

CHARTER SCHOOL PERFORMANCE CERTIFICATE

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

RECITALS

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

WHEREAS, on **August 21, 2008**, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year **2009**; and

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

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

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

SECTION 1: TERMS OF AUTHORIZATION

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

SECTION 2: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: **The mission of Idaho Science and**

Technology Charter School (ISTCS) is to engage students in independent learning through authentic, complex, projects in a positive collaborative setting.

- B. Grades Served.** The School may serve students in grades Kindergarten through 8.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
 - i. The educational program at ISTCS is centered on a project-based learning philosophy aligned with Idaho State Standards. Students learn best when they are personally invested in their own learning. Project-based learning encourages active student engagement as students “learn how to apply knowledge [gained in core ELA and math courses] to the real world, and use it to solve problems, answer complex questions, and create high-quality products.” (Buck Institute for Education, 2015). While project-based classes may be taught in a variety of subjects, many project-based classes will focus on teaching the application of skills necessary to succeed in science such as problem solving, inquiry, collaboration, constructing and testing a hypothesis, and effectively communicating results. This can be measured via observation, curriculum and lesson plan review.
 - ii. ISTCS will promote a supportive and collaborative school culture. ISTCS will actively encourage collaboration amongst faculty and students. This emphasis will inform school decisions in scheduling, professional development, curriculum, and discipline. ISTCS will maintain a 4-day instructional week; Fridays will be focused teachers’ professional development and collaboration. ISTCS will implement classroom strategies and activities designed to explicitly teach students how to contribute in a collaborative, supportive academic effort. This can be measured via observation, lesson plans and calendar review.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the State Board of Education.

SECTION 3: SCHOOL GOVERNANCE

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

the Charter Holder.

- C. **Charter Board Composition.** The composition of the Board shall at all times be determined by and consistent with the articles of incorporation and bylaws, and all applicable laws, rules, regulations, and policies. The Charter Holder shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five business days of it taking effect.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. **Oversight Allowing Autonomy.** The Authorizer’s role shall be to evaluate the School’s performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of the Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. **Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School’s academic achievement, Board stewardship, operational management, and financial stability. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.
- C. **Separate Academic Evaluations.** The academic performance outcomes of the K-8 on-site program operated by the School shall be aggregated across all grades for reportability.
- D. **Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School’s comparison group shall be identified as described below and shall be established for the length of the Certificate term.
- E. **Blackfoot School District (55).**
- F. **Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework. A formal report of the School’s academic, financial, and operational performance (“Performance Report”) shall be provided to the school and the public by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.
- G. **School Performance.** The School shall meet standard on all measures of the Performance Framework. The Authorizer shall renew any charter in which the School met all the terms of its Certificate, including all appendices, at the time of renewal.
- H. **Performance Framework as Basis for Renewal of Charter.** The School’s performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School’s Charter at the end of the Certificate term.
- I. **Required Reports.** The School shall prepare and submit reports as required by the Authorizer’s policy.
- J. **Authorizer’s Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a

manner that does not unduly inhibit the autonomy granted to the School.

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

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Holder shall operate at all times in accordance with all federal and state laws, rules, regulations, local ordinances, and Authorizer policies applicable to public charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 460 students.
- C. Equitable Enrollment Procedures.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- i. **Calendar.** The School shall operate on a traditional nine-month calendar in which the last day of the regular term shall fall on or before June 30
 - ii. The School will not offer a summer school session for the purpose of acceleration and/or credit recovery.
- D. School Facilities.** The School shall operate at the following location(s): 21 N 550 W, Blackfoot, ID 83221. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and in accordance with law, rule, regulations, and authorizer policy.
- E. Attendance Area.** The School’s primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category.
- Intersection of 450 West and 400 West (McDonaldville Rd) West (No Roads of Population) to Highway 26 and Larsen Road: South on Larsen Rd. to W 350 N; West on W 350 N to Wilson Road; South on Wilson Road to Hahn Road; Southeast (No road or population) to the intersection at S Riverton Road and Hoskins Loop; East to S 625 West; Southeast (No Road or population) to the intersection at Highway 91 and Shilling; East on Blackfoot River to 150 West; North on 150 West to Cromwell Lane; North (No Road – State Hospital) the intersection of Mitchell Lane and 100 West; North on 100 West to the end of Hansen Lane; North (No Roads or Population) to intersection of 350 North and Rose Road; West on 350 North to Johnson Road; North on Johnson Road to 450 West (Lambert Road); West on 450 West to McDonaldville Road. Addresses on

both sides of the streets will be included in the primary attendance area.

- F. **Staff.** Instructional staff shall be certified as provided by rule of the State Board of Education. All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. **Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

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

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

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

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

SECTION 8: MISCELLANEOUS

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

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

Alan L Reed
Alan L Reed (Jun 14, 2023 17:23 MDT)

Jun 14, 2023

Chairman
Idaho Public Charter School Commission

Becki Adams
Becki Adams (Jun 14, 2023 17:22 MDT)

Jun 14, 2023

Chairman
Idaho Science and Technology Charter School, Inc. Governing Board

Appendix A: Performance Framework

Appendix B: Charter

Appendix C: IPCSC Closure Protocol

Appendix A: Performance Framework



PERFORMANCE FRAMEWORK GUIDANCE: ACADEMIC MEASURES

Adopted 8/13/2020

Revised 4/14/2022

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Alan Reed, Chairman

Jenn Thompson, Director

ACADEMIC MEASURES

All School Measures

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

Comparison Group: Specific to school.

1. MATH PROFICIENCY

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

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

2. ELA PROFICIENCY

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

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

3. MATH GROWTH

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

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

4. ELA GROWTH

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

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

5. LITERACY PROFICIENCY

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

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

6. COLLEGE AND CAREER READINESS

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

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

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

OPERATIONAL MEASURES

BOARD STEWARDSHIP

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

OPERATIONAL MANAGEMENT

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

BOARD GOVERNANCE

1. Governance Structure Rubric

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

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

2. Governance Oversight Rubric

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

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

3. Governance Compliance Rubric

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

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

OPERATIONAL MANAGEMENT

4. Student Services Rubric

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

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

5. Data Security and Information Transparency Rubric

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

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

6. Facility and Services Rubric

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

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

7. Operational Compliance Rubric

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

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

FINANCIAL MEASURES

NEAR TERM HEALTH

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

SUSTAINABLE HEALTH

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

NEAR-TERM HEALTH

1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

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

2. Unrestricted Days Cash

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

Data Source: Annual Fiscal Audit Report

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

3. Default

Calculation: No calculation.

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

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

4. Enrollment Variance

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

Data Source: ISEE and direct school report

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

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

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

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

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

2018 Cash and Investments

Data Source: Annual Fiscal Audit Report

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

7. Debt Service Coverage Ratio

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

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

9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

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

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

Appendix B: Charter

IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL

CHARTER APPLICATION

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TAB 1 -- INTRODUCTION

EXECUTIVE SUMMARY

Idaho Science and Technology Charter School (ISTCS) was established in 2009 as a charter middle school in Blackfoot, Idaho. Its founding mission emphasized preparation for careers in a global marketplace, especially careers in science and technology.

Almost immediately, the school underwent pragmatic changes in its vision. Evidence that middle school students are not developmentally ready to prepare for careers forced educational program changes. School viability was dependent on offering a variety of electives, especially in music and art. Soon, the school began to move away from career preparation and towards teaching the application of skills necessary to succeed in science such as problem solving, inquiry, collaboration, constructing and testing a hypothesis, and effectively communicating results.

At the time of its charter renewal in 2018, the school had effectively transitioned from its original career focus to an emphasis on providing applied, project-based learning in a positive, collaborative culture. As part of its renewal process, the school transitioned from offering grades 4–8 to offering grades K-8.

The culture of ISTCS is its defining trait. The school has a reputation for being a safe, caring school that systematically teaches students positive social skills. Stakeholder surveys consistently indicate that families choose to have their children attend the school because of its positive, supportive culture.

The educational program at ISTCS is centered on a project-based learning philosophy aligned with Idaho State Standards. Students learn best when they are personally invested in their own learning. Project-based learning encourages active student engagement as students tackle real-world problems that require them to apply academic knowledge gained in core ELA and math courses using real-world skills including scientific inquiry, problem solving, research, collaboration, and effectively articulating a conclusion.

Expected student outcomes for children attending ISTCS go far beyond traditional testing methods. While student achievement has consistently trended upwards and students at ISTCS tend to outperform their local peers as measured by standardized tests, the educational program at the school is designed to produce confident, independent thinkers who can manage complex projects and effectively communicate the results of their work.

MISSION STATEMENT

To engage students in independent learning through authentic, complex projects in a positive collaborative setting.

TAB 2 -- EDUCATIONAL PROGRAM

EDUCATIONAL PHILOSOPHY

Students who learn to apply knowledge and skills in positive, collaborative, supportive settings will be prepared for their future. This educational philosophy is based on four fundamental beliefs:

1. Quality education is the key to a successful future.
2. Students learn best when they are personally invested in their own learning.
3. Students are more likely to be personally invested in learning that has authentic value to them such as Project Based Learning.
4. Students learn best in a safe, supportive environment.

EDUCATIONAL PROGRAM

The educational program at ISTCS is centered on a project-based learning philosophy aligned with Idaho State Standards. Students learn best when they are personally invested in their own learning. We strive to use project-based learning as a platform to encourage active student engagement as students “learn how to apply knowledge [gained in core ELA and math courses] to the real world, and use it to solve problems, answer complex questions, and create high-quality products.” (Buck Institute for Education, 2015).

ISTCS has adopted board policies designed to fulfill IDAPA requirements. Board policies 2000 – 2999 regulate all aspects of the educational program at ISTCS including but not limited to curriculum, school calendar, student placement, grading, and meeting the needs of special student populations. Board policy is reviewed and updated regularly.

All educational program and curricular decisions are made pursuant to board policy and IDAPA. Content specific curriculum is adopted through processes outlined by board policy 2100 and may be changed from time to time pursuant to that policy and Idaho State Content Standards. ISTCS currently uses Buck Institute for Education, the George Lucas Educational Foundation, ASCD, and other research-driven educational tools to develop project based curriculum. However, such programs may change from time to time due to the development of new products, changes in standards and/or curriculum modifications.

The educational program at ISTCS is designed to allow students to systematically gain the skills necessary to progress toward independent learning. ISTCS provides five (5) distinct

educational levels designed to meet the needs of children as they develop cognitive, emotional, and academic skills. All educational programs at ISTCS are vertically aligned. Students in upper elementary grades are housed in separate facilities from middle school students and have limited contact with them.

ELEMENTARY (EXPLORATION)

The elementary educational program at ISTCS is designed to give students the skills necessary to explore, discover, and respond to their world while gaining literacy, math, observation, collaboration, presentation, and inquiry skills. Students in elementary programs will be given daily opportunities to participate in “specials” such as PE, music, language, art, and computers. The elementary program is divided into three levels: kindergarten, early elementary, and upper elementary.

KINDERGARTEN (CURIOSITY)

The kindergarten program is designed to nurture a young child’s natural curiosity and desire to learn. The curriculum is based largely on using stories to create early literacy and number sense experiences. Students in kindergarten have extensive exposure to books, stories, phonological awareness, and numbers in a creative environment designed to encourage collaborative play, curiosity, problem solving, and friendship. Students leave kindergarten prepared to learn reading and math skills while working with others to identify and solve problems. Kindergarten is a half day program. Parents will have the option of enrolling kindergarten students in an additional supplemental program on campus for a fee.

EARLY ELEMENTARY (OBSERVATION)

The early elementary program focuses on teaching children early literacy and math in an environment designed to encourage children to develop skills in observation, perspective, and creativity. Students in early elementary grades have extensive exposure to books, stories, non-fiction, and early mathematical concepts. Students are given daily opportunities to make and articulate observations, listen to others, and collaborate to meet age-appropriate goals. Students leave early elementary with the literacy and math skills necessary to begin inquiry-based learning.

UPPER ELEMENTARY (INQUIRY)

The upper elementary program focuses on helping students transition from learning early literacy and math skills to using reading and math as tools in their learning process. Students in upper elementary grades will learn inquiry skills in an environment rich in resources necessary to ask and answer questions as they explore topics ranging from oceans to mythology. Students leave the elementary program prepared for an academic program designed to teach them how to make a positive impact on their world.

MIDDLE SCHOOL (IMPACT)

The middle school educational program is designed to give students opportunities to impact their world. During middle school, students use knowledge and skills to solve problems, ask and answer complex questions, and create high-quality products. Students leave middle school as empowered, independent learners with the ability to impact their own environment and their own futures. The middle school program is divided into two levels: 6th grade and middle school.

6TH GRADE (IMPACT FOR SELF)

ISTCS's 6th grade program is considered part of the middle school program. The focus of 6th grade is to empower students to use the skills of observation, inquiry, research, and presentation to make an impact on their world. Students attend multiple classes including core subjects, project-based learning classes, and electives taught by teachers certified in content areas; however, they are assigned a "core rotation" group. These groups of students are assigned all core classes in a block. This configuration allows students to experience a middle-school schedule without the distraction of changing classmates in every class period. The curriculum is differentiated to meet the needs of a variety of learners, and an honors track is available.

MIDDLE SCHOOL (IMPACT OUTSIDE OF SELF)

ISTCS's 7th and 8th grade program is based entirely on a middle-school configuration. The goal of the middle school academic program is to give students opportunities to incorporate all of the skills gained through ISTCS in authentic projects that have a measurable impact. Students request classes based on academic preparation and preference. All students are required to complete content-specific requirements as outlined by Idaho Statute, project classes, and electives. Students will have the opportunity to take electives. Honors classes are available in core subjects, and qualified 8th grade students are given advanced opportunities for high-school credit.

STUDENT ACADEMIC ACHIEVEMENT STANDARDS

Expected student outcomes for children attending ISTCS go far beyond traditional testing methods. While student achievement has consistently trended upwards and students at ISTCS tend to outperform their local peers as measured by standardized tests, the educational program at the school is designed to produce confident, independent thinkers who can manage complex projects and effectively communicate the results of their work.

ISTCS will set annual goals addressing Measurable Student Educational Standards (MSES) through existing processes which currently include a Continuous Improvement Plan, Accreditation, and Strategic Planning. MSES will be publicly available and will use the following methods as tools to assess student achievement:

STATE-MANDATED TESTING

The school will administer all required state-mandated testing and will establish annual performance goals related to each test at each level. The results of state-mandated testing, along with associated academic goals, will be presented in public meetings annually and will be available on the school's website. Currently, these tests include ISAT, IRI, and NAEP but may change from year to year.

UNIVERSAL TESTING

The school will administer universal testing at the beginning and end of every academic year. The results will be used to screen students for potential specific needs, to place students in appropriate classes, and to monitor specific academic programs. Students who qualify for academic assistance in programs such as Title I will be given additional progress monitor tests throughout the year. Progress monitoring may be used as needed with any student.

CLASSROOM ASSESSMENTS

Classroom assessments designed to determine student knowledge, understanding, and skills including but not limited to tests, quizzes, student products, and student performances will be used to measure student achievement.

PROJECT-BASED STANDARDS RUBRICS

Skills identified as essential for project based learning will be assessed through mastery-based rubrics.

EDUCATIONAL DESIGN ELEMENTS

PROJECT BASED LEARNING

The educational program at ISTCS is centered on a project-based learning philosophy aligned with Idaho State Standards. Students learn best when they are personally invested in their own learning. Project-based learning encourages active student engagement as students “learn how to apply knowledge [gained in core ELA and math courses] to the real world, and use it to solve problems, answer complex questions, and create high-quality products.” (Buck Institute for Education, 2015). While project-based classes may be taught in a variety of subjects, many project-based classes will focus on teaching the application of skills necessary to succeed in science such as problem solving, inquiry, collaboration, constructing and testing a hypothesis, and effectively communicating results.

COLLABORATIVE SCHOOL CULTURE

ISTCS will promote a supportive and collaborative school culture. ISTCS will actively encourage collaboration amongst faculty and students. This emphasis will inform school decisions in scheduling, professional development, curriculum, and discipline. ISTCS will maintain a 4-day instructional week; Fridays will be focused teachers’ professional development and collaboration. ISTCS will implement classroom strategies and activities designed to explicitly teach students how to contribute in a collaborative, supportive academic effort.

STRATEGIES FOR MEETING THE NEEDS OF SPECIFIC STUDENT POPULATIONS

ISTCS supports the right of all students including students with disabilities, English language learners, and gifted/talented to equal access to educational opportunity. No student will be excluded from ISTCS because of their special needs.

ISTCS has adopted the State of Idaho 2016 Special Education Manual as board policy. The school is committed to abiding by the requirements of the federal Individual with Disabilities Education Act (IDEA), section 504 of the Americans with Disabilities Act (ADA) and other federal and state statutes.

The school will maintain a Response to Intervention (RTI) program to identify students who may qualify for services under IDEA. The school will employ certificated special education teacher(s) to provide services. When necessary, the school will contract with specialists such as speech pathologists, school psychologists, and occupational specialists. An Individual Education Plan (IEP) will be developed by an interdisciplinary team including the student's parent(s) or guardian(s) to meet the needs of students with disabilities in the Least Restrictive Environment (LRE).

ISTCS has established board policies (2390 – 2450) pursuant to federal and state statute to address the school's responsibility to specific student populations including English Language Learners (ELL), Gifted and Talented students (GT), students who qualify for section 504 of ADA, and Title I. Board policies are reviewed and updated as needed.

TAB 3 -- FINANCIAL AND FACILITIES PLAN

TRANSPORTATION

Transportation to and from school for students in the primary attendance area is provided through contracted services pursuant to state mandates.

FOOD SERVICE

ISTCS does not participate in the Federal Free and Reduced Lunch Program; however, it does have lunch available for students to purchase.

ISTCS proactively seeks grants and other sources of revenue to offset the cost of student lunch. Currently, the school is able to offer a reduced lunch price to qualifying families. In addition, the school proactively seeks funds and/or material support from community partnerships and Federal Programs such McKinney Vento to provide assistance to qualifying students. The level of assistance and funding for such programs may vary and impact the school's ability to assist from time to time.

FINANCIAL MANAGEMENT

ISTCS has adopted board policies designed to fulfill IDAPA requirements. Board policies 7000 – 7999 regulate all aspects of financial management at ISTCS including but not limited to budgeting and accounting practices, fraud prevention, audits, and property records. Board policies 1000 – 1999 regulate governance practices including the Board of Director's rights and responsibilities regarding financial management; board policy 1205 outlines the financial authority of the Board of Directors. Board policy is reviewed and updated regularly.

ISTCS contracts with an independent auditor to perform financial audits annually.

FACILITIES

ISTCS is located at 21 N 550 West. The school owns 50% interest in a 15 acre property at that address and currently leases a 30,000 square foot facility that includes 13 classroom spaces, a

gym, a warming kitchen, a commons area, restrooms, and office space. In addition, the school owns four modular units located on the property. The school will add additional modular units as necessary. In the future, the school will consider other permanent building options including but not limited to adding a wing to its current building or building an additional building on its grounds.

TAB 4 -- BOARD CAPACITY AND GOVERNANCE STRUCTURE

GOVERNANCE STRUCTURE

The governance structure for ISTCS is outlined in detail in ISTCS Board Policies 1000 – 1999. Governance policies address a wide range of board topics including legal status, board membership, powers and duties, strategic planning, director insurance, board meeting, and the board’s relationship to the school’s director. All board policies are cross referenced with legal requirements including IDAPA and federal regulations. The board reviews and updates policies as needed. All policies are available on the school’s website: idahoscience.com.

Articles of Incorporation and Corporate Bylaws can be found in Appendix B.

CURRENT BOARD OF DIRECTOR’S ROSTER

Seat Number and Current Occupant	Elected or Appointed	Office Position Held If any	Seated	Date of Term Expiration
1. Jennifer Cameron	Appointed	Secretary/Treasurer	11/08/2017	Annual Meeting – 2018; 2021, 2024
2. Kelly Moulton	Elected	Chair	11/14/2012	Annual Meeting – 2020; 2023; 2026
3. Gwen Inskeep	Elected	Member	7/10/2017	Annual Meeting – 2019; 2022; 2025
4. Vacant	Elected	Member	7/10/2017	Annual Meeting – 2019; 2022; 2025
5. Becki Adams	Appointed	Vice Chair	3/19/2014	Annual Meeting – 2020; 2023; 2026
6. Not Utilized	--	--		--
7. Not Utilized	--	--		--

Resumes for current board members can be found in Appendix C.

RECRUITMENT AND TRAINING

The process for filling all openings on the Board of Directors at ISTCS is outlined in Article 4 of its Corporate Bylaws. The school actively recruits potential board members from its parent stakeholders. All board openings are announced to stakeholders through established communication methods such as email, letters home, Facebook, advertising at school functions, and/or the school's website. In addition, parents who have previously expressed an interest in significant volunteer positions are contacted individually to notify them of a potential opportunity to serve on the board.

Once potential board members are identified, they are provided with information necessary to eventually be seated including but not limited to a questionnaire for potential board members, the school charter, and Board policy 1205 *Board of Directors Powers and Duties*, and ISBA publication *So You Want to be a School Board Member*.

ISTCS is a member of the Idaho School Board Association (ISBA). The Board of Directors completes annual training through that organization including individualized training at the school and attendance at ISBA sponsored training events. Two current ISTCS board members have earned Boardmanship Awards through ISBA, and the Board of Directors earned the 2017 Master of Boardmanship Award. In addition to ISBA training, the board actively seeks training in legal matters. Representatives from the board attend Ed Law Institute annually. All board training is also attended by the school's administrative director to facilitate a strong working relationship between ISTCS's governance and administration.

TAB 5 -- STUDENT DEMAND AND PRIMARY ATTENDANCE AREA

STUDENT DEMAND

Within three weeks of announcing expansion to a K-8 program, ISTCS had collected sufficient lottery applications to fill all openings in 1st – 3rd grade and sufficient lottery applications to fill 70% of its overall enrollment caps. Initial studies show that ISTCS’s current student population (2017-18 school year) transferred from the following educational entities:

- 49% transferred from 7 Blackfoot School District (55) Schools.
- 21% transferred from Blackfoot Charter Community Charter School (BCCLC).
- 16% transferred from 4 Snake River District (52) Schools.
- 14% transferred from 22 Out of Area Schools or Homeschool.

ISTCS’s current student population includes 59% siblings; however, applicants for the new openings in early elementary show a significantly higher initial sibling preference. The school is projecting that 80% of its students in grades K – 3 will be siblings of current students.

ISTCS’s retention rate among students who begin in elementary grades is significantly higher than its retention rate among students who begin in middle school grades. Currently, 62% of the school’s total student population started attending ISTCS as an elementary student.

STUDENT NEED

ISTCS students generally score higher on standardized tests than their peers in surrounding public schools (see chart below); however, expected student outcomes for children attending ISTCS go far beyond traditional testing methods. The educational program at the school offers project-based and advanced classes that are not widely available in local schools. Each year, between 50 – 70% of 8th grade students earn high school credits through advanced opportunities programs including four (4) in-house classes offered at ISTCS.

Percentage of Students Proficient
Spring, 2017

	ELA	Math	Science
Idaho Science and Technology	52%	33%	63%
Blackfoot Charter	39%	33%	39%
Blackfoot School District	40%	31%	48%
Snake River School District	49%	38%	54%

Notably, ISTCS students who are classified as economically disadvantaged outperform their public school peers on the state level as measured by ISATs. In Spring, 2017, 47% of ISTCS students who qualified as economically disadvantaged were proficient in ELA, compared to only 40% statewide. In math, the proficiency rates were 31% for ISTCS compared to 30% statewide.

TARGET ENROLLMENT

Idaho Science and Technology Charter School will serve grades kindergarten (K) through eight (8). The school will maintain its overall enrollment CAPS to embrace a small, highly competitive educational and market philosophy. During the initial year of expansion, the school will retain its overall enrollment CAP and redistribute grade level CAPS as shown in the table below. In subsequent years, the school will maintain 10% or less growth in the school-wide enrollment CAP.

	Enrollment CAP	Anticipated Enrollment
Year 1 (2018-19)	K – 40 Students 1 – 20 Students 2 – 20 Students 3 – 20 Students 4 – 24 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 54 students Total – 370	K – 40 Students 1 – 20 Students 2 – 20 Students 3 – 20 Students 4 – 22 students 5 – 48 students 6 – 72 students 7 – 54 students 8 – 48 students Total – 344 18.95 Support Units
Year 2 (2019-20)	K – 40 Students 1 – 40 Students 2 – 37 Students 3 – 20 Students 4 – 24 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 54 students Total 407	K – 40 Students 1 – 40 Students 2 – 32 Students 3 – 20 Students 4 – 24 students 5 – 48 students 6 – 72 students 7 – 65 students 8 – 50 students Total 391 21.95 Support Units

Year 3 (2020-21)	K – 40 Students 1 – 40 Students 2 – 40 Students 3 – 40 Students 4 – 24 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 60 students Total 436	K – 40 Students 1 – 40 Students 2 – 40 Students 3 – 38 Students 4 – 22 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 58 students 430 24.11 Support Units
Year 4 (2021-22)	K – 40 Students 1 – 40 Students 2 – 40 Students 3 – 40 Students 4 – 48 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 60 students Total 460	K – 40 Students 1 – 40 Students 2 – 40 Students 3 – 40 Students 4 – 40 students 5 – 48 students 6 – 72 students 7 – 72 students 8 – 60 students Total 452 24.97 Support Units

ISTCS will ensure that total student enrollment remains below overall school enrollment CAPS outlined above and that sufficient openings exist in upper grades to accept all returning students from lower grades. When grade-based caps must be adjusted based on returning enrollment or retained students, the ISTCS Board of Directors will establish grade-based enrollment caps no less than one (1) month prior to ISTCS’s lottery application deadline and will post the Annual Enrollment Capacity information on the Idaho Science and Technology Charter School website within five (5) days of the Board vote.

LOTTERY PROCESS

All potential students wishing to enroll in ISTCS must complete a lottery application. Applications can be obtained through the office or the enrollment tab at idahoscience.com. Applications can also be mailed or faxed to the school. Applications must be received by ISTCS by 3:00 the day

before the date of the lottery. Applications received after the deadline will be added to the bottom of the final selection list for the appropriate grade.

If the capacity of the school is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to ISTCS. The lottery will be held during the March Board of Director's Meeting unless otherwise designated by the board. The lottery date will be posted at least 30 days prior to the lottery. The lottery will utilize a randomized computer lottery program. A lottery to determine the order in which grades will be filled will precede the student lottery. The lottery will follow Idaho Code Section 33-502 (j). Prospective students will be placed in priority groups as follows:

First Priority – The first priority group includes pupils returning to ISTCS for the subsequent year.

Second Priority – The second priority group of ISTCS will include the children of full-time employees and children of Founders (provided that this admission preference shall be limited to not more than ten percent of the capacity of ISTCS).

Third Priority – The third priority group is siblings of pupils already enrolled or selected by the lottery.

Fourth Priority – The fourth priority group is students who reside within the primary attendance area.

The fifth priority group includes students who reside outside of the primary attendance area.

At the conclusion of the lottery for each grade, the officials will pause to update the priority group assigned to prospective students impacted by sibling priority. In the case of twins, school officials will manually adjust the priority of the second twin chosen.

Offers of enrollment may be made via e-mail, telephone or residential mail. Acceptance must be made within 7 days of when the offer is made or of the date the offer was delivered, as verified by the U.S. postal Service. If no response is received within 7 days, the child's name will be moved to the bottom of the waiting list. This timeline will be shortened to 24 hours between August 15 and September 15.

The final selection list for a given school year shall not roll over to the next subsequent school year.

COMMUNITY VISION

VISION

ISTCS will be recognized for playing a positive role in the community.

ISTCS stakeholders host or support a minimum of 5 community events per year. Past events include hosting a community-wide science fair, hosting education outreach programs, color runs, canned food drives, and service projects.

PARTNERSHIPS

ISTCS actively seeks community partnerships. The school has current, active partnerships with the following organizations: ISU Community Outreach, ISU College of Science and Engineering, Ignite CS, iSTEM, Leo's Place, Overdeck Family Foundation, Simons Foundation, INL, Radio Shack, Community Dinner Table, Bingham Historical Park, STEM Action Center, Future City, and PK12. In addition to those partnerships, ISTCS hosts students from surrounding school districts in an annual science fair.

MARKETING

ISTCS maintains an aggressive marketing plan that is updated and presented to its Board of Director's annually. The marketing plan generally consists of four components: community, communication, advertisement, and enrollment. The community component focuses on establishing and maintaining a positive school image in the community, communication focuses on maintaining a positive image with current stakeholders, advertisement focuses on communicating with potential students, and enrollment focuses on meeting annual enrollment expectations.

STRATEGIES FOR INFORMING UNDERSERVED STUDENTS AND FAMILIES

ISTCS's marketing plan is designed specifically to reach all potential stakeholders within its primary attendance area. The school typically runs three (3) coordinated advertising campaigns per school year with the goal of using multiple platforms to disseminate a specific, targeted message in both English and Spanish. The school relies heavily on digital platforms such as Facebook, email, and its Website; however, it recognizes that digital messaging does not work for all populations in its primary attendance area. The school distributes fliers to underserved neighborhoods.

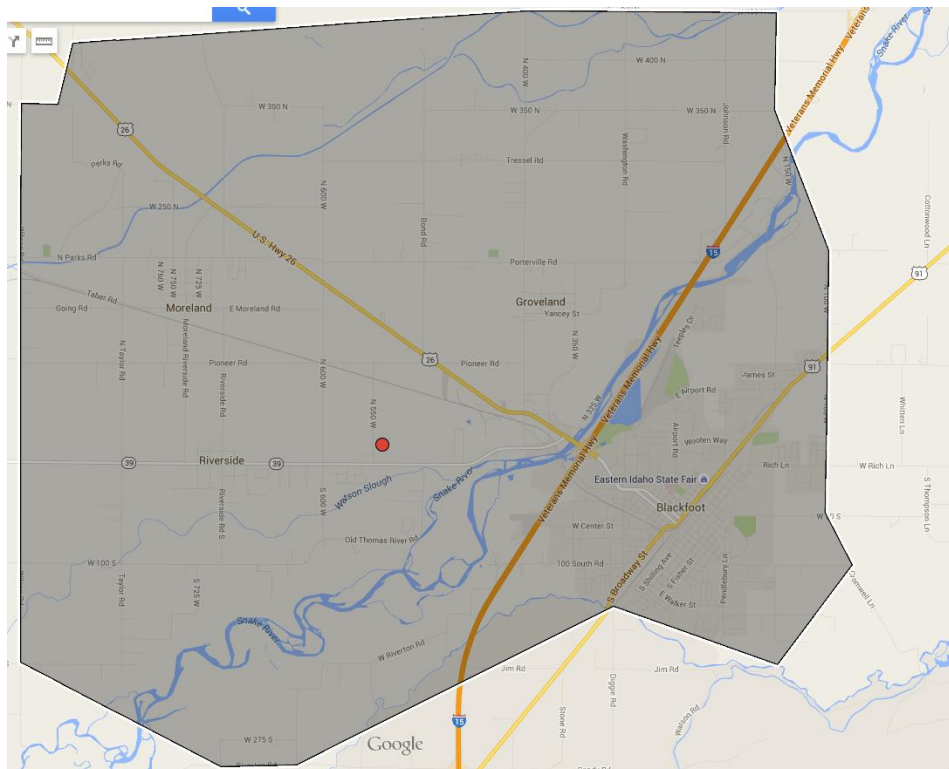
Currently, ISTCS's population does not appear to mirror the demographics of surrounding school districts. Verified enrollment numbers consistently show that ISTCS serves a higher percentage of Special Education students, but a lower number of both ELL students and students who qualify for Free and Reduced Lunch.

PRIMARY ATTENDANCE AREA

The primary attendance area will include areas from the Blackfoot School District (55) and Snake River School District (52). The boundaries will be as follows:

Intersection of 450 West and 400 West (McDonaldville Rd) West (No Roads or Population) to Highway 26 and Larsen Road: South on Larsen Rd. to W 350 N; West on W 350 N to Wilson Road; South on Wilson Road to Hahn Road; Southeast (No road or population) to the intersection at S Riverton Road and Hoskins Loop; East to S 625 West; Southeast (No Road or population) to the intersection at Highway 91 and Shilling; East on Blackfoot River to 150 West; North on 150 West to Cromwell Lane; North (No Road – State Hospital) the intersection of Mitchell Lane and 100 West; North on 100 West to the end of Hansen Lane; North (No Roads or Population) to intersection of 350 North and Rose Road; West on 350 North to Johnson Road; North on Johnson Road to 450 West (Lambert Road); West on 450 West to McDonaldville Road. Addresses on both sides of the streets will be included in the primary attendance area. (See Map)

These students will be given priority as designated in Idaho Code Section 33-5205(3) (j); however, students from other areas may be enrolled.



TAB 6 -- SCHOOL LEADERSHIP AND MANAGEMENT

Policies related to school leadership and management are delineated in Board Policies 6000-6999. The director of ISTCS is directly responsible to the Board of Directors, serves as the chief executive of the Board, and supervises all District operations in accordance with Board policies. The Director's responsibilities include overseeing all aspects of compliance, personnel, students, strategic planning, educational program, operations, finances, and public relations. The Board evaluates the Director annually pursuant to Board Policy 1410 and 6100.

The Principal of ISTCS is responsible to the Director in managing all day-to-day operations of the school. The Principal acts as a designee for the Director when necessary, sits on the school leadership team, and participates in long-term strategic planning. The Director is responsible for evaluating the Principal annually.

The business manager of ISTCS is responsible to the Director of the school in managing all business operations including financial, student and personnel records, and compliance. The business manager also serves as the Clerk of the Board and is directly responsible to the Board of Directors as its Clerk. The Director is responsible for evaluating the Business Manager Annually.

Resume for current Director can be found in Appendix D.

Organizational Chart can be found in Appendix D.

Job Descriptions for the Director, Principal, and Business Manager can be found in Appendix D.

Appendix C: IPCSC Closure Protocol



Closure Protocol

Idaho Public Charter School Commission

514 West Jefferson Street, Ste. 303

Boise, Idaho 83702

208-332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

Purpose

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

Authority

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

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

Closure protocol is enacted when:

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

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

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

Roles

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

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

Note

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

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I. Closure Protocol Team

A. Initial Meeting

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

B. Team Members

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

Required members of this team shall include:

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

C. Subcommittees

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

D. Meeting Agenda

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

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

E. Important Dates

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

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

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

Communication

A. Initial Stakeholder Notification

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

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

B. Staff Meeting

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

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

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

C. Ongoing Communication

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

F. Financial Dissolution

A. Expenses

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

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

- b. A review of projected cash flow through end of operations as presented by the school's Business Manager.
There will be time to revise this initial projection as closure progresses, and the numbers are expected to shift throughout the process, but this exercise establishes a starting place. Please consider the last allowable draw of funds, payroll through end of contracts, and note that there may be additional closing costs, such as a PERSI buy out, storage costs, or penalties on early lease termination.
- c. Development of a plan for immediately reducing spending to necessities only, which may require board action to suspend or change policies to allow for changes in who has spending authority and at what amounts.
- d. Prioritization of payment of anticipated expenditures, pursuant to Idaho Code.
- e. Documentation of a list of items requiring follow-up and who is responsible for the workload or costs.
- f. Establishment of approximate deadlines for when each account is to be closed.

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

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

B. Accounting of Assets

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

C. Dissolution of Assets

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

D. Reporting

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

IV – Records Management

i. Records Retention Procedures

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

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

ii. Records to be Retained

1. Student Records:

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

2. Personnel Records:

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

3. Financial Records:

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

- d. Medicaid reimbursement records for seven years prior to the school's closure date. Records shall be destroyed after seven years.
 - e. Bank statements for all accounts for five years preceding the school's closure date. Records shall be destroyed after five years.
 - f. Tax documents shall be retained for the seven years prior to the school's closure date. These documents include but are not limited to IRS forms 941 and 1099. Records shall be destroyed after seven years.
 - g. Annual financial audit reports and annual board approved budgets shall be retained permanently for all operational years. These documents are submitted to the IPCSC annually, and may not need to be re-submitted.
4. Governance Records:
- a. All meeting agendas shall be retained permanently.
 - b. All meeting minutes shall be retained permanently.
 - c. A complete copy of the most recent set of board policy shall be retained permanently.
 - d. A copy of the board bylaws and articles of incorporation shall be retained permanently.
5. School Culture Records
- a. The school's lead administrator shall be responsible to make arrangements for the permanent retention of all school newspapers, yearbooks, and student handbooks through the Idaho Historical Society. The school is responsible for all costs incurred.
6. Records Requests After Closure
- a. The IPCSC shall manage records requests for student transcripts and for personnel files after the school has closed.
 - b. The school shall ensure that the school's URL redirects to the IPCSC's records request page for a minimum of 3 years after the school's closure, at the school's expense.

V. Governing Board

iii. Final dissolution

1. Final Board Meeting

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

2. Meeting Agenda

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

3. Articles of Dissolution

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

Secretary of State. These articles shall minimally include:

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

B. Claims against a dissolved Corporation

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

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

C. Reporting

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

VI. Final Closure Report Outline

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

i. Cover Sheet

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

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

B. Required Attachments, Redacted

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

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