

## CHARTER SCHOOL PERFORMANCE CERTIFICATE

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

### RECITALS

WHEREAS, **Heritage Community Charter School, Inc.** is a non-profit entity incorporated with a board of directors; and

WHEREAS, on **September 23, 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 **March 1, 2018**, for a five-year term of operations,

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

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

### SECTION 1: TERMS OF AUTHORIZATION

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

### SECTION 2: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: **The Mission of Heritage Community Charter School is to create an atmosphere of mutual respect where students feel safe and are**

challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepare them for postsecondary education, careers, and service in their communities as well educated leaders who desire to preserve a democratic society and who act with integrity and character.

- B. Grades Served.** The School may serve students in grades Kindergarten through 8.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
  - K-5 Dual Language Spanish Immersion Program to foster secondary language development, a Classical Liberal Arts curriculum to foster development of high order thinking in all grades utilizing the Core Knowledge Sequence as the framework, and offering Spanish and Logic in the middle school grades. HCCS will also continue a strong character education program. This can be measured via observation, curriculum review and lesson plans.
- 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 3: SCHOOL GOVERNANCE

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

### SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer’s role shall be to evaluate the School’s performance outcomes according to this Certificate and the Performance Framework, and shall be

to provide compliance oversight. The Authorizer shall comply with the provisions of the Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.

- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School’s academic achievement, Board stewardship, operational management, and financial stability. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.

**C. Separate Academic Evaluations.** The academic performance outcomes of the K-8 on-site program operated by the School shall be aggregated across all grades for reportability.

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

i. The comparison group for the School’s K-12 on-site program shall be Caldwell School District (132).

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

- F. School Performance.** The School shall meet standard on all measures of the Performance Framework. The Authorizer shall renew any charter in which the School met all the terms of its Certificate, including all appendices, at the time of renewal.

- G. Performance Framework as Basis for Renewal of Charter.** The School’s performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School’s Charter at the end of the Certificate term.

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

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

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

## SECTION 5: SCHOOL OPERATIONS

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

- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 540 students.
- C. Equitable Enrollment Procedures.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- i. **Calendar.** The School shall operate on a traditional nine-month calendar in which the last day of the regular term shall fall on or before June 30
  - ii. The School will offer a summer school session for the purpose of acceleration and/or credit recovery.
- D. School Facilities.** The School shall operate at the following location(s): 1803 East Ustick Road, Caldwell, ID 83605. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and in accordance with law, rule, regulations, and authorizer policy.
- E. Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category.  
The boundary of Caldwell School District, plus the intersection of Homedale Road and Farmway Road south to Orchard Avenue – Orchard Avenue East to Midway Road – Midway road north to Caldwell Boulevard – and Caldwell Boulevard northwest to Ustick Road.
- F. Staff.** Instructional staff shall be certified as provided by rule of the State Board of Education. All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, 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 laws, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School's Performance Framework.
- B. Financial Controls.** At all times, the Charter Holder shall ensure that the School maintains appropriate governance, managerial procedures, and financial controls, which shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them; (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and

review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants, all in accordance with state and federal laws, rules, regulations, and Authorizer policy.

- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format or any other format as may be reasonably requested by the Authorizer.

## **SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION**

- A. Relinquishment.** Should the Charter Holder choose to relinquish its Charter before the expiration of this Certificate, it may do so upon written notice to the Authorizer. In such a case, the Authorizer's closure protocol shall begin immediately following written notification.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one or more of the terms of its Certificate, including the Performance Framework. The Charter Holder may appeal a decision to non-renew directly to the State Board of Education.
- C. Revocation.** The School's Charter may be revoked as provided by Idaho Code section 33-5209C. In such an event, the Authorizer shall consider whether to revoke the School's Charter at its next regularly scheduled meeting. The decision shall be made at that time. The Charter Holder may appeal a decision to revoke directly to the State Board of Education.
- D. Closure.** The Authorizer's closure protocol shall begin immediately after a decision to relinquish is made by the Charter Holder, or a decision to revoke or non-renew or is made by the Authorizer. Closure protocol shall begin regardless of whether the Charter Holder appeals the decision. In the event that closure protocol begins, the School shall cease operations no later than the following June 30. Closure protocol shall only cease if the State Board of Education overturns the Authorizer's decision.

## **SECTION 8: MISCELLANEOUS**

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

**D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the Charter Holder have executed this Performance Certificate to be effective **June 8, 2023.**

Alan L Reed  
Alan L Reed (Jul 10, 2023 09:06 MDT)

Jul 10, 2023

**Chairman**  
**Idaho Public Charter School Commission**

Robb macdonald  
Robb macdonald (Jul 8, 2023 18:23 MDT)

Jul 8, 2023

**Chairman**  
**Heritage Community Charter School, Inc. Governing Board**

**Appendix A: Performance Framework**

**Appendix B: Charter**

**Appendix C: IPCSC Closure Protocol**

Appendix A: Performance Framework





## PERFORMANCE FRAMEWORK GUIDANCE: ACADEMIC MEASURES

*Adopted 8/13/2020*

*Revised 4/14/2022*

Idaho Public Charter School Commission

514 W Jefferson, Suite 303

Boise, Idaho 83720

Phone: (208)332-1561

[pcsc@osbe.idaho.gov](mailto:pcsc@osbe.idaho.gov)

Alan Reed, Chairman

Jenn Thompson, Director

# ACADEMIC MEASURES

## All School Measures

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

Comparison Group: Specific to school.

## 1. MATH PROFICIENCY

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

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

## 2. ELA PROFICIENCY

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

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

### 3. MATH GROWTH

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

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

#### 4. ELA GROWTH

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

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

## 5. LITERACY PROFICIENCY

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

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

## 6. COLLEGE AND CAREER READINESS

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

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

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



# OPERATIONAL MEASURES

## BOARD STEWARDSHIP

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

## OPERATIONAL MANAGEMENT

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

# BOARD GOVERNANCE

## 1. Governance Structure Rubric

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

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

## 2. Governance Oversight Rubric

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

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

### 3. Governance Compliance Rubric

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

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

# OPERATIONAL MANAGEMENT

## 4. Student Services Rubric

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

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

## 5. Data Security and Information Transparency Rubric

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

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

## 6. Facility and Services Rubric

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

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

## 7. Operational Compliance Rubric

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

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

# FINANCIAL MEASURES

## NEAR TERM HEALTH

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

## SUSTAINABLE HEALTH

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

## NEAR-TERM HEALTH

### 1. Current Ratio

**Calculation:** Current Assets divided by Current Liabilities

**Data Source:** Annual Fiscal Audit Report

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

### 2. Unrestricted Days Cash

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

**Data Source:** Annual Fiscal Audit Report

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



### 3. Default

**Calculation:** No calculation.

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

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

### 4. Enrollment Variance

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

**Data Source:** ISEE and direct school report

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

## SUSTAINABLE HEALTH

### 5. Total Margin and 3Yr Aggregated Total Margin

#### Calculation:

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

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

**Data Source:** Annual Fiscal Audit Report

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

## 6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

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

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

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

Data Source: Annual Fiscal Audit Report

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

## 7. Debt Service Coverage Ratio

### Calculation:

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

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

**Data Source:** Annual Fiscal Audit Report

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

## 8. Debt to Asset Ratio

**Calculation:** Total Liabilities divided by Total Assets

**Data Source:** Annual Fiscal Audit Report

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

## 9. Financial Compliance Rubric

**Calculation:** Total Liabilities divided by Total Assets

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

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

## Appendix B: Charter

Heritage Community Charter School, Inc.

# HERITAGE COMMUNITY CHARTER SCHOOL

Board Chairman:

Lon C. McRae

[LMcRae@heritagecommunitycharter.com](mailto:LMcRae@heritagecommunitycharter.com)

1305 So. Kimball Ave.

Caldwell, Idaho 83605

## Table of Contents

TAB 1: ARTICLES OF INCORPORATION, BYLAWS, SIGNATURES AND MISSION STATEMENT .....	1
TAB 2: PROPOSED OPERATIONS .....	1

Proposed Operations .....	2
Target Student Population/Primary Attendance Area.....	2
Potential Effects on the District .....	2
Facilities .....	2
Administrative Services .....	2
Potential Civil Liability & Insurance Commitment.....	2
TAB 3: EDUCATIONAL PROGRAMS.....	2
Educational Goals .....	2
Educational Thoroughness Standards .....	2
Definition of “Educated Person” .....	2
How Learning Best Occurs .....	2
Curriculum Overview .....	2
Character Education/School Climate.....	2
Parent Involvement .....	2
Instructional Model.....	2
Special Education Services .....	2
Limited English Proficiency .....	2
Gifted and Talented Students.....	2
Plan for Dual Enrollment Participation.....	2
TAB 4: MEASUREMENT OF PROGRESS .....	2
Method by which student progress will be measured.....	2
Measurable student educational standards.....	2
Objectives and Targeted Practices .....	2
Provision by which students will receive standardized testing.....	2
Provision Ensuring State Accreditation .....	2
Provision plan for improvement per NCLB.....	2
TAB 5: GOVERNANCE STRUCTURES .....	2
Description of Governance Structure.....	2
Liability.....	2
Process to Ensure Parental Involvement.....	2
Plan for Annual Financial & Programmatic Audits.....	2
TAB 6: EMPLOYEES.....	2
Employee Qualifications.....	2
Health & Safety Procedures.....	2
Provision for Employee Benefits (PERSI, SS, WC, etc) .....	2
Transfer rights .....	2
Collective bargaining .....	2
Employee Contracts for Teachers & Administrators.....	2
TAB 7: SCHOOL PROCEDURES .....	2
Admission Procedures .....	2
Disciplinary Procedures .....	2
Public Charter School Attendance Alternatives .....	2
Process for Public Notification of Enrollment Opportunities.....	2
Habitual Truancy, Incurability, & Disruptive Students .....	2
Plan for the Denial of School Attendance.....	2
Student Handbook & Parental Access .....	2



TAB 8: Business Plan .....	3
Description .....	3
Marketing Plan .....	3
Budget .....	3
Transportation Services .....	3
School Lunch Program .....	3
TAB 10: BUSINESS PRACTICES .....	3
Business Arrangements .....	3
Plan for Termination .....	3
Internet Policy .....	3
Appendix A – Proof of Attendance; Charter School Workshop .....	3
Appendix B: Internet/Computer Use Policy .....	3
Appendix C: Weapons Policy .....	3
Appendix D: Alcohol, Tobacco, Drug Policy .....	3
Appendix E – Facility Plan .....	3
Appendix F: Articles of Inc. & Bylaws .....	3
Appendix G – Signature of Qualified Electors .....	3
Appendix H - Dual Language Implementation Draft Plan .....	3
Appendix I – Secondary Pilot Program .....	3
Appendix J - Budget & Supporting Materials .....	3
General Budget Assumptions – Best Case Scenario .....	3
Budget Supporting Worksheets (Best Case Scenario) .....	3
3 Year Budget Scenario – Best Case .....	3
Federal Grant Budget .....	3
Monthly Cash Flow .....	3
Facility Cost Breakdown .....	3
General Budget Assumptions – Worst Case Scenario .....	3
3 Year Budget Scenario – Worst Case .....	3
Federal Grant Budget – Worst Case .....	3
Monthly Cash Flow – Worst Case .....	3
Facility Cost Breakdown .....	3
Budget Supporting Worksheets (Worst Case Scenario) .....	3
Appendix K – State Department Sufficiency Review .....	3
Appendix L – District Interaction/Good Faith Effort .....	3
Appendix M – Investor/Developer Letter of Support .....	3
Appendix N – Board Member Resumes .....	3
Appendix O – Modular Classroom Estimate .....	3
Appendix O – Draft Family Handbook .....	3

## **TAB 1: ARTICLES OF INCORPORATION, BYLAWS, SIGNATURES AND MISSION STATEMENT**

See Appendices for Articles of Incorporation, Bylaws and Signatures of Qualified Electors

## HCCS Vision and Mission Statements

### Vision:

#### To create:

- **H**igh Academic Achievement
- **C**ontinuous Love of Learning
- **C**ommunication that is Effective and a
- **S**afe and Respectful Environment

### Mission:

The Mission of Heritage Community Charter School is to create an atmosphere of mutual respect where students feel safe and are challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepares them for post-secondary education, careers, and service in their communities as well educated leaders who desire to preserve a democratic society and who act with integrity and character.

### Philosophy:

Heritage Community Charter School's philosophy lies with the strong belief that all children can learn. It is our goal to prepare each student with personal tools that will assist them in life's choices. We do so by addressing the needs of the Whole Child – Body, Mind, and Spirit:

**Body:** The atmosphere of the school and the classrooms will reflect mutual respect so that students will feel empowered to take risks necessary for growth and learning. Mistakes will be seen as opportunities to learn and all ideas will be valued.

Teachers will possess positive attitudes necessary to shape and facilitate learning in the classroom through encouraging, believing in the students, caring and requiring excellence in every detail.

Mind: We will seek to challenge every student all of the time through a coherent and orderly classical education curriculum.

We will have high expectations of our students, and our teachers will possess knowledge and skill necessary to assist students in achieving those high expectations.

Students will learn to value knowledge for knowledge's sake.

Spirit: Students will develop the self-esteem necessary to allow them to achieve their personal goals and to become active, responsible members of their communities.

Staff members will develop a specific character education plan and calendar of activities and events each year that will help students and the HCCS community understand and implement the character traits identified. The HCCS administrator will present the plan and calendar to the board of directors for approval by July 1<sup>st</sup> of each year.

The goal of HCCS is also for students to leave our school bilingual and bi-literate in Spanish and English. We believe we cannot accomplish this by providing Spanish as a foreign language class. Our students will need to use the language to learn something every day in order to become proficient. Our plan is to provide immersion experiences for our students.

Our teachers will use research based strategies when teaching the core subjects. But they will also use those same strategies, along with research based strategies for second language learners, to teach some of the core concepts in Spanish. For example, elementary students will have a language arts block during the morning. And in the afternoon, during "Spanish class", they will have 45 minutes to learn an additional language arts lesson. But this lesson will be taught in Spanish using curriculum materials written in Spanish. Although teachers will be using similar strategies in both sessions, the experience for the student will be very different.

Heritage Community Charter School seeks to replicate the successful curriculum model of instruction and school culture implemented by Xavier Charter School in Twin Falls. The HCCS founders believe that the educational model utilized by Xavier has a proven record of success and the establishment of a charter school, in Canyon County, that seeks to develop students who are proficient in English and Spanish as well as meet high academic standards will provide an additional choice to families in Caldwell to meet the needs of their children and assist the traditional school district in successfully preparing students to contribute to our community in meaningful ways. The Heritage Community Charter School educational program will be exemplified by:

- the consistency of the instruction models used throughout K-12. Starting with direct instruction in the lower grades and progressing through to Socratic

Teaching, concept development, synectics and inquiry models; students will be able to recognize instructional models from grade to grade. Instruction will have the appearance of a spectrum, rather than a patchwork quilt. Students will be able to take those instructional techniques and incorporate them into learning strategies.

- the consistency of the cultural/climate expectations. Behavioral standards are the same for each classroom and teacher throughout the school.

Classical Education shall be defined as teaching by the same educational principles and toward the same educational pursuits as the ancients. To do so is known as the Trivium, Latin for “the three roads”. The three classical subjects are called Grammar (Elementary years), Logic (Middle School years), and Rhetoric (High School years). Levels of development in the classical sense are Knowledge, Understanding, and Wisdom. The picture is that human beings have three areas of mental capacity: one for gathering up information (Knowledge), a second for arranging the information in a logical order (Understanding), and a third for putting this information and this ordering to practical use (Wisdom). These three capacities are mutually dependent upon each other, but have a logical and developmental order between them. They all develop at the same time, from birth, yet they each pass through periods of intensive development until they finally meet each other and work harmoniously together.

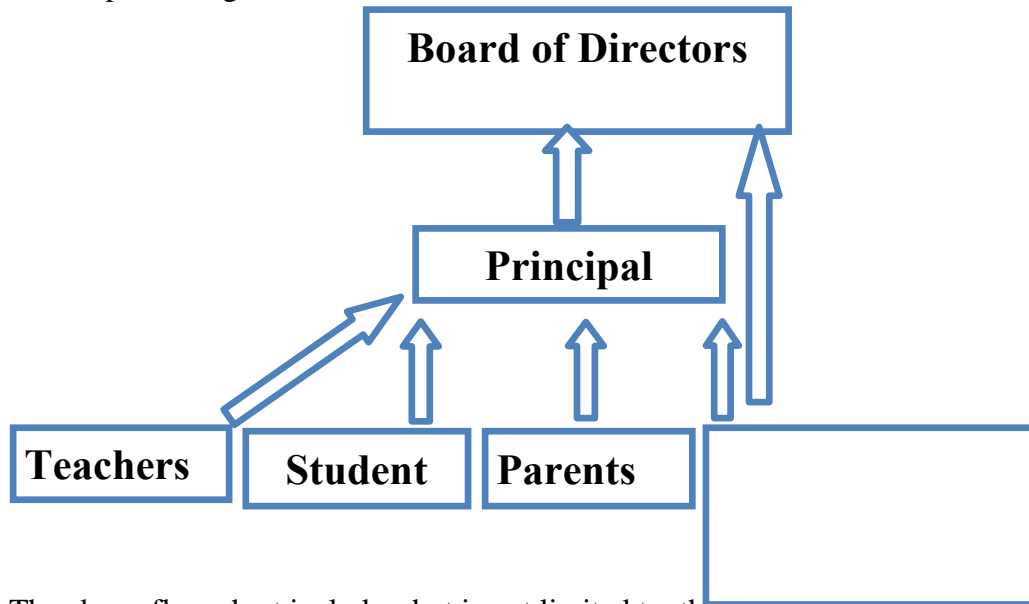
Socratic Teaching shall be defined as a powerful, teaching tactic for fostering critical thinking where the focus is on giving students questions, not answers. Teachers model the Socratic method by continually probing into the subject with questions directed at the student.

Synectics shall be defined as an approach to creative thinking that depends on understanding together that which is apparently different. Its main tool is analogy or metaphor.

## TAB 2: PROPOSED OPERATIONS

### *Proposed Operations*

The Heritage Community Charter School will function as a non-profit organization, organized and managed under the *Idaho Nonprofit Corporation Act*, as outlined in the school's Bylaws and Articles of Incorporation. Accordingly, the organizational flow chart representing the flow of information and the chain of command is as follows:



The above flow chart includes, but is not limited to, the following details:

- The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business.
- The Board of Directors will have the responsibility to approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, programs, or curriculum.
- The Board of Directors and PTSO (Parent Teacher Student Organization) of Heritage Community Charter School may provide consultation to the Principal regarding ongoing plans for the school.
- The Board will, when necessary, adjudicate disagreements between parents and the administration.
- The Board is responsible to the authorized chartering entity directly.
- The Principal (Administrator) represents the Board of Directors of the Charter School as the liaison between the Board and the charter school.

- The Principal supervises, directly or indirectly, all employees of the charter school.

The school may hire staff or contract with a service provider for services such as transportation, food service, accounting, business management, or other business or educational services.

***Target Student Population/Primary Attendance Area***

The Primary Attendance Area of Heritage Community Charter School will include the following: the boundary of Caldwell School District, plus the intersection of Homedale Road and Farmway Road south to Orchard Avenue – Orchard Avenue East to Midway Road – Midway road north to Caldwell Boulevard – and Caldwell Boulevard northwest to Ustick Road. See image to the side.



**Note:** The “red” border indicates the boundary for Caldwell School District (boundary to the north). The “yellow” border (boundary to the south) indicates the additional area that combines with the district boundaries to constitute the Primary Area of Attendance.

***Potential Effects on the District***

Heritage Community Charter School will be located within the Caldwell School District

Boundaries and anticipates serving students from Caldwell, Vallivue, Nampa, Marsing and other small school districts within Canyon County.

Heritage Community Charter School plans to open in the fall of 2011 with two classes of 30 students each in grades K-6 (60 students per grade); one class of 30 students in grade 7; one class of 30 students in grade 8 and a total of 40 students in grades 9-12.

HCCS plans to expand grades 7 and 8 in the 2012-2013 school year to 60 students per grade. Maximum enrollment in HCCS will be 540 students. While the founders of

HCCS are sensitive to the struggles of public charter schools expanding into secondary education, the founders believe that offering a pilot secondary program beginning in the initial year of operation will give HCCS an opportunity to collect data and make adjustments that will allow the secondary program to be fully implemented and successfully functioning by the time the secondary program is full (the 2017-2018 school year). In addition, the founders of HCCS will be able to offer a unique secondary program designed to provide instruction in the core content areas utilizing the HCCS educational model. Planned expansion for grades 9-12, and/or increasing the number of students per grade in subsequent years will be dependent upon total enrollment, facility, budget needs, surveyed parental support, students' pre-registration and upon the approval from the Heritage Community Charter School Board of Directors.

The loss of ADA income (in local districts) due to HCCS's enrollment will be offset by the increase in projected population for Canyon County. In addition, HCCS expects to attract students currently enrolled in virtual charter schools and students currently participating in home schooling and will therefore minimally impact the Caldwell School District financially.

Although we recognize the strength of the local school district, there is a dual benefit a new public charter school will bring to our community. First, it will allow parents to choose a specific focus that meets the learning style and needs of their child. Second, parents make a conscious decision on where to have their child educated creating greater community buy-in to the educational process. This gain of choice not only benefits those attending public charter schools but also those attending traditional public schools. HCCS is proud to offer another choice of quality learning in a thriving, progressive School District. We are committed to remain a good neighbor in the educational community.

### ***Facilities***

We recognize the difficulties and resources needed to secure adequate facilities for public charter schools. With that in mind, we have selected several proposed locations for HCCS's future school facility. Upon approval, HCCS will develop a formal facility plan that takes into consideration our expected enrollment, staff size, revenues, and growth. Adoption of this facility plan will allow the Board of Directors to assess facility needs, evaluate and select a site, and explore our financing options.

Notwithstanding the likelihood of a modular campus in our early years, it will be the ultimate goal to provide a permanent structure that will meet the needs of the school's academic program. Due to the difficulties associated with financing in the current market, HCCS plans to utilize modular classrooms to meet its facility needs in the first few years of operation.

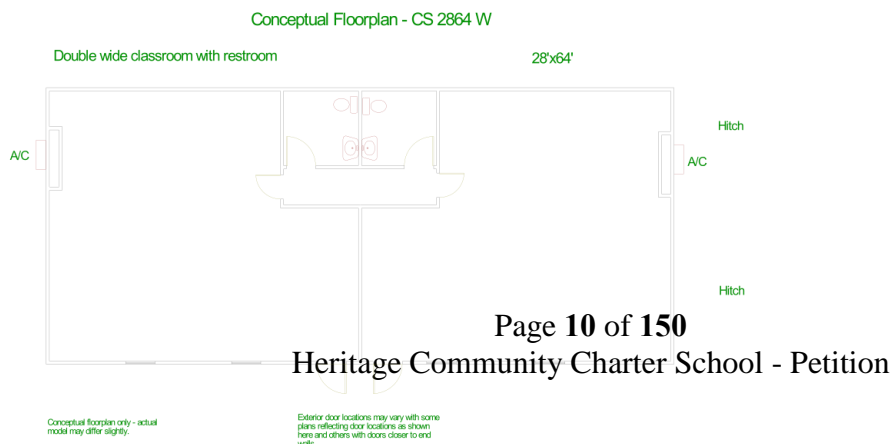
In an effort to select a site that will meet current and future needs, locations will be considered based on factors such as convenience for transportation, safety, diversity of the immediate surrounding neighborhoods, code requirements, access to major utilities, topography, affordability, etc.

Regardless of the location or type of facility, Heritage Community Charter School will acknowledge and certify that the facilities used will meet all requirements for health, safety, fire and accessibility prior to the opening of the school and will provide for the regular inspections of the facilities by authorized inspectors for the aforementioned compliance. Any facilities that the Board secures on behalf of the school will meet the legal requirements described above. For potential sites, *see* Appendix E.

At this point, we have discussed our facility needs and received a commitment from a group of investors that are experienced in charter school facilities and are willing to assist us identify, secure, and develop a site that will accommodate our building needs (*See* Appendix L).

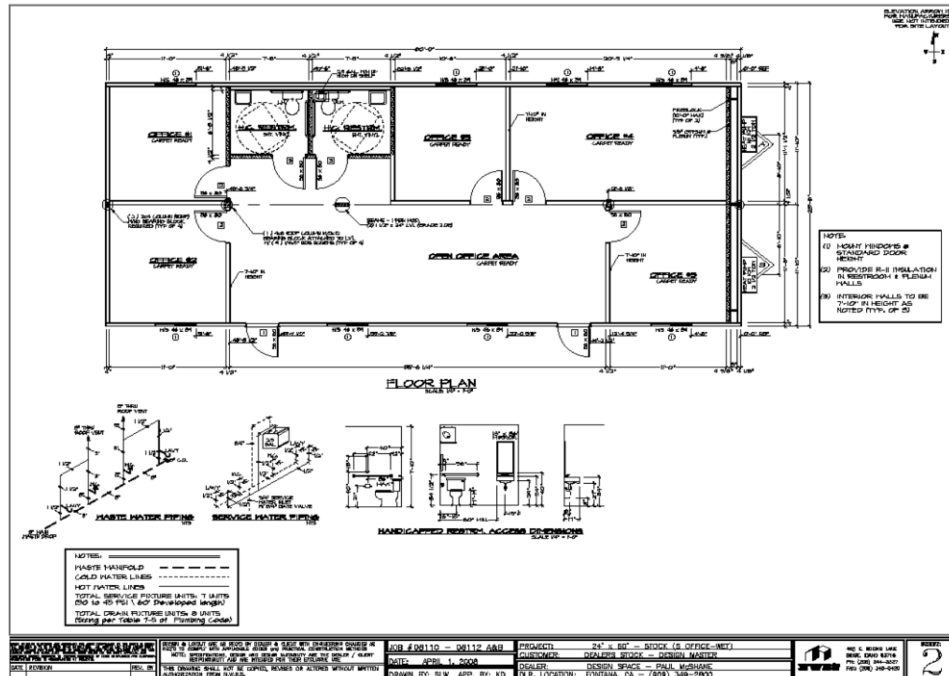
As part of our facility due diligence, we have also researched the specific zoning requirements applicable to any of the listed choices. In Caldwell, the municipal code provides that a charter school and all accessory buildings are considered a permitted use in any residential zoning district so long as certain requirements are met – examples include limitations on proximity to fire stations, industrial zones, airport overlay, etc. In the event our chosen site does not comply with the code restrictions, HCCS will go through the process of obtaining a special use permit with the city. While a special use permit would require additional time, it does provide HCCS with significant freedom if the most desirable location does not fit the parameters established for a permitted use.

The ultimate goal of Heritage Community Charter School will be to provide a facility in a convenient location that will both ensure the safety and enhance the education of our students. Due to the difficulties associated with financing in the current market, HCCS will likely utilize modular classrooms to meet its facility needs in the first few years of operation. We have spoken with several temporary classroom companies and have identified our needs and broken out our anticipated costs for the first several years of operation. For our first year, at a minimum we will seek modular units that contain restroom facilities, accommodate at least two classrooms, and have all the requisite permitting and licensing for the State of Idaho – a sample classroom floor plan is included above. We are aware of other units that accommodate more classrooms and can be more cost efficient, but their availability is limited. Therefore, for planning purposes, we will utilize a standard 28x64 two-classroom unit. In addition to the classroom space, we have included in our budget an administrative modular unit. This trailer will be used to house student records and will include a teacher break room, principal's office, secretary's office, etc. An example is provided below:





Tab 2: Proposed Operations



While the amount we have budgeted for our facility costs can be found in Appendix J, the following table provides a more detailed breakdown of HCCS's yearly expenses as it relates to the transportation, set up, development, and lease of its facilities in years one through three:

	July	Aug	Aug	Aug	Aug	Monthly Lease
	Delivery	Skirting	HC Install & Ramps	Block&Level	Anchors & Ramps	Lease
28x64 (2 Classrooms)	\$ 1,125	\$ 1,525	\$ 2,175	\$ 2,645	\$ 650	\$ 1,395
Year one costs per building			\$ 23,465			
Year 2 costs per building			\$ 16,740			
Land Lease/Year			\$ 70,000			
<b>Best Case</b>	<b>Buildings Costs</b>					
Year 1	11	\$ 319,365				
Year 2	11	\$ 254,140				
Year 3	11	\$ 254,140				
<b>Worst Case</b>	<b>Buildings Costs</b>					
Year 1	9	\$ 272,435				
Year 2	10	\$ 244,125				
Year 3	11	\$ 260,865				

Please take note: under both the best and worst case scenarios, the year one “costs” reflect 10.5 months of rent (beginning mid-August). Also note, the mobile administrative office building shown above is approximately \$400 less per month in rent; however, the difference was not included in an effort to provide flexibility in the event unforeseen costs arise.

*As of the date of this submission, the HCCS board is waiting for additional documentation regarding its ability to secure land for its modular campus.*

***Administrative Services***

Administrative services will be provided by the Heritage Community Charter School Principal supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board of Directors and the authorized chartering entity. The Principal will also serve as the liaison between the Heritage Community Charter School and its Board of Directors, and parents. The Principal, in coordination with the Heritage Community Charter School Board of Directors, will determine the day-to-day operations of Heritage Community Charter School.

***Potential Civil Liability & Insurance Commitment***

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

Heritage Community Charter School shall obtain its own liability insurance and insure its governing board, employees, contents, equipment, and fixtures against injury, damage, or loss. Additionally, both the facility provider and HCCS shall insure their respective interests against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, \$5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the board. All such insurance policies shall name Heritage Community Charter School as an additional insured and provide for at least ten (10) days written notice prior to cancellation. The facility provider and Heritage Community Charter School shall provide to each other certificates of insurance prior to the commencement date of facility occupancy evidencing such coverage.

All contract service providers are required to have adequate limits of liability insurance as determined by the board or other state requirement and shall maintain the same throughout any contract period. Heritage Community Charter School shall operate its business in conformance with all local, state and federal environmental laws.

*Specific documentation of the above outlined requirements is contained in the respective insurance policies negotiated with the insurance providers.*

## **TAB 3: EDUCATIONAL PROGRAMS**

### ***Educational Goals***

It is the goal of Heritage Community Charter School to pursue a quest for excellence in all things ... for students, teachers and administrators. This lofty goal comes with the realization that excellence is never an accident – it comes from careful planning, exacting actions and precise follow through so that excellence becomes the norm, the habit that students, teachers and administrators will work toward every day.

This will be accomplished through strict adherence to the Thoroughness Standards.

### ***Educational Thoroughness Standards***

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

Goal: In keeping with our theme of addressing the needs of the whole child; body, mind and spirit, the goal of Heritage Community Charter School is to provide surroundings that maximize the learning process by having a safe and orderly facility where students will be academically challenged without the fear of threat.

Objectives: Heritage Community Charter School will:

- Develop procedures of conduct for students for proper behavior in the class and around the school. Procedures help establish a non-threatening environment where students are allowed to make mistakes without the anxiety of ridicule.
  - Develop a plan of action for addressing discipline concerns that emphasizes character building concepts that allows students to choose the right course of action.
  - Provide a staff/student handbook that provides rules and guidelines for physical safety. These guidelines will include and not be limited to the procedures for fire drills, visitors, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities..
  - Provide a facility that meets all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.
  - Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, and use or sale of alcohol, tobacco, and drugs. (see appendices for these policies.)
  - Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.
  - Students will be required to wear a school uniform to help create an environment that is conducive to learning.
-

*Standard 2.* Educators are empowered to maintain classroom discipline. Each staff member has the right to teach without fear of violence.

Goal: Create uniform school wide discipline and consequence procedures that are founded in dignity and logic. Consistency from all classrooms, to the playground, to the lunch room and anywhere else on the school property will insure equitable handling of infractions.

Objectives: Heritage Community Charter School will:

- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
- Teach appropriate behaviors and foster responsible decision-making skills where students assume responsibility for their own behavior.
- Establish and maintain consistent rules aligned throughout the school.
- Celebrate the success of good behavior

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

Goal: Educate students as to classical views of self-command using traditional teaching methods so that each student will; recognize pillars of character, practice virtuous actions, and be able to differentiate between right and wrong

Objectives: Heritage Community Charter School will:

- Have teachers model desired behaviors and attitudes such as those set forth in the following Virtues (from *The Book of Virtues* by William J. Bennett), and Eight Expectations for Living:

Virtues –

Responsibility	Friendship	Compassion
Courage	Self-Discipline	Loyalty
Work	Perseverance	Honesty

Eight Expectations for Living –

1. We will value one another as unique and special individuals.
2. We will not laugh at or make fun of a person's mistakes nor use sarcasm or putdown.
3. We will use good manners, saying "please," "thank you," and "excuse me" and allow others to go first.
4. We will cheer each other to success.
5. We will help one another whenever possible.
6. We will recognize every effort and applaud it.
7. We will encourage each other to do our best.

8. We will practice virtuous living, using the Life Principles.

- Help students strive for excellence in learning and practicing the Life Principles and Eight Expectations for Living.
- Display every student's work in some positive form with teachers providing positive commentary through oral and/or written feedback.
- Daily recite or reflect upon a school, class and/or personal creed to reaffirm commitment to excellence.

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

Goal: To equip each student with the necessary communication skills to prepare them for the 21st century.

Objectives: Heritage Community Charter School will:

- Emphasize students and teachers speaking in complete sentences and addressing one another by name, demonstrating mutual respect and common courtesy.
- Use enriched vocabulary that is drawn directly from classical education sources such as classic literature, myths, fables, poetry, proverbs, quotes, foundational writings and other genres.
- Emphasize and practice good listening skills and techniques
- Emphasize meaningful language experience through daily memory work, recitations and/or writing that are exuberant and full of expression

**Elementary (Grades K-5):**

The conviction that learning more than one language is important for every child guides HCC's commitment to a dual-language program. Language is not only a means to communicate and an instrument for thinking; it is also an important tool for understanding and appreciating the thoughts of others in our increasingly multicultural world. Knowing two languages is a marketable skill, thus expanding the individual child's later opportunities for constructive engagement with society.

There are cognitive benefits as well. According to Michael Rosanova, Ph.D., a professor of education at Chicago State University, a Montessori-certified teacher, and an expert in bilingual education, "Long term, children who have gone through an early childhood dual-language immersion experience show greater cognitive flexibility, greater facility in concept formation, greater creativity and problem-solving skills in verbal and math problems, and, obviously, a greater facility of vocabulary.

"Learning a language, however, occurs most effectively and efficiently at a very early age – young children are highly receptive to language acquisition, and second language learning comes most easily early on in a child's life."

Elementary students at HCCS will be at the perfect age for dual-language learning.

- **Secondary (Grades 6-8):**  
The philosophy and purpose are the same for the secondary program with a greater emphasis on college preparation. Students who have completed five or more years of elementary instruction at HCCS should be able to demonstrate bi-literate proficiency. Core classes will be taught in English in the secondary program. Spanish instruction, however, may continue through elective classes if the board of directors determines the need for additional Spanish instruction. Students in grades 6-8 will receive instruction in Spanish which will prepare them for post-secondary study and enhance their overall understanding of languages.

*Standard 5.* A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

Goal: Help children establish strong foundations of knowledge, grade by grade through a solid, specific, shared core curriculum that will provide all children, regardless of background, with the shared knowledge they need to be included in our national literate culture.

Objectives: Heritage Community Charter School will:

- Use the Idaho State Board of Education's Standards as a foundation to be enhanced by the Core Knowledge Sequence. Develop a spectrum of instructional strategies that are research driven/data proven to ensure student learning, including but not limited to direct instruction, Socratic Teaching, concept development, synectics and inquiry models that are consistent throughout K-8.
- Use field trips and career development discussions when appropriate.
- Teach students as a whole group, thoroughly and to mastery, with intensive and specific modifications insuring success for all including identified special needs students.
- Expect teachers to "teach on their feet", meaning engaging students personally, adjusting instruction as necessary and holding high expectations of all students.

**Curriculum Emphasis - Special Emphasis:**

- **Elementary (K-5):** HCCS will offer a Spanish language program to enable students to become bilingual and bi-literate. The curriculum will incorporate theoretical foundations of bilingual education and second-language acquisition to implement effective program model. The goal of HCCS is for students to leave our school bilingual and bi-literate in both Spanish and English. The process for achieving that goal, however, will require that the school develop the capacity to provide Spanish instruction in phases. Full implementation will be achieved by the end of year 4 of operation.
- For draft implementation model, please see appendix I

- Oral language development will be the focus of the Spanish program in kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grades. Reading and writing in Spanish will be added in 3<sup>rd</sup> grade. Spanish as a Second Language (SSL) strategies will be used for those students who transfer to our school and are behind in their Spanish language development.
- **Secondary (6-8):** Students will receive instruction in core subjects in English. The founders believe that all students can learn and can achieve high standards. The school is committed to providing the support necessary for diverse learners to participate in the HCCS educational program. While our program focuses on a rigorous curriculum, HCCS will modify, adapt and design instruction to meet the needs of individual students when appropriate.
- HCCS will develop a rigorous secondary program designed to prepare students for success in post-secondary education and the workforce. The founders of HCCS believe that by beginning operations with a small, pilot secondary program of 100 students and expanding as each year's 5<sup>th</sup> graders move into secondary school, the school will be able to collect data and modify the program in order to effectively meet the needs of students and achieve the vision of HCCS. A draft secondary school program model is included in Appendix I.
- It is the goal of the HCCS founders to develop a robust dual credit program for secondary students that will allow students to finish a substantial number of college credits prior to high school graduation.

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

Goal: Provide students with: communication skills so that they can interact with others; cultural literacy, so that they possess a reservoir of common facts, ideas and references known to all in the culture; and real world work related experiences. -

Objectives: Heritage Community Charter School will:

- Provide a strong foundation in classical education that includes basic reading, writing, science, social studies, and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Enable students to develop the following intellectual habits important in the work place: 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.
- Enable students to develop the following personal habits important in the work place: 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.
- Provide students with jobs in their classrooms and throughout the school to teach

the importance of work, instill ownership in the school, and to help them learn the skills that they will need to enter the work force. These skills include taking instruction from supervisors, learning a task, and accomplishing a task in a timely manner.

*Standard 7.* The students are introduced to current technology.

Goal: Provide students with a technology-rich environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

Objectives: Heritage Community Charter School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.
- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
- 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.

Goal: Provide students with opportunities to become involved in the community so as to develop the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

Objectives: Heritage Community Charter School will:

- Enable students to develop habits of responsible citizens by following the guidelines outlined under Standard 3 with respect to the Life Principles and the Eight Expectations for Living.
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, economics and constitutional studies.
- Further enhance the ability of students to assess needs, prioritize in decision making, plan an approach, implement a plan, and evaluate the result as part of the community service aspect of the curriculum. This will take the form of the classroom community service projects:
  - K-5 – community projects established and supported by class parents
  - 6-8 – class sponsored community projects
- Plan for further growth in career guidance and development as we expand into the high school grades.

Heritage Community Charter School will achieve the Thoroughness Standards by: implementing a classical education curriculum that is Solid, Sequenced, Specific and Shared; by establishing a culture of great expectations of all students, faculty and



administration; and by developing a community of learning and professional development among the staff.

### ***Definition of “Educated Person”***

The “Educated Person” in the 21<sup>st</sup> Century will need to be a true learner of the world. The person must have the skill to learn, evaluate information and respond appropriately to challenges. In addition, the worker of tomorrow will need to possess life skills to allow him or her to become a successful member of the community. Communication is an essential part of an educated person’s life and the educated person strives to communicate with others effectively. To ensure the learning process, HCCS will concentrate on three areas: curriculum, climate and instruction.

### ***How Learning Best Occurs***

The founders of Heritage Community Charter School believe that learning best occurs in an environment that challenges students academically and encourages them to excel. HCCS believes that students will learn when provided with a strong foundation in the core content areas, language development opportunities and elective choices that are engaging. HCCS also believes that learning occurs best in an environment that promotes respect for others and strong character development. HCCS will provide students with this type of environment and educational opportunities designed to help all students succeed.

### ***Curriculum Overview***

For the sake of academic excellence, greater fairness, and higher literacy, schools need a solid, specific, shared core curriculum in order to help children establish strong foundations of knowledge, grade by grade. Heritage Community Charter School will remain aligned with the general goals and curriculum of the Idaho State Standards while incorporating the concepts of classical education as outlined here:

- **Solid Foundations** - Many people say that knowledge is changing so fast that what students learn today will soon be outdated. While current events and technology are constantly changing, there is nevertheless a body of lasting knowledge that should form the core of the curriculum. Such solid knowledge includes, for example, the basic principles of constitutional government, important events of world history, essential elements of mathematics and of oral and written expression, widely acknowledged masterpieces of art and music, and stories and poems passed down from generation to generation.
- **Sequenced** - Knowledge builds on knowledge. Children learn new knowledge by building on what they already know. Only a system that clearly defines the knowledge and skills required to participate in each successive grade can be equitable and fair for all students. For this reason a clear outline of content to be learned grade by grade will be developed. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, but also helps prevent the many repetitions and gaps.
- **Specific** – A classical education curriculum sequence is distinguished by its specificity. By clearly specifying important knowledge in language arts, history

and geography, math, science, and the fine arts, the curriculum presents a practical answer to the question, "What do our children need to know?"

- Shared - Literacy depends on shared knowledge. To be literate means, in part, to be familiar with a broad range of knowledge taken for granted by speakers and writers. For example, when sportscasters refer to an upset victory as "David knocking off Goliath," or when reporters refer to a "threatened presidential veto," they are assuming that their audience shares certain knowledge. One goal of the curriculum will be to provide all children, regardless of background, with the shared knowledge they need to be included in our national literate culture.

### ***Character Education/School Climate***

It is with the realization that no matter how good a curriculum is, no matter how prepared the teachers are, and no matter how new, updated and technologically advanced a facility is, if there is not the belief that every child can learn, and every teacher can make a difference, then all is for naught.

With this in mind, HCCS will strive to follow the "Great Expectations" Life Principles and the Eight Expectations for Living as outlined in Thoroughness Standard #3.

The Great Expectations Model is guided by six basic Tenets. These Tenets provide guidelines for training and implementation and serve as standards for evaluating the school, teachers and staff. The Tenets are as follows:

- High Expectations - Teachers must hold high expectations of students. When students recognize those expectations, they will respond by reaching upward to achieve them.
- Teacher Attitude and Responsibility - Teachers who have positive attitudes possess the influence necessary to shape the attitudes of students. The teacher's attitude is one of a facilitator of learning who encourages and believes in students, and who requires excellence in every detail.
- All Children Can Learn - All children can learn no matter what labels are placed upon them, whether it is learning disabled, low socioeconomic status, unstable home life, inner-city, or rural.
- Building Self-Esteem - Building self-esteem is the key to helping students believe they are capable of learning and motivating them to try.
- Climate of Mutual Respect - Students are empowered to take risks necessary for growth when encompassed in a climate of mutual respect in which mistakes are seen as opportunities to learn and their ideas and efforts are appreciated. The teacher must extend the same respect to students that he/she desires to receive from them.
- Teacher Knowledge and Skill - The teacher must be knowledgeable and skillful in learning theory and teaching methods that enable students to achieve academic and social success.

With the Tenets comes Seventeen Classroom Practices to guide implementation of the ideal into each classroom. Consistency from classroom to classroom will be the hallmark for HCCS.

**Classroom Practices:**

1. The teacher models desired behaviors and attitudes such as those set forth in the Life Principles and the Eight Expectations for Living.
2. Students and teachers speak in complete sentences and address one another by name, demonstrating mutual respect and common courtesy.
3. Students are taught as a whole group, thoroughly and to mastery, with intensive and specific modifications insuring success for all.
4. Lessons are integrated, related to the real world, reviewed consistently, and connected to subsequent curricula.
5. Critical thinking skills are taught.
6. A non-threatening environment, conducive to risk-taking, is evident. Mistakes are okay. Students are taught to learn from their mistakes and to correct them.
7. Memory work, recitations, and/or writing occur daily. These enhance character development and effective communication skills while extending curricula. Recitations are exuberant and full of expression.
8. Enriched vocabulary is evident and is drawn directly from challenging writings and/or wisdom literature. Sources should include classic literature, myths, fables, poetry, proverbs, quotes, and other genres.
9. The Magic Triad (a kind word, a gentle touch and a smile), a positive and caring environment, and discipline with dignity and logic are evident.
10. Every student's work is displayed in some form. Teachers provide positive commentary through oral and/or written feedback.
11. Word identification skills are used as a foundation for expanding the use of the English and Spanish languages.
12. Students assume responsibility for their own behavior. Their choices determine consequences.
13. A school, class, or personal creed is recited or reflected upon daily to reaffirm commitment to excellence.
14. All students experience success. The teacher guarantees it by comparing students to their own past performance, not the performance of others. Students are showcased, and past failures are disregarded.
15. The teacher teaches on his/her feet, engages students personally, holds high expectations of students, and does not limit them to grade level or perceived ability.
16. Teachers and students celebrate the successes of others.

***Parent Involvement***

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

HCCS encourages all of our parents to be highly involved in their child(ren)'s education and in the Heritage Community. HCCS 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 semester conferences
- Communicating with your child's teacher by phone, email or in person
- Volunteering at the school
- Helping the school with activities

### ***HCCS Parent Teacher Student Organization***

Parents/Guardians and grandparents of HCCS students may become members of the HCCS Parent Teacher Student Organization.

Members of the HCCS Parent Teacher Student Organization will:

- ☐ 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 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.

Students at HCCS may participate in a student government organization. Students will have a minimum of one representative from the student government organization attend the Parent Teacher Student Organization monthly meeting.

### **Volunteer Time**

HCCS 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. 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.

HCCS can 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.

### ***Instructional Model***

Similar to the curriculum, instructional models must be solid, sequenced, specific and shared. Solid in that models used must be proven, data supported techniques that intensify the learning experience for students. Sequenced so that what is started in Kindergarten, continues throughout each grade, adapting and changing as needed for each new grade level, but recognizable none the less. Specific so that it targets each topic, so that teaching is with a purpose. And Shared – HCCS will establish itself as a learning community of teachers – each one teaching and learning from each other.

Logistically, each teacher will be on a rotation to receive specific, targeted professional development approved by the Board of Directors that supports HCCS’s vision and mission statements. They in turn will be the mentors/instructors of that professional development to the rest of the staff. This will insure that not only will each teacher will receive quality professional development every few years. Each teacher will have the responsibility and opportunity of being a team leader for Heritage Community Charter School.

Targeted initial instructional professional development will be obtained from Great Expectations, Core Knowledge, and in dual language instruction and/or others as recommended by the Principal and teachers and approved by HCCS’s Board of Directors.

HCCS will explore opportunities to provide enrichment and remediation programs before school, after school and during school breaks to allow students to receive additional support for instruction. HCCS will also develop a peer tutoring or mentoring program that allows elementary students to work with secondary students to build upon students’ knowledge and skills in the content areas and to enhance the HCCS community by developing cross-grade level relationships. HCCS secondary students will be required to participate in the peer mentoring program in order to fulfill community service requirements for specific secondary classes.

### ***Special Education Services***

Heritage Community Charter School will comply with the Individuals with Disabilities in Education Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”).

To ensure the provision of a free and appropriate public education to all school-age children in need of Special Education Services, Heritage Community Charter School provides a Special Education Program in accordance with federal and state regulations and guidelines. Specifically, Heritage Community Charter School adopts and complies with the current Idaho Special Education manual from the State Department of Education. To the best of our knowledge this manual reflects IDEA guidelines and Special Education Best Practices. The Heritage Community Charter School Principal will designate a certified employee to serve as the Section 504 Compliance Officer.

It is the intent of Heritage Community Charter School to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, in this instance, includes, but is not limited to, such conditions as hearing impairments, visual impairments, speech or language impairments, specific learning disabilities, emotionally disturbed, multiple disabilities, cognitive disability, other health impairments, physical impairments, autism, and traumatic brain injury.

HCCS will strive to obtain IEPs for students enrolled in the charter school prior to the beginning of each school year. The HCCS administrator, office staff and special education staff will review the list of students enrolling at HCCS after the annual enrollment deadline and subsequent lottery each year and will collect information regarding IEP and 504 plans after students have confirmed that they will be attending HCCS. HCCS staff will strive to obtain copies of IEP and eligibility documents prior to August 1<sup>st</sup> of each year whenever possible so that staff can plan for instruction and services to begin immediately when the school year begins. HCCS staff will utilize information from documents obtained to plan for instruction, related services, accommodations, evaluations and IEPs that are necessary to ensure students with disabilities receive a free appropriate education in the least restrictive environment as defined by the student’s IEP.

HCCS will contract with related service providers for some services and will have those contracts in place and approved by the Board of Directors prior to the beginning of each school year. In addition, the HCCS administrator and the HCCS special education staff will plan an annual in-service training that they will provide to staff members each year, prior to the beginning of school, to ensure that all HCCS staff have access to and an understanding of information in each student’s IEP and can work together to implement the IEP.

Every year starting in August and continuing throughout the year, Heritage Community Charter School will make a concerted effort to identify children with disabilities. The September in-service shall be a review of special education requirements, regulations and obligations so that Heritage Community Charter School is alert to the needs of the

children for whom it is responsible. The assistance of all staff members and agency personnel in this process is essential to accomplish this task, and they must work to ensure that this goal and responsibility are achieved.

Heritage Community Charter School asks for information about each child that is identified to establish answers to such questions as:

- What is the challenge?
- What has already been done about the challenge/what interventions have been used?
- What background information is available?

This information may be collected in several ways including interview, observations, screening, and testing. This information may be obtained from parents and the student, or from other agencies that have information about the student. This information will be reviewed by a multidisciplinary team to determine whether further evaluation is needed and/or whether the child meets the eligibility requirements to receive special education services.

All information collected will be held in strict confidence and released to others only with parental permission or as allowed by law. Parents may have a copy of any records kept upon request. A copy of the *Procedural Safeguards Notice* from the Idaho Special Education Manual will be provided to parents of Special Needs students each year in accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004).

Heritage Community Charter School keeps a record of all persons who review confidential records and also maintains a list of employees who may have access to records. When the information collected, maintained, or used is no longer needed to provide educational services to the child, the parents will be informed.

Parents and students have rights in this process. Parents have the right to:

- Review their child's records
- Refuse permission to release information (except as required by, or permitted by, law to be released)
- Request that information they believe to be inaccurate, misleading, or in violation of their child's privacy or other rights be changed. Requests for changing information in a students' record must be made to Heritage Community Charter School in writing, not by email. Response from the school to the request will be made within a reasonable time. If the school makes a decision not to change the information, the parents/guardian may request a district hearing following the process outlined in the Idaho Special Education Manual from the State Department of Education.

Heritage Community Charter School appoints one person to make sure that information archived on the students is kept confidential and also has a system that assures a practical method of identifying which children are currently receiving special education services

and which children are not. Certain data regarding children are maintained within this system.

If a student at Heritage Community Charter School is found to be eligible for special education services at the charter school, services will be provided for that student as determined by the student's IEP team and in accordance with state and federal regulations:

- Heritage Community Charter School will form a multidisciplinary team to consider a student's eligibility for special education. If the team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by HCCS, such evaluation may be contracted with a private provider or local school district.
- A certified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. The special education teacher, or an educational assistant under his/her supervision, will provide services as described by the student's IEP. The special education teacher will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.
- Related services, such as speech or language therapy, behavioral therapy, occupational therapy, or transportation, refer to those services necessary for a student to benefit from his or her education and will be provided as determined by the student's IEP team.

Heritage Community Charter School will provide special education and related services to eligible Heritage Community Charter School students in the Least Restrictive Environment as identified by each student's IEP. Heritage Community Charter School's IEP team, inclusive of the parent, will be responsible for identifying and providing the LRE as outlined in the IEP.

When necessary, Heritage Community Charter School will contract with a private provider or local school district for the provision of related services. Direct speech, language, behavioral, or OT services may be provided by a paraprofessional under the direct supervision of a licensed therapist. The supervision of paraprofessionals will be outlined in the student's IEP.

- In the event that the IEP team determines that the student's academic needs cannot be met on site, Heritage Community Charter School may contract with a local school district or private provider to provide services.

The HCCS board of directors understands that a dual language program may present additional challenges for students with disabilities. The HCCS board believes that this is an opportunity to train staff members to effectively identify each individual student's strengths and needs and develop a plan with goals that are designed to meet that individual student's needs. HCCS will provide specific training to staff members to



ensure that IEP teams can identify students with language proficiency needs, students with disabilities and students with both language proficiency needs and disabilities. Staff will be trained to create appropriate educational plans for students' needs. Staff will also be trained to provide appropriate interventions, accommodations and modifications as identified by multi-disciplinary and/or IEP teams.

Few legislative mandates of the federal government have such far-reaching implications for local school districts. The school is committed to working with the community in providing services that meet the individual needs of each child.

#### Implementing IDEA disciplinary procedures

The discipline procedures adopted in the Idaho Special Education Manual will be utilized in disciplinary matters for students with disabilities attending HCCS. These adopted policies and procedures will meet the requirements of the IDEA. The HCCS administrator will review these policies and procedures annually; obtain training (when necessary) to ensure he or she follows these procedures, and provide training to HCCS staff in the requirements of IDEA with regard to discipline of students.

#### The Role of General Education Teachers in Regard to Special Education

All special education students will remain in the "regular" class unless otherwise indicated on their IEPs. They are included in all class activities. Teachers will maintain a minimum monthly conference with the special education student's parent/guardian. "Parent" will be defined according to IDEA 34 CFR 300.30. The special education teacher will collaborate a minimum of 1 time per week with the general education teacher. Teachers are included in the student's IEP conference. IEP meetings shall be held annually and teachers will be given advanced notice of the date and time for these meetings. Teachers need to sign the child's IEP as the regular classroom teacher. If the teacher monitors the goals of this IEP and does quarterly progress reports on the status, the IEP can benefit the teacher in understanding the child's special needs and the focus taken in the delivery of services to the child.

The special education teacher will contact the regular classroom teacher(s) on an "as needed basis" (but no less than once per month) to provide the teacher with specific IEP information regarding each student with a disability; provide updates; discuss progress, and answer questions. The teacher should contact the special educator with questions or concerns as soon as possible once a question or concern arises. Working as a team with special needs students is critical in ensuring that each student's needs are met.

#### ***Limited English Proficiency***

In addition, students attending Heritage Community Charter School with limited English proficiency, (LEP) will be assessed using the Home Language Survey to determine the

extent to which they may require Title III services or a LEP instructor. Every effort will be made to help the student attain proficiency in the English language.

Heritage Community Charter School 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 Community Charter School will follow the Idaho LEP Program guide and administer the Access 2.0 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)**

- ☐ A survey will go home to the parents of all students.
- ☐ If the survey comes back indicating that a student may be 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 Community Charter School.
- ☐ 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.

### ***Gifted and Talented Students***

HCCS shall identify and provide reasonable services to students who possess demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts, and those students who require services or activities not ordinarily provided

by the school in order to more fully develop such capabilities. HCCS will utilize eligibility criteria developed by the Idaho Department of Education as stipulated in Idaho Code 33-2003. The HCCS educational program will support the needs of gifted and talented students through its highly challenging curriculum. HCCS will also utilize the services of the Idaho 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.

***Plan for Dual Enrollment Participation***

Students enrolled in the charter school 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).

Parents will be provided information concerning dual enrollment options and requirements in accordance with the local school district policies. State funding of a dually enrolled student will be only to the extent of the student's participation in the public school programs. The HCCS board will adopt a dual enrollment policy and procedures for dual enrollment.

Dual enrollment shall include the option of enrollment in a post-secondary institution. Any credits earned from the accredited post-secondary institution shall be credited toward graduation requirements as outlined in HCCS Board Policy.

## **TAB 4: MEASUREMENT OF PROGRESS**

HCCS will seek to achieve this by providing enjoyable learning experiences, a progressive educational program in core subjects, and a bi-literate curriculum – all in an environment of respect, parental involvement, and a strong sense of community.

### ***Method by which student progress will be measured***

HCCS students will participate in state required assessments which will be used to measure progress in meeting state standards. In addition, HCCS will use classroom assessments, progress monitoring tools and data collection designed to monitor each measurable educational standard to assess individual, grade level and school progress in meeting the standards identified within the HCCS charter. Regular reports regarding progress will be provided to the HCCS board at the end of each semester.

### ***Measurable student educational standards***

Standard 1: Students at Heritage Community Charter School enrolled continuously from the beginning of the school year, will show annual academic improvement.

Standard 2: HCCS will achieve a daily average school absentee rate of less than 10% when calculated on a monthly basis.

Standard 3: Students will be able to recite a school, class, or personal creed after 6 consecutive months at Heritage Community Charter School assessed by the classroom/advisory teacher using the following measurements:

Grades K – 5:

- 85% of students participating in a flawless recitation of a school or class creed as part of a whole group (class) setting.
- 85% of students individually reciting a grade appropriate class creed flawlessly, with a maximum of two prompts.

Grades 6-12

- ☐ 85% of students participating in a flawless recitation of a school or class creed as part of a whole group (class) setting.
- ☐ 85% of students individually reciting a flawless class or personal creed.

Standard 4:

- 95% of 8<sup>th</sup> grade students will develop a 4-year plan including a four year high school plan as part of their career portfolio.

“The capacity to become cooperative contributors of society”

Standard 5: 90% of students will participate in a yearly community service project as outlined:

- K-5 – community projects established by teachers and supported by parents
- 6-8 – class-sponsored community projects

Standard 6: HCCS will achieve above average parent and student satisfaction as measured by completion of an annual parent and student satisfaction survey.

- HCCS parents will be encouraged to complete a parent satisfaction survey each school-year. Parent satisfaction ratings will be calculated in each of the following areas: Academic Program, Parent and Community Relations/Communication, Administration and Board Activity, General School Operations. Survey results will be examined by the school administrator, school leadership team, and the Board of Directors to identify areas of strength and areas for improvement.
- A minimum of 75% of HCCS students in grades 3rd - 8th will complete a student satisfaction survey at least once a year. Student satisfaction ratings will be calculated in each of the following areas: Academic Program, School Culture, Faculty/Administrative and Student Relations/Communication. Survey results will be examined by the school administrator, school leadership team, and the Board of Directors to identify areas of strength and areas for improvement.
- During the first year of operation, HCCS will collect baseline data regarding parent participation in parent involvement events.

### *Objectives and Targeted Practices*

#### Standard 1 - Academic Improvement

Objective: Students will have positive attitudes and perceptions about creating quality work, striving for excellence and interpersonal skills.

Targeted Practice: students will be able to recognized ‘good, better and best’ work, both in their own and others  
Students will be able to rewrite papers/projects to reflect corrective comments from others  
Students will understand what plagiarism is, and how to create original works.

Objective: • Students will acquire and integrate knowledge and experiences from different subject areas.

Objective: • Students will gather and use subject area information effectively in order to gain new information and knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.

Targeted Practice: Students will be able to use a variety of resources in which to access information.

Objective: • Students will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.

Targeted Practice: students will use a variety of problem solving techniques that have been introduced through the instructional models.

Objective: Enjoy high bi-literate proficiency – Elementary

Targeted Practice: students will demonstrate proficiency in Spanish language including the ability to exchange personal feelings and ideas orally, present material and respond spontaneously to questions, read and comprehend text, produce written text that adequately conveys ideas.

#### Standard 2 – Student Work and Classroom Environment

Objective: Students will experience success in the classroom

Targeted Practice: Every student's work will be displayed in some form in the classroom and/or school

Objective: The School and each classroom will have a non-threatening environment:

Targeted Practice: there will be no tolerance for abusive language, bullying and/or teasing. Each student has a right to make mistakes and the opportunity to correct them without prejudice.

Targeted Practice: there will be evidence that teachers are creating a positive and caring environment by using a kind word, a gentle touch and a smile with their students.

#### Standard 3 –Effective Communication

Objective: Students will communicate with clarity, purpose, and an understanding of audience using a variety of communication forms and skills.

Targeted Practice: students will develop oral and written projects appropriate to the student's grade level

Objective: Students will develop oral and written skills in two languages.

Targeted Practice: All students will have access to instruction in a second language. This instruction may be delivered in the form of a uniquely qualified instructor, computer software, and/or other technology assisted instruction.

#### Standard 4 – Career Plans

Objective: Students will reflect on, reconsider and re-evaluate the significance of information and their own learning.

Targeted Practice:

Students will participate in parent-teacher conferences

#### Standard 5 – Community Service Projects

Objective: Students will develop strategies and techniques to use self-regulation, critical, and creative thinking when presented with a task and personalized learning goals.

Targeted Practice: students will learn and use different techniques (such as planners or advanced organizers) to outline and plan time/projects  
Objective: Students will deal with disagreement and conflict caused by diversity of opinions and beliefs

Targeted Practice: students will know and use a variety of conflict resolution techniques  
Objective: Students will evaluate and manage their behavior as group members  
Targeted Practice: students will evaluate their personal contributions to the school and community as part of their community service project -  
Objective: Students will participate in community service that reflects responsible citizenship in a democratic society

Targeted Practice: students will engage in community service as outline in the Thoroughness Standard #6

#### Standard 6 Appreciation for the Arts and Literature

Objective: Students will develop an appreciation for music, visual arts, and/ or performance.

Targeted Practice: all students will participate in music, visual arts and/or performing arts instruction/ appreciation.

Objective: Students will develop an appreciation for literature, poetry and expression of life principles through literature.

Targeted Practice: all students will participate in instruction and discussion of classic literature and poetry. All students will be able to identify life principles in works of literature studied at each grade level.

Targeted Practice: all students will participate in the recitation of the school and class poems and/or creeds.

Targeted Practice: all students in grades 9-8 will write and recite a personal creed incorporating key life principles.

#### *Course of Instruction-*

Instruction is inclusive of subject matter content and course offerings. Patterns of instructional organization will be determined by a qualified School Administrator and teaching team. Heritage Community Charter School will assure students meet the school goals with the state standards as a minimum. This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students, and students with other disabilities.

At appropriate grade levels, students will successfully complete instruction in the following that will include but not be limited to:

- Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening.

- Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability.
- Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences.
- Social Studies will include instruction in United States and world history, government, geography, economics, current world affairs, citizenship, and sociology.

#### Elementary School (Grades 1-5)

- Other required instruction for all students and other required offerings include:
- Fine Arts (art and music)
- Health (wellness)
- Physical Education (fitness)

Additional instructional options as determined by HCCS include:

- Foreign Language-(Spanish)

#### Middle School (Grades 6-8)

No later than the end of Grade eight (8) all students will develop parent-approved student learning plans for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually, may be revised at any time, and will follow all rules pertaining to such learning plans as set forth by state rule. HCCS will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests in writing, that no learning plan be developed.

Other required instruction for all students includes:

- Health (wellness)
- Physical Education (fitness)

Other required offerings of the school might include:

- Fine & Performing Arts
- Vocational-Technical Education

Additional instruction options as determined by HCCS. For example:

- Spanish
- Latin
- Humanities



Other required instruction for all students includes:

- Physical Education
- Foreign Language

Additional instructional options can be determined by the Board of Directors so that graduation requirements from Heritage Community Charter School meet or exceed Idaho State Board of Education requirements.

### Academic Mastery

Students in attendance at Heritage Community Charter School will be expected to do the following:

- Meet the statewide performance standards adopted by the Idaho State Board of Education including but not limited to: Language Arts, Mathematics, Science, Social Studies and Physical Education. Students of HCCS will be tested with the same standardized tests as other Idaho public school students.

### *Remediation*

Evaluation of progress assessment data could prompt additional help that could include in-class remediation, tutoring or evaluation for Special Education services. Data indicators include, but are not limited to:

- Not reaching grade level on state adopted standardized tests.
- Reading below grade level as determined by IRI in grades K – 3; grades 4 – ~~12-8~~ teachers will use multiple sources of data such as classroom grades, fluency checks, comprehension checks, and/or computerized programs to determine a student's reading level.
- Failure to do math at grade level as determined by program assessments and/or on state adopted standardized tests.-

### ***Provision by which students will receive standardized testing***

The students at Heritage Community Charter School will be evaluated using adopted statewide performance/academic assessments in the areas of Language Arts, Mathematics, Reading, Science, Social Studies and others as targeted by the Idaho Board of Education. Those assessments currently include the Idaho Standards Achievement Tests, the Idaho Reading Indicator (IRI), and the National Assessment of Educational Progress (NAEP).

Additional yearly assessment tools may be required as determined by the HCCS Board of Directors.

Results will be reported as follows:

- Individual student progress
- Grade level/school composite scores
- Year to year comparative results by subject
- Comparative results between HCCS, state and national averages

### ***Provision Ensuring State Accreditation***

Heritage Community Charter School will be accredited through AdvanED Training will be obtained for properly applying for accreditation including the correct procedures for submitting reports.

***Provision plan for improvement per ESSA***

Student learning is the primary focus for Heritage Community Charter School. Our current plan entails data collection and evaluation on a regular schedule as outlined under Tab 4. A Strategic Plan would be in place as part of our accreditation process with the State of Idaho. Should it be determined through our measurement systems that learning is being compromised, steps will be taken by the Principal and the Board of Directors to identify and target school and individual needs. A comprehensive plan of improvement will be developed that would examine curriculum, time on task, teaching instruction, and other important process that effect student learning.

## **TAB 5: GOVERNANCE STRUCTURES**

### ***Description of Governance Structure***

Heritage Community Charter School, Inc. is organized as a non-profit corporation pursuant to the Idaho Nonprofit Corporation Act. The Articles of Incorporation for Heritage Community Charter School, Inc. were filed with the Secretary of the State of Idaho on February 2, 2010. (Note: the 501(c)(3) application will be completed upon approval of the charter.) HCCS is governed by a Board of Directors that consists of three to seven board members as set forth in HCCS's Bylaws and Articles of Incorporation.

Upon approval, members of the Governing Board are deemed public agents responsible for oversight of the Charter School. The Governing Board (referred to as the "Board of Directors" or "Board") has all the power and duties afforded to a Board of Directors. Subject to the limitations of the Idaho Nonprofit Corporation Act, its Articles of Incorporation and its Bylaws, the activities and affairs of the school shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The function of the Board can be described as policy making, advising and evaluating. The Board shall have further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values, and status of the charter school.

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the school's business and to pledge the credit, assets, and property of the school when necessary to facilitate efficiency in its operation. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (Idaho Code § 33-5204.)

During the initial year of operation, the Board shall be comprised of at least the following positions: chairman, secretary, and treasurer. The responsibilities of these positions are outlined in the Corporate Bylaws. The Board of Directors will be determined through elections as outlined in the Bylaws.

### ***Liability***

Upon approval, Heritage Community Charter School will be liable for all acts, omissions, debts or other obligations. The Idaho Public Charter School Commission (the "IPCSC") shall have no liability for the acts, omissions, debts or other obligations of Heritage Community Charter School.

### ***Process to Ensure Parental Involvement***

The Board shall establish policies to ensure parental involvement. These requirements shall not require the payment of tuition or mandatory service requirements, but will include requirements for parental or legal guardian participation in enrollment procedures, school policy recommendation, and student discipline. HCCS is a public

school of choice and parents who choose this school for their children are agreeing to abide by the policies of the school.

The Board can establish or recognize an official parent committee. Members of that committee will be elected annually by parents or designated guardians of students enrolled in the school according to policy to be set by the Board.

***Plan for Annual Financial & Programmatic Audits***

Each year HCCS will conduct an annual programmatic audit and an annual financial audit. The results of the annual financial audit will be submitted to the Idaho Department of Education in compliance with Idaho Code 33-701(6) (as required by Idaho Code 33-5210(3)). A copy of these audits will also be submitted to the Idaho Public Charter School Commission.

HCCS will comply with Idaho Public Charter School Commission policy and conduct a programmatic audit through information obtained via its own instruments, timeline, and processes; a copy of this report will be sent to the chartering entity. Results of the Programmatic Audit will be submitted, with a report on student progress based upon the student standards and measurement of student progress outlined in the charter, to the school's authorizing entity each year. Accreditation-related visits and/or reports will be completed in a timely manner and copies will be submitted to the school'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, HCCS's authorizer may choose to conduct an audit of HCCS at the expense of the authorizer.

## **TAB 6: EMPLOYEES**

### ***Employee Qualifications***

HCCS's staff will meet or exceed qualifications required by state law, including the following:

- All individuals to be employed by Heritage Community Charter School will possess the personal characteristics, knowledge base and successful experiences necessary for meeting the requirements of this charter.
- Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rules of the State Board of Education. All instructional staff will be highly qualified as required by the No Child Left Behind Act. All HCCS staff will meet appropriate certification and/or licensure requirements for the positions held by the individual.

A series of professional and in-house professional development sessions will be conducted to train personnel in the unique aspect of Heritage Community Charter School. Training may include but is not limited to:

- Instructional Models methodology to insure the consistency of instruction
- Language instruction in immersion models
- Language Arts
- Vocabulary with an emphasis on word roots
- Great Expectations Training
- Classroom pacing
- Teaching with Love and Logic
- Core Knowledge
- Identified Life Principles
- School Leadership
- Memorization and Dramatization
- Homework
- Utilizing parent volunteers
- Effective use of educational assistants
- Modeling as a staff
- Capturing teaching time
- Intervention strategies for students at risk

### ***Health & Safety Procedures***

Heritage Community Charter School complies with the provisions of Idaho Code with the following health and safety procedures:

1. Passing a criminal history check is required for all employees in compliance with Section 33-130, Idaho Code. This requirement is also a condition of employment.

2. Students are required to show proof of immunization before enrolling at Heritage Community Charter School. Copies of Immunization records and of birth certificates will be kept on file.

3. Heritage Community Charter School welcomes visitors during the regular school day, as well as at the school's public events. Parents and/or guardians are particularly encouraged to visit the school and participate in its programs. However, protection of the students and staff of Heritage Community Charter School is the highest priority. In an effort to monitor and protect access to students and staff members, all visitors are required to check in at the school office before visiting classrooms or other areas on campus. Visitors will be required to receive and wear a visitor's pass when visiting the school. If the principal determines that the presence of any person is disruptive or detrimental to the school's program, the administrator may prohibit that individual's presence on campus.

Individuals that visit the school to communicate with or remove a student from campus must obtain permission of the principal or their designee prior to contacting the student. The Principal or designee shall not grant such permission unless the person has a clearly valid and proper reason for contacting the student. Parents and guardians will be granted access to their students immediately upon request unless there is a legally necessary reason to deny access. However, parents and guardians who enter classrooms may be subject to reasonable restrictions to prevent the disruption of the instructional process.

4. To ensure the safety and health of children and staff, Heritage Community Charter School shall, at least once a year subject the facilities to an independent inspection for the purposes of determining whether such facilities comply with safety and health standards and other codes and requirements of Idaho law. The safety inspection will be conducted by a professionally qualified independent inspector or done pursuant to Title 39, Chapter 80, Idaho Code. The safety inspection report shall be provided to the Board of Directors and to the authorizing charter entity for review

5. Heritage Community Charter School shall ensure the safety and health of students and staff by:

a. having in place at all times an Emergency Plan that will include evacuation, lock-down, and bomb threat procedures particular to the current facility. HCCS will cooperate and coordinate efforts with city, county, and state emergency personnel. HCCS shall review its emergency evacuation plan annually to determine whether the procedures in place require modification. The Plan will be posted in the school office as well as in every classroom building in the school. The Plan will be provided to each staff member at the beginning of the school year. In addition, HCCS will educate parents and patrons by providing information regarding the Plan in the student handbook or on the HCCS's web page.

b. advising all school personnel of routine procedures to follow in handling body fluids. These procedures shall provide simple and effective precautions against transmission of diseases to persons exposed to the blood or body fluids of another. These procedures shall be standard health and safety practices. No distinction shall be made between body fluids from individuals with a known disease or infection and from individuals without symptoms or with an undiagnosed disease. Training and appropriate supplies shall be available to all personnel.

c. recognizing that HCCS is responsible for providing first aid or emergency treatment in case of sudden illness or injury to a student, but that further medical attention is the responsibility of the parent or guardian. Each parent or guardian must provide an emergency telephone number where the parent or designee of the parent can be reached. When a student is injured, staff shall provide immediate care and attention until relieved by a superior, a nurse or a doctor. The principal or designated staff member should immediately contact the parent so that the parent can arrange for care or treatment of the injured student. If a child develops symptoms of illness while at school, the responsible school officials shall do the following:

- Isolate the child immediately from other children in a room or area segregated for that purpose.
- Inform the parent or guardian as soon as possible about the illness and request him or her to pick up the child.
- As required by law, report each case of suspected communicable disease the same day by telephone to the local health authority, or as soon as possible thereafter if no contact can be made the same day.

In the event that the parent cannot be reached and in the judgment of the principal or person in charge immediate medical attention is required, the injured student may be taken directly to the hospital and treated by the physician on call. When the parent is located, he/she may elect to continue the treatment or make other arrangements.

d. requiring that school employees be authorized in writing by the school administrator or school principal to be able to:

- assist in the self-administration of any drug that may lawfully be sold over the counter without a prescription to a pupil in compliance with the written instructions, if the pupil's parent or guardian consents in writing.
- assist in the self-administration of a prescription drug to a pupil in compliance with the written instructions of a practitioner, if the pupil's parent or guardian consents in writing.

No employee except a qualified health care professional may administer a drug or prescription drug to a pupil under this policy except in an emergency situation. Diagnosis and treatment of illness and the prescribing of drugs are never the responsibility of a school employee and should not be practiced by any school personnel.

e. maintaining tobacco free buildings and grounds. Use of tobacco will not be allowed in any buildings or grounds nor will employees be allowed to use tobacco while on duty. New employees of the school will be hired with the understanding that they will be directed not to use tobacco in school buildings or grounds. Limitations or prohibitions on tobacco use are applicable to all hours.

All school workplaces are drug- and alcohol-free workplaces. All employees are prohibited from:

- Unlawful manufacture, dispensing, distribution, possession, use, or being under the influence of a controlled substance while on school premises or while performing work for the school;
- Distribution, consumption, use, possession, or being under the influence of alcohol while on school premises or while performing work for the school.

For purposes of this policy, a controlled substance is one which is:

- not legally obtainable;



- being used in a manner different than prescribed;
- legally obtainable, but has not been legally obtained; or
- referenced in federal or state controlled substance acts.

f. Attendance at Heritage Community Charter School may be denied to any child diagnosed as having a contagious or infectious disease that could make the child's attendance harmful to the welfare of other students. In the instance of diseases causing suppressed immunity, attendance may be denied to a child with suppressed immunity in order to protect the welfare of the child with suppressed immunity when others in the school have an infectious disease which, although not normally life threatening, could be life threatening to the child with suppressed immunity.

g. The School may arrange each year for health services to be provided to all students. Such services may include, but not be limited to:

- Consulting services of a qualified specialist for staff, students, and parents.
- Vision and hearing screening.
- Scoliosis screening.
- Immunizations.

h. Although neither a school (nor a teacher) has a duty to warn of the suicidal tendencies of a student absent the teacher's or school's knowledge of direct evidence of such suicidal tendencies, the School may, in its sole discretion, provide the following programs in order to prevent adolescent suicide by:

- offering and providing help and assistance including early identification;
- support and/or counseling by school support personnel for low-risk students;
- referral to appropriate sources outside the school for high and moderate-risk students;
- the rights of the student and his/her family; and
- after care support by the school for faculty, staff, and students after a sudden death has occurred.

i. HCCS recognizes that the misuse of drugs is a serious problem with legal, physical and social implications for the entire school community. As an educational institution of this community, the school should strive to prevent drug abuse and help drug abusers by educational, rather than punitive means.

For purposes of this policy, "Drugs" shall mean:

- all dangerous controlled substances as so designated and prohibited by Idaho law;
- all chemicals which release toxic vapors;
- all alcoholic beverages;
- any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
- "look-alikes";
- anabolic steroids;
- any other illegal substances so designated and prohibited by law.

In accordance with Federal law, the Board of Directors hereby establishes a "Drug-Free School Zone" that extends 1000 feet from the boundary of any school property. The Board prohibits the use, possession, concealment, delivery, or distribution of any drug or any drug-related paraphernalia at any time on school property, within the Drug-Free School Zone, or at any school-related event. Individuals eighteen (18) years of age or older who knowingly deliver or distribute controlled substances so designated and

prohibited by Idaho law within the Drug-Free School Zone to another person could be prosecuted to the fullest extent of the law.

6. For minor infractions of school rules or regulations, or for minor misconduct, staff may discipline and/or detain students. Students may be required to attend Saturday detention for up to four (4) hours.

Preceding the assessment of such punishment, the staff member shall inform the student of the nature of the offense charged, and/or the specific conduct that allegedly constitutes the violation.

The student shall be afforded an opportunity to explain or justify his/her actions to the staff member. Parents must be notified prior to a student serving an after-school detention. Students detained for corrective action or punishment shall be under the supervision of the staff member or designee.

Disciplinary measures include, but are not limited to:

- expulsion
- suspension
- detention, including Saturdays
- clean-up duty
- loss of student privileges
- loss of bus privileges
- notification to juvenile authorities and/or police
- restitution for damages to school property

7. To maintain a climate of respect and high expectation there, Heritage Community Charter school prohibits harassment, intimidation, and bullying by any means, including but not limited to electronic, written, oral or physical acts, either direct or indirect, when such intentional electronic, oral, written or physical acts physically harm, substantially interfere with a student's education, threaten the overall educational environment, substantially disrupt the operation of school, or are otherwise prohibited by law. This prohibition shall apply to all school employees, volunteers, parents/guardians, and students, including conduct between students, between adults, and between adults and students. Any such actions will follow disciplinary procedures.

8. Heritage Community Charter School is a school of choice and at any time a parent deems the school as unsafe, their child may enroll in the designated school for the student's place of residence. (NCLB Act 2001 – Title IX Part E Subpart 2, Sec. 9532)

***Provision for Employee Benefits (PERSI, SS, WC, etc)***

All employees who currently are members of PERSI will continue their participation. All new employees will become members of PERSI. Employees will contribute at the rate established by PERSI. All employees shall contribute to the Social Security System. Heritage Community Charter School will make all employer contributions as required by PERSI, and Federal Social Security. HCCS will also pay for workers compensation insurance, unemployment insurance and any other payroll obligations of an employer as required by Idaho Code 33-1279. HCCS shall also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits.

***Transfer rights***

The transfer rights of an employee choosing to work at Heritage Community Charter School and the rights of such employees to return to any non-charter school after employment at Heritage Community Charter School will be dependent upon the school district from which an employee might transfer from. Heritage Community Charter School claims no transfer rights.

The board of directors for the charter school shall provide coverage for their employees with the public employee retirement system, federal social security, unemployment insurance and worker's compensation insurance.

***Collective bargaining***

In compliance with Idaho Code §33-5205(3)(p), HCCS staff shall be considered a separate unit for purposes of collective bargaining.

***Employee Contracts for Teachers & Administrators***

HCCS's staff will meet or exceed qualifications required by state law, including the following:

- Heritage Community Charter School will follow the same personnel practices as are required by the Idaho Code. This would include supervision, evaluation, and dismissal as detailed by the Idaho Code.
- All teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.
- Those required by Idaho Code 33-130 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI finger-printing checks.
- Teachers will be evaluated according to the procedures outlined in Idaho Code 33-513.
- The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.
- Student/Teacher ratios will be recommended by the Administrator and subject to Board approval. Student/Teachers ratios established may require the Board to hire additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.

## **TAB 7: SCHOOL PROCEDURES**

### ***Admission Procedures***

HCCS will be open to all children, on a space available basis within each grade level as established by the Board. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs of students will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, levy taxes or issue bonds. The Board of Directors may choose to charge student fees as allowed by state law.

### **Enrollment Opportunities *I.C. 33-5205(3)(s)***

The Governing Board will take the following steps to ensure the Caldwell community is aware of the enrollment opportunities at Heritage Community Charter School: while taking into consideration the language demographics of the attendance area, at least three (3) months in advance of the enrollment deadline, enrollment information will be posted in highly visible and prominent locations within the HCCS attendance area. In addition, the Governing Board shall ensure that such process includes the dissemination of press releases or public service announcements to media outlets that broadcast within, or disseminate printed publications within, the attendance area of HCCS. The Governing Board will ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning no later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in HCCS, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

### **Caldwell District Demographics**

HCCS seeks to provide a unique opportunity for students residing within the Caldwell community. The Founders of HCCS are committed to continuing the positive relationship with the Caldwell School District that the charter petitioners have enjoyed during the development phase of the charter school. HCCS anticipates serving as another unique educational choice in a district committed to meeting the needs of all of its students. In addition, HCCS will strive to serve a population of students that is similar in its demographic characteristics to that of the Caldwell School District. HCCS will plan marketing efforts designed to provide information to all community members in both English and Spanish and in a variety of formats (written, radio, television, community meetings, etc.). Marketing efforts will be designed to attract a student population that is consistent with the demographics of the District (within a plus or minus 10%) of the percentage of any group by ethnicity, ELL, free and reduced lunch, special education, etc. while also complying with Idaho Code regarding enrollment procedures.

### **Enrollment Deadline**

Each year the Governing Board shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend HCCS for the next

school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.

### **Requests for Admission**

HCCS will comply with Section 33-5205(3)(j) of the Idaho Code to establish policy and procedure for admission. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend HCCS. In the case of a family with more than one (1) child seeking to attend HCCS, a single written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, HCCS on or before the enrollment deadline established by the Governing Board. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of HCCS is insufficient to enroll all prospective students, then a lottery shall be utilized to determine which prospective students will be admitted to HCCS. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by the Governing Board shall be permitted in the lottery. Only written requests for admission shall be considered by the Governing Board. Written 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 *I.C. 33-5206 & 33-5205(3)(j)***

HCCS has established an admission preference for students residing within the primary attendance area of the school. In addition, HCCS has established admission preferences for returning students, for children of founders and full-time employees of the school, and for siblings of students already selected to attend the school.

### **Priority of Preferences for Initial Enrollment**

If the initial capacity of HCCS is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to HCCS. HCCS will follow Idaho Code Section 33-5205(3)(j). Prospective students will be placed in priority groups as follows:

- a. First, to the children of founders and full-time employees (provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of HCCS).
- b. Second, to siblings of pupils already selected by the lottery.
- c. Third, to prospective students residing in the primary attendance area of HCCS.
- d. Fourth, students who reside outside the primary attendance area of HCCS.

### **Priority of Preferences for Subsequent Enrollment Periods**

Preferences for subsequent enrollment periods shall be as follows:

- a. First, to pupils returning to HCCS 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 lottery.
- b. Second, to children of founders and full-time employees provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of HCCS.
- c. Third, to siblings of pupils already enrolled in HCCS.
- d. Fourth, to prospective students residing in the primary attendance area of HCCS.
- e. Fifth, to prospective students residing outside the primary attendance area of HCCS.

### **Proposed Attendance List for Lottery**

Each year the Governing Board shall create an attendance list containing all the names of all prospective students on whose behalf a written request for admission was timely received by HCCS, separated by grade level. In addition, the proposed attendance list shall contain columns next to the name of each student, in which the Governing Board will designate admission preferences applicable to each prospective student. The columns shall be designated “A” for returning student preference; “B” for children of founders and full time employees preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and “D” for primary attendance area preference, and “E” for students residing outside the primary attendance area.

### **Equitable Selection Process**

If the initial capacity of HCCS is insufficient to enroll all prospective students, or if the capacity is insufficient to enroll all prospective students in subsequent school years, then the Governing Board shall determine the students who will be offered admission to HCCS by conducting a lottery. The selection procedure, unless otherwise determined by the Governing Board and then approved by the school’s authorizer, shall be conducted as follows:

The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five (3x5) inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order of grade levels 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.

A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral “1” and continuing sequentially 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 to such person.

If the name of the person selected is a returning student, then the letter “A” shall be written on such index card. If the name of the person selected is the child of a

founder or full-time employee, the letter “B” shall 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, the letter “C” shall be written on such index card. If the name of the person selected resides in the primary attendance area of the public charter school, then the letter “D” shall be written on such index card. If the name of the person selected resides outside the primary attendance area of HCCS, then the letter “E” shall be written on such index card.

With regard to the sibling preference, if the name of the person selected has a sibling in a higher 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), then the letter “C” shall now be written on that person’s index card at this time.

With regard to the founder’s and full-time employee’s preference, 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 (10%) of the proposed capacity of HCCS 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’s and full-time employee’s preference.

After all index cards have been selected for each grade, then the index cards shall 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; followed by all index cards with the letter “C,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “D,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “E,” based on the chronological order of the selection number written on each index card; followed finally, by all index cards containing no letters, based on the chronological order of the selection number written on each index card.

After the index cards have been drawn and sorted for all grade levels, the names shall be transferred by grade level, and in such order as preferences apply, to the final selection list.

Within sixty days of approval of this charter, the HCCS board of directors will develop and adopt a definition of “Founders”. That definition will include, but not be limited to, those persons:

- sitting on the Board of Directors from January 2010 to June 2011 and/or
- involved in the initial writing of the petition for Heritage Community Charter School and/or

- Those individuals who have made a significant contribution to the development and establishment of Heritage Community Charter School as deemed by the Board of Directors.

#### VIII. Final Selection List

The names of the persons in highest order on the final selection list will have the highest priority for admission to Heritage Community Charter School in that grade, and will be offered admission to Heritage Community Charter School in such grade until all seats for that grade are filled.

#### **Notification and Acceptance Process**

HCCS will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Notification and Acceptance Process.

1. Within seven days after conducting the selection process, Heritage Community Charter School will send an offer letter to the parent or guardian, who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to Heritage Community Charter School. The offer letter must be signed by the student's parent or guardian, and returned to HCCS by the date designated in the offer letter from HCCS.
2. Within seven days after conducting the selection process, Heritage Community Charter School will send a letter to the parent or guardian, or other person who has submitted an admission request on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.
3. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.
4. If a student withdraws from Heritage Community Charter School during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

#### X. Subsequent School Years

HCCS will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for Subsequent School Years.

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of Heritage Community Charter School is not sufficient to



enroll all prospective students during the next subsequent school year, then a new equitable selection process will be conducted by Heritage Community Charter School for that year.

All prospective students who miss the enrollment deadline will be placed at the bottom of the final selection list in the order in which they are received. They will only receive admittance to HCCS when all prospective students on the final selection list have been given the option of acceptance and there are still vacancies in the grade level needed.

## XI. Amendments

Heritage Community Charter School has the right to amend these admission procedures as needed with the approval of the Authorized Chartering Entity. Any changes will conform to the laws of the State of Idaho and applicable rule of the State Board of Education.

### ***Disciplinary Procedures***

Respectful behavior and kindness, with an emphasis on politeness, honesty, and integrity, is the number one expectation for Heritage Community Charter School students. There is little tolerance for disrespect shown to oneself and others at HCCS.

Students must be polite to the teachers, administrators, staff, fellow students, and any visitors. The same is required of those employed by Heritage Community Charter School. Teachers, administrators, and staff will be respectful of students and each other, and be an example of correct and proper behavior. Because the number one goal at HCCS is to have a safe and orderly school that provides an atmosphere that is conducive to learning, there is a focus on positive behavior. Any student faced with a disciplinary action will be granted due process pursuant to Idaho Code. In the case of suspension or expulsion, a student and parent/guardian will be given written notice of the charges and an opportunity to present the student's version of the incident. Whenever a student is faced with disciplinary actions the parents will be notified in a timely manner.

Heritage Community Charter School will produce a student handbook that will follow state laws and due process that outlines a Code of Conduct, with expectations and consequences. This handbook will be submitted to the authorizing entity before the start of the school year. Steps to address inappropriate behavior will include, but are not limited to the following:

1. Written or verbal teacher notification to the parent/guardian of incidence or infraction.
2. Principal intervention
3. Three day suspension. A Parent/guardian conference with student and principal to be held before re-admittance.
4. Five day suspension. A parent/guardian conference with student and the Board of Directors to be held before re-admittance.

5. Expulsion in accordance with Idaho Code.

Major Discipline Problems

Major discipline problems will be referred to the principal or designee for the appropriate consequences that may include suspension or referral to the Board of Directors or designee for expulsion. Written notice to the parent or guardian of the student shall state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board of Directors. Written notice will only be given in the event the student is expelled or denied enrollment.

A student may be automatically suspended (step three of the above procedure) under circumstances that: endanger student lives, involve drug/alcohol violations, involve weapons violations, and/or others as designated by the Board of Directors. Policies addressing drugs/alcohol and weapons can be found in the appendix. An informal hearing will be held prior to the suspension as required by Section 33-205, Idaho Code.

Temporary Suspension

Students who cannot abide by the school regulations and policies of Heritage Community Charter School and who disrupt the educational atmosphere or interfere with the educational process of the school may be temporarily suspended from classroom instruction and/or school for a time, not to exceed five (5) days by the principal or designee; and in the event the Board of Directors determines that it would be detrimental to the student and/or other students' health, welfare, or safety to return the student to school, the Board may extend the temporary suspension for an additional five (5) school days.

Expulsion

The Board of Directors may expel students who refuse or consistently fail to abide by school regulations and policies. Expulsion procedures will comply with Idaho Code. The student will be granted a full and fair hearing prior to the decision for expulsion to present information concerning the incident and/or actions of the student. The decision of the Board is final.

Reenrollment to School Following Expulsion

A student who has been expelled may appeal to the Board of Directors to hear a petition for reenrollment in school. Heritage Community Charter School's Board of Directors shall have the right to deny reenrollment for disciplinary or attendance reasons.

Disciplinary Procedures for Special Education Students

Heritage Community Charter School adopts and complies with the current Idaho Special Education Manual from the State Department of Education and will follow the procedures outlined in the student discipline section of the manual. Students with disabilities are entitled to all of the same due process rights in the area of discipline as

students without disabilities. In addition, there are additional safeguards that will be observed that insure their right to Free Appropriate Public Education (“FAPE”).

### ***Alcohol and Controlled Substances***

The Board recognizes that the misuse of drugs is a serious problem with legal, physical and social implications for the entire school community. As the educational institution of this community, the schools should strive to prevent drug abuse and help drug abusers by educational, rather than punitive means.

For purposes of this policy, “Drugs” shall mean:

- A. all dangerous controlled substances as so designated and prohibited by Idaho law;
- B. all chemicals which release toxic vapors;
- C. all alcoholic beverages;
- D. any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
- E. “look-alikes”;
- F. anabolic steroids;
- G. any other illegal substances so designated and prohibited by law.

In accordance with Federal law, the Board hereby establishes a “Drug-Free School Zone” that extends 1000 feet from the boundary of any school property. The Board prohibits the use, possession, concealment, delivery, or distribution of any drug or any drug-related paraphernalia at any time on school property, within the Drug-Free School Zone, or at any school-related event.

Furthermore, the principal shall take the necessary steps to ensure that an individual eighteen (18) years of age or older who knowingly delivers or distributes controlled substances so designated and prohibited by Idaho law within the Drug-Free School Zone to another person is prosecuted to the fullest extent of the law.

The principal shall prepare guidelines for the identification and regulation of drug use in the schools. Such guidelines shall emphasize the prevention of drug use and include a statement to students that use of illicit drugs and the unlawful possession of alcohol is harmful. The student handbook shall provide standards of conduct that are applicable to all students which clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students on school premises or as a part of any school activity.

Sanctions for violation of school policies which address illegal drug and alcohol possession, use or distribution will include referral to the appropriate law enforcement agency and may include voluntary referral to appropriate persons or agencies for screening and assessment.

### ***Public Charter School Attendance Alternatives***

Because Heritage Community Charter School is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the area. 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 Community Charter School.

### ***Process for Public Notification of Enrollment Opportunities***

All advertising and promotion processes for HCCS will include the dissemination of enrollment information in English, Spanish and possibly other language(s) taking into consideration the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. In addition, HCCS shall ensure that such process includes the dissemination of press release and/or public service announcements, to media outlets that broadcast within, and/or disseminate printed publications within, the area of attendance of the public charter school; HCCS will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

Advertising for Heritage Community Charter School may actively recruit students for enrollment using, but not limited to, the following methods:

- Advertising with public schools located within the target area using flyers upon administrative approval.
- Heritage Community Charter School website (available within four weeks of charter approval) that will introduce information about the school.
- Brochures promoting the curriculum and methods used at Heritage Community Charter School.
- Public informational meetings about Heritage Community Charter School held in accordance with Section 67-2340 of the Idaho Code

Other methods that may include: news releases, radio, television, newspapers, news conferences, newsletters and signage.

### ***Habitual Truancy, Incurrigibility, & Disruptive Students***

Students of HCCS 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 section 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 at the school after being expelled from another district may be denied enrollment. Students who are expelled from HCCS or denied enrollment will be denied enrollment for not less than one calendar year. The school 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 Community Charter School Board of Directors and described in this Charter School Petition.

### ***Plan for the Denial of School Attendance***

Heritage Community Charter School is a public school, open to all children based on the provisions provided within this petition. Strict adherence to HCCS’s Code of Conduct for Students as described in the Student Handbook is required for optimum learning to be achieved. New/incoming students and parents will ‘sign off’ on accepting the conditions and consequences of HCCS’s Code of Conduct. Students who show signs of truancy, incorrigibility, disruptive to the learning process, health or safety risk will follow the provisions set forth under Disciplinary Procedures in this petition.

Except in extenuating circumstances as presented to the Board of Directors, a student expelled from another school or district in this state or any other state shall be denied the right to enroll in Heritage Community Charter School. Written notice to the parent or guardian of the student shall state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board of Directors.

***Student Handbook & Parental Access***

Upon approval of the charter, the Board of Directors will appoint a committee to develop a student handbook that will reflect the vision and purpose of HCCS and that will be in compliance with the HCCS School Board Policies and the Law of the State of Idaho. The student handbook will be available in hard copy and on the HCCS web site. All new students will receive a copy of the Student Handbook upon enrollment.

## TAB 8: Business Plan

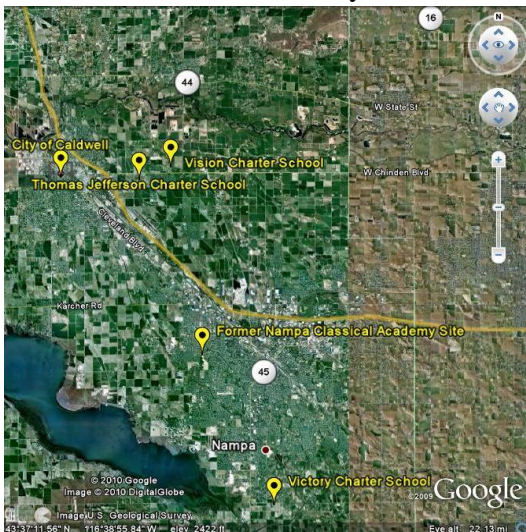
### *Description*

Heritage Community Charter School, Inc. was established to act and operate exclusively as a nonprofit corporation pursuant to the Idaho Nonprofit Corporation Act. The purpose for which it was created was to establish and operate an Idaho public charter school and to provide educational activities related to this purpose. HCCS was incorporated and organized by a group of founding members who volunteered their time and resources to create another choice in public education to parents and students in their community.

In accordance with the provisions of Idaho Code § 33-5205(3)(s) and IDAPA 08.02.04.203.2, HCCS will ensure that citizens in the area of attendance are made aware of the enrollment opportunities the school. This notification process will include the dissemination of enrollment information at least three months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. The information disseminated in compliance with the provisions of this paragraph will take into consideration the language demographics of HCCS's attendance area. In addition, HCCS will ensure the dissemination of press releases or public service announcements to media outlets that broadcast within (or disseminate printed publications within) the area of attendance of the school. Further, HCCS ensures that these announcements will be broadcast or published by such media outlets no less than three times beginning no later than fourteen days prior to the enrollment deadline each year. Finally, this enrollment information will expressly provide notice that all prospective students will be given the opportunity to enroll at Heritage Community Charter School, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

### *Marketing Plan*

**Purpose.** At Heritage Community Charter School, our express purpose is to provide residents of our community with another choice in education. More specifically, our purpose is to offer an educational option that is otherwise unavailable yet highly desired.



**Educational Environment.** Residents of Canyon County have demonstrated an overwhelming demand for choice in education for their children. For example, all operating charter schools in the county are reporting significant waiting lists: **Victory Charter School** – waitlist of 1,791 students; **Vision Charter School** – waitlist of 396 students; **Idaho Arts** – waitlist of 507 students; and **Thomas Jefferson Charter School** – waitlist of

681 students. Furthermore, a recent decision by the IPCSC to revoke Nampa Classical Academy's charter will only increase the demand for additional charter school options inasmuch as over 550 students were enrolled to attend this school in the fall of 2010. Taken together, these schools report a combined total of 3,375 students waiting to enroll in the closest charter schools. For students that reside within Heritage Community Charter School's proposed Primary Area of Attendance, the likelihood of being accepted in any of these schools is very small due to the fact that they would not fall within these charter schools' primary area of attendance and would therefore not qualify for a permitted preference in enrollment – not to mention the additional time and cost of transporting their children to and from these schools.

Notwithstanding the apparent interest in charter schools, Caldwell School District does not have a charter school option within its boundaries. In the 2009-2010, the district reported a fall enrollment of 3,552 students in K-6, with a total K-12 enrollment of 6,212. Further, Caldwell School District is essentially surrounded by Vallivue School District (serving 4,220 in grades K-6 with a total K-12 enrollment of 7,040), and shares its northern boundary with Middleton School District (serving 1,596 students in K-6 with a total K-12 enrollment of 3,026). (See 2009-2010 Fall Enrollment Chart below.)

CANYON COUNTY SCHOOL DISTRICTS Fall Enrollment Data 2009-2010																	
GRADES	K	1	2	3	4	5	6	TOTAL K-6	7	8	9	10	11	12	Total 6-12	Total K-12	
131 Nampa	1,300	1,242	1,244	1,222	1,238	1,210	1,250	8,706	1,143	1,162	1,130	1,033	960	1,055	6,483	15,189	
132 Caldwell	529	559	533	506	484	451	490	3,552	463	456	495	428	451	367	2,660	6,212	
133 Wilder	43	37	33	37	30	31	42	253	29	20	41	20	18	15	143	396	
134 Middleton	215	255	216	235	237	227	211	1,596	214	261	285	244	218	208	1,430	3,026	
135 Notus	30	24	25	30	24	35	31	199	34	26	32	34	38	25	189	388	
136 Melba	51	46	48	54	56	44	63	362	56	57	55	56	64	60	348	710	
137 Parma	93	78	87	74	90	81	86	589	70	92	82	80	82	78	484	1,073	
139 Vallivue	638	660	602	632	595	566	527	4,220	533	520	484	465	438	380	2,820	7,040	
TOTALS	2,899	2,901	2,788	2,790	2,754	2,645	2,700	19,477	2,542	2,594	2,604	2,360	2,269	2,188	14,557	34,034	

As seen above, over 24,500 K-8 students are attending Canyon County public schools, and approximately 11,815 of those students reside in Caldwell, Vallivue, and Middleton school districts – all of which will likely have students attending Heritage Charter School.

In addition to the public school offering in our community, over 1,600 students sought out alternative choices in education and were reported to have enrolled in private or non-public schools at the end of the 2007-08 school year. (See table below.)

CANYON COUNTY	PK	K	1	2	3	4	5	6	Total K-6	7	8	9	10	11	12	Total K-12
Caldwell Seventh Day Adventist	3	12	11	8	11	13	4	8	70	9	17	0	0	0	0	26
Calvary Christian School	33	13	13	6	7	7	8	12	99	7	9	9	6	8	5	143
Gem State Academy	0	0	0	0	0	0	0	0	0	0	0	19	32	22	29	102
Greenleaf Friends Academy	40	17	10	14	20	14	11	17	143	21	24	17	17	29	27	278
Nampa Christian School	48	60	43	49	42	39	41	39	361	53	47	56	48	68	68	701
St. Paul's Catholic School	30	20	23	27	22	23	25	13	183	18	15	0	0	0	0	216
Treasure Valley Ed Center	0	0	0	1	1	1	2	2	7	3	6	3	4	2	7	32
Zion Lutheran School	25	17	12	12	8	4	0	0	78	0	0	0	0	0	0	78
TOTAL CANYON COUNTY	179	139	112	117	111	101	91	91	941	111	118	104	107	129	136	1646

Enrollment data obtained through the Idaho State Department of Education's *Non-Public Fall Enrollment 2007-2008*.



The purpose of providing this “educational landscape” is to demonstrate the viability of the market from which HCCS will likely draw its student base and provide realistic support for the enrollment projections reflected in this petition. With proper outreach and marketing, we are confident that we will be able to attract students to HCCS. However, demographics or a high population of school-aged children is only the foundation for our enrollment projections. The final piece is simple: a unique and desirable educational offering that will enhance and improve the educational offering found at other schools.

**Competitive Advantage.** It is our firm belief that the program of instruction outlined in this petition will be the driving force behind parents’ choice to enroll their students in HCCS. As noted above, HCCS will use the Idaho State Board of Education’s Standards as a foundation to be enhanced by the Core Knowledge Sequence and an advanced liberal arts high school curriculum. Many traditional public and charter schools have chosen to implement this highly effective curriculum that promotes academic excellence, greater equity and higher literacy, and a coherent, cumulative, and content specific core curriculum. The instructional program at HCCS will be further enhanced by a substantive second language acquisition program. The Core Knowledge Sequence provides the high level of planning and coordination across all grades that are almost always features of successful second language acquisition programs. With this curricular foundation, the addition of a second language will provide students with a host of benefits, including but not limited to: improved problem solving, increased test scores, increased proficiency with native language, increased creativity, improved literacy skills, and a broadened appreciation for other cultures. Given the demographics of Caldwell and surrounding districts, this program will provide meaningful benefits for all students who choose to attend the school.

**Outreach.** In addition to the procedures and requirements outlined in the *Description* section above, advertising for Heritage Community Charter School may also include, but not be limited to, the following methods:

- Advertising with public schools located within the target area using flyers upon administrative approval.
- Heritage Community Charter School website (available within four to eight weeks following charter approval) that will introduce information about the school.
- Brochures promoting the curriculum and methods used at Heritage Community Charter School.
- Public informational meetings about Heritage Community Charter School. Note: these meetings may be subject to the open meetings law contained in Idaho Code § 67-2345. If open meetings rules apply, HCCS board shall ensure compliance.

### *Operations*

Following the outline detailed under Tab 2, organization of Heritage Community Charter School will generally follow the model of traditional single-grade classrooms starting with grades K-6, and beginning with a small grade 7-12 pilot secondary program. The Principal will determine the day-to-day operations of the school including but not limited

to the school calendar, schedule, and hours of operation in accordance to State required hours of attendance and Board of Director approval.

Administrative services will be provided by the Principal, augmented by other contracted services as needed.

#### *Board Policy*

Upon approval of the charter the Board of Directors will be charged with developing *A School Board Policy Manual*. This manual will include policies including but not limited to: Instruction, Students, Community Relations, Personnel, Administration, Financial Management, Non-instructional Operations, School Facilities, and Philosophy. Board Policy will be made available to the public either as a hard or electronic copy.

#### *Budget*

The budget for Heritage Community Charter School will be: (i) prepared in compliance with section 33-801, Idaho Code; (ii) will be presented at a public hearing in June of the year the school will open; and (iii) will be delivered to the State Department of Education 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 Idaho Financial Accounting Reporting Management System (IFARMS) format. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations. Following is a projected three-year budget and first year cash flow.

For budget, please see Appendix I.

#### *Transportation Services*

In accordance with Idaho Code §§33-1501 and 33-1006, where practicable HCCS will provide transportation to students that reside more than 1.5 miles from the school facility and within the Primary Area of Attendance. HCCS 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 the school. Inasmuch as the process for advertising, receiving proposals, and selecting a student transportation provider is time consuming and involves various timelines and procedures, HCCS will take all reasonable steps to ensure transportation services are secured in a timely manner. In the process of advertising, HCCS will solicit proposals from all busing contractors listed on the SDE's contractor list.

#### *School Lunch Program*

Heritage Community Charter School hopes to begin offering hot food services during its first year of operation and will follow the guidelines listed by the National School Lunch Program. Free and reduced lunch forms will be provided to all students. Until a facility is available, alternate sources to offer lunch will be explored.

*Determining Eligibility for Free and Reduced Price Meals*

All schools participating in the NSLP must make free and reduced price meals available to eligible students. Each School Food Authority participating in the NSLP must have an approved free and reduced price policy statement on file at the State Agency. If a School Food Authority is just starting in participation in the NSLP it must file its policy statement for approval by the State Agency. This policy statement then becomes a permanent document, subject to any amendments whenever the School Food Agency makes a significant change in its free and reduced price policy.

**(NOTE: For Directors' Resumes, please see Appendix N)**

## **TAB 10: BUSINESS PRACTICES**

### ***Business Arrangements***

#### **Public Access**

Heritage Community Charter School's policies regarding the public access to the school's students, staff, and facilities will comply with all aspects of the Idaho Public Records Law (Idaho Code 9-337 – 9-350). The Charter School will comply with Idaho statutes relating to public records and public meetings, as indicated in the Bylaws. We will comply with the Idaho Open Meeting Law (Idaho Code 67-2340-67-2347).

#### **Complaint Process**

Heritage Community Charter School's protocol for a complaint process for parents/guardians and the public are as follows, with the ultimate authority residing with the Board of Directors of Heritage Community Charter School;

1. Have pertinent parties meet and try to resolve the issue.
2. If no resolution can be found, the Principal will arbitrate and attempt to find a resolution.
3. Ultimately, the issue will be brought before the Board of Directors. The decision of the Board of Directors will be final.

#### **School Records**

Heritage Community Charter School's Principal will determine how the school will maintain school records and required information, consistent with state and Federal laws/statutes. Records of students transferring from HCCS will be forwarded to the new school upon request of the school or parents. Records of students transferring to HCCS will be requested of the previous school of attendance.

#### **Inspection Reports**

Heritage Community Charter School will provide certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped required of all public schools prior to the opening of the school and by the date specified in the contract. The Charter School will provide initial and ongoing certifications of the facilities for health, safety, and fire compliance to the district and other entities as required.

#### **State Compliance**

Heritage Community Charter School will comply with the State Board of Education and Superintendent for Public Instruction as they relate to Charter Schools and all state statutes applying to public education unless exempt through charter legislation.

#### **Right to Evaluate Contract Compliance**

The Public Charter School Commission or the school's Authorized Chartering Entity, if not authorized by the Public Charter School Commission, shall retain the right at any time to evaluate the degree to which Heritage Community Charter School is meeting the

terms of the charter contract. The Board of Directors or designee may choose to have a State representative(s) or an independent evaluator(s):

1. visit the Charter School;
2. review the Charter School's records and data;
3. directly survey the Charter School's parents/guardians, students, or employees;
4. audit the books of the Charter School;
5. pursue other reasonable means of determining accountability for the Charter School contract.

#### **Amending the Contract**

A material revision of the terms of the charter school contract requires the approval of the school's authorizer and the Board of Directors.

#### ***Plan for Termination***

It is the responsibility of the board of directors of Heritage Community Charter School to maintain communications with the Authorized Chartering Entity regarding any changes, problems, or difficulties in the operations of the school.

The Authorized Chartering Entity and Heritage Community Charter School will resolve disputes relating to provisions of the charter following the procedures set forth in §33-5209, Idaho Code, and the applicable rules of the State Board of Education and the Authorized Chartering Entity for notice of defect and submission of a corrective action plan.

Copies of any complaints filed against HCCS, including lawsuits, shall be provided to the Authorized Chartering Entity within five (5) business days of receipt by HCCS.

Upon the dissolution of the charter school, the schools assets will distributed to the Idaho Public Charter School Commission.

Upon dissolution of the charter school, 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 HCCS. Personnel records will be transferred to the HCCS authorizer and all employees will receive a notice describing where records will be maintained and describing the length of time personnel records will be held by the HCCS authorizer.

#### ***Internet Policy***

HCCS shall adopt a Policy of Internet Safety for minors that include the operation of a technology protection measure with respect to any of its computers with Internet access and that protects against access through such computers to visual depictions that are obscene, child pornography, or other content harmful to minors in compliance with the Children's Internet Protection Act. An example of an internet policy can be found in Appendix B.

## Appendix C: IPCSC Closure Protocol



## Closure Protocol

Idaho Public Charter School Commission

514 West Jefferson Street, Ste. 303

Boise, Idaho 83702

208-332-1561

[pcsc@osbe.idaho.gov](mailto:pcsc@osbe.idaho.gov)

Alan Reed, Chairman

Jenn Thompson, Director

## Purpose

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

## Authority

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

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

Closure protocol is enacted when:

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

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

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

## Roles

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

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

## Note

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



## Contents

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

## I. Closure Protocol Team

### A. Initial Meeting

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

### B. Team Members

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

Required members of this team shall include:

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

### C. Subcommittees

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

## D. Meeting Agenda

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

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

## E. Important Dates

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

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

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

## Communication

### A. Initial Stakeholder Notification

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

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

## B. Staff Meeting

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

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

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

## C. Ongoing Communication

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

## F. Financial Dissolution

### A. Expenses

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

This part of the discussion should consider requirements of the IRS, the Department

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

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

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

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

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

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



## B. Accounting of Assets

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

## C. Dissolution of Assets

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

## D. Reporting

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

## IV – Records Management

### i. Records Retention Procedures

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

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

## ii. Records to be Retained

### 1. Student Records:

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

### 2. Personnel Records:

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

### 3. Financial Records:

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

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

4. Governance Records:

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

5. School Culture Records

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

6. Records Requests After Closure

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

## V. Governing Board

### iii. Final dissolution

#### 1. Final Board Meeting

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

#### 2. Meeting Agenda

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

#### 3. Articles of Dissolution

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

Secretary of State. These articles shall minimally include:

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

## B. Claims against a dissolved Corporation

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

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

### C. Reporting

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

## VI. Final Closure Report Outline

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

### i. Cover Sheet

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

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

#### B. Required Attachments, Redacted

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



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