

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 14<sup>th</sup> day of June 2018, by and between the Idaho Public Charter School Commission (the “Authorizer”), and INSPIRE Academics Inc., commonly referred to as INSPIRE Connections Academy, (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

## RECITALS

WHEREAS, on April 14, 2005, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2006; and

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

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

## SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

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

## SECTION 2: SCHOOL GOVERNANCE

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

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

### SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: To help each student maximize his or her potential and meet the highest performance standards. Connections Academy is a high-quality, high-tech, high-touch “school without walls” that brings out the best in every student.
- B. Grades Served.** The School may serve students in grades K-12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Implementation of Personalized Learning Plans (PLPs) designed collaboratively by teachers, parents and students to support each student’s personal and/or academic growth
  - Ensuring appropriate one-on-one student/teacher/guardian or learning coach interaction
    - For elementary (K-5) students, the minimum interaction frequency will be bi-monthly
    - For secondary (6-12) students, the minimum will be eight (8) times per school year
    - Weekly live lessons will be consistently available to all students
  - Fostering collaborative staff teamwork through a Professional Learning Community (PLC) model
  - Providing enhanced learning through online technology
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

### SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer’s Role will be to evaluate the School’s outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School’s academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School’s performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School’s Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School’s performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer’s Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents,

including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

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

## SECTION 5: SCHOOL OPERATIONS

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

**B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be unlimited. The maximum number of students who may be enrolled per class/grade level shall be unlimited.

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

**D. School Facilities.** 600 N. Steelhead Way, Suite 164, Boise, ID 83704. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

**E. Attendance Area.** The School's primary attendance area is as follows: State of Idaho.

**F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

**G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are

amended, the School shall be bound by any such amendment upon the effective date of said amendment.

## **SECTION 6: SCHOOL FINANCE**

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the Performance Framework incorporated into this agreement as Appendix B.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

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

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

has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.

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

## **SECTION 8: MISCELLANEOUS**

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

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

*Alan Reed*

**Chairperson, Idaho Public Charter School Commission**

*Marcia Moore*

**Chairperson, INSPIRE Academics, Inc. Board**

**Appendix A: Conditions of Authorization/Renewal**

**Appendix B: Performance Framework**

**Appendix C: Charter**

**Appendix D: Public Charter School Closure Protocol**



## **Appendix A: Conditions of Authorization / Renewal**

1. Regarding academic growth in K-8 math:

By June 30, 2021, at least fifty-five percent (55%) of INSPIRE's continuously enrolled students in grades K-8 will make adequate academic growth to achieve math proficiency on the ISAT within 3 years or by 10<sup>th</sup> grade, whichever comes first.

This condition is based upon a rate of increase sufficient to promote the school's ability to achieve a "meets standard" rating for the specified subset of students on Academic Measure 3a (Criterion-Referenced Growth in Math) in the performance framework adopted by the PCSC in May 2017, by the end of the next performance certificate term (June 30, 2023).

The outcome shall be calculated using Academic Measure 3a (Criterion-Referenced Growth in Math). References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

"Continuously enrolled" is defined pursuant to IDAPA 08.02.03.112.04.a(i); that is, "a student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation... A student is continuously enrolled if he/she has not transferred or dropped out of the public school. Students who are serving suspensions are still considered to be enrolled students."

2. Regarding graduation rate:

INSPIRE will maintain a five (5) year cohort graduation rate comparable to or higher than that of the median 2014 five (5) year cohort graduation rate for Idaho alternative schools, which is 48%. Although INSPIRE is not an alternative school, the PCSC recognizes that its student population faces similar challenges.

Regardless of whether or not INSPIRE agrees to fulfill the specific condition above, INSPIRE remains responsible for meeting the terms and conditions contained in its signed Performance Certificate effective July 1, 2018, through June 30, 2023, which will incorporate the performance framework adopted by the PCSC in May 2017.

**Appendix B: Performance Framework**

# INSPIRE CONNECTIONS ACADEMY

## [YEAR] ANNUAL PERFORMANCE REPORT

### INTRODUCTION

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

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

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

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

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

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

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

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

## PERFORMANCE FRAMEWORK STRUCTURE

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

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

## ACCOUNTABILITY DESIGNATIONS

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

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

### SCHOOL OVERVIEW

<b>Mission Statement</b>	To help each student maximize his or her potential and meet the highest performance standards. Connections Academy is a high-quality, high-tech, high-touch “school without walls” that brings out the best in every student.		
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>● Implementation of Personalized Learning Plans (PLPs) designed collaboratively by teachers, parents and students to support each student’s personal and/or academic growth</li> <li>● Ensuring appropriate one-on-one student/teacher/guardian or learning coach interaction                             <ul style="list-style-type: none"> <li>o For elementary (K-5) students, the minimum interaction frequency will be bi-monthly</li> <li>o For secondary (6-12) students, the minimum will be eight (8) times per school year</li> <li>o Weekly live lessons will be consistently available to all students</li> </ul> </li> <li>● Fostering collaborative staff teamwork through a Professional Learning Community (PLC) model</li> <li>● Providing enhanced learning through online technology</li> </ul>		
<b>School Location</b>	600 N Steelhead Way Boise, Idaho 83704	<b>School Phone</b>	208-322-4002
<b>Surrounding District</b>	State of Idaho		
<b>Opening Year</b>	2006		
<b>Current Term</b>	December 12, 2013 - June 30, 2018		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	Unlimited	<b>Enrollment (Actual)</b>	

### SCHOOL LEADERSHIP


### STUDENT DEMOGRAPHICS

	School	State	Surrounding District	Neighboring District
<b>Non-White</b>				
<b>Limited English Proficiency</b>				
<b>Special Needs</b>				
<b>Free and Reduced Lunch</b>				

### ISAT PROFICIENCY RATES

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

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

MISSION-SPECIFIC	Measure	Points Possible	Points Earned						
	1			INSPIRE has chosen not to include Mission-Specific standards.					
	2								
	3								
	4								
	5								
	6								
Total Mission-Specific Points		0	0						
% of Mission-Specific Points			#DIV/0!						

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL		Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term		1a	0	0
	1b	25	0			1b	0	0
	1c	25	0			1c	0	0
	1d	25	0			1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability		2a	0	0
	2b	25	0			2b	0	0
	2c	0	0			2c	0	0
Governance & Reporting	3a	25	0	Total Financial Points		2d	0	0
	3b	25	0				50	0
	3c	25	0			% of Financial Points		0%
	3d	25	0					
	3e	25	0					
	3f	25	0					
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.				
4b	25	0						
5a	25	0						
Total Operational Points		375	0					
% of Operational Points			0%					

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

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

ACADEMIC K-12

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

INDICATOR 1: STATE PROFICIENCY COMPARISON																				
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>																			
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 10 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 11 or more percentage points lower than the state average.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.																			
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>																			
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 11 or more percentage points lower than the state average.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.																			



INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
<p><b>Measure 2a</b></p> <p><b>Math Proficiency Rate Comparison to District</b></p> <p><b>Notes</b></p>	<p><b>Do math (or similar subject area) proficiency rates meet or exceed the district average?</b></p> <p><b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 10 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Because INSPIRE is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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<p><b>Measure 2b</b></p> <p><b>ELA Proficiency Rate Comparison to District</b></p> <p><b>Notes</b></p>	<p><b>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</b></p> <p><b>Exceeds Standard:</b> The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 10 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Because INSPIRE is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)																			
<p><b>Measure 4a</b></p> <p><b>Are students making expected academic growth in math compared to their academic peers?</b></p> <p><b>Norm-Referenced Growth</b></p> <p><b>Math</b></p> <p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.  <b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.  <b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.  <b>Falls Far Below Standard:</b> The school's median student growth percentile in math falls below the 30th percentile.</p> <p><b>Notes</b></p> <p>Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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<p><b>Measure 4b</b></p> <p><b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b></p> <p><b>Norm-Referenced Growth</b></p> <p><b>ELA</b></p> <p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA falls between the 66th and 99th percentile.  <b>Meets Standard:</b> The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.  <b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.  <b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA falls below the 30th percentile.</p> <p><b>Notes</b></p> <p>Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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**INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)**

**Measure 5a**                      **Are students graduating from high school on time?**

**Four-Year Adjusted Cohort Graduation Rate**

**Exceeds Standard:** The school's four-year ACGR was at least 90%.  
**Meets Standard:** The school either:  
 a) had a four-year ACGR of 80% - 89% OR  
 b) had a four-year ACGR of at least 66% AND met its progress goal.  
**Does Not Meet Standard:** The school met its progress goal but had a four-year ACGR below 66%.  
**Falls Far Below Standard:** The school did not meet its progress goal and had a four-year ACGR below 66%.

The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.

**Notes**

Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)

The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.

Result	Points Possible	Points Earned
	125	
	100	
	75	
	0-65	0
		0

**ALTERNATIVE ACADEMIC**

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

<b>ALTERNATIVE INDICATOR 2: STUDENT PROFICIENCY COMPARISON</b>																				
<b>Alt Measure 2a</b>	<b>Do math proficiency rates meet or exceed the state average for alternative schools?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			15			0				0
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<b>Math Proficiency Rate Comparison to Alternatives</b>	<p><b>Exceeds Standard:</b> The school's math proficiency rate is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's math proficiency rate meets or exceeds the average (mean) for alternative schools but is below the top 10% of alternative schools statewide.</p> <p><b>Does Not Meet Standard:</b> The school's math proficiency rate is below the average but above the bottom 20% of alternative schools statewide, and the school's proficiency rate is higher than 0%.</p> <p><b>Falls Far Below Standard:</b> The school's math proficiency rate is 0% or is in the bottom 20% of alternative schools.</p>																			
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<b>Alt Measure 2b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average for alternative schools?</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			15			0				0
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	0																			
		0																		
<b>ELA Proficiency Rate Comparison to Alternatives</b>	<p><b>Exceeds Standard:</b> The school's ELA proficiency rate is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's ELA proficiency rate meets or exceeds the average (mean) for alternative schools but is below the top 10%.</p> <p><b>Does Not Meet Standard:</b> The school's ELA proficiency rate is below the average for alternative schools but above the bottom 20% of alternative schools statewide, and the school's proficiency rate is higher than 0%.</p> <p><b>Falls Far Below Standard:</b> The school's ELA proficiency rate is 0% or is in the bottom 20% of alternative schools.</p>																			
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ALTERNATIVE ACADEMIC

ALTERNATIVE INDICATOR 4: STUDENT GROWTH COMPARISON																				
Alt Measure 4a	Are students making expected academic growth in math compared to their academic peers?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			15			0				0
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Norm-Referenced Growth Math	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math meets or exceeds the average for alternative schools but is below the top 10%.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math is below the average for alternative schools but is above the bottom 20%.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math is in the bottom 20% of alternative schools.</p>																			
Notes	This measure will be evaluated using grades 6 - 7, 7 -8, and/or 8 - 10, as applicable.																			
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			15			0				0
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Norm-Referenced Growth ELA	<p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA is in the top 10% of alternative schools statewide.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in ELA meets or exceeds the average for alternative schools but is below the top 10%.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA is below the average for alternative schools but is above the bottom 20%.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA is in the bottom 20% of alternative schools.</p>																			
Notes	This measure will be evaluated using grades 6 - 7, 7 - 8, and/or 8 - 10, as applicable.																			

**ALTERNATIVE INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)**

Alt Measure 5a	Are students graduating from high school?	Result	Points Possible	Points Earned
<b>Five-Year Cohort Graduation Rate</b>	<p><b>Exceeds Standard:</b> The school's five-year cohort graduation rate was greater than 80%.</p> <p><b>Meets Standard:</b> The school had a five-year cohort graduation rate of 66% - 80% OR met its progress goal.</p> <p><b>Does Not Meet Standard:</b> The school did not meet its progress goal AND had a five-year cohort graduation rate of 40% - 66%.</p> <p><b>Falls Far Below Standard:</b> The school did not meet its progress goal AND had a five-year cohort graduation rate below 40%.</p>		100	
			80	
			60	
		0-39		0
				0
<b>Notes</b>	<p>The school's 5-year cohort graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent 5-year cohort graduation rate plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the average graduation rate for alternative schools statewide.</p>			
	<p>Graduation rates are calculated using a 5-year-plus-summer cohort. The 5-year rate is calculated by adding to the 4-year ACGR any students from the 4-year cohort that graduated by the end of summer of the following year. For this reason, data availability will always run two years behind (that is, annual reports will contain graduation rate data based on the 4-year cohort preceding the most recent school year by two years. For example, 2015-16 5-year cohort graduation rates will be reflected in 2018 reports.)</p>			

**MISSION-SPECIFIC**

Mission-specific measures are optional, unless required as a condition of the performance certificate. These measures may be academic or non-academic in nature, but must be objective, data-driven, and based on a valid measurement tool. Measures must be based on data that is processed by a third party, such as an assessment vendor or the State Department of Education, rather than by the school or authorizer. Care should be taken to ensure that rating categories correlate with the format in which the third party provides data to the school. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer. The mission-specific data reporting deadline is August 1; exceptions may be made by mutual agreement in cases where data is unavailable by that date. Unless otherwise specified, schools are responsible for accurate and timely submission of mission-specific data; failure to provide substantiated results in a meaningful format by the established deadline will negatively impact scoring. Mission-specific measures may be amended mid-term, by mutual agreement, after baseline data has been collected.

<b>MISSION-SPECIFIC INDICATOR</b>						
<p><b>Measure 1</b> Is the school...</p> <p><b>Exceeds Standard:</b>  <b>Meets Standard:</b>  <b>Does Not Meet Standard:</b>  <b>Falls Far Below Standard:</b></p> <p>Notes</p>	<p><b>Result</b></p>	<table border="1"> <thead> <tr> <th><b>Points Possible</b></th> <th><b>Points Earned</b></th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	<b>Points Possible</b>	<b>Points Earned</b>		0
<b>Points Possible</b>	<b>Points Earned</b>					
	0					
<p><b>Measure 2</b> Is the school...</p> <p><b>Exceeds Standard:</b>  <b>Meets Standard:</b>  <b>Does Not Meet Standard:</b>  <b>Falls Far Below Standard:</b></p> <p>Notes</p>	<p><b>Result</b></p>	<table border="1"> <thead> <tr> <th><b>Points Possible</b></th> <th><b>Points Earned</b></th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	<b>Points Possible</b>	<b>Points Earned</b>		0
<b>Points Possible</b>	<b>Points Earned</b>					
	0					
<p><b>Measure 3</b> Is the school...</p> <p><b>Exceeds Standard:</b>  <b>Meets Standard:</b>  <b>Does Not Meet Standard:</b>  <b>Falls Far Below Standard:</b></p> <p>Notes</p>	<p><b>Result</b></p>	<table border="1"> <thead> <tr> <th><b>Points Possible</b></th> <th><b>Points Earned</b></th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	<b>Points Possible</b>	<b>Points Earned</b>		0
<b>Points Possible</b>	<b>Points Earned</b>					
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OPERATIONAL

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

OPERATIONAL

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

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT																	
<p>Measure 2a Financial Reporting and Compliance</p>	<p>Is the school meeting financial reporting and compliance requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>																	
<p>Notes</p>																	
<p>Measure 2b GAAP</p>	<p>Is the school following General Accepted Accounting Principles (GAAP)</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>																	
<p>Notes</p>																	
<p>Measure 2c Enrollment Variance</p>	<p>Is the school successfully enrolling the projected number of students?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p><b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p><b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p><b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.</p>																	
<p>Notes</p>	<p>Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year. Due to the deficit protection clause in INSPIRE's contract with Connections Academy, the school will be exempt from evaluation of this measure.</p>																

INDICATOR 3: GOVERNANCE AND REPORTING														
<p><b>Measure 3a</b>      <b>Is the school complying with governance requirements?</b></p> <p><b>Governance Requirements</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<p><b>Result</b></p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: right;"><hr/></td> </tr> <tr> <td colspan="2" style="text-align: right;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0		<hr/>		0	
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<p><b>Measure 3b</b>      <b>Is the board fulfilling its oversight obligations?</b></p> <p><b>Board Oversight</b></p> <p><b>Meets Standard:</b> The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p> <p><b>Partially Meets Standard:</b> Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p> <p><b>Does Not Meet Standard:</b> The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p> <p>Notes</p>	<p><b>Result</b></p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>25</td> <td></td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: right;"><hr/></td> </tr> <tr> <td colspan="2" style="text-align: right;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	25		15		0		<hr/>		0	
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OPERATIONAL

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

OPERATIONAL

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

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

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



FINANCIAL

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



INSPIRE

Virtual Charter School Petition

Submitted to the  
Idaho Charter School Commission  
February 1, 2005  
(Revised March 2005)

Contact:

Carrie Jean Ross, Project Coordinator  
455 Scenic Drive, Emmett, ID 83617  
(208) 365-6800 (home office)  
(208) 365-6819 (home)

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14.	Include procedures to ensure health and safety of students and staff.....	21
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32.	Include documentation regarding insurance for liability and property loss. ....	49
33.	Describe the manner by which eligible students from the charter school shall be allowed to participate in dual enrollment in non-charter schools within the District as provided for in Chapter 2, Title 33, Idaho Code.....	50
34.	Describe the compact and contiguous attendance area of the charter school.....	51
35.	Outline transportation services for students, including estimated first year cost. ....	52
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38. A virtual charter school that is approved by the school district board of trustees must include a statement declaring if the school wishes to be considered an LEA for purposes of federal formula funding..... 56

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**1. Elector petition forms with no less than 30 signatures.**

Elector petition forms with no less than 30 certified signatures are included in Exhibit A.

**2. Articles of Incorporation and Bylaws of the nonprofit corporation.**

The INSPIRE Articles of Incorporation and initial approved Bylaws are included in Exhibit B.



### **3. Describe the school's educational program and how learning will occur.**

#### **a. Overview**

INSPIRE is a proposed virtual charter school that is seeking authorization from the Idaho Charter School Commission to serve students in grades K-12 throughout Idaho beginning in Fall 2005. INSPIRE will maximize academic achievement for students who need an alternative to the traditional classroom. First-year enrollment at INSPIRE is expected to be approximately 500 students, with enrollment growing to over 2,000 students by Year 5.

INSPIRE has selected for its core program the Connections Academy virtual public school curriculum, instructional model, and technology that have proven successful nationwide, supplemented and expanded specifically for Idaho.

Working under the guidance of certified, highly qualified teachers with whom they interact via telephone, email, and groupware following a Personalized Learning Plan, INSPIRE students will engage in a rigorous, Idaho Achievement Standards-aligned curriculum that is rich in print, enhanced by technology, and tailored to their learning needs.

Each INSPIRE student has a learning coach, typically a parent, who works daily with the student face-to-face following detailed INSPIRE lesson plans under the guidance of the professional INSPIRE teacher.

INSPIRE students will be provided with the complete curriculum materials (online and offline, print- and technology-based) for their grade, a loaned family computer and subsidized Internet access. All INSPIRE students have the opportunity to participate in face-to-face field trips and community activities while also learning to work effectively in a virtual environment not unlike the working world that they will one day enter.

The INSPIRE school will also serve as a reference site for Idaho scholars engaged in research on technology, education, and distance learning. The INSPIRE founding group is engaged in ongoing discussions with Boise State University (see Provost letter, enclosed) regarding a multi-faceted partnership which may include location of the INSPIRE office and teaching center on the university campus, collaboration on teacher training and curriculum development, and research and evaluation activities.

#### **b. Curriculum**

INSPIRE combines proven and rigorous print-based curriculum materials with the best in technology-enhanced learning such that a significant portion of the curriculum is delivered through the Internet and other electronic means. The entire curriculum is aligned to the Idaho Achievement Standards.

The INSPIRE curriculum will be based on the Connections Academy program as extended for grades K-12 in Idaho.

- The K-8 Connections Academy curriculum integrates textbooks, lesson plans and other content from a variety of leading publishers and school programs including Houghton Mifflin, Zaner-Bloser, the Calvert school and others (see course catalog included as Exhibit C1). The curriculum is regularly updated to conform to state

standards and student needs. The Connections Academy curriculum has been shown to be effective based on standardized test scores in other states and is currently in the process of being accredited by the Commission on International and Trans-regional Accreditation (CITA).

- The Connections Academy 9-12 program, which is currently under development, will provide a more online high school curriculum, as appropriate for secondary school learners (see Exhibit C2 for an overview of the 9<sup>th</sup> grade curriculum). The high school curriculum, which will be fully aligned with Idaho Achievement Standards, will integrate digital versions of textbooks from major publishers enhanced by multimedia, interactive material, communication/ conferencing tools, and team projects. Top-quality third-party courseware elements will be licensed as part of the 9-12 curriculum, based on alignment to Idaho Achievement Standards, demonstrated success in producing positive test results, accreditation by CITA and/or a regional accrediting organization, and fit with the Connections Academy and INSPIRE curriculum philosophies. For example, INSPIRE may seek to include courses licensed from the Idaho Digital Learning Academy as part of this complete high school curriculum.

The entire K-12 INSPIRE curriculum will be updated on a regular basis, with major changes subject to approval by the school's Governing Board.

Technology plays an important facilitating role in the INSPIRE curriculum, so INSPIRE will ensure that its students have access to technology. Each family participating in INSPIRE will receive a loaned computer with a printer and an Internet service subsidy. All necessary software and technology support are provided along with the computers. For a discussion of safe and appropriate use of technology tools, see Element 37.

In addition to working with the curriculum materials described above, INSPIRE students will have the opportunity to participate regularly in both face-to-face and virtual community activities. Face-to-face activities include field trips and community outings facilitated by the INSPIRE community coordinators – parent volunteers whom INSPIRE supports in organizing such activities for families who live nearby. INSPIRE's technology-based activities include virtual group projects, online bulletin boards/forums (such as "Math Problem of the Week"), book chats, teacher-led discussions, learning-focused webmail, and student clubs ranging from chess to yearbook. All of the collaborative online activities and communications tools are restricted for use only by members of the INSPIRE community; parents can feel comfortable that their children are experiencing this technology safely within the "walled garden" of INSPIRE.

Given the balance of modes and media for learning at INSPIRE, actual time online for students (as compared to parents and teachers) will vary according to each student's developmental level, learning needs, and learning styles. Students in grades K and 1 may spend up to 15% of their time online; students in grades 2 -5 may have a range of 15 - 25%; students in grades 6 - 8 may range from 25-50+% of time online, and students in grades 9-12 may spend up to 75% of their school time online.

INSPIRE will be part of a family of schools using the Connections Academy program and will be a trailblazer among them for its inclusion of grades 9-12. There are currently 11

Connections Academy schools in eight states across the country: Wisconsin, Colorado, California, Pennsylvania, Ohio, Florida, Arizona and Minnesota. Student achievement results from the 2003-04 school year confirm the effectiveness of the Connections Academy curriculum. The Connections Academy program has been used in Colorado and Wisconsin for more than one year and test scores exceeded AYP in both states. Further in Wisconsin and Florida, Connections Academy students met or exceeded the states' standards. Other state scores represent early Fall results for the schools' first years or have not yet been reported

### c. Instructional Techniques

INSPIRE's instructional design is known as Personalized Performance Learning. Education research connects this design's three primary components – parent/family involvement, individualized instruction, and high-quality teaching – to improved student achievement:

- *Parent involvement:* Decades of research show that parent participation in education is very closely related to student achievement. In *A New Generation of Evidence: The Family Is Critical to Student Achievement*<sup>1</sup>, Anne T. Henderson and Nancy Berla document concrete benefits of parent involvement for students, including higher grades and test scores, higher graduation rates, and greater enrollment in postsecondary education. A Stanford study found that using parents as tutors brought significant and immediate changes in children's I.Q. scores. At INSPIRE, all parents are closely involved in their child's education either directly as a learning coach or through oversight of a learning coach they designate.
- *Individualized instruction:* Students clearly benefit from instruction that is individualized in terms of pace, content, sequence and style. Among the many studies on this topic, Margaret Haertel and her colleagues show in "What Helps Students Learn?"<sup>2</sup> that "curriculum and assessment tailored to student ability and academic background" to assure "an appropriate level of task difficulty for students and an appropriate instructional pace" is a proven tool for helping students achieve. At INSPIRE, instruction is individualized for every student, every day.
- *High-quality teaching:* Each teacher will be equipped with the skills and technology needed to bring out the best in every student. In his landmark study correlating test data with teacher quality, Harold Wenglinsky<sup>3</sup> of the Educational Testing Service showed a direct link between good teaching and higher test scores. Students benefit from the personalized guidance of INSPIRE's highly qualified teachers.

**The Personalized Learning Plan:** The centerpiece of instruction at INSPIRE is the Personalized Learning Plan (PLP), which provides for individualized instruction tailored to the learning needs of each child. The PLP is an extensive document developed at the beginning of the school year by the Idaho-certified teacher in consultation with the student and the student's parents/guardians. This PLP is built from a combination of baseline

<sup>1</sup> Henderson, A., & Berla, N., eds. (1994). *A new generation of evidence: The family is critical to student achievement*. National Committee for Citizens in Education, Center for Law and Education, Washington, DC.

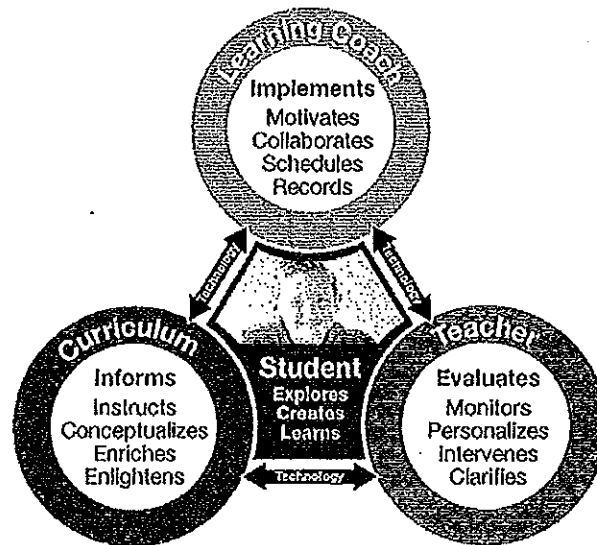
<sup>2</sup> Wang, Margaret C., Haertel, Geneva D., and Walberg, Herbert J. (1993), "What Helps Students Learn?" *Educational Leadership*.

<sup>3</sup> Wenglinsky, Harold (2000), *How Teaching Matters: Bringing the Classroom Back Into Discussions of Teacher Quality*, Educational Testing Service.

assessments of both academic skills/knowledge and learning modalities, information gathered from the parents, and input directly from the student. Learning needs that go beyond the purely academic (such as study habits and interpersonal skills) are addressed in the PLP as well. The PLP then guides the student's course through the Idaho Achievement Standards-based curriculum.

All daily lesson plans are provided to students and families online, directing them step by step through use of the comprehensive set of textbooks, trade books, manipulatives, and consumables that INSPIRE ships to them.

**The Learning Triad:** Instruction at INSPIRE builds on the research and the PLP to surround each student with the resources needed for success. Each student will be part of a "learning triad" as illustrated below.



**Learning Management System:** The platform for organizing and managing the entire INSPIRE educational environment is the online Learning Management System (LMS). This proprietary, web-based software allows INSPIRE to deliver every assignment and track every activity, monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge (see Exhibit D, Learning Management System highlights). With this system, INSPIRE is able to provide an unprecedented level of time-on-task detail. The LMS operates within Connections Academy's very secure and robust technology infrastructure which protects all data from loss and intrusion while maintaining a safe environment in which students, parents, and teachers can interact with each other (see Exhibit E, Network Infrastructure & Security).

**A complete learning team:** At INSPIRE, student learning benefits from committed educators and involved parents who provide total support for the student's PLP.

- **Idaho-certified, highly qualified teachers:** Each INSPIRE student will have an Idaho-certified teacher specially trained in the INSPIRE curriculum and instructional

method. Working full-time in INSPIRE's local professional office/teaching center, which is proposed to be located on the Boise State University campus, this teacher is responsible for evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities, and providing feedback on the child's performance. Based on a student's demonstrated mastery of the material, teachers will add, expand or replace assignments; they will also grade students in each subject for the regular student report cards and make promotion or retention decisions. Depending on the need of the learner, teacher contact with the student and learning coach – most often via telephone and email – may be as frequent as several times a day, and at minimum once every two weeks. Teachers do not wait to be contacted; they are proactive participants in their student's learning plans. In addition, INSPIRE families are always welcome to visit the INSPIRE office in Boise during business hours to meet with their teachers in person.

- ***Face-to-face learning coaches:*** Each INSPIRE student will have a learning coach—a parent or other responsible adult designated by the parents—who works with him or her in person under the guidance of the Idaho-certified professional teacher. Parent involvement is a centerpiece of the INSPIRE concept. Whether a parent's role is as a learning coach, or as someone providing oversight to the learning coach, all parents/guardians will be intimately familiar with their child's progress on a day-to-day basis at INSPIRE. The school offers ongoing training and support to help learning coaches carry out their important role while making optimum use of the available technology tools and professional teacher support to do so.
- ***Expanded educational support:*** The INSPIRE principal coordinates the work of the teachers, using data from the Learning Management System to target curriculum and instructional resources toward specific student needs. Supporting the principal and teachers in their work are Connections Academy curriculum specialists, who are highly trained in distance education methodologies and specific subject areas. Curriculum specialists will be available by telephone and email to the INSPIRE teachers for assistance in addressing particular curriculum topics or in customizing curriculum for particular student needs. The Connections Academy Special Education Director serves as resource for teachers as they develop/adjust services for special education students in the INSPIRE program.

In effect, each INSPIRE student has a team of experts working together to leverage the school's myriad resources – technological, instructional, and interpersonal – for his or her success.

**4. Identify the school's goals and how all Educational Thoroughness Standards (as defined in Section 33-1612, Idaho Code) shall be fulfilled.**

INSPIRE's over-arching goal is student mastery of its challenging, Idaho Achievement Standards-aligned curriculum in a personalized learning environment that promotes 21<sup>st</sup> century learning skills and meets Idaho's Educational Thoroughness Standards, as required by the Idaho Public Charter School law. INSPIRE will achieve this over-arching goal through seven measurable objectives described in detail in Elements 5 and 6.

INSPIRE believes that an educated person of the 21<sup>st</sup> century must be literate and articulate, mathematically competent, scientifically and technologically adept and have the opportunity to develop individual creative and physical abilities. INSPIRE recognizes its responsibility to generate enthusiasm and excitement for the lifelong process of learning by providing a curriculum that is relevant, integrated and age-appropriate at the same time that it is aligned to Idaho Achievement Standards. INSPIRE is a high-quality, high-tech, high-touch virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

The INSPIRE goals and objectives will be met through curriculum and instructional programs that fulfill all of the recommendations recently put forth by the Partnership for 21<sup>st</sup> Century Skills<sup>4</sup>, which include:

- 1- • Emphasis on core subjects: INSPIRE students will master the timeless fundamentals such as reading, writing, mathematics, science, and social studies.
- 2- • Emphasis on learning skills: INSPIRE students develop the essential skills required for lifelong, continuous learning, such as communication, information, problem-solving, and self-directional skills.
- 3- • The use of 21<sup>st</sup> century tools to develop learning skills: As the Partnership recommends, INSPIRE students develop proficiency in an array of digital information and communication tools.
- 4- • Teaching and learning in a 21<sup>st</sup> century context: At INSPIRE, learning takes place beyond the "four walls of the classroom" and integrates the community, parents, and fellow learners connected by technology, as the Partnership recommends.
- 5- • Teaching and learning of 21<sup>st</sup> century content: The Partnership stresses global awareness, economic literacy, and civic literacy among other topics, which the INSPIRE curriculum integrates throughout the grades through both technology-based and print-based learning activities.
- 6- • Use of 21<sup>st</sup> century assessments that measure 21<sup>st</sup> century skills: As the Partnership recommends, INSPIRE uses both standardized testing and ongoing, curriculum-based assessments – including portfolios of student work and online assessment activities – which integrate with teacher data analysis tools to allow for sophisticated instructional decision-making by parents, students, and school staff.

INSPIRE also believes that the individualized and supported educational program

<sup>4</sup> The Partnership for 21<sup>st</sup> Century Skills, "Learning for the 21<sup>st</sup> Century," June 2003, <http://www.21stcenturyskills.org>.

facilitates the development of self-direction and personal responsibility among its students. In these ways, INSPIRE will meet the objective of producing students who are self-motivated, competent, lifelong 21<sup>st</sup> century learners.

INSPIRE's innovative curriculum and technology also support the eight Educational Thoroughness Standards established in Section 33-1612 of the Idaho Code:

- A safe environment conducive to learning is provided: INSPIRE students attend school primarily from home, a learning environment chosen by many families specifically because it is safe and conducive to focused instruction. In addition, the INSPIRE online environment is carefully structured and monitored by the school to be safe and conducive to learning.
- Educators are empowered to maintain classroom discipline: At INSPIRE, parents, students, and teachers together share responsibility for maintaining a disciplined learning environment. The classroom at home is overseen by the parents, who are empowered to maintain discipline as they see fit with their own children; parents also have access to the advice and support of other INSPIRE families on how to run an organized and disciplined classroom at home. The "virtual classroom" where students come together as a school community is governed by clear and consistent rules of behavior articulated in the INSPIRE code of conduct and handbook.
- The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized: The core INSPIRE curriculum emphasizes universal values and moral development in a non-sectarian way, through classic literature, high-quality social studies materials, a home life course, and multiple opportunities for positive interactions among students, families, and the community. Because success in a virtual school requires a high degree of self-discipline and hard work, the entire school experience reinforces these values.
- The skills necessary to communicate effectively are taught: The INSPIRE curriculum includes a very rigorous and expansive focus on written communication, including everything from diagramming sentences to developing major expressive works. Excellent communication skills are considered absolutely essential for teachers who wish to work at INSPIRE, as well as for students aiming for success in an environment in which telephone conversations, email, and message board postings are the primary forms of interaction with peers and teachers.
- A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided: The INSPIRE curriculum is very strong on all the fundamentals required for higher education at all levels. The classical nature of the curriculum and its alignment with the Idaho Achievement Standards further ensures that INSPIRE's students will be well-prepared for post-high school education both outside and inside of Idaho.
- The skills necessary for students to enter the work force are taught: In addition to a solid grounding in literacy and numeracy and development of higher order thinking skills, INSPIRE students will benefit from the kinds of skills needed for

today's working world – virtual team work, distance communications, information management, and use of technology.

- The students are introduced to current technology: INSPIRE students interact daily with current computer technology, which the school provides for their homes. In addition, INSPIRE offers a multi-layered technology skills elective that explicitly covers all the basics of technology literacy as defined by the National Education Technology Standards.
- The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized: Good citizenship is a watchword of the INSPIRE school experience, as students learn to interact constructively with online peers from all walks of life while developing invaluable skills in their interrelationships with siblings, parents, and community members. In a very real sense, INSPIRE prepares its students to be good citizens of the 21<sup>st</sup> century world.



**5. Identify measurable student educational standards/objectives which describe the extent to which all students of the charter school demonstrate they have attained the skills and knowledge specified as goals.**

Within the framework of alignment to the Idaho Achievement Standards, a crucial component of INSPIRE's plan for overall excellence is the establishment of clear academic and related goals for each student, and for the school, as well as clear ways to measure progress toward those goals. Specifically:

*Objective 1 – Ongoing Student Progress:* INSPIRE students will demonstrate ongoing progress in their Idaho Achievement Standards-aligned curriculum as measured by satisfactory attendance, participation, and performance. INSPIRE will set these benchmarks as follows:

- 90% of students will be in Satisfactory status on attendance each quarter during the school year, as logged by learning coaches/students and verified by teachers;
- 80% of students will in Satisfactory status on participation each quarter during the school year as measured by completion of lessons/courses, submission of portfolio items in timely manner, communication with the teacher, and several other variables; and
- 75% of students will be in Satisfactory status on performance each quarter during the school year as measured through demonstration of learned concepts on academic tasks across all core academic subjects based on internal assessments (including quizzes, tests and portfolios).

*Objective 2 – Standardized Test Performance:* INSPIRE students will participate in the Idaho Reading Indicator (IRI) in grades K-3, Idaho Direct Mathematics Assessment (DMA), the Idaho Direct Writing Assessment (DWA), and the Idaho Standards Achievement Test (ISAT) in other grades. The goal of all INSPIRE stakeholders will be to have schoolwide composite IRI, DMA/DWA, and ISAT scores that are equal to or better than the statewide benchmark of students meeting or exceeding standards by Year 3.

*Objective 3 - Student Academic Growth:* In the value-added model of academic growth upon which INSPIRE is based, each student will demonstrate a year of academic growth for a year in school. Using its standards-based, technology-facilitated Longitudinal Evaluation of Academic Progress (LEAP) pre- and post-test, INSPIRE will gauge each student's academic growth over the course of the year. The goal of all INSPIRE stakeholders will be that that at least 75% of students will demonstrate a year of academic growth on an annual basis.

*Objective 4 – Parent Satisfaction:* As a school of choice, INSPIRE must ensure that parents and families maintain a level of satisfaction with their child's school experience. The goal of all INSPIRE stakeholders will be that the school attains an overall score of at

least 4 (on a scale of 1-5) each year on the annual Connections Academy parent satisfaction survey.

*met*  
**Objective 5 -- Teacher Quality:** INSPIRE will provide its students with excellent teaching by teachers dedicated to a specified grade range working together in an office/teaching center. The goal of all INSPIRE stakeholders will be that 100% of teachers will be highly qualified and that annual teacher attrition will be less than 6%.

*N/A*  
**Objective 6 -- Longitudinal Student Gains:** By its fifth year of operation, INSPIRE expects to have served a subset of its students for multiple years. Our goal at the end of Year 5 will be that students who have attended INSPIRE for three or more years will score a minimum of 10% higher on ISAT than their grade-level peers who are in their first year at INSPIRE.

*N/A*  
**Objective 7 -- Contribution to Knowledge Base:** INSPIRE intends to serve as a living laboratory for research by Idaho scholars on individualized instruction and distance learning. Our goal by the end of Year 5 is to have contributed to the greater knowledge base on these issues, as measured by the completion of one or more credible research studies using data from INSPIRE.

**6. Identify various methods by which student progress is to be measured in meeting educational standards/objectives.**

INSPIRE provides a variety of assessments throughout the year so that each student's academic progress is monitored on multiple levels, beginning with a placement test which facilitates appropriate matching of standards-aligned curriculum with student learning needs. Throughout the year, the INSPIRE Learning Management System maintains extensive specific data about every activity by every student every day. Furthermore, the robust student information system capabilities of the LMS permit rapid in-depth evaluation of performance by sub-groups such as disabled students or gifted/talented students. This rich array of data allows very targeted evaluation of the school's progress toward its objectives, as detailed below.

<b>Objective</b>	<b>How Progress Will Be Measured</b>
<i>Objective 1 – Ongoing Student Progress</i> , including Satisfactory status each quarter by 90% of students on attendance, 80% of students in on participation, and 75% of students in performance	Learning Management System data verified/evaluated by teachers; ongoing assessments (online and offline quizzes, tests, work samples/portfolios)
<i>Objective 2 – Standardized Test Performance:</i> Schoolwide composite IRI/SMA/DWA/ISAT scores equal to or better than the statewide benchmark by Year 3	Idaho Reading Indicator, Idaho Direct Mathematics Assessment, Idaho Direct Writing Assessment, Idaho Standards Achievement Test scores
<i>Objective 3 - Student Academic Growth:</i> 75% of its students across will demonstrate a year of academic growth on an annual basis.	Longitudinal Evaluation of Academic Progress (LEAP) pre- and post-test
<i>Objective 4 – Parent Satisfaction:</i> Overall Parent Satisfaction score of at least 4 out of 5 each year	Annual Parent Satisfaction Survey
<i>Objective 5-- Teacher Quality:</i> 100% highly qualified, annual attrition of less than 6%	Audit of human resources records
<i>Objective 6– Longitudinal Student Gains:</i> Students who have attended INSPIRE for three or more years score a minimum of 10% higher on ISAT than their grade-level peers who are in their first year at INSPIRE.	Idaho Standards Achievement Test scores
<i>Objective 7 – Contribution to Knowledge Base:</i> Facilitate contribution by Idaho scholars to the greater knowledge base on individualized instruction and distance learning for at-risk students	One or more research studies within first five years

**7. Include a provision by which students will be tested with the same standardized tests as other Idaho public school students.**

Like all Idaho public school students, INSPIRE students will participate in required standardized testing, including the Idaho Reading Indicator for kindergarten and grades 1-3, the Idaho Standards Achievement Test, the Direct Math and Direct Writing Assessment, and the National Assessment of Educational Progress, or whatever successor tests the State Board of Education should approve.

Although they are students in a virtual school, INSPIRE students will take these standardized tests in person, at proctored locations within reasonable driving distance of their homes. Arranging these locations and ensuring that students are prepared and participate will be an important responsibility of the principal and the teaching staff.

If students and their families lack transportation to the testing sites and no informal arrangements can be made (e.g., carpooling with fellow INSPIRE students), the school will arrange for transportation. Funds for such transportation are included in the budget under Student Testing/Assessment (along with funds for testing site rental).

**8. Include a provision that ensures the charter school shall be accredited as provided by rule of the Idaho State Board of Education.**

As soon as school operations begin, INSPIRE will launch the process of seeking accreditation as provided by Idaho State Board of Education rule. This early pursuit of accreditation is a hallmark of the Connections Academy family of schools, building upon CITA accreditation to seek regional accreditation.

From day one, INSPIRE will ensure that its school operations meet the Idaho accreditation standards:

- **Vision, Mission and Policies:** Both the INSPIRE vision of personalized, 21<sup>st</sup> century learning and its mission of facilitating optimum achievement for each student are supported by clear, consistent, and well-articulated policies governing the life of the school.
- **Highly Qualified Personnel:** INSPIRE teachers are Idaho-certified and qualified to teach in their subject areas and grade levels.
- **Educational Program:** The INSPIRE educational program is research-based and integrates the highest quality curriculum materials aligned to Idaho Achievement Standards.
- **Learning Environment:** The INSPIRE learning environment combines the personalization and safety of the student's home with the expansive, barrier-free world of technology, all structured to meet the learning needs of the student.
- **Continuous School Improvement:** The INSPIRE Learning Management System provides complete data on student performance to empower teachers to continuously improve their practice while equipping the principal and Governing Board to press for ongoing improvements in overall school operations.
- **Student Achievement:** INSPIRE's ultimate goal is to improve student achievement through personalized, data-driven instruction; highest-quality curriculum; and meaningful parent, family, and community involvement in each learner's progress.

**9. Describe the governance structure of the school, including the person or entity that shall be legally accountable for the operation of the school.**

The INSPIRE Governing Board will oversee the operation of the charter school and be legally accountable for its operations. The Board sets policy and hires contractors, including those providing the management, curriculum, technology and instructional services. Additionally, the Board is responsible for ensuring that all aspects of the financial and programmatic accountability systems fulfill INSPIRE's obligations to the Idaho Department of Education. The Board shall adopt all policies as required for the charter school program of INSPIRE.

**Board Meetings:** The Board will meet monthly on a uniform day of a uniform week, and its meeting in July in each year will be considered its annual meeting and annual budget hearing. Special meetings of the Board may be called by the chairman or by any two (2) members of the board and held at any time with appropriate notice as set forth in the organization's bylaws and in Section 33-510 Idaho Code. All meetings will take place in accordance with requirements of Idaho Code and charter school rules, including but not limited to the laws regarding interested parties and conflict of interest.

**Board composition:** The founding members of the Governing Board were selected in keeping with the bylaws and were seated by the incorporator. They shall, in selecting future Board members, ensure potential members are committed to the school's mission. In addition, the Board will evaluate the potential members' credibility and integrity within the community. INSPIRE will actively recruit Board members who have professional skills that complement or add to the existing Board composition. The Board will also consider members' professional, educational, and practical experience. At least one position is to be held by someone with expertise in education. In order to insure parental involvement in the governance of the school, at least one position will be the parent or guardian of a student enrolled in the charter school (or prospective student prior to the start of school operations). As provided in the bylaws, the initial Board members will vote on the above positions for new board members, with a majority required for acceptance.

**Board training:** In order to insure smooth operations and effective board practices, INSPIRE will develop Governing Board training procedures. These will include orientation, training and self-evaluation strategies. The INSPIRE Governing Board will be responsible for outlining and implementing a regular, ongoing program in these areas.

**Operating structure:** The operating structure of the school will be similar to a traditional educational environment with a school principal who will supervise administrative staff and teachers. The school principal will act according to the policies and procedures as approved by the Governing Board. The principal will also act in an information and advisory capacity to the board, and will be responsible for implementing board policies in the day to day operation of the school. All personnel decisions including hiring, firing and evaluations concerning the principal and the teachers will be the responsibility of the Governing Board.

#### **10. Describe the process to be followed to ensure parental involvement.**

Parent involvement is a centerpiece of the INSPIRE concept. Whether a parent's role is as a learning coach working daily with one or more students, or as someone providing insights and guidance to a learning coach, all parents/guardians will be intimately familiar with their child's progress on a day-to-day basis at INSPIRE. The Learning Management System ensures that all parents have access to complete data about their children's learning, and the human infrastructure of the school – the principal and teachers – place the highest premium on supporting the role of parents. The school offers ongoing training and support to help learning coaches carry out their important role while making optimum use of the available technology tools and professional teacher support to do so.

The opportunity for meaningful, intensive involvement in their children's education is part of what draws families schools like INSPIRE in the Connections Academy family, and research among participating families indicates a high level of satisfaction in this regard. On the most recent Parent Satisfaction Survey, more than 90% of parents graded the Connections Academy A or B (see Exhibit F).

In addition to involvement focused on their own children's learning needs, INSPIRE parents will have multiple opportunities to shape the overall school experience. They can volunteer to serve as Community Coordinators, arranging field trips and other face-to-face activities among INSPIRE families who live nearby. They may be selected to serve as a parent member of the Governing Board, or serve on ad hoc groups convened by the Governing Board to focus on particular issues such as community partnerships and neighborhood outreach. Parents may also choose to join the Connections Academy Families Association, a national group of Connections Academy parents that has become very active in ensuring that parents' voices are heard throughout the Connections Academy network of schools.

**11. Outline the qualifications to be met by individuals employed by the school.**

INSPIRE's instructional leader will be the principal. While this person has not yet been selected, the qualifications for the position are as follows:

- The INSPIRE principal will possess an advanced degree and an appropriate administrative credential as required by Idaho Board rules.
- A minimum of three years of management or administrative experience is required.
- A former principal or master teacher is ideal.
- The prospective principal must be technology literate and have good communication skills.
- Must be able to build consensus and inspire teachers to teach, students to learn and parents to engage in their child's learning while following the mission of the school.

The INSPIRE principal shall be offered a performance contract that includes provisions regarding the due process protections to be afforded to principals and the procedures for termination, which shall meet the minimum standards as specified by the Board.

The performance contract shall also include any performance criteria or goals negotiated between the INSPIRE governing body and the principal.

The performance contract will augment the standard contract approved by the State Board of Education.

**Teachers:** INSPIRE will have one teacher for every 50 students, with whom they will work one-on-one via telephone, email, group chat, and other means. To be hired at INSPIRE, teachers will be required to possess:

- An appropriate Idaho teaching credential.
- A Bachelor's degree.
- A minimum of three years teaching experience.
- Certification that they are highly qualified for the assigned grades/subject matter.
- Skills in teaching a standards-based curriculum and incorporating innovative approaches to instruction.
- Good communication skills.
- Technology literacy.

Special attention will be paid to applicants who have experience in individualized instruction, virtual teams and distance education. Teachers with certification in reading and mathematics, as well as those qualified to teach ESL, will also be given special attention.

At least one teacher will have certification in Special Education in accordance with all Idaho requirements.



- 12. Include provision that ensures all staff members will submit a criminal history check fingerprint card to the Office of Certification at the State Department of Education.**

The INSPIRE Governing Board and principal will ensure that all INSPIRE staff members, including the principal, will submit a criminal history check fingerprint card to the Office of Certification at the Idaho State Department of Education, as required by Idaho Code §§ 33-130 and 33-5210(4)(d).

**13. A statement that all teachers and administrators will be on a written contract approved by the Superintendent of Public Instruction.**

All INSPIRE teachers and administrators including the principal, will be employed by the charter school under written contract with the school in form as approved by the Governing Board and the Superintendent of Public Instruction, conditioned upon a valid certificate being held by such professional personnel at the time of assuming their duties . All certificated employees will be employed by the Governing Board as required by Idaho Code § 33-5206(4) and all personnel actions concerning teachers and administrators including the principal, will be the responsibility of the Governing Board.

#### **14. Include procedures to ensure health and safety of students and staff.**

**Immunization/Medical Records Information:** All enrolling INSPIRE students and staff will provide records documenting immunizations to the extent required by law. In addition, each enrolling family will provide the school with contact information for its primary care physician as well as information about its health insurance coverage for use in handling student health emergencies.

**Facility safety:** The INSPIRE teaching center will be housed in a facility that has received state fire marshal approval. The facility will comply with the Americans with Disabilities Act access requirements, and with other applicable health and building code requirements. The school will maintain all appropriate facility compliance documents on file, and will make these documents available upon request.

**Other health and safety policies:** Prior to commencing instruction, INSPIRE will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with the school's insurance carriers and following review of state policies. They will, at a minimum, address and/or include the following topics:

- Policies and procedures for response to natural disasters and emergencies.
- Policies relating to preventing contact with blood-borne pathogens and providing training to employees on such prevention.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent and/or hold current certificates in emergency response.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A policy regarding health screenings for student, such as vision, hearing, etc.
- Policies regarding visitors to the school facility, and other school security issues.
- Policies to insure the school is in compliance with federal sexual harassment prevention guidelines and is maintaining a learning and work environment that is free from sexual harassment.

All of the school's Health and Safety policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and Governing Board policies.

All Health and Safety policies approved by the Governing Board will be submitted to the Idaho Public Charter School Commission upon approval by the Governing Board.

**15. Describe admission procedures, including provision for over-enrollment, which specify equitable selection processes for the initial year, as well as subsequent years of operation. In addition, include enrollment capacity of the charter school.**

As a virtual charter school, INSPIRE's enrollment capacity is quite flexible, technically limited only by parent demand and by the availability of highly qualified teachers. However, because INSPIRE will place a high priority on quality of service to its students, it has established enrollment goals for each year. In any given year, if applications for admission by the enrollment deadline exceed that year's projected enrollment goal by more than 50%, the Governing Board may vote to put into place the fair and equitable selection process, including admissions preferences, described below.

Enrollment goals for each of the first five years of school operation are:

Year 1 (2005-06)	520
Year 2 (2006-07)	1,040
Year 3 (2007-08)	1,560
Year 4 (2008-09)	2,080
Year 5 (2009-10)	2,925

INSPIRE admission procedures are proposed as follows, in keeping with IDAPA 08.02.04, Section 203.

**Enrollment Opportunities:** INSPIRE will provide enrollment opportunities to students throughout Idaho following the procedures outlined in Element 17, below, which conform with the requirements of IDAPA 08.02.04, Section 203.02.

**Enrollment Deadline:** Each year, an enrollment deadline will be established, and all outreach activities will begin at least three months prior to that deadline.

**Requests for Admission:** To apply for enrollment for their children, parents must complete a simple application form that conforms to the requirements of IDAPA 08.02.04, Section 203.04. Applicants are encouraged, but not required, to attend informational sessions prior to enrolling in INSPIRE. INSPIRE will conduct multiple Information Sessions for families in Spring and Summer 2005, following approval of the charter. These sessions will be held in different parts of Idaho to assure that families from a variety of communities are able to attend. INSPIRE will use these sessions to provide a complete array of information about its program, including its curriculum, teaching methods, technology resources and testing requirements.

Many families may visit the website ([www.connectionsacademy.com](http://www.connectionsacademy.com)) or call the toll-free information line (800-382-6010) to learn about INSPIRE. The website contains information about the proposed charter school, its Personalized Performance Learning approach, and its curriculum. The site also contains a regularly updated set of Frequently Asked Questions

and their answers. When the charter has been approved, the site will be expanded to include application information and procedures, the INSPIRE School Handbook, and other useful tools for prospective students and their families.

Through its recruitment/marketing and application guidance activities, INSPIRE will disclose full details about its program and encourage families to carefully consider its academic and parental involvement demands before applying. INSPIRE will also provide tools (such as an online self-quiz and contact with a Connections Academy education counselor if desired) to help parents decide whether INSPIRE is truly the right fit for their children and themselves.

To finalize their enrollment, parents complete all enrollment and placement activities in a timely and complete fashion. This includes signing all necessary school-family agreements (such as the sample Parent/Learning Coach Agreement, Exhibit G). INSPIRE families will have the opportunity to receive extensive training prior to the start of the school year. This is particularly important for families whose children have only been in a public school setting or for those who have had limited exposure to technology. The training includes a thorough orientation to the Learning Management System and practice lessons for the students. Families also receive a book on virtual schooling that provides guidelines on everything from setting up a classroom in the home to how to handle more than one student.

**Admission Preferences:** INSPIRE will not discriminate against pupils on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities, including its admissions policies and procedures. INSPIRE will establish admission preferences and priority of preferences for initial and subsequent years as permitted in IDAPA 08.02.04, Sections 203.05-07, as follows:

- **Priority of Preferences for Initial Enrollment:** In Year 1 of INSPIRE, preferences will be given first to children of founders, if any, limited to no more than 10% of initial capacity; "founders" shall be defined as the founding group members listed on the Articles of Incorporation as well as initial members of the Governing Board. Second priority will be given to siblings of students selected by through the equitable selection process described below. Third priority will be given to students selected through the equitable selection process described below. (As a virtual charter school, INSPIRE has the entire state of Idaho as an "attendance area," so no meaningful preference can be given for attendance area residence.)
- **Priority of Preferences for Subsequent Enrollment Periods:** In Years 2 and beyond, enrollment preferences at INSPIRE shall go first to returning pupils, second to children of founders, third to siblings of enrolled pupils, and fourth to students selected through the equitable selection process described below.

**Proposed Attendance List:** Each year, as recommended in IDAPA 08.02.04, Section 203.08, INSPIRE will maintain a proposed attendance list containing the names of all prospective students on whose behalf a request for admission was timely received by the school. The list of names will be separated by grade level, with columns designating the admissions preference status of each student (c.g., "A" for returning student preference, "B" for founder's preference, "C" for sibling preference).

**Equitable Selection Process:** In any given year, should the number of applications to INSPIRE exceed the school's enrollment goals by more than 50%, the Governing Board may vote to implement a lottery to ensure an equitable and impartial selection process. The lottery will follow the model process set forth in IDAPA 08.02.04, Section 203.09. The Governing Board will select an independent organization – a “third, neutral party” as recommended in the model process – to conduct and oversee the lottery at a separate and accessible location at least 30 days prior to the start of school. Families of applicants will be invited but not required to attend. During the lottery, the model selection process will continue until the entire applicant pool has been exhausted. First, the open position candidates will be assigned, following the preferences outlined above, and then a waiting list will be generated.

Results of the lottery will be certified as “true and correct” by the organization conducting the lottery within 24 hours of the event, and posted prominently on the INSPIRE website. Persons contesting the lottery results, on whatever grounds, will have 48 hours to present a letter specifically detailing their concerns. The INSPIRE Governing Board will consider all written protests and will make a determination as to whether to repeat the lottery or proceed with the original results.

Applicants on the “accepted” list will be notified by mail within five (5) business days following the final certification of lottery results, and parents will have ten (10) days in which to sign a commitment letter to indicate the pupil will attend the school. If the signed commitment letter is not returned within the allotted period of time, enrollment at INSPIRE will be offered to the next student on the waiting list, whose parents will have five (5) business days in which to respond with a signed commitment letter. As vacancies arise during the school year, enrollment opportunities will continue to be offered to those on the waiting list in a similar fashion.

The processes by which waiting lists are developed and maintained annually are described in Element 16, below.

**16. A statement describing how waiting lists will be developed and renewed annually.**

As described in Element 15, above, the INSPIRE Governing Board may decide to conduct a lottery for admission (following the model procedures set forth in IDAPA 08.02.04, Section 203.09) in any year in which the number of prospective exceed the enrollment goal by more than 50%. Each year's lottery will generate a waiting list following the enrollment preferences outlined above.

During any given school year, vacancies created by students leaving INSPIRE shall be filled from the waiting list. Enrollees selected from the waiting list will be notified by mail and will have five (5) business days in which to respond with a signed letter of commitment.

The waiting list for a given school year shall not roll over to the next school year; a new selection list and waiting list will be generated each year in which the Governing Board determines that the number of prospective students requires implementation of the equitable lottery process.

**17. Describe the manner in which citizens residing in the compact and contiguous attendance area of the charter school will be made aware of enrollment opportunities.**

As a virtual charter school, INSPIRE has an attendance area that covers the entire state of Idaho. INSPIRE will actively recruit families that represent the full cultural, demographic and socioeconomic range of Idaho communities. To do so, INSPIRE will use a variety of means to inform families about its services and provide them an opportunity to enroll, including:

- **Direct mail:** After approval of the charter, INSPIRE will conduct one or more direct mail campaigns announcing the school to families with children throughout Idaho. In a typical mailing, INSPIRE will send out a postcard inviting parents to attend an Information Session (see below), visit the website, and/or contact the call center. INSPIRE may also use electronic mail to supplement its physical mail campaign.
- **Information sessions:** INSPIRE will conduct multiple Information Sessions for families in Spring and Summer 2005, following approval of the charter. These sessions will be held across Idaho to ensure that families from a variety of communities are able to attend. INSPIRE will use these sessions to provide a complete array of information about its program, including its curriculum, teaching methods, technology resources and testing requirements.
- **Web site:** INSPIRE will launch and maintain a website ([www.connectionsacademy.com](http://www.connectionsacademy.com)) that contains information about the proposed charter school, its Personalized Performance Learning approach, and its curriculum. The site also contains a regularly updated set of Frequently Asked Questions and their answers. When the charter has been approved, the site will be expanded to include application information and procedures, the School Handbook, and other useful tools for prospective students and their families.
- **Telephone/e-mail information service:** INSPIRE has launched and will maintain a toll-free information line (800-382-6010) and an email information service ([info@connectionsacademy.com](mailto:info@connectionsacademy.com)) to answer parents' questions about the contract school.
- **Community and youth services partnerships:** As part of its outreach process, INSPIRE will provide information about the school to community, family, and youth-serving organizations such as Boys and Girls Clubs; reach out to residential facilities; and seek partnerships with parent groups, health-related organizations; and organizations for young performers and athletes.
- **School district referrals and outreach:** INSPIRE will take every opportunity to brief school administrators and guidance personnel on INSPIRE as an alternative for students



who might benefit from individualized instruction in a non-classroom setting.

- *Media outreach:* INSPIRE will make limited use of paid media, primarily advertisements in community newspapers and radio service announcements, but will take full advantage of the local media's interest in promoting community events relevant to Idaho residents in order to inform parents about INSPIRE informational sessions and to raise awareness of the school.

In future years, current INSPIRE parents will play a leading role in serving as a source of information about the school and referring other families.

**18. Describe the manner in which the annual audit of financial and programmatic operations is to be conducted.**

INSPIRE will undergo an annual audit of both its finances and its program.

As described more fully in Element 29, INSPIRE will be seeking to contract with an education management organization that provides the Connections Academy curriculum, has significant experience in supporting virtual schools nationwide, and is in good standing with all regulatory authorities concerning its financial management services. Timely annual audits conducted by outside auditors will be a key element required by the management contract.

The INSPIRE Governing Board will designate one of its members as the board treasurer who will work closely with the management organization to review the financial statements, authorize payments and report monthly to the board. The board will also appoint an audit committee and will engage a local auditor who will review the financials on a periodic basis and will also issue a final year end audit report.

In addition, the INSPIRE Governing Board will appoint a program audit committee which will engage an independent evaluator to audit the INSPIRE program on an annual basis. INSPIRE hopes to arrange for such evaluation services from an Idaho-based institution of higher education.

The results of both the financial and program audit will be reported to all INSPIRE stakeholders, including parents, the Idaho Department of Education, the Idaho Public Charter School Commission, and the community, as part of the school's annual report.

## 19. Outline procedures for suspension, expulsion and re-enrollment of students.

INSPIRE understands that it is responsible for ensuring a safe school environment. Furthermore, it expects all students enrolled in INSPIRE to accept responsibility for their actions and behavior. Appropriate conduct is expected of all students at INSPIRE. The student's code of conduct, summarized below, will be explained in the school Handbook () and includes steps to be followed in the event of misbehavior.

**Discipline, Suspension and Expulsion Policies:** The description below is provided as an initial guideline. The INSPIRE Governing Board will adopt comprehensive discipline, suspension and expulsion policies which will be in accordance with students' rights and with Section 33-205, Idaho Code and any other applicable law, including compliance with due process hearing provisions. The discipline policies will be developed to identify the types of conduct subject to discipline, to offer an opportunity for a hearing in which the student may present evidence to defend his/her actions, and, finally, to offer the student a forum in which to appeal an adverse decision. The School Handbook and the discipline policies will be approved by the INSPIRE Governing Board and will be reviewed at least once every three (3) years, more often if necessary. The Governing Board will review the policies to be sure they are within all current legal guidelines and are consistent with the school's mission and educational program.

**Suspension:** The INSPIRE principal may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of the school. Violations that may lead to suspension include, but are not limited to, the following breaches of conduct, whether committed electronically or in person:

- *Cheating on tests or daily work:* A student who knowingly participates in copying, using another student's work and representing it as his or her own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers or answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- *Abusive conduct:* A student who uses or engages in using abusive language or conduct in the presence of others in person or electronically.
- *Vandalism:* A student who intentionally damages or destroys school property or records (physical or electronic). In these instances the school reserves the right to contact the proper law enforcement agency.
- *Theft and robbery:* A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances the school reserves the right to contact the proper law enforcement agency.
- *Sexual harassment:* A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.

- **Harassment/bullying:** A student who singles another out with antagonistic and threatening behavior, whether online or in person.

**Due Process for Suspensions:** Prior to suspending any student, the principal shall grant an informal hearing, convened with the student, parent/guardian, school principal and other staff members as appropriate, on the reasons for the suspension and the opportunity to challenge those reasons. At this hearing, the student and parent/guardian will be informed by the school principal of the charges. Should the student not admit to the charges, he or she will be provided an explanation of the evidence. The student will be provided with an opportunity to present his or her version of the occurrence. If the school principal determines that the occurrence justifies suspension, the student and parent/guardian will be informed and written notice will be sent to the student and parent/guardian. Students and parents/guardians will also be notified in writing of their rights.

**Duration of Suspensions:** A temporary suspension shall not exceed five (5) school days in length; and the head of school/superintendent may extend the temporary suspension an additional ten (10) school days. Provided, that on a finding by the Governing Board that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare or safety, the Governing Board may extend the temporary suspension for an additional five (5) school days. Any pupil who has been suspended may be readmitted by the principal who suspended him upon such reasonable conditions as said principal may prescribe.

**Board Notification:** The INSPIRE Governing Board shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

**Expulsion:** The Governing Board may deny enrollment, or may deny attendance at INSPIRE by expulsion, to any pupil who is an habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Specific violations by INSPIRE students that may lead to expulsion include:

- **Weapon or firearm:** The school shall expel from school for a period of not less than one (1) year, twelve (12) calendar months, or may deny enrollment to, a student who has been found to have carried a weapon (including a bomb or explosive) or firearms on school property or at any school sponsored event in this state or any other state, except that the Governing Board may modify the expulsion or denial of enrollment order on a case-by-case basis.
- **Controlled substances:** Possession of or sale of controlled substances or paraphernalia at the school or at any school-sponsored event.
- **Criminal behavior.**
- **Arson.**

**Due process for Expulsions:** If charges are brought against a student, which could result in an expulsion, the Governing Board will convene a formal expulsion hearing

which will include the student, parent/guardian, school principal, and other staff members as appropriate, presided over by a hearing officer (a neutral professional with experience in school discipline issues engaged as needed by the school for this purpose). No pupil shall be expelled nor denied enrollment without the Governing Board 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 Governing Board 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 Governing 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.

**Students with Disabilities:** Discipline of students with disabilities shall be in accordance with the requirements of Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504), the Individuals with Disabilities in Education Act, 20 U.S.C. 1400 et. seq. (IDEA), the American with Disabilities Act, 42 U.S.C. 12101 et. seq. (ADA). An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency if there is an alleged violation of law.

**Data Reporting on Suspensions and Expulsions:** The school will include data on suspensions and expulsions in its annual performance report to the Idaho Department of Education and the Idaho Charter School Commission.

**20. Include provision that ensures all staff members will be enrolled in and covered by Public Employee Retirement System, Federal Social Security, Unemployment Insurance/Worker's Compensation Insurance.**

INSPIRE intends to attract and retain the highest-quality staff, and its employee benefits will reflect this intention. Among other benefits, INSPIRE staff will participate in:

- a. **Public Employee Retirement System (PERSI):** All eligible INSPIRE staff will be enrolled in PERSI, and the school will coordinate such participation, as appropriate, with the Social Security system or other reciprocal systems in the future. INSPIRE will make appropriate arrangements with the Idaho Department of Education to insure proper reporting of required payroll deductions and related data to the appropriate agencies. The school may also explore other retirement alternatives if feasible and if so directed by the Governing Board.
- b. **Federal Social Security:** As noted above, INSPIRE staff will have the same participation in Federal Social Security as do other Idaho public school employees.
- c. **Unemployment Insurance/Worker's Compensation Insurance:** INSPIRE staff will be covered for unemployment and worker's compensation, with all appropriate payroll deductions and reporting handled by the school.

**21. Include a public school attendance alternative for students residing within the school district who choose not to attend the charter school.**

As a charter school seeking original approval by the Idaho Charter School Commission, INSPIRE will not be authorized by or otherwise connected to any individual Idaho school district. However, as a statewide virtual charter school, INSPIRE will be a school of choice for students in every district. Each of these students will also have the choice to attend his or her local public school and/or an available public brick-and-mortar charter school rather enrolling in INSPIRE.

**22. Describe the transfer rights of any employee choosing to work in a charter school, and the right of this employee to return to any non-charter school in the district.**

As a statewide virtual charter school seeking approval by the Idaho Charter School Commission, INSPIRE will not be authorized by or otherwise connected to any individual school district. Therefore, the transfer and return rights of district teachers are not within INSPIRE's purview.



**23. Include provision that ensures that the staff of the charter school shall be considered a separate unit for purposes of collective bargaining.**

The INSPIRE staff will be considered its own unit for purposes of collective bargaining, should the staff choose to pursue a collective bargaining agreement.

**24. Outline procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.**

The Idaho Public Charter School Commission and the Board of Directors of INSPIRE will resolve disputes relating to the provisions of this charter by following procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the State Board of Education, including a notice of defect and submission of a corrective plan of action.

## **25. Outline provisions for how special education services will be provided.**

INSPIRE is committed to serving children with disabilities whether such children are currently or newly identified as disabled. The INSPIRE teaching staff will include at least one appropriately certified special education teacher, and together with the Connections Academy's Special Education Director and staff – who possess extensive experience in providing support and services to children with disabilities using the virtual school instructional model – INSPIRE will be able to effectively meet the needs of special learners.

As a public school INSPIRE shall, through its policies and procedures, comply with all applicable requirements of the Individuals with Disabilities Act, 20 U.S.C. 1400 et. Seq. (IDEA), and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504). INSPIRE will provide a free appropriate public education (FAPE) to children with disabilities, including, but not limited to, identifying, evaluating, planning educational programs, conducting IEP team meetings, arranging for the provision of any necessary related services through charter school staff and contractual arrangement with local school districts or private providers, and implementing placements in accordance with those Acts. To ensure that INSPIRE's special education services are in keeping with Idaho best practices, the INSPIRE Governing Board will review and adopt the *Idaho Special Education Manual, September 2001* (and any future updates of this manual) as its special education policy.

Specifically, INSPIRE will provide special education services as follows.

### **a. Identification/Evaluation**

- **Coordination/Location:** INSPIRE will designate one staff member as its Child Find coordinator, who together with Connections Academy special education staff will conduct Child Find coordination and location activities. These activities shall include coordination with appropriate state and local organizations and agencies, as well as ensuring public awareness both inside and outside the INSPIRE community through outreach each fall about INSPIRE special education services and procedures.
- **Screening:** The INSPIRE principal and special education staff, together with the Connections Academy special education team, will regularly review assessment results and other data to identify any possible special education needs among INSPIRE students.
- **Prereferral:** The INSPIRE staff will form a Child Study team consisting of teachers, special education teacher, principal, and Connections Academy specialists to handle all prereferrals, which may be made by teachers, parents, or others. The Child Study team will determine if the student's needs can be met through curriculum modifications and interventions or if a formal referral for special education evaluation is warranted. If the former, the teacher then implements and documents suggested modifications, lesson adaptations, and alternative instructional strategies, as well as the student's level of success with each.

- Referral: If the Child Study team suspects that a student requires special educational services, the following procedures are implemented:
  - The INSPIRE teacher consults with the principal and Connections Academy Special Education Director to complete an official special education referral. The parent is notified of this referral.
  - Parental consent for the student evaluation is obtained and the appropriate evaluations are arranged. Parents are sent a copy of *Procedural Safeguards*.
  - Parent is invited to the interdisciplinary Child Study team meeting to review the assessment results. The team determines if the student has a disability and which least-restrictive special education services are required.
  - Individualized Education Plan (IEP) meeting is scheduled – at the INSPIRE office, at another mutually agreeable site, or by telephone – and the parents are invited to attend. IEP goals are formulated with parental consent.
  - IEP is implemented.

**b. Programming**

Since INSPIRE is a program focused on individualization, flexibility and personalization it is often a very good fit for students with special needs. INSPIRE can be an appropriate setting for students with special needs by providing:

- 1:1 individualized instruction
- A team of adults focused on student success
- Ongoing consultation with special educators and certified teachers to assist with adapting and modifying assignments to meet specific student needs
- Personalized Learning Plans
- A safe and directed environment
- Reduced environmental distractions
- Frequent progress checks, evaluations and reports
- Flexible schedule that allows for students to move at their own pace
- Ability to separate academics from socialization
- Recommendations for/provision of software (e.g., keyboarding or speech recognition software) to facilitate communication, organization and skill development and to address special needs.

These factors, along with the presence of a caring and committed adult – the learning coach – enable the regular INSPIRE program to provide programs for the large majority of students with special learning needs in the least restrictive environment as required by the *Idaho Special Education Manual, September 2001*. This is accomplished through the implementation of specific instructional approaches and learning strategies via a consultative service model, an approach that is already successfully demonstrated in other virtual schools. With specific guidance and specialized consultation from a certified special educator, learning coaches are able to utilize specific strategies and deliver individualized instruction in a much more personalized manner than is possible in many other settings. This model requires good communication between the special educator, the learning coach, and the student, but proves to be highly effective for students that require individualized instruction.

Some students also have specific needs that will require additional direct services (such as speech and occupational therapy, etc.). If it is determined that INSPIRE is a good educational fit for these students, INSPIRE will work with local school districts and other service providers to secure the services mandated by the IEPs (refer to 26d, Services, below for more information on securing related services).

**c. Individual Education Plans (IEP)**

- i. Development: See above.
- ii. Review: All families applying to INSPIRE must disclose if their child has an IEP in place. During the enrollment process INSPIRE will review the existing IEP and take one of the following actions:
  - The IEP already reflects a virtual environment, and the student continues through the enrollment process with the existing, compliant IEP.
  - The INSPIRE special education staff feels the student's needs can be appropriately met in the least restrictive environment in a virtual setting, but the IEP does not reflect such a placement. The student continues with the enrollment process, and within the first 90 days of school an IEP conference is held by the INSPIRE team to revise the IEP and document the student's official change of placement.
  - The IEP does not reflect a virtual placement, and the INSPIRE special education staff does not feel that the student's needs will be appropriately met in the least restrictive environment with a virtual setting. INSPIRE refers the student back to his or her current school/resident district to secure a setting in which the IEP can be effectively implemented.

To support enrolled students with IEPs in an ongoing manner, INSPIRE will:

- Provide Annual Reviews of the IEP including a review of student progress within the existing IEP, creation of new IEP goals; and obtaining parent consent for and approval of new IEP.
- Provide a qualified administrator to oversee IEP meetings.
- Participate in Tri-annual Reviews, in which students are formally reassessed every three years

In order to make efficient use of staff resources, IEP meetings may be held at the INSPIRE office, at another mutually agreeable site, or by telephone. Specific arrangements will be made on a case-by-case basis and will be in accordance with all applicable law

- iii. Revision: See above.

**d. Services**

Although most special education services can be delivered within INSPIRE's consultative model (as described in 26b above), the school also provides a variety of additional related services to students with special needs. In accordance with each student's IEP, INSPIRE will secure any IEP-mandated related services by contracting with local school districts or private service providers. Such services may include, but are not limited to, speech-language therapy, occupational therapy, or even specialized direct resource instruction (if specifically required by the IEP). The school then facilitates arrangements between the

families and service providers to ensure that proper scheduling, facilities use, and consistent student attendance occurs. Such service models have been successfully implemented by existing virtual schools in Idaho and by Connections Academy virtual schools in other states, as evidenced by sample contracts in Exhibit H.

Specific services will be arranged once the INSPIRE charter has been approved and the actual needs of enrolled INSPIRE students have been determined based on IEP review. However, the INSPIRE team has had initial discussions with selected school districts around Idaho to begin assessing where services may be available through districts and where private arrangements will need to be made. In these initial discussions, for example, Boise School District and Coeur D'Alene School District have both confirmed their interest in and ability to provide services to INSPIRE students on a contract basis. Idaho Falls School District has indicated that it cannot provide such services itself, but has referred the INSPIRE team to a credible private provider in the area from whom services can be contracted. Based on the specific needs of enrolled students, the INSPIRE and Connections Academy special education staffs will conduct similar discussions with both school districts and private providers in the immediate geographic area of each student in need of services, and expects to execute contracts similar to those shown in Exhibit H.

#### **e. Discipline Policy**

As noted above, the INSPIRE Governing Board is expected to adopt the *Idaho Special Education Manual, September 2001* (and any future updates of this manual), including its discipline provisions, as its special education policy.

Discipline of students with special needs is also described in Element 19, above.

#### **f. Budget**

INSPIRE will have LEA status for purposes of seeking federal funding, a significant portion of which will be sought for special education services. From Year 1 forward, INSPIRE intends to have at least one teacher on staff who has special education certifications, and will be fully supported by the Connections Academy Director of Special Education. As enrollment grows, the school may employ one or more local specialists who will coordinate IEP development, review and revisions and assist teachers in making necessary curriculum modifications.

The budget projection on the following page provides INSPIRE's estimated special education costs, based on an assumption of 12% of total ADA classified as special education with a distribution of specific special education needs based on experience in other Connections Academy schools of similar size.

**ESTIMATED BUDGET FOR SPECIAL EDUCATION**

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment - Total	520	1,040	1,560	2,080	2,925
ADA (95% attendance)	494	988	1,482	1,976	2,779
Special Education Enrollment	59	119	178	237	333
<b>SPECIFIC NEEDS – ANTICIPATED NUMBER OF STUDENTS (based on Connections Academy schools nationally)</b>					
Autism	1	2	3	3	5
Emotionally Impaired	6	12	18	24	34
Gifted	2	3	5	7	10
Hearing Impaired	1	2	3	3	5
Mental Retardation	3	5	8	10	15
Multiple Disabilities	1	2	3	3	5
Other Health Impaired	1	2	3	3	5
Physical Disability	2	3	5	7	10
Specific Learning Disability	37	73	110	146	206
Speech/Language	6	12	18	24	34
TBI	1	2	3	3	5
<b>COST OF SERVICES (based on Connections Academy schools nationally)</b>					
Autism	\$ 16,379	\$ 32,757	\$ 49,136	\$ 65,515	\$ 92,130
Emotionally Impaired	\$ 86,348	\$ 172,697	\$ 259,045	\$ 345,393	\$ 485,709
Gifted	\$ 17,435	\$ 34,871	\$ 52,306	\$ 69,741	\$ 98,074
Hearing Impaired	\$ 13,944	\$ 27,888	\$ 41,832	\$ 55,776	\$ 78,434
Mental Retardation	\$ 39,334	\$ 78,668	\$ 118,002	\$ 157,336	\$ 221,254
Multiple Disabilities	\$ 17,520	\$ 35,040	\$ 52,560	\$ 70,079	\$ 98,549
Other Health Impaired	\$ 11,515	\$ 23,030	\$ 34,545	\$ 46,061	\$ 64,773
Physical Disability	\$ 26,139	\$ 52,278	\$ 78,417	\$ 104,556	\$ 147,032
Specific Learning Disability	\$ 386,572	\$ 773,144	\$ 1,159,716	\$ 1,546,287	\$ 2,174,467
Speech/Language	\$ 66,870	\$ 133,739	\$ 200,609	\$ 267,478	\$ 376,141
TBI	\$ 14,421	\$ 28,841	\$ 43,262	\$ 57,683	\$ 81,117
<b>Total Cost of Special Ed</b>	<b>\$ 696,476</b>	<b>\$ 1,392,953</b>	<b>\$ 2,089,429</b>	<b>\$ 2,785,905</b>	<b>\$ 3,917,680</b>
<b>Regular Per Pupil Funding (est. \$5,000 per student)</b>	<b>\$ 296,400</b>	<b>\$ 592,800</b>	<b>\$ 889,200</b>	<b>\$ 1,185,600</b>	<b>\$ 1,667,250</b>
<b>Special Education Funds Required</b>	<b>\$ 400,076</b>	<b>\$ 800,153</b>	<b>\$ 1,200,229</b>	<b>\$ 1,600,305</b>	<b>\$ 2,250,430</b>

**g. Transportation**

It is anticipated that many INSPIRE special education students will require modified curriculum and instructional strategies to meet their IEPs, which means that their transportation needs will be limited to bringing the school services to their homes via technology. For students who require outside services, such as speech therapy or occupational therapy, INSPIRE will arrange for these services to be provided within convenient driving distance of the students' homes; parents will be expected to provide transportation to these services, with reimbursement for mileage available from the school consistent with Idaho Code § 33-1503. If parents are unable to provide necessary transportation due to economic need or other circumstances, INSPIRE will work with the family to provide for alternative transportation (such as appropriately insured and certified local medical van service). Estimated transportation costs are included in the budget above.



**26. Describe the manner in which gifted and talented students will be served including a plan for identification and service.**

INSPIRE will use its placement process, parent input, and teacher observation to identify gifted and talented students, which as defined in IDAPA 08.02.03.999 and Idaho Code 33-2001 are those students "possessing 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 who require services or activities not ordinarily provided by the school in order to fully develop such capabilities."

INSPIRE's Personalized Learning approach will ensure that gifted and talented students are provided with the most appropriate curriculum, pacing, and teaching approach from day one. INSPIRE teachers work closely with Connections Academy curriculum specialists and learning coaches to assure a steady flow of enrichment activities for these students.

In the INSPIRE virtual environment, students are able to work significantly above grade level and pursue their special talents and interests without fear of ostracism or other negative social repercussions that gifted students sometimes face in a more traditional school setting.

**27. Describe the manner by which Limited English Proficiency services will be provided.**

INSPIRE will utilize required criteria and procedures to identify students who are Limited English Proficiency (LEP) and meet their learning needs.

During the enrollment process, the parents of all incoming INSPIRE students will be asked to indicate the language(s) spoken in their home; Connections Academy enrollment counselors may also inquire about language learning needs while facilitating completion of the enrollment process for incoming families. Students who are identified through this process as possibly needing language assistance will be tested using a standardized English language proficiency test such as Language Assessment Scales or the Language Proficiency Testing Series to verify the need.

INSPIRE anticipates that a portion of its LEP students can be very effectively served by the basic INSPIRE program. The individualized pace of the program allows students to move more quickly through subjects where language is not a factor and spend more time on reading and writing activities. A Connections Academy curriculum specialist with LEP/ESL training is available to work with INSPIRE teachers, learning coaches and students to adapt the core material for LEP students and provide appropriate supplemental resources, including various technologies that can facilitate language acquisition.

To meet the needs of LEP students with less English speaking proficiency, Connections Academy will deploy a more comprehensive English as a Second Language (ESL) instructional approach, including adapted materials for students and parents and special training for teachers certified to teach ESL. Additional services may be provided through programs already in place for public school students.

**28. Describe facilities to be used by the school.**

As a virtual charter school, INSPIRE will not require a physical facility for day-to-day learning. Students will work from the setting of their families' choice, such as the home or a supervised community location.

INSPIRE does anticipate leasing permanent office space to serve as a "teaching center" where administrative and teaching staff will work and where families may periodically meet with staff and use school resources. The facility selected will be in an attractive and safe area in the Boise metropolitan area (possibly on the campus of Boise State University) providing good access for administrators and teachers and any students or parents who visit the school. The facility will have a certificate of occupancy, be air-conditioned, heated and illuminated with fluorescent lights, provide male and female bathrooms and parking, will be handicapped accessible, and will be fully equipped with sprinklers and other fire safety equipment.

The facility will provide the necessary infrastructure to support the required computer network. Should there be a need for further renovations, they will be made in compliance with applicable building and safety codes and will be completed prior to the beginning of the school year.

The INSPIRE budget includes funds for lease of such a facility, estimated at current market prices. INSPIRE has also included a budget provision for contracting for cleaning service for its administrative offices. Facility maintenance will be the responsibility of the commercial space provider.

**29. Outline the manner in which administrative services of the school are to be provided.**

INSPIRE intends to contract with an educational management organization that has a proven track record in providing administrative support services to virtual public schools across the nation and that also provides the Connections Academy curriculum and technology services described above.

All contracting will be conducted by the Governing Board consistent with the provisions of Idaho Code §§ 33-601 and -507, as well as all Idaho statutory provisions regarding conflict of interest and ethical provisions. The Governing Board will execute a detailed management contract with the selected educational management organization, which will be expected to provide a complete range of services from coordination of school start-up activities, recruiting of staff for Governing Board approval, planning and coordination of student outreach/marketing, grant-writing, financial and payroll management, human resources management, and facilitation of financial and program audits.

The management contract will detail those services which the management organization will provide directly and those services for which it will serve as a payment agent for the Governing Board. The contract will also include specific terms for performance by the management organization and a process by which the contract can be terminated for non-performance or breach.

The contracted management organization will present a summary of each charge every month, provide monthly financial statements as outlined in the financial statement section and will also provide an updated annual forecast to the Governing Board at each of its meetings.

All certificated employees will be hired by the Board and will be employees of INSPIRE. In general all classified employees will be employees of INSPIRE. In employing these individuals, the Board will be in strict compliance with Idaho Code §§33-513, -514, -514A, -515, -515A, -516, -517-517A and -518.

**30. Describe potential civil liability effects upon the school and upon the district.**

As a public charter school, INSPIRE has the same civil liability as a traditional public school district, and its employees, trustees and officers shall enjoy the same immunities as employees, trustees and officers of traditional public school districts and other public schools. INSPIRE will have appropriate insurance coverage for such liability (see Exhibit I).

INSPIRE is seeking its public charter school authorization from the Idaho Charter School Commission, which shall have no liability for the acts, omissions, debts or other obligations of a public charter school, except as may be provided in the charter. No local public school district shall have liability for INSPIRE's acts, omissions, debts or other obligations.

**31. Include documentation of organization under the Idaho Nonprofit Corporation Act.**

See Exhibit B, Articles of Incorporation and initial Bylaws.

**32. Include documentation regarding insurance for liability and property loss.**

See Exhibit I for certificate of insurance documenting coverage for INSPIRE and the State Board of Education for liability and property loss.

INSPIRE will also purchase insurance for Errors and Omissions as recommended in Idaho Code, Section 33-5204(2). Funds for this insurance coverage are included in the budget line item for liability insurance.

**33. Describe the manner by which eligible students from the charter school shall be allowed to participate in dual enrollment in non-charter schools within the District as provided for in Chapter 2, Title 33, Idaho Code.**

According to Title 33, Section 203 of the Idaho Code, the parent or guardian of a child of school age who is enrolled in a public charter school shall be allowed to enroll the student in a public school for dual enrollment purposes.

Since the INSPIRE program is full-time and provides a comprehensive, integrated curriculum, it is anticipated that such requests will be for supplementary and enrichment courses, and will be handled by INSPIRE on a case-by-case basis.

INSPIRE will establish a clear policy and procedure by which INSPIRE students may request dual enrollment and by which INSPIRE will work out financial arrangements with the public school district(s) in which its students may dual-enroll.



**34. Describe the compact and contiguous attendance area of the charter school.**

As a virtual charter school, INSPIRE will serve the entire state of Idaho. See Element 17 for a discussion of how INSPIRE will inform families in every region of the state about enrollment opportunities at the school.

**35. Outline transportation services for students, including estimated first year cost.**

Students at INSPIRE will not require transportation services for regular school activities. INSPIRE expects to collect "transportation equivalent" funds to cover the cost of transporting the virtual charter school to all of its students as provided for in SB 1443 passed in 2004, but will include such funding in its budget only pending consultation with the Department of Education regarding the process for doing so.

While INSPIRE will help facilitate local extracurricular and recreational activities among INSPIRE students and their families, the families will be responsible for providing their own transportation for these activities. Any parent transporting students other than their own children in their car to school organized events will sign appropriate waivers/release forms and will provide proof of liability insurance to the school.

The only required school events that may require students to report somewhere other than their home or immediate neighborhood will be: a) special orientation sessions, and b) state standardized tests, which students will take at proctored locations.

INSPIRE families who do not have ready transportation to required face-to-face events and cannot be accommodated through parent carpools may request transportation assistance from the school. INSPIRE may provide such assistance either directly, by arranging for a vehicle, or indirectly, through reimbursement for public or private transport consistent with in lieu payment pursuant to Idaho Code § 33-1503.

INSPIRE proposes a budget of \$2,600 to cover its first year transportation costs as defined under Idaho Code § 33-5208(4). This fund does not include transportation for special education students to IEP-required outside service providers, nor does it include transportation for testing, as both of these are covered in other areas of the budget. Experience by Connections Academy virtual schools in other states suggests that the modest transportation funds budgeted will be sufficient to meet transportation needs described in this section.

If INSPIRE provides transportation for any special event, school administrators will assure that such transportation meets all applicable safety standards and bears any motor vehicle insurance required under Idaho law.

### **36. Outline provisions for Child Nutrition.**

Since students will attend INSPIRE from their homes, the school will not provide Child Nutrition or meal services. As a charter school, INSPIRE is not required to provide these services, and parents will be fully informed of this fact prior to their students' enrollment in the school so that they may make the best school choice for their family.

For purposes of demographic documentation, however, INSPIRE will request during the enrollment process that families who qualify for Free or Reduced Price Meals – based on past eligibility for these services or current family income – so identify themselves. The purpose of collecting this information is to ensure that the school will be prepared to arrange supplemental educational resources available to students and the school based on incidence of poverty. These resources may range from Title I services to E-rate funding for school technology. Parents will be fully informed that volunteering this information will not entitle their family to meal service.

**37. Include a provision that ensures a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors (Children's Internet Protection Act).**

INSPIRE facilitates access to electronic mail, groupware, and the Internet via a provided computer and subsidized Internet connection. As shown in the budget table on page 60, the Year 1 cost for hardware for students is projected to be \$316,333, while the software cost (including student information system) is expected to be \$312,000.

As stated in the sample Parent/Learning Coach Agreement (see Exhibit G), "The Parent shall take full responsibility for the student's use of the Internet, and hereby hold the school harmless for any actions or activities resulting from the student's use."

While the parent/learning coach is ultimately responsible for acceptable and safe computer use, the school requires that parents and students agree to follow a set of acceptable use guidelines. Consequently, before using the school computer to access electronic mail, groupware, or the Internet, all students under the age of 18 must obtain parental permission and must sign the *Internet and Electronic Mail Acceptable Use Policy and Permission Form* described below and return it to the school principal. This form will be provided prior to a student receiving his or her computer. Students who are 18 and older may sign their own forms.

The INSPIRE *Internet and Electronic Mail Acceptable Use Policy and Permission Form* forbids the following computer or Internet activities:

- Sending or displaying offensive messages or pictures
- Sending or displaying racist, prejudice, or discriminatory messages or pictures
- Using obscene language
- Harassing, insulting, or attacking others
- Damaging computers, computer systems, or computer networks
- Violating copyright laws
- Using another's password (with the exception of parents, students, or learning coaches assisting students)
- Trespassing in another's folders, work, or files
- Accessing or sending pornographic material
- Intentionally wasting limited resources
- Employing the computer for commercial purposes.

Violation of any of the above may result in the loss of a computer as well as other disciplinary or legal action.

The Learning Management System includes several unique and proprietary features designed for student safety:

- Webmail: INSPIRE families do not use ISP e-mail services that subject them to unsafe content and spam. Rather, they use a completely enclosed mail system that only permits communication with other families in the school and with the school staff and technology support team. Parents can further restrict access by defining if their students can receive mail from other students.
- Virtual library: The school provides a "virtual" library that contains pre-screened content that provides a variety of safe and secure educational resources.
- Pre-screened links: Any lessons that contain links to outside web sites are all pre-screened for appropriate content.
- Filter software: Parents are instructed on how to adjust their browser's security settings in order to restrict access to inappropriate content. Parents may also request at no charge a filtering program that also contains further safeguards including the ability to restrict the student's time online.

However, it is important to note that students can go outside the bounds of the Learning Management System if permitted by their parents. The school believes that it is important to permit parents to make this choice because of the rich variety of material that is available outside the pre-screened content. Families should be warned that INSPIRE is not able to ensure that any inappropriate material on the Internet will not be accessible by students.

All computers provided by the school are configured with anti-virus and anti-popup protection software and technical support is available to assist with its use. Parents are also given guidelines to assist them with selecting an Internet Service Provider<sup>5</sup> that provides adequate protective measures for inappropriate content.

The parent will be ultimately responsible for the student's use of the Internet and for setting and conveying the standards that their children should follow when using media and information sources. To that end, the school will support and respect each family's right to decide how to manage access for their children. INSPIRE strongly recommends that student Internet time be supervised.

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<sup>5</sup> Families receive reimbursement for their ISP but are able to select their own provider.

**38. A virtual charter school that is approved by the school district board of trustees must include a statement declaring if the school wishes to be considered an LEA for purposes of federal formula funding.**

INSPIRE is a virtual charter school that is petitioning for approval by the Idaho Charter School Commission rather than a school district. The school does wish to be considered an LEA for purposes of federal formula funding.

**39. Tracking form signed by local board chair and stamped with SBOE tracking number.**

Attached as cover sheet before Table of Charter Elements.

#### 40. BUDGET (REVISED MARCH 2005)

**Overview:** This revised budget for INSPIRE was prepared in response to two developments: recent action by the Idaho State Legislature to manage charter school enrollment growth and inquiries from the Idaho Charter School Commission concerning INSPIRE's ability to operate with a larger reserve. The INSPIRE Board appreciates both the fiscal concerns of the Legislature and the thoughtful questioning of the Commission, and so took advantage of this opportunity to further refine its financial analysis. The following revised budget reflects both more modest year-over-year enrollment growth and a significantly increased contingency fund than included in the original INSPIRE budget. Specifically:

**Enrollment growth:** In the week following INSPIRE's presentation to the Commission on March 3, the Joint Finance and Appropriations Committee of the Idaho State Legislature approved language to limit year-over-year enrollment growth by charter schools to no more than 20 additional support units per year. The INSPIRE Board embraces this policy of managed growth and has chosen to revise the proposed school budget accordingly. INSPIRE's original enrollment plan included a modest 520 students in Year 1 with proposed growth based on experience of other virtual schools within Idaho, balanced by commitment to quality service to students and families. The revised budget reflects slower enrollment growth within the "20 additional support units" limit for Years 2-5, with attendant revenue reductions and cost savings throughout.

**Contingency fund:** Since the original INSPIRE budget was prepared, additional favorable information has been obtained concerning certain cost assumptions, including the signing of a memorandum of understanding with Boise State University that provides a number of cost advantages to the school. In an effort to further demonstrate the financial viability of the school, several cost assumptions have been increased – for example, additional administrative personnel have been added in the fifth year of the school to accommodate maximum enrollment. Further, the original budget assumed very aggressive reuse of certain curriculum elements in order to lower the overall cost of the curriculum. With further discussion, this assumption did not consider the cost of lesson plans that are licensed per student; no reuse available in Year 1; return postage and refurbishment costs for texts and other non-consumables; as well as the need for a reserve for students who fail to return materials. Therefore, in order to be more conservative, the overall costs have been increased. (There was no change in the cost per grade.) However, the increases are also offset by lowering the number of curriculum sets required to be purchased for students who start school during the year. This is appropriate because, with a relatively small number of exceptions, departing students will not be replaced until their materials are received back and then they can be redeployed within the same school year. This is consistent with the expected terms of the curriculum license. The net effect of these changes is to more than double the amount of the contingency reserve while increasing the overall conservatism of the budget assumptions. The new contingency reserve is in keeping with the industry standard of approximately 3% for virtual charter schools nationally.

Changes from the previous budget narrative are noted below in *italics*.



The INSPIRE five-year budget shown on the following pages represents the founding group's best estimates for revenues and costs for this statewide virtual school.

The year-by-year enrollment estimates, *adjusted in Years 2-5 to fall within the limit of 20 additional support units per year*, assume a daily attendance estimate of 95%, plus a modest inflow of students during the year to balance students leaving the school because of moves out of state, family life changes, and so on. The grades 9-12 enrollment assumes the addition of one high school grade per year, with the understanding that the addition of grade levels may take place more quickly depending on demand and curriculum readiness.

The revenues shown are based on an assumption of approximately \$5,000 per student in base ADA funding. This does not include transportation equivalency funding (to defray cost of "transporting the school to the student") as provided for in SB 1443 passed in 2004; although INSPIRE intends to claim this funding, we will include it in the budget only pending consultation with the Department of Education regarding the process for doing so. Additional funding for Title I and special education costs are also not included in this budget because these are assumed to be available based only on documented student need and will be spent for those purposes only. A separate budget of estimated costs for special education is shown on page 43 *of the original charter document*.

In addition to the school implementation grants of \$50,000, \$150,000 and \$150,000 for years 1, 2 and 3 of the school's operation respectively, \$125,000 in research grants (\$25,000 for year 2, and \$50,000 each in years 4 and 5) has been budgeted to provide specifically for research on issues of scholarly interest, such as virtual school instructional models, curriculum design, technology innovations, and variables for student achievement. This grant would be used to fund part of the research program with Boise State University. In the event that these grants are not received, the research program would still continue, but on a more modest scale (the grant funds only represents 27.9% of the budgeted research expenditures).

Staff costs assume a student-to-teacher ratio of 50:1, which has been demonstrated to be very effective in providing personalized instruction in other Connections Academy virtual schools across the country. We provide for one principal *in Year 1*, with assistant principals and additional administrative support staff added as the school grows.

Curriculum costs are based on cost of curriculum materials in each grade level, as calculated by estimated enrollment at each grade level. Costs for the Connections Academy curriculum chosen by INSPIRE are higher than some other virtual schools because of the extensive use of printed as well as online materials and the need for pre-written detailed lesson plans for every subject. *Curriculum costs will vary depending on the timing of replacement students – i.e., if a student leaves mid-year, his or her materials must be returned prior to being able to reuse them for another student. This budget includes an assumption that there will not be a direct matching of all replacement students by grade or time of departure – i.e., the school will be able to purchase some additional sets of curriculum in order to ensure that students who enter the school mid-year can be accepted if sufficient teaching staff is available to serve them.*

Computer costs are one per household with based on an estimate of 1.4 INSPIRE students per household. *This assumption is based on information provided by our proposed technology vendor based on experience in other similar schools.* Computer costs are based on leasing the equipment, but providing all repair services for hardware and software including the costs of

shipping the computers to and from the student. Further, the cost includes any losses associated with damage caused by the user that is not collectible from the family due to inability to pay.

The Education Resource Center refers to the curriculum specialists, special education resources, and related support that Connections Academy will make available to the INSPIRE teachers and principals.

Capital expenditures will include office equipment, furniture, and essential renovations for the Boise-area teacher center that will serve as the primary office for the INSPIRE teachers and administrative staff. *The proposed partnership with Boise State University provides many benefits including the ability to obtain space at favorable rates and share infrastructure including Internet access and other office costs. The school also intends to take advantage of the shift to Internet-based telephony in its later years of operation which will also have a favorable impact on costs.*

**INSPIRE FIVE-YEAR BUDGET**

	Year 1	Year 2	Year 3	Year 4	Year 5	Comments
Enrollment - Total	520	849	1,164	1,486	1,811	See Enrollment worksheet
ADA (95% attendance)	494	807	1,106	1,412	1,720	
<b>REVENUES</b>						
ADA Funding	2,470,000	4,032,750	5,529,000	7,058,500	8,602,250	Base per-pupil funding (excl. transportation)
Grants/Donations	50,000	175,000	150,000	50,000	50,000	Added research grant
<b>EXPENSES</b>						
<b>Salaries and Benefits</b>						See Staff worksheet
Teachers	384,800	679,200	931,200	1,188,800	1,448,800	
Principal/Administrators	90,000	157,500	157,500	180,000	247,500	Net increase of \$12,500, chged timing
Support Staff	24,000	48,000	48,000	48,000	72,000	-1 in yr 3-5, orig. overly conservative
Benefits (30%)	149,640	265,410	341,010	425,040	530,490	
<b>Subtotal</b>	<b>648,440</b>	<b>1,150,110</b>	<b>1,477,710</b>	<b>1,841,840</b>	<b>2,298,790</b>	
<b>Books and Supplies</b>						
Classroom supplies	11,993	11,993	11,993	23,985	23,985	School curriculum sets
Computer Equipment	271,143	442,693	606,943	774,843	944,307	Computer, printer and Internet - 1 per household, 1.4 students in each
Office supplies	6,760	11,037	15,132	19,318	23,543	Slight decrease, BSU leverage
Software - student and SIS	312,000	509,400	698,400	891,600	1,086,600	Per enrollment
HW/SW- teachers	2,600	4,245	5,820	7,430	9,055	Per enrollment
Texts and instructional materials	513,279	838,522	1,148,798	1,467,692	1,788,537	Increased as per intro comment
<b>Subtotal</b>	<b>1,117,774</b>	<b>1,817,889</b>	<b>2,487,085</b>	<b>3,184,868</b>	<b>3,876,027</b>	Per enrollment
<b>Services and Contracts</b>						
Banking fees	250	250	250	250	250	
Bookkeeping & Audit	0	7,500	15,000	25,000	40,000	
Community outreach/recruiting		169,800	232,800	260,050	226,375	Decr. yr 5; orig overly conservative

Education Resource Center	65,520	106,974	146,664	187,236	228,186	Per enrollment
School Administration	378,000	631,163	851,850	1,066,275	1,297,838	Per mgmt. Contract - minor incr for fee on new grants
Transportation - Special events	2,600	4,245	5,820	7,430	9,055	Contingency for transportation needs
Copiers/Reproduction	3,000	6,000	9,000	12,000	15,000	
Research	49,400	80,655	82,935	105,878	129,034	Sliding scale from 2% to 1.5% - reduced based on BSU discussions; will vary based on research receipts
Equip maintenance & repair	3,000	4,000	5,000	6,000	7,000	Estimated
Insurance - Liability	10,000	16,980	23,280	29,720	36,220	Estimated
Insurance - Property	5,000	5,500	6,000	6,500	7,000	Estimated
Legal/accounting	5,000	7,000	9,000	11,000	15,000	Estimated
Postage	17,160	28,017	38,412	49,038	59,763	Per enrollment
Student testing & assessment	13,000	21,225	29,100	37,150	45,275	Per enrollment
Staff recruiting	7,800	12,735	17,460	22,290	27,165	Per teacher
Staff training	5,200	8,490	11,640	14,860	18,110	Per enrollment
Software support	20,800	33,960	46,560	59,440	72,440	Per enrollment
Travel & conferences	5,000	5,000	5,000	5,000	5,000	
Special education - excess	21,840	35,658	48,888	62,412	76,062	
<b>Subtotal</b>	<b>612,510</b>	<b>1,185,152</b>	<b>534,659</b>	<b>1,967,529</b>	<b>2,314,772</b>	
<b>Facilities</b>						
Capital expenditures	10,000	10,000	10,000	15,000	15,000	Reduced year 1 & 2 for BSU leverage
High speed Internet	0	0	0	0	0	Anticipate using BSU access
Phone	13,000	21,225	29,100	27,863	33,956	Lowered yrs 4 & 5 for IP telephony
Rent/lease/mortgage	14,880	25,176	32,736	40,464	50,664	Reduced base rent from previous based on BSU discussions
<b>Subtotal</b>	<b>37,880</b>	<b>56,401</b>	<b>71,836</b>	<b>83,327</b>	<b>99,620</b>	
<b>TOTAL EXPENDITURES</b>	<b>2,416,664</b>	<b>4,209,552</b>	<b>5,621,290</b>	<b>7,077,563</b>	<b>8,589,210</b>	
Revenues less expenditures	103,336	-1,802	57,710	30,937	63,040	
Cumulative fund balance	103,336	101,534	159,244	190,181	253,221	
Contingency (as percentage of non grant revenues)	4.18%	2.52%	2.88%	2.69%	2.94%	
Previous submission reserve	40%	74%	2.12%	1.65%	2.49%	

<b>INSPIRE Staff Costs</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Number of Classroom Teachers	10.4	17.0	23.3	29.7	36.2
Teacher Salary	37,000	40,000	40,000	40,000	40,000
Student to Teacher Ratio	50	50	50	50	50
Number of Students	520	849	1,164	1,486	1,811
Teacher Compensation					
Benefits	384,800	679,200	931,200	1,188,800	1,448,800
Benefits \$	30%	30%	30%	30%	30%
	115,440	203,760	279,360	356,640	434,640
Principals (see note below)					
Secretary/Bookkeeper	90,000	157,500	157,500	180,000	247,500
	24,000	48,000	48,000	48,000	72,000
Administrative Salaries					
Benefits	114,000	205,500	205,500	228,000	319,500
Benefits \$	30%	30%	30%	30%	30%
	34,200	61,650	61,650	68,400	95,850
<b>TOTAL STAFF COSTS</b>	<b>648,440</b>	<b>1,150,110</b>	<b>1,477,710</b>	<b>1,841,840</b>	<b>2,298,790</b>

Note: Asst. principals added as school grows; 2 full principals in Year 4.

Enrollment Worksheet Enrollment	Year One	Year Two	Year Three	Year Four	Year Five
K	40	67	89	113	138
1	40	67	89	113	140
2	40	67	89	113	140
3	40	67	89	113	140
<del>K-3</del>	<del>160</del>	<del>268</del>	<del>356</del>	<del>452</del>	<del>558</del>
4	40	67	89	115	140
5	40	67	89	115	140
6	40	67	89	115	140
<del>4-6</del>	<del>120</del>	<del>201</del>	<del>267</del>	<del>345</del>	<del>420</del>
7	40	67	89	115	140
8	40	67	89	115	140
<del>7-8</del>	<del>80</del>	<del>134</del>	<del>178</del>	<del>230</del>	<del>280</del>
9-12 (see note below)	160	246	363	459	553
<b>Total</b>	<b>520</b>	<b>849</b>	<b>1164</b>	<b>1486</b>	<b>1811</b>
Average enrollment (95%)	494	807	1106	1412	1720
During the year starts	36	59	81	104	127

#### Curriculum Cost Worksheet

These costs represent the 03-04 school year and will be updated for 04-05

K	\$ 529	\$ 529	\$ 529	\$ 529	\$ 529
1	\$ 845	\$ 845	\$ 845	\$ 845	\$ 845
2	\$ 904	\$ 904	\$ 904	\$ 904	\$ 904
3	\$ 974	\$ 974	\$ 974	\$ 974	\$ 974
4	\$ 1,009	\$ 1,009	\$ 1,009	\$ 1,009	\$ 1,009
5	\$ 998	\$ 998	\$ 998	\$ 998	\$ 998
6	\$ 1,047	\$ 1,047	\$ 1,047	\$ 1,047	\$ 1,047
7	\$ 1,061	\$ 1,061	\$ 1,061	\$ 1,061	\$ 1,061
8	\$ 1,025	\$ 1,025	\$ 1,025	\$ 1,025	\$ 1,025
9	\$ 900	\$ 900	\$ 900	\$ 900	\$ 900
10	\$ 900	\$ 900	\$ 900	\$ 900	\$ 900
11	\$ 900	\$ 900	\$ 900	\$ 900	\$ 900
12	\$ 900	\$ 900	\$ 900	\$ 900	\$ 900
Avg K-12	923	923	923	923	923
Total curriculum costs	\$ 513,279	\$ 838,522	\$ 1,148,798	\$ 1,467,692	\$ 1,788,537
Full set	\$ 11,993	\$ 11,993	\$ 11,993	\$ 11,993	\$ 11,993

Grades 9, 10, 11 and 12 will be offered as shown, based on demand

New grades may be offered sooner based on demand and curriculum availability

*See comments in introduction about changes in curriculum overall cost assumptions (no changes in cost of individual grades).*

## EXHIBITS

- A Elector Petition Forms
- B Articles of Incorporation and Bylaws
- C1 K-8 Curriculum Catalog (see pocket of binder)
- C2 9<sup>th</sup> Grade Curriculum Overview
- D Learning Management System Highlights
- E Network Infrastructure and Security
- F Parent Satisfaction Survey
- G Sample Parent/Learning Coach Agreement
- H Sample Special Education Services Contracts
- I Insurance Certificate
- J Sufficiency Review & Disposition of Issues
- K Commission Staff Feedback and Petitioner Responses
- L Memorandum of Understanding with Boise State University, 3/3/05
- M Proposed Policies
- N Sample Personalized Learning Plan

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



**Appendix D: Public Charter School Closure Protocol**



# **CLOSURE PROTOCOL**

**August 2013**

## Background

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

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

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

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

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

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

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# Introduction

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

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

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

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

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

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

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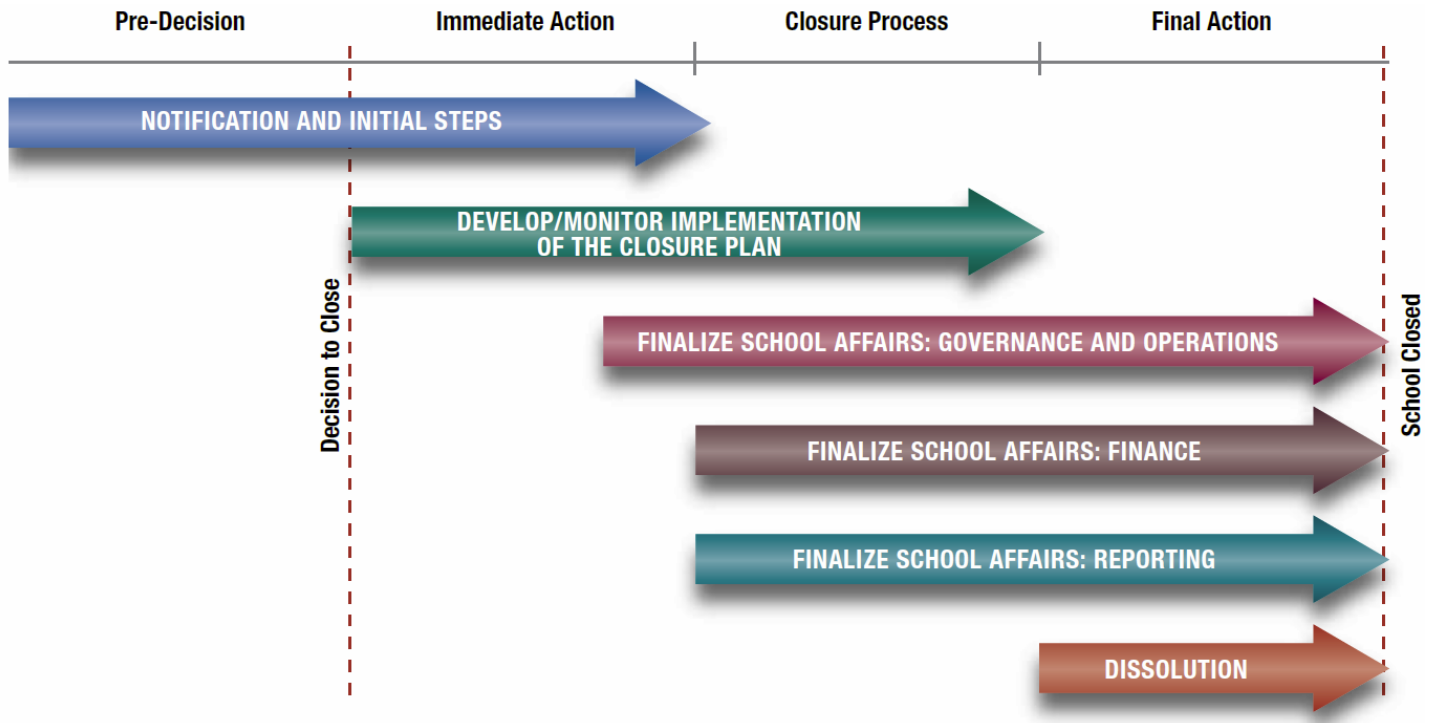
## Endnotes

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

<sup>2</sup> I.C. § 33-5212

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

# A Conceptual Timeline for Closure



## Notification and Initial Steps

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

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

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

## Finalize School Affairs: Governance and Operations

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

## Finalize School Affairs: Governance and Operations (continued)

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

## Finalize School Affairs: Finance

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

## Finalize School Affairs: Reporting

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

## Dissolution

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

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

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

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