Future. Future will initially employ an administrator, 9 teachers, and additional support staff. Future will add administrators, teachers, and support staff as necessary to accommodate growth and as finances permit.

The Administrator shall ensure compliance with relevant professional codes and standards, oversee professional development, and perform annual performance reviews for all certified staff members.

The Administrator's performance shall be reviewed annually by the Chair under the direction of and with input from the Board of Directors.

Operations Plan

Pre-Opening

Operation plans for Future for the coming year include the following tasks: (1) charter approval; (2) application for charter grants and pursuit of other funding opportunities including private donation and federal charter startup dollars; (3) public notification of charter approval and opportunities through various media outlets including traditional public media and grassroots

social media campaigns; (4) recruitment of students and staff; (5) establishing a firm facilities commitment and contract. (See Appendix J: Pre-Opening Timeline)

Academic Day-to-Day Operations

The Administrator of Future will have both the autonomy and accountability necessary to determine the day-to-day operations of Future subject to the policies, plans, and programs established by the Board of Directors. The President will maintain oversight authority over the operations, but will not interfere unnecessarily in the Administrator's day-to-day management.

The Administrator and the Board of Directors will work together to determine the school calendar, school schedule, and hours of operation in order to provide and go beyond the state-required 900 hours of instruction.

Financial Plan

Financial Management

The Board of Directors will be responsible for the financial management of Future. The Board of Directors' role in financial management will include, but not be limited to, the following:

- Establishment of operating and capital budgets
- Long-term financial planning and preparations
- Monthly review of budget-to-actual financial performance providing for adequate oversight of financial performance and the opportunity to adjust expenditures as necessary to ensure operation within budget
- Monthly review of cash flow projections
- Establishment of internal financial policies consistent with the requirements of state law and Generally Accepted Accounting Principles to provide for adequate financial controls;
- Approval of all expenditures in excess of \$5,000.00 coupled with a monthly review of Future's general register to verify compliance with expenditure-related policies established by the Board of Directors
- Engagement on an as needed basis as determined by the Board of Directors of accounting and/or bookkeeping professionals to meet the needs of Future in monitoring financial performance and ensuring financial viability and success.

Future will maintain all financial records in accordance with Generally Accepted Accounting Principles (GAAP) and will follow all requirements set forth by the Idaho State Department of Education.

The Start-up budget and assumptions are found in Appendix G

Three year operating budget forecast is in Appendix H

The Breakeven budget is in Appendix H

Operating Budget

The Board of Directors will prepare and maintain a budget in accordance with the requirements set forth in Idaho Code 33-801 and the rules set forth by the Idaho State Board of Education. Projected budgets have been provided with Future Public School's charter petition, but a final budget will be presented as a public hearing in June of 2018 prior to the opening of Future that fall. The budget will be delivered to the Idaho State Department of Education as required by law on or before July 15. Copies of the budget will be published publicly on Future's website. The budget will be prepared, approved, and filed using the format approved by the Idaho Financial Accounting Reporting Management Systems (IFARMS).

Income Sources

Future will rely upon the following funding sources: (1) state allocation per pupil; (2) federal start-up grants; (3) private grants; (4) private donors. Signed commitments from private and corporate donors can be found as part of Appendix F. Future has generated community support currently totaling \$150,000 from the NewSchools Venture Fund. This stems from a total grant of \$215,000, \$50,000 of which is to fund our summer 2017 camp program, \$15,000 of which is to travel to conferences, and \$150,000 to be used for 2017-2018 expenses (see grant letter in Appendix F). Future has been involved in talks with Terry Ryan and Bluum who have expressed intent to provide financial support the first year, with increased support and grant opportunities as a successful model is observed. See letter from Bluum as part of Appendix F as well as a granting letter from the J.K. and Kathryn Albertson Family Foundation where the final line of the first paragraph mentions continued support for two of Future's founders, Amanda Cox and Brad Petersen. Future has continuing communication with Building Hope who, has shown high interest in purchasing and building a school building on E. 43rd Street in Garden City. Representatives from Building Hope in Salt Lake City have been in Boise and Garden City for the purpose of visiting the 43rd St. site. They intend to purchase it and build a school building, which would be sub-leased back to Future at a very affordable rate (no more than a 4% cap) with options to grow into the space as enrollment at Future increases. The developer in the area, Parkway Station, LLC is in support of this opportunity (see letter of support in Appendix F) and the Boys & Girls Club located next-door to the property is also in support (see letter of support in Appendix F). Future has identified other potential sources for additional funding and will engage grant-writing services to prepare proposals pending approval of the school by the authorizing chartering entity. Notes regarding Assumptions are attached as Appendix I.

Working Capital and Asset

Future has raised approximately \$150,000 in private donations and will rely upon those funds to fund Charter Application Year Operations as outlined above. Future does not anticipate having other working capital or assets until after the charter is approved.

Fundraising

In addition to the state per pupil allocation and grants, Future will rely upon the efforts of the Board of Directors, the Administrator, and the Parent-Faculty Association to develop regular fundraising efforts to generate supplemental capital.

Members of the organizing group have experienced great success in the past with various fundraisers at local businesses and schools. Future looks forward to utilizing these talents and efforts upon approval. Future will have yearly, ongoing fundraisers that help bring in additional funds for the school. Grant writing and requests will be an ongoing key strategic element and a responsibility of the Administration.

Future intends to implement a program seeking community incremental donations to supplement per-pupil allocations. Discussions are underway for how best to execute this.

Purchasing

Subject to the approval of the Board of Directors, the policies and procedures established by the Board of Directors, and the limitations set forth above, the Administrator will determine the procedures to be relied upon for procuring goods and services. All purchasing procedures shall comply with the requirements of applicable Idaho laws and related administrative rules and where appropriate, will involve a competitive bidding process.

Payroll

Subject to the approval of the Board of Directors, the policies and procedures established by the Board of Directors, and the limitations set forth above, the Administrator may engage a private contractor for purposes of outsourcing Future's payroll processing, provided, however, that if it is more cost-effective and can be capably handled internally, payroll shall be handled by the Administrative support personnel as retained by the Administrator pursuant to the authority set forth above.

Transportation Plan

Future will offer transportation services for students from the initial opening of the school for students in the primary attendance area in accordance with Idaho code 33-1501-1514. This is to ensure that lack of transportation will not negatively affect potential students for whom transportation may be a barrier to attendance. These services will be contracted out through a contractor. At the appropriate time, Future will follow transportation bidding process as per Idaho Code.

Busing is a strong priority for Future Public Schools as it is a key lever to increased access for families and is one of the safest means of transportation to and from school.

Future has been in contact with a local busing company, and based on initial estimates, Future can expect to pay in the approximate range of \$285 per bus per day for the first four hours of service (2 hours AM, 2 hours PM) and about \$28-\$30 per hour for each hour over that, based on actual driver time sign-on and sign-off. Future expects to run approximately 2 bus lines the first year and will run up to an estimated 3-4 bus lines once the school is fully enrolled.

To be eligible for transportation services, students must reside within Future's primary attendance area and they must live more than one and one-half miles from the nearest established bus stop. In accordance with Idaho Code, students who live less than one and one-half miles from the nearest established bus stop must provide their own transportation to the bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and nearest public road to the nearest door of the building or the bus stop, as the case may be. Future may transport any student a lesser distance when in its judgment, the age, health, or safety of the student warrants it.

A day care center, family day care home, or a group day care facility, as defined in section 39-1102 of Idaho Code may substitute for the student's residence for student transportation to and from school. Future will not transport students between childcare facilities and home, in accordance to 33-1501 of Idaho Code.

The Board of Directors may approve additional transportation services, under its discretion, if fiscally viable under school budget. Transportation planning will be reconsidered yearly as dictated by student enrollment, the need and/or demand for transportation services, and financing.

Transportation for students with special needs will be provided in accordance with requirements of state and federal law. The service may be contracted following the transportation bidding process as per Idaho Code.

Transportation for field trips, excursions, and extracurricular activities will be provided by the school through contracted services.

Student Travel for Extracurricular Activities, Field Trips, Etc.

Unless other travel arrangements are authorized, students will board the bus at the school, which is designated as the point of origin for the trip, and will return to the point of origin in the bus. There will be no stops along the designated route to pick up or discharge students. The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip. Such release will require a signed, dated note from the parent.

School Lunch Program

Future will contract with an outside vendor to provide lunch, in accordance with federal requirements, during the first year of operation. As a healthy food service is critical to the physical and academic well-being of students, Future will scrutinize and carefully select the vendor that best suits the fiscal program of Future as well as the nutritional requirements of Future's students. For example, the Boys & Girls Club of Ada County has a fully-operating commercial kitchen that meets federal meal guidelines. We are currently discussing potential partnership possibilities with the Club as they have previously provided meals to charter schools and have expertise in this area. Future will ensure that no child goes hungry and is committed to providing healthy breakfast, lunch, and snack programs. Future will attend mandatory State nutritional training meetings and ensure that Future follows all required laws and procedures.

The Board of Directors will also survey families annually and plans to develop a school-sponsored lunch program that would be viable related to facilities, needs, interests, and finances. The Board will approve policies for determining eligibility of students for free and reduced-price meals. Verification reporting and record-keeping will be filed with the Idaho State Department of Education in accordance with state and federal law.

Future will collect free and reduced data annually by individual FRL forms and through Direct Certification if participating in the National Lunch Program.

Tab 9 – Virtual Charter Schools

Future Public School is not a virtual charter school.

Tab 10 – Business Arrangements, Community Involvement, School Closure

Business Arrangements

Future will proactively seek to establish partnerships with businesses providing potential services and materials for education, legal, accounting, food, transportation, special education, and other services. At the current time, no such contracts exist; however, Future is actively engaged in conversations with several entities regarding potential partnerships. For example, Future is engaged in conversations with the Boys & Girls Clubs of Ada County about food service partnership possibilities. We have also been in contact with a local busing company that would be able to bid services. Future has priced curriculum and technology materials. Future has also entered talks with a local lawyer about potential legal representation. All business arrangements will be conducted according to the laws and policies of the state.

Termination of the Charter

Future will follow all closure and termination procedures as outlined in the Idaho Public Charter School Commission's Closure Protocol.

In case of termination, the Chair of the Board of Directors will be responsible for the dissolution of the school and will cooperate with the Idaho Public Charter School Commission. The Board will follow all state and federal laws regarding the dissolution of a non-profit corporation and arrange for the liquidation of assets and dispersing of funds to creditors.

When the Board determines that the school will be terminated, the Chair will execute the termination. The Chair will arrange for the sale of the assets and will use the proceeds to pay creditors. Within a month after the determination to dissolve the school, the Chair will contact the parents of past and present students informing them of the process to obtain student school records and/or to which school the records should be forwarded. The school will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution, and where and how long the records will be stored after dissolution. The school will send the records to the school requested by the parents. Parents can either email or send written instructions.

Within two months after the final school year, the Chair will direct the remaining student records to parents for whom the school has mailing addresses. Any remaining student records will be stored in a secure location for the legal limit. The school will maintain a Facebook page, Instagram account, and Twitter account stating whom to contact for student records.

The Chair will direct all personnel records to all former employees of the school. All former employees shall receive their personnel records within one month after the final school year. Employee records will be stored in a secure location for the legal limit.

The Chair will arrange for the sale of the assets for distribution of all assets and/or proceeds therefrom pursuant to the requirements of Idaho Code 33-5212(2).

Once appropriate assets have been used to pay creditors, the school will donate or redistribute the remaining assets to other non-profits, in accordance with the requirements of Idaho Code

33-5212(2). Any assets bought with federal funds will be returned to the Idaho Public Charter School Commission and will not be used to pay creditors. All remaining funds will be turned over to the Idaho Public Charter School Commission in accordance with the requirements of Idaho Code 33-5212(2).

Future will fund and complete a final fiscal audit. The audit will be submitted to the Idaho Public Charter School Commission and the Idaho State Department of Education.

Tab 11 – Regional Professional Technical Schools

Future Public School is not a regional/technical school.

Appendix C: IPCSC Closure Protocol



Closure Protocol

Idaho Public Charter School Commission

514 West Jefferson Street, Ste. 303

Boise, Idaho 83702

208-332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

Purpose

This document provides guidance on the public charter school closure process.

Authority

Title 33, Chapter 52 of Idaho Code, known as the Charter School Act provides for public charter school operations based on a contractual agreement between a charter school board of directors and a state authorized chartering entity, such as the Idaho Public Charter School Commission (IPCSC).

Operating contracts, known as Performance Certificates are granted by state authorized chartering entities to the governing board of a non-profit corporation that serves as the charter holder. Performance certificates are limited to five-year terms.

Closure protocol is enacted when:

- an authorized chartering entity chooses to non-renew a school's charter pursuant to I.C. § 33-5209B;
- an authorized chartering entity chooses to exercise its right to revoke a charter pursuant to I.C. § 33-5209C; or
- a charter holder chooses to relinquish its charter by approval of a resolution.

Each authorized chartering entity is required to maintain a closure protocol and is tasked with oversight of the closure process.

If closure is due to an IPCSC nonrenewal or revocation decision, written notice will be issued to the school within 14 days of the decision and this closure protocol must begin within 5 days.

Roles

Authorizer: the authorized chartering entity is responsible to maintain closure protocol and to oversee the closure process.

Charter Holder: the charter holder is responsible to ensure that all closure tasks are complete and all deadlines are met. The school is responsible for any and all costs associated with closure.

Note

Please note that every closure situation is different. This guidance document may need to be expanded or adjusted to accommodate the specifics of a particular closure.

Contents

I.	Closure Protocol Team.....	4
A.	Initial Meeting.....	4
B.	Team Members.....	4
C.	Subcommittees	4
D.	Meeting Agenda.....	5
E.	Important Dates.....	5
II.	Communication.....	6
A.	Initial Stakeholder Notification	6
B.	Staff Meeting	7
C.	Ongoing Communication	9
III.	Financial Dissolution	9
A.	Expenses.....	9
B.	Accounting of Assets.....	11
C.	Dissolution of Assets	11
D.	Reporting.....	12
IV –	Records Management.....	12
A.	Records Retention Procedures	12
B.	Records to be Retained.....	13
V.	Governing Board	15
C.	Final dissolution	15
B.	Claims against a dissolved Corporation	16
C.	Reporting.....	17
VI.	Final Closure Report Outline	17
A.	Cover Sheet.....	17
B.	Required Attachments, Redacted	18

I. Closure Protocol Team

A. Initial Meeting

within 5 business days of the date on which written notice of closure is issued, a meeting of the closure protocol team will be held.

B. Team Members

The Closure Protocol Team shall meet at least once a month between the date of the decision to non-renew, revoke, or relinquish the charter and the final dissolution of the board. Meetings shall be organized and chaired by the “team lead”. The team lead is also responsible for compiling meeting minutes and all documentation for the final closure report.

Required members of this team shall include:

1. The school’s Board Chair;
2. The school’s Lead Administrator;
3. The school’s Business Manager;
4. The IPCSC Director
5. A Team Lead (appointed by the IPCSC Director); and
6. The State Department of Education’s School Choice Coordinator.
7. Additional members may be added to the closure protocol team by mutual agreement of the required members.

C. Subcommittees

1. Subcommittees shall be established for the purpose of managing closure tasks in the following areas:
 - i. Communication – student, teacher, family
 - ii. Financial – vendors and assets
 - iii. Business – employer and corporation
 - iv. Records – student and employee records

D. Meeting Agenda

The meeting agenda for the initial meeting of the closure protocol team shall include the following:

1. Review of the closure protocol guidance document;
2. Review of the final closure report template;
3. Review the roles and responsibilities of each party and subcommittee throughout the process;
4. Assign liaisons from both the school and the IPCSC to the Closure Protocol Team and any subcommittees;
5. Establish due dates for all tasks listed in Section I.E of these procedures; and
6. Review notification letter drafted by IPCSC Staff.

E. Important Dates

Due dates to be established at the initial meeting of the Closure Protocol Team shall include the following:

1. The date of the school's last allowable draw on public funds;
2. The date on which the school shall cease to provide services to students;
3. The date by which records to be retained beyond the closure date are to be transferred the authorizer;
4. The date by which all assets purchased with federal dollars must be transferred to the authorizer for redistribution to other charter schools;
5. the date on which all employee contracts are to be ended and all communication on behalf of the school must cease;
6. The date on which benefits will end;
7. The date by which the final audit must be completed;
8. The date by which all financial activity must be ended, including cutting the final checks and closing all bank accounts;

9. The date by which all W2s will be issued for the school's final operating year; and
10. The date by which the non-profit corporation must be dissolved.

Communication

A. Initial Stakeholder Notification

1. Within 7 business days of the date written notice of closure is issued, the school is responsible to issue a letter (drafted by the IPCSC) notifying stakeholders of closure. This letter shall minimally include:
 - a. Where and when the final order will be posted online for transparency of the reasons for closure;
 - b. The last date of student services;
 - c. Transfer procedures;
 - d. Explanation of the appeal process and when a decision regarding an appeal would be published; and
 - e. Contact information for the school's administrator and the IPCSC.
2. The school may choose to include a supplemental letter drafted by the school's board, and if so, such draft must be provided to the IPCSC prior to distribution to stakeholders.
3. The school is responsible to distribute the IPCSC's letter (and the school board issued supplemental letter, if applicable) to the following recipients:
 - a. All Parents of current students and all parents currently on a waitlist;
 - b. All Teachers, Staff, and Volunteers;
 - c. All Vendors with whom the school has an active contract or has engaged with in the past 12 months;
 - d. All Lease and Loan/bond holders; and
 - e. Any Educational Services Providers with whom the school contracts.
4. The authorizer is responsible to issue a letter informing stakeholders of the closure situation to the following recipients:

- a. All potentially impacted school districts and charter schools;
 - b. The State Department of Education;
 - c. The State Board of Education;
 - d. The Office of the Governor;
 - e. The Public Employment Retirement Service of Idaho;
 - f. The chairpersons of the House and Senate Education committees; and
 - g. The Senators and Representatives serving the state legislature on behalf of the district in which the school maintains student occupied facilities or business offices.
5. Within 7 days of the date written notice of closure is issued, the IPCSC's letter informing stakeholders of the closure situation shall be posted in a prominent location on the school's website and the IPCSC's website.

B. Staff Meeting

1. Within 7 days of the date written notice of closure is issued, the school's administrator, board chair, and business manager shall hold a meeting with all staff to discuss the following:
 - a. Media contact protocol
The Director of the IPCSC is the authorized media contact for the IPCSC. The school is encouraged to establish a single point of contact to manage public relations on behalf of the school.
 - b. Maintenance of normalcy (to the best possible level) for students through the last day of student services
All instructional and student services are required to be provided in full through the last day the school is allowed to provide such services. The student experience should remain as normal as possible through this process. It is recommended that the school provide guidance for teachers and staff early-on to ensure common language and tone is used when discussing this situation with students and families.
 - c. End of Employment Impact
This date is established by the Closure Protocol Team. When determining the end of contract dates, please consider the impact of this date on health

insurance and PERSI. When at all possible, August 31st is recommended as this will allow teachers who re-employ at another school the best opportunity for uninterrupted health insurance coverage. However, this decision must be balanced with the urgency of the closure and the school's obligation to spend as little as necessary during the closure period.

2. The meeting agenda for this staff meeting should include the following:
 - a. Notification of closure timeline and timeline of parallel appeal if the school has chosen to or is considering appealing the closure decision.
 - b. Review of media protocol and how to discuss the issue with parents and students.
 - c. Date of last paychecks and whether/who will remain on staff after end of student services and end of contract dates.
 - d. Timeline for more information regarding sick leave, vacation time, and health insurance; Cobra may not be available when the charter school providing the original health insurance ceases to exist.
 - e. Timeline for more information regarding any impacts to PERSI; Employees whose last place of work prior to retirement was the school being closed may lose the ability to transfer accrued sick leave into funds used for medical coverage.
 - f. Timeline for winding-down and transition of duties, including, but not limited to facility access and security, access to email and software, hardware returns, and asset management of furniture, fixtures, equipment, and curriculum.
 - g. Social emotional services for staff and students if the school has chosen to make such available; We acknowledge that closure can be traumatic for staff and students. Schools are encouraged to consider making additional counseling services available.
 - h. Assistance with employment transition for staff (such as access to hiring fairs or letters of recommendation) if the school has chosen to make such available.

C. Ongoing Communication

1. Additional communication with stakeholders will be necessary throughout the closure process.
2. The Communication subcommittee is responsible for ensuring that any necessary communication is timely and accurate.

F. Financial Dissolution

A. Expenses

1. Within 15 business days of the date on which written notification of closure was issued a meeting shall be held between the school's business manager, the IPCSC's Finance Manager, and the Team Lead.
2. Additional attendees (such as the school's auditor) may be invited to the meeting by mutual agreement of both required attendees. Any related costs are the responsibility of the school.
3. No later than the start of the scheduled meeting, the school's business manager shall make the following available to the IPCSC:
 - a. A list of every vendor the school has paid in the last 12 months;
 - b. A copy of all arrangements with vendors including: contracts, service agreements, grants, and/or MOUs with all services providers that are currently active or that have been active in the past 12 months;
 - c. A copy of all lease agreements and all long-term loans;
 - d. A list of all insurance policies held by the school (including liability, directors and officers, worker's comp, etc.), including company, policy number, and coverage specifics; and
 - e. All bank statements for the previous 12 months.
4. The meeting agenda for this meeting shall include the following:
 - a. A review of statute, rule, policy, and regulations related to closure as presented by the Closure Team Lead.
This part of the discussion should consider requirements of the IRS, the Department

of Labor, the Government Accounting Standards Board, as well as the Idaho Charter School Act and rules and policy established by the State Board of Education and the State Department of Education.

- b. A review of projected cash flow through end of operations as presented by the school's Business Manager.

There will be time to revise this initial projection as closure progresses, and the numbers are expected to shift throughout the process, but this exercise establishes a starting place. Please consider the last allowable draw of funds, payroll through end of contracts, and note that there may be additional closing costs, such as a PERSI buy out, storage costs, or penalties on early lease termination.

- c. Development of a plan for immediately reducing spending to necessities only, which may require board action to suspend or change policies to allow for changes in who has spending authority and at what amounts.
- d. Prioritization of payment of anticipated expenditures, pursuant to Idaho Code.
- e. Documentation of a list of items requiring follow-up and who is responsible for the workload or costs.
- f. Establishment of approximate deadlines for when each account is to be closed.

- 5. Following the initial meeting, the school's Business Manager shall be responsible to provide the following documentation:

- a. Verification that the school's account has been paid in full with each vendor as accounts are closed;
- b. Verification that the school has met with PERSI and has established a final transmission date;
- c. Documentation that any outstanding PERSI fees are paid;
- d. Verification that the school has met with the board approved auditor and has established a final audit timeline. Note that the timing of this audit may be later than usual; and
- e. Verification of end dates for leases and liability coverage (including property and directors/officers).

B. Accounting of Assets

- i. The IPCSC shall provide to the school a written guidance document with regard to the sale and dissolution of assets.
 - ii. The school shall be responsible to provide the IPCSC and the SDE with a full inventory of all physical assets owned by the corporation within 30 days of the date on which the notice of closure was issued.
 - iii. The inventory shall include:
 - a. A description of the item;
 - b. The fund with which each item was purchased; and
 - c. An estimate of the current value of the item.
- D. The Team Lead, the IPCSC's Finance Manager, a representative from the SDE, and the school's Business Manager shall meet to review this inventory within 15 days of receipt of the inventory, and may verify accuracy via thorough on-site review.

C. Dissolution of Assets

1. All viable special education testing materials shall be distributed to the SDE for redistribution to charter schools based on the agency's determination of need.
2. Property owned by the ESP will be claimed by the ESP. The lease by which this equipment was provided to the school must include an itemized inventory and shall be provided to the IPCSC.
3. Any items purchased with federal funds (excluding special education testing materials) shall be returned to the IPCSC for redistribution to other charter schools. The IPCSC shall retain record of what was received and to whom it was redistributed.
4. The school is responsible to arrange for delivery of assets in an organized and well-labeled manner.
5. All assets purchased with state funds shall be liquidated to the greatest degree possible. Please see the IPCSC's guidance on the sale and dissolution of assets for procedural expectations.
6. When all assets have been redistributed and liquidated, and all creditors have been paid, any remaining funds shall be returned to the Public School Income Fund via the State Department of Education.

D. Reporting

1. The school shall ensure that an audit completed by an independent auditor is conducted, the audit report is approved by the school's board, and submitted to both the State Department of Education and the authorizer.
2. The school shall ensure that all documentation required to dissolve the school as a business is filed with the IRS, including dissolution of the 501c3.
3. After the sale of assets, and the all checks are cut, any remaining funds shall be returned to the State Department of Education for distribution to operational schools.
4. File final tax reports.
5. Issue W2s for previous tax year.

IV – Records Management

i. Records Retention Procedures

1. The school's Lead Administrator is responsible to ensure the proper retention and destruction of records in accordance with the State of Idaho's records retention schedule.
2. The public charter school shall make every effort to transfer all active student records (including the cumulative file and the special education file) to the student's next school of choice prior to the date on which records are scheduled to transfer to the authorizer.
3. The public charter school shall ensure that every student file (active or inactive) includes an official transcript (signed, embossed, etc.) or final report card and a record of where and when the student's records were transferred out of the public charter school's care. This information shall be compiled in a single spreadsheet.
4. The public charter school shall ensure that all records to be transferred to the authorizer (cumulative and special education) are scanned into an electronic format. Costs incurred are the responsibility of the school.

5. The public charter school shall ensure that all records are transferred to the authorizer via a secure file transfer protocol.
6. No employee or former employee of the school shall retain copies or have access to student, employee, or financial records after the employee's end of contract date.

ii. Records to be Retained

1. Student Records:

- a. Student cumulative files shall be retained for five years beyond the student's exit date.
- b. Student special education files shall be retained for five years beyond the student's exit date.
- c. Official transcripts or final report cards for all students who attended the school shall be retained permanently and shall include the name and address of the student, the name of the student's parent(s)/guardian(s), the student's date of birth, the courses attempted by the student and grades earned by the student.
- d. Record of student records transfer shall be retained permanently;

2. Personnel Records:

- a. Personnel files shall be retained for five years beyond the employee's termination date.
- b. Personnel files shall include the name, address, and contact information of the employee; employment agreements or contracts signed by the employee, verification of certification (if applicable), and all employee evaluations. No other documentation shall be retained.

3. Financial Records:

- a. Monthly expenditure reports for the five years preceding the school's closure date shall be retained. Records shall be destroyed after five years.
- b. Monthly deposit records for the five years preceding the school's closure date. Records shall be destroyed after five years.
- c. All bids received and contracts awarded in the five years preceding the school's closure date. Records shall be destroyed after five years.

- d. Medicaid reimbursement records for seven years prior to the school's closure date. Records shall be destroyed after seven years.
- e. Bank statements for all accounts for five years preceding the school's closure date. Records shall be destroyed after five years.
- f. Tax documents shall be retained for the seven years prior to the school's closure date. These documents include but are not limited to IRS forms 941 and 1099. Records shall be destroyed after seven years.
- g. Annual financial audit reports and annual board approved budgets shall be retained permanently for all operational years. These documents are submitted to the IPCSC annually, and may not need to be re-submitted.

4. Governance Records:

- a. All meeting agendas shall be retained permanently.
- b. All meeting minutes shall be retained permanently.
- c. A complete copy of the most recent set of board policy shall be retained permanently.
- d. A copy of the board bylaws and articles of incorporation shall be retained permanently.

5. School Culture Records

- a. The school's lead administrator shall be responsible to make arrangements for the permanent retention of all school newspapers, yearbooks, and student handbooks through the Idaho Historical Society. The school is responsible for all costs incurred.

6. Records Requests After Closure

- a. The IPCSC shall manage records requests for student transcripts and for personnel files after the school has closed.
- b. The school shall ensure that the school's URL redirects to the IPCSC's records request page for a minimum of 3 years after the school's closure, at the school's expense.

V. Governing Board

iii. Final dissolution

1. Final Board Meeting

- a. In accordance with OML notice a final meeting of the governing board and pursuant to I.C. § 30-30-1001, a vote to dissolve a nonprofit corporation shall be properly noticed and accompanied by the dissolution plan. In this case, the dissolution plan is the closure protocol, which should be near completion by the time this motion is made. This section of Idaho Code also requires that the agenda state that the purpose, or one of the purposes, of the meeting is to consider a resolution to dissolve of the non-profit corporation.
- b. I.C. § 33-5212 addresses the order in which payments shall be made, and state that any remaining assets after all creditors have been paid shall be distributed to the Public School Income Fund. This information should be incorporated into the dissolution motion as it is required to be noticed by the Non-Profit Corporation Act.
- c. A vote in favor of dissolution passes with a majority vote of the board directors.
- d. A copy of the resolution must be provided to the IPCSC with 24 hours of the vote.

2. Meeting Agenda

- a. Approval of the financial audit report (if not already complete).
- b. Approval of any final contracts to be paid (i.e. for the Business Manager to return at the end of the calendar year to prepare final tax documents and distribute to employees).
- c. Appointment of a designee to file dissolution of the school's 501c3 with the IRS and articles of dissolution with the Idaho Secretary of State.
- d. Appointment of a designee to complete any and all final activities that may be necessary.
- e. Signature of any final checks.

3. Articles of Dissolution

- a. Pursuant to I.C. § 30-30-1003, after the dissolution has been authorized, a designee (identified in the dissolution plan) shall files articles of dissolution with the Idaho

Secretary of State. These articles shall minimally include:

- i. The name of the corporation;
 - ii. The date dissolution was authorized;
 - iii. A statement that dissolution was approved by a sufficient vote of the board.
- b. A corporation is effectively dissolved as of the date of its articles of dissolution.
- c. The school shall provide a copy of the filed articles of dissolution to the IPCSC.
- 4. A dissolved corporation may continue its corporate existence but may not carry on any activities except those appropriate to wind up and liquidate its affairs.

B. Claims against a dissolved Corporation

- iv. After the date on which the articles of dissolution are filed, the corporation may dispose of the known claims against it by sending written notice, pursuant to I.C. § 30-30-1005. Written notice must include:
 - a. A description of the information that must be included in a claim;
 - b. A mailing address where a claim may be sent;
 - c. The deadline, by which the dissolved corporation must receive the claim; and
 - d. State that the claim will be barred if not received by the deadline, which may not be fewer than one hundred twenty (120) days from the effective date of the written notice.
- v. The corporation must address any unknown claims against it by publishing a notice Pursuant to I.C. 30-30-1006. The notice must:
 - 1. Be published one (1) time in a newspaper of general circulation in the county where the dissolved corporation's principal office is or was located, or, if none in this state, in Ada county;
 - 2. Describe the information that must be included in a claim and provide a mailing address where the claim may be sent; and
 - 3. State that a claim against the corporation will be barred unless a proceeding to enforce the claim is commenced within five (5) years after publication of the notice.

- vi. Claims will be enforced if the corporation's assets have be distributed in liquidation to any party other than a creditor. A claim may be made by a creditor against the recipient, not to exceed the amount received by the recipient.

C. Reporting

1. The school shall ensure that all state and federal reporting is complete prior to dissolution. Verification of completed reports shall be made by the IPCSC. Required reports include, but are not limited to the following:
 - a. ISEE final data upload including, but not limited to student, course, teachers, and financial data sets;
 - b. Federal programs final reporting;
 - c. Grant final reporting; and
 - d. The school shall ensure that dissolution of the charter holder's non-profit organization is filed with the secretary of state and shall provide the IPCSC with a copy of this filing;
2. The school shall ensure that the dissolution of the school's 501c3 is on file with the IRS and shall provide the IPCSC with a copy of this filing.

VI. Final Closure Report Outline

Throughout the closure protocol process, the Closure Team Lead will collect the required documentation and build a final report. The final report will be permanently retained by IPCSC and posted on the IPCSC's website.

i. Cover Sheet

1. A final closure report must include a cover sheet with the following information:
 - a. The legal name of the school;
 - b. The legal name of the charter holder;
 - c. The address(s) that the school occupied at time of closure;
 - d. Contact information for future questions;

- e. The following links and a statement that more information can be found at these locations,
 - i. [PCSC webpage for this school],
 - ii. [webpage for the meeting at which the charter was approved],
 - iii. [webpage for the meeting at which the charter was nonrenewed or revoked, if applicable], and
 - iv. [webpage for any related hearings]; and
- f. A description of where requests for student transcripts can be made after closure.
- g. A list of the complete closure protocol team.
- h. A list of the following key dates:
 - i. The date on which the charter was approved;
 - ii. The first and final dates on which the school was authorized to serve students;
 - iii. The date on which the school received its final distribution of state funding;
 - iv. The date on which teacher contracts ended; and
 - v. The date on which the charter holder's corporation was dissolved.

B. Required Attachments, Redacted

1. Final IPCSC Closure Order
2. Final appeal decision (if applicable)
3. IPCSC Notification of Stakeholders Letter
4. List of all vendors, including the name and address of the vendor, a description of the services provided/purchased, and the date on which the IPCSC verified account closure.
5. A list of insurance coverages, including company and the last date of coverage (including health, liability, etc.)
6. A list of all contracts, service agreements, grants, and MOUs to be retained by the IPCSC, including verification of date received.
7. A list of all lease agreements and all long-term debt held by the school at the beginning of the closure protocol, including the company and amount.
8. Documentation of the termination of any leases or loans.
9. Final bank statements indicating account closure.

10. Expense reports for the 12 months preceding dissolution.
11. A copy of the final check cut to the SDE, if applicable.
12. Inventory of assets, including the fund with which each item was purchased, the date of purchase, the estimated value.
13. For assets purchased with federal dollars, also include the final recipient of the asset, and the date of transfer.
14. The charter holder's final dissolution resolution.
15. A copy of the articles of dissolution.
16. A copy of the 501c3 dissolution notification.
17. A copy of the newspaper notice to unknown claimants.
18. Meeting minutes from all meetings of the closure protocol team and all subcommittee meetings attended by the Closure Team Lead.
19. Any other documentation that may provide important details.