

HERITAGE ACADEMY AMENDED PERFORMANCE CERTIFICATE

This performance certificate amendment is executed on this 9th day of April, 2020, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Heritage Academy, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”) This document is an amendment to the performance certificate executed on the 26th day of June, 2017 between the Authorizer and the School.

RECITALS

WHEREAS, on August 5, 2010, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2011; and

WHEREAS, the School’s charter was renewed on February 7, 2017 for a five-year term of operations,

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of July 1, 2017, and shall continue through June 30, 2022, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as

Appendix D (the “Articles and Bylaws”). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.

- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

A. School Mission and Vision.

- **Mission:** Our school community brings together the resources necessary to help all students grow and succeed.
- **Vision:**
 - Heritage Academy believes each student has gifts, talents and strengths.
 - We embrace a diverse student body and commit to creating a nurturing and supportive school culture.
 - Our school ensures that all students acquire the academic, interpersonal, critical thinking and problem-solving skills and mindsets to succeed in school, career and life.
 - Our goal is to enable students to become responsible, respectful and caring members of society.

B. Grades Served. The school may serve students in Kindergarten through grade 8.

C. Design Elements. The School shall implement and maintain the following essential design elements of its educational program:

- Use the School Enrichment Model (SEM) to provide expanded educational opportunities for all students based on their strengths and interests in order to engage them in their learning, thereby raising expectations and achievement for all. The fundamental aspect of the SEM is Enrichment Clusters
 - Each student participates in at least one enrichment cluster per school year. Clusters last 6-12 weeks, and typically meet once per week.
 - Students work in small groups to produce products or services that solve real-world problems and benefit the students, their school, or the larger community.
- Strong Social Emotional Learning (SEL) program
 - Implementation of 7 Mindsets Program
 - Safe environment
 - Students are provided with a safe school facility.
 - Students have access to adults willing to listen and protect students’ safety.
 - Students are provided with education and tools to encourage safe behavior among themselves.
 - A strong, anti-bullying policy will be enforced.
- Community School Approach to Meeting the Needs of Students and Families
 - Community partnerships developed to support students and families

- Social, emotional and academic needs of students and families are addressed as part of a comprehensive approach to helping students succeed in school and in life.
- D. **Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. **Accreditation.** The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. **Oversight Allowing Autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the mutually agreed upon Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. **Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School's performance primarily for purposes of renewal and enforcement in compliance with Idaho Code, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms of the Performance Framework, including any required indicators, measures, metrics, and targets, shall be compliant with statutory requirements, be mutually agreed upon by the Authorizer and the school, and shall be binding on the School.
- C. **Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term:
 - The School's comparison group shall the following schools:
 Heritage Community Charter School (1343)
 Chief Tahgee Elementary (1347)
 Bickel Elementary School (0820)
 Central Elementary (0447)
 Lakeside Elementary (0752)
 Garfield Elementary (0303)
- D. **Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to an annual formal review based on the Performance Framework.
- E. **School Performance.** Heritage Academy shall be exempt from the enrollment variance measure and the financial measures of the performance framework (as detailed in Section 6D of this document) for FY20 and FY21. Otherwise The School shall meet the standard on all measures included in the Performance Framework. In the event the School is a party to a

third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.

- F. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the current Certificate term. As part of the Performance Framework, the Authorizer agrees to consider school-specific or mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework. The school shall have the opportunity to respond orally and/or in writing at any open Commission meeting or executive session thereof at which the school's academic, operational, financial performance or any other school-specific information is discussed.

The school will receive notice a minimum of twenty eight (28) days prior to any meeting at which the school will be discussed. The school will have a minimum of twenty-one (21) days to provide materials for inclusion in the official meeting materials.

- G. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- H. Site Visits.** The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. In such a case, the School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer will provide the School a minimum of fourteen (14) days' notice prior to site visits to the School. Notice shall include the purpose of the visit and the names of the visiting representatives. The Authorizer shall ensure that all site visits include at least two (2) representatives. One representative shall hold current certification in K-12 education. In the event that a Commissioner visits the school, the Authorizer shall provide a representative who meets the above criteria to accompany the Commissioner.

For the purposes of renewal, the Authorizer shall accept a site-visit report from the recognized public school accreditation agency (currently AdvancEd) in lieu of conducting an independent site-visit. In addition, the Authorizer agrees to a one-time waiver of up to \$5,000 of the authorizer fee (as assessed in March of 2021, and in addition to the 10% for purposes of payment of membership dues), based on verifiable costs incurred for an accreditation site-visit. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. The School shall have the opportunity to respond orally or in writing at any commission meeting at which the site visit is

discussed. It shall be the duty of the Authorizer to notify the School no later than twenty-eight (28) days prior to any meeting at which the site visit will be discussed.

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

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 210 students.
- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- D. School Facilities.** 500 S. Lincoln Ave, Jerome, Idaho, 83338. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows:
 - North Boundary: 900 North Road (Northern Jerome County Boundary)
 - East Boundary: 500 East Road
 - South Boundary: Golf Course Road (700 South) (Southern Jerome County Boundary)
 - West Boundary: 500 West Road (Western Jerome County Boundary)
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

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

- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format required for submission to the Idaho State Department of Education. Heritage Academy shall be exempt from the cash flow and cash ratio measures of the Performance Framework in FY20 and FY21. The school will also be exempt from the cash on hand measure in FY20 and FY21, excepting if the school's audit reflects fewer than 15 days cash on hand. In such a case, notification of closure or automatic closure will begin pursuant to I.C. §33-5209C.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

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

so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.

- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter School Law.

SECTION 8: MISCELLANEOUS

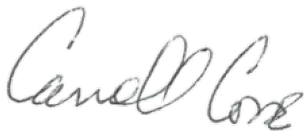
- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as maybe 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.

Amendment 1

IN WITNESS WHEREOF, the Authorizer and the School have executed this amendment to the Performance Certificate to be effective: 4/9/2020.

A handwritten signature in blue ink that reads "Alan Reed".

Chairperson, Idaho Public Charter School Commission

A handwritten signature in black ink that reads "Candice Cox".

Chairperson, Heritage Academy, Inc. Board of Director

Amendment 2

WITNESS WHEREOF, the Authorizer and Heritage Academy have executed this amendment to the Performance Certificate, effective 12/1/2020:

1. To include the following language as Section 4C of this Performance Certificate:

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:

- The School's comparison group shall the following schools:

Heritage Community Charter School (1343)

Chief Tahgee Elementary (1347)

Bickel Elementary School (0820)

Central Elementary (0447)

Lakeside Elementary (0752)

Garfield Elementary (0303)

2. To remove the following language from section 5B of this Performance Certificate:

The maximum number of students who may be enrolled per class/grade level shall be as follows: 20 students per grade level in kindergarten, 1st, and 2nd grade; 22 students in 3rd grade; 25 students in grades 4-8.

3. To change the maximum enrollment from 207 to 210 students.

Alan Reed

Alan Reed (Jan 29, 2021 13:15 MST)

Chairman, Idaho Public Charter School Commission

Candice Cox

Chairman, Heritage Academy School Board

Heritage Academy Amendment

Final Audit Report

2021-01-29

Created:	2021-01-29
By:	Dianne Hobbs (dianne.hobbs@osbe.idaho.gov)
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"Heritage Academy Amendment" History



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Agreement completed.
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Appendix A: Conditions of Authorization/Renewal

Appendix B: Performance Framework

Appendix C: Charter

Appendix D: Articles of Incorporation and Bylaws

Appendix E: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

1. By June 30, 2020, HA's ISAT proficiency in each subject area will meet or exceed the percentage of Jerome School District students, in all tested grades 3-8, who scored proficient or above. Proficiency rates will be based on the appealed data set. References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

2. By June 30, 2020, HA's continuously enrolled student population will achieve "meets standard" or better on the criterion-referenced academic growth measures contained in the performance framework adopted by the Commission in 2017. For purposes of this condition, "continuously enrolled" is defined pursuant to IDAPA 08.02.03.112.04.a(i); that is, "a student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation . . . A student is continuously enrolled if he/she has not transferred or dropped out of the public school. Students who are serving suspensions are still considered to be enrolled students."

Regardless of whether or not HA agrees to fulfill the specific conditions above, HA remains responsible for meeting the terms and conditions contained in its signed Performance Certificate effective July 1, 2017, through June 30, 2022, which will incorporate the performance framework adopted by the Commission in 2017.

Appendix B: Performance Framework

Heritage Academy

[YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

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

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

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

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

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

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

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

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

PERFORMANCE FRAMEWORK STRUCTURE

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

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

ACCOUNTABILITY DESIGNATIONS

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

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

SCHOOL OVERVIEW			
Mission Statement	Using the School-Wide Enrichment Model, Heritage Academy will educate students, leading them to develop meta-cognitive skills. In a safe and respectful environment, these skills will allow them to learn how to organize information and solve real-life problems. Our students will graduate with skills in both the core content areas and in critical thinking that will lead to success in school, in the workforce, and in the community.		
Key Design Elements	<p>Use the School Enrichment Model (SEM) to provide expanded educational opportunities for all students based on their strengths and interests in order to engage them in their learning, thereby raising expectations and achievement for all. The fundamental aspects of the Educational Mission are as follows:</p> <p>The Total Talent Portfolio</p> <ul style="list-style-type: none"> ● Each student completes a portfolio at the beginning of the year which provide information about their strengths, interests, learning styles, and styles of expression. ● School personnel (teachers, counselors, etc.) review students' portfolios and use them to provide individualized instruction and support. <p>Enrichment Clusters</p> <ul style="list-style-type: none"> ● Each student participates in at least one enrichment cluster per school year. Clusters last 6-12 weeks and typically meet weekly. ● Students work as individuals or in small groups to produce products or services that solve real-world problems. <p>Strong character development program</p> <ul style="list-style-type: none"> ● Each month, teachers address one of the six Integrity Initiative characteristics with their classes. ● Students are consistently recognized for their demonstration of strong character traits. <p>Safe environment</p> <ul style="list-style-type: none"> ● Students are provided with a safe school facility. ● Students have access to adults willing to listen and protect students' safety. ● Students are provided with education and tools to encourage safe behavior among themselves. 		
School Location	500 S. Lincoln Ave Jerome, Idaho, 83338	School Phone	(208) 595-1617
Surrounding District	Jerome School District		
Opening Year	2011		
Current Term	July 1, 2017-June 30, 2022		
Grades Served	K-8		
Enrollment (Approved)	450	Enrollment (Actual)	

SCHOOL LEADERSHIP	

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
Non-White				
Limited English Proficiency				

Special Needs				
Free and Reduced Lunch				

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	
GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	

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

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

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

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	0%	0%	55% - 74%	NA	80% - 89%	0%	65% - 84%	0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	
School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.									

ACADEMIC K-8

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes.

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

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON		
Measure 2a	Do math proficiency rates meet or exceed the district average?	Result
Math Proficiency Rate		Points Possible
Comparison to District	Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.	Points Earned
	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.	
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.	
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.	
Notes	The district average will be determined using the same grade set as is served by the public charter school. Jerome School District will be used for comparison purposes.	
Measure 2b	Do ELA proficiency rates meet or exceed the district average?	Result
ELA Proficiency Rate		Points Possible
Comparison to District	Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.	Points Earned
	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.	
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.	
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	
Notes	The district average will be determined using the same grade set as is served by the public charter school. Jerome School District will be used for comparison purposes.	

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Result	Points PossiblePoints Earned
Criterion-Referenced Growth			
Math	Exceeds Standard: At least 85% of students are making adequate academic growth in math. Meets Standard: Between 70% and 84% of students are making adequate academic growth in math. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.		76-1000 51-750 26-500 0-2500
Notes			
Measure 3b	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?	Result	Points PossiblePoints Earned
Criterion-Referenced Growth			
ELA	Exceeds Standard: At least 85% of students are making adequate academic growth in ELA. Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.		76-1000 51-750 26-500 0-2500
Notes			

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM			
Measure 1a	Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?	Result	Points Possible
Implementation of Educational Program	<p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>		Points Earned
			25
			15
			0
Notes			0
Measure 1b	Is the school complying with applicable educational requirements?	Result	Points Possible
Educational Requirements	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		Points Earned
			25
			15
			0
Notes			0

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Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities				
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>			25	
			15	
			0	
				0
Notes				
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners				
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>			25	
			15	
			0	
				0
Notes				

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

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

OPERATIONAL

<p>Measure 3c</p> <p>Reporting Requirements</p> <p>Is the school complying with reporting requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p>Result</p> <p>Points Possible</p> <p>25</p> <p>15</p> <p>0</p> <hr/> <p>0</p>
<p>Measure 3d</p> <p>Public Transparency</p> <p>Is the school complying with public transparency requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p>Result</p> <p>Points Possible</p> <p>25</p> <p>15</p> <p>0</p> <hr/> <p>0</p>
<p>Measure 3e</p> <p>Credentialing & Background Checks</p> <p>Is the school meeting employee credentialing and background check requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p>Result</p> <p>Points Possible</p> <p>25</p> <p>15</p> <p>0</p> <hr/> <p>0</p>

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

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

FINANCIAL

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

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

Appendix C: Charter

Heritage Academy

2011-2012 Idaho Charter School Petition

Name of Proposed Charter School: Heritage Academy, Inc.

School Year Petitioning to Open the Charter School: 2011-2012

School District Affected by Attendance Area: Jerome School District

Facility Location: Jerome, Idaho

Authorized Representative: Kelly Bangerter

500 South Lincoln

Jerome, ID 83338

(208) 595-1619

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Tab 1: Mission Statement, Corporate Organization, & Signatures of Proof

Mission: Our school community brings together the resources necessary to help all students grow and succeed.

Vision:

Heritage Academy believes each student has gifts, talents and strengths. We embrace a diverse student body and commit to creating a nurturing and supportive school culture.

Our school ensures that all students acquire the academic, interpersonal, critical thinking and problem-solving skills and mindsets to succeed in school, career and life.

Our goal is to enable students to become responsible, respectful and caring members of society.

Signatures & Proof of Qualification

See, Appendix A – Qualified Electors

For Articles of Incorporation and corporate Bylaws, please reference Appendix C.

Tab 2: Proposed Operation and Potential Effects of Public Charter School

Target Student Population

Heritage Academy will open in the fall of 2011 within the boundaries of the Jerome School District and will serve a maximum of 175 students in grades K-6. For more information on the educational atmosphere and demographics, please reference Appendix J – Market Analysis. We Project full enrollment of one class per grade in grades K-4 and one combined class of 25 for 5th and 6th grade. Heritage Academy in year two will increase the Kindergarten class size to a cap of 25 students in the A.M. class and cap of 25 students in the P.M. class. Heritage Academy, starting in year two, will also have the option to add one additional class per year starting with grade 1, if the application numbers justify these additions in grades 1-6, with a cap of 25 students per class. As enrollment numbers increase, Heritage Academy will expand the grade offering to grades K-8 in subsequent years as determined by the board of directors, and as application numbers justify these additional grades. In the 7th and 8th grades, Heritage Academy will have a cap of 50 students per grade. As Heritage Academy's program matures, and in the event it is in the best interest of Heritage Academy, the board may seek approval from the IPCSC to serve additional grades.

The School's primary attendance area is as follows:

North Boundary: 900 North Road (Northern Jerome County Boundary)

East Boundary: 500 East Road

South Boundary: Golf Course Road (700 South) (Southern Jerome County Boundary)

West Boundary: 500 West Road (Western Jerome County Boundary)

Distinguishing Features

Use the School Enrichment Model (SEM) to provide expanded educational opportunities for all students based on their strengths and interests in order to engage them in their learning, thereby raising expectations and achievement for all. The fundamental aspect of the SEM is Enrichment Clusters.

- Each student participates in at least one enrichment cluster per school year. Clusters last 6-12 weeks, and typically meet once per week.
 - Students work in small groups to produce products or services that solve real-world problems and benefit the students, their school, or the larger community.
-

Strong Social Emotional Learning (SEL) program

- Implementation of 7 Mindsets Program
- Safe environment
- Students are provided with a safe school facility.
- Students have access to adults willing to listen and protect students' safety.
- Students are provided with education and tools to encourage safe behavior among themselves.
- A strong, anti-bullying policy will be enforced.

Community School Approach to Meeting the Needs of Students and Families

- Community partnerships developed to support students and families
- Social, emotional and academic needs of students and families are addressed as part of a comprehensive approach to helping students succeed in school and in life.

Potential Impact on District

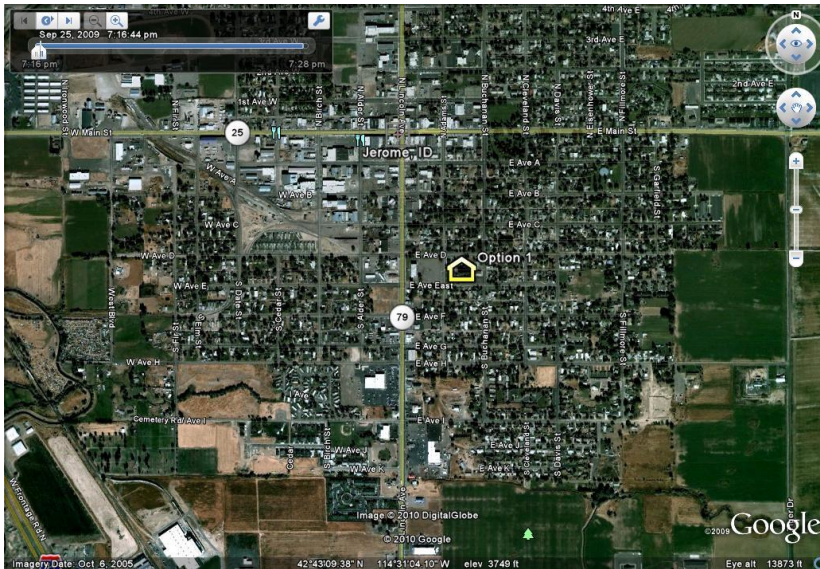
No funding for Heritage Academy will be provided by Jerome School District or any other individual traditional school district funds. Jerome School District has the capacity to acquire additional funding through levies and bonds, regardless of the student population. While Jerome School District will not receive the ADA funding for students enrolled full-time at Heritage Academy, the School District will avoid the direct costs associated with providing educational services to students that choose to attend our school. There is a significant benefit to the School District as current economic trends may make it more difficult to budget for new school facilities and gain local taxpayer support for bonds and levies required for new school buildings. For example, Horizon and Jefferson Elementary schools both utilize portable classroom space because their facilities are too small to accommodate their students. This fact, coupled with the School District's recent failed bond levy, indicates that the addition of a new choice in public education would not only provide choice, but also relieve some of the strain placed on the district's resources. (For more information on the educational climate in our district/county, please see Appendix J – Market Analysis). There is no financial support that would be provided by the traditional School District for students that attend Heritage Academy. Further, as is often the case, Heritage Academy anticipates that many of the students that enroll at the school will come from a home-schooling background; a fact that will lessen the impact of the school on the district.

Facilities

As Heritage Academy founders, we recognize the importance of finding and preparing a school facility to house our program. We also acknowledge the challenges charter schools face when entering this phase of their development. While Heritage Academy, Inc. does not have the financial ability to secure land and finance the construction of a new school facility, we have identified several facility options.

Option 1. Over the past several months, we have worked to identify more concrete options to locate our facility. During this process, we have worked with several land owners in an effort to specify our needs and reach agreement on terms that would be mutually beneficial. (See Appendix K for supporting documentation/letters of intent). Our first and best option in this regard would be to enter into a short term land lease with a private school located on Lincoln Ave

in the center of Jerome (See Option 1 on Map below). The school's Board of



Directors have met, discussed, and voted to execute a letter of intent to sub-lease a portion of their campus to Heritage for \$1,000/per month for a minimum term of two years (see Appendix K). As part of the process to assess this location's viability, we have discussed zoning requirements with the city. The

location is already zoned Public or Semi-Public, and due to the fact that it is currently being used as a school, it already has a special use permit allowing this use. Another significant benefit is the fact that the vast majority of infrastructure is already in place. This will significantly reduce site prep and modular prep costs.

We have contacted a modular classroom supplier to verify our transportation, set up, skirting, block and level, and monthly rental charges to set up our campus. These numbers are reflected in our budget and a supporting letter is attached in Appendix L. Our plan is to lease the eastern portion of the property to locate modular units. Due to city requirements, the fact that this site is already properly zoned, provides us with added convenience when planning our modular campus. In fact, the only city requirement for bringing on modular units will be paying for the permit. (We recognize there will be inspections and other similar costs, but we will not be required to seek specific council approval for our intended use.)

The portion of the property we intend to utilize is a large unused parking area, with all curbing, sidewalk, and utilities on site. We recognize and have already considered one drawback to this location: confusion with the private school. However, because Jerome is a small community, we believe a joint effort with the private school, the district, and our founders will ensure that members of the community are informed of the distinction and their option to attend Heritage Academy.

Option 2. Another option is to purchase or lease land and contract with modular classroom supplier at Crossroads Point. We have been in negotiations with owners/investors that would be willing to assist us in the event that a purchase is necessary; however, after our discussions with the owners of Option 1, we are

confident that this will not be necessary. In an effort to exhaust other options, we have contacted the developer of Crossroads Point in Jerome, Idaho, and he has expressed a willingness and excitement about the prospect of bringing a choice in public education to this development. Crossroads Point is located near the interchange of US Highway 93 and Interstate 84. This location will provide easy access to the student population that resides within Jerome and surrounding communities. Within this mixed use development, we have identified several potential sites for the school. In an effort to share open space and create a larger feel for the site, we have looked into the possibility of sharing designated park space with the city as well.



Heritage Academy will ensure that its school facility is designed and constructed to be accessible to and usable by individuals with disabilities. We have also contacted several modular classroom suppliers who have expressed their desire to submit proposals for our facility needs. We acknowledge that compliance with ADA guidelines is mandatory for any new (or remodeled) charter school facility, and we will ensure appropriate design decisions for accommodating the needs of disabled individuals as well as meeting all other applicable zoning and building code requirements.

In our community, there are many locations that are unimproved tracts of land at or near the necessary public utilities. Several of which have executed letters of intent to enter negotiations upon approval of our charter. A modular campus is most likely the best option for our first several years. Regardless of the option the Board chooses, use of a facility as a public school is a conditional use in most zones. Several board members and founders have extensive experience with the city processes associated with conditional use permits as well as other permitting issues surrounding the development of land. Our budget assumptions reflect our estimates on the cost of erecting a small modular campus. Facility expenses include \$16,632 in estimated delivery costs, \$10,675 in skirting, \$3,150 for installation of handicap accessible ramps and handrails, \$18,515 for block and leveling, \$4,550 for anchors, \$127,127 for leased units beginning in August 2011, and \$50,000 for necessary infrastructure and permitting.

Option 3 In the event we are unable to reach an agreement under options reference listed above or other circumstances preclude Heritage Academy from constructing a modular campus at that location, we have identified a second location to lease approximately 11,000 square feet on a potential classroom



space. This location is easily accessible from Highway 93, provides ample parking, and the current owner is willing to make the necessary improvements in the event an acceptable lease term can be reached.

Option 4. For our fourth option, we have identified an alternative location off Lincoln St. at 900 South. This option provides more space and a lower cost per square foot than option 3, but the facilities would require tenant improvements to accommodate our needs. The facility consists of approximately 35,000 square feet, and could easily provide the needed space to operate our program. In our efforts to determine the feasibility of utilizing this space for our program, we have met with the owner's agent on several occasions and discussed the option of occupying only a portion of the building as the school. This would lower the costs associated with leasing the site and allow Heritage Academy to allocate additional monies to retrofitting the facility to meet our needs. This facility is located on a major arterial road running through the middle of Jerome and would provide an excellent access (ingress/egress) for residents in our community.



Administrative Services

Instructional Leader

Heritage Academy recognizes the Administrator as the key leader responsible for implementing institutional procedures and policies. The Administrator is accountable to the Board of Directors and is critical in the development of

curriculum and educational programs. The success of the school in implementing its charter and creating an atmosphere for standards-based learning is critical to the role of the Administrator.

Administrator's Responsibilities:

1. Establish and maintain a coordinated and challenging curriculum which implements an effective emphasis on technology integration.
2. Supervise administrative subordinates with an effective blend of delegation of authority, measures of accountability, and evaluation of results.
3. Implement effective student disciplinary procedures and oversee judicial hearings and appeals that conform to all relevant laws, policies and procedures.
4. Ensure administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning is continuous.
5. Interact and intercede for the needs of staff and/or students as needed.
6. Report to the Board as required regarding:
 - staff communications
 - meeting coordination
 - parent interactions
 - staff information reviews
7. Attend or conduct meetings of various constituent groups; attend school functions; attend external meetings, conferences, or legal training sessions.
8. Perform other duties as assigned by the Board of Directors.
9. Some duties may be shared/delegated to the Vice-Principal.

Because the Administrator plays a key role in the successful daily operation and overall performance of the school, Heritage Academy seeks the most qualified individuals for this position. An ideal candidate for the Administrator position at Heritage Academy would have the following background and education: (i) a graduate degree in educational administration and state certification as a K-12 administrator or superintendent; (ii) Preferably a minimum of three years experience as a school administrator; and (iii) a Strong background/understanding of technology and technology instruction a plus. The Administrator position will be evaluated semi-annually by the Board, based on mutually agreed upon metrics and criteria.

Special Education Coordinator

Heritage Academy will hire the appropriate special education staff as indicated by the needs of the enrolled student population. The Special Education teacher will

coordinate all special education related services and preside at all IEP meetings and initial team staffing meetings. The Special Education Coordinator must possess the education, skills and credentials of a special educator who can work with appropriate professionals (school psychologist, speech and language pathologist, etc.) to select, administer and interpret assessments for determining special education eligibility. In addition, the Special Education teacher will provide support and training (or coordinate trainings) for Heritage Academy's Administrator and staff regarding the Individuals with Disabilities Education Act, the Idaho Special Education Manual and special education rules and requirements for Idaho public schools.

Employment Issues

All recommendations for hiring and firing of Heritage Academy employees, except for the school Administrator, will be made by the school Administrator and subject to approval by the responsibility of the Board. The Heritage Academy Board of Directors will be responsible for hiring a school Administrator and for any personnel actions directly involving the school Administrator. The Administrator, teachers, and other staff members may be selected to serve on hiring committees. The hiring committees will screen applicants and decide whom to interview. Individuals will be selected based on school needs and individual qualifications. All hiring will be approved through the Board, and candidates will be offered positions at Heritage Academy only upon Board approval.

Management of School Equipment & Supplies

Teachers will be responsible for all materials and supplies within their rooms. Yearly inventories will be used for insurance purposes and to assess replacement needs. Teacher supplies will be allocated on an "as-needed" basis, with the Director determining the "need." Each teacher will receive a budget for supplies and equipment, which may be purchased in accordance with Heritage Academy's Fiscal Policy.

Governing Board

The Governing Board is the ultimate policy-making organization and retains total control in the selection or removal of any service organization serving the school, the Administrator and school employees. No person that is an officer, director or shareholder in any service organization serving the school will serve as a member of the Governing Board of the School or vote on any matter affecting the school's relationship with the service organization(s). Any Governing Board member who serves as an officer, director or shareholder in any service organization that offers to contract for services to the school will resign as a Board Member prior to the Governing Board taking action to contract with that organization.

Preparation and Completion of Federal and State Reports

Under the Board's direction, the Administrator will provide timely completion and submittal of state and federal reports. Reports may be reviewed for approval by the Board before submission.

Head Secretary

The head secretary acts as a front-line information resource to students, faculty and staff, and must provide quality customer service to the public, students, parents and other Heritage Academy staff. The secretary will also work to assist and support the Administrator and faculty, and performs a variety of office duties requiring some independent judgment in the application of Heritage Academy policies and procedures. The basic requirements for this position will be a high school diploma, a minimum of three years of related experience, proficiency with Microsoft Word and Excel, databases, email and internet, and strong interpersonal and multi-tasking skills.

Potential Civil Liability

The Idaho Public Charter School Commission (the "IPCSC") shall have no liability for the acts, omissions, debts or other obligations of Heritage Academy.

Insurance

Heritage Academy Charter School will procure and maintain a policy of general liability insurance in the amount required by state law and errors and omissions insurance with limits not less than one million dollars. Heritage Academy will have the same role as a traditional public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability and property insurance will be similar to the coverage purchased by the district. Heritage Academy will provide the IPCSC with a list of all other types and amounts of insurance required prior to the opening of the school.

Tab 3: Educational Program; Goals, Definitions, Special Education, Plan for Dual Enrollment Participation, & Internet Safety Policy

Educational Philosophy & Purpose

Heritage Academy is established to provide its students with a safe, challenging and individualized learning environment that will help them achieve their potential and become confident, competent, productive, and responsible young adults who possess the knowledge, skills, attitude, and character necessary to succeed in high school, post-secondary education, and ultimately in employment and community settings.

We believe that all students possess greatness within them, and educational experiences should guide and assist students in discovering the best within themselves. There are as many paths to success as there are individuals. Heritage Academy will provide a safe, challenging and individualized learning environment that will help each student reach his/her potential.

An individual builds confidence when he/she is free to explore and try new things without fear of teasing and/or harsh criticism. New and innovative ideas will only surface when individuals are allowed to try and experiment. In our society we need leaders who have learned the skills necessary to think and solve problems in creative ways. To create this safe environment we will foster a policy of zero tolerance for teasing, taunting, bullying and threats. Parents and students will sign a behavior contract that clearly identifies behavior expectations and consequences. Students, teachers, Administrators, and parents will be expected to work together in an environment of mutual respect. Heritage Academy has chosen to use Integrity Initiatives which emphasizes character traits of integrity. This program will help students learn social skills, problem solving, and conflict resolution. By giving students clear behavior expectations and appropriate and effective tools they will learn to treat each other with kindness and respect. They will develop the confidence and skills needed to succeed in life when they are confronted with problems and conflict.

Competence develops when a learning environment is challenging and an individual is given an opportunity to grow and improve. With proper direction and motivation, individuals usually attain the level of greatness that is expected of them. To help each student reach his/her potential, greatness will be expected of all students. This will be accomplished by utilizing The School-wide Enrichment Model (SEM).

An individual will be productive when given a foundation of knowledge and skills and the freedom to experiment and apply this information to the real world. The Schoolwide Enrichment Model emphasizes the application of knowledge and skills. This application involves participation in Enrichment Clusters (see Methods of Instruction) which produce products or services for the real world. When knowledge and skills are relevant to the student he/she will integrate into his/her life.

An individual who learns to set goals and assess personal accomplishment becomes responsible for his/her own learning and development. Heritage Academy recognizes the importance of providing students with an individualized learning environment, which facilitates personal responsibility by having students learn to set goals and assess progress through a Total Talent Portfolio.

The Schoolwide Enrichment Model, (Renzulli, 2010)

The Schoolwide Enrichment Model (SEM) is a detailed blueprint for total school improvement that allows each school the flexibility to allow each school to develop its own unique programs based on local resources, student demographics, and school dynamics as well as faculty strengths and creativity. Although this research-based model is based on highly successful practices that originated in special programs for the gifted and talented students, its major goal is to promote both challenging and enjoyable high-end learning across a wide range of school types, levels and demographic differences. The idea is to create a repertoire of services that can be integrated in such a way to create "a rising tide lifts all ships" approach. This approach allows schools to develop a collaborative school culture that takes advantage of resources and appropriate decision-making opportunities to create meaningful, high-level and potentially creative opportunities for students to develop their talents. SEM suggests that educators should examine ways to make schools more inviting, friendly, and enjoyable places that encourage the full development of the learner instead of seeing students as a repository for information that will be assessed with the next round of standardized tests. Not only has this model been successful in addressing the problem of students who have been under-challenged but it also provides additional important learning paths for students who find success in more traditional learning environments.

An Overview of the Enrichment Triad Model

The Enrichment Triad Model was designed to encourage creative productivity on the part of young people by exposing them to various topics, areas of interest, and fields of study, and to further train them to *apply* advanced content, process-training skills, and methodology training to self-selected areas of interest. Accordingly, three types of enrichment are included in the Triad Model (see Fig. 2).

Type I enrichment is designed to expose students to a wide variety of disciplines, topics, occupations, hobbies, persons, places, and events that would not ordinarily be covered in the regular curriculum. In schools that use this model, an enrichment team consisting of parents, teachers, and students often organizes and plans Type I experiences by contacting speakers, arranging mini-courses, demonstrations, or performances, or by ordering and distributing films, slides, videotapes, or other print or non-print media.

Type II enrichment consists of materials and methods designed to promote the development of thinking and feeling processes. Some Type II training is general, and is usually carried out both in classrooms and in enrichment programs.

Training activities include the development of: (1) creative thinking and problem solving, critical thinking, and affective processes; (2) a wide variety of specific learning how-to-learn skills; (3) skills in the appropriate use of advanced-level reference materials; and (4) written, oral, and visual communication skills. Other Type II enrichment is specific, as it cannot be planned in advance and usually involves advanced methodological instruction in an interest area selected by the student. For example, students who become interested in botany after a Type I experience might pursue additional training in this area by doing advanced reading in botany; compiling, planning and carrying out plant experiments; and seeking more advanced methods training if they want to go further.

Type III enrichment involves students who become interested in pursuing a self-selected area and are willing to commit the time necessary for advanced content acquisition and process training in which they assume the role of a first-hand inquirer. The goals of Type III enrichment include:

- providing opportunities for applying interests, knowledge, creative ideas and task commitment to a self-selected problem or area of study,
- acquiring advanced level understanding of the knowledge (content) and methodology (process) that are used within particular disciplines, artistic areas of expression and interdisciplinary studies,
- developing authentic products that are primarily directed toward bringing about a desired impact upon a specified audience,
- developing self-directed learning skills in the areas of planning, organization, resource utilization, time management, decision making and self-evaluation,
- developing task commitment, self-confidence, and feelings of creative accomplishment.

The Regular Curriculum

The regular curriculum consists of everything that is a part of the predetermined goals, schedules, learning outcomes, and delivery systems of the school. The regular curriculum might be traditional, innovative, or in the process of transition,

but its predominant feature is that authoritative forces (i.e. policy makers, school councils, textbook adoption committees, state regulators) have determined that the regular curriculum should be the 'centerpiece' of student learning. Application of the SEM influences the regular curriculum in three ways. First, the challenge level of required material is differentiated through processes such as curriculum compacting and textbook content modification procedures. Second, systematic content intensification procedures should be used to replace eliminated content with selected, in-depth learning experiences. Third, types of enrichment recommended in the Enrichment Triad Model (Renzulli, 1977) are integrated selectively into regular curriculum activities. Although our goal in the SEM is to influence rather than replace the regular curriculum, application of certain SEM components and related staff development activities has resulted in substantial changes in both the content and instructional processes of the entire regular curriculum.

The Enrichment Clusters

The Enrichment Clusters, one component of the Schoolwide Enrichment Model, are non-graded groups of students who share common interests, and who come together during specially designated time blocks during school to work with an adult who shares their interests and who has some degree of advanced knowledge and expertise in the area. The Enrichment Clusters usually meet for a block of time weekly during a semester. All students complete an interest inventory developed to assess their interests, and an enrichment team of parents and teachers tally all of the major families of interests. Adults from the faculty, staff, parents, and community are recruited to facilitate Enrichment Clusters based on these interests, such as creative writing, drawing, sculpting, archeology and other areas. Training is provided to the facilitators who agree to offer the clusters, and a brochure is developed and sent to all parents and students that discusses student interests and select choices of Enrichment Clusters. A title and description that appeared in a brochure of clusters in a school using the SEM follows:

Invention Convention

Are you an inventive thinker? Would you like to be? Brainstorm a problem, try to identify many solutions, and design an invention to solve the problem, as an inventor might give birth to a real invention. Create your invention individually or with a partner under the guidance of Bob Erikson and his students, who work at the Connecticut Science Fair. You may share your final product at the Young Inventors' Fair on March 25th, a statewide daylong celebration of creativity.

Students select their top three choices for the clusters and scheduling is completed to place all children into their first, or in some cases, second choice. Like extracurricular activities and programs such as 4-H and Junior Achievement,

the main rationale for participation in one or more clusters is that *students and teachers want to be there*. All teachers (including music, art, physical education, etc.) are involved in teaching the clusters; and their involvement in any particular cluster is based on the same type of interest assessment that is used for students in selecting clusters of choice.

The model for learning used with Enrichment Clusters is based on an inductive approach to solving real-world problems through the development of authentic products and services. Unlike traditional, didactic modes of teaching, this approach, known as enrichment learning and teaching (described fully in a later section), uses the Enrichment Triad Model to create a learning situation that involves the use of methodology, develops higher order thinking skills, and authentically applies these skills in creative and productive situations. Enrichment Clusters promote cooperativeness within the context of real-world problem solving, and they also provide superlative opportunities for promoting self-concept. "A major assumption underlying the use of enrichment clusters is that *every child is special if we create conditions in which that child can be a specialist within a specialty group*" (Renzulli, 1994, p. 70).

Enrichment Clusters are organized around various characteristics of differentiated programming for gifted students on which the Enrichment Triad Model (Renzulli, 1977) was originally based, including the use of major disciplines, interdisciplinary themes, or cross-disciplinary topics (e.g. a theatrical/television production group that includes actors, writers, technical specialists, costume designers). The clusters are modeled after the ways in which knowledge utilization, thinking skills, and interpersonal relations take place in the real world. Thus, all work is directed toward the production of a product or service. No lesson plans or unit plans are created in advance by the cluster facilitator; rather, direction is provided by three key questions addressed in the cluster by the facilitator and the students:

1. What do people with an interest in this area (e.g. film making) do?
2. What knowledge, materials, and other resources do they need to do it in an excellent and authentic way?
3. In what ways can the product or service be used to have an impact on an intended audience?

Enrichment Clusters incorporate the use of advanced content, providing students with information about particular fields of knowledge, such as the structure of a field as well as the basic principles and the functional concepts in a field (Ward, 1960). Ward defined functional concepts as the intellectual instruments or tools with which a subject specialist works, such as the vocabulary of a field and the vehicles by which persons within the field communicate with one another. The methodology used within a field is also considered advanced content by Renzulli (1988), involving the use of knowledge of the structures and tools of fields, as

well as knowledge about the methodology of particular fields. This knowledge about the methodologies of fields exists both for the sake of increased knowledge acquisition, and also for the utility of that know-how as applied to the development of products, even when such products are considered advanced in a relative sense (i.e. age, grade, and background considerations).

The Enrichment Clusters are not intended to be the total program for talent development in a school, or to replace existing programs for talented youth. Rather, they are one vehicle for stimulating interests and developing talent potentials across the entire school population. They are also vehicles for staff development in that they provide teachers an opportunity to participate in enrichment teaching, and subsequently to analyze and compare this type of teaching with traditional methods of instruction. In this regard the model promotes a spill-over effect by encouraging teachers to become better talent scouts and talent developers, and to apply enrichment techniques to regular classroom situations.

Methods of Instruction

Heritage Academy will use a variety of methods to help our students become confident, competent, productive and responsible citizens. The Schoolwide Enrichment Model (SEM) will assist us in designing a program to help our students reach their potential.

Through his studies of the challenging, creative lessons developed for gifted students, Dr. Renzulli became convinced that this type of learning could benefit all students. Over 20 years of research led to the development of this model to improve instruction for an entire school. SEM applies the “a-rising-tide-lifts-all-ships” theory by integrating high-end learning into the total school program. SEM consists of three interacting dimensions. The first component, The Total Talent Portfolio (TTP) involves systematically gathering information about student’s abilities, interests, and learning styles and then utilizing this information to help students set personal goals and design enrichment activities.

The second component involves Curriculum Modification Techniques. A student’s mastery of specific curriculum is assessed, and when mastery is achieved students are provided with alternate activities such as group or individual projects, peer teaching, or more in-depth study of curriculum material. Curriculum Modification may also include ability grouping, so that students’ learning is based on capability. As students are assessed to determine understanding and ability, teachers will have the information they need to teach more effectively. Students who have not mastered material will also be identified so that their needs can be addressed. Teachers will be able to re-teach the material in a different way, provide extra support or practice, utilize a peer teacher or adult mentor, and/or work with these students more closely. This will help teachers identify and resolve potential problems quickly.

The final component involves Enrichment Learning and Teaching. This program consists of forming Enrichment Clusters. The goal is to apply knowledge and skills to produce a product or deliver a service for a community audience. Enrichment Clusters are facilitated by teachers, parents or community resource persons who share the same interests of the students and have some degree of expertise in the subject they are facilitating. Enrichment Cluster sessions will take place at least one time during each school year. Enrichment Cluster sessions will be approximately six to twelve weeks in length. The Enrichment Clusters offered each session will have approximately the same time requirements so as to facilitate the least intrusion of regular instructional time. The students will receive extra support and guidance in selecting activities and projects from parents, teachers and the Administrator.

Dr. Renzulli's model does not replace existing school structure or curriculum, but seeks to improve them by providing enriched and challenging learning opportunities to all students based on personal interests. Heritage Academy will use research based and challenging curriculum as the basis for general instruction.

Heritage Academy may also purchase scientifically research based curriculum and materials as supplementary materials or for core classes in order to most effectively meet the needs of students in core content areas including math, science, language arts, reading and social studies. Heritage Academy will establish a curriculum committee responsible for initial selection and ongoing analysis of student achievement and review of curriculum. The committee will consider current research and will review the Idaho Department of Education approved curriculum lists in an effort to select the most effective instructional materials for students at the school.

Special Emphasis:

Heritage Academy will provide a solid foundation of knowledge that addresses a variety of topics. Although the curriculum will be generalized, Enrichment Cluster's will allow each student to pursue personal interests and talents. Our emphasis is creating an individualized learning environment that helps each student reach his/her potential.

Individuality is built into SEM through use of the Total Talent Portfolio (TTP). It is unique from many traditional assessment tools in that it focuses on strengths and "high-end learning" behaviors, rather than focusing on deficiencies. Portfolios use assessment tests and actual student work to determine student's interests and learning styles as well as their cognitive abilities. These portfolios will include student directed improvement goals along with follow up and self-assessment, which will be added at the bi-annual parent, teacher, student conference. The portfolio will follow students throughout their education and will serve as a tool to document personal growth and achievement. The portfolio will include the very

best things we know about each student. Heritage Academy will use this information to develop appropriate enrichment activities and develop an individualized learning environment based on each student's strengths and talents.

Heritage Academy will provide a solid foundation through adopted curriculum in the core content areas that will be a guide to help each student on a path of personal discovery. This knowledge will be given relevance when it is given practical application in enrichment. We value the individual. Every student has tremendous potential and talents. Our goal is to help students identify and build on what is already great within them

Educational Goals; Compliance with Idaho Code Ann. §33-1612

Title 33-1612 of the Idaho Code statutorily defines eight "thoroughness standards" used to define and establish the basic assumptions which govern the provision of a uniform public education. Heritage Academy will meet and fulfill each of these standards as follows:

Standard	Goal	Objective
Standard 1: A safe environment conducive to learning is provided.	Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others.	Heritage Academy will: <ol style="list-style-type: none">1. Develop guidelines for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights and staff monitoring responsibilities.2. Provide a facility and adopt policies that meet all required city, state, and federal health accessibility, safety, fire, and building codes for public schools.3. Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.4. Create an environment that strongly encourages parents and

		other adults to visit the school and participate in the school's activities.
Standard 2: Educators are empowered to maintain classroom discipline.	Create a positive teaching and learning environment with an emphasis on high expectations of behavior and academic performance.	Heritage Academy will: <ol style="list-style-type: none"> 1. Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior. 2. There will be school wide process for teachers to handle minor and major infractions in the classroom setting. 3. Teach appropriate behaviors and foster responsible decisions-making skills. 4. Establish and maintain consistent rules aligned throughout the school.
Standard 3: The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.	Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.	Heritage Academy will: <ol style="list-style-type: none"> 1. Utilize integrity initiatives throughout all decisions to instill appropriate values. 2. Emphasize the importance of adults modeling important values at school. 3. Help student build personal bonds and carry out responsibilities to one another and to the faculty and staff. 4. Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social,

		and civic responsibility and enables the student to use newly found knowledge to solve community problems.
Standard 4: The skills necessary to communicate effectively are taught.	Teach students a range of effective communication skills appropriate for the 21 st century.	Heritage Academy will: <ol style="list-style-type: none"> 1. Emphasize meaningful language experience in language arts, enhanced by writing and memorization. 2. Provide access to computers to teach students basic computer skills and, in the older grades, appropriate communication through technology (via e-mail and the internet).
Standard 5: A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.	Develop an educated citizenry for the 21 st century through a proven academic program where all students are offered an advanced curriculum.	Heritage Academy will: <ol style="list-style-type: none"> 1. Use the Idaho State Standards as a starting point to be enhanced by unifying themes and other creative methods. 2. Offer a solid health curriculum as required by the state.
Standard 6: The skills necessary for the students to enter the workforce are taught	Provide students with the intellectual foundation and strong moral compass that provide the character traits of leadership, which lead them to becoming productive	Heritage Academy will: <ol style="list-style-type: none"> 1. Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, history and literature. 2. Provide a technology oriented environment, encouraging the use

	citizens.	<p>of technology as a toll in the workplace of the 21st century.</p> <ol style="list-style-type: none"> 3. Enable the students to develop the following intellectual habits important in society: adapting to new situations and responding effectively to new information; solving problems, locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments. 4. Enable students to develop the following personal habits important in society; accepting responsibility for personal decisions and actions; honesty, courage, and integrity, a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.
Standard 7: The students are introduced to current technology.	Provide students with a technology environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.	<p>Heritage Academy will:</p> <ol style="list-style-type: none"> 1. Use technology as a tool in an integrated educational program rather than as a primary instructional delivery system. 2. In 4th grade and above, all students leaving Heritage Academy will be proficient in using both a word processing and a spreadsheet program after two years of continuous enrollment at the school. 3. Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, data

		storage, and communication.
Standard 8: The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.	Provide students with the skills and the intellectual foundation to become responsible citizens in our society.	Heritage Academy will: <ol style="list-style-type: none"> 1. Enable students to develop the following personal habits important in society; accepting responsibility for personal decisions and actions; honesty, courage, and integrity, a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus. 2. Enable students to understand and apply concepts and principles embedded in each of the social science: history, geography, political science and economics.

Definition of “Educated Person”

An “educated person” in the 21st century demonstrates the ability to recognize his or her strengths, while continuously learning and applying new information to a variety of situations. An educated person is someone who is able to think critically, one who is excited about learning, can solve problems, looks forward to challenges and has fully developed his or her interests. An “educated person” looks forward to engaging in academic and career opportunities and has developed self-discipline and self-reliance. The Founding Board of Heritage Academy believes that an educated person has developed personal strengths, character traits and a strong foundation in each content area that enables him or her to participate in academic, career, social and civic responsibilities and make ongoing positive contributions to his or her family and community.

How Learning Best Occurs

Students at Heritage Academy are valued. Each student has unique talents and abilities and learns in different ways. We are educating the future of our society and not simply trying to have students test for competency. Traditional educational practices no longer provide students with all the necessary skills to

compete in today's workplace. Students must apply new strategies for solving problems using appropriate tools for learning, collaborating, and communicating. The following chart shows characteristics representing traditional approaches to learning and corresponding strategies that will be supportive of innovative teaching methods at Heritage Academy.

We believe an individual learns best when they are able to build confidence by being free to explore and try new things without fear of teasing and/or harsh criticism. New and innovative ideas will only surface when individuals are allowed to try and experiment. In our society we need leaders who have learned the skills necessary to think and solve problems in creative ways. To create this learning environment we will foster a policy of zero tolerance for teasing, taunting, bullying and threats. The Parent & Student Handbook will be distributed to all families which clearly identifies behavior expectations, consequences and other applicable policies. Parents and students will sign a contract agreeing to abide by the policies found within the Parent & Student Handbook. Students, teachers, Administrators, and parents will be expected to work together in an environment of mutual respect. Heritage Academy has chosen to use Integrity Initiatives which emphasizes character traits of integrity. This program will help students learn social skills, problem solving, and conflict resolution. By giving students clear behavior expectations and appropriate and effective tools they will learn to treat each other with kindness and respect. They will develop the confidence and skills needed to succeed in life when they are confronted with problems and conflict.

Special Education Services

Heritage Academy will utilize the Idaho Special Education Manual as now adopted or as amended in the future as a guideline for its Special Education Program and will comply with the requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act and all federal regulations dealing with these areas. The Primer on Special Education in Charter Schools, reprinted in October 2007 will be a valuable resource to the administration and faculty. The Idaho Special Education Manual will be used to plan and implement the special education program at Heritage Academy. The Heritage Academy Administrator in conjunction with the Special Education teacher will be the Section 504 Compliance Officer. Heritage Academy will follow the procedures and requirements outlined below:

- *Nondiscriminatory enrollment procedures.* Heritage Academy will not deny enrollment to a student with a disability solely because of that student's need for special education or related aids and services. Students with disabilities have the opportunity to meet the minimum eligibility criterion for enrollment described in this Charter petition,

consistent with the mission of Heritage Academy and civil rights requirements.

- *Child Find activities and evaluations.* Heritage Academy will conduct Child Find activities and evaluations as described in the IDEA Manual. Child Find activities will be limited to the students enrolled in Heritage Academy.
- *Meet LRE requirements.* Heritage Academy will provide Special Education and related services to eligible Heritage Academy students in the Least Restrictive Environment as identified by each student's IEP. Heritage Academy's IEP team, inclusive of the parent, will be responsible for identifying and providing the LRE as outlined in the IEP.
- *Protect student and parent rights.* Heritage Academy will be responsible to protect student and parent rights as described in the Idaho Special Education Manual and in associated state and federal laws and regulations.

A student referral process will be in place and understood by parents and faculty. Evaluation and services will be as follows:

- Heritage Academy will form a multidisciplinary team to consider a student's eligibility for Special Education. If a team determines the need for an evaluation by other personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted with a private provider. All evaluation and eligibility requirements will be followed and parents will be notified of their due process rights.
- Disciplinary problems by Special Education students will be assessed by the multidisciplinary team. Teachers and Administrators will follow the Idaho Special Education Manual (as currently defined in Chapter 12 of the Special Education Manual) to address these issues.
- The delivery of instruction for students with disabilities, and the monitoring of that delivery of instruction will be provided by personnel who meet highly qualified criteria along with requirements of IDEA. Instructional services will follow the Individual Education Plan (IEP) and will be provided in the least restrictive environment as defined by each student's IEP. A paraprofessional, under the direct supervision of highly qualified special teacher, may be used to support instruction as allowed by IDEA. The Special Education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications. The Special Education teacher is responsible for writing the IEP, with the IEP team, and monitoring IEP goals.

- Heritage Academy will contract with a private provider for the provision of related services. Direct speech, language, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that the student's academic needs cannot be met on site, Heritage Academy will provide services in the least restrictive environment complying with PL 94-142.

In compliance with the Americans with Disabilities Act (ADA), Heritage Academy ensures that its facility and program, when viewed in its entirety, is readily accessible to and usable by individuals with disabilities. Heritage Academy ensures that its facilities will meet the standards specified in Title II of the ADA and Section 504 of the Rehabilitation Act.

Heritage Academy will transport any Special Education student enrolled at the school who may, because of the nature of their disabilities, be entitled to specialized transportation as a related service.

Heritage Academy will notify the Idaho State Charter School Commission in the event that a formal complaint or due process hearing request is filed by or on behalf of a Heritage Academy student. Appropriate Heritage Academy personnel will participate in the resolution of any formal complaint or request for a due process hearing.

Plan for Dual Enrollment Participation

Students enrolled in Heritage Academy shall be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code § 33-203. Dual enrollment options will be subject to district procedures as allowed in Idaho Code 33-203 (1).

Services for Individuals with Limited English Proficiency

Heritage Academy recognizes the diversity within the Jerome community and within the Magic Valley. The Founders and governing Board of Heritage Academy seeks to mirror that diversity within the charter school community by advertising enrollment opportunities in a variety of locations, formats and in English, Spanish and other languages. The Heritage Academy will develop a robust program of instruction for English Language Learners. The school will focus on providing a culture and climate that values students from different backgrounds and that provides students and their parents with opportunities to engage in the school community.

Heritage Academy will apply the federal definition of Limited English Proficient (LEP) as defined in Title III and IX of the ESEA. Students who are eligible for the

LEP program will participate in the LEP program according to state and federal guidelines. State and federally mandated testing of LEP students will be administered. The *Guidance for Evaluating Limited English Proficient (LEP) Students to Establish Special Education Eligibility*, provided by the Idaho Department of Education, will be used for identifying Special Education LEP students.

Heritage Academy will follow the Idaho LEP Program guide and administer the Idaho English Language Assessment (IELA) for student placement as well as monitor student growth. The following guidelines will be used for the Home Language Survey in order to identify Primary Home Language Other Than English (PHLOTE) students.

Home Language Survey (HLS)

- Registration cards will include the question: What is the primary language spoken in the home?
- If a response is any language other than English, a survey will go home to the parents.
- If the district has Native American students enrolled, the survey will include the following questions: Is the student's language influenced by the Tribal language through a parent, grandparent, relative or guardian? Does the student have at least one grandparent that is part of a federally recognized tribe?
- If the survey comes back indicating that a student maybe Limited English Proficient (LEP, the student will be tested with an English language proficiency test within 30 days of registration or within 2 weeks of entry into the school (if during the year.)
- 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 parent will be given the opportunity to waive the services, if desired.
- If the parent does not waive the Limited English Proficiency (LEP) services for their child, then the student will be placed in a program of "high quality language instruction, based on scientifically based research" (Section 3115 (c) (1)), as determined by Heritage Academy.
- Those children placed in a program will be counted for state and Federal funding.
- Once a student tests proficient on the English language proficiency test, they will be exited from the LEP program and monitored for 2 years. Students on monitoring status will be coded LEP on the ISAT and still counted for state and Federal funding purposes.
- Those students whose parents waive the services may not be considered as "LEP" for state and Federal funding purposes and ISAT coding.

However, they are still English language learners and must still be served according to their needs, according to the Office of Civil Rights.

Services for Gifted & Talented Students

Heritage Academy will provide instruction and training for children between the ages of five (5) years and eighteen (18) years who are gifted/talented as defined by the State Board of Education. Heritage Academy will adhere to and utilize guidance from the Idaho Department of Education to determine eligibility criteria and to assist the school's staff in developing a variety of flexible approaches for instruction and training that are aligned to the SEM. These may include administrative accommodations, curriculum modifications and special programs" (Idaho Code 33-2003).

Heritage Academy's SEM will be an excellent avenue for providing an educational program that will support the needs of gifted and talented students. Heritage Academy will utilize eligibility criteria developed by the Idaho Department of Education as stipulated in Idaho Code 33-2003. Heritage Academy will also utilize the services of the Center on Disabilities and Human Development (CDHD) to ensure that gifted and talented students at the school are properly identified and provided with appropriate instruction. Transportation will be provided as needed and required.

At Heritage Academy, our goal is to meet every child at the most appropriate level where growth will take place. Gifted and Talented, LEP, Title I and Section 504 students have special needs, and they will be provided educational experiences that will strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. Heritage Academy will encourage areas beyond the scope of the regular curriculum to be explored by all children with special needs. The curriculum we have chosen lends itself well to both extensions and remediation. In addition, possibilities to meet the needs of all children may include but are not limited to the following activities: leveling for reading and math, competitions, curriculum acceleration, special topic classes, independent study, interest-based workshops, tutoring and pullout classes.

Tab 4: Measuring Educational Standards, Student Progress, Standardized Testing, Accreditation, NLCB Provision Regarding Plan for Improvement

Measurable Student Educational Standards

Student achievement will be demonstrated in measurable terms to parents, students and the community at large. Heritage Academy will actively participate in state requirements for student achievement and accountability. Our plan includes orderly reports of progress toward our goals as well as continued financial viability. The following details Heritage Academy's Measurable Student Standards Plan:

At the beginning of each year, math and reading assessments will be administered to establish a baseline on each student. Curriculum based assessments will be given weekly throughout the year. Baseline data (e.g., test scores, grades, attendance, and behavioral records) will be collected the first year and progress will be monitored school wide on a yearly basis. All assessments will be used to improve instruction and develop appropriate curriculum adjustments including extensions and interventions. Heritage Academy's expectations are that students' rates of achievement and attendance accelerate beyond the levels they were attaining before attending Heritage Academy and meet and/or exceed ISAT proficiency levels as defined by the State.

Student performance will be assessed using a variety of assessments including state required assessments, curriculum-based assessments, rubrics developed for determination of student progress in technology, behavior/attendance based on teacher evaluation, and self-monitoring of student progress. Below are School Effectiveness Goals for Heritage Academy. Measurement criteria are listed for each goal.

Measuring Student Progress I.C. 33-5205(3)(b)

The goal we will constantly strive for and expect at Heritage Academy is that 100% of our students will exceed the minimum proficiency requirements on all state-mandated testing and other testing that may be instituted or required in the future. However, understanding that the rate at which students may arrive at this point varies, Heritage Academy will expect that within three years of students being consecutively enrolled at the school:

- 80% of 2nd, and 3rd graders will be at “Benchmark” or a combination of “Benchmark” and “Strategic” on the Idaho Reading Indicator (IRI).
- 80% of 3rd, 4th and 6th graders will achieve “Proficient” and/or “Advanced” in each area, as applicable, on the Idaho Standards Achievement Test. Students who do not score proficient or advanced will have an individual remediation plan in place.

Student Assessment I.C. 33-5205(3)(c)

The method by which student progress in meeting the above identified student educational standards is to be measured consist of the Idaho Reading Indicator (IRI), Idaho Standards Achievement Test (ISAT), the Idaho Alternative Assessment (IAA) if applicable, and the National Assessment of Educational Progress (NEAP), if selected. Student assessment data will be reported annually to the Idaho Public Charter School Commission.

Method for Providing Standardized Testing I.C. 33-5205(3)(d)

Heritage Academy students participate in the state assessment system required of all Idaho public school students as defined by the Idaho Board of Education.

Student assessment evaluation, reported annually to the Heritage Academy Board of Trustees, will consist of:

1. Student baseline developed during the first year using testing results
2. A comparison of annual results with baseline scores to assess progress
3. Grade-level and school composite scores
4. A graph of annual results showing year-to-year change
5. A graph of school scores relative to state and national averages
6. Sub-analysis of a variety of variables to identify areas for improvement

Monitoring progress of our students and evaluating innovations in education procedures are important parts of our curriculum development process.

Assurance of State Accreditation I.C. 33-5203(3)(e) & IDAPA 08.02.140

Heritage Academy will obtain accreditation as necessary in accordance with I.C. 33-5203(3)(e) & IDAPA 08.02.140.

Provision Regarding Plan for Improvement Under NCLB

Heritage Academy is a school in which student success is our top priority. If it were determined, based on student performance, that the school was in need of improvement as outlined in the No Child Left Behind Act, the Administrator and the Governing Board would develop a comprehensive plan for improving performance. We would examine the current processes and develop a detailed performance improvement plan to address each process deemed important to achieve increased student success. Heritage Academy charter school will comply with all federal and state requirements regarding student achievement and school improvement.

Tab 5: Governance Structure, Parental Involvement, & Audits

Governance Structure

Heritage Academy is a non-profit corporation organized in accordance with *Idaho Code* § 30-3-1 *et seq.* and is governed by a board of directors (the “Board of Directors” or “Board”). The Board consists of three (3) to seven (7) voting members comprised of parent(s) or legal guardian(s) of enrolled students and other individuals who desire to serve on the Board.

Heritage Academy’s Board of Directors shall be responsible for ensuring that the school is in compliance with all applicable federal and state education standards, all applicable federal and state laws, rules, regulations and policies, as well as the terms and conditions of the charter. Heritage Academy acknowledges and understands that upon approval of the petition and charter contract, the Board of Directors will be public agents required by the IPCSC to control operations of the charter school.

Members of the Board of Directors will be elected by the Board of Directors at the Annual Meeting of the directors then in office. The existing directors shall notify the community and stakeholders of any available seats on the Board, screen candidates, and then nominate potential directors to the Board for election.

Heritage Academy; Board of Directors

In general, the Board of Directors manages the property, affairs, and business of Heritage Academy. As such, the Board is responsible for ensuring Heritage Academy is adequately staffed, and that such staff provides sufficient oversight over Heritage Academy’s operational and educational activities. The Board exercises all of the powers of the school, whether derived from law or its Articles of Incorporation. The Board’s specific duties and responsibilities include the following:

- To establish and promote Heritage Academy’s mission statement and educational philosophy and set and enforce policies to ensure the school operates in a manner consistent with the same, as well as the school’s charter, and all applicable laws;
- To prepare, or cause to be prepared, and approve an annual budget. In fulfilling this responsibility, the Board must ensure the school operates within the approved budget and strategically manage its resources to ensure the short and long term financial success and strength of the school;

- To enforce, at the Board's sole discretion and judgment, all contract issues or other legal rights pertaining to the school and protect the legal interests of the school, and manage the school's liabilities with sound and reasonable business judgment;
- To approve and establish a school calendar, including any changes made during the school year;
- To maintain, or cause to be maintained, any records or documents required by law or provided for by its charter. Additionally, the Board shall be ultimately responsible for the timely filing of all reports required pursuant to local, state, and federal regulations;
- To negotiate and approve any contracts for the lease or purchase of the school's facilities, including any changes or renewals of the facility lease/purchase agreements, and to establish any policies for facility use;
- To convene one regular monthly meeting, or as often as is reasonably necessary, subject to *Idaho Code*. §§23-67-2340 through 2347, and provide an opportunity for public input. Additionally, the Board may convene work sessions as it deems appropriate; and
- To approve or disapprove all hiring and termination recommendations, and approve all staff employment contracts.

Additionally, the Board performs such other duties as are appropriate and necessary to the safe and effective operation of the school, and which promote the school's commitment to educational excellence. The Board also acknowledges and agrees to adhere to Idaho Open Meetings Law. This requires proper notice and posting of regular and special board meetings, work sessions, and other less formal meetings wherein a quorum is present and school business is being discussed.

Board of Directors & Administrator; Relationship

As noted above, the Board of Directors' role is to manage the property, affairs, and business of Heritage Academy. The Administrator is accountable to the Board of Directors and is responsible for and empowered to oversee the day-to-day operations of the school. The Administrator's responsibilities include, but are not limited to, the following:

1. Establish and maintain the curriculum and technology integration;
2. Supervise administrative subordinates
3. To serve as the District/Board liaison

4. Implement effective student disciplinary procedures and ensure their application is in compliance with relevant laws, policies and procedures.
5. Ensure administrative functions are successfully achieved, effective administrative procedures are developed, policies and school procedures are carried out, and strategic planning is continuous.
6. Interact and intercede for the needs of staff and/or students as needed;
7. Assist the Board in carrying out its duties to keep accurate records, documents, file reports, etc.
8. Report to the Board as required regarding:
 - staff communications
 - meeting coordination
 - parent interactions
 - staff information reviews
9. Attend or conduct meetings of various constituent groups; attend school functions; attend external meetings, conferences, or legal training sessions.
10. Perform other duties as assigned by the Board of Directors.

(Some duties may be shared/delegated to a Vice-Principal)

Heritage Academy Committees & Ancillary Support Personnel

The Board may, from time to time, by resolution, designate such committees of its members as it may deem appropriate in carrying out its duties, responsibilities, functions and powers. The membership of each committee will include at least one (1) Board member. Ancillary support personnel, such as clerical and custodial, will be hired by the Board and supervised by the Administrator.

Parental Involvement

Enrollment at Heritage Academy will provide unique and meaningful opportunities for parental involvement by actively encouraging parent participation in Heritage Academy's Parent Teacher Organization, involvement in school management and volunteer work.

Heritage Academy encourages all of our parents to be highly involved in their child(ren)'s education and in the Heritage Community. Heritage Academy understands that parent involvement may look different for each family and values all efforts parents make to support their child's education. Some examples of parent involvement may include:

- Asking your child what he/she learned in school each day
- Reviewing your child's homework with him/her
- Reading with your child
- Attending quarterly conferences

- Communicating with your child's teacher by phone, email or in person
- Volunteering at the school
- Helping the school with activities

Heritage Academy Parent Organization

Parents/Guardians of Heritage Academy students become members of the Heritage Academy Parent Teacher Organization. Every member of the Heritage Academy Parent Teacher Organization will:

- Elect a formal Parent Teacher Organization executive committee, electing a President, Vice-President, Secretary and Treasurer. The Parent Teacher Organization may consist of parents, grandparents, and/or legal guardians.
- Potentially serve on a board appointed task force or committee to investigate and research specific items related to school policy, procedure, programs, and curriculum.
- Executive members of the Parent Teacher Organization will be encouraged to attend the governing board meetings.
- Volunteer time to the school.
- Organize volunteer opportunities and potentially produce a monthly newsletter.
- Organize fundraising opportunities.
- Background checks, where applicable, will be performed on volunteers working with students.

Involvement in School Management

Perhaps the most substantive way for parents to be involved in the operation and actual management of school is through service on Heritage Academy's Board of Directors or School Committees. The Board of Directors is charged with managing the property, affairs, and overall operation of the school. In addition, the Board of Directors establishes and enforces school policy to ensure the school operates in a manner consistent with Heritage Academy's mission, its charter, and all applicable laws. Membership on school committees provides another opportunity for parents to have meaningful influence on the operation of the school.

Volunteer Time

Heritage Academy will rely on parents and their willingness to volunteer their time to assist with the daily operation of the school as well as after school programs. Parent volunteerism is strictly optional, but it is encouraged for the benefit of the students. Heritage Academy requests that parents donate a minimum of thirty-five hours of volunteer time per year. Any questions regarding this policy should be directed to the Administrator. The school will regularly distribute volunteer information to parents that will allow them to sign up for service in areas of expertise or interest. This will allow parents to provide the most meaningful

service, and simultaneously provide the school with the ability to coordinate parent service with school needs. Additionally, the school will advertise specific assistance in its newsletter and website when needed.

Heritage Academy will also appoint a committee member to schedule and coordinate volunteer services for parents who wish to donate their time to the school. This individual will be charged with maintaining parent volunteer information and notifying parents of opportunities at the school. Examples of parent volunteer opportunities include but are not limited to:

Recess assistance	Playground monitoring
School tours	Computer lab assistant
Computer support	Field trips
At-home repair of student wear	Fundraising
Daily cleanup	Traffic/Parking assistance
Classroom aid/support	Building maintenance
At-home work for teachers	Set construction & design
Baking dishes for special events	Library assistance
Assembly Support	Parent Organization

The foregoing list is non-exhaustive and may change from time to time on an “as-needed” basis.

Financial and Programmatic Audits

During each year of operation, Heritage Academy will conduct: (i) an annual programmatic operations audit; and (ii) an annual financial audit. The results of the annual financial audit will be submitted to the Idaho Department of Education to comply with Idaho Code 33-701(6) (as required by Idaho Code 33-5210(3)).

Heritage Academy will comply with IPCSC policy and conduct a programmatic operations audit which will be submitted to the IPCSC each year.

Accreditation-related visits and/or reports will be completed in a timely manner and copies will be submitted to Heritage Academy’s authorizing entity if and when applicable.

The annual financial audit will be conducted by an independent auditing firm and copies of the audit will be sent annually to the chartering entity. In addition, the IPCSC may choose to conduct an audit of Heritage Academy at the commission’s expense. An independent audit may be performed as specified above (i.e. annually) or at such time as revocation of the charter may be initiated.

Tab 6: Charter School Employees

Employee Qualifications

The Heritage Academy Board of Directors believes that the staff members at the school are critical to student success and as a result, Heritage Academy will seek to hire the most qualified and experienced staff members available. Heritage Academy's instructional staff will meet or exceed certification, licensure and/or training qualifications required by state law. The Heritage Academy Board of Directors will hire teachers who meet specific state and federal guidelines and are considered Highly Qualified. In addition, when applicable, Heritage Academy staff members will hold the appropriate state licensure or certification to provide services to students at the school. All Heritage Academy employees will follow the applicable professional code of ethics for their respective positions. The Administrator will make hiring recommendations to the Board of Directors for approval of instructional staff. Heritage Academy reserves the right to seek waivers or limited certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. Additionally, Heritage Academy reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis. New employees will undergo background checks and finger printing.

Health & Safety Procedures

To ensure the health and safety of Heritage Academy students and staff, the school will comply with the following health and safety procedures:

1. Conduct criminal history checks for all employees in compliance with Idaho Code § 33-130. This requirement is a condition of employment.
2. Require that all students show proofs of immunization or parent waiver before being enrolled at the school.
3. Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
4. Provide for inspection of the facility in compliance with § 39-4130 of the Idaho Code.
5. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire

and safety officials using the same guidelines for all public schools will inspect the facility.

6. Develop an emergency operations / crisis response plan and provide annual training to staff members.
7. Adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with Heritage Academy's insurance carriers and at a minimum address the above and the following items:
 - a. Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
 - b. Policies relating to preventing contact with blood-borne pathogens.
 - c. A policy requiring that all staff receives training in emergency response, including appropriate "first responder" training.
 - d. Policies relating to the administration of prescription drugs and other medicine.
 - e. 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.
 - f. Policies establishing that the school functions as a gun-free, drug, alcohol and tobacco free workplace.

In an effort to promote a safe learning environment and respect for the personal, civil, and property rights of all members of the school community, behavior or actions including but not limited to those identified in board policy and in the student handbook may provide grounds for suspension or expulsion in accordance with Heritage Academy's disciplinary policies.

Employee Benefits

All Heritage Academy employees will participate in the following programs and receive the following benefits: group health insurance, sick leave benefits, Public Employee Retirement System participation, Federal Social Security, Unemployment Insurance, and Worker's Compensation insurance to the extent allowed and required by law.

Employee Transfer Rights

Employees of Heritage Academy are not employees of the Jerome School District; however, they may apply to teach in any school district. Further, teachers at Heritage Academy will not be eligible for an in-district transfer to another school within the Jerome School District.

Collective Bargaining Provision

Heritage Academy's staff and employees will be a separate unit for purposes of collective bargaining.

Teacher/Administrator Terms & Conditions of Employment

All teachers and Administrators at Heritage Academy will be employed pursuant to the terms of a written contract approved by the State Superintendent and shall possess the personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of Heritage Academy as outlined in this petition.

Employee Background Checks

Heritage Academy ensures that all Heritage Academy employees will submit to a State of Idaho criminal history check as established in § 33-130, *Idaho Code*, and FBI fingerprinting check. Heritage Academy will submit one criminal history check finger print card to the Office of Certification at the State Department of Education (the "SDE").

Tab 7: Admission & Disciplinary Procedures

Projected Enrollment Capacity

The maximum number of students who may be enrolled in the school shall be 207 students. The maximum number of students who may be enrolled per class/grade level shall be as follows: 20 students per grade level in kindergarten, 1st, and 2nd grade; 22 students in 3rd grade; 25 students in grades 4-8.

Admission Procedures

In accordance with *Idaho Code* § 33-5205(3)(i), Heritage Academy has adopted the following admission procedures to ensure a fair and equitable selection process for admission to Heritage Academy and enrollment at Heritage Academy in subsequent school years.

Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student, may make a request for such child to attend Heritage Academy. In the case of a family with more than one child seeking to attend Heritage Academy, a single written request for admission must be submitted on behalf of all siblings. Requests may be made either electronically via the school's website, or in writing to the school. The request for admission must be submitted to, and received by, the school's designated office on or before the enrollment deadline established each year. The request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. Only those requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by the Heritage Academy shall be permitted in the admissions process. Only requests that contain all required information for admission shall be considered by the School. Requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list.

Admission Preferences

Heritage Academy has established an admission preference for students residing in the attendance area of the public charter school, as required by Section 33-5206, *Idaho Code*. For the purposes of this petition, the "attendance area" shall refer to the Primary Attendance Area referenced in Tab 2 *Target Student Population*. In addition, the school has established admission preferences, as authorized by Section 33-5205, *Idaho Code*, for students returning to the public charter school, for children of founders and full time employees, and for siblings of students already enrolled in the school.

Priority of Preferences (Initial Year)

The selection hierarchy with respect to admission preferences for over-enrollment shall be as follows:

First, to children of founders and full time employees of Heritage Academy, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Heritage Academy.

Second, to siblings of pupils already enrolled in Heritage Academy.

Third, to prospective students residing in the Primary Attendance Area of Heritage Academy.

Fourth, to prospective students residing outside of the Heritage Academy Primary Attendance Area.

Priority of Preferences (Subsequent Years)

The selection hierarchy with respect to admission preferences for over-enrollment shall be as follows:

First, to pupils returning to Heritage Academy 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 a random selection method.

Second, to children of founders and full time employees of Heritage Academy, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of Heritage Academy.

Third, to siblings of pupils already enrolled in Heritage Academy.

Fourth, to prospective students residing in the Primary Attendance Area of Heritage Academy.

Fifth, to prospective students residing outside of the Heritage Academy Primary Attendance Area.

Equitable Selection Process & Over Enrollment

If the number of requests for admission to Heritage Academy exceeds its capacity in its initial year or in any subsequent school years, the school shall select students by lottery through using the process described herein to ensure a fair and equitable selection process.

Public Notification of Enrollment Opportunities

In accordance with *Idaho Code* § 33-5205(3)(s), Heritage Academy has adopted the following process by which citizens of the area of attendance will be made aware of enrollment opportunities at the school:

Heritage Academy will disseminate enrollment information, taking into consideration the language demographics of the attendance area, at least three months in advance of the enrollment deadline established by Heritage Academy each year. Such information will be posted in highly visible and prominent locations within the area of attendance. The notice process will also include dissemination of enrollment opportunity information through press releases or public service announcements through media outlets that broadcast or disseminate printed publications within the area of attendance. These announcements will be broadcast or published by these media outlets on at least three occasions, beginning not later than 14 days prior to the enrollment deadline each year. The enrollment information will advise that all prospective students will be given the opportunity to enroll in Heritage Academy regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Enrollment Deadline

Each year, Heritage Academy will establish an enrollment admissions deadline, which shall be the date by which all requests for admission to attend the school for the next year must be received. The enrollment deadline will not be changed once the enrollment information is disseminated as required by state law.

Equitable Selection, Over Enrollment & Waiting Lists

If the initial capacity of a the school is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then the Board of Directors shall determine which students will be offered admission to the school by conducting a fair and equitable selection process. The selection procedure shall be conducted as follows:

1. The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one grade level at a time, with the order for each grade level selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container.
2. A neutral, third party will draw the grade level to be completed first and then draw each index card from the container for that grade level, and this person will write the selection number on each index card as drawn, beginning with the numeral “1” and continuing in sequence thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable.

3. If the name of the person selected is a returning student (for enrollment in subsequent years), then the letter “A” will be written on the index card. If the name of the person selected is the child of a founder or full time employee, the letter “B” will be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, then the letter “C” will be written on the index card. If the name of the person selected resides in the attendance area of the public charter school, then the letter “D” will be written on the index card. (Note: in the school’s first year of operation, only letters “B” through “E” will be used.)
4. With regard to the sibling preference, if the name of the person selected has a sibling in another grade who has already been selected, but the person previously selected did not have the letter “C” written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), the letter “C” will be written on that person’s index card at this time.
5. With regard to the preference provided to children of founders and full time employees, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter “B.” When the number of index cards marked with the letter “B” equals ten percent of the proposed capacity of the public charter school for the school year at issue, then no additional index cards shall be marked with the letter “B,” even if such person selected would otherwise be eligible for the founder/full time employee preference.
6. After all index cards have been selected for each grade, then the index cards will be sorted for each grade level in accordance with the following procedure. All index cards with the letter “A” shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “B,” based on the chronological order of the selection number written on each index card; this process shall continue through to the letter “E,” which will be followed by all index cards containing no letters, based on the chronological order of the selection number written on each index card.
7. After the index cards have been drawn and sorted for all grade levels, the names will be transferred by grade level, and in such order as preferences apply, to the final selection list.
8. The names of the persons in highest order on the final selection list shall have the highest priority for admission to the public charter school in that

grade, and shall be offered admission to the public charter school in such grade until all seats for that grade are filled.

9. Once on a waiting list, students will remain eligible for placement within the school throughout the entire school year for which they applied. There shall be no carryover from year to year of the waiting list maintained to fill vacancies at the school. A new lottery shall be conducted each year to fill vacancies which become available. Students wishing to be removed from the waiting list must make their request in writing to the school.
10. Once the enrollment period is complete and waiting lists have been established through lottery as described above, subsequent applications will be added to the waiting lists on a first come-first served basis.

Disciplinary Procedures: Suspension, Expulsion, & Re-enrollment

Heritage Academy recognizes that effective instruction requires an orderly environment focused on learning and that schools have an important role to fill in supporting parent efforts to teach basic values to their children. The school will establish a code of conduct and other rules clearly defining expectations, as well as appropriate and inappropriate behaviors. The Board will create the Parent & Student handbook which clearly identifies behavior expectations, consequences and other applicable policies. The handbook will include official notification of disciplinary rules. Parents/Guardians and students will be asked to thoroughly review all school policies, contents, and permissions and then sign an acknowledgement form asserting that they have read and understand the policies and procedures governing conduct at Heritage Academy. (A draft Student Handbook is attached in Appendix F.)

Suspensions and expulsions will comply with Section 33-512, *Idaho Code*. The Administrator or his/her designee may suspend a student for violation of school policy. The Administrator or any staff member may recommend a student for disciplinary action. Suspension or Expulsion will be considered only as the final option in a series of efforts to avoid such measures including but not limited to the following steps:

- Step 1: Parent/ Guardian incident notification procedure (written and/or verbal)
- Step 2: Administrator-intervention.
- Step 3: Suspension with parental notification, three (3) days. Re-admission will be allowed after a conference with student, parents/guardian, and administrator.

Step 4: Suspension with parental notification, five (5) days. Re-admission will be allowed after a hearing within five (5) school days with the Board of Directors.

Step 5: Expulsion until the next calendar break/semester or for the rest of the year. A hearing will be set within five (5) school days with the Board of Directors. The Board of Directors shall have the right to permanently expel students for disciplinary or attendance reasons.

Heritage Academy's Board of Directors must approve any expulsion. The Board shall establish disciplinary procedures and may add or amend any disciplinary procedure consistent with Idaho Law. Students, parents or staff members may appeal the decision of the Administrator to the Board. For students wanting to re-enroll, the parent or legal guardian may reapply and enter the lottery process again only if the student was not expelled for violation of school policies or other serious disciplinary problems. All other students wanting to re-enroll are free to do so by reapplying through the lottery.

Discipline for students with disabilities shall comply with Idaho Code 33-205 and IDEA. The *Idaho Special Education Manual* encourages schools to address student misconduct through appropriate school wide discipline policies, instructional services, and/or related services. Therefore, if a student has behavior problems that interfere with his or her learning or the learning of others, an individualized education program (IEP) team shall consider the use of strategies, including positive behavioral supports and interventions, to address the behavior. If the IEP team determines that such services are needed, they be included in the IEP and be implemented. Students with disabilities who are subject to disciplinary actions by a district are entitled to all of the due process rights afforded students without disabilities under Idaho Code 33-205.

In addition to these rights, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) provides special education rights and additional discipline procedures to a student with a disability whom the Academy is removing from his or her current educational placement. These procedures come into play when Heritage is unable to work out an appropriate placement for the student. Further, these procedures do not prevent the Administrator from maintaining a safe environment conducive to learning that is critical for all students. Even though Idaho Code allows the Administrator to "temporarily suspend" students for up to 20 school days, all students with disabilities who have been suspended or expelled for more than 10 cumulative academy days in an academy year retain the right to a free appropriate public education. (FAPE).

General Discipline Guidelines for students with disabilities

The general requirements pertaining to the discipline procedures of special education students are as follows:

1. The Administrator may remove a student from his or her current placement to an appropriate interim alternative education setting (IAES) or another setting for not more than 10 consecutive days to the extent those alternatives are applied to students without disabilities.
2. The Administrator may suspend any student, including a special education student, for up to 10 cumulative school days in a school year if he or she violates the code of student conduct, and services may cease during this period. In accordance with Idaho Code:
 - a. The Administrator has the authority to order a disciplinary suspension for up to 5 school days.
 - b. The BOD can extend the disciplinary suspension for up to 5 additional school days.
3. A series of suspensions exceeding 10 days in a school year shall not constitute a pattern of removals resulting in a change of placement, without following the procedures discussed in the most current *Idaho Special Education Manual*.
4. Students who have not been determined eligible for special education may be entitled to an evaluation and other IDEA rights—including the right to FAPE during periods of disciplinary suspension that extend beyond 10 cumulative school days in a school year if:
 - a. Heritage Academy had knowledge that the student met the IDEA eligibility prior to the behavior that precipitated the disciplinary suspension; and
 - b. The parent and/or adult student asserts the right to FAPE.

Procedures for Abuse of Alcohol or Controlled Substances

Pursuant to federal regulations set forth by the Drug Free Workplace Act of 1988, Heritage Academy is committed to the concept of having a drug free student environment. It is our intent that programs and activities be planned and carried out by the professional staff that will enable the school to achieve this goal.

The primary focus of our program will be educational in nature with instruction geared to discourage student experimentation with any illegal controlled substances or mood altering substances. A companion focus of this program shall be aimed to assist students who have made unacceptable choices regarding any controlled substance; a necessary part of this focus is an attitude among teachers and other staff members that one of our responsibilities is to assist those students who need help in overcoming their potentially addictive

behaviors. We believe that it is possible to have a drug free environment in a school setting. If a student cannot, or will not, commit to responsible behavior to help achieve this goal, several sanctions may be imposed as a disciplinary measure. These include, but are not limited to, the following:

1. Parent/guardian notification
2. Referral to support, such as counselors and/or health professionals
3. Referral to an outside agency for chemical dependency assessment and/or treatment
4. Suspension or Expulsion

Referral Policy. When there is reasonable cause to believe a student illegally uses, sells, distributes, or possesses drug paraphernalia, drugs, alcohol, or other mood-altering substances in school, on or adjacent to school property, or at school functions, the student will be subject to discipline pursuant to this policy.

Charter School Attendance Alternative

Because Heritage Academy is a new charter school and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the Area of Attendance as defined in Tab 2 *Target Student Population* above. Students located within the attendance area of the Charter School would have the option to enroll in existing public schools presently serving the area. No student will be required to attend Heritage Academy.

Habitual Truancy, Incurrigibility & Disruptive Students

Students of Heritage Academy may be denied attendance for any of the following reasons:

- If the student is an habitual truant, defined by Idaho Code 33-206 as any public school pupil who, in the judgment of the board of trustees, repeatedly has violated the attendance regulations established by the board; or any child whose parents or guardians, or any of them, have failed or refused to cause such child to be instructed as provided in Idaho Code.
- If the student is incorrigible,
- If the student is deemed by the board of trustees to be disruptive of school discipline or instruction effectiveness, or
- If the student is detrimental to the health and safety of the other students

In addition, students attempting to enroll in Heritage Academy after being expelled from another district may be denied enrollment. Students who are expelled from Heritage Academy or denied enrollment will be denied enrollment

for not less than one calendar year. Heritage Academy will comply with Idaho Code 33-205 which states that “No pupil shall be expelled nor denied enrollment without the board of trustees having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the board of trustees shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the board shall, within five (5) days, give written notice of the pupil’s expulsion to the prosecuting attorney of the county of the pupil’s residence.

Discipline for students with disabilities, including expulsion and denial of attendance will comply with the requirements of the Individuals with Disabilities Education Act and the Idaho Special Education Manual as adopted by the Heritage Academy Board of Directors and described in the Heritage Academy charter petition.

Student Handbook & Accessibility

The Parent & Student Handbook will be distributed to all families which clearly identifies behavior expectations, consequences and other applicable policies. To ensure parents/guardians have access to the Parent & Student Handbook, it will be included as part of each student’s registration packet, and posted on the school website. (A draft Student Handbook is attached in Appendix F.) Before any registration packet will be deemed “complete,” parents/guardians and students will be asked to thoroughly review all school policies, contents, and permissions and then sign an acknowledgement form asserting that they have read and understand the policies and procedures governing conduct at Heritage Academy.

Tab 8: Business Plan, Transportation, & School Lunch Program

Business Plan

Business Description

Heritage Academy, Inc. was incorporated in August of 2009 and organized exclusively for educational purposes within the meaning of Internal Revenue Code § 501(c)(3). Notwithstanding any other provision of its articles of incorporation, Heritage Academy will not carry on any other activities not permitted to be carried on: (i) by a corporation exempt from Federal Income Tax under § 501(c)(3) (or corresponding provision of any future U.S. Internal Revenue Law), or (ii) by a corporation, contributions to which are deductible under Internal Revenue Code § 170(c)(2).

Marketing Plan

Heritage Academy will actively recruit students for enrollment using, but not limited to, the following methods:

- School website (to be constructed subsequent to approval) that will introduce the school's mission, vision, philosophy, method of instruction, and other information about the school.
- Brochures promoting the curriculum and methods used at Heritage Academy.
- Public informational meetings about Heritage Academy will be held in accordance with Idaho Statute §67-23.
- Enrollment information will be printed in English and additional languages as necessary to reflect the demographics of the area, at least three months ahead of enrollment deadline.
- Enrollment information will be posted in highly visible and prominent locations in English and Spanish within the attendance area of Heritage Academy.
- Heritage Academy will ensure press releases are in English and Spanish and will be disseminated to media outlets and/or printed publications serving the attendance area. These announcements will start at least 14 days before the enrollment deadline each year and will run on at least three occasions.

Instructional Arrangements

Heritage Academy plans to open in August of 2011 with a grade organization consisting of a traditional K-6 grade school. Heritage Academy's Board and its Administrator will determine the school calendar, schedule, and hours of

operation. Within that general format, the Administrator, in consultation with the Board, will establish the school year calendar in compliance with the requirement of providing 900 hours of instruction.

Administrative services will be provided by the Administrator and supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board. The Administrator will also serve as the liaison between the Board, and parents unless otherwise directed by the Board. Financial operations will be contracted out to licensed and bonded entities. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

Day-to-Day Operations

The Administrator will determine the day-to-day operations of the school. The Board of Directors will have oversight authority.

Budget

Heritage Academy's budget: 1) will be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education, 2) will be presented at a public hearing in June of the year the school will open, and 3) will be delivered to the SDE as required on or before July 15 prior to the start of the school year. The budget will be prepared, approved and filed using the form prescribed by the State Superintendent of Public Instruction.

Expenditures

Expenditures will be handled as described in the following sections.

Purchasing Process: Until alternative arrangements are made, the Administrator will determine procedures for procuring goods and services, with approval of the Board.

Please Note: the following documents are included in the appendices as follows:

Appendix D: Projected Budgets, Cash Flow, & Budget Assumptions

Appendix E: Board Member Resumes

Transportation Services Proposal

In accordance with Idaho Code Section 33-1501 and 33-1006, where practicable the school will provide transportation to students that reside more than 1 ½ miles from the school and within the Primary Area of Attendance. Heritage Academy will ensure its transportation policy complies with Idaho Code 33-402(g), 33-1510, 33-1006, 33-1501 through 1514, 33-5208, and 67-2806 inasmuch as they are applicable to Academy. Inasmuch as the process for advertising, receiving proposals, and selecting a student transportation provider is time consuming and involves various timelines and procedures, Heritage Academy has already contacted North Side Bus Co. to inform them of our intent to operate a new charter school. In the process of advertising, we will solicit proposals from all busing contractors listed on the SDE's contractor list. Attached as Appendix G is a copy of the letter we received from North Side Bus Co.

School Lunch Program Plan

Since studies have shown that school meal programs are essential to academic achievement, Heritage Academy will provide breakfast through the National School Breakfast Program, and lunch through the National School Lunch Program. These programs provide nutritionally balanced, low-cost or free lunches to children each school day. Information regarding eligibility for free and reduced lunch will be collected as part of the initial registration packet and will be stored separately from the students' cumulative files.

Tab 9: Not Applicable

Tab 10: Arrangements, Additional Information Requests, & Plan for Termination

Business Arrangements & Partnerships

Heritage Academy has not entered into any formal business arrangements, partnerships, or lease agreements at this time. However, Heritage Academy will provide complete documentation for the lease or purchase of its facilities prior to the opening of the school.

Additional Information Desired by Petitioners

Not applicable.

Plan for Termination

In the event of revocation or termination of Heritage Academy's charter, the President of the Board of Directors is responsible for the dissolution of the business and affairs of the school. Heritage Academy will fully cooperate with the IPCSC through the dissolution process. All records of students will be immediately transferred to the receiving district and a notice will be sent to all parents describing how to request records from Heritage Academy. Personnel records will be maintained by the Board Secretary and all employees will receive a notice describing where records will be maintained and describing the length of time personnel records will be held. All assets of Heritage Academy remaining after full satisfaction of all debts will be returned to the authorized charting entity for distribution in accordance with state law as required by Section 33-5206(8), *Idaho Code*.

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

Appendix D: Articles of Incorporation and Bylaws

Appendix C: Articles of Incorporation & Bylaws

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Blair Crouch

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SECRETARY OF STATE
STATE OF IDAHOARTICLES OF INCORPORATION
OF
HERITAGE ACADEMY, INC.

We, the undersigned natural persons all being of the age of eighteen years or more, acting as incorporators under the provisions of Title 30, Chapter 3, Idaho Code, adopt the following Articles of Incorporation for Heritage Academy, Inc.

Article I
NAME

The name of the corporation is Heritage Academy, Inc.

Article II
DURATION

The period of duration of the corporation is perpetual.

Article III
PURPOSE

(a) The corporation is created to act and operate exclusively as a nonprofit corporation pursuant to the Idaho Nonprofit Corporation Act as amended and supplemented. The purpose for which the corporation is created is to establish and operate a school for grades K through 8 and educational activities related thereto.

(b) The general purpose for which the corporation is formed is to operate exclusively for such educational purposes and any and all other lawful purposes, activities and pursuits which are substantially similar to and reasonably related to the foregoing as will qualify it as an exempt organization under Section 501(c)(3) of the Internal Revenue Code.

(c) The corporation may solicit and receive contributions, purchase, own and sell real and personal property, make contracts, invest corporate funds, spend corporate funds for corporate purposes, and engage in any other activity in furtherance of, incidental to, or connected with any of the foregoing purposes.

Article IV
MEMBERS/STOCK

The corporation shall not have any class of members or stock.

Article V
BY-LAWS

IDAHO SECRETARY OF STATE
08/21/2009 05:00
CX: 388451 CT: 172899 BA: 1162993
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1 @ 20.00 = 20.00 NON EXPED # 3

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Provisions for the regulation of the internal affairs of the corporation shall be set forth in the By-Laws of the corporation.

**Article VI
DIRECTORS**

The number of directors of the Corporation shall be no less than three (3) and no more than seven (7), as fixed from time to time in accordance with the Bylaws of the Corporation. The number of directors constituting the initial Board of Directors of the Corporation is five (5), and the names and addresses of the persons who are to serve as directors until their successors are elected and shall qualify are:

Blair Crouch
362 East 500 North
Jerome, Idaho 83338

Scott Bybee
5651 US Highway 93
Jerome, Idaho 83338

Anneli Crouch
362 East 500 North
Jerome, Idaho 83338

Amanda Bingham
111 East 50 North
Jerome, Idaho 83338

Kelly Bangerter
908 East Avenue F
Jerome, Idaho 83338

**Article VII
INCORPORATORS**

The names and addresses of the incorporators are:

Blair Crouch
362 East 500 North
Jerome, Idaho 83338

Scott Bybee
5651 US Highway 93
Jerome, Idaho 83338

Anneli Crouch
362 East 500 North
Jerome, Idaho 83338

Amanda Bingham
111 East 50 North
Jerome, Idaho 83338

Kelly Bangerter
908 East Avenue F
Jerome, Idaho 83338

**Article VIII
REGISTERED OFFICE AND AGENT**

The address of the corporation's initial registered office shall be: 112 South Lincoln Ste 5 Jerome, Idaho 83338, and the corporation's initial registered agent at such address

shall be: **Blair Crouch**. Such office may be changed at any time by the Board of Directors without amendment of these Articles of Incorporation.

The mailing address of the corporation shall be: P.O. Box 378; Jerome, Idaho 83338

**Article IX
PRINCIPAL PLACE OF BUSINESS**

The principal place of business of this Corporation shall be Jerome County, Idaho. The business of this Corporation may be conducted in all counties of the State of Idaho and in all states of the United States, and in all territories thereof, and in all foreign countries as the Board of Directors shall determine.

**Article X
DISTRIBUTIONS**

The property of the corporation is irrevocably dedicated to educational purposes, and no part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof.



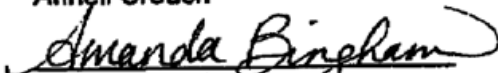
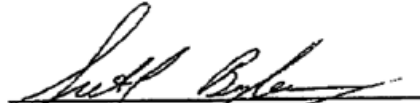
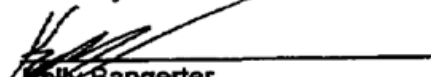
**Article XI
LIMITATIONS**

No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, as amended or supplemented.

**Article XI
DISSOLUTION**

Upon the dissolution and winding up of the corporation, all assets after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for educational purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or corresponding provisions of any

subsequent federal tax laws. Any such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes. In Witness Whereof, we, Blair Crouch, Scott Bybee, Anneli Crouch, Kelly Bangerter, and Amanda Bingham have executed these Articles of Incorporation in duplicate this 21 day of August, 2009, and say: That they are all incorporators herein; that they have read the above and foregoing Articles of Incorporation; know the contents thereof and that the same is true to the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.


Blair Crouch
Anneli Crouch
Amanda Bingham
Scott Bybee
Kelly Bangerter

AMENDED AND RESTATED
BYLAWS
OF
HERITAGE ACADEMY, INC.

RECITALS

WHEREAS, a majority of the Directors of Heritage Academy, Inc., an Idaho nonprofit corporation (the "Corporation"), desire to restate and amend the Corporation's original bylaws, including any amendments thereto, in their entirety by substituting these Amended and Restated Bylaws in lieu thereof.

ARTICLE 1: OFFICES

The Corporation's principle office shall be fixed and located at such place within the boundaries of the county of Jerome, State of Idaho, as the Board of Directors (the "Board") shall determine. The Board is granted full power and authority to change the principle office from one location to another.

ARTICLE 2: PURPOSE

The specific and general purposes of the Corporation are described in the Articles of Incorporation.

ARTICLE 3: NO MEMBERS

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

ARTICLE 4: DIRECTORS

Section 4.1 General Powers

Subject to the limitations of the Idaho Nonprofit Corporation Act, the Corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the Corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment,

referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the Corporation's activities, and the Board may, subject to contractual obligations as may exist, rescind any such assignment, referral or delegation at any time.

Section 4.2 Specific Powers

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

- a. To select and remove all of the officers, agents and employees of the Corporation; to prescribe powers and duties for them which are not inconsistent with law, the Corporation's Articles of Incorporation or these Bylaws; and to fix their compensation;
- b. To conduct, manage and control the affairs and activities of the Corporation and to make such rules and regulations therefore which are not inconsistent with the law, the Corporation's Articles of Incorporation or these Bylaws, as it deems best;
- c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best;
- d. To borrow money and incur indebtedness for the purpose of the Corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation's and other evidences of debt and securities therefore;
- e. To act as trustee under any trust incidental to the principal object of the Corporation, and to receive, hold, administer, exchange and expend funds and property subject to such trust;
- f. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;
- g. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose; and
- h. To carry out such other duties as are consistent with the tax-exempt purpose for which the Corporation is formed.

Section 4.3 Number, Election and Term of Directors

- a. As of the date of these Amended and Restated Bylaws, the current Board shall be comprised of seven (7) members. The authorized number of Directors may be established by the Board from time to time, but shall

never be less than three (3) nor greater than seven (7) until changed by amendment of these Bylaws.

- b. The Board shall appoint a special committee ("Nomination Committee") to identify and nominate individuals qualified to serve as members of the Board. The Nomination Committee shall be composed of the following: one current Director, one employee of the Corporation, and one parent of a student(s) attending the Corporation.
- c. Directors are to be elected at the annual meeting of the Board of Directors then in the office, held July of each year.
- d. Four (4) of the Directors shall be appointed by then sitting Directors. Three (3) of the Directors shall be appointed by Stakeholders of the Corporation. As used herein, "Stakeholders" shall include, but is not limited to, the legal parents and guardians of pupils then attending the Corporation, and faculty and employees of the Corporation. Every other Director seat shall be varied between Director-appointed and Stakeholder-appointed (e.g., Seat #1 – Director-appointed; Seat #2 – Stakeholder-appointed; etc.). Vacant seats shall only be filled in ascending chronological order.
- e. Current Directors and Stakeholders (as applicable) shall vote for a Director to fill a position expiring during that year, or a vacancy needing to be filled. Directors will be elected to fill vacancies on the Board by majority vote of Directors or Stakeholders (as applicable) present at the annual meeting. In the event of a tie for either the Stakeholder-appointed or Director-appointed seats, the Board President shall determine the result.
- f. Directors shall serve on the Board for the initial terms specified below, and shall then serve three year terms. Terms are staggered so as to promote continuity in the Board. At least two seats will expire every year:

Seat # 1 (Director-appointed). Current occupant: Jason Peterson. Term ends June 30, 2015, with subsequent terms ending on June 30 every four years thereafter (i.e., 2018, 2021, 2024, 2027, etc.)

Seat # 2 (Stakeholder-appointed). Current occupant: Anneli Crouch. Term ends June 30, 2014, with subsequent terms ending on June 30 every four years thereafter (i.e., 2017, 2020, 2023, 2026, etc.)

Seat # 3 (Director-appointed). Current occupant: Amanda Bingham. Term ends June 30, 2013, with subsequent terms ending on June 30 every four years thereafter (i.e., 2016, 2019, 2022, 2025, etc.)

Seat #4 (Stakeholder-appointed). Current occupant: Blair Crouch. Term ends June 30, 2015, with subsequent terms ending on June 30 every four years thereafter (i.e., 2018, 2021, 2024, 2027, etc.)

Seat # 5 (Director-appointed). Current occupant: Kala Tate. Term ends June 30, 2014, with subsequent terms ending on June 30 every four years thereafter (i.e., 2017, 2020, 2023, 2026, etc.)

Seat # 6 (Stakeholder-appointed). Current occupant: Kelly Bangerter. Term ends June 30, 2013, with subsequent terms ending on June 30 every four years thereafter (i.e., 2016, 2019, 2022, 2025, etc.)

Seat #7 (Director-appointed). Current occupant: Teresa Molitor. Term ends June 30, 2015, with subsequent terms ending on June 30 every four years thereafter (i.e., 2018, 2021, 2024, 2027, etc.)

Section 4.4 Resignation and Removal

Any Director may resign effective upon giving written notice to the Board, unless the notice specifies a later effective time. A director may be removed without cause by majority of the Directors then in office.

Section 4.5 Vacancies

- a. A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- b. The Board may declare vacant the office of any Director who has been convicted of a felony.
- c. A vacancy on the Board shall be filled by election of the remaining Directors by a vote of the majority of the remaining Directors, although less than a quorum. In the event of a tie to fill a vacancy on the Board, the vote of the Board President will determine the result of the tie. Each Director so elected shall hold office until a successor has been elected at the annual meeting in the manner described herein.

No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.6 Place/Notice of Meetings

Meetings of the Board may be held at the principal office of the Corporation or at any other place that has been designated in the notice of the meeting by resolution of the Board. Appropriate notices of the meeting complying with Idaho law shall be posted. The public, any Board member or officer of the Corporation shall place any desired item on the agenda of any Board meeting by notifying in writing, no later than 5 business days prior to the scheduled Board meeting, a description shall be delivered to the then acting secretary of the Corporation.

Section 4.7 Annual Meetings

The Board shall hold an annual meeting for the purposes of organization, selection of directors and officers, approval of the annual budget and the transaction of other business.

Section 4.8 Quarterly Meetings

Quarterly meetings of the Board shall be held on such dates and at such times and places as may be from time to time fixed and notified by the Board.

Section 4.9 Special Meetings

- a. Special meetings of the Board for any purpose(s) may be called at any time by the Chairman of the Board, if there is such an officer, the President, or the Secretary.
- b. Special meetings of the Board may be held after each Director has received notice by mail, telecopy, e-mail or telephone.
- c. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has a reason to believe will promptly communicate it to the receiver.

Section 4.10 Quorum and Voting

In Order for the Board to act on behalf of the Corporation, a quorum must be present. Two thirds (2/3) of the authorized Directors shall constitute a quorum. The Board shall attempt to reach a general consensus on all actions before the Board.

Section 4.11 Waiver of Notices

Notice of meeting need not be given to any Director who signs a waiver of notice, a written consent to the holding of the meeting, an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protesting the lack of notice prior thereto or at its commencement. All such waivers, consents and approvals shall be filed with the corporate records of made a part of the minutes of the meetings.

Section 4.12 Adjournment

A majority of the Directors present, whether or not a quorum is present, may adjourn any Director's meeting to another time and place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the Directors who were not present at the time of the adjournment.

Section 4.13 Rights of Inspection

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

Section 4.15 Fees and Compensation

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

Section 4.16 Standard of Care

- a. A Director shall perform all duties of a Director in good faith, in a manner such Director believes to be in the best interest of the Corporation and with such case, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.
- b. In performing the duties of a Director, a Director may rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by;
 1. One or more officers or employees of the Corporation whom the Director believes to be reliable and competent in the matters presented;
 2. Legal counsel, independent accountants or other persons as to matters that the Director believes to be within such person's professional or expert competence; or
 3. A committee of the Board upon which the Director does not serve as to matters within a designated authority, provided the Director believes that the committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

ARTICLE 5: OFFICERS

Section 5.1 Officers

The officers of the Corporation shall be President, Secretary, and Treasurer. The Corporation may also have, at the discretion of the Board, one or more Vice Presidents,

one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be elected or appointed. Any number of offices may be held by the same person.

Section 5.2 Election

The officers of the Corporation shall be chosen at the annual meeting of the Board by and shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal or other disqualification from service, or until their respective successors shall be elected.

Section 5.3 Subordinate Officers

The Board may elect, and may empower the President to appoint, such other officers as the business of the Corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

Section 5.4 Removal

Any officer may be removed, either with or without cause, by the Board at any time or, except for an officer chosen by the Board, by any officer upon whom the Board may confer such power of removal. Any such removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

Section 5.5 Resignation

Any officer may resign at any time by giving written notice to the Board; such resignation may not prejudice the rights, if any, of the Corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5.6 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws.

Section 5.7 President

Subject to such powers, the President is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business and officers of the Corporation. The President shall preside at all meetings of the Board. The President has the general management powers and duties usually vested in the office of the President and

general manager of a Corporation as well as such other powers and duties as the Board may prescribe from time to time.

Section 5.8 Vice Presidents

In the absence of disability of the President, the Vice President(s), if any are appointed shall, in order of their ranks as fixed by the Board or, if not ranked, the Vice President designated by the Board, perform all duties of the President and, when so acting, shall have all the powers of, and subject to all the restrictions upon, the President. The Vice President(s) shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 5.9 Secretary

- a. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings; the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Idaho, the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The Secretary shall keep the seal of the Corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.
- b. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall keep the seal of the Corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.
- c. The Secretary or President of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Director.

Section 5.10 Treasurer

The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositaries as may be

designated from time to time by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Directors, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such powers and perform such other duties as may be prescribed from time to time by the Board.

ARTICLE 6: COMMITTEES

Section 6.1 Board Committees

The Board may, by resolution adopted by a majority of the Directors then in office, provided that a quorum is present, create one or more standing or ad hoc committees, each consisting of at least two (2) members of the Board, to serve at the pleasure of the Board.

ARTICLE 7: OTHER PROVISIONS

Section 7.1 Validity of Instrument

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the Corporation and any other person, shall be valid and binding on the Corporation when signed by the President or any Vice President and the Secretary or Treasurer of the Corporation, unless the other person has actual knowledge that the signing officers has no authority to execute the same. Any such instruments may also be signed by the Board or a designated member of the Board.

Section 7.2 Construction and Definitions

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

Section 7.3 Fiscal Year

The fiscal year of the Corporation shall be set by the Board.

Section 7.4 Conflict of Interest

Any Director, officer, key employee, or committee member having an interest in a contract or other transaction presented to the Board or committee thereof for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the Corporation's interest.

Section 7.5 Interpretation of Charter

In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of these Bylaws shall control.

ARTICLE 8: AMENDMENTS

These Bylaws may be amended or repealed by a majority vote of the Board

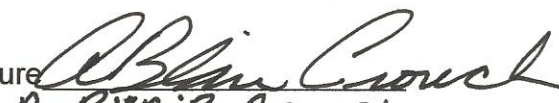
CERTIFICATE OF ADOPTION OF AMENDED AND RESTATED BYLAWS

I certify that I am the elected and acting President of Heritage Academy, Inc., an Idaho nonprofit Corporation, and that the foregoing Amended and Restated Bylaws constitute the Bylaws of such Corporation as adopted, amended and restated by the Board of Directors.

Signature

NAME

President


A. BLAIR CROUCH

Appendix E: Public Charter School Closure Protocol



CLOSURE PROTOCOL

August 2013

Background

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

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

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

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

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

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

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Introduction

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

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

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

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

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

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

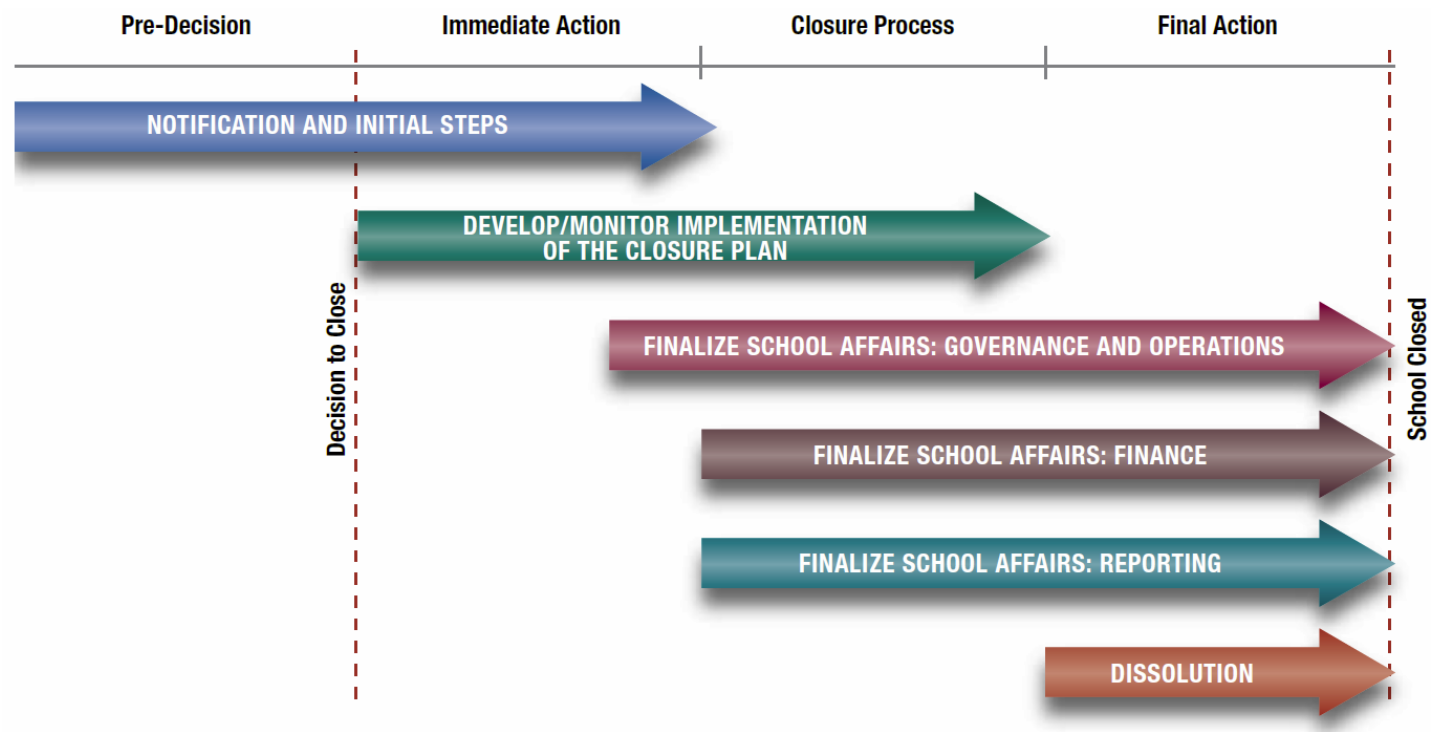
Endnotes

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

² I.C. § 33-5212

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

A Conceptual Timeline for Closure



Notification and Initial Steps

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

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

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

Finalize School Affairs: Governance and Operations

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

Finalize School Affairs: Governance and Operations (continued)

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

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget <ol style="list-style-type: none"> 1. Review the school's budget and overall financial condition. 2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 3. Identify acceptable use of reserve funds. 	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> 1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 2. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school. 	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors <ol style="list-style-type: none"> 1. Notify all creditors of the school's closure and request final invoices. 2. Sell appropriate assets. 3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. 	School			
Itemize Financials Review, prepare and make available the following: <ol style="list-style-type: none"> 1. Fiscal year-end financial statements. 2. Cash analysis. 3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared. 	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> 1. All assets and the value and location thereof. 2. Each remaining creditor and amounts owed. 3. Statement that all debts have been collected or that good faith efforts have been made to collect same. 4. Each remaining debtor and the amounts owed. 	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

Finalize School Affairs: Reporting

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

Dissolution

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

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

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

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